

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

We the undersigned believe that the attached Charter merits consideration and hereby petition the Board of Education of the Monterey Peninsula Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the International School of Monterey Charter School. The International School of Monterey Charter School agrees 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)

Signature

Date

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 Board of Education.

By the Petitioners:

Name (please print) Signature Date

Name (please print) Signature Date

Name (please print) Signature Date

Name (please print) Signature Date

Name (please print) Signature Date

Name (please print) Signature Date

[copies of additional signature pages attached. Originals on file.]

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

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

Whereas the Board of Education 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 Board of Education of the Monterey Peninsula Unified School District hereby approves and grants this charter petition by a vote of ___ to ___ on _____.

Witnessed:

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

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1. Educational Program

The Carmel, Marina, Salinas triangle in Monterey County hosts a vast spectrum of ethnicity, as well as cultural and linguistic heritages. It is, so to speak, “the world in a nutshell.” However, there is not any school in this geographical area that offers a program particularly designed to prepare school age children and adolescents in grades K-8 to become responsible global citizens. For this reason we propose a charter for the International School of Monterey to fill this educational need.

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

- Enhancing the educational opportunities for the children of the Monterey Peninsula and the County.
- 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 (ISM) 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 (IBO). It is composed of three parts: The Primary Years Program, The Middle Years Program, and The Diploma Program. While the educational approach used in ISM will be based on the precepts of the IBO, the content taught will include the curriculum specified by the curriculum standards for the State of California. Examples of specific pedagogical approach and content are presented below.

This initial Charter addresses the formation of a K-2/3 school following the precepts of the Primary Years Program. The International School of Monterey will ultimately serve a K-8 student population in Monterey County, especially in the Carmel, Marina, Salinas triangle. It is expected that if the curriculum is 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 Primary Years Program (PYP)

The Primary Years Program (PYP) is an international curriculum framework designed for all children between the ages of 3 and 12 years. The program focuses on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational program. Exposure to the primary curriculum is not a prerequisite for the Middle Years Program (MYP) but serves as excellent preparation since the philosophy, styles of teaching and overall goals are consistent.

Unique Characteristics

The Primary Years Program offers a comprehensive, inquiry-based approach to teaching and learning. It provides an internationally designed model for concurrency in learning and incorporates guidelines on student learning styles, teaching methodologies and assessment strategies. The curriculum framework is an expression and extension of three inter-related questions: What do we want to learn? How best will we learn? How will we know what we have learned? Children from the age of five are expected to begin learning a modern foreign language in order to enhance an international perspective. The school will use a Natural Method approach where the students are guided in activities using the language of choice (probably Spanish).

Aims of the PYP are expressed as a series of desired attributes and dispositions that characterize successful students. These globally-minded young people are:

- **Inquirers** - Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and the love of learning will be sustained throughout their lives.
- **Thinkers** - They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
- **Communicators** - They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
- **Risk-takers** - They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
- **Knowledgeable** - They have spent time in our schools exploring themes which have global relevance and importance. In so doing, they have acquired a critical mass of significant knowledge.
- **Principled** - They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
- **Caring** - They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
- **Open-minded** - They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
- **Well-balanced** - They understand the importance of physical and mental balance and

personal well-being.

- **Reflective** - They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

Transdisciplinary Inquiry

At the heart of the Primary Years Program's philosophy is a commitment to structured inquiry as an ideal vehicle for learning. Teachers and students are guided by a series of basic questions as they design curricular units for exploration and study:

- Who are we?
- Where are we in place and time?
- How do we express ourselves?
- How does the world work?
- How do we organize ourselves?
- How should we share our planet?

Together these questions elicit ideas of local and global significance and reveal concerns that all people share no matter what their backgrounds or where they live.

