

PETITION FOR THE RENEWAL OF THE INTERNATIONAL SCHOOL OF MONTEREY CHARTER SCHOOL

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Monterey Peninsula Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the International School of Monterey Charter School. The International School of Monterey Charter School agrees to continue to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. **The petitioners listed below certify that they are parents or guardians of pupils who are meaningfully interested in having their students attend the schools**

By the Lead Petitioner:

Name (please print)	Date	Signature
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The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Monterey Peninsula Unified School District School District governing board.

Charter of the International School of Monterey: A California Public Charter School

Whereas the governing board of the Monterey Peninsula Unified School District received a valid charter renewal petition on _____, duly signed by authorized parents or teachers and submitted pursuant to Education Code Section 47605, and

Whereas the governing board of the Monterey Peninsula Unified School District, after holding a public hearing on _____ and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition;

Resolved that the governing board of the Monterey Peninsula Unified School District hereby approves and grants this charter petition by a vote of ___ to ___ on _____.

Be it further resolved that this charter constitutes a binding contract upon the Monterey Peninsula Unified School District and the International School of Monterey Charter School.

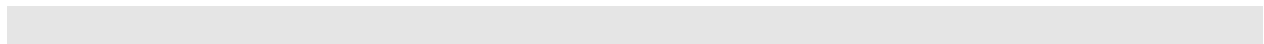
Witnessed:

[insert name]
President
Board of Trustees
Monterey Peninsula Unified School District

Required Charter Elements

1. Educational Program	6
The International Primary Curriculum (IPC) – Grades K-5	7
The Middle School Program – Grades 6-9	9
The International Baccalaureate (IB) Diploma Program – Grades 10 -12.....	14
The ISM Curriculum Review Process	17
2. Measurable Pupil Outcomes	18
English	18
Geography	18
Health Education	18
History.....	19
Mathematics.....	19
Modern Language.....	19
Music	20
Science	20
Information Technology.....	20
Study Skills.....	20
Reading	21
English	21
Geography	22
Mathematics.....	23
3. Methods to Assess Pupil Progress towards Meeting Outcomes	24
4. Accreditation	26
5. Governance Structure of School	26

6. Employee Qualifications	27
7. Health and Safety Procedures	28
8. Means to Achieve Racial/Ethnic Balance Reflective of District	29
9. Admission Requirements	30
Applicability	30
Policy Statements	30
Procedural Requirements	33
Entrance Age and Student Placement.....	37
10. Financial Audit.....	38
11. Special Education Services.....	39
12. Pupil Suspension and Expulsion	40
13. Retirement System	48
14. Attendance Alternatives.....	48
15. Description of Employee Rights.....	48
16. Academic Performance.....	48
17. Dispute Resolution Process, Oversight, Term, and Renewal.....	49
List of Appendices	53



1. Educational Program

The International School of Monterey (ISM) is a non-profit, co-educational English-language, public charter school, and is currently located in Seaside on the Monterey Peninsula Unified School District (MPUSD)'s Manzanita campus, at 1720 Yosemite Street. ISM provides an exceptional international academic and extracurricular program for children in grades K - 8. First opened in September 2001, ISM has added at least one grade each year, planning to extend through grade 12. The mission, philosophy, and curriculum of the International School of Monterey fulfills for school age children what Monterey represents for adults through its unique higher education institutions and its international and multicultural businesses.

The mission of the International School of Monterey is to educate all students toward becoming conscientious, compassionate, and responsible citizens of the world by:

- creating a strong sense of self-motivation in all students to discover and develop their uniqueness while striving to reach their full potential
- incorporating proven standards and effective practices using a recognized and innovative international curriculum
- generating a multicultural environment that promotes respect, understanding and appreciation of diversity
- building a strong partnership with home and community
- developing the whole child including adaptability, self-confidence, autonomy and creativity.

In the 21st century, the world's nations are more than ever politically and economically interdependent. Therefore, there is a distinct need for well educated, open-minded, tolerant citizens who are good communicators in two or more languages, able to cooperatively solve problems, and competent in using today's rapidly growing technology.

The International School of Monterey intends to provide an educational program that will produce this specific type of person, using a challenging international curriculum offered by the International Baccalaureate Organization. It is composed of three parts: The International Primary Curriculum, The Middle School Program, and The International Baccalaureate Diploma Program.

This renewal Charter addresses both the renewal of the principles of the existing K-8 school, as well as the description of principles appropriate to serve a K-12 student population in Monterey County, especially in the Carmel, Marina, Salinas triangle. It is expected that when the curriculum has expanded to include grade 9-12, graduating high school students who complete the program requirements will be able to pass the exam for the International Baccalaureate Diploma.

The International Primary Curriculum (IPC) – Grades K-5

The school's adopted curriculum, The International Primary Curriculum (IPC), was developed by Fieldwork Education in the United Kingdom ([www.international <http://www.international/> primarycurriculum.com](http://www.internationalprimarycurriculum.com)). The IPC was created with consideration of what it is to have an international mindset, and of the lessons learned as a result of a decade of research into the brain and the development of brain-friendly learning and teaching strategies. Given these emphases, the ISM curriculum, in practice, involves a great deal of inquiry-based, hands-on work, plus a number of internationally oriented projects. We view the curriculum as the sum total of all experiences, academic, social, artistic, implicit and explicit, that a student experiences at school. ISM offers band, music, drama, art, PE, and Spanish classes. The IPC includes its own set of learning targets, and we have worked to align the IPC with California State Standards. So far, these efforts appear highly successful given that our young school's API scores have improved every year, with our 2004 API of 858.

In 2004 the faculty and administration determined that they wanted to increase the emphasis on inquiry-based instruction and “backwards design” in the IPC as implemented at ISM. They also decided that student-led portfolio conferences would gel well with the above. To these ends, then, the summer staff development sessions included the following themes: A day was spent reading up on literature about inquiry-based instruction (with key authors including Kathy Short and Paulo Friere) and trying out exemplary hands-on, question-provoking activities as a group. Another day was spent reviewing Wiggins' and McTighe's Backwards Design videos and materials, with practice time for laying out the pre-published IPC units in this way. (So, in a sense, we are constantly making the IPC even better by asking teachers to have a greater role in re-planning the units, yet eliminating the potential stress of having to create units entirely from scratch. The IPC binders give us the ideas for what to fill in to the Understanding by Design (UBD) template; the UBD template forces us to take a hard look at assessment before we get too deep in activity planning.)

This year, our staff development sessions have focused on instilling inquiry-based instruction in the school. We thus place an emphasis on the students' own original questions, and feel that these should influence curriculum design. Students are often asked to create projects based on their original questions (as distinct from mere topics.) We have also worked with a curriculum design methodology called “Backwards Design,” which considers assessment at the beginning of

the planning process. Some teachers have used this methodology and other training to write their own original IPC thematic units.

ISM uses schoolwide portfolios, with a belief that a variety of assessment strategies are desirable. This year, many grades¹ conferences were student-led conferences centered on discussion of the portfolio contents and personal strengths and areas for improvement.

Another hallmark of the ISM curriculum is the Schoolwide Enrichment Model Friday workshop. Each Friday afternoon, we offer specialist-taught workshops to all students. We strive to tailor the sessions to the children's interests. Past topics have included taiko drumming taught by a ISM parent, zoology taught by a CSUMB (California State University Monterey Bay faculty member, swimming taught by our own Executive Director, as well as slam poetry, soccer, and guitar, just to name a few. We are always looking for committed volunteers to present workshops in areas reflecting their personal passions. A hope is that these lead to long-term student projects.

Aims of the IPC are expressed as a series of desired attributes and dispositions (called "Personal Throughlines") that characterize successful students. These globally-minded young people are characterized by these terms and phrases:

- Inquiring,
- open-minded,
- creative,
- passionate about intellectual and artistic interests,
- self-motivated, self-regulating and self-reflective,
- conscientious, caring, compassionate,
- managers of positive relationships,
- respectful and understanding of diversity,
- literate,
- fluent in English and another language,
- technologically literate

Transdisciplinary Inquiry

At the heart of the IPC's philosophy is a commitment to structured inquiry as an ideal vehicle for learning. Teachers and students are guided by a series of basic organizing themes based in Ernest Boyer's similar core commonalities, which are:

- The Life Cycle
- The Use of Symbols
- Response to the Aesthetic
- Membership in Groups
- A Sense of Time and Space
- Producing and Consuming
- Connections to Nature

- Living with Purpose

The Curriculum Framework

The framework incorporates five essential elements: concepts, skills, attitudes, actions and knowledge. The transdisciplinary questions or themes form the context in which the curriculum operates. Students explore academic subjects through these themes and often in ways that transcend conventional disciplinary boundaries.

