

Shalom, Inc.
1060 Delaware Avenue
Philadelphia, PA 19125

Cathy Carretti
Pennsylvania Department of Education
333 Market Street
5th Floor
Harrisburg, PA 17126

Dear Ms. Carretti:

Enclosed is the Application for a Cyber Charter School. It is presented by the Founding Coalition of Shalom, Inc.

Thank you for your acceptance of this document.

Sincerely,

Margaret A. Gallagher

Margaret A. Gallagher
Vice President, Shalom, Inc.

***MB Resiliency Cyber Charter School of Pennsylvania
Cyber Charter School Application***

Presented to:

The Pennsylvania Department of Education

October 1, 2012

Table of Contents

Cover Letter

Cover Sheet

Charter School Application Fact Sheet

School Design

Needs Assessment

Governance

Finance and Facilities

Administration

Charter Template

Addendums

CHARTER SCHOOL APPLICATION

APPLICATION FACT SHEET

This application fact sheet is intended to be a “finger-tip” summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Charter School Name (Must Include “Charter School” in the Title)

MB Cyber Charter School

School Location (City/Town and Zip Code) **1080 N. Delaware Avenue** County **Philadelphia**

Philadelphia, PA 19125

Intermediate Unit **Philadelphia Intermediate Unit**

Proposed Start Date **January, 2014** Date of School Board Approval _____

Federal Employer Identification Number **23-1900919** Aun # _____
____ (Supplied by PDE)

Contact Person:

First **Margaret** Middle **A.** Last **Gallagher**

Organization **Shalom, Inc.**

City Philadelphia State PA Zip Code 19125

Telephone (215)425-7727 Fax Number (215)425-7785 E-
 magallagher@comcast.net

Founding Coalition	Staff: Total Number of Teachers	Projected Student Enrollment Year 1-5
Parent _____	Grade Level <u>9,10,11,12</u>	1 st Year <u>50</u>
Teachers <u>3</u>	Elementary _____	2 nd Year <u>100</u>
Business Partnership <u>1</u>	Secondary <u>X</u>	3 rd Year <u>150</u>
Community Based Org. <u>1</u>		4 th Year <u>200</u>
Museum _____	Kindergarten: Full Day or Half Day?	5 th Year _____
Higher Education <u>2</u>	Age of Kindergarten _____	
Other Founding Group _____	Age of Beginners _____	
	Circle Appropriate Grade: K 1 2 3 4 5 6 7 8 9 10 11 12	

Does the charter applicant have an existing retirement system? Yes X No _____

Does the applicant group presently have access to a facility suitable for a school? Yes _____
 No X

In what type of community will the Charter School be located?

Urban X Suburban _____ Rural _____ Other _____

School Focus:

In brief terms, please describe the school mission, educational focus, and other essential characteristics of the proposed charter school. (Use additional page if needed).

See Mission and Vision on next page.

School Design for the MB Resiliency Cyber Charter School

Mission

The MB Resiliency Cyber Charter School educates students in grades nine through twelve in an emotionally supportive environment. By using the best IT practices and providing a challenging core curriculum, the whole student is educated, mentored and counseled. Students experience a defined purpose for learning, clarity of values, and full preparation for continuing education, military service or gainful employment.

Vision

MB Resiliency Cyber Charter School believes that every high school student can learn and that every high school student can complete the requirements to receive a high school diploma. The primary purpose of MB Resiliency Cyber Charter School is to serve the unique educational needs of students who are failing to thrive in traditional high schools. The guiding principles of the school include using technology to deliver education, providing scheduling which meets the individual learning styles of each student, affording social and emotional skill building and establishing long and short term attainable proficiencies for all students.

Measureable Goals and Objectives

Defined measureable academic goals and objectives to promote student learning

MB Resiliency Cyber Charter School is dedicated to the belief that every child can learn outcomes can be definitively measured. It is the primary goal of this educational institution to provide an educational opportunity with clearly stated academic and non-academic goals.

Using a Brick and Click model for delivering education, MB Resiliency Cyber Charter School will be able to provide non-academic programs for assisting students with the development of emotional intelligence and life skills.

Through complying with all federal standards of No Child Left Behind and providing a Pennsylvania State Standards' aligned curriculum, MB Resiliency Cyber Charter School will provide a documented account of each student's progress. All testing and forms will be filed in compliance with federal and state regulations. The academic and non-academic goals are as follows:

Goal 1: Each year MB Resiliency Cyber Charter School will meet state NCLB criteria for adequate yearly progress.

Objective 1.1: Students will meet the proficiency targets as set by the PSSA.

Objective 1.2: Ninety percent of all twelfth grade students will graduate.

Objective 1.3: All students will participate in the PSSA , CAT, PSAT and ACT testing.

Objective 1.4: All students will meet the mandatory attendance requirements set by the
Pennsylvania State Department of Education.

Objective 1.5: All students will prepare a final written project for faculty review.

Goal 2: Students will demonstrate competency in Written Communication.

Objective 2.1: Students will demonstrate the ability to write clearly, concisely and correctly.

Objective 2.2: Students will write in informative, narrative, and persuasive form.

Objective 2.3 Students will effectively use technology to revise, rewrite and review all written
submissions and keep electronic portfolios of work for each of four years.

Objective 2.4: Students will reach all targets for written communication as determined by the
PSSA.

Goal 3: Students will meet proficiency in Science using state standards aligned curriculum.

Objective 3.1: Students will understand the principles governing ecosystems.

Objective 3.2: Students will integrate biological concepts and laboratory practices using through
Online instruction and virtual labs.

Objective 3.3: Students will develop skills for understanding the interpretative value of
Measurements used for the study of chemistry and applied to other scientific
Investigation.

Objective 3.4: Students will exhibit proficiency on the PSSA for science.

Goal 4: Students will show competency in Social Science.

Objective 4.1: Students will develop a basic understanding of the global economic, political, and
Social systems which have in the past and currently are operating.

Objective 4.2: Students will understand the major events of United States and Pennsylvania
History through the study of primary and secondary source documents, artifact and
Art.

Objective 4.3: Students will understand the fundamental law of the United States, the structure
Of the United States governmental system and role and responsibilities of the citizen.

Objective 4.4: Students will show proficiency on the PSSA in Social Sciences.

Goal 5: Students will show competency in Mathematics.

Objective 5.1: Students will be able to perform all functions for Algebra as required by the PDE.

Objective 5.2: Students will have the ability to analyze geometric proof.

Objective 5.3: Students will be able to solve mathematical problems using technology.

Objective 5.4: Students will meet proficiency requirements in Mathematics for the PSSA.

Goal 6: Students will demonstrate competency in Arts and Humanities.

Objective 6.1: Students will interpret noted works of art and analyze culturally diverse written
Prose and poetry.

Goal 7: Students will develop critical and analytical technical skills.

Objective 7.1: Students will incorporate technology in all aspects of the learning process.

Objective 7.2: Students will be proficient in research via the internet.

Objective 7.3: Students will be trained in the most recent and commonly available operating
Systems.

Objective 7.4: Students will demonstrate competency on the PSSA for Technology

Goal 8: Students will fully understand the application of healthy lifestyles.

Objective 8.1: Students will comprehend the concepts and applications of nutrition.

Objective 8.2: Students will be trained in safe and healthful physical activities.

Goal 9: Students will demonstrate the ability to communicate in a foreign language

Objective 9.1: Students will learn vocabulary, pronunciation and basic writing and speaking
Abilities in Spanish, French, Japanese or Chinese.

Defined measurable non-academic goals and objectives to support student performance

Goal 9: Students will develop the necessary life skills for successful living.

Objective 9.1: Students will meet in small groups for directed discussions.

Objective 9.2: Students will be scheduled for one-on-one counseling to provide emotional Support.

Goal 10: Students will establish goals for their future.

Objective 10.1: Students will meet with a career counselor to establish goals for post high school.

Objective 10.2: Students will prepare and take either the SAT or ACT.

Objective 10.3: Students will write a college essay and keep a portfolio of work.

Objective 10.4: Students will make three college/technical school visits.

Objective 10.5: Students will attend four career days.

Goal 11: Students will learn the components of healthful living.

Objective 11.1: Students will participate in healthy living and life skills programs.

Objective 11.2: Students will be trained in preventive health care.

Objective 11.3: Students attend prevention of substance abuse classes.

Goal 12: Students will be provided with opportunities to serve others.

Objective 12.1: Each student will participate in a community service program.

Description of the educational program of the school including a description of the curriculum and content in all subject areas.

Students will be admitted in compliance with all requirements stated in section 1723-A of the Charter School Law.

Within fifteen days of acceptance, parents/guardians will notify the school district in which they reside that the student is enrolled in MB Resiliency Cyber Charter School. Conversely, if the student withdraws MB Cyber Charter School will notify the school district that the student is no longer an active student.

The educational program of MB Resiliency Cyber Charter School is student centered. Each student will be assessed to attain their knowledge base, learning styles, emotional and intellectual quotients, learning disabilities and skill sets. Through testing and review of all relevant records, an individualized learning plan will be prepared for each student. Students will have access to all online curriculums which are state standards aligned on a twenty-four seven basis. Since MB Cyber Charter School is a Hybrid Model, therefore, students will also have support provided at the facility, on a daily, which is flexibly scheduled. Differentiated evaluation of students will take place on a weekly basis and all students will be tracked for success. Parents will be able to monitor student success through Grade Connect, Teacher Conferences and Counselor Conferences.

The methods defined by Carol Ann Tomlinson for delivery of education via Differentiated Instruction will be applied. As defined by the PDE, the Cyber Curriculum of the University of Missouri will be used. Since students will have the opportunity to meet regularly with their teacher/facilitator, they may also receive academic support both online and in person. Students will have one hundred and eighty days to complete all academic requirements. Each course will require one hundred and twenty hours of instruction. Students must receive a grade of seventy or higher for successful completion of each course.

As a partnership is being forged with Drexel University, technical support, hardware and software and additional personnel support services will be available. MB Resiliency Cyber Charter will also have a technical support staff member and the technical support staff for the cyber curriculum provided through the University of Missouri will provide an additional layer of support. All partnerships will be critical to the hybrid model. Partnering with a technical university will provide numerous opportunities for students.

The Art Museum of Philadelphia will be used as a supplemental source for educational opportunities which are available both online and through field trips. The many museums throughout PA will be visited by students both virtually and onsite.

Course Offerings

The following courses will be available for students which are in compliance with the requirements of 22 PA Chapter 4 4.12 and 4.23:

English

- Literature and Composition 9 -Survey of World Literature, Essay Writing, Grammar, Vocabulary, Public Speaking
- Literature and Composition 10 -Poetry and Prose, Reaction Paper Preparation, Vocabulary, Public Speaking, Grammar
- American Literature -Survey of American Literature, Research Paper, Grammar, Vocabulary, Public Speaking
- Literature and Composition 12 - Survey of British Literature, Research Paper, Grammar, Vocabulary, Public Speaking

Mathematics

- Pre-Algebra Concepts and Strategies
- Algebra 1
- Algebra 1 Concepts and Strategies
- Geometry
- Geometry Concepts and Strategies
- Algebra 2
- Intermediate Algebra
- Pre-Calculus

Science

- Earth Science
- Biology
- Chemistry
- Physics
- Anatomy

Social Studies

- World History
- American History/PA History
- U.S. Government
- Economics

Health and Physical Education

- Healthy Living

Technology

- Introduction to Technology
- Technology-based Research
- Hardware and Software Design

Foreign Language

- Introduction to Spanish
- Conversational Spanish
- Introduction to French
- Conversational French

Arts and Humanities

- Fundamentals of Drawing
- Creative Writing
- Art Appreciation

Electives

- Writing Workshop
- Family and Consumer Science
- Child Development
- Food Science
- Money Management

Explanation of the Provision for Students with Special Needs

MB Resiliency Cyber Charter School will comply with all regulations stipulated in Chapter 711 and will fully comply with all mandates under Public Law 105-17 better known as IDEA (Individuals with Disabilities Act.) Since each student will be evaluated upon acceptance, an IEP will be created for each student requiring one. The IEP will be developed in accordance with the state standards as applied by the student's district Intermediate Unit. Since Shalom, Inc. is a provider of Intervention, Prevention and Education Programs for schools, and is a major member of the Founding Coalition, evaluation and counseling services will be continually available through this agency. MB Resiliency Cyber Charter School will continue to forge partnerships with Institutions of Higher Learning such as Drexel University, and seek additional technical and professional counseling services through their outreach programs.

In compliance with best practices, confidentiality will be maintained for all students. IEP information will only be made available to those legally permitted to have access to said information. Records will be maintained electronically using the latest security software. Parents/ Guardians will have access to student records with proper security checks, the assigned teachers for IEP student will have access, the chief administrator for MB Resiliency Cyber Charter will have access and the Case Worker and/or Counselor will have access, and authorized district personnel. The CEO of MB Resiliency Cyber Charter will have responsibility for maintaining accurate and confidential records. Each person will be required to adhere to the strictest rules of confidentiality. Failure to comply with said rules of confidentiality will result in termination of the employee.

MB Resiliency Cyber Charter School is designed as a hybrid or, "Brick and Click" model; therefore all students who are located in the Philadelphia region will be required to report to the facility on a regular basis. This facility will be fully handicapped accessible.

Since MB Resiliency Cyber Charter is designed to provide education via the Differentiated Instruction model developed by Dr. Kathleen Nunley, each student will be instructed based on his/her own learning styles. For students with physical disabilities, all relevant technology will be provided for full engagement of the student both in class and at the student's residence.

MB Resiliency Cyber Charter School is committed to the practice of Full Inclusion in the classroom. Teachers and Staff will be certified in the specific areas required under the PDE certification regulations. All teachers will be fully screened and possess current clearances required by the PDE 23 PA C.S. Ch. 63 Subch. C.2

- Criminal Clearance
- Child Abuse Clearance
- FBI Clearance
- PA Act 24 Clearance

All teachers will be available for team meetings, mentoring of students, tutoring students when necessary, parent-teacher conferences and IEP conferences.

To facilitate the practice of the Full Inclusion Model, all teachers will receive intensive training in both Including Special Needs Students in the Regular Classroom and also in Differentiated Instruction. The Chester County Intermediate Unit will provide training. MB Resiliency Cyber Charter School will also employ the services of professional educators from local universities to provide training.

Screening

Since MB Resiliency Cyber Charter School will not discriminate in any way concerning acceptance, students will be screened after acceptance. Students must meet age and residency requirements. Upon acceptance, each student will be evaluated based on current attendance, academic and medical records. Students will then be screened using standard audio and visual testing, IQ testing, learning styles testing and learning disabilities testing. The whole child will be evaluated to develop a learning program for optimum success. Students will continue to be evaluated on a semi-annual basis.

Evaluation and Educational Placement

Since MB Resiliency Cyber Charter School will be Full Inclusion School, all students will be placed in the regular classes with an educational plan designed for their unique needs and learning styles. Students whose evaluations clearly indicate the need for an IEP will have an IEP developed for them. The goals and objectives noted in the IEP will be implemented by MB Cyber Charter School for each child who has an IEP.

