

CHARTER SCHOOL RENEWAL APPLICATION

EXECUTIVE SUMMARY

Name of Charter School: _____ George Walton Comprehensive High School _____

Proposed Charter Term Length: _____ 5 _____

Current Grade Range: __9-12__ Grade range at the end of the charter term: __9-12__

Expected enrollment at the end of the charter term: _____

This application was approved by _____ Local Board of Education on _____, 201__

For each year of the NEW charter term, indicate the number of students the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1										670	730	645	600	2650
Year 2										670	730	645	600	2650
Year 3										670	730	645	600	2650
Year 4										670	730	645	600	2650
Year 5										670	730	645	600	2650

1. State the charter school’s mission and describe why this initiative is important to the community it serves. Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and how they will continue participating. (350 words or less)

The mission of Walton High School is to “Educate, Inspire, Empower.” In the Fall 2019, Walton embarked on a protocol to create a new mission and vision statement. By identifying our cause, our actions, and our impact, a voluntary group of faculty created a proposed mission. Our undertaking was then vetted through multiple parent groups and the Student Government Association before formal adoption. **Educate, Inspire, Empower** drives our commitment to continually empower student success and mold lifelong learners by building relationships through engagement, inspiration, and connections. Walton’s vision is to be an establishment of excellence, providing every student with challenges and opportunities to help develop skills necessary to pursue individual goals.

As a conversion charter school for almost twenty-five years, Walton High School has often been a pioneer for innovation that other schools have emulated. This started with the Walton Enrichment Block (WEB) program, which has been a model as an intervention block. Walton was the first school in the district to start an International Spanish Academy, which we then replicated with a STEM Academy. The autonomy the charter has allowed has been most influential in the curriculum we provide. Walton has been able to expand and reorganize the state standards to best serve our students, focusing on critical thinking and deep understanding.

The Walton Governance Board voted to renew the charter contract in April 2022. The school started by seeking input from the board, the faculty, and our established parent organization regarding the most important

features and ideas moving forward. Due to Walton's conversion status, faculty and families had an opportunity to review and vote on the charter petition prior to submittal.

2. Describe the charter school's academic program, specifically focusing on why it is innovative in your school district(s). Include mention of any waivers of state law and SBOE rule that are needed to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature or features which enhance educational opportunities. (350 words or less)

Walton High School's long-standing academic success is attributed to our autonomy to implement specifically designed curriculum. We provide differentiated instruction through the scheduling of a greater number of class levels than is typical: Advanced Placement, honors, college preparatory, and 3-level. These levels are specific to Walton High School, and allow us to scaffold, remediate, accelerate, enhance and re-order as needed with a clear focus on student mastery of the Georgia standards.

Walton High School has a robust course offering list. This includes opportunities unique to our school such as Honors Algebra I, Accelerated Precalculus AB and BC, AP Calculus AB PC and BC Advanced, Advanced Spanish II, and Advanced Spanish III/IV. We offer embedded credits in our Capstone classes, Advanced Finite Math with Accelerated Precalculus BC, as well as specific Project Lead the Way classes.

We have continued and expanded our ELL innovative state model. This allows us to utilize dual-certified teachers (core content and ESOL) to instruct our EL students in a blended class to not only ensure they will be prepared for post-secondary options but to build academic language within the content area.

Walton Enrichment Block (WEB), which has been a designated intervention block for over twenty-five years, continues to be a model for other schools and districts. This program was redesigned this past school year while still maintaining the original purpose, which is to provide time for remediation and enrichment during the school day.

Walton High School has a unique partnership with Northside Hospital to enhance and support our Sports Medicine CTAE Pathway. This partnership allows our students to work hand-in-hand with multiple athletic trainers in a world-class facility. Students have opportunities to expand this past the classroom to co-curricular and work-based learning opportunities.

3. Describe the charter school's organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) if any, and the school's community interest and need. (350 words or less)

Walton High School is a conversion charter school and continues to be a part of the Cobb County School District, while maintaining a contract with the state for defined autonomy. The Walton Governance Board (WGB), Inc, is a domestic nonprofit organization registered with the state of Georgia. The WGB leads school-level governance by helping set the school's long-term direction, as well as design and implement school-level innovations that are responsive to school needs. The Standing Committees, which are comprised of all stakeholders, serve as an advisory to the WGB.

In the most recent charter renewal, the Walton Governance Board was completely redesigned to align with the expectations of the charter division. Improvements included changing the demographic makeup of its members, establishing by-laws, and implementing all new procedures and purposes. This work has been essential to our success during the pandemic and beyond. The board works tirelessly to ensure the community's expectations are upheld during such a difficult time across the globe.

Key board responsibilities include approving and monitoring the school strategic plan, charter goals and updates, reviewing and making recommendations of on-site school budget as well as providing annual feedback to the Assistant Superintendent on principal performance. The WGB has maintained all proper proceedings, completed all required training, and has entered memoranda of understanding with the district on several key components. The principal and school administration are responsible for the day-to-day operations and for carrying out the policies and procedures of the Walton charter, the Cobb County School District Board of Education, and the state Board of Education.

Much of Walton High School's success is owed to a supportive community. With twenty-five years of history as a conversion charter school while maintaining a high level of academic success, our community has continued to support our endeavors to use our flexibility to be a pioneer in innovation while maintaining the standards and expectations of a quality public school experience.

PAST PERFORMANCE

1. Complete and attach as Exhibit 5 the Accountability Report available on the GaDOE's Charter Schools Division website to show the school's performance during each year of your current charter term and include with your charter school renewal application. This Accountability Report will be presented to the State Board of Education with your charter petition, so please ensure it is accurate.

N/A

2. Page____ Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:
 - Address the school's performance in each year of your current charter term.
 - You are urged to include any supporting charts, tables, or graphs that provide quantitative data.
 - If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.