- **Concepts**
Key concepts are expressed as questions - What is it like? How does it work? How is it connected to other things? - that propel the process of inquiry and lie at the heart of the curriculum model.
- **Skills**
Sets of cross-curricular skills - thinking, communication, social behavior - are acquired in the process of structured inquiry.
- **Attitudes**
The program as a whole promotes and fosters a set of attitudes including tolerance, respect, integrity and confidence.
- **Actions**
Students are encouraged to reflect, choose wisely and to act responsibly with their peers, school staff and in the wider community.
- **Knowledge**
The program identifies a body of significant knowledge for all students in all cultures in six principal domains: languages; social studies; science and technology; mathematics; arts; personal, social and physical education.

The Middle School Program – Grades 6-9

An important part of the school is our leading edge--the middle school. The IPC does not exist for the middle school years. In 2003-2004, the Middle School Committee met numerous times and decided that the school would create its own unique middle school program. The committee identified the need for a sort of 'glue' to hold all of the disparate parts of a middle school together, and it was decided that this 'glue' would be the Core Commonalties created and endorsed by renowned educator Ernest Boyer. Therefore, a visitor should see these on the wall of each middle school classroom, as teachers have agreed to refer to them as often as possible in the context of state-mandated lessons. It was also decided that a major component of the middle school, like the elementary school, would be the personal portfolio. A final component of the middle school is to be a yearly culminating project.

Following middle school teachers' work during the 2004-05 school year, the school now has numerous curriculum documents for the middle school grades that articulate with California

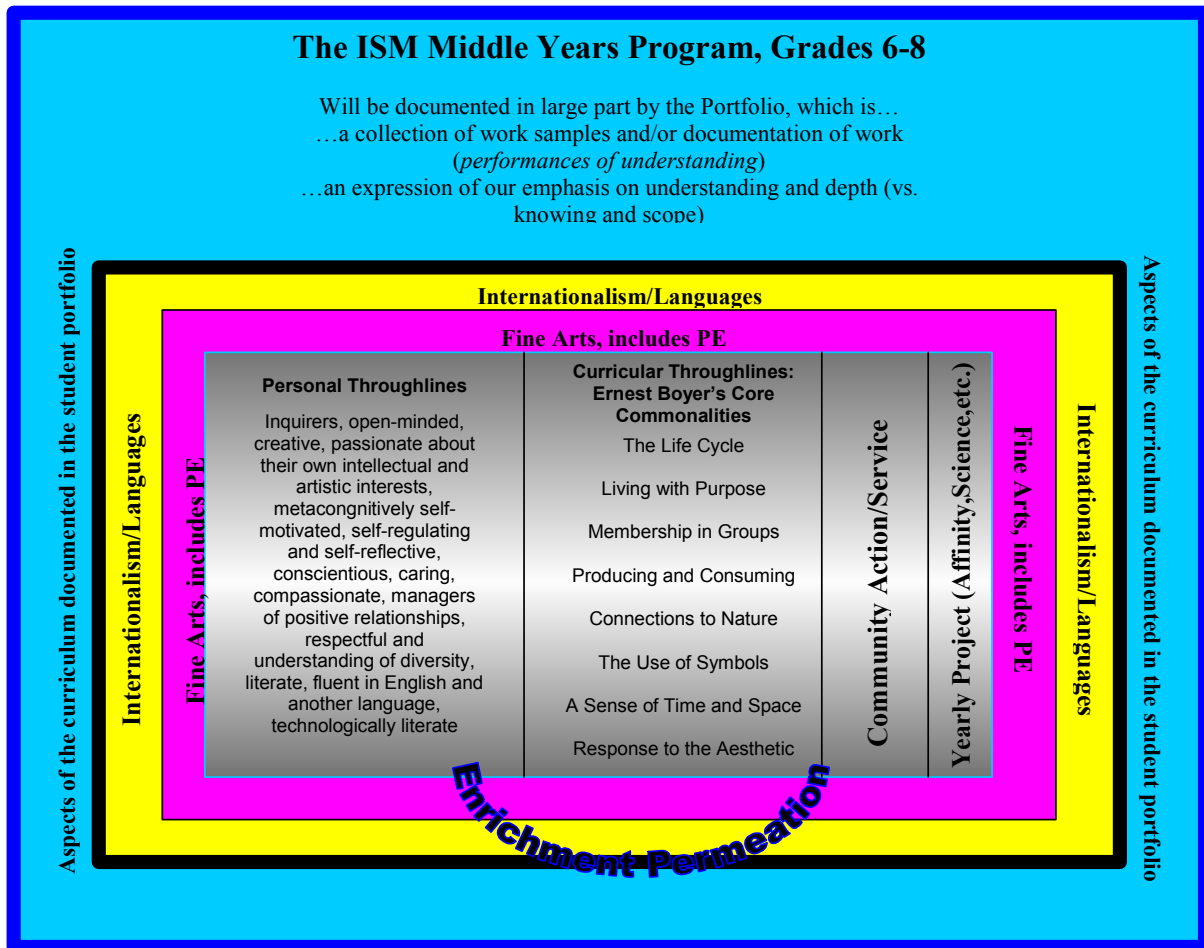
State Standards. During the 2005-6 school year we are creating similar standards-articulated curricula for grade 8.

Unique Pedagogical Frame

The ISM middle years program is envisioned as four strands, framed by a three-tiered frame of 1.) Fine Arts, 2.) Internationalism/languages, and 3.) Portfolio documentation. First, we believe that fine arts, including PE, should be integrated with and frame our identity as a school; we therefore choose to offer music, drama, and visual arts as core. Second, as an international school, we believe that Internationalism and Foreign Language instruction should frame the entire curriculum. We recognize that internationalism is a difficult term to operationalize, but suggest that the Expected Schoolwide Learning Results described below suggest a profile of an internationally-minded student. We also recognize the recent importance in the literature (such as the special section on International Education in US public schools in the November 2004 Kappan magazine) of internationalizing the American public school experience to produce, to quote our mission statement, *citizens of the world*. We hope to create a variety of genuine experiences that allow students to become familiar with local immigrant communities and to interact with and perhaps even visit other countries and their people. Finally, we are actively exploring ways to holistically document the previously mentioned ideas in a personal portfolio, an important ISM assessment tool to provide a more complete picture for the student of *who I am as an individual*.

The ISM Middle Years Program, Grades 6-8

Will be documented in large part by the Portfolio, which is...
 ...a collection of work samples and/or documentation of work
(performances of understanding)
 ...an expression of our emphasis on understanding and depth (vs.
 knowing and scope)



The What and the How

Grade-level curriculum content is consistent with California State Standards

In accord with ISM's Mission, the Middle School values inquiry-driven, understanding-based curriculum. Students have ample opportunity/encouragement to explore their own questions, and are provided with the tools necessary to do so effectively. Units of study are designed around understanding goals in accord with well-respected frameworks (such as Grant Wiggins's *Understanding by Design* and Harvard Project Zero's *Teaching for Understanding*)

Curricular Strands

The first of the four strands inside this frame is entitled "Curricular Throughlines." These throughlines are the Core Commonalities endorsed by renowned educator Ernest Boyer. They include organizing themes such as

- The Life Cycle
- Living with Purpose
- Membership in Groups
- Producing and Consuming
- Connections to Nature
- The Use of Symbols
- A Sense of Time and Space
- Response to the Aesthetic

As teachers develop lessons guided by the California State Standards, they seek to express the lesson concepts in terms of these themes, over and over again, throughout the year. The Core Commonalities, then, become a sort of “glue” that holds the otherwise potentially disparate parts of a middle school experience together. The commonalities should appear on the wall of every ISM middle school classroom, specialist classroom, and fine arts classroom.

