

Missouri Charter School Application Cover Sheet Page 1 of 2

Vernare School

NAME OF PROPOSED CHARTER SCHOOL

Vernare Learning

NAME OF NOT-FOR-PROFIT 501 (C) (3) ORGANIZATION THAT WILL HOLD THE CHARTER

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TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

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N/A – Licensed curriculum from SABIS Educational Systems

EDUCATION SERVICE PROVIDER (IF APPLICABLE)

Not known – proposed location in Old North St. Louis, 63106

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

St. Louis Public Schools

2016

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

INTENDED OPENING SCHOOL YEAR FALL 20__

ENROLLMENT PROJECTIONS

	GRADE LEVEL	PROJECTED ENROLLMENT		GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1	K-2	270	SCHOOL YEAR 6 *	K-7	630
SCHOOL YEAR 2	K-3	330	SCHOOL YEAR 7 *	K-8	690
SCHOOL YEAR 3	K-4	390	SCHOOL YEAR 8 *	K-9	750
SCHOOL YEAR 4	K-5	510	SCHOOL YEAR 9 *	K-10	810
SCHOOL YEAR 5	K-6	570	SCHOOL YEAR 10 *	K-11	870

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS K TO 12 WITH A PROJECTED TOTAL ENROLLMENT OF 930.

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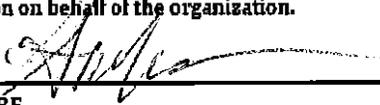
SCHOOL DESCRIPTION (1 pages maximum)

The purpose of this section is to have a snap-shot description of the school. Describe the schools mission, curriculum, grades served and what benefits the students will enjoy as a result of attending this school. Your description will be used by the sponsor to provide information to the public.

See Executive Summary

APPLICATION CERTIFICATION

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.



SIGNATURE

CEO/Founder

TITLE/ROLE

7/15/2014

DATE

Amber D. Simpson

PRINTED NAME

Charter Application



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Executive Summary
Vernare Learning
Building sustainable communities one school at a time

Vernare Learning is a nonprofit corporation established to create and operate a K-12 charter school—named Vernare—within the SLPS district attendance area. The plan is to locate the school in the Old North neighborhood in the City of St. Louis. Vernare will incorporate STEM curriculum, with a specific focus on sustainability. Vernare will operate a green campus that is designed to reduce the ecological footprint and provide healthy learning and play spaces.

Vernare will utilize the academic program developed by SABIS[®] Educational Systems in its schools. SABIS[®] operates similarly to The International Baccalaureate in that it offers schools a quality academic program through a license agreement. Schools must meet strict guidelines to maintain that license. This program, with over 126 years of operation in high performing schools across 15 countries, will provide the curricular and cultural framework for Vernare. The SABIS[®] curriculum is specially designed to provide knowledge in a broad range of subjects including: English, math, science, social studies, Spanish, art, music, health, physical education and technology, thus providing a well-rounded educational experience. We believe that implementing this international college preparatory core curriculum, with a focus on sustainability issues, will best prepare students for success academically and economically.

Vernare will serve as community gathering spaces where families, school personnel and community partners work together to strengthen the neighborhood through service projects, educational programs and civic engagement activities. By providing “green space”, setting high expectations for strong student outcomes and focusing on neighborhood development, Vernare Learning will fulfill its mission to develop an integrated “cradle-to-graduation” education system that supports healthy kids, healthy families and healthy communities. Vernare Learning middle and high schools will be designed within the framework of the *Pathways to Prosperity* model, meaning that students matriculating through the program will receive the academic, practical and technical formation to be ready to pursue higher education and/or employment in the “green” areas of Science, Technology, Engineering and Math. Examples of specific fields of study will include disciplines such as: Food/Agricultural Sciences, Robotics, Programming/Code and Bioethics. To that end, strategic partnerships with local, national and international companies will be forged to provide students access to real-world scenarios in the highly technical and comprehensive workplace directly related to sustainability issues.

In addition to filling its primary role of developing a “green” K-12 school, Vernare Learning will provide complementary services designed to support the mission of community building. A signature program of Vernare Learning will be Parent University. While this program will be separate from Vernare School, the services it provides will benefit the families of students who attend. This unique program will combine the research-based curriculum developed by Parents as Teachers to provide parenting skills to new and young parents, with particular focus on school readiness, literacy and community service. Specific focus on holistically developing young children (0-5 years) will be implemented. In addition to parents, guardians and caregivers, community volunteers will also be trained to participate in the various outreach activities organized by Vernare Learning—ranging from home visits to community service projects. This

powerful program component will further establish Vernare Learning schools as centers of education, development and empowerment in the community, thus supporting our integrated mission.

A.1. Mission, Vision and Goals

Mission: To produce “scholar citizens”—students demonstrating strong academic achievement, environmental stewardship and advancement of community.

Vernare is grounded in the belief that all students, regardless of background, can reach their full potential. The students and teachers of Vernare will be held to the expectation that academic excellence is the standard. These schools will incorporate STEM curriculum, with a specific focus on sustainability. Vernare will operate a green campus that is designed to reduce the ecological footprint and provide healthy learning and play spaces. The Core Values of Vernare are:

- Academic Excellence
- Sustainability
- Community Service
- Citizenship

The goal of Vernare is to contribute to the development of sustainable communities by providing the academic, social and “green” resources to support the children in these neighborhoods, while providing a vehicle for building families and creating networks to strengthen the community-at-large. The curriculum will incorporate a holistic orientation to environmental conservation, with a focus on preservation, restoration and management. This hands-on approach will help ground students in scientific inquiry and foster a collaborative learning environment.

Through a licensing agreement with Vernare Learning, the school will implement the SABIS[®] Educational System. This rigorous academic program, with over 127 years of operation in high performing schools across 15 countries, will provide the curricular and cultural framework for Vernare. Central to the SABIS model are the following elements:

1. **Focus on academic mastery:** To achieve this goal, the curriculum is specially designed to provide knowledge in a broad range of subjects including: English, math, science, social studies, Spanish, art, music, health, physical education and technology, thus providing a well-rounded educational experience. To ensure mastery, a combination of direct-instruction, weekly assessments, appropriate curricular spiraling, and real-time individualized academic monitoring and interventions will be provided to all students. The Academic Quality Controller (AQC) will be the primary monitor for the academic monitoring and improvement process.

2. **Focus on character and leadership development:** Students will have authentic opportunities for peer-to-peer teaching and leadership as student prefects and participants in the Student Life Organization[®] (SLO) program. The goals of the SABIS Student Life Organization[®] are to:

- Provide students the opportunity to experience real-life work, responsibility and accountability
- Complement the academic portion of the student experience

- Involve students in their own education
- Promote the highest standards of ethical and moral behavior
- Reverse negative peer pressure and attitudes
- Promote a positive outlook on life

All students will participate in the SLO program in one or more of the following ways: 1) as student prefects (peer tutors), 2) as participants in during/afterschool clubs/activities, 3) as participants in annual community service projects. Participation in the program will begin in Kindergarten, with grade-level representatives forming a Student Council. In the early elementary stages, the Student Life Coordinator will provide structured guidance to the students, including—providing coaching and support to student prefects¹; mentor Student Council members in leadership development; monitor and implement the school code of conduct and disciplinary process; organize annual community service projects; and manage afterschool programs/activities.

3. Focus on community development: The objective of Vernare Learning goes beyond providing quality public education options—the greater goal is to help create sustainable communities. These campuses will serve as community gathering spaces where families, school personnel and community partners work together to strengthen the neighborhood through service projects, educational programs and civic engagement activities. By providing “green space”, setting high expectations for strong student outcomes and focusing on neighborhood development, Vernare Learning will fulfill its mission to develop an integrated “cradle-to-graduation” education system that supports healthy kids, healthy families and healthy communities.

Vision: To be the nexus of community sustainability—by developing healthy kids, creating healthy environments and building healthy neighborhoods.

The framework for these schools is based on the four pillars of the Green Schools Initiative:

- Environmental Health—being toxics free
- Sustainable Use of Resources—reducing the ecological footprint
- Create Green, Healthy Spaces—providing healthy food and green schoolyards
- Teach, Learn, Engage—environmental and conservation education

In addition to filling its primary role as a “green” K-12, modeled with the intent to provide academic and workforce preparedness—with special attention to STEM technologies—as envisioned in the Pathways to Prosperity model², Vernare Learning will provide complementary

¹ Determination of prefects will be based on diagnostic testing and classroom observation. Students demonstrating a high aptitude in core and supplemental content areas will be assigned to a group of peers and will provide additional support to students who may have difficulty mastering a specific content.

² Chris L. Nicastro, Ph.D., MO Commissioner of Education, in a letter addressed to Nancy Hoffman, VP and Senior Advisor for Jobs of the Future, based in Boston, MA (April 13, 2012), outlined her intent to integrate the innovative *Pathways to Prosperity* approach—bringing together K-12 education, higher education, economic development and

services designed to support the mission of community building. While efforts will be made to connect with the established social, cultural, arts and educational resources within the community, a special proprietary program will be incorporated into the cachet of services provided by Vernare Learning—namely, Parent University. This unique program will combine the research-based curriculum developed by Parents as Teachers to provide parenting skills to new and young parents, with particular focus on school readiness, literacy and community service. Participating parents will also be trained as Peer Facilitators, thus providing leadership development opportunities to these often-young adults. Community volunteers will also be trained to participate in the various outreach activities organized by Vernare Learning—ranging from home visits to community service projects. In addition to supporting the growth of our students, this powerful program component will further establish Vernare Learning schools as centers of education, development and empowerment in the community, thus supporting the integrated mission of this education organization.

employers—into Missouri’s approach to improve outcomes of Missouri schools, with initial focus on establishing linkages between education and career in the St. Louis region, mindful of implications this work may have statewide.

School Model

It is the aim of Vernare Learning to launch Vernare, in the 2016-2017 School Year.

We believe that implementing an internationally designed, rigorous academic curriculum with a focus on sustainability and environmental education will best prepare students for success academically and economically. Vernare will begin at the elementary level starting with grades K-2, and adding a grade level each subsequent year. This model is based on a design of three (3) classrooms for Grades Kindergarten-2nd, and two (2) classrooms per each subsequent grade. Each section, or classroom, is designed to serve a maximum of 30 students. At capacity the K-12 school model will serve 870 students. For the initial charter period, Vernare will serve grade K-6.

Vernare's View on Class Size

Extensive research has been conducted over decades around the world in an effort to quantify the impact of class size on academic performance and personal development. Regrettably, rather than offering clarity, the research has proven to be inconclusive at best. There are as many reports that support the claim that student performance increases in small classes as there are reports to the contrary. Further confusing the issue of class size is the global allure of child-centered or individualized instruction, perceived by parents as a natural benefit of small classes and associated with a guarantee of greater potential for personal growth.

While the debate about class size has raged on without resolution, Vernare has taken a different approach to understanding class size and its effect on academic progress and personal development. This view is based on the SABIS® educational system, which has been shaped by experience in school operations acquired over 127 years.

The New Paradigm

Before talking about class size, Vernare starts by asking the basic question: “What exactly constitutes a ‘class’ ”? A “class” is any group of individuals that shares the same prerequisite knowledge in a subject and that, therefore, possesses the necessary background knowledge to be able to learn and progress. Having taken the time to define a class, the SABIS® system provides the tools necessary to form classes based on students’ knowledge.

Schools around the world that use the SABIS® system implement an admissions process that is non-selective (i.e. students are not accepted based on the attainment of high performance levels on placement tests). Students are placed in grade levels based on Diagnostic Test (DT) results that identify each student’s mastery of concepts in the subjects of English and mathematics, subjects which Vernare considers to be “gateway subjects” opening the door to the study of other disciplines. The DTs cover a breadth of material that helps the school identify the concepts that a student has mastered as well as those not yet mastered. Based on DT results and evidence of mastery of the necessary prerequisite knowledge, a student is placed in a “class” with others who have demonstrated the same level of mastery.

Having properly placed students in clearly defined classes, students are ready to begin the learning process, a complex undertaking with several important components. These components include a set curriculum, textbooks, an efficient instructional model, ongoing monitoring of

student progress, and thorough follow up, all of which reinforce the SABIS® classroom experience.

Vernare's Classroom Experience

Students at Vernare will benefit from a system that views a successful learning environment as one in which students can learn the most in the least amount of time. Time is seen as a limited resource and one that must be maximized. In delivering instruction to students at all grade levels from first grade through high school, teachers will implement the SABIS Point System® of instruction, which is based on the precise identification of measurable learning objectives, called “points,” for every lesson and actively engages students in a community of learners.