During the current charter term, the COVID-19 pandemic changed the world, and, therefore, had a drastic impact on education. On March 3, 2020, the school switched to full online learning for the remainder of the school year. Teachers did not have adequate time to plan, and students were forced to learn in a whole new way. There were many factors to consider during this time and safety became the priority. The 2020-2021 school year began in a full virtual setting until November. Once face-to-face instruction was permitted, only one-third of the student body returned to the physical classroom, while the rest chose to continue with remote learning. Teachers taught simultaneously to both in-person learners in their classroom and on Zoom for their virtual students for the remainder of the 2020-2021 school year. Additionally, the traditional school week was adjusted, and all Wednesdays became asynchronous digital learning days for teachers and students. Teaching and learning were regularly interrupted by illness and quarantine. Despite these incredible hurdles, our school continued to focus on our mission, and we are incredibly proud of the work done over this five-year term.

Academic Goals and Results

Due to the pandemic, traditional academic measures have been interrupted in both the 2019-2020 and 2020-2021 school years. Georgia Milestones End of Course tests were canceled or made optional. Most colleges and universities were test-optional for admissions. We offered the PSAT but saw reduced participation due to school still operating virtually. Despite these interruptions, our students have continued to attain the academic goals set forth in our charter.

Academic Goal 1: Beating the Odds

During each year of its Charter term, the Charter School shall "Beat the Odds" as determined by a formula measuring expected student growth.

Walton's High Schools single CCRPI score of 96.3 earned a "Beating the Odds" designation in 2019.

Academic Goal 2: CCRPI

The Charter School will demonstrate proficiency on the CCRPI. The school's CCRPI score shall be better than both the state and district during each year of its Charter term.

The table below indicates Walton, Cobb County School District (CCSD), and state CCRPI data for the charter term.

Year	Walton High School	Cobb County School District	Georgia
2019	96.3	87.2	78.8
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A

In addition to outperforming the district and state on CCRPI, Walton High School continued to outperform the district and state on the Georgia Milestones EOC tests. These tests were disrupted in 2020 and 2021 due to the pandemic.

American literature Achievement Level or Metric	Walton		Cobb		State	
	2019	2022	2019	2022	2019	2022
% Levels 2-4	99	99.2	88.8	84.2	80	77
% Proficient (Levels 3, 4)	89.7	89.7	59	53.5	48	42

Algebra I Achievement Level or Metric	Walton		Cobb		State	
	2019	2022	2019	2022	2019	2022
% Levels 2-4	95.8	94.9	79.3	79.6	73	68
% Proficient (Levels 3, 4)	81.9	75.2	45.6	49.9	41	37

Biology Achievement Level or Metric	Walton		Cobb		State	
	2019	2022	2019	2022	2019	2022
% Levels 2-4	97.2	97.9	82.6	80.4	71	70
% Proficient (Levels 3, 4)	91.2	91.2	62.7	58.5	49	46

United States History Achievement Level or Metric	Walton		Cobb		State	
	2019	2022	2019	2022	2019	2022
% Levels 2-4	98.6	99	89.4	84.9	78	69
% Proficient (Levels 3, 4)	90.4	86.3	66.2	59.1	48	38

Academic Goal 3: ACT/SAT

The Charter school will score better than state and local district. The Charter school will maintain scores within 1% over the term of the charter.

The table below indicates the ACT for the graduating class for Walton, CCSD, and the state for the charter term.

Year	Walton High School	Cobb County School District	Georgia
2019	27.4	23	21.4
2020	27.4	23.2	21.7
2021	27.6	24.3	22.6

The table below indicates the SAT for the graduating class for Walton, CCSD, and the state for the charter term.

Year	Walton High School	Cobb County School District	Georgia
2019	1288	1114	1048
2020	1272	1107	1043
2021	1275	1150	1077

Academic Goal 4: The Charter school will maintain or improve the number of students in AP courses earning a three or higher on at least one exam prior to graduation. The charter school will maintain scores within 1% over the term of the charter.

While Walton High School has continued to offer a rigorous Advanced Placement program during the pandemic, it is important to note the Class of 2021 did not complete the 2019-2020 school year and only one-third attended in person during 2020-2021. We believe this accounts for the slight drop in our equity and excellence score. Students were having to learn in entirely new ways while being exposed to rigorous curriculum. Because of the challenges inherent in virtual learning, this reduced the number of students in advanced and pre-AP coursework, which has obvious ripple effects in later years. We believe this pandemic-induced learning loss will affect students in the next two to three graduating classes,

The table below indicates the percentage of students in the graduating class who earned a 3 or higher on at least one AP exam throughout high school.

2019	2020	2021	2022
68.8	69.5	65.2	63.2

Academic Goal 5: The Charter School will maintain or improve the number of 10th grade students deemed College and Career Ready based on 10th grade PSAT scores. The Charter School will score better than both the state and the local district.

PSAT is given to all 10th grade students in October. Per the College Board, SAT test-takers who meet both the Evidence-Based Reading and Writing (ERW) and Math benchmarks have a 75% chance of earning a course grade of C or higher in a related first semester, credit-bearing college course. Students who take a PSAT-related assessment and meet both benchmarks for their grade are on track to meet both SAT College and Career Readiness benchmarks.

Walton High School met this goal over the course of the charter term. It is important to note the effect of the pandemic on the scores in October 2021. Our schoolwide goal during the 21-22 school year was to remediate student learning, thus increasing the percentage meeting benchmarks over the remaining two and a half years until graduation.

The table below indicates the percentage of 10th grade students who met the benchmark on both sections of the PSAT.

Date	Walton High School	Cobb County School District	Georgia
October 2019	75	42	29
October 2020	77	55	38
October 2021	71	35	27

Organizational Goals and Results

Organization Goal 1: The charter school will be economically sustainable. Each year the charter school will operate in an economically sustainable manner as measured by an external audit that is submitted on time to the Department by Nov 1. Actual and proposed budgets will demonstrate effective allocation of resources. Yearly balance sheets will demonstrate that the Charter School maintains adequate case reserves. The Charter School will meet all Generally Accepted Government Accounting Standards (GAGAS) as demonstrated by external, annual audit reports. The Charter School will meet all financial reporting deadlines set by the Department and their local school district as it relates to the district meeting the Department's deadlines.