The second middle school strand is entitled “Personal Throughlines,” and consists of two sets of Expected Schoolwide Learning Results. These ESLRs include phrases like “ISM will prepare all of its students and graduates to be ... thoughtful lifelong learners who

- are inquirers
- are open-minded
- are creative
- are passionate about their own intellectual and artistic interests
- are self-reflective

The second group of ESLRs includes “... good hearted individuals who

- are conscientious
- are caring
- are compassionate
- are managers of positive relationships
- are respectful of diversity

The first three points above are directly from the ISM mission statement. Such qualities may be best assessed in a qualitative manner, which is why the portfolio is an important part of the “frame” of the middle school.

The third strand in the middle school is community, action, and service. Although the 2004-05 mid-year site move and other challenges have prevented this strand from being fully implemented as of this writing, the school feels that it is extremely important to emphasize community action and service as an important part of an ISM middle schooler’s experience. Recently the school started the “Piccolo Mondo Club,” open to all grades, which is a public service club that might serve as a prototype for what we want to pursue schoolwide in this realm. ISM is exploring collaborative Service Learning Projects with the Service Learning Institute at California State University Monterey Bay (CSUMB).

The final strand in the middle school is the Yearly Culminating Project. This might take the form, for example, of an affinity project in sixth grade, a science fair project in seventh grade, and a final affinity project in the eighth grade. The affinity project was developed during the first year of ISM’s sixth grade, and involves an in-depth exploration and presentation of an area of personal passion.

The Curriculum

Eight academic subject groups form the basis for the Middle Schools Program:

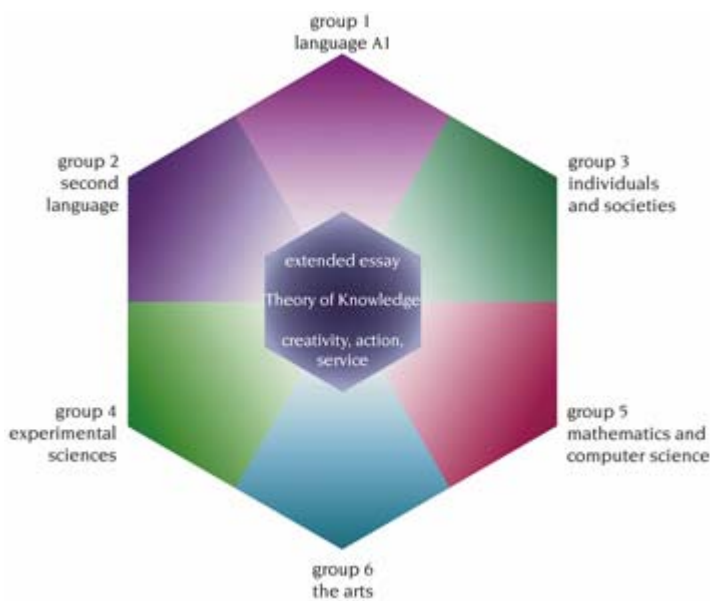
- 1. English Language and Literacy**
reading, writing and literacy in the school's language of instruction
- 2. Spanish**
a modern foreign language learned at school
- 3. Humanities**
history and geography
- 4. Sciences**
general science, biology, chemistry, physics
- 5. Mathematics**
core course including topics in arithmetic, algebra, geometry, trigonometry, probability and statistics
- 6. Arts**
art/design, music, drama
- 7. Physical Education**
health and hygiene, individual and team sports
- 8. Technology**
the nature, processes and impact of technology

The International Baccalaureate (IB) Diploma Program – Grades 10 -12

The ISM Board has from its inception prioritized the adoption of the International Baccalaureate Diploma program (www.ibo.org <<http://www.ibo.org/>>) with the opening of a high school. It should be stressed that the IB is one of the most rigorous programs with demanding levels of homework and expected student self-management. Parents are encouraged to investigate the rigors and benefits of the IB during their consideration process.

The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements a various national education systems, the diploma model is not based on the pattern of any single country, but incorporates the best elements of several.

The Diploma program (DP) has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the centre of the hexagonal program model.



Theory of knowledge (TOK)

TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument.

TOK is a key element in encouraging students to appreciate other cultural perspectives. The course is unique to the IBO, which recommends at least 100 hours of teaching time spanning the program's two years.

Creativity, action, service (CAS)

The IBO's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS component encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports and community service activities.

Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

An extended essay of 4,000 words

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints DP students with the kind of independent research and writing skills expected by universities.

The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay. It may be written in one of 60 subjects, including many languages.

The essay permits students to *deepen* their programs of study, for example by selecting a topic in one of their higher level (HL) courses. Or they might add *breadth* to their academic experience by electing to write in a subject not included in their program choices.

The Six Academic Subjects

The Six Academic Subjects are studied concurrently. Students are required to study both the humanities and the sciences. Diploma program (DP) students must select one subject from each of the six groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses represent a recommended minimum of 240 teaching hours, SL courses cover 150 hours.

Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures.

Active citizenship and global perspectives are encouraged in each area of the curriculum.

The subjects are continually reviewed and revised to meet contemporary needs. The list below serves as a current guide only.

Group 1 - language A1

More than 80 languages have been offered for examination as part of the IBO's policy of

encouraging students to maintain strong ties to their own cultures. Students ideally develop strong written and oral skills, respect for the literary heritage of their first language, and an international perspective.

Group 2 – second language

All DP students are examined in a second language. Several options accommodate bilingual students with a very high level of fluency, genuine second language learners with previous experience of learning the language, and beginners. The principal aim for the subjects in group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

Latin and classical Greek are also available in group 2.

Group 3 - individuals and societies

Subjects included in this group are: business and management, economics, geography, history, Islamic history, information technology in a global society, philosophy, psychology, and social and cultural anthropology.

Group 4 – experimental sciences

The subjects available in group 4 are: biology, chemistry, physics, environmental systems (SL), design technology. Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

Group 5 – mathematics and computer science

All DP students are required to complete a mathematics course, and four options are available to cater for different abilities and levels of student interest. These are: mathematics HL, mathematics SL, further mathematics SL, mathematical methods, mathematical studies. Details are provided in the [Schools guide to the Diploma program](#). (pdf 790 kb)

Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language. Computer science is an elective subject in group 5; it is not compulsory.

Group 6 – the arts

This group includes visual arts, music and theatre arts, with emphasis placed on practical production by the student and exploration of a range of creative work in a global context.

Options: Instead of a group 6 subject, a student may select an additional subject from groups 1 to 4, or further mathematics SL, or computer science from group 5.

School-based syllabus (SBS): In consultation with the IBO curriculum and assessment centre, schools may design a standard-level SBS that can be substituted for a subject in groups 2, 3, 4 and 6. SBSs have historically been a rich source of curriculum innovation.

Many of these have enabled schools to meet national educational requirements without imposing an additional workload on Diploma program students.

Assessing student work and awarding the diploma

Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Grades reflect attainment of knowledge and skills relative to set standards, which are applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

Responsibility for all academic judgments about the quality of candidates' work rests with over 5,000 IB examiners worldwide, led by chief examiners with international authority in their fields. Each year approximately 80% of candidates who attempt the diploma succeed in earning it. Examinations are offered in May for northern hemisphere schools and in November for those in the southern hemisphere.

For more information about the International Baccalaureate see the International Baccalaureate Organization website at <http://www.ibo.org/> and see Appendix A: Curriculum for the International Baccalaureate.

The ISM Curriculum Review Process

ISM has made significant strides over its 3.5 years of existence, from a couple of early years characterized by an unavoidable new-school sense of "What the heck are we doing, here?" to a refined delivery of curriculum whose success is documented by the steadily-increasing ISM state standardized-test API scores, which in 2004 were the highest in the district. Since we have only recently refined the delivery of curriculum, the idea of assessments' use in guiding curriculum review is fairly new to the school, yet the following examples are notable: In 2001-2002, standardized test scores revealed that the second grade was low in spelling skills, so the teacher purchased a new guidebook and stepped-up spelling efforts in that grade. In 2002-2003, the third grade teacher noted that the previous years' standardized test scores showed a weakness in fractions-related skills, and also noted that the fractions unit had come too late in the Everyday Math book to be reached by the March test date. Therefore, in that 2002-2003 school year, this teacher taught the chapters in a different order so that fractions were covered by test time.