Using the SABIS Point System®, Vernare teachers present one point at a time and then ask the class to demonstrate their understanding of the concept through the completion of a written exercise. Next, moving from teacher-led instruction, the class engages as a community of learners, checking each other’s work in small, manageable groups. One student in each group is selected to coordinate the group based on academic competence in the subject. This student oversees his/her own micro-community of learners, managing questions and offering further explanations (or looking to other group members to do so), when needed. The group leader also works in close coordination with the teacher, asking for support and keeping students on task until everyone in the group has shown mastery. Once the entire class has demonstrated mastery of the point, teacher-led instruction resumes and the learning cycle continues.

The purposeful composition of a “class,” the implementation of the SABIS Point System®, and the carefully-designed components of SABIS® Educational System enable Vernare to deliver a high-quality education. Expectations are exceeded as students engage in efficient learning, participate as active, responsible members in a community of learners, and experience ample opportunities for self-development. Instruction is targeted and measurable; students learn sequentially, building a solid academic foundation. The learning environment is efficient, drawing not only on the teacher as an educator, but also on the rich potential present in a large pool of students. This pool contributes to the rich environment of learning and thus raises standards. Personal attention and interaction is frequent; in every lesson students have the opportunity to develop and practice essential life skills such as diplomacy, leadership, and teamwork. Finally, through high levels of student engagement in the learning process, classroom distractions are minimized. This approach, coupled with active monitoring of student learning and follow up, enables students at Vernare to learn more in less time and to do so most effectively in large classes³.

Even though there is a universal tendency to believe that smaller classes produce better results, schools utilizing the SABIS® program have shown otherwise through the implementation of its comprehensive educational system.⁴ This system effectively delivers targeted instruction to large

³ Classes in schools that utilize the SABIS® system can vary in size. In different countries depending on legislation and available physical space, class size can go up to 36 at the high school level.

⁴ An example of the success of the SABIS model is demonstrated in the Sabis International Charter School being recognized by U.S. News & World Report as one of the top schools in the nation, <http://www.usnews.com/education/best-high-schools/massachusetts/districts/sabis-international-charter-district/sabis-international-charter-school-9226>

classes of students who learn in an efficient environment characterized by high engagement, rich interaction, and personal attention. Supported by a comprehensive system, carefully formed classes, and proven teaching methods, Vernare students participate as members in a community of learners as they acquire a strong foundation of knowledge and the skills in preparation to compete successfully in a changing world.

Effectively managing these larger classes, thus ensuring that true learning is taking place, requires the cooperation of the entire school community. The following outlines the basic expectations for each school community member:

The Head of School:

- Sets the tone
- Coaches and mentors staff
- Makes final decisions regarding discipline

The Academic Quality Controller & Teachers:

- Have high expectations
- Teach “discipline”
- Teach & practice procedures & routines
- Uphold school rules
- Practice effective classroom management
- Act as role models

The Student Life Coordinator:

- Establishes the culture
- Motivates students & gets them involved
- Adds an objective and positive perspective
- Is a key player
- Helps students want to be good
- Understands that positive consequences are as important as negative ones
- Knows that being proactive is an effective prevention tool
- Knows that talking with students is crucial to changing behavior

The Students:

- Become good citizens
- Be part of the “WE” culture
- Get involved

The Parents:

- Are informed of school’s expectations
- Accept school rules and priorities (academics)
- Support the school's philosophy

The Vernare Care Team:

- Helps create a community of learners

- Monitors behavior
- Follows up & assigns consequences
- Maintains behavior records
- Communicates with parents

Why Missouri Needs Vernare

There are three core elements for socially and economically sustainable communities: 1) a strong neighborhood or faith base, 2) green space and 3) strong schools. Abbott (2008), President of the 21st Century Learning Initiative, posits that schools, communities and families must work together as a “three-legged stool.” This triad of forces provides stability and balance to the community as a whole. If one of these elements is weakened, the entire community is in danger of imbalance and increased instability, resulting in social and economic decline. This scenario is currently playing out across communities in the Greater St. Louis area as major public school districts in these regions have failed to regain full accreditation.

The link between strong educational outcomes and economic sustainability for individuals and communities is well documented. Missouri continues to improve across its academic indicators, but there is still much room for improvement. The Missouri Department of Elementary and Secondary Education report a few of the indicators that demonstrate the need for high quality public education options in the state:

- The number of Missouri high school dropouts last year was nearly 10,000 students.
- Only 35 percent of Missouri adults 18-24 are enrolled in college.
- Approximately 38 percent of Missouri college students need non-college credit-bearing remedial courses.
- Four of five Missouri high school graduates do not earn a college degree by their early 20s.
- Just over one-third of Missourians 25-34 hold an associate degree or higher⁵.

The trajectory of educational success begins at the early childhood and elementary school levels. When students have access to high quality schools in the K-12 system, they are academically, socially and emotionally prepared to become successful in life and contribute to the economic stability of their communities. The opposite case threatens this sustainability. The following table provides some of these indicators for St. Louis City Public School Districts:

Performance Indicators- MO vs. SLPS				
Dropout rate (%)				
District	2010	2011	2012	2013
MO	3.1	3.1	2.8	2.3
SLPS	16.3	19.8	15.5	9.2
Attendance (%)				
District	2010	2011	2012	2013

⁵ Source: MO Department of Secondary & Elementary Education, <http://www.dese.mo.gov/top10by20/faqs.html>

MO	94.3	94.4	94.7	94.6
SLPS	92.0	92.5	93.1	92.9
Students Eligible for Free/Reduced Lunch (5%)				
District	2010	2011	2012	2013
MO	46.9	47.8	49.5	49.9
SLPS	83.8	85.7	87.4	88.5

These few indicators show a correlation between poor performance, poverty levels and economic instability as measured by unemployment rates. Other socioeconomic indicators such as crime rates and economic development in these regions demonstrate similar correlation as compared to school quality. The fact that the St. Louis Public School District has failed to earn full accreditation over the last five years highlights the urgency with which attention must be given to providing high quality, high achieving schools in these districts. The acuteness of this situation is made even more salient as more Missouri districts have lost or are in danger of losing accreditation based on academic performance.

Vernare will provide two of the three legs to provide neighborhood stability and community sustainability—namely, healthy green learning and play spaces and rigorous academic programs. Character development, a clear code of conduct, and student uniforms will cultivate an environment conducive to high level learning. A structured school day, a focus on mathematics and English/Language Arts, high expectations, and accountability for results will provide its students the leading edge they will need to succeed. Vernare will contribute to the development of sustainable communities in its neighborhood by providing the academic, social and “green” resources to support and develop the children it serves, providing a vehicle for building families and creating networks to strengthen the community-at-large.

Academic Program Overview

For the core academic program, Vernare will implement the SABIS® Educational System, which is squarely focused on mastery. Students will be given a preliminary series of diagnostic tests to determine the most appropriate grade level of entry. Tutoring and intensive class placements will be provided to address and close any knowledge gaps that may exist. To ensure mastery, weekly assessments will be conducted and re-teaching, or spiraling, of the curriculum will occur to close any learning gaps. Likewise, more challenging material will be provided for students demonstrating a current strong mastery of grade level content, thus providing differentiated instruction for students across the achievement spectrum.

With these system supports, Vernare will recruit the strongest candidates possible from both traditional colleges of education and alternative programs, like Teach for America and the New Teachers Project to teach at Vernare. For the Spanish language component of the academic program, certified native or near-native Spanish teachers will be hired. The Academic Quality Controller and Student Life Organization® administrators will have a strong background in data management and analysis, along with performance and project management acumen.

More specifically stated key academic program elements that will make it appropriate and successful for the target population are:

College Preparatory Mission: At the earliest stages of the Vernare experience, students are immersed in a culture of high academic expectations, strong character development and service leadership. Every student will be prepared for rigorous middle school, and ultimately, high school learning experiences that set them up for college.

World-class curriculum: The SABIS® core curriculum is highly structured, scripted, and sequential and will be aligned to state performance standards.

Diagnostic Assessment: A series of diagnostic tests are administered to all new students to determine placement in the appropriate academic level. These tests provide vital academic data for all incoming students, enabling the school to plan further development and support accordingly.

Pacing charts: All teachers are provided pacing charts which outline what content students must be taught weekly in every subject. By pacing education along, students benefit from both depth and breadth of material covered.

Direct Instruction: This method is focused on systematic curriculum design and skillful implementation of prescribed (paced) educational methods and content. All students — including poor and otherwise disadvantaged students—deserve to learn. This direct method of instruction is results-based, enabling teachers to be evaluated based on measurable student learning.

Weekly Testing: Students are tested weekly using the SABIS Academic Monitoring System™ (AMS). AMS tests provide real-time data on every student's performance for that particular week. Testing information is evaluated by the Academic Quality Controller and teachers (Academic Quality Control team), and serves as an early warning system, enabling the school to address learning gaps some students may be forming before these become too detrimental for further learning progress.

Intensives Program: Students who are falling too far behind are placed in small group “intensives” classes designed to bring them up to grade level as quickly as possible so they can rejoin their classmates. This is especially critical in the gateway subjects of English and Math.

Student Uniforms: Student uniforms help to foster a sense of community, eliminate competition among students and offer families some economic relief.

Strict Code of Conduct: Creating high behavioral expectations not only leads to a safer school, but enables all students to feel welcome and safe to focus on learning. Students and parents will sign a contract detailing their respective responsibilities.

Safe and clean school facility: When students feel safe they can concentrate on learning. By maintaining a clean school, students see that the adults care and have high standards and expectations. This fosters school pride.

Student Life Organization: As a member of the SABIS® schools network, the students will manage and operate the highly structured Student Life™ Organization (SLO). The SLO enables students to develop leadership skills, creates teamwork, and helps develop a strong school community by reversing negative peer pressure.

Spanish Instruction⁶: Spanish will be taught to all students in all grade levels for one period every day beginning in Kindergarten. This world language program will provide our students with an advantage they will need in our inter-connected world.

Instructional Design & Academic Support System

Research has shown that classroom teachers provide the greatest impact on student outcomes; thus, attention to instructional methods and pedagogy is paramount to ensuring that all students are receiving the academic, social and emotional support necessary to be successful. At Vernare, the SABIS® Educational System will provide the curricular and pedagogical framework for teachers to execute with excellence in these fundamental areas to support strong student outcomes. Using the SABIS® Points System, grade level curriculum is broken down into essential concepts to ensure mastery. Teachers use specially designed lesson plans based on SABIS® developed textbooks and pacing charts, which will be aligned to Missouri Learning Standards, so that each student receives the same instructional exposure and opportunities for practice. Vernare will collaborate with UMSL to ensure proper alignment of the curriculum to the Missouri Learning Standards. Student mastery and progress will be assessed and charted weekly using the SABIS® Academic Monitoring System (AMS) thereby providing each student with an individualized learning plan, while ensuring that all learning gaps are being closed, depth of knowledge is increased, and appropriate challenges are presented to move students to the next level. The Academic Quality Control team will ensure all SABIS® Educational System components are implemented with integrity so that students receive the instruction and support needed for success.

While direct instruction is a core component to the academic program, this technique is used in concert with the other components of the SABIS® Educational System to ensure students mastering essential concepts tied to the Missouri Learning Standards. Utilizing this system, Vernare will incorporate structured and traditional teaching methods—including techniques such as memorization, phonics in reading and drilling in basic mathematics—to build a strong foundation for accelerated learning, creative judgment, critical thinking, individual exploration, and ownership of one’s education in upper grades (<http://www.sabis.net/educational-systems/educational-approach/teaching-methods>).

Unlike one-to-one or individualized teaching, where each child is taught for a limited amount of time, the SABIS Point System® of teaching is an interactive approach that involves the whole class in the learning process. When in class, students learn actively. They do not simply listen to lengthy explanations or take dictated notes. A Vernare teacher will list the concepts to be taught

⁶ Of the five most common non-English languages spoken in Missouri households, Spanish/Spanish Creole ranks the highest at 2.7%. *Population Data Series The Many Languages of Missouri*. www.missourieconomy.org/pdfs/population_data_many_mo_languages.pdf

and introduce them one "point" at a time applying the cycle of Teach, Class Practice, Individual Practice, and Check. The teacher then explains the point to the class, gives an example in which the point is used, and then assigns a written activity to check for individual student understanding. Group work is then used to complement the SABIS Point System[®] whereby students work in small groups to check their work and provide additional support to their classmates. This time also gives the teacher the opportunity to visually survey the learning in the room and assess the need for immediate re-teaching. The teacher moves to the following point only when practically all students show in writing — and not just orally — that they have a firm grasp of the "point" taught.