As a conversion charter school, Walton High School follows all financial and accounting policies and protocols of the Cobb County School District. Walton High School has received exemplary annual audits over the term of the charter. While the WGB does not oversee any funding, the principal does present the district and local fund balance to the board each month, discussing priorities for spending as it relates to instructional materials, staff and student support, and capital improvements.

Organizational Goal 2: The Charter School shall ensure all Governing Board Members receive effective training as required by O.C.G.A. 20-2-2072 and SBOE Rule 160-4-9-.06. All Governing Board Members shall participate in nine hours of annual training, with six additional hours of training for newly approved governing board members during the first year after their approval. The training must include certain topics and be conducted by a State Board of Education approved provider. In addition, the charter Governing Board must adopt a Code of Ethics and a Conflict-of-Interest Policy.

Annual training is a priority for the Walton Governance Board (WGB) and has been diligently completed over the course of the charter term. A provider from the Georgia School Board Association (GSBA) has been utilized to create a training plan with the specific topics, including state standards for governance board members, code of ethics, conflict of interest, Leader Keys Evaluation System (LKES) and the WGB by-laws. Additionally, the new members have all completed the state financial training as well as a thorough introduction to the local school charter priorities. At the conclusion of each training, the GSBA completes sign-in sheets and evaluations at the end of each session.

Organizational Goal 3: The Charter School shall promote a positive school experience that engages students, parents, and teachers.

Measure 1: According to data reported by the Governor’s Office of Student Achievement Report card, in each year of the charter, the percentage of students absent 6 days or more shall not exceed 10 % and shall improve by at least 2 percentage points annually.

	Number of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More Than 15 Days Absent (%)	Chronic Absenteeism (%)
2020-21	2,754	85.0%	12.0%	3.0%	3.2%
2019-20	2,703	81.1%	15.5%	3.4%	3.4%
2018-19	2,738	66.0%	26.5%	7.5%	6.8%

Throughout the five-year charter term, Walton did not meet the attendance measures of fewer than 10% of students absent six or more days. Schools were required to follow CDC and DPH guidelines which required students to miss school for illness or exposure to COVID. Due to the pandemic, attendance measures were last used for accountability purposes in the 2018-2019 school year. Attendance will not be reported by the Georgia Department of Education in the school accountability information for the 2021-2022 school year due to ongoing attendance issues associated with the pandemic.

Moving forward, Walton plans to closely monitor student attendance now that pandemic attendance guidelines have been relaxed. Through more meaningful attendance measures, the school will identify and address attendance issues.

Measure 2: Each year, 90% of parents will indicate they are at least “satisfied” with the overall quality of their child’s education measured via an annual survey. The response rate will be at least 85%

Measure 3: Each year, 90% of teachers will indicate that they are at least “satisfied” with the overall quality of their job as measured via an annual survey conducted at the conclusion of the school year. The survey response rate will be at least 85% of teachers.

Walton High School utilized the climate survey to obtain this data. As the climate survey was optional and difficult to administer during COVID, it was not given since year one of the current charter. Per the 2019 CCRPI, Walton students agreed they were at least satisfied at 74%, parents at 80%, and teachers and staff at 89%. Walton High School intends to give the survey in 2023.

Measure 4: Each year the Charter School will receive a 4-star rating or higher on the Georgia Department of Education’s School Climate Star Ratings annual report.

Walton High School received a 5-star climate rating on the 2019 CCRPI. There was no climate rating reported in 2020 or 2021.

3. Page_____ Describe the school’s current financial situation. In your description:

- Include an explanation of financial results.
- Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.
- Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.

As a conversion charter under the umbrella of the Cobb County School District, all funds available to the school for operation and instruction are provided by the district, which maintains adequate class reserves. Walton has remained in good standing as indicated by an annual external audit conducted by Maulding & Jenkins, LLC, contracted through the Cobb County School District. Yearly recommendations have confirmed the use of generally acceptable accounting practices, as well as adherence to regulations set forth by the district and the Chief Financial Officer. The annual operating budget is a public document available for review by all stakeholders.

Walton’s principal provides the proposed budget of the county-allocated funds to the WGB each August. While the final allotment is not received until late fall, the WGB gives approval on this tentative budget, ensuring the spending plan is consistent with the school’s strategic integrated operating plan. For example, the budget priority in the 2020-2021 school year was purchasing resources to aid in our virtual/simultaneous learning model. This included resources such as Formative and Turn It In. The WGB monitors the budget at every meeting to make any mid-course directions as needed. Additionally, the WGB provides oversight and recommendations on the on-site school budget with updates provided by the principal at each meeting. The Walton Foundation is a fundraising mechanism for the school. The foundation provides the WGB updates on their annual campaign, campaign goals, and results.

4. Page_____ Provide a brief overview of the school's current governance structure. In your description, you must include:
- Specific examples of decisions the governing board has made on behalf of the school;
 - Specific examples of decisions the school leader has made on behalf of the school;
 - How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and
 - The governing board's training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board's Governance Training Plan.

The Walton Governance Board (WGB) is a 501C (3) non-profit governed by a five-member board who share a vested interest in Walton High School. The board is comprised of individuals with a variety of professional experiences who can share their expertise during the operation of the board. In accordance with the by-laws, board members serve a two-year term. The board elects a Board Chair, Board Vice-Chair and Parliamentarian on a yearly basis.

There are five standing board committees: Community Enhancement, Technology & Facilities, Curriculum & Instruction, Goals and Assessments and Human Resources. These committees advise the WGB through committee and/or board directed initiative. An example of this work occurred when the Curriculum & Instruction committee provided feedback and research for MOUs created about Special Education and English Language Learners.