The standardized tests used for the above curriculum review information include the state-mandated STAR tests and the International Schools Assessment. Each year, the Executive Director has presented test results in faculty meetings, and she gives each teacher copies of their results. This prompts the sort of modifications mentioned above.

The school is basically following a curriculum review cycle consisting of "What do we want students to learn?" feeding into "How will we learn and teach?" feeding into "How will we assess what we have learned," which informs the first question and starts the cycle anew.

Formative (not just summative) assessments are used in this process too; these may be as simple as a teacher's day-to-day observations of students. The assessment strategies and tools in use at ISM (rubrics, anecdotal records, checklists, benchmarks, continuums, and portfolios) are designed to accommodate a variety of Gardner's intelligences and Bruner's Ways of Knowing. All of these tools serve to inform the last question in the cycle mentioned above. This year ISM also began administering the Silvarolli Reading Inventory to all students in order to screen for those who need curricular modifications for reading. This led, for example, to the creation of three leveled reading classes for grades 2-3.

2. Measurable Pupil Outcomes

Students of the International School of Monterey Charter School will demonstrate the following skills upon graduation from eighth grade:

CORE ACADEMIC SKILLS

English

- Pupils will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience.
- Pupils will listen actively to presentations and discussions.
- Pupils will participate orally in cooperative groups and discourses.
- Pupils will read poetry, fiction and non-fiction and write their own works in these genres, publishing them among their peers.
- Pupils will explore a range of international issues and events, questioning what they read, view and hear in the media, conducting their own inquiries with increasing independence and presenting a case or argument with growing complexity.

Geography

- Pupils will describe and explain patterns of settlement, population and economic activity at local, regional, national and global levels.
- Pupils will select and use a range of geographical sources as a means of communicating about the interaction of peoples and environments.
- Pupils will identify on globes and maps local places, places that are in the news and other places that they are studying and identify the political and physical features of places they study.

Health Education

- Pupils will demonstrate understanding about the relationship between diet, health and fitness; examine the effects of financial, social and cultural influences on diet; understand the various effects that exercise, sleep and diet have on physical and

- mental well-being.
- Pupils will learn about the human reproductive system, menstrual cycle, fertilization and the role of the placenta; relate to the emotional changes which take place during puberty and show sensitivity to differences in maturation; discuss how labeling and stereotyping has negative effects on mental health.
 - Pupils will understand the responsibilities and risks of sexual activity, including the possibilities of contracting sexually transmitted diseases and the HIV virus.

History

- Pupils will demonstrate knowledge of the past by focusing on particular features of past societies identified in their programs of study.
- Pupils will account for the development of different beliefs and attitudes of different groups and cultures in different societies.
- Pupils will have personal links with children in other countries via letters, tapes, videos, electronic mail, fax and other means.
- Pupils will develop understanding of the historical, geographical, cultural, social, economic and scientific backgrounds and of achievements of a range of countries around the world.

Mathematics

- Pupils will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects which the staff and school governing board deem appropriate.
- Pupils will convert standard weights and measures to metric weights and measures and vice versa; Fahrenheit degrees to Celsius and vice versa; and apply these measurements to student-created scientific projects.
- Pupils will understand and use bearings.
- Pupils will follow a chain of mathematical reasoning, spotting inconsistencies.
- Pupils will carry out mathematical tasks in which the information given leaves an opportunity for choice of operation and approach.

Modern Language

- Pupils will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.
- Pupils will communicate and socialize with native speakers of another country in the classroom and outside of the classroom, through receiving visitors who originate from countries in which a different language is spoken, and where possible, through visits abroad.

- Pupils will work with others in pairs, groups and whole classes, using the target language.
- Pupils will show an understanding of the importance of international relationships as they prepare for the world of work and continuing education, including the possibility of work or study abroad.

Music

- Pupils will listen with attention to detail and describe and compare music from different times, places and cultures, using musical knowledge and vocabulary to express their tastes, opinions and ideas of the music heard.
- Pupils will improvise participate vocally and instrumentally in a variety of musical styles.

Science

- Pupils will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.
- Pupils will relate scientific knowledge and understanding to familiar phenomena and to things that are used every day.
- Pupils will present qualitative and quantitative data clearly, using graphs where appropriate.
- Pupils will discuss the benefits and drawbacks of scientific and technological development in the environment locally, regionally and globally.

Information Technology

- Pupils will compare their own use of Information Technology (IT) with the use given IT in the outside world.
- Pupils will use IT-based tools to model, measure and control physical events.
- Pupils will consider the ethical and social impact of IT on daily life.

LIFE-LONG LEARNING SKILLS Students will develop skills that will enhance their pursuit of learning throughout their adult lives, including:

Study Skills

- Pupils will learn to take notes, use electronic recording devices, access information (in libraries, through computers, interviews, etc.) in order to research various subjects.
- Pupils will plan, begin and carry out projects in different subjects.
- Pupils will evaluate their own work and consult with peers and instructors to develop a plan to grow through improving on their work in their next project.

Reading

- Pupils will continue to develop their personal reading interests, responding to the suggestions of others for widening their choice of reading materials and genres, as well as making suggestions to others.

SOCIAL AND INTERPERSONAL SKILLS

- Pupils will demonstrate self awareness and responsibility for their own learning and behavior.
- Pupils will show empathy and sympathy for other people's points of view, emotions and feelings.
- Pupils will explore the roles and relationships of different groups and cultures and question stereotypes.
- Pupils will undertake responsibility on behalf of others and for their own surroundings, carrying out a community service project that benefits others and/or the environment.

LIFE SKILLS Students will develop skills necessary for a healthy adult life.

- Pupils will be aware of opportunities for travel, study and work that are available to young people outside of the United States.
- Pupils will be able to cooperate with partners in the international community.
- Pupils will explore factors involved in setting up and maintaining a home, planning and having a family.
- Pupils will know the factors which influence decision-making and be aware of the long and short term consequences of decisions on their health, safety and economic well-being.
- Pupils will acquire a basic understanding of the place of religion in the world and its relevance to personal, social and cultural issues.

For further details in student outcomes in the international baccalaureate program, please refer to Appendix A.

The outcomes listed above will be further subdivided into specific content area and classroom-level skills. Individual students' progress toward achieving the graduation outcomes will be measured by certain "benchmarks. Since charter schools are legally required to "meet statewide performance standards" (Charter Schools Act, section 47605 (c)(1)), pupil outcomes at individual grade levels have been developed to **align to state and national standards**. Samples from three different subject areas which highlight specific examples of how the International School Curriculum would differentiate itself from a traditional public school curriculum are presented below:

English

Pupils will explore a range of international issues and events, questioning what they read,

view and hear in the media, conducting their own inquiries with increasing independence and presenting a case or argument with growing complexity. The ways in which these skills shall manifest at the different grade levels will be the following:

- In the primary grades (kindergarten through third) children will listen to stories and poetry from countries around the world, talk about this literature and respond to the stories and discussion with their own writing.
- In the primary grades children will experience a diversity of cultures and customs through music and song, dance, art, festivals and celebrations, food, costumes, sports and games, responding by active participation, discussion, and the writing process.
- In the upper elementary grades (fourth, fifth and sixth) children will meet and interview visitors from a variety of national and ethnic backgrounds in order to challenge stereotypes and develop attitudes of acceptance and appreciation toward cultural, religious, social, linguistic and geographic diversity, reflecting these attitudes through discussion, analysis and writing.
- In the upper elementary grades children shall engage in active contact with children from other countries through group joint curriculum projects, electronic teleconferencing and mail.
- In the intermediate grades (seventh and eighth) children will read about current affairs in other continents, maintain correspondence through electronic mail with children from around the world, and analyze information gathered through these means and the public media to develop their own ideas of events, writing about them and presenting them to their peers and through public media.
- In the intermediate grades children will

Geography

Pupils will identify on globes and maps local places, places that are in the news and other places which they are studying and identify the political and physical features of places they study. The development of these skills shall take place at the different grade levels in the following manner:

- In the primary grades (kindergarten through third) children will talk about the local area by identifying simple physical features, buildings, human activities and weather patterns.
- In the primary grades children will make use of simple maps and plans and create their own.
- In the upper elementary grades (fourth, fifth and sixth) children will understand simple relationships between land-use, buildings and human activities as well as between human activities, climate and vegetation.
- In the intermediate grades (seventh and eighth) children will understand some of the conflicts that arise as people attempt to use, manage or protect the environment and the resources located in various places.