Communication

Parents/Guardians, students, district personnel, counselors, case workers and faculty will receive regular, clear and precise communications. If a language barrier is present, MB Resiliency Cyber Charter School will provide the necessary tools to allow for full discourse.

Communications will take place in person, via electronic mail, postal mail, telephone and the use of the School Reach Communication Program. Meetings with faculty and students will be on a daily basis. Electronic communication will be available via e-mail and Grade Connect for parents and guardians, students and faculty. Parent/Guardian meetings will be scheduled monthly and also on an as needed basis. The School Reach Program will be used for mass communications.

Instructional Strategies

MB Resiliency Cyber Charter School is committed to deliver education to each student based on best practices through differentiate instruction, discipline with dignity and student-centered learning. Although each student may not have an IEP, each student will receive individualized instruction based on the guiding principles of such noted educators as, Sara Lawrence Lightfoot, Howard Gardner, Kathleen Nunley, Linda Albert, Douglas Reeves, Judy Willis, Carol Ann Tomlinson, and Richard Curwin.

Related Services

MB Resiliency Cyber Charter School is dedicated to the purpose of serving the whole student. MB Resiliency Cyber Charter School in cooperation with Shalom, Inc. will provide for the academic and emotional needs of each student. MB Resiliency Cyber Charter will also forge partnerships with medical institutions to provide for the healthful needs of all students. Students residing in the Philadelphia area will have the benefit of medical services available through Temple University, Drexel University and refractive eye services through the College of Optometry. Intermediate Units will coordinate services for students out of the Philadelphia area.

Delivery of Education and Applied Methodology

Based on the most current research, all education will be delivered via technology and interpersonal interaction. A green, paperless delivery of information will be a goal. Students will be trained in the use of acceptable use of technology and hands on use. The Director of Technology will be responsible for coordinating all technical instruction. Teachers will direct students in access, research and cross reference modalities while promoting the use of higher level, problem solving skills. Students will not only use technology to receive information but they will also use technology for reading source materials, solving mathematical problems, visiting museums, conducting science labs and learning foreign languages. The use of technology as a teaching tool will in effect teach technology.

All students will take the PSSA or PASA as prescribed by the PDE Chapter 4-4.51. They also will take the CAT, PSAT, SAT and ACT tests. Profiles of student testing will be collated and analyzed. Test results will be used to target specific strengths and weaknesses which will assist in the development of individualized lesson plans. All scores will be made available to the district, state, parents/guardians, students and those professionals charged with disseminating standardized test results.

Analysis of the scores will be used to set targets for improvements. A standard acceptable improvement of 5% each year until 100% of the students meet or exceed a score of 70% will be established. Specific areas of deficiency will be defined and methods for correction will be applied. Those methods will include:

- Pre and post testing of all unit material.
- One-on-one instruction to facilitate understanding.
- Outcomes based instruction targeting 80% comprehension for all lessons.
- Pare and share lessons.
- Use of supplemental materials and manipulatives to foster learning.

Students will be assessed on a daily and weekly basis.

Teachers/facilitators/moderators will be trained to:

- Prepare each lesson based on the principles of Differentiated Instruction.
- Engage students to use both deductive and inductive reasoning.
- Allow students to interact with each other via technology and in person, to creatively exchange ideas and problem solve.
- Use the principles of Layered Curriculum to ensure that each student masters the material for an acceptable outcome.
- Assign work that requires inquiry rather than completion.
- Assign work with clear directives and directions.
- Prepare lessons which are cross-curricular.
- Define all goals and objectives for each lesson.
- Use discussions that are directed and group oriented.
- Offer varied assignments for the same concept.
- Provide choices for student evaluations.
- Use a variety of methods.
- Assess students both formally and informally.
- Give positive and meaningful feedback to students.
- Discuss all evaluations with students in a private, non-threatening way.
- Respect the student and how the student processes information.
- Establish acceptable behaviors with the students.
- Allow students to question.
- Develop an environment that is conducive to learning.
- Discipline with dignity and respect.
- Establish clear expectations for academic and social growth.
- Adhere to the acceptable use policies of the PDE Code for technology use.
- Set defined times for conferencing with students, parents/guardians.

Description of the School Calendar and School Day

MB Resiliency Cyber Charter School will follow all the mandates of the PDE concerning the school calendar and school day. Students will be required to complete **990 hours** of instruction for each required course. Students will be required to attend school a minimum of **180 days** per year as per Section 1715-A (9). Faculty will be required to work 195 days per year. Fifteen days will be used for continuing education and in-service.

The unique program offered by MB Resiliency Cyber Charter School will require a unique schedule. Brain based learning models indicate that adolescents learn best between 10:00AM and 6:00PM,

therefore, MB Resiliency Cyber Charter School will use this most current research to facilitate learning. The following table describes a typical daily roster:

9:45-10:00AM	Sign on/in and attendance, announcements
10:05-10:50	Math
10:55-11:40	Science
11:45-12:30	English
12:35-1:20PM	Technology
1:25-1:55 1:55-2:25	½ Student Body LUNCH ½ Student Body GROUP SESSION ½ Student Body Session ½ Student Body GROUP SESSION
3:00-3:45	Social Studies
3:50-3:35	Arts and Humanities
3:40-4:20	Elective
4:25-5:05	Health/Physical Education
5:10-6:00	One-on-One Individualized instruction, counseling, assignment assistance

The following table describes a teacher/moderator/facilitators day:

9:00-9:45	Faculty Preparation, discussion, collegial exchange
9:45-10:00AM	Oversight of Sign In/On, Take Attendance and Make Report , Review all Announcements
10:05-10:50	Faculty instructs and facilitates delivery of education
10:55-11:40	Faculty instructs and facilitates delivery of education
11:45-12:30	Faculty instructs and facilitates delivery of education
12:35-1:20	Faculty instructs and facilitates delivery of education
1:25-1:55 1:55-2:25	½ Faculty moderates LUNCH ½ Faculty has Lunch ½ Faculty has LUNCH ½ Faculty moderates lunch
2:30-3:15	Faculty Instructs and facilitates delivery of education
3:20-3:55	Faculty instructs and facilitates delivery of education
4:00-4:15	Faculty instructs and facilitates delivery of education

4:20-5:05	Faculty instructs and facilitates delivery of education
5:10-6:00	Faculty provide one-on-one assistance

Explanation of School Accountability

MB Resiliency Cyber Charter School is committed to accountability on the local, state and federal levels. Evaluations will be conducted on a regular basis of all staff and personnel. The following criteria will be used:

Faculty Accountability

Faculty and Staff evaluations will be conducted by the administration.

- Preparation of clear and concise lesson plans
- Attendance and timeliness
- Parent/Guardian survey information
- Student survey information
- Daily classroom walk through and/or monitor of teaching
- Student performance on both standardized and department tests

Staff Accountability

- Clear delineation of goals and objectives
- Adherence to school policies
- Parent /Guardian survey information
- Student survey information
- Completion of all required documentation

Administrative Accountability

Administration evaluations will be conducted by the CEO and the BOARD of DIRECTORS. The CEO will be evaluated by the Board of Directors.

- Clearly stated and implemented goals and objectives
- Faculty survey information
- Parent/Guardian survey information
- Daily plant operations
- Compliance with all PDE directives and requirements
- Aggregate of all student performance

Accountability to Parents/Guardians

MB Resiliency Cyber Charter School will be accountable to Parents/Guardians by using the following criteria:

- Grade Connect will allow parents/guardians to always have access to student performance records
- Administrators, faculty and staff will be available for online, phone and text conversations with parents/guardians at specific times each day.
- Parent/Teacher conferences will be scheduled four times per year and when specifically requested by the parent or guardian.
- Progress reports will be issued four times per year via Grade Connect and hard copy.
- Report Cards will be issued four times per year via grade connect and hard copy.
- Parents/Guardians of students with Special Needs will receive all information per the directives and regulations stated in FERPA.
- Parents/Guardians will be apprised of all information based on secure and confidential communications.

Accountability of and to the Board of Directors

It is the responsibility of the Administration to meet on a monthly basis with the Board of Directors and provide a clear and honest report of the operations of the school. The Board of Directors will have the authority to visit the school at will and review any and all documents which they choose. The Board of Directors may also require additional meetings per the By-Laws. The Board of Directors will be responsible for oversight of all required documents to be provided in a complete and timely fashion to the local, state and federal educational authorities.

Accountability to the Pennsylvania Department of Education

The representatives of the PDE will have full access to the MB Resiliency Cyber Charter School at all times. Any and all documents requested by the PDE will be available in a proper and timely fashion. All test scores will be provided to the PDE. Based on the PDE codes:

- All Financial Auditing will be filed with the PDE.
- All required documents under 23PA. C.S. Subch. C.2 will be available for audit and review at all times.
- All materials required by 22 PA Ch.4 will be made available at all times.
- A detailed calendar of the school year will be filed with the PDE.
- Attendance records will be filed with the PDE.
- All student withdrawals under 1748-A will be filed and available to the PDE.
- Based on 1743-A(c) (d) a copy of the charter, cyber charter application, annual report and student records will be in a secure electronic file and a secure paperless file. The Charter and the Annual report will be published and made available to all stakeholders in compliance with PDE requirements.

School Budget and Financials Review

MB Resiliency Cyber Charter School will use the services of Sobel and Co, LLC to audit all financial activity of the school on an annual basis. The school will have an accountant who will be responsible for keeping detailed records of all income and expenditures. MB Resiliency Cyber Charter School will follow all the budgetary directives of the PDE. The Board of Directors will have access to all financial records and will have the authority to review all income and expenditures. The CEO and the Accountant will be required to make all financial records available to the Board of Directors. All funds for the school will be kept in an authorized account and only two individuals will have the authority to sign checks. The CEO and the Secretary of the Board of Directors will have signing authorization. The account will be charged with the responsibility to keep clear records and report any inappropriate activity to the CEO and Board of Directors. The members of the Board of Directors will have oversight authority. All annual audit findings will be made available to the Accountant, CEO and Board of Directors. Improprieties of any nature by those charged with the fiscal operations of MB Cyber Charter School will be grounds for dismissal.

MB Resiliency Cyber Charter School will function as a 501(C3), institution and will abide by all rules and regulations governing not for profit institutions. The school will not have funds which exceed those delineated in the Federal and States laws governing the operation of a 501(3)(C).

Description of the School Community

Shalom, Inc., by servicing students in the Juvenile Justice Treatment Program, has delivered prevention, intervention and educational services to young men and woman who have been court adjudicated in the Philadelphia area. Shalom, Inc. has been delivering prevention, intervention and education services to students in private, parochial and charter schools throughout the Philadelphia area. Shalom has fostered relationships with the Juvenile Courts, The Philadelphia School District, The Archdiocesan School District, Temple University, Drexel University and numerous community outreach programs. For forty years, the Shalom staff has brought parents, teachers, administrators, law enforcement officers and court officers together to effect positive change. Based on this history, The MB Cyber Charter School will continue to engage all community stakeholders in living the mission and vision of the school.

The following methods will be employed to keep the stakeholders engaged:

- Open house three times per year.
- Online newsletter to all stakeholders.
- Annual report to all stakeholders.
- Records and reports prepared and delivered on time to all stakeholders.

Parents and Guardians will have access to the school both in person and online. Through Grade Connect, parents and guardians will always have access to student records. All faculty and staff will be accessible via e-mail and phone. Administrators will be available each day for parent/guardian communication. Parents/Guardians will be personally invited to all school functions and when possible, transportation will be provided.

Parents/Guardians will be given surveys which will be used as an integral part of the evaluation process. Since students will have to complete a service component for graduation, parents/guardians will have a central role in this process. The Guidance Department of MB Resiliency Cyber Charter School will have regular information dates for parents and guardians to receive assistance in securing information for:

- Additional support service
- Post- secondary educational opportunities
- Adult educational opportunities
- Training programs

Parents or Guardians who have questions or concerns can complete a paper form provided to all parents and guardians, contact the faculty member or administrator via telephone or e-mail. If a complaint is not resolved through initial discussion then the issue will be referred to the next in command. Intimately, The CEO and Board of Directors will make a final decision concerning any complaint. This decision will always be made in the best interest of the student.

Description of Extracurricular Activities

Since the school day for MB Resiliency Cyber Charter School will be different from the traditional school day, extracurricular activities will be designed by the administration and faculty. Envisioned activities include:

- Online Chess Club
- Creative Writing Club
- Museum /Travel Club (Virtual Tours)
- Language Club
- WII Competitions

Since School Districts can vary in offerings, and since MB Resiliency Cyber Charter will be open to all students in the Commonwealth, online activities will allow for the inclusion of all students. For those students residing in the Philadelphia area, MB Resiliency Cyber Charter School is in the process of forging a relationship with local Police Athletic League facilities for students to have the opportunities for organized sports activities.

Description of the Technical Support

MB Resiliency Cyber Charter School will hire a full time technology support person. The Advisory Board of MB Resiliency Cyber Charter School will also develop a Technology Committee which will assist the Technical Support person when necessary. MB Resiliency Cyber Charter School will use the services provided by the Chester County Intermediate Unit for administration and faculty training. MB Resiliency Cyber Charter School will coordinate the following:

- Technical training of all administrators, faculty, staff, students and parents/guardians.
- Proper function of all software and hardware.

- Pricing and purchase of all technical materials (server, computers including monitors, printers, thumb drives, software.)
- Monitoring of the use of all technology.
- Upgrades if necessary.
- Any and all required technical support.
- Online help
- Visiting homes if necessary to provide technical support

MB Resiliency Cyber Charter School will focus on hiring faculty and staff who are technically savvy. All applicants will be required to show proficiency in Microsoft Word, Excel, PowerPoint, and Adobe Reader. All will be required to attend training and therefore use Moodle, MMS and Grade Connect. Preferably, applicants will also be familiar with at least one platform for delivery of online courses such as SAKAI or Digication.

Since the delivery of education online allows for students to work at their own pace, to review materials, to receive one-on-one instruction, the pressure for performance that exists in a traditional classroom is diminished and therefore improvement can be easily tracked and supported.

The equipment used for the MB Resiliency Cyber Charter School will be determined by the guidelines set by the PDE and determined by the Board of Directors, the Technology Specialist with input from the Advisory Technology Committee, to be, state-of-the-art," and within the budgetary constraints established by the Board.

Description of the Equipment

The technology components for Administrators, Staff and Students will be standard and compatible. MB Resiliency Cyber Charter School will use a Request for Proposal (RFP) and Bid Process to procure the equipment as well as service contracts to support, maintain and upgrade equipment. The minimum specifications for all computer systems will be: a 2.0 GHz processor speed with 4GB of RAM, 320 GB of disk space, SuperMulti CD Burner, 17 inch flat screen monitor, 64 bit sound and graphics cards, Ethernet port, Ethernet Modem, Built-in WIFI wireless card, microphone and speakers, Windows Operating System, Microsoft Office, Microsoft Internet Explorer, Video Conferencing software, digital electronic-book software.

A typical administrative system will consist of a personal computer PC as defined in the specifications above, a printer or networked printer and video conferencing equipment.

A typical teacher's system will consist of a personal computer PC as defined in the specifications above, a printer or networked printer and video conferencing equipment.