As outlined in the bylaws, the WGB has the authority and has fulfilled the following responsibilities, including specific examples:

- Yearly training on the Leader Keys Evaluation System (LKES). The board can and does submit feedback on the Leader Keys to the principal's supervising assistant superintendent.
- The WGB has approved and monitored the school strategic plan, charter goals, and all schoolwide data on a yearly basis as received by the school.
- The WGB has submitted multiple MOUs to the Cobb County School District to establish an understanding of using district services such as transportation, Special Education, and English Language Learner programs. Standing committees submitted research and recommendations to the WGB specifically about these MOUs.
- The WGB provided input on the hiring of the new principal in July of 2022.
- The WGB receives monthly financial updates and provides input on priorities during spending. Examples include reallocation of funds during the pandemic for resources for virtual learning and creating a custodian position for outdoor maintenance and purchasing of needed supplies for this position.
- The WGB reviews FTE data in October and March to predict teacher allotments and priorities in hiring. For example, during a reduction in allotments, the school principal recommended suspending offering a CTAE program, with the priority to re-instate the following year, which was completed in 2022.
- The WGB reviewed safety operations created by the school principal during the pandemic and gave suggestions to adjust as needed.
- The WGB approved the elimination of the attendance incentive program as recommended by the school principal.
- The WGB approved the re-structuring of Walton's long standing intervention block (WEB) as recommended by the school principal.

The roles and responsibilities between the WGB and the school principal are very clearly defined. The principal (as referenced above) oversees the day-to-day operations and sets the strategic direction of the school. The principal provides updates and reports at each board meeting by submitting potential agenda items at the direction of the board. Some specific roles of the principal include:

- Continue to interview and hire all personnel
- Modify and finalize agreements with community partners. For example, partnership with Northside Hospital to provide two full-time athletic trainers to the school.
- Work closely with the PTSA to plan events and support which enhance the experience of our students and community
- Work closely with the Walton Foundation, which raises funds to support the school in a variety of ways, including hiring additional staff members
- Work with the district SPLOST department to complete Phase II and begin Phase III of a complete school rebuild with an expected completion date of Spring 2023
- Implemented curricular changes and program improvements to meet the diverse needs of our learners to both address remediation as well as enrichment
- Plan and implement a professional learning plan which aligns with the schoolwide professional TKES goals

The WGB has completed all required training over the term of the charter utilizing the Georgia School Board Association. All members have been actively engaged in the process and seek to serve the school through their role. The 2022-2023 training calendar is included as Exhibit 6.

5. Page____ Describe how the school provides state- and federally-mandated services to **students with disabilities**. Reciting the requirements of law and rule is insufficient. Your description must include the school's practices and procedures to:

- Evaluate and identify students with disabilities;
- Develop, review, and revise Individualized Education Programs (IEPs);
- Integrate special education into the general education program;
- Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;
- Address student discipline;
- Handle programming disputes involving parents;
- Ensure confidentiality of special education records;
- Purchase services from special education vendors or to contract with your local district to provide a continuum of special education services and how this arrangement will work; and
- Secure technical assistance and training.

In the 2018-2019 school year, the WGB, with support from the Curriculum and Instruction standing committee, signed a Memorandum of Understanding (MOU) with the Cobb County School District to outline the general principles of the services provided to the local school from the district within the guidelines of the respective laws and regulations of the State of Georgia. The following information outlines the school's practices and procedures regarding students with disabilities.

Evaluation and Identification

Students arriving at Walton from feeder schools, previously identified with a disability requiring specialized educational services, are served according to their individualized education plan regardless of school level change. Pertinent records are obtained before a student's arrival on campus.

Students receiving services are re-evaluated every three years to address eligibility requirements and sustain or suspend the services needed. A student with disabilities necessitating special education support and arriving from outside the district will require a transfer of records and a 10-day individualized education plan (IEP) meeting employing all records received. Students can also be referred for evaluation of specialized services through a re-evaluation process, Response to Intervention (RTI), 504, or parent referral.

RTI is a multi-tiered approach to identifying and supporting students demonstrating academic and behavioral challenges. Tier 1 is standards-based instruction for all students. If a student's performance indicates a need for intervention, individualized strategies are put in place at Tier 2 to help support the student. Students who do not demonstrate improved performance can receive more intensive support at the Tier 3 level. The RTI committee may initiate a request for special education evaluation from Tier 3. Once the parent is informed and written consent is obtained, a Cobb County School District psychologist completes a comprehensive review based on possible direct testing, referral data, and previous intervention supports. Within sixty calendar days, the IEP team meets with the parent or guardian, special education teacher, evaluator, psychologist, local education agency (LEA), and general education teacher. A determination of special education eligibility is made if a disability exists, if there is a negative impact on the child's educational performance, and if the child requires specialized instruction to access the curriculum.

Individualized Education Programs

An Individualized Education Plan is developed for all students who meet eligibility criteria for special education services. The IEP is created to address a student's unique needs and abilities and describe how the student will address the curriculum. Each year, unless specifically requested by the parent or guardian, a student's IEP is evaluated. Again, the IEP is designed to attend to individual performance levels, strengths and needs, previous evaluation results, parental concerns, transition assistance, annual goals, progress toward those goals, related services, supportive aids and services, and educational and behavioral services warranted by the student. Walton follows the requirements of progress monitoring of the district.

Integration into the General Education Classroom

To ensure students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Walton provides a full continuum of services to students with disabilities. Educational services provided to students requiring special education services include a consultative model, collaborative model, and a shared teaching model. The outcome of each specialized teaching model is enhanced academic achievement of students exposed to a general education setting.

Facility

Walton completed a comprehensive rebuild of the school facilities in 2019. The construction was finalized in accordance with all ADA and section 504 codes. The building is four stories and does account for accessible elevators on campus. The facility has handicapped entrances, curb cuts, and handicapped parking spaces.