- In the intermediate grades children will be able to use various kinds of maps and globes to identify physical features, elevations, natural resources and habitats, as well as weather patterns, distances and time zones around the world.

Mathematics

Pupils will convert standard weights and measures to metric weights and measures and vice versa; Fahrenheit degrees to Celsius and vice versa; and apply these measurements to student-created scientific projects. The development of these skills shall take place beginning at early grade levels and progressing through intermediate in the following ways:

- In the primary grades students will learn to measure lengths in inches, feet and yards as well as in centimeters and meters.
- In the primary grades students will learn to keep track of their own weights in pounds and in kilograms.
- In the upper elementary grades (fourth, fifth and sixth) children will learn to measure various items in their environments at school and at home in ounces and in grams.
- In the upper elementary grades children will learn to measure volume in standard measurements (ounces, cups, pints, quarts and gallons) as well as in metric (milliliters, liters and metric gallons).
- In the intermediate grades (seventh and eighth) children will learn to apply formulae for converting standard weights and measures to metric and to make conversions from metric to standard, as well as formulae for converting degrees Fahrenheit to Celsius and from Celsius to Fahrenheit; students will make judgments when it is advantageous to convert from one measurement to another standard.

In order to best serve our students and community, the International School of Monterey Charter School will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. The International School of Monterey Charter School will submit to the district board at any time prior to expiration a description of any changes to the above student outcomes as an amendment of the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

At least 70% of the International School of Monterey Charter School students will show one grade or skill level's worth of progress each academic year, as evidenced by scores on the STAR and/or other standardized tests and successful completion of required portfolios and exhibitions. Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their Individualized Education Plans or English proficiency levels.

3. Methods to Assess Pupil Progress towards Meeting Outcomes

Assessment is a process that tells us about what the student knows, feels, understands and can do. It is critical that the assessment methods be varied in order to respond to different student learning styles and the context of varied instructional methods. These methods of assessment should be a reflection of the established curriculum and an integral part of teaching and learning. They are directly related to the Student Outcomes of the program curriculum. The following section will give a brief overview of what the assessment of student outcomes will look like.

We use assessment methods to:

- Plan stages of learning and instruction.
- Evaluate teaching strategies (subject to continuous review and improvement).
- Identify student's strengths, weaknesses and learning styles.
- Provide students, teachers and parents with information useful in promoting all areas of learning and development.

Regarding assessments for International Schools, there are currently no externally-set or externally-marked examinations for International School of Monterey students. All assessment of student work is carried out by teachers in participating schools using criteria established by the International Baccalaureate Organisation. The IBO validates the standards of the school's assessment through a process of external moderation.

The International School of Monterey promotes the use of a range and balance of school-based assessment strategies. These include student-teacher conferencing, writing samples, structured observation, performance tasks evaluated by means of assessment rubrics and various forms of student self-assessment.

The following are identified as being central to the work of the primary school teachers. They use a set of questions that help us know why we use them and what do we assess with them. We know that what we assess is always established by teachers during planning and must always reflect the concepts, skills, knowledge, attitudes and actions identified in our curriculum. Examples of some of these methods proposed are:

1. **Observation** : We look for particular evidence which relates to planned learning outcomes. When we plan our work we identify what we want the student to learn. When we observe we look for evidence of that learning, behaviour which indicates that the child has developed understanding of a particular concept, has acquired or refined a particular skill.
2. **Portfolios**: A purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self-reflection. A Portfolio is a storehouse that captures growth, student and teacher input; a measure of growth which shows process as well as product and student

self-assessment; a record to pass on to the next class, school and that complements teacher's judgements.

3. **Student - teacher conferencing:** A conference is an extended discussion, conversation or interview between a teacher and a child and emphasizes concern for the individual child. Conferencing as an assessment policy is an expression of the belief that students can and should share responsibility for their own learning. For example, it can provide us with help to develop constructive working relationships, address specific issues, formulate new goals for teacher and student for future planning, etc.
4. **Curriculum referenced testing :** This is a form of criterion-referenced tests, the criteria in this case being drawn directly from the PYP curriculum. It can provide a general guide as to 'how the school is doing', e.g. in teaching mathematics; help evaluate the curriculum; provide data on individual students and or groups of students.
5. **Literacy screening :** As an objective external measure of reading achievement, it can provide a general guide as to 'how the school is doing'. It allows to pick up 'patterns' of strength and weakness (as a class, year level, school), etc. One instrument to use is the SAT9 state test that would provide comparison between our school and other schools to help us evaluate how effective we are in meeting the particular needs of the student population we service and their achievement of the state student outcomes.(Note: this test is also applicable to language arts and mathematics .)
6. **Writing samples :** They are a piece of writing produced by all students in a year level under certain agreed conditions specifically for the purpose of assessment. It provides a guide as to 'how we are doing' in the area of writing as an individual class, year level, school; helps detect patterns of strength and weakness; evaluates curriculum; etc. We typically use a rubric designed for each grade level to assess student writing and save samples from before, during and the end of instruction.
7. **Miscue analysis :** This is a noting down and then analysis of a child's 'miscues' (mistakes) while reading aloud. Also known as Running Record Assessment. It is a diagnostic tool for teachers to decide and plan what to teach next. It can help teachers focus more clearly on what the child is trying to do; identify strategies a child is using and those not being used; help teacher observe child's confusions and difficulties.
8. **Checklists of progress :** These are simple check-list style records of the student's level of mastery of basic skills. It is helpful as a formative record to inform our planning and teaching; as a summative record to provide information for students, parents, other teachers.
9. **Performance-based assessments :** The term is used broadly here to describe situations in which students are expected to do something (e.g., participate in a debate, produce a group project, address the class) and their 'performance' is assessed according to pre-determined criteria drawn from the curriculum. It provides the opportunity to assess students in authentic situations and an opportunity for students who perform better in these circumstances than in 'test' situations.

Since our approach to assessment is to continue to learn and be effective, it is important that all staff members need to understand both the theories that drive that approach and the practical implications for students, teachers and parents. Therefore, we will ensure and establish a school-

wide set of policies and procedures for the provision of professional development, including the level of staff involvement in decision-making. Whole staff in-services will reflect curriculum, such as planning, training and development related to curriculum, and methodology, such as inquiry-based teaching. We propose that 1% of the school's annual budget be set aside to support professional development.

In addition to the teacher developed assessments described above, in order to measure the outcome of "academic mastery of math, reading, writing, history, social science, science, technology, and world languages," the International School of Monterey Charter School students will be assessed in each of the core academic skill areas by a combination of ongoing "authentic" assessments, such as portfolios and public exhibitions, and standardized tests, including the Stanford 9 Achievement Test (as required by the Charter Schools Act (section 47605(c)).

The goal is the all International School of Monterey Charter School students to demonstrate "academic mastery" in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, "mastery" will be defined as a stanine score on the Stanford 9 of 4 or above and grades of C or better on all year-end academic portfolios and exhibitions. Portfolios and exhibitions will be assessed according to schoolwide rubrics with input from teachers across all content areas and outside community members. "Mastery" for special needs and LEP students will be defined appropriately according to their Individualized Education Plans and English proficiency levels.

4. Accreditation

The International School of Monterey is the first public school to be granted candidate status for joint accreditation by the Western Association of Schools and Colleges (WASC) on February 11, 2005 and the Council of International Schools (CIS) on February 14, 2005.