Configuration of the student system will include a PC as defined in the specifications above. Students will also receive their own color printer, and a USB Monitoring Device (to be used as part of their physical fitness requirement).

Description of the Curriculum

MB Resiliency Cyber Charter School will provide a core curriculum which will meet all the Pennsylvania State Standards as noted in Section 4.23 of the PDE Codes and Pennsylvania State requirements for graduation as noted in Chapter 57.31. The curriculum is state standards aligned. The entire curriculum is an addendum to this document. The entire curriculum will be delivered online. This is a Core Curriculum to ensure that all students achieve proficiency in English, Mathematics, Social Studies, Science, Technology, Foreign Language, Arts and Humanities, Health and Physical Education. In order to ensure that students are prepared for personal life expectations, MB Resiliency Cyber Charter School will also provide electives that support positive life choices. These electives include Writing, Child Development, Food Service, Money Management, SAT and ACT Test Preparation, and Family and Consumer Science. Since many of the students who may be attending MB Resiliency Cyber Charter School do not come from traditional homes, it is imperative that they be educated in the life skills which they will require to be productive members of society. It is also imperative that they be prepared to continue their education in a post- secondary institution of their choice. This core curriculum will provide preparation in all disciplines and more than sufficient high school credits for graduates of the MB Resiliency Cyber Charter School to be accepted into post-secondary schools as matriculating students.

The entire curriculum will be flexible and the principles of Differentiated Instruction will be used to assist students to master all material presented, do effective research, communicate clearly both in written and spoken English, understand the principles of math and science, function in a technical environment, appreciate alternative languages, art and music and practice healthy living.

Many students will not be native English speakers. These students will require additional instruction. These students will be identified by using the Home Language Survey. To accommodate students identifies as non- English speaking, an English Language Learners teacher will be on staff to support those students and their families. MB Resiliency Cyber Charter School will provide all necessary support services required by 22 PA Code 4.26. The most important goal of the ELL Program will be to foster English fluency for all students who require ELL support. By grade 12, students in the ELL Program will achieve English proficiency on the PSSA . Online delivery of education provides the opportunity for students to be immersed in language. Just as ELL students will be immersed in English, Foreign Language students will have the opportunity to be immersed in either French or Spanish.

Evaluation is a major component of any educational program. MB Resiliency Cyber Charter School will continuously evaluate students using traditional testing, standardized testing, alternative evaluations, formal and informal evaluations. Since online education can lend itself to dishonesty, MB Resiliency Cyber Charter School will have a code of conduct that all students must follow. MB Resiliency Cyber

Charter School will also use tracking software to assure that the student signed on is authentic. All security will be available on all computers. Special software will be installed to limit plagiarism on written assignments. Since Differentiated evaluations will be used, students will receive individualized assignments which will reduce the opportunities for dishonesty.

Standardized testing will require the use of a proctor who is not the subject teacher. Auditors will be used to check for any impropriety. All tests will be available to be reviewed by an independent, third party. The school personnel will not have access to any standardized tests after they have been administered. They will be delivered securely to the designated recipient. By using a layered system for administration of standardized tests and differentiated assessments, software that can identify submissions which are plagiarized, secure log on and password requirements, and regular review of the honor code, it is likely that incidents of academic dishonesty will be significantly reduced. It would be dishonest to state that academic dishonesty will never occur. Every effort will be made to monitor technical usage both on and off site.

Each student and parent/guardian will be given a hard copy of the Acceptable Use Policy for the MB Resiliency Cyber Charter School. Since the MB Resiliency Cyber Charter School is located in Philadelphia, the Acceptable Use Policy of the Philadelphia School District will enforced. This policy will also be posted on the school's website. Each time a student logs on for the day, the Acceptable Use Policy will be on the Home Page. The Student Handbook will also have the Acceptable Use Policy. This policy will delineate consequences for failure to comply with the Acceptable Use Policy.

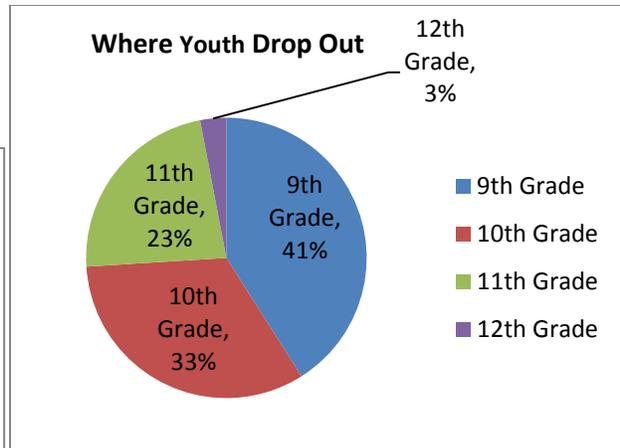
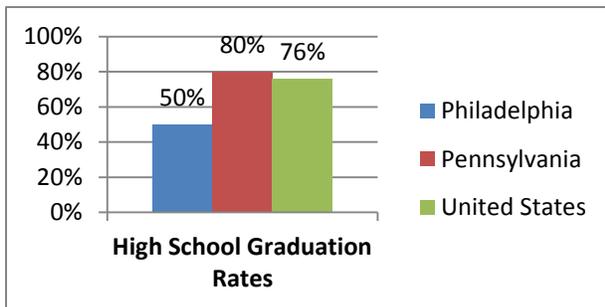
Needs Assessment

Statement of Need

Through the Juvenile Treatment Center Program, Shalom, Inc. has identified a population of students who are not being completely served through their current school districts. The Needs Assessment stated below has been provided to Drexel University which has been asked to review this need and consider ways to support the creation of MB Resiliency Cyber Charter School.

Description of the problem

There is a national crisis in education. Although the state of Pennsylvania averages a graduation rate of eighty percent, the major urban areas throughout the state are graduating approximately fifty percent of the students who begin ninth grade. In Philadelphia, forty-one percent of those who drop out of high school are in ninth grade. The dropout rates among minorities are even greater. Failure to complete high school is highly correlated to increased poverty, unemployment and crime. Current traditional educational institutions are not meeting the needs of many of the students in urban areas.



Students in many traditional public schools are falling behind academically as attested to by the alarming dropout rates and poor standardized test scores. Students fail to stay in school for the following documented reasons:

- Lack of Educational Support
- Outside Influences
- Special Needs
- Financial Problems
- Lack of Interest
- Drug and Alcohol Abuse
- Depression and Physical Illness
- Physical Abuse
- Teen Pregnancy
- Alternative Lifestyles

MB Resiliency Cyber Charter School will be uniquely positioned to provide a quality education to the demographic of students who are profiled above. Due to poor and inconsistent educational histories, many students fail to thrive in traditional schools. The mission and vision of MB Resiliency Cyber Charter School is to educate the entire student academically, socially and emotionally so that upon completion of this program, every student has developed problem solving skills, interpersonal skills and life skills so that they will be productive members of society. It is the belief of the Founding Coalition that this model will deliver education to hundreds of students who want to learn. More importantly, this school and its mission are imperative to the healthfulness of urban society. It is far better to educate than to incarcerate, or as Victor Hugo said, "He who opens a school closes a prison." The students of numerous urban areas, presently, have a higher chance of going to prison than receiving a high school diploma.

MB Resiliency Cyber Charter School can reach these young people and provide an educational opportunity to those most likely to leave high school without a diploma. The statistics are real and accurate, at least fifty percent of urban students, of high school age, simply will not receive a high school diploma. Providing an alternative opportunity to these students, an opportunity that offers a core curriculum, technical basics, emotional support, healthy living information and life skills, is absolutely

needed. In the MB Resiliency Cyber Charter School, the students most likely to leave a traditional school will be in an environment which celebrates their uniqueness, supports their weakness, encourages their creativeness, promotes their wellness and develops their single mindedness.

During the process of examination for the need for the MB Resiliency Cyber Charter School, educators and community leaders have continually expressed support for this type of educational institution. Conversations with educators from Temple University, Drexel University, the Juvenile Treatment Center, CORA , Shalom, Inc., the Department of Drug and Alcohol Programs all expressed an understanding of the need for an educational opportunity that operated based on the mission, vision and school design of MB Resiliency Cyber Charter School.

There is also a clear need, as attested to by professionals who service the emotional needs of adolescents, to make emotional support available and easily accessible. The mission of the MB Resiliency Cyber Charter School meets this need. As shown in the example of a sample student roster, each and every student will have the opportunity to receive the extended support they may require to facilitate success. From acceptance to graduation, the MB Resiliency Cyber Charter School will meet the needs of the students enrolled.

For each of the primary identified causes of students not completing high school, MB Resiliency Cyber Charter School will have a defined program. Students will experience consistent, daily support services to counter the causes of failure. The need for this intense approach is evidenced in the alarming statistics reported concerning the drop out rates among urban youth.

In major Urban areas, parental involvement in school is limited at best. MB Resiliency Cyber Charter School will have the unique opportunity to work with parents where they are. Counselors will be able to conference with parents/guardians via skype. Parent/Guardian and Student interviews can be conducted via technical means. Parents will not need to depend on mail to be apprised of student progress but will be able to access all student records via Grade Connect.

By using the MB Resiliency Cyber Charter School model, in the short term, the following outcomes should be evident:

- **Increased participation by parents/guardians**
- **Improved student attendance**
- **Improved student academic performance**
- **Decrease of factors which lead to dropping out**
- **Increased technical knowledge**
- **Improved emotional health**
- **Improved physical health**
- **Improved problem solving skills**

By using the MB Resiliency Cyber Charter School model, in the long term, the following outcomes should be evident:

- **Completion of all requirements for receiving a High School Diploma**
- **Sufficient technical knowledge to be employable**
- **Sufficient high school credits to attend a post- secondary institution of learning**
- **Proper preparation for entry into military service**
- **Sufficient emotional and social life skills for living a productive life**
- **Reduction of legal infractions and incarceration**
- **Economic self-sufficiency**
- **Community involvement**
- **Development of healthy, long-term relationships**

School Demographics

The MB Resiliency cyber Charter School has set a goal of delivering education to a minimum of two hundred high school students. Based on PA 24 P.S. 13-1327, these students will range in age from thirteen years, six months to twenty-one years of age. Under PA law every student is entitled to a free public education until age 21. MB Resiliency Cyber Charter School will have the ability to provide a high school education to the traditional thirteen to eighteen year old students, but also to provide an opportunity for attendance by those who desire to complete a full high school program rather than a GED program.

Shalom, Inc., services many young people who have dropped out of school based on all of the reasons stated in the Needs section of this application. Many of these young people are not living productive lives due to inappropriate life choices. Shalom is committed to assisting these young people with becoming productive members of society. Without a high school diploma the success rate for these young people is very low, but, with a full educational program which includes emotional support and training in good life choices and healthy living, it is estimated, that a large percentage of these young people could become healthy and self-sufficient.

MB Resiliency Cyber Charter School will be located in the inner city of Philadelphia. Since the anticipated student body will reside primarily in and around the City of Philadelphia, the administrative offices, the educational center and the student center will all be located in the 19125 or the 19104 area. Both areas are most conducive to housing a cyber-charter school because of the following:

- **Availability of physical space which meets school codes**
- **Having the lowest graduation rates in the Philadelphia and therefore in the greatest need of an alternative educational opportunity**
- **Access to support services by institutions of higher education such as Temple University and Drexel University**
- **Ease of transportation to and from the physical plant for students and faculty and staff**
- **Opportunity for reduced or possibly free rental considerations**

As previously noted, the students most likely to attend the MB Resiliency Cyber Charter School will be the students at the highest risk of dropping out of high school. They are often described as the “throw away kids.” Many of these students come from dysfunctional homes. Many have been court adjudicated. Many have emotional needs that are not being met. Many are not fully assimilated into their current school culture. Most are at or below the poverty line. Many are below grade level on the PSSA. Many lack basic life skills. Many have no basic technical skills. Many have been suspended or even expelled. Many are perpetually truant. Many have language barriers because although they may use English as their native language it is often corrupted. Some may be recovering. Some may be adolescent parents. Some may have learning disabilities that have not been identified. These are the students which the MB Resiliency Cyber Charter School seeks to educate.

District Relations/Evidence of Support

Since the MB Cyber charter School will be open to all students in the state of Pennsylvania, upon a charter being granted, a letter from the Board of Directors will be sent to every district throughout the state explaining the program and requesting the names of students who will benefit from this educational opportunity. Marketing materials will also be provided. Since the start date of the school is January, 2014, the letters will be prepared and sent by January, 2013. From that point forward, monthly contact will continue with all state districts.

For forty years, Shalom, Inc. has been providing services to the School District of Philadelphia students. This relationship has been continuous, professional and supportive. There is no question that the School District of Philadelphia, in its efforts to meet the educational needs of all students, and in particular to increase graduation rates, will support this effort. The Director of Shalom, Ms. Charlotte Centonze, will be making direct contacts with the appropriate personnel from the School District of Philadelphia. She will present the entire Application for Charter and seek their support in this initiative which is, in effect, an extension of the Shalom Mission which is already approved by the School District of Philadelphia.

Shalom, Inc. also has many relationships established with the State of Pennsylvania through the Department of Drug and Alcohol Programs. Shalom, Inc. has been a leader in providing education, prevention and intervention services for the past forty years and has worked with state personnel to comply with all state guidelines to provide services.

In order to maintain the collaborative relationship which already exists between the City of Philadelphia and Shalom, Inc., and between the State of Pennsylvania and Shalom, Inc., MB Resiliency Cyber Charter School will use the same best practices. Every effort will be made to communicate information in a timely fashion, file all reports properly, afford open access to authorized city and state personnel and attend all required meetings.

Community leaders, judicial leaders, academic leaders and parents/guardians have given verbal support for this project. The Founding Coalition consists of many individuals who are closely connected to community organizations, law enforcement, mental health providers, and state coalitions and they all been in contact and have voiced support of this imitative. Official letters and petitions will be provided at the time of the hearing to review this application.

Governance

Profile of the Founding Coalition

The concept for the MB Resiliency Cyber Charter School arose from a need perceived by the Board of Shalom, Inc., to provide an alternative educational opportunity to students receiving services through the Juvenile Treatment Center. These students, when interviewed, expressed concerns that they were failing to thrive in the traditional schools they were attending. Shalom, Inc. personnel, did interact with these students' schools, and did find that these students were often in jeopardy of failing, being suspended or being expelled. Recognizing that this population sincerely needed academic services combined with behavioral health services, life skills training, drug and alcohol prevention education, technical training and the opportunity for resiliency, Shalom began the process of researching the possibility of founding a cyber- charter school which would offer all of the above. The programs offered by Shalom, Inc., have all materialized because Shalom has responded in a pro-active way to a perceived societal need. The creation of the MB Resiliency Cyber Charter School is a response to a very real need.