Central to Vernare's curriculum is the identification of all concepts and skills for a given class, followed by their classification as essential and non-essential. Essential concepts are those needed for future learning and not formally taught after initial mastery. Expectations in terms of mastery allow for differences in student abilities and efforts. All students must master essential concepts to advance to a higher grade level. Non-essential concepts are those that do not interfere with future learning but are part of the curriculum. All students must master a set amount over and above the minimum requirement and will tackle some areas more extensively. It is within this body, over and above the essential, that the amount and depth of knowledge that students achieve varies. This allows for appropriate remediation and challenging of students across the achievement spectrum; yet, it maintains a baseline of core curricular mastery for all students.

Vernare's curriculum places a heavy emphasis on the core subjects of English and mathematics, however other subjects, such as science, world language, social studies, art, music, health, physical education and computing are also considered important in providing a well-rounded education. The curriculum uses a spiral curriculum design such that previous concepts are revisited in a more advanced form in later units or grades. Students exhibit mastery of essential concepts at each level of advancement along the spiral curriculum. This curriculum is comprehensive, dynamic, and continuously upgraded by the SABIS[®] Academic Operations Division. For every course, the objectives are clearly laid out on the Pacing Charts provided weekly to teachers. Each unit of a course has its sub-objectives and, in turn, every lesson plan or period has its own sub-objectives. These objectives consist of skills, abilities and new concepts, which students acquire, or master, as a result of having attended a particular lesson. By breaking down the courses, the material becomes more meaningful, teachable, and measurable.

Vernare will administer weekly diagnostic Academic Monitoring System (AMS) tests to measure the level of learning from the Pacing Charts. This AMS testing data is analyzed by Vernare's academic monitoring team, so that every student's progress is measured on a weekly basis, enabling interventions (ranging from tutoring to pull-out instruction) to take place quickly before a student develops a major learning gap in the particular subject. Frequent student assessment enables timely identification of individual needs and talents. Students who are capable of advancing rapidly have the opportunity to do so, and are prepared to successfully complete a variety of internationally recognized examinations. Conversely, students who may be struggling can be identified in *real-time* and provided with intensives designed to fill learning gaps that may have developed.

Environmental Education Program

The Environmental Education Program for Vernare will be a comprehensive curriculum designed to provide students with the academic, experiential and technical skills to pursue higher education or job opportunities in science, technology, engineering, math and other related disciplines in sustainable or “green” fields of interest. Environmental education will be integrated across curriculum, with specific activities implemented weekly via the Student Life Organization. These activities will primarily draw from research-based sources including, but not limited to: **Project WET** (aquatic sciences/water conservation & use), **Project WILD** (animal sciences), **Project Learning Tree** (botanical education/natural sciences) and the Missouri Department of Conservation *Discover Nature* curriculum. Each of these programs is aligned to grade level expectations and Common Core curriculum. Further curricular design will be completed in conjunction with academicians specializing in sustainability instruction. The experiential science components of the program will be met through students’ active involvement in the school garden/farm, aquaponics, composting and vermiculture projects, in addition to labs and field trips sponsored in conjunction with our community partners, including but not limited to: the St. Louis Science Center, the St. Louis Zoo, the Missouri Botanical Garden and the Missouri Department of Conservation.

A.2. Curriculum and Instruction

To achieve its mission, Vernare will utilize the SABIS core curriculum which is rigorous, sequential and focused on preparing students for college. The SABIS curriculum is based on international standards. SABIS employs more than 120 staff members in its Academic Development Department and has already worked to fully align the SABIS curriculum to the Common Core. To meet the academic requirements for the State of Missouri, the SABIS curriculum team will ensure the curriculum is aligned with the Missouri Learning Standards. The UMSL sponsor will closely monitor this process to ensure the curriculum is tightly aligned. This aligned curriculum will be implemented in Vernare beginning in the 2016-2017 school year.

The SABIS curriculum is designed to provide knowledge and skill in a range of subjects in addition to the core subjects of English, mathematics and world language. These subjects include science, social studies, art, music, health, physical education and computer technology. The three core subjects are broken down into sub-subjects. English and World Languages, for example, include the sub-subjects of comprehension, composition, grammar, spelling and vocabulary. Each subject in the SABIS curriculum is reduced to its smallest units of knowledge, known as *essential* concepts. These essential concepts serve as the building blocks of overall knowledge. It is part of the teacher’s mission to make sure that each student masters one set of concepts before proceeding to new material. The following table is a guide for four grade levels for which a brief curriculum outline is provided in the text:

English	Mathematics	Social Studies	Science
Grade K	Grade K	Grades 1-5	Grade 6 Science
Grade 1	Grade 1		Grade 7 Life Science
Grade 5	Grade 5		Grade 8 Earth Science
Grade 6	Grade 6		Grade 9 Biology

Note: The Objectives/Outcomes listed are samples of a much deeper and broader set of content and skills.

ENGLISH	
Subject Content	Kindergarten Sample Objectives/Outcomes
Listening Comprehension	Skills and strategies: predict outcomes; understand sequence; understand cause and effect; draw conclusions; identify fantasy versus reality
Language Development	Identify number, color, size, and shape words; understand and use words in proper context; name words that mean the same
Writing/Composition Journal	Express thoughts and ideas with pictures; dictate a thought or idea to the teacher to record; label drawings with words using invented spelling
Handwriting	Apply Zaner-Bloser manuscript printing for lower and upper case letters
Phonics	Reinforce/re-teach phonic rules within a whole language context specifically regarding: initial consonants; silent magic <i>e</i>
ENGLISH	
Subject Content	Grade One Sample Objectives/Outcomes
Reading Comprehension	Identify main idea and details; compare and contrast ideas and information; classify and categorize information; identify story setting
Vocabulary Word Study	Define key words; recognize question words; identify words as naming words, action words, or describing words
Grammar	Identify a complete sentence; identify and write a telling sentence; identify and write a question; capitalize and punctuate a telling and an asking sentence properly; add <i>-s</i> to most nouns to name more than one
Writing/Composition	Understand and use the five stages of the writing process: prewriting, drafting, revising, proofreading, publishing; write complete sentences
Spelling	Understand and apply the rules specifically regarding: short vowels; CVC words; vowel pairs: <i>oo, ea, oi, oy, ou, ow, au, aw</i> ; long <i>e</i> sound spelled <i>y</i> ; R-controlled vowels; contractions; plurals with <i>-s</i> and <i>-es</i>
Handwriting	Apply Zaner-Bloser manuscript printing: good letter formation, good spacing, good alignment and proportion, good line quality
Phonics	Reinforce/re-teach phonic rules within a whole language context specifically regarding: initial and final consonants; consonant digraphs

ENGLISH Subject/Content	Grade Five Objectives/Outcomes
Reading Comprehension	Make inferences; use context clues; predict outcomes; identify main idea and details; understand sequence; understand cause and effect
Vocabulary	Define key words; identify parts of speech; understand and use words in proper context; identify and understand multiple meaning words
Grammar	Distinguish between sentences and fragments; identify declarative, interrogative, imperative, and exclamatory sentences; use correct present, past, and future tense form of verbs
Writing/Composition	Understand and use the five stages of the writing process: form and indent paragraphs; develop a topic sentence; use supporting details
Spelling	Understand and apply the rules regarding: short vowels; vowel digraphs; R-controlled vowels; adding <i>-ed</i> and <i>-ing</i> ; prefixes and suffixes
Handwriting	Apply Zaner-Bloser cursive handwriting
Study Skills	Use the dictionary; thesaurus; encyclopedia; library; identify the parts of a book; use graphic aids, diagrams and maps
ENGLISH Subject/Content	Grade Six Objectives/Outcomes
Literature	Know the elements of a short story; know what a protagonist and antagonist is; understand how an author creates suspense; know the elements of drama
Vocabulary	Identify & define new words; know pronunciation, parts of speech and spelling; know what synonyms and antonyms are; be able to use new words in context; be familiar with the study of etymology
Grammar	Be able to define a noun, verb, adverb, adjective, and pronouns, personal and subject pronouns; possessive pronouns; demonstrative pronouns; define a conjunction; identify conjunctions in a sentence; the function of coordinating conjunctions
Composition	Be able to write a clear topic sentence; know the different steps to writing a strong paragraph; be able to write smooth flowing sentences

Mathematics Subject/Content	Kindergarten Objective/Outcome
Numbers	Recognize and write numerical symbols 1 through 20
Shape	Identify and draw the shape of a circle, square, triangle, and rectangle Recognize and read the written names of a circle, square, triangle, and rectangle
Sets	Recognize and draw sets to 20; understand more or less

Comparison	Recognize objects that are taller, shorter, or longer, tallest, longest, or shortest
Sequence	Write numbers 1-20 in order
Addition	Recognize and understand the plus (+) sign and meaning <i>add</i> ; draw a picture with 1 or 2 more; understand the meaning of the word equals and the equal sign (=)
Counting	Write in the missing number 0-20
Sorting	Find the odd one out; group things that are the same
Subtraction	Cross out one to subtract; understand the meaning of the words, away and subtract
Ordinance	Identify the order of objects 1 st – 5 th
Time	Read the time to the hour; write the time to the hour
Measurement	Measure length using non-standard units
Patterns	Copy linear patterns; copy special patterns
Fractions	Identify one half of a region
Mathematics	Grade One
Subject/Content	Objective/Outcome
Working with Numbers	Recognize, write, and order numbers for a set of 0 to 100 objects; count ahead or back with numbers from 0 through 100; numbers through 99 using < , > , = , or ≠.
Addition	Recall addition facts through sums to 18; know that in addition the answer is called the sum; add two or three 2-digit numbers without trading, including money
Subtraction	Recall subtraction facts related to sums through 20; know that in subtraction the answer is called the difference
Place Value and Counting	Read, write and order 2-digit numbers less than 100 for objects grouped by tens and ones; read, write and order numbers through 99
Time and Money	Recognize the hour and minute hands on a clock; read a calendar; identify coins and their values; show an amount of money with two different sets of coins
Geometry and Graphing	Recognize when two figures appear to be the same shape and/or size; identify triangles, circles, squares and rectangles and give the number of sides and angles
Measurement: Metric Units	Find length in centimeters; estimate capacity using liters, temperature using degrees Celsius, and weight using kilograms
Fractions	Recognize equal parts; identify halves, thirds, and fourths of a region or set; write $\frac{1}{2}$, or $\frac{1}{4}$ to represent a part of a region or set
Customary	Find length in inches; estimate capacity using cups, pints, and quarts;

Measurement	estimate weight using pounds and temperature using degrees Fahrenheit
Mathematics	Grade Five
Subject/Content	Objective/Outcome
Basic Facts	Know addition and subtraction facts; know multiplication and division facts; solve word problems using addition and subtraction
Numbers and Place Value	Read and write numbers through billions; read and write Roman numerals; compare and order whole numbers
Addition and Subtraction	Estimate sums by rounding to the nearest ten, hundred, thousand, or dollar; apply the zero property, commutative property, associative property and the use of parentheses
Decimals	Read and write decimals through thousandths; estimate decimal products and quotients; multiply and divide decimals by a multiple of 10; fractions to decimals
Multiplication	Use multiplication facts to find and estimate products that are multiples of 10, 100, or 1,000; multiply by 1-, 2-, or 3-digit factors; solve word problems using multiplication
Division	Use division facts to find and estimate quotients that are multiples of 10, 100, or 1000; divide by a 1-digit divisor to find 3- or 4-digit quotients; find averages
Fractions	Write fractions for parts of regions or sets; find equivalent or lowest-terms fractions; add or subtract fractions with like or unlike denominators; find products of fractions
Geometry	Identify point, line, segment, and parallel, perpendicular, and intersecting lines; identify and measure right, obtuse, and acute angles; identify and classify polygons
Graphing and Data	Read, interpret, and make graphs; find the probability of a simple event
Ratio and Percent	Write ratios to compare two quantities; solve equations involving equal ratios; write comparisons as ratios, percents, decimals or fractions
Measurement: Metric Units	Estimate and measure lengths using millimeters, centimeters, meters and kilometers; find the volume or the capacity of a container; define and understand matter, mass
Measurement: Customary Units	Use appropriate units of length involving inches, feet, yards, and miles; use appropriate units of capacity involving cups, pints, quarts, and gallons; weights using ounces, pounds, and tons; measure temperatures using degrees Fahrenheit
MATH	Grade Six
Subject/Content	Objectives/Outcomes
Logical Thinking	Solve word problems using elementary combinatorics; requiring multi-step thinking, by thinking backwards; solve logic puzzles
Terminology	Define key terms such as: <i>addend, sum, dividend, divisor, multiple, factor,</i>