5. Governance Structure of School

The International School of Monterey Charter School will constitute itself as a California Public Benefit Corporation pursuant to California law. The school will be governed pursuant to the bylaws adopted by the incorporators, and subsequently amended pursuant to the amendment process specified in the bylaws. The founding board members are listed below, and the bylaws call for parents to make up at least 50% of the governing board. The school's bylaws permit at least one representative selected by the Governing Board of the Monterey Peninsula Unified School District to serve on the school's governing board. This District representative will sit on the board as an ex-officio member who facilitates communications and mutual understanding between the charter school and District. The most recent draft of the Board Bylaws are attached.

The school will encourage parents to form a parent advisory committee to the school's governing board. The school will also work with parents to develop and adopt a set of parent involvement

policies and strategies. The school will maintain in effect general liability and board errors and omissions insurance policies.

The International School of Monterey Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, will not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

6. Employee Qualifications

The International School of Monterey Charter School will retain or employ administrative, instructional and support staff in sufficient number and sufficiently qualified to carry out satisfactorily the programs, services and activities which are described in the literature of the school.

The International School of Monterey Charter School will employ or retain teachers who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Teachers are expected to have a minimum of two years of successful teaching experience in an educational institution within the five years prior to being hired by the International School of Monterey. These teachers will be responsible for each of the students assigned to them as “teacher of record,” and every student in the school will be assigned to one “teacher of record.” The “teacher of record” is responsible for overseeing the student’s academic progress and who monitors and is responsible for the grading and matriculation decisions as specified in the school’s operational policies. The ratio of students to “teacher of record” shall at most be 20 students to one teacher at each grade level.

Non-certificated staff may also be hired or retained to assist in the instruction of subject areas considered non-core subjects, where such staff’s expertise is useful to provide instruction in special areas, such as swimming, musical instrumentation from foreign cultures or other areas in which a certificated teacher might not have expertise. Such non-certificated staff will not assign grades or work assignments without prior approval of the “teacher of record” to whom the student is assigned. Non-certificated personnel shall present the documentation required by the State of California verifying their fingerprint screening and clearance from criminal records.

The International School of Monterey Charter School will also hire administrative and instructional support staff to assist in the organizational work of the school and in the care and instruction of the students. These staff members shall also comply with the California requirements of fingerprinting screening and clearance from criminal records.

All personnel of the international School of Monterey Charter School will be hired by the Board of Directors through recommendation of the Director, who is recognized as the Chief Executive of the School. The Director will submit to the Board of Directors for their adoption a staffing plan suitable for the program of instruction offered by the School. All personnel hired will be

employed under written contracts that provide for adequate salaries, fringe benefits and working conditions.

The International School of Monterey shall hire all personnel based upon their ability to carry out instructional programs and services, and who have the qualities of character and personality which make them desirable associates and role models for young people. The International School of Monterey Charter School will comply with all state and federal laws in hiring and retaining personnel, without discrimination based on race, color, religion, sex, creed, nationality or handicap which does not interfere with the performance of such employee's duties.

7. Health and Safety Procedures

The International School of Monterey Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

8. Means to Achieve Racial/Ethnic Balance Reflective of District

The International School of Monterey has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of MPUSD:

- An enrollment timeline and process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations. ISM has translated recruitment materials in Spanish and other languages of groups targeted to reach racial and ethnic balance among students reflective of MPUSD.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district. ISM has provided both promotional materials as well as personal meetings to targeted local organizations in the Manzanita neighborhood to attract students from ethnic minorities.
- Outreach meetings in several areas of the district to reach prospective students and parents.

These efforts have been effective in helping ISM make progress towards a racial and ethnic balance among students that is reflective of MPUSD. Using the reporting standards required by the state (shown in Table 1 on the following page), the progress is evident as the percent of students reporting Asian ethnicity grew from 0% in our first year (Academic Year 2001-2002) to 10.53%. In the same time period, the percent of Filipino students grew from 0% to 3.68%, the percent of Hispanic students grew from 0% to 4.21%, and the African American percent grew from 0.90% in 2002-03 to 3.68% last year. But the diversity of our students is not truly described by the statistics collected by Ed-Data because nearly a quarter of ISM students come from families with multiple ethnicities (24.21% in 2004-05) compared with only 1.60% in MPUSD as a whole.

In an effort to more accurately describe the ethnicities of our students, ISM asked students who marked “Multiple” on their forms to do a secondary response, marking all of the ethnicities reflected in their genetic history. Including these statistics from the 2004-05 Academic year (shown in the column labeled “ISM 2004-05 incl. Multiple” on Table 1), we find that 4.74% of our students describe their ethnicity as including American Indian, 17.89% include Asian, 2.63% include Pacific Islander, 6.32% include Filipino, 12.11 % include Hispanic, and 7.89% include African American. These numbers more closely resemble the ethnicity reported by the District as a whole, and that is after only half a year in the Manzanita site. Clearly tremendous progress

has been made towards achieving the ethnic diversity reflected in MPUSD, and continued progress is expected.

Table 1: ISM Students sorted by Ethnicity compared to MPUSD 2003-2004 Percent of Totals

	ISM 2001-02	ISM 2002-03	ISM 2003-04	ISM 2004-05	ISM 2004-05 incl. Multiple	MPUSD Percent of Total
American Indian	0.00%	0.90%	0.00%	0.00%	4.74%	0.70%
Asian	0.00%	6.90%	5.60%	10.53%	17.89%	7.80%
Pacific Islander	0.00%	0.00%	1.40%	1.05%	2.63%	3.20%
Filipino	0.00%	2.60%	2.10%	3.68%	6.32%	5.40%
Hispanic	0.00%	1.70%	2.80%	4.21%	12.11%	36.60%
African American	7.30%	0.90%	0.70%	3.68%	7.89%	11.80%
White	65.50%	56.00%	50.70%	47.89%	65.79%	32.80%
Other/ Multiple/ Response	27.20%	31.00%	36.80%	28.95%	28.95%	1.60%
Total	100%	100%	100%	100%	N/A	100%
# of students	55	116	144	189	N/A	10,621

*2001-2004 ISM Data and MPUSD Data from Ed-Data: Educational Data Partnership (<http://www.ed-data.k12.ca.us/welcome.asp>)

** MPUSD taken from 2003-2004, the most recent year reported in Ed-Data

***2004-05 ISM data collected internally as Ed-Data for this Academic year is not available

9. Admission Requirements

Applicability

This policy applies to all applicants to the International School of Monterey (“ISM”) and the administration of the School in charge of admissions.

Policy Statements

1) Diversity

The School strives to attract, enroll, and retain at our school the broadest spectrum of students and families representative of the rich diversity existing in the County and its surrounding Counties.

2) Affirmation of Non-Discrimination

The School will be nonsectarian in its programs, admission policies, employment practices, and all other operations; the School will not charge tuition and the school will not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability or any other basis protected by law.

3) Open Enrollment / Public Random Drawing

Admission is available to any student who wishes to attend the School. However, if the number of students who wish to attend the charter school exceeds the School's capacity, attendance, except for existing pupils of the School, shall be determined by a public random drawing. Pupils currently attending the Charter School shall be guaranteed placement for the subsequent year. Preference in the public random drawing shall be extended to the following preferences, in order of priority:

1. Students residing in Monterey County¹:
 - a. whose parents or grandparents are ISM School Board members.
 - b. whose parents are ISM staff;
 - c. who are returning at the beginning of the school year from at least one academic year of study abroad
 - d. who are returning to the school from one year at Chartwell School or other educational induce to special education delivery,
 - e. who are siblings of existing students
 - f. who have been put on a wait list through a prior lottery process.
2. All other Monterey Peninsula Unified School District residents.
3. All others.

4. Minimum Age

State Law requires a child to be five years of age by December 2nd to start Kindergarten. Students who have not reached the age of 5 by December 2nd may start Kindergarten upon turning 5 years old providing the Director determines that the admittance is in the best interests of the child, the parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance and providing there is available space in Kindergarten and parents sign a form to acknowledge that placement at mid-year does not necessarily mean promotion to first grade at the end of the school year.

¹ This preference only applies for students continuously enrolled in the Charter School. Those parents who enroll and disenroll their students in one school year will no longer be able to avail themselves of the preference for admission in that or a subsequent school year.