The members Board of Directors of Shalom, Inc. along with their respective titles and/or positions, is an addendum to this document. The members of this founding coalition have authorized the following:

- Research the feasibility of establishing a cyber-charter school
- Review all state regulations governing cyber charter schools
- Converse with members of the community at large to garner support for the school
- Prepare all documents requested by any academic and/or community leaders in support of the cyber-charter school
- Generate a list of potential Board members
- Prepare letters of invitation for potential Board Members for a cyber-charter school
- Prepare a budget for the school
- Interview parents/guardians
- Interview potential students
- Devise a set of By Laws
- Investigate possible sites
- Define the possible curriculum
- Prepare and file the Cyber Charter Application

In compliance with the authorizations listed above this application is being filed complete with the following addendums:

- By Laws for the Board of Directors for the MB Resiliency Cyber Charter School
- A Letter of Invitation to potential members for the Board of Directors
- A list of potential members for the Board of Directors
- School budget for five years
- The curriculum

Governance

The MB Resiliency Cyber Charter School will be governed by a Board of Directors consisting of eight voting members. No action can be taken unless a quorum is present for a vote. A majority vote will be required for some actions; however, a unanimous vote will be required for others. All voting must be recorded by the secretary of the governing board.

The Board of Directors for the MB Resiliency Cyber Charter School will have the following responsibilities and operate as follows:

1. The Board of Directors will by a majority vote, set the school calendar each year in compliance with the state mandate of no less than 180 days and 990 hours. No calendar can be established based on the personal calendar of any individual associated with the school.
2. The Board of Directors, by a majority vote, will approve all suggested teaching materials (texts, supplemental materials, software etc.)
3. The Board of Directors, by a unanimous vote, may remove an administrator.
4. The Board of Directors, by a unanimous vote, will approve the school budget.
5. The Board of Directors will, by a three-fourths majority vote, approve the site for the MB Resiliency Cyber Charter School.
6. The Board of Directors will, by a unanimous vote, approve all borrowing of funds.
7. The Board of Directors will, by a majority vote, approve the course of study.
8. The Board of Directors will, by a three-fourths vote, approve the hiring of all faculty and staff.
9. The Board of Directors will, by a three-fourths vote, approve all contracts.
10. The Board of Directors will, by a unanimous vote, choose the depository for all school funds, the signees for checks, and any all expenditures in excess of \$200.
11. The Board of Directors will, by a unanimous vote, remove a board member for neglect of duty.
12. The Board of Directors will, by unanimous vote, establish all steps required for the review of the CEO, Principal and Assistant Principal of the School.
13. The Board of Directors will by unanimous vote, approve a Student handbook.

The members of the Board of Directors will be selected by the Founding Coalition based on:

- Curriculum Vitae
- Previous governing board experience
- Understanding and support of the mission and vision of the school
- Understanding of the culture of the school
- Understanding of Pennsylvania State School Law
- Standing in the Community
- Willingness to serve

All individuals being considered for the Board of Directors will receive a Letter of Invitation. Personal contact will be made by a member of the Founding Coalition. Potential board members will be interviewed by members of the Founding Coalition.

A second interview by both Founding Coalition members, parents of future students and students will be conducted. Based on all input, a final selection will be made.

Although the chain of command will be clearly delineated based on the bylaws and the structure of the school's administration, the Board of Directors will always have the authority to meet with any and all members of the administration, faculty, staff, student body, parents and community leaders.

The structure will be as follows:

- Board of Directors
- School CEO/President
- Principal
- Assistant Principal
- Faculty
- Staff
- Parents
- Students

Advisory Board

MB Resiliency Cyber Charter School will also create an Advisory Board whose primary responsibility will be to assist the Administration in developing and implementing new and innovative educational concepts. This Advisory Board will consist of noted educators in the community. A list of potential candidates is attached. This board will be purely advisory and have no authority in the operations or finances of the school.

Finance and Facilities

Finances

Attached is a copy of the PA start up budget form to be used as a guide for the finances for the school. This budget is based on the salaries of the Philadelphia School District and the required taxes and benefits that are provided to each employee.

To date no initial fundraising has occurred. The school will apply for grants to provide initial funds. The school will also work with corporations such as Deloitte, to secure pro bono services and funding. The school will also seek grant funds through the Pew Foundation, the Ann Romney Foundation and the Bill and Melinda Gates Foundation.

The MB Resiliency Cyber Charter School will be paid for educational services by assessing the district of each student enrolled in the school. All funds collected will require that the Treasurer of the Board of Directors follow these protocols:

1. Have the accountant record all payments made to the school using software chosen by the Board.
2. Review all check requests.
3. Authorize all payments.
4. Review the budget monthly.
5. Review all bank statements and sign the statements if correct.
6. Conduct all inquiries concerning any statements with incorrect information.
7. Secure a minimum of three bids for any purchases over \$200.
8. Review all bids with the Board of Directors for authorization of final purchases.
9. Review all contracts with the Board of Directors.
10. Make investments of school capital with Board of Directors approval.
11. Make monthly reports to the Board of Directors concerning the finances of the school.
12. Arrange for an annual audit by Sobel&Co., LLC.

The Treasurer will conduct the budget process. It will be the responsibility of the Treasurer to secure all prices and salaries, plant operation costs, and capital expenditures anticipated for the coming year. This process will be conducted openly. The accountant will prepare the budget to be reviewed and adjusted if necessary by the Board of Directors.

Budget Timeline:

November- Meet with all school staff for input.

December- Prepare a preliminary budget. Download figures and run budget to check for balance.

January – Present balanced budget to Board of Directors.

February – Finalize budget with Board of Directors.

A five year budget cannot be provided at this time since it will be the responsibility of the Board of Directors to complete this budget. The MB Resiliency Cyber Charter School will based on an enrollment of two hundred students have sufficient funds from the districts to operate in compliance with all state mandates.

Facilities

Shalom, Inc. is located in the 19125 zip code of the City of Philadelphia. The current facility does have sufficient space to conduct the JTC program. It also has space for technology. This site can serve as the administrative center for the school until a facility is located.

Once the Board of Directors is chosen, they will be responsible for negotiating the contract to secure an acceptable site. They will also be responsible for negotiating and finalizing all other contracts associated with a school such as, but not limited to:

- Utilities (Public Water/Sewer, Electric, Phone)
- All cabling for External and Internal Internet Access
- Maintenance Contracts
- Janitorial Services
- HVC Services
- General Contracting for any immediate renovations
- Security service

Since the City of Philadelphia and the Archdiocese of Philadelphia have had to close numerous buildings during the past year, the Founding Coalition is interested in leasing a vacant building located in the 19125 or 19104 zip code areas. Both of these areas have a high rate of student drop out and many of the students serviced in the JTC program live in these areas. The following criteria have been established for a building:

- Have space in accordance the PDE code requiring the minimum square footage necessary per student to operate safely.
- Meet the building codes defined by the City of Philadelphia.
- Have passed all asbestos inspections.
- Have passed all safety inspections.
- Have passed all fire inspections.
- If a cafeteria is present, all health inspection records must be current and acceptable.
- Have parking
- Have a suitable outdoor space
- Have an operating security system

All liability insurance will be written by:

Thomas McDermott, Inc.

247 Keswick Street

Glenside, Pa 19038

The Insurance Policy will meet all the requirements set in section 1727-A of the charter school legislation. The current Founding Coalition is fully insured and the liability insurance purchased for the MB Resiliency Cyber Charter School will provide in excess of the minimum coverage for all those on the Board of Directors, Administrators, Faculty and Staff.

Attendance will be taken each day for each student. When student are onsite the teacher will be required to take attendance and keep electronic records. Students who are participating offsite will also be engaged during the entire school day and the teacher will also keep electronic records of their attendance. When a student is absent, the home will be notified. The absence will also be noted on the Grade Connect record of the student. After three days of absence, a case worker will visit the home and file a full report. No child may be absent for any reason other than those stated in the student handbook. The handbook will be developed by a coalition of stakeholders led by the Board of Directors.

Detailed student attendance records will be kept electronically. They will be reviewed on a daily basis. A list of students who are absent will be kept in a secure file. Any student who is absent must have a parent/guardian file an absentee form which clearly states the reason for the absence.

Based on PA School Law, any student who is absent more than twenty days in a single school year will not receive credit for any course. Students who are absent more than twenty days due to illness will have arrangements provided for them.

All student records will be available for the city to audit, the state to audit and the federal government to audit. Persons auditing records will have proper identification. All records will be in full compliance with 24 P.S. 13-1332.

MB Resiliency Cyber Charter School realizes the importance of strict adherence to attendance policies. Each and every student will be accounted for each of the 180 school days, strict records will be kept and available to authorized personnel at all times. All billing to each district will contain a detailed attendance record of each student.

Administration

Recruiting and Marketing

A Marketing Plan is an addendum to this application. The MB Resiliency Cyber Charter School will have a website which will be interactive. It will provide the opportunity for students and parents/guardians and school district personnel to ask questions, request information, register online and virtually tour the program. Advertising will also be done via public transportation ads, local and state magazines and newspapers, billboards and district newsletters. Open Houses will be scheduled for potential students and parents to speak with school personnel.

Admissions Policy

MB Resiliency Cyber Charter School will not discriminate in any way. No child will be refused. When a student applies for admission, the student must provide all academic, attendance and discipline records. Students will be tested for academic placement. They will also be tested for any learning disabilities and to determine if they qualify for an IEP.

Students in the Philadelphia School District will have the opportunity to apply first. After the first round of applications, students in the closest surrounding district to Philadelphia will have the opportunity to apply. Lastly, applications will be accepted throughout the state to fill any remaining openings.

Eligible Applicants	August/September/October	November	December
Philadelphia District Students	May apply all three months		
Districts within fifteen miles of the City of Philadelphia		May Apply	
Students throughout the state			May Apply

Since MB Resiliency Cyber Charter School will follow all FERPA and IDEA mandates, all students will be eligible to attend. The mission of MB Resiliency Cyber Charter School is to educate the whole child; no child will be left behind. Since the MB Resiliency Cyber Charter School is striving to improve high school graduation rates, prepare young people to be self-sufficient, every will be made to recruit and retain those students who require an educational opportunity that is tailored for their individual needs.

Human Resource Information

The school will advertise for qualified personnel. Every administrator, faculty member, staff member and Board member must have current Criminal clearance, Child abuse clearance, FBI Clearance, and Act 24 Clearance. No person will be considered for a position without all of the above.

Faculty members must be fully certified in the discipline in which they will teach. Instructional I certification will be considered as long as the individual is registered with the PDE and persuading Permanent Certification.

The Faculty will be paid based on the salary scale set by the Philadelphia School District and receive all benefits determined by the Philadelphia School District. To date no faculty has been hired.

If an applicant has all necessary paperwork, three interviews will be set. The first interview will be an initial screening by the Board. The second interview will be one-on-one with the CEO and Principal who have hired by the Board. The final interview will require the teacher to prepare and present a cyber-lesson. The Board of Directors will make the final decisions concerning all hiring and termination.

All teachers will attend a minimum of thirty hours of Professional Development per year. Fifteen hours will be provided by MB Resiliency Cyber Charter School and fifteen hours will be done by the teacher independently but the teacher must present proof of attendance.

The teacher to student ratio will be one to ten and the school will require a faculty of ten full time teachers, one half - time ELL teacher. The school will have three administrators, one administrative assistant, and one technology specialist.

The Principal must also have current State Certification and the Assistant Principal must also have proper State Certification.

Code of Conduct

The Student Handbook will be prepared by the by the Board of Directors of the MB Resiliency Cyber Charter School. The Acceptable Use Policy of the School District of Philadelphia is an addendum to this application and be used for MB Resiliency Cyber charter School.

Timetable

Date	Action	Responsibility	Completion	Measure
October 1, 1012	File Application for Cyber Charter	Founding Coalition	October 1, 1012	Acceptance of Document
November	Hearing in Harrisburg	Founding Coalition and Department of Education, PA	End of November	Feedback concerning application
December	Revision of Application	Founding Coalition	Sixty days from initial hearing	Completion of revised document
January	Charter	PA Department of Education	January	Charter granted
February	Board Formed	Founding Coalition	February	Board is Formed
March	Articles of Incorporation	Board	March	Articles completed
April	Location of Acceptable Building Completion of Advertising Website Completion	Board	April	Secure Lease Brochures Website
May	Open House	Board	May	Attendance
June July August	Open house Advertising Hire Personnel	Board CEO Principal	May June July	Number of hits on web Number of brochures sent Personnel positions filled
August September	Applications for Philadelphia residents	Principal	August September	Target number are registered
October	Other students may register	Principal	October	Targeted number are registered
November	State students may register	Principal	November	Targeted number are registered
January	Program is complete	Entire Staff and Board	January , 2014	School Opens

Safety

The building will have a full security system. All state and local inspections will be completed. All licensing will be completed. All local, state and federal regulations will be met. All certificates will be posted and dated.

Health

The Philadelphia School District will provide a nurse based on the ratio set by the district. Student physicals will be required upon acceptance.

ENGLISH

English Graduation Requirements: **4 credits**

Grade 9:

Literature and Composition 9

Academic Literature and Composition 9

Grade 10:

Literature and Composition 10

Academic Literature and Composition 10

Grade 11:

American Literature

Academic American Literature

Grade 12:

Literature and Composition 12

Academic Literature and Composition 12

English Core (1 credit each)

Literature and Composition 9

In this course, students will:

- Meet Pennsylvania State Standards in Reading and Writing and Pennsylvania Assessment Anchors and Eligible Content
- Review and expand upon grammar and vocabulary skills
- Learn how to identify effective sources while participating in the research process
- Learn the writing process through the production of a research paper
- Learn to analyze and evaluate various types of literature
- Be introduced to and review literary elements and devices and common themes in literature

In Literature and Composition 9, students will acquire skills in reading and writing to reach a 9th grade level. Students will examine many types of literature and will reflect on literary themes and elements within each selection. Students will be introduced to and review the writing process throughout multiple writing exercises during the year. Students will also explore the beginning stages of the research process with a focus on avoiding plagiarism, finding sources, developing a topic sentence with support and developing a thesis. The acquisition of 9th grade grammar and vocabulary will be stressed. Students will be encouraged to evaluate and analyze literary works and to start building independent thinking skills through heavily-guided instruction.

Materials:

McDougal Little: *Language of Literature 9*
Ender's Game, Orson Scott Card
Additional Novel

Home Facilitator Involvement Level: 4

Assistance is required for 70-90% of schoolwork.

Difficulty: On-Level

Prerequisite: Language Arts 8 and Teacher/Guidance Recommendation

Grades Offered: 9

Academic Literature and Composition 9

In this course, students will:

- Meet Pennsylvania State Standards in Reading and Writing and Pennsylvania Assessment Anchors and Eligible Content
- Review and expand upon grammar and vocabulary skills
- Learn how to identify effective sources while participating in the research process
- Learn the writing process through the production of a research paper
- Learn to analyze and evaluate various types of literature
- Review literary elements and devices and common themes in literature

In Academic Literature and Composition 9, students will acquire skills in reading and writing at a ninth grade level. Students will examine many types of literature and will reflect on literary themes and elements within each selection. Students will revisit the writing process through multiple writing exercises during the year. Each student will be responsible for creating both full length essays and several short answer writing responses. Students will also explore the beginning stages of the research process with a focus on avoiding plagiarism, finding sources, developing a topic sentence with support and developing a thesis. The acquisition of 9th grade grammar and vocabulary will be stressed. Students will be encouraged to evaluate and analyze literary works and to start building independent thinking skills through guided instruction.