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 Years Program (MYP)

The Middle Years Program (MYP) is designed for students in the 11-16 age range. It is a complete and coherent program that provides a framework of academic challenge and life skills appropriate to this stage of adolescence. Because the educational philosophy and goals of the three International Baccalaureate programs are consistent, the 5-year curriculum for grades 6-10

naturally follows the Primary years Program and serves as excellent preparation for the Diploma Program.

Unique Characteristics

The Middle Years Program offers an educational approach that embraces yet transcends traditional school subjects. While insisting upon thorough study of the various disciplines, MYP accentuates the interrelatedness of them and so advances a holistic view of knowledge. Students are encouraged to develop intercultural awareness along with genuine understanding of their own history and traditions. In stressing communication, the MYP places fundamental importance on achieving firm command of one's own language and on the acquisition of a foreign language for effective conversation. It also aims to develop awareness of the media and competence in information technology.

The student's intellectual and social development is the focus of the Middle Years Program. Five ideas known as the areas of interaction give the octagonal curriculum model its distinctive core. These are not academic subjects but common themes embedded within and visible across the specific disciplines. The five areas are:

- approaches to learning which concentrates on developing effective study skills
- community service
- health and social education
- environment
- *homo faber* (man the maker) which is concerned with the products of the creative and inventive genius of people

These themes are addressed throughout the five-year MYP cycle, principally through the subjects.

The Curriculum

Eight academic subject groups form the octagon; subjects from these groups are studied in each of the five years. The curricular framework is flexible enough to allow a school to include options (for example, economics or Latin) not required by the IBO but mandated by local authorities. Schools determine specific time allocations for each subject according to general guidelines as well as their own needs and priorities.

- 1. Language A**
the student's best language, usually the school's language of instruction
- 2. Language B**
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

The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations that meet 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 International Baccalaureate curriculum includes the subject English, Geography, health Education, History, International Awareness, Mathematics, Modern Languages, Music, Personal and Social Education, Physical Education, Religious Education, Science and Information Technology. Instruction of the virtues of a particular religion, group, sect, faith, creed, persuasion, denomination, cult, communion, or church may not be introduced into the School by any individual or group of individuals. Religious concepts may be discussed as a part of the curriculum, however no student is required to participate in any activity contrary to the stated ideology of his or her religion. For more information about the International Baccalaureate see the International Baccalaureate Organization website at <http://www.ibo.org/>.

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.

The International School of Monterey Charter School will adhere to Ed Code 51550, which states, in part, that “ No governing board of a public elementary or secondary school may require pupils to attend any class in which human reproductive organs and their functions and processes are described, illustrated or discussed, whether such class be part of a course designated "sex education" or "family life education" or by some similar term, or part of any other course which pupils are required to attend.” ISM will also adhere to all notification provisions of this Section of the Ed Code.

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 Charter School 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 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, which 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 that 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.

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 that 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.

Geography

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. 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.

A more completely articulated example of the Social Studies Curriculum has been included in Appendix A.

In order to best serve our students and community, ISM 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 of Education 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 of Education agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

ISM will align itself with the similarly situated student population of MPUSD regarding annual academic progress. It is expected that at least 70% of the ISM students will show one grade or skill level's worth of progress each academic year, as evidenced by scores on the Stanford 9 and/or other standardized tests and successful completion of required portfolios and exhibitions. This will be in alignment with the similarly situated student population of MPUSD.

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.

All assessment of student work is carried out by teachers in participating schools using criteria established by the International Baccalaureate Organization. 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, and 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 that 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 behavior which indicates that the child has developed understanding of a particular concept, or 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 judgments.
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. **State Mandated Standardized Examinations:** The State of California has designated the STAR Program as an objective external measure of student achievement, Standardized Examinations can provide a general guide as to 'how the school is doing'. It allows **the school** to pick up 'patterns' of strength and weakness (as a class, year level, school), etc. This test would provide one means of 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.

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. Samples would be collected before, during and at 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, and 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.