Discipline

Walton utilizes the Cobb County School District Student Code of Conduct. The district code of conduct is accessible to students and parents through district and school websites. The students receive a student agenda with additional behavior expectations, and with class meetings held at the beginning of each school year, students are reminded of behavior expectations. Walton complies with all federal laws and regulations regarding student discipline for children with disabilities. Any student who has been identified as a student with a disability under the Individuals with Disabilities

Education Act (IDEA) and whose acts are determined to have violated any rules, regulations, or laws and is to be suspended for more than ten school days within a school year, shall have the right to a Manifestation Determination Review (MDR). The IEP committee will review all significant information and decide if the conduct is a manifestation of the child's disability. If the committee determines the conduct is not a manifestation of the disability, the student's disciplinary consequences are handled similarly to a general education student. If the committee determines that the conduct is a materialization of the student's disability, the committee agrees upon recommendations to enact or modify a Behavior Intervention Plan and/or amend the IEP as needed to address the needs of the student.

Program Disputes

Annually, before an IEP meeting, parents receive a copy of Parent Rights which outlines their rights to file a formal complaint or request a Due Process Hearing. Under the MOU, Walton uses the district's attorneys, compliance director, and other district professionals and procedures to resolve conflicts between parents and the school.

Confidentiality

Walton adheres to all portions of FERPA as it relates to students with disabilities.

Vendors

As previously outlined, the WGB has entered into a Memorandum of Understanding (MOU) with the Cobb County School District for related services and support.

Technical Assistance and Training

6. Walton is assigned a Student Support Administrator employed by the district's Special Student Services and Support division. This employee oversees and supports the local school's special education teachers and students. Walton's special education staff attend the Cobb County School District training that supports compliance and academic programming for students with disabilities.
7. Page_____ Describe how the charter school provides state- and federally-mandated services for English Learners (ELs). Reciting the requirements of law and rule is insufficient. Your description must include the diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.

Walton High School serves approximately 1% English Learners (EL). Walton complies with all applicable federal and state laws, rules, rules, and regulations related to serving English Learners.

All students who indicate a language other than English as the home language at the time of enrollment are assessed for English proficiency utilizing a federally mandated assessment. Cobb County School District uses the WIDA screener. Students who score a 5.0 or higher on this assessment do not qualify for EL services. Students who score below 2.0 are provided with Intensive English Language services at a neighboring high school. The students who score a 2.0-4.9 qualify for ESOL services provided at Walton High School through a push-in model following regulations as determined by the State Board of Education (SBOE 160-4-5-.02) or through Walton's state approved Innovative Model. This model allows for dual certified teachers (content and ESOL) to instruct in a reduced class size to provide services to EL students. All English Learners (EL) are required to take the federally mandated annual ACCESS assessment. In accordance with Title III guidelines from the Georgia Department of Education, students who score 5.0 or above on CPL and 4.8 or above on Literacy, must exit ESOL services. If a student scores between a 4.3 and 4.9, a Language Assessment Conference (LAC) committee will meet to determine if the student will still require ESOL services.

The LAC committee will review language proficiency, classroom performance, teacher recommendations, criterion-referenced test scores and writing samples. Per federal law, all exited ESOL students are monitored for two years by the ESOL staff.

The WGB entered a Memorandum of Understanding with the Cobb County School District regarding specific EL services. This includes:

- Collaboration and communication with district ESOL/Title III Supervisor
- Resource materials
- International Welcome Center for initial screening, translator services, family engagement support
- Transportation and enrollment in the district Intensive English Language program if initial screening indicates a need

8. Page ____ Provide the number and percentage of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions during the current charter term (e.g., the past 5 years). How does this discipline and dismissal data compare to the [Office of Civil Rights data](#)?

	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	Number & Percentage of Total Population					
Latino Hispanic	19	14.6%	25	12%	1	14.3%
American Indian	0	0%	1	.5%	0	0%
Asian / Pacific Islander	15	11.5%	11	5.3%	0	0%
Black / African American	17	13%	13	6.3%	0	0%
White	69	53%	147	71%	5	71.4%
Two or More Races	10	7.7%	10	4.8%	1	14.3%
Total Population	130/10775		207/10775		7/10775	

The data above indicates 1.2% of students receiving ISS over the charter term, 1.9% of students receiving OSS over the charter term, and approximately 0% receiving expulsion over the charter term. While the Office of Civil Rights data was not obtainable, the Governor’s Office of Student Achievement does report districtwide data per school year. In 2021, the districtwide data was not able to be disaggregated for grade 9-12, but the overall percentage of students (K-12) receiving ISS was 1.4% and OSS was 1.3% which is not statistically significant difference from Walton.

In looking at the consequences by ethnicity, it is important to note Walton’s student body is currently 22% Asian, 5% Black, 8% Hispanic, 4% Multiracial and 61% White, while the school district is 6% Asian, 31% Black, 24% Hispanic, 4% Multiracial and 35% White. There does not appear to be a statistically significant disparity.

Walton High School follows the Student Code of Conduct policy of the Cobb County School District. The progressive discipline process is utilized. Administration has class meetings at the beginning of the year to outline expectations and to engage students in positive reinforcement and relationship building. Following the return to school from the pandemic, the Walton Foundation gave the school funds to hire an extra counselor to help students with behavior and mental health concerns. Walton has seven school counselors and a social worker on staff to support students with positive behavior strategies.

9. Page ____ Describe in detail how the charter school’s students, governing board, faculty, and staff reflect the sociodemographic diversity of the community served by the charter school. If the charter school does not reflect the community’s diversity in one or more areas of the areas

listed above, provide a comprehensive plan to address this need for diversity. Included in such a plan could be, for example, the use of targeted recruitment or the use of a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).

As a conversion charter school, Walton is a neighborhood school that serves the local attendance zone created by the Cobb County School District. Walton does not participate in a lottery system; the community demographics are the school's demographics.

10. Page ____ Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also explain how the school plans to avoid these difficulties during the upcoming charter renewal term.