	<i>product, quotient, prime number, base x system, composite number, reciprocal, exponent, axiom, postulate, theorem, even, diameter, prime factorization, etc.</i>
Axioms of \mathcal{R}	State and use the Closure Axioms of Addition and Multiplication of \mathcal{R}
Fractions	Reduce fractions to lowest terms, order fractions; convert mixed numbers to improper fractions; convert improper fractions to mixed numbers
Decimals	State decimals out loud; take decimal dictation; round decimals to any desired place value; order decimals; add or subtract decimals; multiply whole numbers by decimals
Percents	Convert percents to fractions; convert percents to decimals; calculate x% of y (where y \in whole numbers); determine what percent x is of y
Conversions	Convert between linear metric measurements; (meters/sec to km/hr, etc.); convert between two and three dimensional metric measurements
Measurement	Calculate the perimeter of a square given either its side length or its area; calculate the area of a square given either its side length or its perimeter; define pi
Miscellaneous	Convert a base ten number to a base n number where n \in {2,3,...16}; add numbers in base n; multiply numbers in base n; convert a base n number to a base 10 number

Social Studies	
Grades 1-5	
Subject/Content	Objectives/Outcomes
History	Develop an understanding of relationships between the past and the present; analyze cause and effect relationships of ideas and events
Geography	Understand human and environmental interaction; understand world regions and their historical, cultural, economic, political characteristics
Culture	Understand that culture encompasses all aspects of a human society that are learned, not inherited, and know how culture is transmitted
Ethics and Belief Systems	Recognize that all societies have ideals and standards of behavior
Social and Political Systems	Develop an awareness of the reciprocal relationship between the individual and social and political groups: family, community, and nation
State Identity	Identify various cultural groups that have settled in the state of Missouri; examine the contributions of various cultural groups
National Identity	Develop an appreciation for the multicultural, pluralistic nature of U.S. society
Constitutional Heritage	Develop an appreciation for the balance of power established by the Constitution between majority and minority, the individual and the state, and government by and for the people

Citizenship	Recognize the reciprocal relationship between the individual and the state in a democracy
Map and Globe Skills	Identify and use map and globe symbols; identify and use different map projections
Critical Thinking	Define and clarify problems, issues, and ideas
Social Participation	Develop interpersonal skills; Work successfully in groups

Grade 6 - Science Objectives/Outcomes	Grade 7 – Life Science Objectives/Outcomes
Understand Life Processes of Living Things Know Cell Structure and Function; Understand Cycles in an Ecosystem; Be familiar with Populations; Know the Ocean and Living Things in the Ocean; Identify Charles Darwin; Understand the Process of Change; Know the Origin of the Earth; Describe Moving Continents; Describe Earthquakes; Understand volcanoes/Weather and climate; Understand Stars in Motion; Understand Atoms; Know Elements and Compounds; Describe Electricity	Understand Measuring With Scientific Units Be familiar with Graphing, Microscopes and Lasers Know Characteristics of Living Things Describe Matter/Understand The Cell Theory Know the Parts of a Cell Growth and Division Understand Natural Selection; Be familiar with Identifying Organisms; Know Plant Organisms Describe The Animal Kingdom; Know Common Traits of Vertebrates; Understand Fishes/ Amphibians/Reptiles/Birds and Mammals; Be familiar with Natural Resources;
Grade 8 - EARTH SCIENCE Objectives/Outcomes	Grade 9 - Biology Objectives/Outcomes
Be familiar with Measuring; With Scientific Units; Be familiar with Graphing; Understand Structure of Matter; Energy and Changes in Matter; Earth’s Elements; Understand Minerals; Be familiar with Rocks and Weathering; Be familiar with Soils; World Soil Types; Describe Gravity and Erosions; Understand Earthquakes, Drifting Continents; Plate Tectonics; Evolution of Life; Fossil Record; Structure of the Atmosphere, Weather Prediction, climate change, Earth In Space, Moon, Earth-Moon System, The Study of Stars, Understand Human Ecology	Be familiar with Biological Tools and Techniques Know Composition of Matter, Mixtures, Energy, Compounds Important To Life, Organic Compounds Know and Describe Parts of the Cell; Diffusion and Osmosis; DNA, RNA; Protein Synthesis; Chromosomes, Mitosis, Meiosis; Origin of Life on Earth, Describe Evidence of Evolution, Describe Darwin’s Theory of Evolution; Understand Blood and Respiratory System, Nutrients, Digestive and Excretory System; Understand the Endocrine; Reproduction System; Understand Fertilization

Student Life Organization®

Vernare will also utilize another feature of the SABIS® Educational System that emphasizes the acquisition of “life skills” through real life experiences. The Student Life Organization® (SLO®)

will be an integral part of every school day. The SLO® is a student-led society that empowers students to hold responsibility for many aspects of school life, and will serve as the main method to cultivating a positive and cooperative culture and climate that leads to character development.⁸ Our students will embrace and observe these *Basic Beliefs*, which will be displayed prominently in every classroom:

1. Always try.
2. Do your best.
3. Cooperate and actively help others.
4. Treat others with respect.
5. Manage yourself.
6. Respect the property and rights of others.

Through SLO® Vernare will provide students with opportunities for emotional, social, and moral growth in addition to developing their academic, managerial, organizational, and leadership skills in a variety of academic and non-academic activities. These include peer tutoring, planning athletic activities and social events; organizing community service projects; and being involved in the school newspaper and school yearbook. Each week at Vernare, all students will be able to participate in classroom and experiential science-related activities during the Student Life Organization block period. Afterschool “clubs” will provide further opportunities for students to extend their STEM exposure and practice. At all grade levels, students will learn that working cooperatively creates a strong community. Vernare will extend the community experience into real life responsibilities and add a social element as well. Students’ participation in these activities will help them make a commitment to contribute to the community around them while in school, later in college and ultimately as working adults.

Students will learn to:

- Promote high social, ethical, and moral values
- Become active and constructive members of a community
- Develop academic, managerial, organizational, and leadership skills
- Acquire and refine the attitudes that give them an edge in college and throughout life
- Form circles of lasting friendship
- Get involved in a variety of student-led activities

Veteran SABIS® leaders will train the initial school leadership team and teachers at Vernare in the complete Educational System to ensure the integrity of the program implementation. This training will include focus on the implementation of the mechanics and technical support for the academic program, as well as full orientation of the Student Life Organization® Program. Specialized support teams will assist in the implementation of all components of the Academic Monitoring System (AMS), as well as provide ongoing back office data management support to ensure that individualized progress charts and mastery assessments are accurate and available at all times. The license agreement between Vernare Learning and SABIS® Educational Systems provides further program support as needed throughout the first two years of operation of these schools to ensure the integrity of implementation of the curricular program. The goal is to shift to

⁸ Hagman, J. & Hayes, J. (1986). *Cooperative learning: Effects of task, reward, and group size on individual achievement*. Technical report 704, Scientific Coordination Office, US Army Research Institute for the Behavioral Sciences, ERIC document #278720

a “train-the-trainer” model, in which Vernare school staff will provide the necessary orientation to new faculty members in subsequent years. Vernare’s governing board, school leaders and the UMSL sponsor will monitor outcomes to ensure students are meeting or exceeding performance outcomes identified in its performance contract. In addition, as a licensee of the SABIS® Educational System, SABIS® will also monitor student outcomes to ensure all program components are being utilized appropriately. Vernare has also built in professional development days in its school calendar to address individual teacher growth areas, especially within our less experienced staff.

A.3. Assessment

Student assessment is essential to identify gaps in learning and address these gaps before they can derail a student’s academic progress. To identify and address these gaps in real time, Vernare will implement the SABIS® Academic Monitoring System (AMS) —an online assessment program that incorporates weekly and periodic exams to assess mastery level of essential concepts. Results will be provided to teachers on a weekly basis so that, in essence, each student has an individualized learning plan in place. These assessments will enable the faculty to identify each student’s individual strengths and weaknesses and design and implement intervention strategies for the students. Additionally, when Vernare students reach third grade, they will participate in Missouri’s Smarter Balanced assessment system, administering and analyzing the two benchmark assessments that precede the MAP administration. If SABIS test results do not align with state results, Vernare will implement an analysis of the discrepancies and review of the proprietary assessments.

This real time data will assist teachers and administrators in monitoring the overall progress of the school and evaluate the effectiveness of the program, adapt instructional approaches, and establish new goals and expectations to better serve students. Students who demonstrate mastery of the particular skills and knowledge tested move along with the curriculum. Those who do not demonstrate mastery will receive additional assistance to address the particular learning gaps. Concepts that are not learned will be re-taught and re-tested (spiraled curriculum), especially if they are “essential” concepts. Student progress is continuously followed, and extra support is provided when needed.

As the head of academics at Vernare, the Academic Quality Controller (AQC) will have the primary responsibility for overseeing the implementation of the assessment system and overall responsibility for performance outcomes. This administrator, in collaboration with lead teachers and/or department heads, comprises the academic monitoring team. Together, they will ensure that students meet and exceed the academic goals and objectives developed for the school, by implementing a number of evaluative activities that have been developed to ensure successful implementation of its pedagogy and assessment practices to attain outstanding student performance results as quickly as possible.

The academic monitoring team will conduct the second level of monitoring and evaluation by reviewing the test results, identifying students in need of academic intervention, and identifying sections or classes where re-teaching needs to occur. They will collaborate with individual teachers to create appropriate lesson plans, coordinate intervention strategies with the Student

Life Organization Director, and consult with the Head of School, or special education staff, if necessary. The Academic Quality Controller works with their instructional faculty to determine if additional instruction through pull-out sessions (intensives), before-school or after-school programs and/or tutoring is necessary.

A third level of monitoring and evaluation activity is led by the Head of School. Since the Head of School retains overall responsibility for the academic success of the students, s/he works closely with the faculty, other administrative staff and support staff members to ensure that all students are proceeding at the proper pace. Frequent meetings between the Head of School and senior staff members, ensure that day-to-day operations run smoothly and any and all issues are identified and addressed in a timely manner. Performance data (at the student, class and school-wide levels) are used to evaluate progress and to make necessary adjustments to the program.

The goal of this comprehensive assessment and monitoring is to ensure that students are positively tracking to achieve the academic performance outcome benchmarks outlined in the performance contract with UMSL.

How Data is Collected

Academic performance data drives decision-making at Vernare. Ongoing assessment is used to evaluate student learning and permit timely, positive intervention. We will collect comprehensive data from multiple sources, analyze the data in real-time, make decisions, and act based on the results of the data. Assessment covers the five core academic subjects, namely English, mathematics, World Language (mostly Spanish), science and social studies. Testing students in this way has a number of very important advantages:

- Students learn to perform well under the pressure of time and other constraints.
- Students develop the ability to focus and to sustain concentration for long periods.
- It provides feedback that allows close monitoring and follow-up.

While the Academic Quality Controller and Head of School will have primary responsibility for overseeing and managing the assessment system, every staff member will view their work as data-driven and be held accountable for using data to develop, execute and refine their work.

SABIS's proprietary AMS software system⁹ provides many programs that allow prompt, reliable assessment of student knowledge as well as effective follow-up, and will be used to assess student knowledge of every concept taught that week. The AMS detects gaps in student knowledge to be pinpointed as they form. Working as a team, teachers and students focus their efforts on filling the gaps through tutoring and/or intensive classes. The AMS allows the progress of every student to be continuously monitored, problem areas to be identified, and the most appropriate solution to be implemented. Repeating a grade is also considered a form of

⁹ SABIS has developed a proprietary state-of-the-art student and school management software system that is designed to provide teachers with immediate feedback on student learning. SABIS's IT division employs over 60 programmers and software developers who are charged with maintaining and constantly improving on this system. This includes: IT infrastructure, network support, implementation of the school/enterprise network and PC operating systems, systems security, and all data processes and procedures as they apply to each SABIS-managed school or authorized licensee.

support for students, although this is the last option. The following testing measures will be used at Vernare to assess student academic performance:

1. Missouri State Tests (MAP, Smarter-Balanced – beginning with grade 3)
2. SABIS® Diagnostic Test Profile(s)
3. Standardized Test for the Assessment (STAR) of Reading Batteries
4. Standardized Test for the Assessment (STAR) of Math Batteries
5. SABIS® Periodic Tests, End-of-Term Tests and Final Exams
6. SABIS® Academic Monitoring System™ Assessments

A Testing Calendar will be developed for Vernare which adheres to the State testing calendar, covering each academic year, by month and day/date showing which type of test is administered and when. The exam schedule is set for each term based on criteria that determines the number of tests per subject and sub-subject. The pacing of exams is correlated to the pacing charts. The calendar will also show Professional Development Days, holidays, review weeks, End-of-Term/Finals, vacation time/no classes, beginning of terms, state exams, and time when school is out of session.