A student must be age 6 by December 2nd (or have completed one year of Kindergarten) to start 1st grade. A child enrolled in public or private Kindergarten may be deemed ready for first grade by the Director with the consent of a parent or guardian as long as the child is at least five years of age.

5. Immunizations

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. ISM requires that written verification from a doctor or immunization clinic of the following immunizations:

- a. Diphtheria.
- b. Measles.
- c. Mumps, except for children who have reached the age of seven years.
- d. Pertussis (whooping cough), except for children who have reached the age of seven years.
- e. Poliomyelitis.
- f. Rubella.
- g. Tetanus.
- h. Hepatitis B.
- i. Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

ISM verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a. The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

- b. A parent may request exemption of their child from immunization for personal beliefs.
- c. Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

6. Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

ISM recommends that children undergo a yearly speech, hearing, and eye examination.

If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Procedural Requirements

1. On an annual basis, the School will determine its maximum capacity for student enrollment, if any.
2. An open enrollment period will be held annually, which is advertised within the school community so that all interested students may have an equal opportunity to apply for admission. A deadline for accepting applications will be clearly stated.
3. Enrollment forms will be sorted by grade, and counted.
4. In the event that capacity is not met at a certain grade level, all students applying for

enrollment into that grade will be enrolled and shall be considered an “existing Charter School student” for purposes of this procedure.

5. In the event that the number of enrollment applications exceeds capacity at any grade level, a random, public lottery will be held on a date and location that is published throughout the County and adjacent Counties. The lottery shall be conducted as follows:
 - a. Should more than one grade require selection by lottery, the order that grades are filled is from the highest grade to the lowest.
 - b. Enrollment for each grade will be determined in stages pursuant to the preferences in this policy until capacity is met as follows:
 1. Students residing in Monterey County:
 - a. Whose parents or grandparents are ISM School Board members;²
 - b. Whose parents are staff;
 - c. Returning at the beginning of the school year from at least one academic year of study abroad
 - d. Who are siblings of existing students
 - e. Who have been put on a wait list through a prior lottery process.
 2. All other Monterey Peninsula Unified School District residents.
 3. All others.
 - c. Enrollment forms for each grade level will be separated into piles according to their stage/group and will be counted and numbered. If the number of enrollment forms in each stage would not exceed the grade’s capacity, all students applying for enrollment in that stage will be enrolled and shall be considered an “existing Charter School student”. When a stage is reached where the number of enrollment forms would exceed the grade’s remaining capacity, the matching numbers assigned to the enrollment forms in that stage will be put into a “bingo ball” machine and drawn until capacity is reached. A student whose enrollment form number is drawn will be enrolled and shall be considered an “existing Charter School student”.
 - d. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same stages as outlined above (enrollment forms will be redistributed into stages as necessary to account for any students who may now be “a sibling of an existing student”) using an identical method of placing the matching numbers assigned to enrollment forms into a “bingo ball”

machine by stage and drawing them until all enrollment forms have been ordered and placed on the wait-list.

- e. If one sibling of a multiple birth (e.g. twins, triplets) is granted a spot either in a class or on the waiting list, the remaining multiple birth siblings will be given the successive spots.
6. Enrollment or wait-list confirmations will be mailed. Registration packets will also be mailed at this time and will consist of state-required information, such as immunizations and other School-generated forms.
7. If completed registration information is not submitted by the date required in the Registration Packet the slot will be forfeited.
8. Wait-lists will be maintained for the current enrollment year only. Wait-lists will not carry over to the following year and those applicants on the wait-list must re-apply the following year. However, as stated above, preference shall be given to former wait-listed applicants for the following year in the public drawing.
9. Any enrollment forms applying for enrollment received after the open-enrollment deadline shall be date and time stamped and either (a) placed in the appropriate preference pool within the subsequent enrollment window; or (b) if applying for enrollment in a grade that is not yet at capacity the student will automatically be enrolled.
 10. Once placed on a wait-list, a student will remain on the list until one of the following occurs:
 - a. The student is accepted into the School as space becomes available and enrolls in the School.
 - b. The parent/guardian requests that the student be removed from the wait-list.
 - c. The school year ends.
11. When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be mailed to the address on the enrollment form and will consist of a written offer letter along with a response form for the parent to return to the Charter School.
12. It is the parent's responsibility to update their contact information continuously with the Charter School. The Charter School shall not be responsible for failure to contact a wait-listed parent due to expired contact information. Once notified of an available slot, a

parent/guardian will have the following options:

- a. Accept the available slot. The Acceptance must be received by the Charter School within fourteen (14) days of the date of the offer letter in order for the acceptance to be valid.
 - b. Decline the available slot and be removed from the wait-list
 - c. Decline the available slot and be placed at the end of the wait-list
 - d. If the School does not receive a response form within thirty (30) days, the Charter School will deem the Parent to have declined the available slot and remove the student from the wait-list.
13. If the slot is accepted, the parent/guardian has fourteen (14) more days to return a completed registration packet and schedule a parent orientation and start date for the student or the slot will be forfeited.
 14. If the slot is not accepted or a slot is forfeited due to late registration materials or scheduling of a family orientation and start date for the student, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents who have accepted enrollment but who have forfeited their “slot” due to late or missing registration materials or late scheduling of a parent orientation and start date for the student will have the opportunity to be placed at the end of the wait-list. If the spot has been declined, the child has been placed at the end of the wait-list, and the wait-list is exhausted, those having declined a spot do not retain their 3rd preference status, rather revert to their preference prior to the lottery. If a spot becomes available and the wait list has been exhausted, a subsequent open enrollment period will be held.
 15. In the event a situation arises that is not covered by this procedure, the Board of the Charter School will determine the fairest method for resolution of the issue.
 16. Prior to admission, the following must occur:
 - a. If the child has not attended the School before, it is mandatory that the parents provide a birth certificate for the child.
 - b. Parents shall attend a parent orientation.
 - c. Registration packets must be submitted by the date required in the registration packet, including proof of immunizations and physical examination as required by this policy.

10. Financial Audit

The school's board of directors will form an audit committee each fiscal year to oversee the preparation and completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will be conducted in accordance with Generally Accepted Accounting Principles applicable to the school and school district. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year (but no later than December 15) and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Monterey Peninsula Unified School District. The school's audit committee will review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element 14.

To facilitate review, these financial documents should be accompanied by a narrative overview of the school's current and projected financial status, including a description of the major assumptions underlying the first year and long-term projections.

The International School of Monterey Charter School will receive funding pursuant to Education Code Section 47613.5 and its successors and may opt to receive its funding directly from the state or through any other available mechanism. In the event that the regulations to create a charter school funding system authorized by Education Code Section 47613.5 are not adopted or not fully implemented, the Monterey Peninsula Unified School District agrees to take all reasonable steps to ensure that the charter school is funded pursuant to the principles and standards contained in Section 47613.5. Any funds due to the school that flow through the Monterey Peninsula Unified School District shall be forwarded to the school without undue delay. The school and district will negotiate in good faith on an annual basis to develop a memorandum of understanding that establishes the specific financial and service relationship between the two parties.

The Monterey Peninsula Unified School District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated by this charter. The District shall on a quarterly basis assess a charge to the Charter School in the amount that is one percent (1%) of the Charter School's revenue for such quarter ("Oversight Charge") as calculated in accordance with Education Code section 47613(f). These supervisory oversight services shall include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the charter.

- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in Section 14 of this charter.
- Timely and good faith review of requests to renew or amend this charter as permitted under law.

The Monterey Peninsula Unified School District agrees to allow the International School of Monterey Charter School to separately purchase administrative or other goods or services from Monterey Peninsula Unified School District. Such goods or services shall be made available to the charter school at cost. The specific terms and cost shall be contained in a separate, written agreement. These services and goods may include, but are not limited to, the following:

- Accounting, payroll, and fiscal support services.
- Student information, assessment, and other data processing services.
- Facilities maintenance, utilities, and groundskeeping.
- Services related to serving exceptional needs or language minority students enrolled in the charter school.
- Transportation services.
- Child nutrition services.
- Categorical programs management and grant development and compliance services.
- Legal counsel and insurance services.
- Purchasing, delivery, and warehousing services.