The student's progress through the curriculum is documented in a portfolio, a profile of student achievement and accomplishments, which also facilitates transfer between schools offering the PYP. Students and teachers collaborate on selections for the portfolio. Guided by teachers, each student also produces a personal inquiry project as the culmination of the Primary Years Program experience. There is considerable flexibility in the choice of project.

All participating PYP member schools are visited and evaluated by an IBO delegation three years after authorization to offer the program has been granted and at five year intervals thereafter. A team of professional educators reviews the overall delivery and effectiveness of the PYP at the site and makes recommendations for improvement.

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 for 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 school wide 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.

The International School of Monterey Charter School will adhere to Ed Code 60602 through 60856.

4. Governance Structure of School

The International School of Monterey Charter School (also referred to as ISM in this document) 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 Charter School Board members of the ISM California Public Benefit Corporation will also serve as the Charter School Board for the school. The Charter School Board will serve as the liable agent for the school. The school will maintain in effect general liability and Charter School Board errors and omissions insurance policies.

The school's bylaws permit at least one representative selected by the District Board of Education of the Monterey Peninsula Unified School District to serve on the Charter School Board. The District Board of Education will decide whether its representative will have full Charter School Board member rights or those of an "ex-officio" member. In either case, the District's representative will facilitate communications and mutual understanding between the charter school and District. The most recent draft of the Charter School Board Bylaws is appended as Appendix B.

All personnel of ISM will be hired by the Charter School Board of Directors through recommendation of the Director, who is recognized as the Chief Executive of the School. The Director will submit to the Charter School 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.

A parent committee advisory to the Charter School Board will be formed. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies.

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.

5. Employee Qualifications

ISM 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. All ISM administrative, instructional and support staff will be employees of the International School of Monterey Charter School and not Monterey Peninsula Unified School District.

ISM 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 public school requirements of TB testing, fingerprinting screening and clearance from criminal records.

ISM 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 public school requirements of TB testing, fingerprinting screening and clearance from criminal records.

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. ISM will comply with all applicable state and federal laws in hiring and retaining personnel, without discrimination based on race, color, religion, sex, creed, nationality or handicap.

6. Health and Safety Procedures

ISM 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.
- The School will comply with Ed Code Section 45125.1 with regard to the finger printing of vendors.

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 Charter School Board policies.

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

ISM will implement 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 the 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, including, but not limited to Spanish.
- 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 and county.
- Outreach meetings in several areas of the district and county to reach prospective students and parents.

8. Admission Requirements

The International Charter School of Monterey will actively recruit a diverse national and international student population and residents of the State of California, students from the district and surrounding areas, who understand and value the school's mission of developing a student's potential based on proven standards and effective practice of a recognized and innovative international curriculum and preparing students to be responsible, compassionate citizens of the world.

The school will accept children without discrimination on the basis of sex, religion, race, nationality, ethnicity, English proficiency, or disability.

The Charter will use the Ed Code guidelines for Kindergarten and First Grade Admissions which

state:

(Section 48000 a) A child shall be admitted to a kindergarten at the beginning of a school year, or at any later time in the same year if the child will have his or her fifth birthday on or before December 2 of that school year.

(Section 48010). A child shall be admitted to the first grade of an elementary school during the first month of a school year if the child will have his or her sixth birthday on or before December 2nd of that school year. For good cause, the ISM Charter School Board may permit a child of proper age to be admitted to a class after the first school month of the school term.

Once a student has been admitted, ISM will contact the applicant's previous school to request the cumulative file.

ISM sets forth the following non-discriminatory enrollment process. This process is required as it is anticipated that the enrollment interest will exceed the initial enrollment capacity of the school. The enrollment process will be governed by the following basic rules:

1. If the number of applicants in a given pool is less than the number of openings at a given grade level, all students at that grade level from that pool will be enrolled. These pools will constitute all applications received within a publicized enrollment window with a set deadline.
2. If the number of applicants in a given pool is greater than the number of openings at a given grade level, names will be drawn at random until the number of openings at that grade level is filled.
3. If at any time, the enrollment exceeds the capacity of ISM, all subsequent applications for enrollment will be put on a waiting list. If and when space becomes available, the ISM will conduct a lottery to determine which student is allowed to enroll.