Materials:

McDougall Littell: *The Language of Literature*
Ender's Game, Orson Scott Card
Additional Novels

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Prerequisite: Language Arts 8

Grades Offered: 9

Literature and Composition 10

In this course, students will:

- Meet Pennsylvania State Standards in Reading and Writing, Pennsylvania Assessment Anchors and Eligible Content and English Composition Keystone Assessment Anchors and Eligible Content
- Review and expand upon grammar and vocabulary skills
- Learn how to identify effective sources while participating in the research process
- Learn the writing process through the production of a research paper
- Learn to analyze and evaluate various types of literature
- Be introduced to and review literary elements and devices and common themes in literature

In Literature and Composition 10, students will acquire skills in reading and writing to reach a tenth grade level. Students will examine many types of literature and will reflect on literary themes and elements within each selection. Students will be introduced to and review the writing process throughout multiple writing exercises during the year. Students will continue study of the research process with a specific focus on using in-text citations, supporting details/examples and developing a strong introduction and conclusion. The acquisition of tenth grade grammar and vocabulary will be stressed. Students will be encouraged to evaluate and analyze literary works and to start building independent thinking skills through heavily-guided instruction.

Materials:

McDougall Littell: *The Language of Literature 10*
A Midsummer Night's Dream, William Shakespeare
The Outsiders, S. E. Hinton
The Glass Menagerie, Tennessee Williams

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Prerequisite: Literature and Composition 9 and Teacher/Guidance Recommendation

Grades Offered: 10

Academic Literature and Composition 10

In this course, students will:

- Meet Pennsylvania State Standards in Reading and Writing
- Review and expand upon grammar and vocabulary skills
- Learn how to identify effective sources while participating in the research process
- Learn the writing process through the production of a research paper
- Learn to analyze and evaluate various types of literature
- Review literary elements and devices and common themes in literature

In Academic Literature and Composition 10, students will acquire skills in reading and writing at a tenth grade level. Students will examine many types of literature and will reflect on literary themes and elements within each selection. Students will revisit the writing process throughout multiple writing exercises during the year. Each student will be responsible for creating both full length essays and several short answer writing responses. Students will continue study of the research process with a specific focus on using in-text citations, supporting details/examples and developing a strong introduction and conclusion. The acquisition of tenth grade grammar and vocabulary will be stressed. Students will be encouraged to evaluate and analyze literary works and to start building independent thinking skills through guided instruction.

Materials:

McDougall Littell: *The Language of Literature 10*
A Midsummer Night's Dream, William Shakespeare
The Outsiders, S. E. Hinton
The Glass Menagerie, Tennessee William

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Prerequisite: Academic Lit and Comp 9 or 75% or higher in Lit and Comp 9 with teacher recommendation

Grades Offered: 10

American Literature

In this course, students will:

- Meet Pennsylvania State Standards in Reading and Writing, Pennsylvania Assessment Anchors and Eligible Content and English Composition Keystone Assessment Anchors and Eligible Content
- Review and expand upon grammar and vocabulary skills
- Read and respond to fiction and non-fiction works across genres and time periods in American Literature
- Learn the writing process through the production of a research paper
- Be introduced to and review literary elements and devices and common themes in literature
- Build vocabulary and literacy skills

In American Literature, students will acquire skills in reading and writing to reach an eleventh grade level. Students will examine many types of literature and will reflect on literary themes and elements within each selection. Students will be introduced to and review the writing process throughout multiple writing exercises during the year. Students will review the research process, producing a five-paragraph essay with a developing focus on MLA formatting. The acquisition of eleventh grade grammar and vocabulary will be stressed. Students will be encouraged to evaluate and analyze literary works and to start building independent thinking skills through heavily-guided instruction.

Academic American Literature

In this course, students will:

- Meet Pennsylvania State Standards in Reading and Writing, Pennsylvania Assessment Anchors and Eligible Content and English Composition Keystone Assessment Anchors and Eligible Content
- Read and analyze fiction and non fiction works across genres and time periods in American Literature.
- Identify and apply literary elements and devices
- Recognize the influence of prominent American authors, such as Edgar Allan Poe, Walt Whitman, Mark Twain, and Emily Dickinson
- Develop effective writing and research skills, honing in on the persuasive essay
- Build vocabulary and literacy skills

In Academic American Literature, students will acquire skills in reading and writing at an eleventh grade level. Students will examine many types of literature and will reflect on literary themes and elements within each selection. Students will evaluate and analyze literary works to develop critical thinking skills through guided instruction. Students will revisit the writing process via multiple writing exercises during the year. Each student will be responsible for creating both full length essays and several short answer writing responses. Students will review the research process, producing a five-paragraph essay with a developing focus on MLA formatting. Students will continue to advance vocabulary and literacy skills.

Materials:

McDougall Littell: *The Language of Literature: American*
Twelve Angry Men, Reginald Rose
Glory Fields, Walter Dean Myers

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: Academic Lit and Comp 10 or 75% or higher in Lit and Comp 10 with teacher recommendation

Grades Offered: 11

Literature and Composition 12

In this course, students will:

- Meet Pennsylvania State Standards in Reading and Writing, Pennsylvania Assessment Anchors and Eligible Content and English Composition Keystone Assessment Anchors and Eligible Content
- Review and expand upon grammar and vocabulary skills
- Learn how to identify effective sources while participating in the research process
- Learn the writing process through practical, real-world writing
- Learn to analyze and evaluate various types of literature
- Review of literary elements and devices and common themes in literature

In Literature and Composition 12, students will acquire skills in reading and writing to reach a twelfth grade level. Students will examine many types of literature and will reflect on literary themes and elements within each selection. Students will be introduced to and review the writing process throughout multiple real-world writing exercises during the year. Students will review the research process, producing a five-paragraph essay and audio presentation to accompany the research. The acquisition of twelfth grade grammar and vocabulary will be stressed. Students will be encouraged to evaluate and analyze literary works and to start building independent thinking skills through heavily-guided instruction.

Materials:

The Color of Water, James McBride
Pigs in Heaven, Barbara Kingsolver
Additional Novels

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Prerequisite: American Literature and Teacher/Guidance Recommendation

Grades Offered: 12

Academic Literature and Composition 12

In this course, students will:

- Meet Pennsylvania State Standards in Reading and Writing, Pennsylvania Assessment Anchors and Eligible Content and English Composition Keystone Assessment Anchors and Eligible Content
- Read and respond to a variety of modern novels from different literary genres
- Write in a variety of genres including persuasive, narratives and fiction
- Compare/contrast novels with similar themes and cultural representations
- Review and expand upon grammar and vocabulary skills
- Learn how to identify effective sources while participating in the research process
- Learn the writing process through the production of a research paper

In Academic Literature and Composition 12, students will acquire skills in reading and writing at a twelfth grade level. Students will examine many types of literature and will reflect on literary themes and elements within each selection. Students will revisit the writing process throughout multiple writing exercises during the year. Each student will be responsible for creating both full length essays and several short answer writing responses. Students will continue to study the research process, producing a five-paragraph essay and audio presentation to accompany the research. The acquisition of twelfth grade grammar and vocabulary will be stressed. Students will be encouraged to evaluate and analyze literary works and to build independent thinking skills through guided instruction.

Materials:

The Color of Water, James McBride
Pigs in Heaven, Barbara Kingsolver
Additional Novels

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: Academic American Literature or 75% or higher in American Literature with teacher recommendation

Grades Offered: 12

MATHEMATICS

Mathematics Graduation Requirements: **3 consecutive credits**

Grade 9:

Pre-Algebra Concepts and Strategies
Algebra 1

Grade 10:

Algebra 1 Concepts and Strategies
Geometry

Grade 11:

Geometry Concepts and Strategies
Algebra 2

Grade 12:

Intermediate Algebra
Pre-Calculus

Math Core (1 credit each)

Pre-Algebra Concepts and Strategies

Pre-Algebra Concepts and Strategies will prepare students for success in Algebra 1. This course will develop concepts aligned to the PA Mathematics Anchors and Eligible Content for eighth grade as well as the 8th grade PA Standards. Content includes variables; expressions; integers; equations; multi-step equations; inequalities; fractions; exponents; rational numbers and equations; ratio; proportion; probability; percents; linear functions; real numbers; measurement; area, volume and surface area; data analysis; and angle relationships and transformations.

Students will be expected to complete 4-5 assignments per week. Upon completion of this course students will be ready for Algebra 1 Concepts and Strategies.

Materials:

Holt: *Pre-Algebra*

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Prerequisite: Middle School Mathematics

Grades Offered: 9

Algebra 1 Concepts and Strategies

This course is designed for the student without strong mathematical skills. Content will include real numbers, linear equations and inequalities, linear functions and their graphs, systems of linear equations and inequalities (limited to two variables) and an introduction to polynomials. The course is aligned to Assessment Anchors and Eligible Content, PA Standards, and Algebra 1 Keystone Anchors. Students will have the opportunity to explore functions with the graphing calculator.

Students will be expected to complete five assignments per week. Upon completion of the course the student will be ready for Geometry Concepts and Strategies.

Materials:

Holt: *Algebra 1*

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Prerequisite: Pre-Algebra

Grades Offered: 9-10

Algebra 1

This course is designed for the academic level student, and is aligned to Assessment Anchors and Eligible Content, PA Standards, and the Algebra 1 Keystone Anchors. Content will include real numbers, linear equations and inequalities, linear functions and their graphs, systems of linear equations and inequalities (limited to two variables) and an introduction to polynomials. Students will have the opportunity to explore functions with the graphing calculator.

Students will be expected to complete five assignments per week. Upon completion of the course the student will be ready for Geometry.

Materials:

Holt: *Algebra 1*

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: Grade of 70% or higher in Pre-Algebra

Grades Offered: 9-10

Geometry Concepts and Strategies

This course is designed for the student without strong mathematical skills. The course is aligned to Assessment Anchors and Eligible Content, PA Standards, and the Geometry Keystone Anchors. Topics include distance and midpoint formula, geometric reasoning and proofs, angles formed by parallel line and transversals, triangle congruence, properties of triangles, special right triangles, Pythagorean Theorems, polygons and quadrilaterals, similarity in polygons, introduction to trigonometry, perimeter, circumference area, geometric probability, surface area and volume of 3-D figures, and properties of circles. Students will use Geometer's Sketchpad and the TI-83+ calculator.

Students will be expected to complete five assignments per week. Upon completion of the course students will be ready for Intermediate Algebra or Algebra 2.

Materials:

Holt: *Geometry*

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: Algebra 1

Grades Offered: 10-11

Geometry

This course is designed for the academic level student, and is aligned to Assessment Anchors and Eligible Content, PA Standards, and the Geometry Keystone Anchors. Topics include distance and midpoint formula, geometric reasoning and proofs, angles formed by parallel line and transversals, triangle congruence, properties of triangles, special right triangles, Pythagorean Theorems, polygons and quadrilaterals, similarity in polygons, introduction to trigonometry, perimeter, circumference area, geometric probability, surface area and volume of 3-D figures, and properties of circles. Students will use Geometer's Sketchpad in the course and a TI-83+ calculator.

Students will be expected to complete five assignments per week. Upon completion of the course students will be ready for Algebra 2.

Materials:

Holt: *Geometry*

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: 70% or higher in Algebra 1

Grades Offered: 9-11

Intermediate Algebra

This course is designed for students who have passed and received credit for Algebra I and Geometry, but have not mastered the mathematical concepts sufficiently to move to Algebra 2. Intermediate Algebra will review the topics covered in Algebra I and Geometry, and work on building mathematical skills. Textbook based lessons will be supplemented with teacher created materials with an emphasis on problem solving. This course is aligned to Assessment Anchors and Eligible Content and PA Standards. Students will be expected to complete 4-5 assignments per week.

Upon completion of this course students will be ready for Algebra 2, Consumer Math, or a math elective.

Materials:

Holt McDougal: *Algebra 2 Concepts and Skills*

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Grades Offered: 10-12

Algebra 2

This course is designed for the academic level student, and is aligned to Assessment Anchors and Eligible Content, PA Standards, and the Algebra 2 Keystone Anchors. Topics include absolute value, compound inequalities, linear functions, rational exponents, families of quadratic functions, polynomial functions and operations, radical expressions, sequence, measures of central tendency, permutation and combinations, probability and odds, tables

and graphs, matrix operations, direct and inverse variation, complex numbers and real world applications.

Students will be expected to complete 4-5 assignments per week. Upon completion of this course the student will be ready for Pre-Calculus.

Materials:

Holt: *Algebra 2*

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: 70% or higher in Geometry or Teacher Recommendation

Grades Offered: 10-11

Pre-Calculus

This course is designed for the college bound student who plans to study calculus in high school or college. The course is aligned to the Pennsylvania Standards and Assessment Anchors and eligible content. Topics include Algebra 2 Review, concepts in trigonometry, trigonometric functions, parametric functions, exponential and logistics functions, polynomial functions, and solving equations and inequalities. Students will be expected to complete 3-4 assignments per week. Upon completion of this course the student will be prepared for the study of Calculus.

Materials:

Brooks/Cole: *Calculus I with Pre-Calculus*

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Prerequisite: 85% or higher in Algebra 2

Grades Offered: 11-12

SCIENCE

Science Graduation Requirements: **3 credits**

Grade 9:
General Science

Grade 10:
Biology

Grade 11:
Chemistry

Grade 12:
Conceptual Physics

General Science

General Science is a full year course for 10th grade. This course is designed to provide students with an introduction and foundation of concepts, content and the nature of secondary sciences. In this course, students will develop scientific skills and a background in the studies of physical sciences and earth science. Some concepts that will be addressed include atomic structure, bonding, chemical reactions, Newton's laws of motion, work and machines, energy, plate tectonics, and the structure of our solar system. Upon completion of this course, students will be able to enter Biology or Earth and Space Science with a strong foundation of scientific practices.

Upon successful completion of this course, student will be able to:

- Apply knowledge of the scientific process by using skills such as observing, classifying, inferring, predicting, measuring, estimating, formulating hypotheses, interpreting data, and designing and testing controlled experiment
- Understand that everything has mass and takes up space
- Differentiate the properties of matter
- Explain that the atomic structure determines the physical and chemical properties of a substance
- Describe how the properties of compounds depend on their atoms and chemical bonds
- Identify chemical reactions and explain how they form new substances

- Describe and predict the motion and force of an object
- Analyze Newton’s laws and apply them to all forces
- Identify simple and compounds machines and explain how they help people do work
- Distinguish the different types of energy and describe how energy is transferred
- Explain that heat is a flow of energy due to temperature differences
- Explain that sound and light are forms of energy that travel in waves
- Describe how electricity in circuits can produce light, heat, sound, and magnetic effects
- Explain why the surface of the Earth is constantly being changed by forces of nature
- Distinguish the different types of rocks and understand the process of the rock cycle
- Describe how weathering is a continuous process that results in the formation of soil and landforms
- Understand that the movement of tectonic plates causes geological changes on Earth
- Describe how rocks, fossils and other types of evidence tell Earth’s history
- Describe the earth’s atmosphere as a blanket of gases that supports and protects life
- Analyze weather changes and its predictable patterns
- Understand that climates are long-term weather patterns that can change over time
- Explain the composition of our solar system

Materials:
Teacher Developed

Home Facilitator Involvement Level: 3
Assistance is required for 30-70% of schoolwork.
Difficulty: On-Level
Grades Offered: 9

Biology

Biology offers a curriculum that focuses on the mastery of basic biological skills in topics such as anatomy and physiology, chemical interactions, the cell, genetics, evolution, ecology, and biodiversity. It is designed to meet the Keystone Anchors for Biology. Please note that Biology is a graduation requirement at The Pennsylvania Leadership Charter School.