11. Special Education Services

The International School of Monterey Charter School from Monterey Peninsula Unified School District pledge to work in cooperation with all local education agencies (LEAs) to ensure that students with exceptional needs are served. These services and outreach will be conducted in accord with applicable laws to ensure that the LEAs where students reside provide appropriate services for their residents' exceptional needs students in compliance with the California Master Plan for Special Education and any applicable federal law. These cooperative arrangements may include, but are not limited to the following:

1. Open communication between charter school, school district of residence, and staff of the SELPA of residence, to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with any and all applicable laws.
2. Delivery of special education services either at the site of the charter school or sites maintained by a school district, county office, SELPA, or other appropriate provider. These arrangements may need to be developed on a case-by-case basis and reviewed and

modified on a regular basis and in coordination with applicable laws and individual education plans.

3. Equitable sharing in the revenues and costs associated with maintaining and operating services for students with exceptional needs.

The International School of Monterey Charter School will compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element number 2 from assessment instruments and techniques listed in Element number 3.
- An analysis of whether student performance is meeting the goals specified in element number 2. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A copy of the school's Board of Directors' self-evaluation on prior-year management performance, summary of major decisions and policies established during the year, and upcoming year goals.
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the school implemented the means listed in charter element 7 to achieve a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

12. Pupil Suspension and Expulsion

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

1. "Board" means governing body of the Charter School.
2. "Expulsion" means disenrollment from the Charter School.
3. "Schoolday" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:

- a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Director to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Director or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- 2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- 3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another

- liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
 6. Caused or attempted to cause damage to school property or private property.
 7. Stole or attempted to steal school property or private property.
 8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
 9. Committed an obscene act or engaged in habitual profanity or vulgarity.
 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
 11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 12. Knowingly received stolen school property or private property.
 13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
 15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 16. Made terrorist threats against school officials and/or school property.
 17. Committed sexual harassment.
 18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
 19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1) Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters

pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

- 3) A copy of the School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

I. Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student..
- 2) Notice of the right to appeal the expulsion to the District Board of Education. If either Board will not hear such appeals, the Charter School will establish a new panel of retired or current school administrators or teachers who are not related to the Charter School to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924.
- 3) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

L. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a

meeting with the Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

13. Retirement System

Staff at the International School of Monterey Charter School participate in the federal social security system and will have access to other district-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies. The school retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff.

14. Attendance Alternatives

Students who opt not to attend the charter school may attend other county schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district of residence.

15. Description of Employee Rights

Charter school staff who have left permanent status employment at the Monterey Peninsula Unified School District to work at the International School of Monterey Charter School shall have the right to return to a comparable position in the Monterey Peninsula Unified School District during the term of this charter. Such staff shall also continue to earn service credit at the Monterey Peninsula Unified School District. To the extent allowed by the charter school's adopted personnel policies, staff may opt to purchase employee benefits from the district, or have the charter school purchase employee benefits on their behalf.

16. Academic Performance

In addition to the standards and criteria described above addressing Section 47605 of the Charter Schools Act of 1992 (as amended through the end of the 2004 regular legislative session), commencing on January 1, 2005, renewal petitions for schools must meet at least one of the following criteria from Section 47607 (b) prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.**

ISM met the growth target for both 2002-2003 and 2003-2004, the only two growth reports available in the life of the school (no API scores are available for the 2001 academic year, hence no 2001-2002 growth report. Verification is available on the web at <http://api.cde.ca.gov/reports/API/> and are reflected in Appendix B: 2004 Academic Performance Index (API) Base School Report, Appendix C: 2002-2003 Academic Performance Index (API) Growth Report and Appendix D: 2003-2004 Academic Performance Index (API) Growth Report.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

ISM was ranked in decile 9 for 2004.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

ISM was ranked in decile 9 for 2004.

Section 47607 (c) further specifies that a charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following:

- (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- (2) Failed to meet or pursue any of the pupil outcomes identified in the charter.
- (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- (4) Violated any provision of law.

ISM has met the criteria and standards specified in the original charter document and has not committed any of the abovementioned offences.

17. Dispute Resolution Process, Oversight, Term, and Renewal

The International School of Monterey Charter School board of directors have adopted the following policies and processes for airing and resolving internal and external disputes.

DISPUTE RESOLUTION PROCESS

The objective of the International Charter School of Monterey's Dispute Resolution Process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible. School community members include the Director, Administrators, students, teachers, parents, volunteers, advisers, community members, partners and collaborators. Until a replacement is developed, the following is the initial Dispute Resolution Process.

1. One should first attempt to discuss one's conflict with the people directly involved even if difficult and try to resolve it before proceeding any further.

2. If there is a direct conflict between students and direct discussion cannot resolve the situation, students should use a Peer Conflict Mediator to help resolve the conflict.
3. In the event that Peer Mediation does not resolve the conflict, students should use a teacher or administrator to resolve the conflict as a mediator.
4. If a conflict arises involving a teacher, a party should contact either the administrator or another mutually agreeable teacher to listen to the facts and resolve the conflict.
5. If the conflict involves the Director or other Administrator, a party should contact either a mutually agreeable teacher or administrator to help resolve the conflict.
6. In the event that the dispute involving the Principal or other Administrator is not resolve, a party should contact the Chair of the Board of Directors for further action. The Director and/or involved individual should know in advance of this action.
7. If a dispute involves a parent, similar procedures should be still used. If unsuccessful, the parent should contact the Parent Association and/or Director for further action.
8. School community members will sign pledges to resolve dispute resolution process or its replacement. This means that members will avoid contacting the Board of Education and the School District regarding a conflict at the International Charter School of Monterey until one has exhausted and documented all of the relevant procedures listed above.

The governing board of the Monterey Peninsula Unified School District agrees to refer all complaints regarding the school's operations to the school's chief administrative officer for resolution in accordance with the school's adopted policies. Parents, students, board members, volunteers, and staff at the charter school will be provided with a copy of the school's policies and dispute resolution process and will agree to work within it. In the event that the school's adopted policies and processes fail to resolve the dispute, the governing board of Monterey Peninsula Unified School District agrees not to intervene in the dispute without the consent of the school's board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

If the governing board of the Monterey Peninsula Unified School District believes it has cause to revoke this charter, the board agrees to notify the governing board of the school and grant the school reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter. If corrective action fails to resolve the dispute, the school and grantor agree to submit the matter to a mutually agreeable third party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the charter.

The Monterey Peninsula Unified School District may inspect or observe any part of the charter school at any time, but shall provide reasonable notice to the chief administrator of the charter school prior to any observation or inspection. The Monterey Peninsula Unified School District shall provide such notice at least three working days prior to the inspection or observation unless the school's board or chief administrator agree otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Monterey Peninsula Unified School District without the mutual consent of the governing board of the charter school.

The charter school and charter granting agency agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly-prepared waiver requests to the State Board of Education.

The Monterey Peninsula Unified School District agrees to receive and review the annual fiscal and programmatic audit and performance report as specified in Element number 9. Within two months of the receipt of this annual review, the charter granting agency must notify the governing board of the charter school as to whether it considers the charter school to be making satisfactory progress relative to the goals specified in this Charter. This annual notification will include the specific reasons for the charter granting agency's conclusions. If, in its review of the school's annual report, the charter granting agency determines that the charter school is not making satisfactory progress towards its charter's goals, the charter school will be provided with a specific listing and description of any areas of concern.

If, in its review of the school's annual report, the charter granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually-agreeable amendments, will be renewed for a term of no less than five years.


The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the charter granting agency and governing board of the charter school. The district and charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

All official communications between the charter school and charter granting agency will be sent via First Class Mail or other appropriate means to the following addresses:

International School of Monterey
PO Box 711
Monterey, CA 93942-0711

Monterey Peninsula Unified School District
700 Pacific
Monterey, CA 93940

The term of this charter shall begin on the first day of instructional operations in the 2006-2007 school year and expire five years thereafter.



List of Appendices

- Appendix A: Curriculum for the International Baccalaureate
- Appendix B: 2004 Academic Performance Index (API) Base School Report
- Appendix C: 2002-2003 Academic Performance Index (API) Growth Report
- Appendix D: 2003-2004 Academic Performance Index (API) Growth Report.