In ISM's first year of operation, the lottery will be conducted as soon as possible after a site and schedule are announced. Applications for admission for this first year must be completed and submitted within the next 21 days of the site/schedule announcement and the lottery will be held ten days after the application deadline. In subsequent years, the lottery will be conducted by February 1 and applications for admission for this first year must be completed and submitted by January 25.

The initial school population, and subsequent additions to the school population, shall be drawn randomly from the following pools of applicants (listed in order of preference):

1. The first preference for enrollment is those students of Monterey County whose parents are ISM Charter School Board members.
2. The second preference for enrollment is those students of Monterey County whose parents are active members of the ISM Charter Parent Association as further outlined in the Parent/Student handbook.
3. The third preference for enrollment is those students of Monterey County whose siblings are currently enrolled in ISM.
4. The fourth preference for enrollment is for students who reside in the Monterey Peninsula Unified School District.
5. All other applicants

In the case that spaces become available during the school year, admission of students from the waiting list will again be by lottery using the same preferences as the lottery that established the class at the beginning of the school year.

A student may be admitted to the school at any time during the school year if space is available. Leaving the school before the end of any term requires written notice.

The school may deny or postpone admission if, in its opinion, a class is full. In this case, the applicant will be placed on a waiting list. Qualified applicants are then accepted as spaces become available following the rules of the enrollment process set forth above.

It is understood that students allowed to enroll in ISM will be able to re-enroll for the following school year.

Admissions decisions may be appealed to the ISM Charter School Board and, if deemed necessary by the Superintendent of the Monterey Peninsula Unified School District, to the Monterey Peninsula Unified School District Board of Education.

9. Financial Requirements

The charter school shall be fiscally responsible for its own operations and shall manage its operations efficiently and economically within the constraints of its annual budget. The charter school shall have no authority to enter into a contract that would bind the District, nor to extend the credit of the District to any third person or party. Consistent with Article XVI, section 18 of the California Constitution, the charter school shall not enter into any agreement or contract that gives rise to a multiple fiscal year direct or indirect debt or other financial obligation whatsoever on the part of the charter school without the prior written consent of the District.

The charter school shall clearly indicate to vendors and other entities and individuals outside the District with which or with whom the charter school enters into an agreement or contract for goods and services that the obligations of the charter school under such agreement or contract are solely the responsibility of the charter school and are not the responsibility of the District.

To the extent not covered by insurance or otherwise barred by the California Torts Claims Act,, the charter school agrees to indemnify and hold the District and its agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the charter school's operations. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided by the California Tort Claims Act.

The Charter School Board of Directors will form an audit committee each fiscal year to oversee the preparation and completion of an annual independent 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 and of any public school entity handling the financial records. The school's audit committee will review any audit exceptions or deficiencies and report to the Charter School's Board of Directors with recommendations on how to resolve them. The Charter School Board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved.

The following items will be attached to this petition:

- a detailed operational budget for the first fiscal year, including a breakdown of start-up costs,
- a monthly cash flow analysis, and
- a three to five-year budget projection.
- Narrative of first year including assumptions

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.

ISM will receive funding pursuant to Education Code Section 47633 and 47634 in the form of a block grant from the State of California. 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. Pursuant to Education Code Section 47613, MPUSD may charge for the actual costs of supervisory oversight of ISM not to exceed 1 percent of ISM's revenue of the charter school, unless ISM is able to obtain substantially rent free facilities from MPUSD, in which case MPUSD may charge for the actual costs of supervisory oversight of ISM not to exceed 3 percent of the ISM's revenue. 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 ISM and the Monterey Peninsula Unified School District may separately negotiate an agreement to provide administrative or other goods or services from Monterey Peninsula Unified School District or any other source. 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 grounds keeping.
- 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.