Diagnostic testing may be required to determine appropriate academic placement in a designated course at a specific academic or grade level, or in a course that may have specific prerequisite requirements. Classroom placements are generally made at the discretion of the school administration working in collaboration with teachers and parents.

Non-academic Assessment

In addition to regular academic assessments, non-academic assessments will also be an integral part of the Vernare model to fulfill its Core Values (refer to section A-1). These assessments will cover the following areas: Financial Soundness, Operational Effectiveness, Environmental Impact, School Climate (student/teacher/staff perspectives), Parent Satisfaction and Community Impact. Public reports on these metrics will be made available to the school community and on the school website in a timely fashion.

A.4. School Calendar and Daily Schedule

To meet the rigorous academic, character and cultural goals, Vernare will implement a 180-day school year, which meets the Missouri standard of 174 days plus 6 days for inclement weather. The school day will begin at 7:30 AM for before-school care/breakfast, with instructional time running from 8:00 AM – 3:45 PM. There will be forty-five (45) minutes allotted for school lunch and recess on all days except for Wednesday, when there will be no recess. Wednesdays will be reserved for Student Life Organization® (SLO) activities for the students, and Academic Quality Control monitoring for the academic monitoring team. On Wednesdays, instructional time will run from 8:00 AM – 2:00 PM, with 2:00-3:45 PM reserved for the weekly specialized activities. A portion of the weekly SLO learning block will incorporate the Environmental Education curriculum, to support our focus on sustainability education. The 2016-2017 academic school year will run from August 24 – May 27, with the last day for teachers being June 3. There will be three scheduled Professional Development Days for teachers and administrators and three days of Parent-Teacher Conferences, during which students will be out of school. This academic

calendar provides seven (7) hours of instructional hours per day, resulting in 1,260 hours per year—exceeding the state minimum requirement of 1,044 hours. Summer school—which will run from 8:00 AM – 3:45 PM—will begin two weeks after the end of classes, and will last for seventeen (17) days, for approximately an additional 120 hours of instruction. There will be five (5) teachers used to cover summer school. *(Please see the Appendix 2 for a complete outline of the academic calendar.)*

The daily schedule is designed with the whole child in mind—providing necessary focus on academic development, in addition to supporting the overall wellbeing and development of the student. For example, reflective activities, structured play and snacks are incorporated at appropriate levels to accommodate the attention span and energy levels of students at various developmental stages. Science, Social Studies and World Language (Spanish), is integrated into the curriculum from Kindergarten onward. Physical education will also be a key component for all students. Special attention to character development will be provided for our early elementary students, as they will have daily opportunities to demonstrate “peer appreciation” by publicly acknowledging a supportive or kind act they personally experience or witness during the school day. In this way, we will reinforce our cultural competencies around community development, creating a safe and caring environment—with the goal of positively supporting the social and emotional development of our students.

The following outlines sample daily schedules for both lower and upper elementary levels:
Note: Schedules include 7 hours of instructional time (8:00-3:45) with 45 min Lunch/Recess.

Table 1. Sample Daily Schedule for Early Elementary levels (K-1)

Monday, Tuesday, Thursday & Friday		Wednesday	
7:30-7:55	Breakfast/Before-School care	7:30-7:55	Breakfast/Before-School care
8:00-8:15	Morning Address	8:00-8:15	Morning Address
8:15-9:00	English Language Arts	8:15-9:00	English Language Arts
9:00-9:15	Brain Recharge/Snack	9:00-9:15	Brain Recharge/Snack
9:15-10:00	Mathematics	9:15-10:00	Mathematics
10:00-10:15	Morning Reflection/Activity	10:00-10:15	Morning Reflection/Activity
10:15-10:45	Social Studies	10:15-10:45	Social Studies
10:45-11:30	Science	10:45-11:30	Science
11:30-12:15	Lunch/Recess	11:30-12:15	Lunch/Recess
12:15-12:30	Transition/Peer Appreciation	12:15-12:30	Transition/Peer Appreciation
12:30-1:00	Spanish	12:30-1:00	Spanish
1:00-1:30	Reading Workshop	1:00-1:30	Reading Workshop
1:30-2:00	Writing Workshop	1:30-2:00	Writing Workshop
2:00-2:45	Fitness/Nutrition/Wellbeing	2:00-3:45	Student Life Organization (Integrated Environmental Science Curriculum)/Daily Close
2:45-3:30	Art (M, Th)/Music (T,F)		
3:30-3:45	Afternoon Reflection/Daily Close		

Table 2. Sample Daily Schedule for Upper Elementary levels (2-5)

Monday, Tuesday, Thursday & Friday		Wednesday	
7:30-7:55	Breakfast/Before-School care	7:30-7:55	Breakfast/Before-School care
8:00-8:15	Morning Address	8:00-8:15	Morning Address
8:15-9:15	English Language Arts Block	8:15-9:15	English Language Arts Block
9:15-10:15	Mathematics Block	9:15-10:15	Mathematics Block
10:15-10:30	Brain Recharge Activity	10:15-10:30	Brain Recharge Activity
10:30-11:30	Social Studies Block	10:30-11:30	Social Studies Block
11:30-12:30	Science Block	11:30-12:30	Science Block
12:30-1:15	Lunch/Recess	12:30-1:15	Lunch/Recess
1:15-2:00	Spanish	1:15-2:00	Spanish
2:00-2:45	Fitness/Nutrition/Wellbeing	2:00-3:45	Student Life Organization (Integrated Environmental Science Curriculum)/Daily Close
2:45-3:30	Art (T,F)/Music (M, Th)		
3:30-3:45	Afternoon Reflection/Daily Close		

A.5. Target Population

Vernare Learning supports neighborhood stabilization and community sustainability; therefore, Vernare will be located in a community experiencing economic distress (low-to-moderate median & mean income levels, F/RL eligibility) and education disparities, as reflected in APR ratings and high school graduation (and equivalency) rates. Enrollment in Vernare will follow the attendance area models afforded to charter schools in the home districts in which they reside.

Vernare will be located in the Old North neighborhood of St. Louis. While enrollment to Vernare will be open to all St. Louis City residents, the primary target population for these first campuses will be the 63106 and 63107 zip codes. The following chart presents a profile of the demographics demonstrating mission match of these geographic areas to the Vernare Learning model:

63106	Population	#	%	63107	Population	#	%
	Total	11,883			Total	11,912	
	5-9 years	1,273			5-9 years	801	
	10-14 years	1,080			10-14 years	902	
	15-19 years	1,135			15-19 years	1101	
	White	388	3.30%		White	844	7.10%
	Black	11,271	94.80%		Black	10,800	90.70%

American Indian/Alaskan Native	25	0.20%	American Indian/Alaskan Native	41	0.30%
Asian	15	0.10%	Asian	24	0.20%
Households with children	2,762	59.20%	Households with children	2690	58.40%
Unemployment		13.10%	Unemployment		15.80%
Median Income	\$14,631		Median Income	\$25,214	
Mean Income	\$21,735		Mean Income	\$34,403	
HS grad		32.10%	HS grad		31.10%

Note: Based on 2010 Census Data, <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

In the target geographic zone, there are currently 6 schools serving students from grades K-6. The following tables show the demographic composition of the district and charter school in these two zip codes.

Missouri School Improvement Program (MSIP) 2013 Annual Performance Report (APR) -- School Building Level Report														
School	Beg. Grade	End Grade	Std 1.1 ELA Pts	Std 1.2 Math Pts	Std 1.3 Sci Pts	Std 1.4 SS Pts	Std 2.1 ELA Pts	Std 2.2 Math Pts	Std 2.3 Sci Pts	Std 2.4 SS Pts	Std 4 Attendance	Total Pts earned	Total Pts Possible	APR %
Ames	PK	5	0	0	6	0	0	0	2	0	7.5	15.5	70	22.1
Columbia	PK	6	12	6	0	0	2	2	0	0	10	32	70	45.7
Dunbar	PK	6	12	6	12	0	3	0	3	0	7.5	43.5	70	62.1
Farragut	PK	6	6	12	12	0	2	3	3	0	10	48	70	68.6
Gateway	PK	5	15	16	12	0	2	4	3	0	7.5	59.5	70	85
Confluence Old North	K	8	15	16	6	0	2	4	2	0	7.5	52.5	70	75

2013 Building Demographics		
School	F/RL	% Black
Ames	95.7	96.4
Columbia	96.5	100
Dunbar	98	100
Farragut	97.2	100
Gateway	93.1	93.8
Confluence Old North	98.3	99.4

With the exception of Gateway Elementary (an SLPS magnet school), the performance of these schools is fair to very weak. The academic performance achieved at the elementary level is a strong trajectory indicator for middle and high school achievement. Clearly, more high quality educational options are needed in this targeted geography. While Vernare will not discriminate in any way against potential students or staff, the expectation is that the schools will reflect the community in which it primarily serves. Vernare falls within the 63106 zip code, thus meeting the objective of serving students in need. The strong disciplinary and academic programs of this school will be demonstrated in the strong overall achievement of students matriculating through

the program, thereby serving to close the achievement gap. (See Section B-5 for an explanation of Vernare’s enrollment process)

A. 6. Special Student Populations

Vernare will be open to all students, regardless of sex, race, color, national or ethnic origin, religion, sexual orientation, gender identity, gender expression or disability. Based on demographic comparison of schools in the target enrollment zip codes, Vernare expects to enroll a diverse student population that may include up to 14% of students with special needs. We will provide a free and appropriate public education in the least restrictive environment suitable for all students that enroll. Vernare shall not be exempt from any federal or state laws or regulations relating to disabilities, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and the Individuals with Disabilities in Education Act (IDEA) of 2004. Students with disabilities attending our charter school will be served in the same manner that is consistent with applicable statutes as any other child with a disability in any other type of public school. Should St. Louis Public Schools hold an IEP for any student who will attend Vernare, Vernare will work with St. Louis Public Schools to transfer such documentation in a timely manner. The goal is to include such students into the general education classrooms to the extent most appropriate for the student. Additionally, appropriate assessment for new and compliance with established Individualized Education Plans (IEPs) will be strictly enforced and monitored. In the specific case of IEPs, all appropriate staff members will be trained to ensure complete compliance with all issues affecting the learning potential for the affected students.

Teachers certified in Special Education and ESL (for English Language Learners) will be a part of the staff mix at Vernare to ensure we provide appropriate academic support for these students. The SABIS Educational System[®] is designed to support remediation strategies to accommodate students across the spectrum of ability. The intention of mixed ability classrooms, coupled with the whole class teaching (SABIS Point System[®]) and active student engagement is designed to address the multiple intelligences and learning styles of a diverse student population.

Special Education Assessment

Vernare plans to implement a comprehensive Response to Intervention (RTI) system, thus ensuring that instruction and assessment are culturally and linguistically responsive, and evidence-based interventions are being utilized. If a parent requests an evaluation of their student, this request will supersede the RTI process and be completed promptly. Vernare’s RTI system will support the SABIS curricular model by contributing to meaningful identification of learning and behavioral problems, improve overall instructional practice and provide students with the supports they need to achieve success in school. If it is suspected that a student may have a disability, the Vernare Care Team (VCT) will be alerted to assess appropriate steps outlined in the RTI model in order to address the concerns. The VCT will consist of school staff members—at minimum including the Academic Quality Controller, Student Life Organization Director, and Lead Teacher/Department Head. If after the implementation of evidence-based interventions and appropriate student monitoring has occurred, and it is determined that the student be referred for evaluation for a disability, the parent/guardian will be contacted. If it is determined that the students is a “child with a disability” as defined by IDEA, an IEP team will be assembled to develop an appropriate Individualized Education Plan (IEP). The IEP team will include VCT team members, in addition to regular and special education teachers, school counselor, nurse, therapists, and the parent/guardian of the student. The IEP team will meet annually to review the

student's IEP and ensure all goals are met satisfactorily. Re-evaluations of student IEPs will be reviewed at a minimum every three years, based on assessment, which may include retesting the student. If it is determined that a student does not have a disability, the VCT will work with the teacher and parent/guardian of the student to create a plan to support the positive development and progress of the student.

Limited English Proficiency (LEP) Assessment

Vernare may enroll students who have limited English proficiency. To help identify any such students as early as possible, the primary language spoken at home will be identified on the student enrollment form. If the home language survey indicates a language other than English, or if the child's first language is not English, s/he will be screened using the WIDA-ACCESS Placement Test™ (W-APT). Parental consent is not required to administer this screen. By federal law, the Vernare will ensure that the required language proficiency exam is given to all ELL students each year.