Upon successful completion of this course, students will be able to:

- Apply scientific thinking, processes, tools and technologies in the study of biology
- Understand the systems of the body and how their structure and function works to maintain homeostasis
- Recognize that the structure of atoms and molecules relates to their function in living organisms
- Compare and contrast the structure and function of prokaryotic and eukaryotic cells
- Describe how genetic information is inherited and expressed
- Explain the mechanisms of the theory of evolution
- Use evidence or examples to explain the characteristics of and interactions within an ecosystem
- Analyze patterns of change in natural or human-made systems over time
- Describe the characteristics of life shared by all prokaryotic and eukaryotic organisms

Materials:Prentice Hall: *Biology, Exploring Life*Prentice Hall: *Virtual Biology Lab***Home Facilitator Involvement Level: 2**

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level**Grades Offered:** 10

Chemistry



This course examines the composition of various substances and the changes that may occur. The course will demonstrate the ways in which chemistry touches our lives almost everywhere and everyday, in medicine, the clothes we wear, the games we play, as well as the industries that make the things we use. Students will solve real-world chemistry problems using math skills, logic, and critical thinking. Laboratories are a mix of virtual experiments done online and using the Virtual ChemLab program.

Upon successful completion of this course, students will be able to:

- Explain that matter is made of particles called atoms and that atoms are composed of even smaller particles
- Explain the relationship between the physical properties of a substance and its molecular or atomic structure
- Explain the formation of compounds and their resulting names, ratios and properties using bonding theories (ionic and covalent)
- Explain how the relationships of chemical properties of elements are represented in the repeating patterns within the periodic table
- Predict the behavior of gases through the application of laws
- Describe factors that influence the frequency of collisions during chemical reactions that might affect the reaction rates (e.g., surface area, concentration, catalyst, temperature, agitation)
- Describe energy changes in chemical reactions
- Understand the impact of humans on natural resources

Materials:McDougal Littell: *World of Chemistry*Prentice Hall: *Virtual ChemLab 2.5***Home Facilitator Involvement Level: 2**

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level**Prerequisite:** Algebra 1**Grades Offered:** 11-12

Conceptual Physics

Conceptual Physics is the qualitative study of these major physical phenomena: Mechanics, Properties of Matter, Heat, Sound, Thermodynamics, Sound, Light, Waves and Electricity and Magnetism. The subject is covered primarily through reading. The concepts are explained with a minimal amount of mathematics; however, the student should be proficient in basic math. This course is reading intensive.

Upon successful completion of this course, students will be able to:

- Analyze energy sources and transfer of energy, or conversion of energy
- Demonstrate that different ways of obtaining, transforming, and distributing energy have different environmental consequences
- Apply the principles of motion and force to real world cases

Materials:

Prentice Hall: *Conceptual Physics*

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: Pre-Algebra and General Science or Chemistry

Grades Offered: 12

SOCIAL STUDIES

Social Studies Graduation Requirements: **3.5 credits**

Grade 9:

World History

Grade 10:

United States History

Grade 11:

United States Government

Grade 12:

Economics

Social Studies Core

World History

1 credit

This course will explore the developments in Europe, Asia, North America, Africa and Latin America from 1450 to the present. Students will examine the continuity and change that has occurred in these regions in regards to trade, exploration, industrialism, imperialism and military conflicts. These themes will be examined with emphasis on how they are interconnected and how they have changed the world from a global perspective.

Upon completion of this course, students will be able to:

- Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450
- Evaluate historical documents, material artifacts and historic sites important to world history during the above era
- Evaluate how continuity and change throughout history have impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women during the above era
- Evaluate how conflict and cooperation among social groups and organizations have impacted world history from 1450 to the present in Africa, the Americas, Asia and Europe
- Master the mandated Pennsylvania Standards in relation to World History, Geography and Economics for the respective grade level of this course

Materials:

Prentice Hall: *World History: Connections to Today*
Prentice Hall: *World History: Connections to Today Study Guide*

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Grades Offered: 9

United States History

1 credit

This course will explore the development of the United States from the Progressive Era to the present. This course will examine the history and influence of the United States from both national and global perspectives. Students will identify and evaluate the significance of major historical events such as World War I, the New Deal,

World War II, the Cold War, the Civil Rights Era and the Vietnam War. Finally the course will focus on the continuity and change occurring in the United States over the last thirty years.

Upon completion of this course, students will be able to:

- Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to the present
- Identify and evaluate primary documents, material artifacts and historic sites important in United States history in the above era
- Evaluate how continuity and change has influenced United States history from 1890 to the present
- Identify and evaluate conflict and cooperation among social groups and organizations in United States history in the above era
- Master the mandated Pennsylvania Standards in relation to United States History, Pennsylvania History, Geography and Economics for the respective grade level of this course

Materials:

Prentice Hall: *America: Pathways to the Present*
PearsonSuccessnet.com

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Grades Offered: 10

United States Government

1 credit

This course will explore the development of the foundations of the American Government: the three branches of government, the Bill of Rights, the electoral process and the impact of state and local government. Political and economic systems present in America will also be examined. Students will be challenged to identify, analyze and explain the major concepts and principles impacting the government in America.

Upon completion of this course, students will be able to:

- Critically analyze information and documents
- Demonstrate critical thinking skills and creativity in completing written assignments
- Master the mandated Pennsylvania Standards in relation to Civics and Government for the respective grade level of this course

Materials:

Pearson: *Magruder's American Government*

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Prerequisite: United States History recommended

Grades Offered: 11

Economics

1/2 credit - Fall or Spring

Students will explore basic economic and financial principles from a personal, political, governmental, and global perspective. These include the concepts of renting, buying, saving, debt, taxes, and the rights and responsibilities of the consumer. Students will be challenged to demonstrate a basic understanding of the micro- and macroeconomics.

Upon completion of this course, students will be able to:

- Explain the concepts of basic economic indicators
- Demonstrate critical thinking skills in completely written assignments
- Become conscientious consumers in today's economy
- Master the mandated Pennsylvania Standards in relation to Economics

Materials:

Glencoe: *Economics Today and Tomorrow*

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level

Grades Offered: 11-12

HEALTH, SAFETY & PHYSICAL EDUCATION

Health, Safety & PE Graduation Requirements: **1 credit**

Grades 9 – 12:
Physical Education (Fall/Spring)
Health (Fall/Spring)

Physical Education

1/2 credit - Fall or Spring

After successfully completing the course, students will comprehend the basic principles from the following Physical Education Units:

- Introduction to Physical Education
 - Activity Logs
 - PE KIT
- Personal Fitness throughout Life and Goal Setting
 - Fitness: A Lifetime Goal
 - Your Changing Personal Fitness Goals
 - Health-Related and Skill Related Fitness
 - FITT and the Principle of Overload
 - The Principle of Specificity
 - The Principle of Progression
 - Warm up, Work out, Cool Down
- Nutrition and Your Personal Fitness
 - The Importance of Nutrition
 - Vitamins, Minerals, and Water
 - Choosing Food Wisely
 - Nutrition and Peak Performance
- Target Heart Rate
 - The Heart is a Pump
 - The Circulatory and Respiratory System and Blood Flow
 - Heart Rate Measuring Techniques
 - Measuring your Exercise Heart Rate
- Cardio Respiratory Endurance and Developing Cardio Respiratory Endurance
 - Your Heart, Lungs, and Circulation
 - Aerobic vs Anaerobic Physical Activities
- Safety and Injury Prevention
 - Personal Fitness Screenings
 - Environmental Concerns
 - Safety Gear and Clothing
 - Preventing Fitness Injuries
 - Avoiding Harmful Substances
- Social Dance and Movement
- Lifetime Sports

- Running
- Walking
- Volleyball
- Golf
- Football

All course work is aligned to the Pennsylvania Health, Safety, and Physical Education Standards. All information in this course falls under the category of one of the following: Concepts of Health, Healthful Living, Safety and Injury Prevention, Physical Activity, or Concepts, Principles and Strategies of Movement.

Materials:

Glencoe: *Foundations of Personal Fitness*

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Grades Offered: 9-12

Health

1/2 credit - Fall or Spring

After successfully completing the course, students will comprehend the basic principles from the following Health Units:

- Peer Relationships
 - Safe and Healthy Friendships
 - Peer Pressure and Refusal Skills
 - Practicing Abstinence
- Communicable Diseases
 - Understanding Communicable Diseases
 - Emerging Diseases and Pandemics
- Sexually Transmitted Diseases and HIV/AIDS
 - Understanding, Preventing and Treating STD's
 - Understanding, Preventing and Treating HIV/AIDS
- Nutrition for Health and Managing Weight and Eating Disorders
- The Importance of Nutrition
 - Nutrients
 - Healthy Food Guidelines
 - Nutrition Labels and Food Safety
 - Maintaining a Healthy Weight
 - Body Image and Eating Disorders
 - Lifelong Nutrition
- Tobacco, Alcohol, and Drugs
 - The Role of Medicines
 - Using Medicines Safely
 - The Health Risks of Tobacco Use & Choosing to Live Tobacco Free
 - Promoting a Smoke-Free Environment

- The Health Risks of Alcohol Use & Choosing to Live Alcohol Free
- The Impact of Alcohol Abuse
- The Health Risks of Drug Use & Living Drug Free
- Marijuana, Inhalants, Steroids & Psychoactive Drugs
- First Aid and Emergencies: Bleeding, Burns, CPR, and Poison
- Achieving Mental and Emotional Health
 - Developing Your Self-Esteem
 - Developing Personal Identity and Character
 - Expressing Emotions in Healthful Ways
- Managing Stress and Coping with Loss
 - Understanding Stress
 - Managing Stress
 - Coping with Loss and Grief
- Mental and Emotional Problems
 - Mental Disorders
 - Suicide Prevention/Bullying
 - Getting Help

Materials:

Glencoe: *Glencoe Health 2011*

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Grades Offered: 9-12

TECHNOLOGY

Technology Graduation Requirements: **1 credit**

Grades 9-12:

Office Applications (Fall/Spring)

Grades 10-12:

Learning Microsoft Office Word (Fall)

Learning Microsoft Office PowerPoint (Spring)

Learning Microsoft Office Excel (Fall)

Grades 11-12:

Introduction to Computer Aided Design [CAD] (Fall)

Office Applications

1/2 credit - Fall or Spring

This ½ credit Technology elective will educate students to effectively work in word processing, spreadsheet, and presentation applications. Students will learn through editing existing documents as well as creating new ones, using a small (student-created) business.

Students will also focus on:

- Organizing computer space
- Internet safety, netiquette, copyright and plagiarism
- Proper keyboarding techniques using the Touch Typing Method

Materials:

Online TypingMaster
OpenOffice

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Grades Offered: 9-12

Learning Microsoft Office Word

1/2 credit - Fall

This ½ credit elective prepares students to be effective and productive users of Microsoft Office Word, the industry standard word processing software. This course meets various PA Academic Standards along with National Standards for Technology Literacy and National Business Education Association Standards.

In this course students will use Microsoft Word 2007 to:

- Insert and modify text including grammar and spell checking, formatting date and time and applying character styles
- Create and modify paragraphs, apply bullets and outline styles and set and modify tabs
- Format documents with the use of headers and footers, page setup and tables
- Manage documents, create documents with templates and save documents using different names and file formats
- Insert and manipulate graphics and images and create and modify diagrams and charts
- Collaborate workgroup documents by comparing and merging documents and

converting documents to web pages

Additionally, this course can prepare students to take the Microsoft Office Specialist Certification (MOS) exams for Word 2007. The MOS certification exam, a recognized standard in the business world, allows students to demonstrate proficiency in the use of the software. Certification tests are offered at various locations in Pennsylvania and scheduled online through Certiport, a test scheduling service (<http://www.certiport.com/PORTAL/desktopdefault.aspx?tabid=1&roleid=101>). Certification test vouchers may be purchased for approximately \$95.75 per exam or approximately \$115 per exam with a retake option. Passing the MOS certification exam may earn students one college credit hour as recommended by the American Council on Education.

Materials:

Microsoft Office 2007 Word Software
Learning Microsoft Office Word 2007

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Prerequisite: Good keyboarding skills

Grades Offered: 10-12

Learning Microsoft Office PowerPoint

1/2 credit - Spring

This ½ credit elective prepares students to be effective and productive users of Microsoft Office PowerPoint, the industry standard for presentation software. This course will meet various PA Academic Standards along with National Standards for Technology Literacy and National Business Education Association Standards.

In this course students will use Microsoft PowerPoint 2007 to:

- Create presentations manually and by using automated tools
- Insert and modify text and import text from MS Word
- Insert and modify visual elements including adding tables, charts, clip art and bitmap images to slides and customizing slide backgrounds
- Modify presentation formats including slide transitions, animation schemes and slide formats
- Manage a slide master and rearrange slides
- Print presentations in various formats
- Work with data from other sources such as Excel charts, videos, sounds and Word tables
- Manage and deliver presentations
- Publish presentations to the web and use the “pack and go” feature
- Collaborate on workgroup documents including reviewing presentation comments and scheduling and delivering presentation broadcasts.

Additionally, this course can prepare students to take the Microsoft Office Specialist Certification (MOS) exams for

PowerPoint 2007. The MOS certification exam, a recognized standard in the business world, allows students to demonstrate proficiency in the use of the software. Certification tests are offered at various locations in Pennsylvania and scheduled online through Certiport, a test scheduling service (<http://www.certiport.com/PORTAL/desktopdefault.aspx?tabid=1&roleid=101>). Certification test vouchers may be purchased for approximately \$95.75 per exam or approximately \$115 per exam with a retake option. Passing the MOS certification exam may earn students one college credit hour as recommended by the American Council on Education.

Materials:

Microsoft Office 2007 PowerPoint Software
Learning Microsoft Office PowerPoint 2007

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Prerequisite: Good keyboarding skills

Grades Offered: 10-12

Learning Microsoft Office Excel

1/2 credit - Fall

This ½ credit elective prepares students to be effective and productive users of Microsoft Office Excel, the industry standard for presentation software. This course will meet various PA Academic Standards along with National Standards for Technology Literacy and National Business Education Association Standards.