ISM 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 Charter 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.

10. Special Education Services

It is understood that all children will have access to the International School of Monterey and no student shall be denied admission due to disability. The charter school shall be solely responsible for compliance with Section 504.

ISM agrees to implement a Student Study Team Process, a regular education function, to monitor and guide referrals for Section 504 and special education services.

MPUSD and ISM agree to implement and comply with IDEA as Specified in the accompanying Memorandum of Understanding (MOU).

11. Pupil Suspension and Expulsion

ISM will develop and maintain a comprehensive set of student discipline policies stated below. These policies will be printed and distributed as part of the school's student handbook and will clearly describe the school's expectations regarding, among other issues, attendance, mutual respect, substance abuse, violence, safety, and work habits. The Charter School Director may, pursuant to the school's adopted policies, suspend students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and/or expelled by the Charter School's Board upon recommendation of the Director. The policies will be developed to conform to applicable state and federal law regarding students with exceptional needs. The state and federal constitutional rights of all students will be safeguarded during any disciplinary process. Prior to suspension or expulsion, students will be accorded due process.

These due process safeguards for suspension decisions may include but not be limited to:

1. Distribution at the beginning of the school year/upon enrollment to all students and parents of a list of the specific causes for which students may be suspended.
2. Written notice to parents when student behaviors begin to warrant additional attention on the part of the classroom teacher
3. Opportunity to meet with the teacher and/or Director to determine plan for correction of behaviors
4. Timelines and criteria for any corrective actions
5. Appeal processes at the Charter School Director level.
6. Appeal processes at the ISM Charter School Board level.

Due process in the case of expulsion may include but not be limited to:

1. Distribution at the beginning of the school year/upon enrollment to all students and parents of a list of the specific causes for which students may be expelled.
2. Written notice to parents describing student behaviors leading to decision to expel student.
3. Opportunity to formal hearing with the teacher and/or Director
4. Opportunity to present evidence and witness,
5. Opportunity to cross examine,
6. Opportunity to be represented, and
7. Release of written findings.

The school will notify Monterey Peninsula Unified School District of any expulsions and will include suspension and expulsion data in its annual performance report.

Statement of Student Discipline Policies

Purpose:

To express the Charter School Board's views on providing corrective measures when there are breaches of discipline.

Affects:

Administration, faculty, students, parents and Charter School Board.

Code of Behavior:

Polite behavior is expected from all members of school - i.e., Students towards teaching and non-teaching staff, staff towards students and students among themselves

A general atmosphere of orderliness, with noise levels appropriate to the activities in progress, is expected in and around school buildings.

Chewing gum is not permitted on the school premises or during school-sponsored activities.

Student Discipline:

There are inevitably times when it may be necessary to impose disciplinary procedures.

When problems of behavior arise, they are dealt with according to regulations developed by the School.

When necessary, problems will be referred to the Principal for his supportive action.

Corporal Punishment:

In conformance with Education Code 49001, corporal punishment, defined as the conflicting of physical pain, is prohibited under all circumstances. However, teachers do have the right to physically restrain a student from doing harm to other people, to himself, or to the property of the School. All such incidents will be reported to the Principal at once.

Incident Report Form:

In an effort to help our students develop an attitude of individual responsibility towards a more positive school climate and to improve communication between the school and the home, the following procedure is used.

If a student behaves in a manner contrary to the School's Code of Behavior, he/she will be given an Incident Report Form. On this report form the teacher will describe the student's behavior. The student will take the report home to be signed by his/her parents.

The report will be sent back to school the following day to be filed by the student's class teacher.

Parents will be contacted if a student receives a number in a short period

Daily Report Form:

If a student repeatedly behaves inappropriately over a brief period of time, or commits a serious act (fighting, for example), he/she may be given a Daily Report Form. After a meeting with his/her parents, the student must have the report form signed after each class, for a specified period. After the time period has ended, each case is reviewed individually.