Once a student is identified as an English Language Learner (ELL) and eligible for ESL services, the school will notify the parent/guardian within the first 30 days of school or within the first two weeks of the student enrolling, if entering sometime after the beginning of the school year. The notification will include an explanation, in a language clearly understood by the parent/guardian, that annual English proficiency assessment will be administered until proficiency requirements are met.

Students will be no longer be classified as Limited English Proficient (LEP) once they have demonstrated attainment of language skills necessary to effectively compete with non-ELL students in age and grade-level appropriate settings across all content areas. The student will be ready to transition out of language instruction educational programs once their English language proficiency is demonstrated in the following areas:

1. Listening and speaking English,
2. Reading and comprehending academic English,
3. Writing in English, and
4. Demonstrating English proficiency in academic subject areas.

Support for Homeless Students

Another special student population that will be accommodated is that of homeless students. Due to the many social issues related to sustained poverty, it is reasonable to expect that a significant portion of our student population may be transient. This is a trend that is common in many urban areas—St. Louis notwithstanding. Having an anchor school will serve as a support for both students and parents, thus supporting our community development mission. To that end, strategic partnerships with community partners specialized in supporting this population—including organizations such as Gateway 180 and Grace Hill—will be developed to ensure that the appropriate supports are identified and provided for all of our students.

A comprehensive Policy for Homeless Students will be created for Vernare in compliance with McKinney-Vento Homeless Assistance Act (PL-100-77). This policy will outline:

- How Vernare appropriately identifies homeless students

- Enrollment/Placement of homeless students in Vernare versus the students' school of residency
- Comparable services to homeless students
- Identification of the homeless liaisons and their duties under McKinney-Vento
- Dispute resolution

The Student Life Organization director will serve as the designated homeless coordinator.

A.7. School-Specific Goals and Objectives

As mentioned in our mission and vision statements, Vernare's objective is to create "scholar citizens"—meaning, our students will not only meet the broad academic goals of making continual progress toward mastery of all grade-level academic standards, with particular focus on STEM concepts; but, also develop their respect and stewardship for the natural and social environments in which they live, play and learn as they actively participate in building sustainable communities. The skills and experiences our students will gain at Vernare will ensure that they are fully equipped for success in college, work and life. To this end, demonstration of mastery will be the standard for all student promotion and graduation.

As previously described, student academic progress will be monitored through weekly assessments and Missouri Smarter Balanced interim assessments. Students in grades 1-6 earn scores in Mathematics, English/Language Arts and Science based solely on what they can demonstrate they have mastered under testing conditions. Students in grades 3-6 take a weekly quiz in all three subjects called the Academic Monitoring System (AMS). (Refer to Section A-3) Students take a weekly exam each term that tests them on the fundamental ideas they learned in that week. About every three-to-four weeks, students sit for a periodic exam in each subject that requires them to synthesize and apply the content and skills they have been learning. Each end-of-term exam is cumulative. Staff and teachers will study data from these assessments to inform instructional decision making around re-teaching, remediation and differentiation. Students scoring below 70% will trigger academic intervention by the Academic Quality Controller.

Promotion Policy

The promotion policy will be communicated to students and parents through a number of means. First, it will be made clear to students and parents at the start of each school year through the Parent-Student Handbook. Report cards are a second way that this policy will be communicated to students and parents. A specific comment is made on the report card of any student at-risk of failing to meet the requirements for promotion. Students and parents will also be kept informed of this policy in conferences.

Some courses are given more academic weight than others in grading the term and year-end average on student report cards. English, math, and world language are weighted most heavily, followed closely by science and history. Finally, fine arts, physical education, health, and other subject electives are graded but are not part of the overall average calculated each term/year. A few subject electives are graded on an Excellent/Good/ Fair/Poor scale. In these classes, a grade of Poor is considered failing.

By requiring students to pass comprehensive assessments in order to be promoted, we will ensure that students are prepared for success at the next grade level. This is especially important

in providing students with the competencies necessary to successfully move from the elementary level into the middle and high school and progress towards earning their high school diploma.

Retention decisions will not necessarily follow a strict rubric. Mastery of content and skill domains will be the most significant factor in the decision-making process. The frequent monitoring of student progress is designed to identify performance gaps before they result in outcomes that may qualify a student for retention evaluation. With the supports of academic intensives, tutoring and resources provided through the Student Life Organization[®], grade retention will be a scarcely used intervention. In the event that this intervention may be considered, the Vernare Care Team (VCT) will analyze all of the student's outcome data and consult with parents/guardians before making a final decision.

In order to advance from the lower school (K-5) to grade 6, students must have been successfully promoted through the grade levels as previously described. They must have the knowledge and skills to be successful in middle school as measured by their competencies in relation SABIS and Missouri Learning Standards for elementary schools.

Academic & Cultural Goals

The goal of Vernare is to become a school with an APR score above 90. To meet this goal will take time, as the population served will likely represent a range of performance levels that skew towards the Basic and Below Basic levels. The intensive interventions and SABIS curricular model shall help remediate these achievement gaps; yet, meeting 2020 Target goals will take some time. This is also due to the fact that Vernare will begin its first year serving students K-Grade 2—levels not within the MPI reportable range. Therefore, the academic goals of Vernare for the initial charter period will represent a systematic approach to raising the achievement levels of our students to ultimately reach the goal of accreditation with distinction.

Vernare will begin operations serving students grades K-2 in August 2016. To ensure these students are positioned to meet the Academic Achievement goals set for Grade 3, the SABIS curriculum will be aligned to the Missouri Learning Standards. Mastery of the standards for English Language Arts and Mathematics for these early elementary grade levels will serve as the achievement standard for these grades and basis for promotion.

The following is an outline of the SABIS assessments to be used for these early elementary grade levels:

English Language Arts:

KG: Students will complete approximately 208 lessons per year. SABIS-furnished diagnostic tests will be used to determine sufficient mastery for promotion to First Grade.

Grade 1: Students will complete 250 lessons. To determine sufficient mastery for promotion, students will complete six (6) Continual Assessment Tests and three (3) End of Term exams per year.

Grade 2: Students will complete 253 lessons. To determine sufficient mastery for promotion, students will complete six (6) Continual Assessment Tests and three (3) End of Term exams per year.

Mathematics:

KG: Students will complete approximately 255 lessons per year. SABIS-furnished diagnostic tests will be used to determine sufficient mastery for promotion to First Grade.

Grade 1: Students will complete 250 lessons. To determine sufficient mastery for promotion, students will complete six (6) Continual Assessment Tests and three (3) End of Term exams per year.

Grade 2: Students will complete 255 lessons. To determine sufficient mastery for promotion, students will complete six (6) Continual Assessment Tests and three (3) End of Term exams per year.

The Sponsor's Role

In Vernare's first year (2017 - prior to the first administration of Smarter-Balanced Assessments), UMSL will closely monitor student academic performance on Vernare's internal assessments:

- Student lesson completion data
- SABIS furnished end-of-year diagnostic tests for promotion to First Grade
- Continual Assessment Test mastery data
- End of Term Exam data.

If school wide student performance in math and reading indicate that students are growing at a rate significantly less than one year over an academic year, UMSL will require Vernare to develop a benchmarked academic achievement improvement plan for the following year that is monitored by UMSL.

At the end of year two (2018), if the Vernare's Total MPI score in either ELA or Math falls within the range of 275 – 290, UMSL will request a benchmarked academic improvement plan specifically focused on how the school plans to improve student performance and UMSL will monitor execution of this plan. If at the end of the following year (2019) Vernare's Total MPI score remains within the 275 – 290 range, UMSL will place the school on probationary status and strongly consider the possibility of closure at the end of the next school year. If at the end of the following year (2020) Vernare's Total MPI score has dropped 12 points or greater from the 2019 score, UMSL will place the school on probationary status and institute closure procedures.

At the end of year three (2019), if the Vernare Total MPI score in either ELA or Math falls below 300 for the first time and is within the range of 275 – 290, UMSL will request a benchmarked academic improvement plan specifically focused on how the school plans to improve student performance and UMSL will monitor execution of the plan. If at the end of the following year (2020) Vernare's Total MPI score remains within the 275 – 300 range, UMSL will place the school on probationary status and strongly consider the possibility not renewing the charter, closing the school at the end of the 2020-21 school year.

If at the end of any year, the Vernare Total MPI score in either ELA or Math falls below 275, UMSL will place Vernare on probationary status and strongly consider the possibility of closure at the end of the next school year.

The following Performance Standards will form the basis of the Performance Contract

established between Vernare Learning and UMSL. These standards are aligned to MSIP5 and designed to progressively improve student performance to be on track to meet 2020 MSIP5 standards. *(Please see Appendix 9 for a copy of the Performance Contract.)*

Performance Standard 1: Academic Achievement

The following are our primary academic goals for achievement in English Language Arts and Mathematics during our initial charter period (K-6), in alignment with MSIP5 Performance Standards:

- **2017-2018:** This will be the first year eligible for APR data collection. Given the anticipated mixed performance levels of incoming students, the achievement target status will be “Approaching,” with MPI goals as follows: ELA = 350 and Math = 350.
- **2018-2019:** During this year, we will continue to strive for a status of “Approaching,” with MPI goals as follows: ELA = 366 and Math = 363.
- **2019-2020:** At this point, we are confident that our students will have received the foundational preparation to begin increasing achievement outcomes towards the status of “On Track,” with MPI goals as follows: ELA = 375 and Math = 375.
- **2020-2021:** Projected status targets have not yet been set for this year; therefore, we will maintain the goal of the status of “On Track,” with MPI goals as follows: ELA = 375 and Math = 375.

Performance Standard 2: Subgroup Achievement

Based on the high probability that the school population will be primarily comprised of students in subgroup categories, the performance standards here will mirror those previously outlined in Performance Standard 1.

Performance Standard 3: Attendance

The goal is to have 90% of students present 90% of the time. The goal for average daily attendance (ADA) is 95%.

In addition to setting high academic goals, we are also setting high cultural goals for our “scholar citizens”. These are as follows:

Cultural Goal 1

Our students feel cared about, care about their peers, and have a sense of belonging. This will be assessed through parent and student surveys.

- Objective 1: An annual survey of our students’ parents or guardians, and then – when age appropriate – our students themselves, evidences that over 85% of our students feel cared about by their teachers and peers, care about their teachers and peers, have a sense of belonging at Vernare School, and feel that their teachers and peers are trying to help them succeed at learning and growing as a person.

- Objective 2: Student retention from one year to the next is 90% or better. When students feel cared about and care about their peers, they want to stay at a school.

Cultural Goal 2

Our students value their common work of learning and develop strong study habits from the earliest grades. How this is assessed is still to be determined.

- Objective 1: An annual survey of our students' parents or guardians, and then – when age appropriate – our students themselves, evidences that 75% or more of our students are scheduling a time when they are mentally sharp to do their homework assignments; are keeping to their schedule and avoiding procrastination; are seeking out a quiet, well-lit place; and are reviewing their homework before they begin, establishing in their mind its value, and intentionally selecting the strategies/work methods they will use to complete it – e.g., doing the hardest math work first, while they are least tired, or previewing a reading assignment. Because students do homework away from the supervision of their teachers, it is the best indicator of whether they have developed self-discipline and good study habits.
- Objective 2: Average daily attendance is at least 95% each year. High attendance is evidence that students value what is going on at the school – learning – and are successfully developing the critical habit of attendance.
- Objective 3: Homework assignments will be completed on time at least 85% of the time. This indicates that students appreciate the value of the work, are reserving the necessary time, and effectively organizing their work.

Cultural Goal 3

Our students develop confidence, strong character, and a desire to contribute to every community of which they are a member.

- Objective 1: An annual survey of age-appropriate students evidences that over 85% believe they will succeed academically, support the school's core values and the goals of our character education program, and want to make a contribution to our school community and their future communities.
- Objective 2: Students will voluntarily provide assistance to their fellow students – for instance, through peer tutoring or participation with Student Life Organization® groups that provide some form of service to the school community and the community-at-large.
- Objective 3: As students progress through higher grade levels, they will develop an increased interest and expertise in STEM-related areas, with a central focus on issues of sustainability, conservation, preservation and recycling.

Cultural Goal 4

Our students will develop cultivate environmental stewardship and seek higher education and/or careers in “green” technologies.

- Objective 1: Students will develop a healthy relationship with the outdoors as they will be active participants in the “seed-to-table” program using the signature Vernare School Gardens, thus preparing them for educational and career paths in Food/Agricultural Sciences.
- Objective 2: Students will gain a deep understanding of natural resources and issues of scarcity, renewable energy, and alternative energy resources
- Objective 3: Students will be proficient users of technology to create/present solutions to issues related to sustainability at the local, regional and global levels.