A global pandemic was the most significant difficulty facing all education during this charter term. All schools in Georgia became virtual on March 13, 2020. For the remainder of that school year, teachers continued instruction without mandatory virtual sessions, and students' grades were not affected by any work moving forward. The 2020-2021 school year began virtually, with students meeting on Zoom for a reduced time for each class. Also, one day a week was a remote day without any live sessions. Students were allowed to return face-to-face in November 2020, with only about one-third choosing to return. Teachers were simultaneously teaching the students face-to-face and on Zoom for the entire school year. This forced teachers to learn new instructional strategies without proper preparation time. Also, throughout this school year and the first half of 2021-2022, students had to quarantine when determined to be in close contact with a positive case of COVID-19 or isolated when testing positive causes high levels of absenteeism. These significant disruptions to a consistent learning environment caused not only academic learning loss, but also wellness concerns for our students. During the 2021-2022 school year, our school had to make multiple changes to address these new concerns for our students. Despite these past few years, our students' achievement data has continued to excel over the district and state, which is a testament to the phenomenal faculty and staff.

Throughout the pandemic, Walton endured a significant lack of community engagement. Volunteers were no longer allowed in the building. Open house events and parent meetings became virtual, as did the Walton Governance Board (WGB) sessions. Several board members only attended the very last meeting of their two-year term face-to-face. The work of the WGB continued despite these restrictions, as reflected in our work. There is room for growth as we move into normal operations in 2022-2023. While we certainly hope we will never revisit these difficulties, we know we will be better equipped to foresee and handle potential future complications and utilize our flexibility more effectively.

Walton saw the mental health of students deteriorate during and after the pandemic. When students returned to school, stress and anxiety levels escalated along with suicidal ideations. To address these concerns, an additional part-time counselor was hired in the 2021-2022 school year. For the 2022-2023 school year, the additional counselor became a full-time employee with the purpose of assisting students and families in crisis. Walton will continue efforts to enhance social and emotional support for students by developing a committee of parents, administrators, and school counselors to discuss student stress, anxiety, and other mental health issues. The school will be utilizing community mental health professionals to engage all stakeholders in a series of speaking events and documentary films to raise awareness of the mental health challenges facing teenagers. The committee will work with feeder elementary and middle schools to adapt these activities for younger stakeholders.

PROPOSED CHANGES

11. If the answers given above to questions 1 - 9 reflect a change to any of the following, please provide the rationale for the change:

A. Page ____ **ACADEMIC CHANGES:**

- The academic program and curriculum.
- The use of waivers/innovations.
- School programs – this includes Students with Disabilities, Gifted and Talented, English Learners, etc.
- Any assessments being used.
- Any administrative positions.

Academic Program and Curriculum

In mathematics, we differentiate the Accelerated Precalculus curriculum between AB and BC levels, which allows us to offer the course to a greater number of students at the AB level, while offering enrichment opportunities that often goes far beyond the prescribed curriculum to our strongest mathematics students at the BC level. These dual courses help build our AP Calculus AB and BC programs, and the Precalculus AB option allows us to expose students to AP-track mathematics who may not otherwise consider Calculus. Further, in our AP Calculus program, we offer four levels of Calculus: AB PC, AB, BC, and BC Advanced. The two courses that are unique to Walton are AB PC and BC Advanced. AP Calculus AB PC is a course that is designed for those students in our non-honors/AP college preparatory track where the concepts are covered at the pace and depth appropriate for these students. This allows us to provide a greater number and variety of students with access to advanced mathematics prior to college. AP Calculus BC Advanced is designed for students who have already completed AP Calculus AB and gives them an opportunity to earn additional college credit for BC Calculus, meaning these students could enter college with credit for both Calculus I and Calculus II.

In English, we offer an Honors American Literature LA course, which is designed specifically for our advanced juniors who have already taken AP English Language as sophomores. The benefit of the American Literature LA class is twofold: The course allows us to offer AP English Language to our strongest sophomores, which helps those students with the analytical, critical reading, and writing skills necessary for advanced coursework in other disciplines; and the course itself is a more intensive treatment of literary analysis and research, along with extensive writing, which is helping feed these students into our growing AP English Literature program.

Additionally, Walton has two unique academy opportunities that are open to students in our feeder pattern through a competitive application process. The International Spanish Academy (ISA) offers language immersion in a cohort setting, where students take both an advanced Spanish course along with a course in a different (non-language) subject taught completely in Spanish by specially selected faculty who are fluent in Spanish. The charter allows ISA to have flexibility in acquiring specialized resources and instructional materials for the classroom that are tailored to the needs of our students, as well as allowing ISA teachers the ability to augment and enrich their curriculum to satisfy the specific requirements set by the Ministry of Education and Vocational Training of Spain. The Walton STEM Academy has three distinct pathways: Advanced Math/Science, Engineering, and Biomedical Science. This unique curriculum allows cohorts of students to pair their interests between the primary STEM Academy course with an accompanying science course. Students are exposed to projects and more in-depth learning which connects the ideas between STEM courses and go above and beyond the prescribed standards in their level of exploration and expectations. Further, the STEM Academy makes extensive use of our WEB program, as our science courses use the time for labs and for the extension of projects, and our STEM students also use the flexibility to leave campus

during this time so they can participate in internships and shadowing opportunities, which are requirements for members of the STEM Academy and are invaluable for their preparation for future careers in scientific research, engineering, and medicine.

In addition to the advanced coursework opportunities, the charter curriculum flexibility allows for differentiation for struggling learners. As a school, we provide 3-level course offerings focused on basic concepts, skill remediation, and adjusted pacing for student learning needs. Walton offers 3-level science and social studies courses that are required for graduation. During the spring semester, struggling 9th graders are placed in a 3-level English class with an intense focus on reading fluency and comprehension.

The Walton Sports Medicine program has initiated the industry certification process. Industry certification requires rigorous reviews by leaders from business and industry and ensures the program is interfaced with current industry standards. The curriculum and instructional method are better aligned with recognized standards and help prepare students to meet the demands of Georgia's 21st century workforce. Project-based learning opportunities, state-of-the-art athletic training facilities, a competitive HOSA organization, and a partnership with Northside Hospital provide students with a meaningful, authentic learning experience.