Detention:

Detention shall mean a disciplinary measure that requires a student to remain in a designated and supervised area of the school for a specified time.

Disciplinary Probation:

Shall mean a disciplinary measure that is a warning to the student and his parents that any further breaches of discipline within a defined period will result in suspension or expulsion.

Suspension:

Shall mean a disciplinary measure that requires the student to stay away from school for a specified period.

Expulsion:

Shall mean a disciplinary measure that requires the student to be struck from the school rolls.

12. Retirement System

Staff at ISM will participate in the federal social security system. The school retains the option for its Charter School 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.

13. Attendance Alternatives

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

14. Description of Employee Rights

Charter School employees who have left employment with the District to work at the Charter School will not have the right to return to a position in the District unless District policy and collective bargaining agreements permits otherwise. Currently, District policy and collective bargaining agreements do not allow such return rights.

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

It is the intent of the District and the charter school that complaints and disputes be resolved quickly and informally in an atmosphere of cooperation wherever possible.

Complaints regarding the operation of the charter school which do not involve District Liability or issues of student health or safety will be forwarded to the charter school for processing according to procedures adopted by the charter school, prior to being addressed by the District. The charter school procedures shall include reasonably expeditious time lines and a full

opportunity for parents of any students directly affected to express their concerns.

If a dispute arises between the District and the charter school, the District Superintendent and/or his/her designee shall meet with the Director of the Charter School and/or his/her designee to attempt to resolve the matter. If resolution cannot be reached on the administrative level, the dispute shall be submitted to a mutually agreed-to mediator, and costs of mediation shall be share equally between the parties. Mediation shall not be used in matters concerning District liability or student health and/or safety unless both parties agree to mediate.

The Board of Education of the Monterey Peninsula Unified School District agrees to refer all complaints regarding the school's operations to the school's Charter School's Director for resolution in accordance with the school's adopted policies unless in the judgment of the district's manager and or legal counsel to do so would expose the District unnecessarily to liability. Parents, students, Charter School 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 Board of Education of Monterey Peninsula Unified School District agrees not to intervene in the dispute without the consent of the Charter 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 District Board of Education believes that it has cause to revoke this charter, the District agrees to notify the charter school and grant the school reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter, unless the District Board of Education has made a written determination that a severe and imminent threat tot he health and safety of the pupils exists. The provisions stated below will not be required when the District is acting on a basis for revocation.

ISM Charter School Board of Directors will adopt 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. Peer Conflict Mediation will not be used in those cases such as harassment issues that require privacy/confidentiality.
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 resolved, a party should contact the Chair of the Charter School 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 District Board of Education and the School District regarding a conflict at the International School of Monterey Charter School until one has exhausted and documented all of the relevant procedures listed above.

16. ISM Charter School Site

At the time of submission of this Charter application, ISM has secured space to house K-2/3 classrooms at 1004 David Avenue School in the Pacific Grove Unified School District for the 2001-2002 school year.

17. Closing Section

MPUSD shall have the right to observe at any time.

If, in the District's review of the charter school's annual report, the District determines that the charter school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, may be renewed by the District Board of Education.

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 District and Charter School Board. 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.

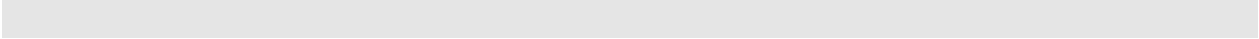
All official communications between the charter school and charter-granting agency will be sent via First Class Mail or other appropriate means to the Director of the Charter School and the District Superintendent at the following addresses:

International School of Monterey
PO Box 4068

Monterey, CA 93942-4068

Monterey Peninsula Unified School District
700 Pacific Street
Monterey, CA 93942-1031

The term of this charter shall begin on the first day of instructional operations in the 2001-2002 school year and expire five years thereafter.



List of Appendices

- Appendix A: EXAMPLE: Social Studies Curriculum
- Appendix B: ISM Board Bylaws