A.8. School Climate and Discipline

In order to achieve our college prep mission and to meet our high academic performance goals, Vernare’s culture and climate will reinforce the positive values of self-discipline, hard work, responsibility, respect, character and teamwork. Student management will provide direction, set limits, create high expectations and promote self-discipline. Positive behavioral interventions and supports are ways to turn around the behavior that has been identified as inappropriate according to school policy, procedure or practice.

Research supports our approach to discipline as a foundation to learning¹². School discipline has two main goals: ensuring safety and creating an environment conducive to learning. Our school will have a firm policy for prevention by encouraging positive behavior. Discipline, however, is not only about enforcing rules and regulations or controlling students. The approach is to *win students over*, not win over them; only then is self-discipline possible. Our goal is for students to choose to do what is right because they believe it is the right thing to do, not out of fear of being caught. The school will publish a handbook containing clear policies pertaining to the conduct of students and staff, which will be sent to all parents, explained to all students, and available in multiple languages as appropriate. (**Note:** Students with an Individualized Learning Plan (IEP) will be managed in accordance with their specific behavioral goals, as applicable.)

A core feature of Vernare is the unique SABIS Student Life Organization[®] (SLO) that is open to all students beginning in Kindergarten. This program empowers students with the real responsibility of leading many academic and non-academic aspects of the school (such as fundraisers, community service projects, bees and other academic competitions), creating positive attitudes and behaviors, thus promoting a sense of ownership, inclusion and buy-in. The SLO serves an important role in the development of student cognitive, affective and moral reasoning: acquiring problem-solving, communication, and leadership skills; gaining self-confidence; being a positive team player; exploring individual talents; being a positive role model for others in- and out-of-school; widening their circle of friendships; and developing responsibility and consideration for others.

¹² *School Discipline* by Joan Gaustad (ERIC Digest 78, December 1992)

Training will be provided to all Vernare staff on the creation of a caring, safe and orderly school climate. This will be a major focus of the school's leaders, who will work with the teachers to plan, guide and reinforce positive discipline in a way that ensures consistency school wide and, in so doing, facilitates student internalization of our school values and behavioral norms.

Our school's values and character education curriculum will emphasize five core values:

- Respect and Care about Yourself.
- Respect and Care about Others.
- Respect and Care about Your Family.
- Respect and Care about Your Communities (including this school community).
- Respect and Care about the World.

These values will be on the wall of every classroom and stressed throughout the school day and year.

Students with special needs will follow the same school wide discipline and incentive program as all students, with added support/interventions when needed. For example, daily behavior charts, additional individual check-ins, shorter-term incentives, and other methods have been used by SABIS for students with additional behavioral challenges. The special education staff, general education staff and school leadership will ensure that all students have access to a positive and caring school culture and programs.

We believe that students have a right to learn in a safe, orderly, non-threatening environment. To secure this right and to advance our mission, we must teach, exemplify and encourage – and engage our students in developing – positive values, behaviors and character traits. Also, we must enforce discipline to correct negative behaviors that would undermine our learning environment. Effective discipline policies can work both to secure conditions conducive to learning and to teach important lessons. Accordingly, we believe that a goal of any disciplinary consequence should be to have students: 1) understand that certain actions lead to certain outcomes; 2) recognize their power to influence outcomes; and 3) increase appreciation for the value of self-discipline. Like Aristotle, we believe that enforced positive habits can, in time, develop into virtuous traits of character.¹³

To help students understand that certain actions lead to certain outcomes, research finds that it is important to have clear school rules and to have discipline be consistent, as immediate as practicable, and not too severe.¹⁴ Accordingly, the disciplinary consequences for negative behaviors will be clearly defined in our school code of conduct, consistently and rapidly applied, proportionate to a student's offense, and only gradually made more severe should a student's misbehavior continue. We will expect students to follow the school's code of conduct before, during, and after school, in school buildings, on school grounds, on school buses, at school-related activities, and on the way to and from these activities. We value student learning time.

¹³ Aristotle, *Nicomachean Ethics*, Book II, 1103a16-17.

¹⁴ Sharon Foster, Patricia Brennan, Anthony Biglan, Linna Wang, and Saud al-Ghaith, "Preventing Behavior Problems: What Works," International Bureau of Education, Geneva, 2002, p. 13.

Thus, in order to minimize interruption of learning and to free up our teachers to focus on teaching, the school's Student Life Organization[®] Director will have the primary responsibility for enforcing the school's conduct policies.

Parent Engagement

The goal of Vernare Learning is to “build sustainable communities one school at a time.” This can only be accomplished by creating opportunities to integrate families and community stakeholders into the cultural fabric of the schools. At Vernare school, parent satisfaction with the school climate will be assessed via Parent surveys as described in A-7: Cultural Goals 1 and 2. Vernare will fulfill the goal of creating meaningful parent, community and educator involvement in the following ways:

Parent University: This unique program, created by Parents as Teachers, will combine the research-based curriculum developed by Parents as Teachers to provide parenting skills to new and young parents, with particular focus on school readiness, literacy and community service. Participating parents will also be trained as Peer Facilitators, thus providing leadership development opportunities to these often-young adults. Parents will also be encouraged to volunteer at Vernare. Specific training will be provided to parents so that they are prepared to be effective contributors to the organization, as well as continue building professional, social and/or vocational skills to advance personally and for their students. This powerful program component will further establish Vernare as a center of education, development and empowerment in the community. (Note: Students will not be removed or threatened to be removed if their parents choose not to volunteer at the school or participate in Parent University.)

Parent University will be funded through a grant written by Parents as Teachers to the Boeing Foundation. Parents as Teachers has designated Vernare to be one of the service provider sites, thus allowing for the implementation of these important community-building services without creating a direct financial obligation for Vernare Learning. Parents as Teachers, as grantee, has the responsibility for direct financial and program evaluation reporting to the Boeing Foundation.

Community Outreach & Volunteer Services: Vernare will be integrated into the fabric of the neighborhood by creating opportunities for community stakeholders to connect with the schools in meaningful ways. Community volunteers will be recruited and trained to participate in the various community building activities organized by Vernare—ranging from community service projects to school-based activities, such as maintenance of the school gardens. Gateway Greening will help implement the school garden project, supplying both the garden materials and curriculum to support the integration of the garden project into our school model. Service projects will be sourced by leveraging relationships with organizations within or in near proximity to the home neighborhood where the school is located. A clothing exchange and school supply depot will also be housed at the school to assist families in need.

Student Life Organization[®] (SLO)—Educator involvement: As previously described, SLO is an integrated element of Vernare, which will create “clubs” that creatively engage students in

skill and character building activities, while incorporating STEM and Pathways to Prosperity curricula. All teachers will have the responsibility of leading student clubs during the scheduled Wednesday SLO instruction blocks. All teachers will support the annual, school-wide community service events through direct participation and other means of support.

B. Organizational Plan

B.1. Governing Body

Vernare Learning is governed by an independent Board of Directors. The number of directors shall be no less than three (3) and no more than (15) unless and until changed by amendment to this bylaw, provided, however, that there shall always be at least (3) directors. Currently, Vernare Learning has eight (8) board directors, all of whom represent specific skills sets vital to the strength and sustainability of the organization, including: human resource management, academic excellence (Early Childhood, K-12 and Higher Ed), school operations and facilities management, development, financial acumen, marketing/PR and corporate/community relations. Future board members may be sought to provide other desired skills sets to the team, such as legal acumen—school law and or labor law. Any new candidates will submit the designated information to the Board for consideration.

Each director shall hold office for a term of one (1), two (2), or three (3) years from and after his or her selection. Each director shall continue to hold office until his or her successor has been selected and qualified. No director who has served three consecutive terms, except those who served an initial term of one (1) year, shall be elected to an additional consecutive term regardless if one of the three consecutive terms is for a partial two or three year term as result of filling a vacancy. Those directors who serve an initial term of one year shall be eligible to serve two consecutive terms of three years each. Any director may be elected to subsequent terms after an absence of at least one year from the Board after the maximum terms allowed herein. Directors may be removed, with or without cause, by the vote of a majority of all the Directors at a meeting of the Directors called expressly for that purpose.

If the office of a Director becomes vacant for any reason, the Board of Directors shall nominate and elect a successor or successors, which successor(s) shall hold office for the unexpired term in respect of which such vacancy occurred or until the next election of Directors. Vacancies on the board will be filled by a majority vote of the members of the Board of Directors, regardless of whether the number of directors remaining constitutes a quorum.

The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate an Executive Committee, which shall consist of at least two Directors of the corporation, with the minimum officer requirement of including the President, Secretary and Treasurer. The Executive Committee shall have and exercise the authority of the Board of Directors between meetings of the Board of Directors. The roles of the Executive Officers are as follows:

Board Officers	Position Description
President/Chairperson	The chairperson shall preside at all meetings of the board and, in his or her absence, a vice chairperson in the order of seniority, if more than one shall so preside. The chairperson shall serve as an ex-officio member of all committees and perform such other duties as may be prescribed by the Board of Directors from time to time.
Vice Chair	The Vice Chair shall act in the function of President/Chairperson in the absence of that officer at scheduled and ad hoc board meetings.
Treasurer	At each regular meeting and at the annual meeting of the Board of Directors, the Treasurer shall provide a financial report for the preceding period. In addition to the foregoing, the Treasurer shall perform all duties normally incident to the office of treasurer and as required by law, as well as such other duties as from time to time may be assigned by the Board of Directors. The Treasurer shall serve as chairperson of the Finance Committee.
Secretary	The Secretary of the Board shall keep or cause to be kept a record of all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the board. He or she shall keep in safe custody the seal of the corporation and shall affix the same to any instrument requiring it.

The Vernare Learning Board of Directors will follow all regulations governing nonprofit organizations, and will adhere to Missouri Sunshine Law with regards to conducting board and committee business.

B.2. Governing Board Composition

To ensure balance and completeness of oversight, the profile of the Vernare Learning Board of Directors will include the following areas of acumen: Academic Excellence, Legal, Facilities Management, Finance/Accounting, Fund Development and Community Engagement. Recruitment of additional and/or new potential board directors will be conducted through direct referrals from current board directors and/or staff members of Vernare Learning. All potential applicants must submit their CV/resume, complete the Board Candidate Statement and complete the questionnaire, *Request for Information from Potential Board Members*, as modeled by MO DESE. Complete applications will be submitted to the Nominating Committee of Vernare

Learning for review and interviews. Final candidates will be presented to the entire board for a vote. By implementing this process, it is hoped that candidates are thoroughly vetted—showing a thorough understanding of their governance and fiduciary responsibility, demonstrating a capacity to successfully develop, implement and sustain a high quality education program and ensure compliance of the school entity in regards to all legal, fiduciary, regulatory and academic requirements for charter public schools. Current and prospective board members will submit to appropriate criminal background and family care registry checks and be aware of their duties and responsibilities as public servants in accordance with MO law. Board members will participate in Governance Board Training offered through the Missouri Charter Public School Association and/or other appropriate entities.

The founding board represents a broad range of skill sets that match the desired profile as follows:

Christina Anderson, VP Market Manager—Eagle Bank and Trust Company of Missouri
Board President

Christina is an accomplished Human Resource professional with extensive experience in Employment Law and Employment Practices in the State of Missouri, recruitment, training and evaluation. In addition to her strong HR acumen, she also has a strong background in marketing and social media. She has spent the majority of her professional career at U.S. Bank in St. Louis, where she advanced to become the company's Diversity and Military Recruiter. To further develop other professional skills—with a particular focus on Community Development—Christina currently serves as the VP Market Manager at Eagle Bank and Trust, where she is focused on providing strategic products and services to underserved markets throughout the region. Anderson earned her Bachelor of Science degree, with an emphasis in Marketing, from Fontbonne University.

Cheryle Dyle-Palmer, COO—Parents As Teachers
Vice-Chair

With more than three decades of experience, Cheryle Dyle-Palmer has dedicated her career to the care and attention of the developing child and the family as an ever-changing social institution. She has been a constant advocate and champion for the underserved. Since coming to Parents as Teachers, she has guided the organization's shift to focus on the most vulnerable children and families. Having served as Interim CEO during a leadership transition at Parents as Teachers, Dyle-Palmer now holds the position of Executive Vice President and Chief Operating Officer, offering extensive knowledge in organizational behavior, development and management, early childhood development, family systems and education. She administers the national office's infrastructure as it increases its presence in early childhood education, and has been instrumental in developing culturally sensitive curricula and an overarching protocol for encouraging diversity. Over her career, she has authored several curricula for professionals who serve children and adolescent parents.