Walton teachers and leadership continue to make significant strides in collaborative practices. In the 2019-2020 school year, the four core (English, math, science, and social studies) departments were given a common planning period to allow for intentional teacher collaboration. This year (2022-2023), a fourth lunch period was added to better address the student scheduling conflicts resulting from common planning. The professional learning communities (PLC), known as Cobb Collaborative Communities (CCC) within the district, are now able to meet regularly to review instructional practices, unit plans, and student data, as well as plan for common formative and summative assessments. Professional collaboration among teachers has allowed for increased awareness of student proficiency and identified needed remediation.

Waivers/Innovations

Walton will continue to utilize the broad flexibility waiver to implement our complete academic program effectively and efficiently. Specific waivers related to school scheduling, curriculum options (see above), textbooks/resources, staffing, and assessment options remain vital for success.

Walton has used professional development funds to specifically address its faculty and staff's instructional, curricular, and professional needs. Monies have been allocated to training, including but not limited to Advanced Placement Summer Institute, collaborative summer work, and STEM-specific teacher training.

We continue to utilize our Walton Enrichment Block (WEB) in meaningful ways that are essential to the overall success of our school. Last year, WEB was redesigned to enhance student accountability and provide more structure in dividing this time into four 35-minute blocks. While this was an essential change in managing the logistics of thousands of students and providing a more formal environment for student remediation and enrichment, every enhancement of WEB continues to be student-focused and student-driven. Further, while all Cobb high schools are now required to provide an enrichment and remediation block, WEB is unique in the flexibility it offers students, especially in their ability to leave campus. Students use this ability to participate in opportunities such as internships and other community endeavors.

Resource flexibility is also a key component of Walton's effectiveness in serving the needs of our community. For example, we use our own choice of textbooks and instructional resources in our English, fine arts, math, and science departments. Math and science textbooks are adopted for higher-level courses and designed for advanced learners who need a more thorough treatment of concepts and topics while exploring material through a more conceptual (rather than mechanical) lens. Our English department uses its resource funds to purchase instructional materials more suited to Walton students in place of the district's prescribed resources. Our school counseling department uses Naviance instead of the Cobb Teaching and Learning System (CTLS) for academic planning for our students.

One of the cornerstones of Walton's academic excellence is our ability to mold a curriculum to meet the needs of our learners. In nearly every area, we meet (and exceed) the standards prescribed by the state. Still, we reorder standards within our courses to maximize the curriculum's conceptual flow to ensure better student understanding and improve student performance on summative assessments. For example, as we begin to plan for our new math curriculum coming from the state, we will use our academic flexibility to reorder units and embed credits where possible so that the educational needs of our students are met, and a clear path is provided to advanced coursework. Ultimately, we want to tailor our curriculum to remediate our struggling learners while enhancing their growth while simultaneously challenging our most academically inclined students.

Assessment

Walton will continue to utilize the following schoolwide assessment beyond common formative and summative assessments designed by our Professional Learning Communities:

- RI/MI universal screeners
- PSAT (9-11th grade)
- Georgia Milestones EOC tests in American Literature, Algebra I, Biology, and United States History
- Other recommended district-developed assessments will be considered on a case-by-case basis.

B. Page_____ GOVERNANCE CHANGES:

- The school's governance structure.
- The school's governing board composition, including its diversity.
- The school's relationship with an Educational Service Provider or other Charter Partner.
- The relationship with the local district.

The Walton Governance Board (WGB) structure was completely overhauled in the previous charter renewal to better reflect the requirements and intentions of the state charter division. The structure of the 5-person board has been highly successful. The board is diversified to ensure the necessary skills and professional expertise are represented to provide effective oversight. With the pandemic, the standing committees of the board were utilized specifically to research potential MOUs with the district. The WGB plans over the next charter term to better utilize the standing committees to receive school-based feedback for decision making where appropriate.

C. Page_____ FINANCIAL CHANGES:

- The school's financial structure.
- The school's CFO.
- The school's relationship with any major creditors (e.g., landlords, investors etc.)

Walton does not intend to make any significant financial changes. Audits over the charter term have been successful, which indicates an efficient use of procedures.

D. Page_____ OPERATIONAL CHANGES:

- The school's facilities – this should include any proposed expansion or renovations.
- The school's attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2-2066(a)(1)).
- Whether the school's students, faculty, and staff reflect the diversity of its attendance zone.
- Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).

- Any services provided to students such as transportation, food service, etc.
- The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.

Facilities and Grade Level Changes

Walton High School has been completely rebuilt through the Cobb County School District SPLOST program. The four-story academic building opened in Fall of 2017. The fine arts/physical education building opened in Fall of 2019. Currently, phase three of the project is underway on land adjacent to the original school facility. This athletic complex will house tennis courts and a baseball field with an expected completion date of Summer 2023. Walton will remain a high school facility serving students grades 9-12.

Attendance zone and lottery

As a conversion charter school, Walton serves the local attendance zone as designated by Cobb County School District and has been at capacity. However, the county projection for student attendance is trending down according to CCSD. Therefore, Walton aims to serve 2,650 students per year over the course of the five-year charter.

Services

The Walton Governance Board (WGB) entered into a Memorandum of Understanding with the district regarding bus transportation. No change is anticipated. The WGB intends to research food service in the future. This was delayed due to the pandemic and the free federal meals for all students.