In this course students will use MS Excel 2007 to:

- Enter and manipulate data in cells including *insert*, *delete* and *move* cells and check spelling
- Manage and create workbooks using templates and save workbooks using different names and file formats
- Format and print worksheets, apply and modify cell formats, apply styles, use automated tools to format worksheets and modify page set up options
- Modify workbooks, insert and delete worksheets and use 3-D references
- Create and revise formulas, use statistical date and time and financial and logical functions in formulas
- Create and modify graphics, position and print charts
- Collaborate on workbook worksheets, create hyperlinks, view and edit comments and convert worksheets into web pages

Additionally, this course can prepare students to take the Microsoft Office Specialist Certification (MOS) exam for Excel 2007. The MOS certification exam, a recognized standard in the business world, allows students to demonstrate proficiency in the use of the software. Certification tests are offered at various locations in Pennsylvania and scheduled online through Certiport, a test scheduling service (<http://www.certiport.com/PORTAL/desktopdefault.aspx?tabid=1&roleid=101>). Certification test vouchers may be purchased for approximately \$95.75 per exam or approximately \$115 per exam with a retake option. Passing the MOS certification exam may earn students one college credit hour as recommended by the American Council on Education.

Materials:

Home Facilitator Involvement Level: 1

Microsoft Office 2007 Excel Software
Learning Microsoft Office Excel 2007

Assistance is required for 1-10% of schoolwork.
Difficulty: On-Level
Prerequisite: Algebra 1
Grades Offered: 10-12

Introduction to Computer Aided Design (CAD)

1/2 credit - Fall

This course introduces students to drafting principles. Our world is becoming increasingly reliant on quick exchanges of information, and CAD provides students with the tools they need to solve problems and create real world solutions.

In this course students will:

- Begin by learning 2D drawing and proper labeling and dimensioning techniques
- Learn basic 3D modeling techniques
- Learn how to work in the 3D computer environment to take individual parts and turn them into full assembly models

Materials:

SolidWorks
Online Resources
Teacher Generated Materials

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.
Difficulty: On-Level
Prerequisite: 1/2 credit in technology
Grades Offered: 11-12

Foreign Language

May be used to fulfill **Elective Credits**

* College-bound students are Strongly Encouraged to take two years of the same Foreign Language *

Grades 9 – 12:

Spanish
[Spanish 1](#)
[Spanish 2](#)

French
[French 1](#)
[French 2](#)

Spanish

Spanish 1

This is an introductory course in which students will explore the culture and mechanics of the Spanish language. This course offers interactive technology which will guide the student to achieving basic listening, reading, writing and speaking skills.

Upon completing this course, students will be able to:

- Understand simple expressions and phrases in the target language
- Identify cultural differences and similarities between Spanish speaking countries
- Write, read, listen and comprehend simple phrases and sentences in Spanish
- Express themselves in simple phrases in a variety of topics and situations, such as describing others, school subjects, likes and dislikes and family
- Form simple commands and questions
- Develop writing skills by understanding verbs, adjectives and gender
- Appreciate the art, music, culture and pastimes of the Spanish speaking world
- Discuss their lives in simple conversations on a wide variety of topics such as describing daily routines, health and well-being and shopping

Students will be expected to submit voice recordings.

Materials:

Holt & Rinehart: *¡Expresate!*
Online Resources

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: 70% or higher in grade level English

Grades Offered: 9-12

Spanish 2

This course is a continuation of Spanish 1B. Students will review previously learned vocabulary and structures at the beginning of the course. They will continue to learn the culture and history of Spanish-speaking places.

Upon completing this course, students will be able to:

- Identify various cultural differences and similarities between varieties of Spanish-speaking places
- Understand more complex structures and vocabulary with a focus on the past tense
- Respond to questions and commands in the language
- Use the language to talk about present, past and future activities, using active and passive voices
- Perform more advanced tasks in the language through listening, reading, writing and speaking activities
- Students will discuss interests, home responsibilities, vacation experiences, healthy habits and nutrition, accidents and illness, future desires and wishes, and getting around a city

Students will be expected to submit voice recordings.

Materials:

Holt & Rinehart: *¡Expresate! 2*

Online Resources

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: Spanish 1

Grades Offered: 9-12

French

French 1

This is an introductory level course. Students will be exposed to the French language and culture through synchronous chats, multimedia presentations and interactive websites.

Upon completing this course, students will be able to:

- Identify cultures and countries where French is spoken in the world
- Write, read, listen and comprehend simple phrases and sentences in French
- Express themselves in simple phrases in a variety of topics and situations such as greeting friends, pointing out family members, the weather, hobbies or interests, where they live and the homes they live in, the clothes and items they own and foods they like.

Students will be expected to submit voice recordings

Materials:

Valette Valette: *Discovering French Bleu 1*
Student listening CD
Online Resources

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: 70% or higher in grade level English

Grades Offered: 9-12

French 2

This is a basic to intermediate level course in which students will be expected to record their voices. Students will explore grammar and culture more in depth and have the opportunity to attend a synchronous chat. This course offers a comprehensive review of structures and vocabulary taught in French 1.

Upon completing the course, students will be able to:

- Express themselves using more detail and more complex sentence structures
- Comprehend short stories and respond in the language to the stories
- Describe friends, family members, daily routine, and foods
- Discuss favorite pastimes and leisure activities in both the past and future tenses
- Perform simple tasks and activities in the target language through reading, writing, listening and speaking activities

Students will be expected to submit voice recordings.

Materials:

Valette Valette: *Discovering French Blanc*
Student listening CD
Online Resources

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Prerequisite: French 1B

Grades Offered: 9-12

VISUAL ARTS

Humanities Graduation Requirements: **1 credit**

Grades 9 – 12:

Arts & Culture: Ancient Civilizations to Medieval Times
(Fall)
Arts & Culture: Renaissance to Modern Times (Spring)
Arts & Culture: Modern to Contemporary Times
(Fall/Spring)
American Artists (Fall/Spring)

Grades 11 – 12:

Creating an Art Portfolio I (Fall)
Creating an Art Portfolio II (Spring)

**Arts & Culture: Ancient Civilizations to
Medieval Times**

*1/2 credit -
Fall*

In this course, students will:

- Identify, explain and analyze Cave Art in Early Civilizations followed chronologically through to the 1300s in Medieval Times. This includes Art of the earliest times and rising civilizations, Roman Art and Medieval Art.
- Apply art criticism and aesthetic judgment to various works throughout the time periods
- Understand the variety of art elements and principles of design used in selected compositions
- Become aware of the connection between the culture and historical period in the works of art
- Write their original comments and observations of works of art throughout the course
- Create several original art projects with emphasis on the concept and not the personal artistic skill

- Learn to appreciate the works of art significant to each culture and time period

This course is reading/writing intensive.

Materials:

Glencoe/McGraw-Hill: *Art in Focus*

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Grades Offered: 9-12

Arts & Culture: Renaissance to Modern Times

1/2 credit - Spring

In this course, students will:

- Identify, explain and analyze the Renaissance followed chronologically through to the twentieth century. This includes the Italian and Late Renaissance, Art of fifteenth and sixteenth century Europe, Baroque Art, Rococo Art and New Directions in Art.
- Apply art criticism and aesthetic judgment to various works throughout the time periods
- Understand the variety of art elements and principles of design used in selected compositions
- Become aware of the connection between the culture and historical period in the works of art
- Write their original comments and observations of works of art throughout the course
- Create several original art projects with emphasis on the concept and not the personal artistic skill
- Learn to appreciate the works of art significant to each culture and time period

This course is reading/writing intensive.

Materials:

Glencoe/McGraw-Hill: *Art in Focus*

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Grades Offered: 9-12

Arts & Culture: Modern to Contemporary Times

1/2 credit - Fall or Spring

In this course, students will:

- Identify, explain and analyze the art from the early 20th Century chronologically to the early 21st Century. This includes Cubism, Dada, Surrealism, Regionalism, Abstract Expressionism, Pop Art, Op Art, Photo-Realism, Post-Modernism, Digital Art, Installation Art
- Apply art criticism and aesthetic judgment to various works throughout the time periods
- Understand the variety of art elements and principles of design used in selected compositions
- Become aware of the connection between the culture and historical period in the works of art
- Write their original comments and observations of works of art throughout the course
- Create several optional original art projects with emphasis on the concept and not the personal artistic skill
- Learn to appreciate the works of art significant to each culture and time period

This course is reading/writing intensive.

Materials:

Teacher Developed

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Grades Offered: 9-12

American Artists

1/2 credit - Fall and Spring

In this course, students will:

- Identify, explain, and analyze works of famous artists from America including but not limited to Romare Bearden, Dale Chihuly, Andy Warhol, Peter Max, Jacob Lawrence, and study American art from colonial times to the 1880s
- Explore art media and processes
- Understand art criticism and aesthetic judgment
- Sharpen perceptual skills while learning the language of art
- Explain how subject, composition and content relates to a work of art
- Create and relate works in the arts to different geographic regions, genres and time periods
- Analyze a work of art from a cultural and historic perspective

This course is project-based.

Materials:

Art Kit

Home Facilitator Involvement Level: 3

Assistance is required for 30-70% of schoolwork.

Difficulty: On-Level**Grades Offered:** 9-12

Creating an Art Portfolio I

1/2 credit - Fall

Students will practice, understand and apply the following techniques:

- Graphite and values
- Pen and ink
- Colored pencil
- Oil pastel
- Acrylic painting

Portfolio development will include the following:

- Drawing from observation
- One-point perspective
- Color theory
- Applying the principles of design

This course is creatively challenging. It is designed for students who wish to study art at a college level or seek a more challenging art course. A working webcam (provided by PALCS) or a digital camera is required for this course. A Portfolio Review is required prior to enrollment in the course.

Materials:

Art Kit

Online Resources

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level**Prerequisites:** Portfolio Review, American/World Artists/Introduction to Art Illustration, and/or Teacher Recommendation**Grades Offered:** 11-12

Creating an Art Portfolio II

1/2 credit - Spring

Students will demonstrate development and proficiency in the following techniques:

- Positive/Negative Space
- Charcoal Portraiture
- Watercolor

- Clay Sculpture
- Textural Acrylic Painting
- Independent Study
- Digital Portfolio Project

This course is creatively challenging. It is designed for students who wish to study art at a college level or seek a more challenging art course. A working webcam (provided by PALCS) or a digital camera is required for this course. A Portfolio Review is required.

Materials:

Art Kit
Online Resources

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: Advanced

Prerequisites: Creating Art Portfolio 1 or Teacher Recommendation

Grades Offered: 11-12

MUSIC

Humanities Graduation Requirements: **1 credit**

Grades 9 – 12:

Music Appreciation I

(Fall/Spring)

Music Appreciation II (Spring)

Music Appreciation I

1/2 credit - Fall and Spring

In this course, students will:

- Read and follow musical notation
- Listen to, analyze, and describe music
- Evaluate music and music performances
- Understand relationships between music, the other arts and disciplines outside the arts
- Understand music in relation to history and culture

This is an introductory music course where students will discover the different aspects of music with regard to various cultures, genres, dances, rhythms and aesthetic experiences. In addition, reading the textbook is required for adequate responses to aural perception of the styles.

Materials:

Glencoe: *Music! Its Role and Importance in Our Lives*

Home Facilitator Involvement Level: 1

\ Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Grades Offered: 9-12

Music Appreciation II

1/2 credit - Spring

In this course, students will:

- Know and use the elements and principles of music
- Integrate and apply advanced vocabulary to music
- Analyze works of art influenced by experiences or historical and cultural events and identify, explain and analyze philosophical events as they relate to works in music
- Analyze and interpret works from different societies using culturally specific vocabulary of critical response
- Analyze and interpret philosophical positions

This is a continuation of Music Appreciation I, where students will discover the different aspects of music in regards to emotion, religion, celebration, operas and musicals, film and early music history. This course requires students to explain music using more advanced vocabulary. Reading the textbook is required for adequate responses to aural perception of the styles.

Materials:

Glencoe: *Music! Its Role and Importance in Our Lives*

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.

Difficulty: On-Level

Prerequisite: 75% or higher in Music Appreciation I

Grades Offered: 9-12

Electives

[Writing Workshop](#)

Child Development
Food Science
Money Management
SAT/ACT Preparatory Course

Writing Workshop

1/2 credit - Fall

In this course, students will:

- Be exposed to the real world application of writing and focus on the skills needed to communicate ideas.
- Develop individual voice and practice eliminating common usage errors.
- Engage in writing through a variety of creative ways.
- Learn how to control tone, attitude, and establish an awareness of audience in their writing, as well as, experiment with figurative language.

Each unit calls for a final paper or project. To finalize Unit 1, students will create presentation that demonstrates skills needed for effective communication. After Unit 2, students choose between different prompts and write a persuasive piece of writing that demonstrates awareness of audience, tone and attitude. Each prompt will have a different objective based on the student interests and opinions. This writing piece will be no more than 500-700 words. To conclude the course students will compile a showcase portfolio that displays reflections, self-evaluations and revised writing pieces from the Self Discovery and Poetic Expressions unit.

Upon completion of the course, students should be able to successfully write in multiple genres showing comprehension and application of the various elements of writing and communication in accordance with the Pennsylvania State Standards in Writing.

Materials:

Teacher Developed Materials

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Grades Offered: 9-12

Child Development

1/2 credit - Fall or Spring

Students will demonstrate basic comprehension of the information provided by the Pennsylvania Department of Education Academic Standards for Family and Consumer Science and Child Development.

After successfully completing the course, students should understand the following basic concepts:

- Observing, studying, and interacting with children
- Parenting and building strong families
- Pregnancy and Childbirth
- Physical, Emotional, Social, and Intellectual development of infants, toddlers, and young children

Materials:

Home Facilitator Involvement Level: 2

Food Science

1/2 credit - Fall or Spring

In this course, students will:

- Explore the study of processing, preparing, evaluating, packaging, and preserving food.
- Complete labs to illustrate and identify properties of ingredients

Attendance and participation at weekly chats are strongly recommended for comprehension.

Materials:

Food Science: The Biochemistry of Food and Nutrition
UnitedStreaming.com
DiscoveryEducation.com

Home Facilitator Involvement Level: 2

Assistance is required for 10-30% of schoolwork.
Difficulty: On-Level
Grades Offered: 9-12

Money Management

1/2 credit - Fall or Spring

This ½ credit elective will cover topics such as goal setting, investing, using credit, wise consumer practices, insurance, budgeting and financial planning for the future. It is recommended for any student in grades 10-12.

In this course, students will:

- Develop money management skills including banking, saving, investing and understanding pay checks
- Participate in real-life simulations such as opening a checking account and buying a car
- Learn valuable tools that will allow students to get the most out of their income now while preparing for the future

Materials:

NEFE HSFPP Workbook

Home Facilitator Involvement Level: 1

Assistance is required for 1-10% of schoolwork.
Difficulty: On-Level
Grades Offered: 10-12

SAT/ACT Preparatory Course

1/2 credit - Fall or Spring

The SAT/ACT Preparatory Course will utilize the number2.com website to increase a student's understanding of the SAT/ACT exam. This course will build a student's vocabulary, reading and math skills using teacher monitored tools and additional materials.

In this course students will:

- Improve reading comprehension
- Learn college level vocabulary
- Practice writing timed essays
- Increase understanding of college level math
- Expand grammar usage

It is recommended, but not required, that students take the PSAT prior to enrolling in this course.

Materials:

Number2.com
Teacher Developed Materials

Home Facilitator Involvement Level: 1

Assistance is required for 10-30% of schoolwork.