LOOKING TO THE FUTURE

12. Page ____ Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.

Despite navigating a global pandemic, the school has continued to display excellence in student achievement, both locally and nationally. Walton's school leadership and the Walton Governance Board (WGB) have engaged in an intentional and continuous process of improvement over the last four years. Together, they have:

- Completed an annual School Strategic Plan (SSP) aligned with the Cobb County School District five-year strategic plan. Goals for the Walton SSP include increasing the percentage of students meeting benchmarks for college readiness and improving the effectiveness of collaborative teaching teams.
- Improved the PLC/CCC process through instituting common planning for the four core academic areas.
- Implementing common formative and summative assessments to measure student proficiency
- Performed extensive data analysis on student standardized tests (PSAT, AP, and Georgia Milestones) and course common assessments
- Incorporated peer observations and targeted professional development for faculty to improve instructional strategies and overall teacher effectiveness
- Adapted curriculum standards to better meet the needs of our students with proper pacing and progression
- Leveraged partnerships to engage community stakeholders in the active support of Walton High School
- Enhanced social and emotional support to address non-academic needs that may impact a student's ability to learn

During the next charter term, Walton High School will continue to refine current practices and seek excellence through innovative initiatives focused on student success. The Walton Governance Board and school leadership will work collaboratively to review policies, procedures, and practices to ensure students are

actively served. Walton High School will continue to be a pillar in the community that will educate, inspire, and empower the leaders of tomorrow.

EXHIBITS

The following Exhibits are required to complete your Charter School Renewal Application Package. Please tab the Exhibits to match the item numbers below. Exhibits should be as limited in size as possible.

1. Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State. Please Note: All charter school contracts—including those of start-up and conversion charter schools—must be held by a Georgia nonprofit corporation.
2. Attach a copy of the by-laws for the nonprofit corporation.
3. Attach a copy of the governing board's Conflict of Interest Policy.
4. Attach a copy of the governing board's Conflict of Interest Form.
5. Attach a completed Accountability Report.
6. Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website.
7. Attach a completed Locally-Approved Charter School Partners Roles and Responsibilities chart. This chart shows the balance of authority between the charter school's board and management, as well as the autonomy of the charter school from the district.
8. Attach a copy of any admissions (pre-lottery) application the charter school proposes to use. Pursuant to O.C.G.A. § 20-2-2066 and SBOE Rule 160-4-9-.05, any admissions application must conform to the open enrollment requirement. Therefore, admissions applications should be limited to a student's name, contact information, home address for the purpose of verifying the student's residence within the school's attendance zone, grade level, and information required for any enrollment preference, such as identifying a sibling already enrolled at the charter school. If the charter school proposes to utilize a weighted lottery for educationally disadvantaged students, the admissions application may also include questions tailored to the subgroup(s) the school will offer an increased chance of admission according to the weighted lottery guidance available on GaDOE's website.
9. Attach a copy of the policy setting annual enrollment, re-enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency in its procedures.
10. Attach the charter school's annual calendar and the charter school's daily school schedule.
11. Attach a copy of a sample scope and sequence for a proposed course/grade level.
12. Attach a copy of the charter school's Student Code of Conduct.
13. Attach a copy of the charter school's Student Discipline Policy and Procedures, including any Positive Behavior and Intervention Supports (PBIS).
14. Attach a copy of the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints. If this included in another response, please indicate that.
15. Attach a copy of the charter school's Employee Policies and Procedures.
16. Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts.
17. Attach a copy of any intended education service provider contracts or arrangements for the provision of education management or support services, including with any EMO, CMO, ESO, etc. Such contracts shall describe the specific services for which the contracting organization is

responsible. Such contracts should clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school. Such contracts must also include the fee structure.

18. Attach a copy of any agreements with your local school district or Board of Education.
19. Attach a copy of any Letters of Intent and/or agreements detailing any proposed partnerships, including agreements with other local schools/systems for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.
20. Attach a copy of any MOU/lease/proof of ownership for the school's facility.
21. Attach a copy of the school's Certificate of Occupancy.
22. Attach a copy of the facility's Emergency Safety Plan.
23. Complete and attach the budget template located on the Charter Schools Division's website:
Please note that the budget template includes:
 - A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation;
 - A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.
 - Back-up documentation proving the legal reality of additional sources of revenue included in the budget template – i.e., funds other than state and local funding, including bank statements and/or signed grant award letters
24. Attach the résumé for the charter school's Chief Financial Officer.
25. Attach the charter school's signed Assurances Form (see below).
26. Attach the charter school's signed and notarized Affidavit (see below).
27. Attach the charter school's signed Local Board of Education Resolution approving the charter school's application.
28. Attach the charter school's signed Governing Board Resolution approving the charter school's application. This will serve as the formal petition to the SBOE.
29. For conversion schools only, attach the charter school's Confirmation of Teacher and Parent Vote.



Richard Woods, Georgia's School Superintendent

"Educating Georgia's Future"

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract from the State Board of Education, as referenced in O.C.G.A. § 50-36-1, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

- 1) _____ I am a United States citizen.
- 2) _____ I am a legal permanent resident of the United States.
- 3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is: _____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

_____.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in _____ (city), _____ (state).

Signature of Governing Board Chair

Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
___ DAY OF _____, 20___

NOTARY PUBLIC

My Commission Expires:

ASSURANCES FORM AND SIGNATURE SHEET

Georgia law and State Board of Education Rule requires your school to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for *(name of school)* located in _____ County is true to the best of my knowledge and belief; I also certify that if awarded a charter, the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the U.S. and Georgia Constitutions;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;
11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Language Learners, as applicable;

14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
15. Shall notify the state of any intent to contract with a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in this state;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);
31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
32. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
33. Shall ensure that 90% of QBE funds earned for out-of-system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and
34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the _____ day of _____, 201__.

Governing Board Chair, Charter School

Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the _____ day of _____, 201_.

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date

If a Charter is granted, Petitioners assure that the proposed charter school's 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.

Governing Board Chair, Charter School

Date

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date

DOCUMENTATION OF VOTE (*CONVERSIONS ONLY*)

This petition has been agreed to, by secret ballot, by a majority of the faculty or 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

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. A student's parent(s) or guardian(s) shall collectively have one vote for each student enrolled in the school although parents of students at the school who are eligible to vote as faculty or instructional staff shall also have a single vote in the vote. Two weeks advance notice of the meeting 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