Difficulty: On-Level

Grades Offered: 10-12

BY-LAWS OF THE MB Cyber Charter School

These by-laws of MB Cyber Charter School (The Agreement) are made effective October 1, 2012.

Organization

The name of the organization shall be MB Cyber Charter School.

The organization may at its pleasure by a vote of the membership body change its name.

Purposes

The following are the purposes for which this organization has been organized:

For the purpose of establishing a Cyber Charter High School.

Membership

Membership in this organization shall be open to all who:

Make formal application and meet the standards in the MB Cyber Charter School Handbook.

Meetings

The annual membership meeting of this organization shall be held on the 15th of March each and every year except if such a day be a legal holiday, then and in that event, the Board of Directors shall fix the day but it shall not be more than two weeks from the date fixed by these By-Laws.

The secretary shall cause to be mailed to every member in good standing at his address as it appears in the membership roll book in this organization a notice telling the time and place of such meeting.

Regular meetings of this organization shall be held at :

Shalom, Inc. Columbus Boulevard Philadelphia, PA. 19103

The presence of not less than 60% of members shall constitute a quorum and shall be necessary to conduct the business of this organization; but a lesser percentage may adjourn the meeting for a period of not more than two weeks from the date scheduled by these By-Laws and the secretary shall cause a notice of this scheduled meeting to be sent to all those members who were not present at the meeting originally called. A quorum as herein before set forth shall be required at any adjourned meeting.

Special meetings of this organization may be called by the president when he deems it for the best interest of the organization. Notices of such meetings shall be mailed to all members at their addresses as they appear on the membership roll book at least 10 days before the scheduled date set for such special meeting. Such notice shall state the reasons that such meeting has been called, the business to be transacted at such meeting and by whom it was called. At the request of 60% of the members of the Board of Directors or 50% of the members of the organization, the president shall cause a special meeting to be called but such request must be made in writing at least 7 days before the requested schedule date.

No other business but that specified in the notice may be transacted at such special meeting without the unanimous consent of all present at such meeting.

Voting

At all meetings, except for election of officers and directors, all votes shall be by voice. For election of officers ballots shall be provided and there shall not appear any place on such ballot that might tend to indicate the person who cast such ballot.

At any regular or special meeting, if a majority so requires, any question may be voted upon in the manner and style provided for election of officers and directors. At all votes by ballot the chairman of such meeting shall, prior to the commencement of balloting, appoint a committee of three who shall act as "Inspectors of Election" and who shall, at the conclusion of such balloting, clarify in writing to the chairman the results and the certified copy shall be physical affixed in the minute book to the minutes of that meeting.

No inspector of election shall be a candidate for office or shall be personally interested in the question voted upon.

Order of Business

1. Roll Call
2. Reading of the Minutes of the preceding meeting
3. Reports of Committees
4. Reports of Officers
5. Old and Unfinished Business
6. New Business
7. Adjournments

Board of Directors

The business of this organization shall be managed by a Board of Directors consisting of 8 members, together with the officers of this organization. A majority of the directors elected shall be a resident of the State of Pennsylvania and a citizen of the United States.

The directors to be chosen for the following year shall be chosen at the annual meeting of this organization in the same manner and style as the officers of this organization and they shall serve for a term of 2 years.

The Board of Directors shall have the control and management of the affairs of this organization. Such Board of Directors shall only act in the name of the organization when it shall be regularly convened by its chairman after due notice to all the directors of such meeting.

Sixty percent of the members of the Board of Directors shall constitute a quorum and the meetings of the Board of Directors shall be held regularly on the 15th Day of each of ten months.

Each director shall have one vote and such voting shall not be done by proxy.

The Board of Directors may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

Vacancies in the Board of Directors shall be filled by a vote of the majority of the remaining members of the Board of Directors for the balance of the year.

The President of the organization by virtue of his office shall be the Chairman of the Board of Directors.

The Board of Directors shall select from one of their members a Secretary.

A director may be removed when sufficient cause exists for such removal. The Board of Directors may entertain charges against any director. A director may be represented by counsel upon any removal hearing. The Board shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of the organization.

Officers

The initial officers of this organization shall be as follows: (ALL To Be Decided)

[PRESIDENT]

[VICE PRESIDENT]

[SECRETARY]

[TREASURER]

The President shall preside at all membership meetings. He shall by virtue of his office be Chairman of the Board of Directors. He shall present at each annual meeting of the organization an annual report of the work of the organization. He shall appoint all committees, temporary or permanent. He shall see all books, reports and certificates required by law are properly kept or filed. He shall be one of the officers who may sign the checks or drafts of the organization. He shall have such powers as may be reasonably construed as belonging to any chief executive of any organization.

The Vice President shall in the absence or inability of the President to exercise his office become acting president of the organization with all the rights, privileges and powers as if he had been the duly elected president.

The Secretary shall keep the minutes and records of the organization in appropriate books. It shall be his duty to file any certificate required by any statute, federal or state. He shall give and serve all notices to members of this organization. He shall be the official custodian of the records and seal. He may be one of the officers required to sign the checks and drafts of the organization. He shall present to the membership at any meetings any communication addressed to him as Secretary of the organization. He shall submit to the Board any communication which shall be addressed to him as Secretary of the organization. He shall attend to all correspondence of the organization and shall exercise all duties incident to the office of Secretary.

The Treasurer shall have the care and custody of all monies belonging to the organization and shall be solely responsible for such monies or securities of the organization. He shall cause to be deposited in a regular business bank or trust company a sum not exceeding the amount prescribed by laws governing a 105(3)(C) Not for Profit Organization and the balance of the funds of the organization shall be deposited in a savings bank except that the Board of Directors may cause such funds to be invested in such investments as shall be legal for a non-profit corporation in this state. He must be one of the officers who shall sign checks or drafts of the organization. No special fund may be set aside that shall make it unnecessary for the Treasurer to sign the checks issued upon it. He shall render at stated periods as the Board of Directors shall determine a written account of the finances of the organization and such report shall be physically affixed to the minutes of the Board of Directors of such meeting. He shall exercise all duties incident to the office of Treasurer.

Officers shall be by virtue of their offices members of the Board of Directors.

No officer shall for reason of his office be entitled to receive any salary or compensation, but nothing herein shall be construed to prevent an officer or director for receiving any compensation from the organization for duties other than as a director or officer.

Salaries

The Board of Directors shall hire and fix the compensation of any and all employees which they in their discretion may determine to be necessary for the conduct of the business of the organization.

Committees

All committees of this organization shall be appointed by the Board of Directors and their term of office shall be for a period of one year or less if sooner terminated by the action of the Board of Directors.

The permanent committees shall be [TBD].

Dues

The dues of this organization shall be [Amount TBD] per annum and shall be payable on [Date TBD].

Amendments

These By-Laws may be altered, amended, repealed or added to by an affirmative vote of not less than [% TBD] of the members.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

PRESIDENT

VICE PRESIDENT

Authorized Signature

Authorized Signature

Print Name and Title

Print Name and Title

SECRETARY

TREASURER

Authorized Signature

Print Name and Title

Authorized Signature

Print Name and Title

Marketing Plan for MB Resiliency Cyber Charter School

MB Resiliency Cyber Charter School will use the following opportunities to market the school:

- Develop an interactive website where students, parents and guardians can go for information. This website will be hosted by Weebly. There will be link with school staff to directly ask questions and receive a response.
- Since the school site is in Philadelphia, the Board of Directors will allow funds for advertising via the following:
 - *Philadelphia Magazine
 - *SEPTA
 - *Billboard
- Free Advertising will be available through:
 - *Public Access Cable Channel
 - *SEPTA News
 - *Articles in all local newspapers
- The school will prepare brochures and do mailings to high school students.
- School personnel will attend High School Information Sessions hosted by Temple University and all other information sessions hosted by local junior high schools.
- The Juvenile Treatment Center will also provide information to parents/guardians concerning the MB Resiliency Cyber Charter School.
- The School will host an Information Session on a monthly basis once the charter is approved and the site is secured.
- Once the school is in operation and aggressive program including all of the above and student ambassadors' presentations will be used to recruit students.

Founding Coalition

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Psychologist

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Devine, James I

Attorney

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Hamilton, Wendy

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Kelly, Jack

Retired Police Officer Attorney General's Office

Jtk328@verizon.net

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List of Potential Members of the Governance Board

Michael Bash, Esq.

Dr. Ronald Comer, Drexel University

Dr. Foster Drain

Dr. Gary Emmett

Samuel Katz

Dr. Shirley Moy, Temple University

Gov. Ed Rendell

Judge Reynolds, Juvenile Justice System

David Thalhammer, Esq.

Anthony Williams

List of Potential Advisory Board Members

Robert Chapman, Drexel University

Dr. Judith Gay, Community College of Philadelphia

Dr. Henderson, University of Pennsylvania

Dr. Barry Nazar, Temple University

Karyn Tufarolo, University of the Arts

Shalom, Inc.
1080 Delaware Avenue
Philadelphia, PA 19125
www.shalominc.org

Address of Potential Member

Dear Potential Board Member (Name)

There is a serious need for discussion to provide quality opportunities for the **underserved** youth of Pennsylvania. Decades of research support the reality that graduation rates are declining and poverty is increasing. The solution is not complex but requires good people to give of their time and talent to proactively engage in creating positive outcomes

Shalom, Inc. has been a provider of prevention/intervention services for forty years. In response to the above stated need, Shalom, Inc. is pursuing a new initiative supported by its Governance Board of Directors. This letter serves as an invitation to discuss this initiative with you.

It is our desire to set up an appointment with you at your convenience.

Your reputation as a person of action and commitment leads us to request a few moments of your time to explain this initiative. We will be contacting your office to We sincerely look forward to meeting with you to briefly share additional information and set up a time to discuss this initiative. We thank you in advance for any consideration which you are willing to provide to this initiative.

Sincerely yours,

Charlotte M. Centonze, Executive Director

Nan Gallagher, Vice President of Board of Directors

Theresa McCormick, Educational Consultant and Community Activist

Philadelphia School District Acceptable Use Policy

The School District of Philadelphia Acceptable Use of Technology

The Internet is a rich source of information, and provides opportunities for research, skill development, and communication. At the MB Resiliency Cyber Charter School, all students have access to the internet in the classroom and at home. Because of the proliferation of viruses, we cannot accept student work on any device to be printed at the school. Adequate time is given within the school day to complete assignments. All students done at home will be submitted electronically. At the beginning of each school year, each parent and child will be given an Acceptable Use of Technology Policy to read and sign. The contents are summarized below.

1. Acceptable Use

At school, students may use the Internet for research, to learn, and to communicate with others. Students agree to follow the rules of appropriate behavior while on the Internet.

- Students will not copy material and say that they wrote it themselves.
- Students will cite all URLs that they use.
- Students will use web sites that are suitable for children.
- Students will not download any music or plug ins that take up valuable bandwidth and slow down the system.
- The use of file-swapping and media streaming services, such as downloading and listening to music on the Internet is wasteful, disruptive, and is **STRICTLY PROHIBITED** on all District computers and networks.

2. Privileges

Being able to use the Internet is a privilege, and teachers, staff and administrators are the decision-makers when it comes to whether a student uses the Internet. If a student does not use the Internet appropriately, then Internet privileges will be eliminated.

3. Etiquette

Students are expected to follow rules for appropriate behavior on the Internet. These include, but are not limited to, the following.

- Students will be polite when writing a message.
- Students will use appropriate language.
- Students will remember that email is not private.
- Students will remember that what they write will be seen by others.

Information that a student retrieves from the Internet is for the student's use. The student does not own it and did not write it. A student must identify where it was found.

4. Online Safety

- Students will not give their last name, address, telephone number, or parents'/guardians' work address or work telephone number to any one on the Internet.
- Students will not give out an email address without permission.
- If something is found on the Internet that makes a student uncomfortable or nervous, the student will get an adult to help immediately.
- If a student gets a message that is mean or frightening, the student will tell a responsible adult.
- If a student finds him/herself on an inappropriate site, the student will click the Back or Home button to leave that site within 5 seconds. The student will then tell an adult.

5. Truthfulness

Students understand that not all information on the Internet is true. The School District of Philadelphia is not responsible for the truth or the quality of the information found on the Internet.

6. Security

Many students will use the Internet and it is important to have adults in charge of the system. Students will not connect to the Internet without permission. Passwords are important and students will keep their passwords secret. Students will not ask other students for their passwords.

7. Vandalism

Students will lose the privilege to use the Internet, and perhaps the computers themselves, if they are responsible for any intentional damage to the computers, the computer set up, or files that belong to others.

5. Budget Form for Charter School Applications

Name of Proposed School: _____ MB Cyber Charter School

Fiscal Year: _____ 2013

Position Title	Avg Salary	Number of Positions	Total Salary	Cost of Medical Insurance (Note 1)	PSERS or other retirement plan (Note 1)	FICA and all other benefits (Note 1)	Total Cost of Position
CEO	\$118,000	1	\$118,000	\$4,800	\$7,410.40	\$8,537.20	\$138,747.60
Principal	\$117,120	1	\$117,120	\$4,800	\$7,355.14	\$8,524.44	\$137,799.58
Assistant Principal	\$82,660	1	\$82,660.00	\$4,800	\$5,191.05	\$6,323.49	\$98,974.54
Guidance Director	\$46,194	1	\$46,194	\$4,800	\$2,900.98	\$3,533.84	\$57,428.82
Counselor	\$46,194	1	\$46,194	\$4,800	\$2,900.98	\$3,533.84	\$57,428.82
English Teacher	\$46,194	2	\$92,388	\$9,600	\$5,801.97	\$7,067.68	\$114,857.65
Mathematics Teacher	\$46,194	2	\$92,388	\$9,600	\$5,801.97	\$7,067.68	\$114,857.65
Science Teacher	\$46,194	2	\$92,388	\$9,600	\$5,801.97	\$7,067.68	\$114,857.65
Social Studies Teacher	\$46,194	2	\$92,388	\$9,600	\$5,801.97	\$7,067.68	\$114,857.65
Art Teacher	\$46,194	1	\$46,194	\$4,800	\$2,900.98	\$3,533.84	\$57,428.82
Technology Teacher	\$46,194	1	\$46,194	\$4,800	\$2,900.98	\$3,533.84	\$57,428.82
Health/Physical Education Teacher	\$46,194	1	\$46,194	\$4,800	\$2,900.98	\$3,533.84	\$57,428.82
Foreign Language Teacher	\$46,194	2	\$92,388	\$9,600	\$5,801.97	\$7,067.68	\$114,857.65
14.							
Subtotal		18	\$1,010,690	\$86,400	\$63,471.34	\$76,392.73	\$1,236,954.07
Substitute Service							
Extra-curricular/Overtime Pay							
Professional Development/Training	\$500	18	\$9,000				
Contracted Services							
Professional Services							
Lease Equipment							
Insurance (liability, fire, etc)							
Other							
Consumable Supplies							
Travel/Transportation							
Books/Instructional Materials							
Equipment Purchases							
Site Costs							
Lease							
Utilities (if separate)							
Cleaning							
Interest Expense							
Other (specify)							
TOTAL			\$1,019,690				

See Employee Benefit Worksheet attached