Dyle-Palmer earned a Bachelor of Arts in Sociology with a minor in Social Work and Education from the University of Missouri-St. Louis. She also holds a Master of Arts in Sociology from the University of Missouri-St. Louis. She also holds a certificate in senior management skills from the Human and Organizational Development Institute (University of Chicago), Senior Management Skills and the John F. Kennedy School of Government/Harvard Executive Leadership and Management.

Rachel Burse, CCP—Business Development Manager, Save-A-Lot

Treasurer

Rachel is a dedicated and exemplary model for corporate tenacity and excellence. She has earned the designation as a Certified Compensation Professional. Employed with Save-A-Lot, she has been in the roles of Accounting Manager, Compensation and Benefits Manager and has been part of the foundation for its growth into a multi-Billion dollar, wholly owned subsidiary of Supervalu, Inc. with approximately 7,000 associates. In her current role of Business Development Manager, she focuses on developing minority and women-owned grocery stores owners.

Rachel Burse recognizes not only the importance, but also the necessity of being active with youth. She serves as a role model in various capacities including serving as a Junior Achievement facilitator and participating in reading programs for grade school students at the St. Louis Public Library. One of her favorite activities is volunteering in a St. Louis County after school program where weekly, students learn about entrepreneurship, characteristics of a good leader, and how to deal with bullying. She serves as a Board Member of Voices for Children, and she has supported the local community through Girls Inc. and the Regional Business Council.

Burse earned a Bachelor of Science in Business Administration, and has earned the designation of Certified Compensation Professional (CCP).

Naretha Hopson—Founder, Ever-Appropriate Etiquette Institute (EAEI)

Secretary

Naretha is the founder of Ever-Appropriate Etiquette Institute. EAEI is a personal development program that empowers youth and adults in under-served communities. EAEI introduces and refines soft skills including: Dining Etiquette, Business Etiquette and Personal/Professional Image. Naretha understands that possession of these skills highly increases probability of success in student's personal and professional future. Naretha also emphasizes the importance of mastery of mindset. Most recently, EAEI has served the St. Louis Internship Program, Vashon PIIP Program, Girls Inc. - St. Louis and St. Louis Artworks.

Prior to her current endeavor, she served as Director of Diversity Outreach and Assistant Editor at United Media International. She also serves in this position for Beauty Times Magazine and the Korean-American Journal. With over 20 years in production, Beauty Times remains the Leading Trade Publication within the Ethnic Beauty Industry; which is a multi-billion dollar Industry Internationally. Beauty Times is very influential on trends and product development

within the Ethnic Beauty Industry. Previously, she enjoyed a successful career in Real Estate and Luxury Automotive Sales.

Hopson earned her Bachelor of Science in Business Administration from the University of Missouri—St. Louis, and is a graduate of FOCUS St. Louis—Leadership St. Louis fellows program. She also holds a real estate license with a GREEN designation from the National Association of Realtors.

Monica Stewart, PhD

Director at Large

Monica is an accomplished educator leader with experience as a teacher and an administrator in both K-12 and Higher Education settings. She has an extensive track record of assuring positive student outcomes, as she has been responsible for instructional leadership, student assessment, program and personnel evaluation, and school operations in her roles as Assistant Principal and Principal in a variety of traditional and public charter schools serving at-risk populations. Currently, she is an Adjunct Professor at Harris Stowe State University, where she teaches courses for pre-service teachers—both in Early Childhood and K-12, as well as serves as a Student Teacher Supervisor.

Dr. Stewart earned her M.Ed. in Education Administration at the University of Missouri—St. Louis, her Ed.S.—Education Specialist Degree from Webster University, and her Ed.D. in Education from Maryville University.

Anthony Neal

Director at Large

Tony Neal is President/CEO of Educational Equity Consultants. EEC is a consulting group that has worked with over 2000 school district administrators and teachers throughout the United States in helping them explore the impact that race and class has on teaching and learning. Prior to this position, Tony served as Director of Southern Illinois University East St. Louis Charter School for 10 years. Under his leadership, the SIUE East St. Louis Charter School was one of four schools out of forty-three, to receive the 2009 Illinois Network of Charter Schools' "Excellence in Education Award."

In addition to this full time position as President/CEO, Tony is an adjunct professor for Webster University, where he teaches in the Communications Department. Tony has served as faculty member and trainer for numerous Dismantling Racism Institutes, a program of the National Conference for Community and Justice (NCCJ). He has also trained for the Anti-Defamation League/ A World of Difference and for the Coro Midwestern Leadership Center. In 1991, Tony received a United States Court Appointment to the Educational Monitoring Advisory Committee, St. Louis Desegregation Program, where he served until 1994. In his career as a trainer, facilitator, and educator, he has presented to over 500 agencies, organizations, churches, and school districts.

Tony holds a B.A. Degree from Morehouse College and a M.A. Degree from Washington University. He is a 2000 graduate of the Focus St. Louis Leadership Program, a 2003 graduate of the Harvard University Urban Principals' Institute, a 2006 graduate of the Vanderbilt

University/ Peabody College Summer Fellows Program, and a 2007 graduate of the National School Leaders Network Facilitator Training at Wellesley College.

Rich Weatherby

Director at Large

Rich Weatherby is a Major Account Executive at Charter Communications with more than 24 years telecommunications, CLEC, and Cable industry experience, including managerial, customer-facing, and sales proficiency. For a time, Weatherby managed his own IT consulting firm through which he interfaced with local and national organizations, offering guidance towards a variety of technical environments and projects ranging from Internet advertising to technical documentation to setting up wireless and wired networks. He also served with distinction for 10 years in the U.S. Air Force.

Rich holds a B.S. Degree from Hawaii Pacific University and an MBA from the Keller Graduate School of Management.

John Armstrong

Director at Large

John Armstrong is the Director of Corporate Philanthropy and Community Partnerships for the SSM—St. Louis Foundations. He has over 20 years of experience working in the nonprofit sector, with a particular focus on development and leadership. Prior to joining the SSM Foundations team, Armstrong served as a senior leader for the YMCA for over a decade in locations throughout the Southeast and Midwest United States. He also served as the Area Director for the United Negro College Fund for Missouri and Kansas. He is committed to education and community development efforts—particularly serving underserved communities.

John holds a B.A. Degree in Education from Morehouse College.

Roger CayCe

Director at Large

Roger CayCe has been in education for 38 years. He started his career as a classroom teacher/coach in the St. Louis Public Schools for six years. In the School District of University City, he served as classroom teacher, coach, Student council sponsor, Department Chair, Building Administrator, Director of Social Studies/Funded Programs and Executive Director of Operations. He retired in June 2006 as Assistant Superintendent of Operations from the School District of University City, University City, Missouri.

Ironically, in July 2006, Roger's career came to a full circle when he was asked by the then St. Louis Public Schools Superintendent to come out of his short lived retirement to serve as Executive Director of Operations/Building Commissioner supervising Alternative Education, District discipline hearings, District Athletic Program, the district's 92 plus opened buildings and 120 plus closed sites in the St. Louis Public School District. He retired as Assistant

Superintendent of Operations/Building Commissioner in February 2014 and is now serving as a volunteer/consultant in the district.

Roger has over 28 years of experience in executive positions with a consistent track record of operating within approved budgets and increasing revenues. His proven areas of expertise include business planning and development, curriculum development, alternative education, construction management, systems design and implementation, funded programs, strategic planning, safety and security, emergency management, student services, discipline, custodial management and building maintenance.

Roger holds a Master of Science Degree in Business Management from National-Louis University and a Bachelor of Science in Education from Southeast Missouri State University. Roger is also a consultant on Alternative Education, gangs and violence, School Safety and Security, Operations, Construction Management, and is a Certified Assertive Discipline trainer. He has served on the board of various community organizations and is a Veteran of the United States Air Force.

Board Development

The current board of directors of Vernare Learning represents a wide range of skill sets necessary to properly govern a charter school in Missouri. These skill sets include: Early Childhood Development, K-12 Curriculum and Administration, Accounting, Fund & Community Development, Marketing/Public Relations, Human Resources and Real Estate. In accordance with the organization's bylaws, the Board of Directors can grow to a group of fifteen (15) members. The goal of Vernare Learning is not only to attract board members that bring other critical skill sets to the governing body—such as Legal, Fund Development and Facilities Management—but, to also ensure that the cohort of board directors represents the interests, needs and demographics of the communities being served.

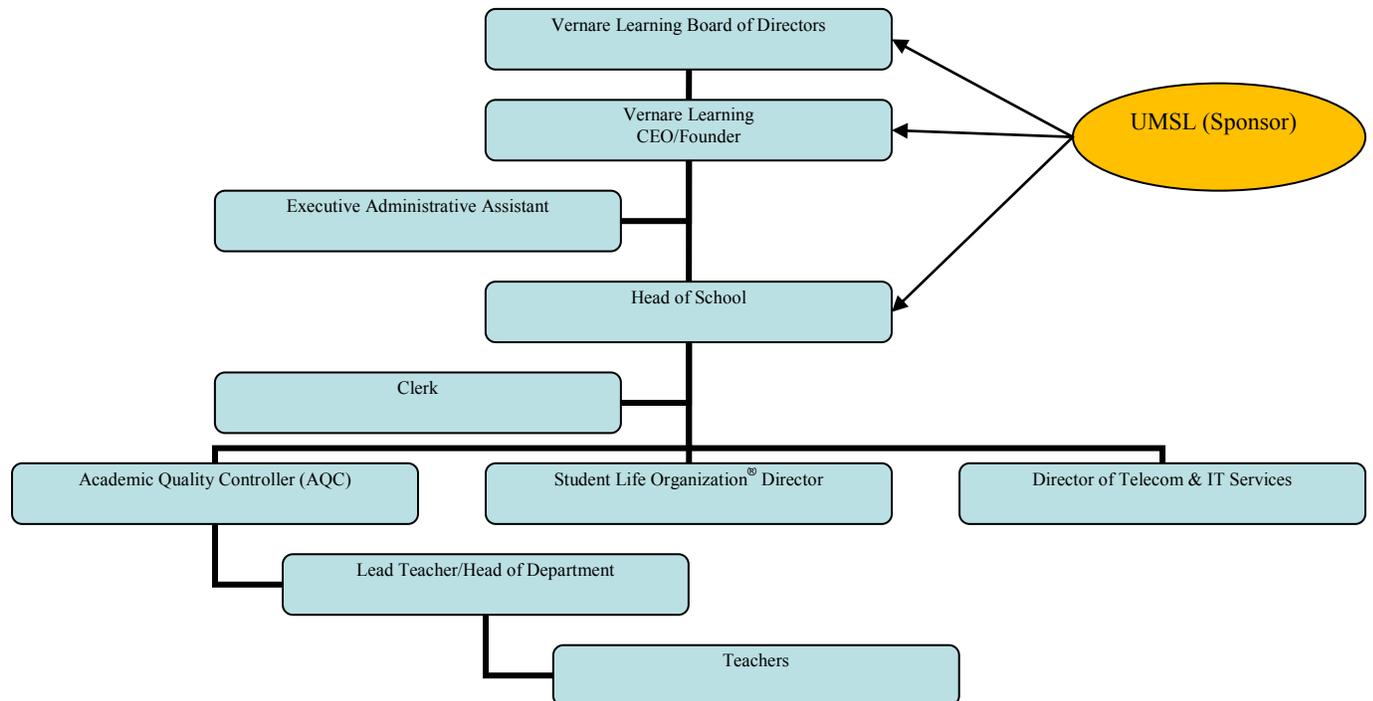
Vernare Learning has become a member of the Missouri Charter Public School Association (MCPSA), thus gaining access to ongoing board training and development. This membership will also allow Vernare Learning board members to regularly interact with their counterparts at the other Missouri charter schools, while deepening their knowledge and expertise in the academic, political and social domains that MCPSA provides through general and personalized consulting sessions.

Currently, the Vernare Learning Board of Directors is focused on supporting the development of Vernare by leveraging their talent, time and resources to promote grassroots support for the school network and provide expertise in the development of preoperational modeling for the schools. In addition to regular attendance at scheduled board meetings, board directors will chair subcommittees that include subject matter experts from the community-at-large, thus providing the supplementary acumen needed during the startup and operational phases of Vernare schools. Once the Missouri DESE approves the charter, the board of directors will develop a full set of governance and evaluation policies for the oversight of its schools.

B. 3. Management and Operations

Vernare Learning is a nonprofit organization established to create and operate Vernare school, which plans to serve students K-12 (in one or more buildings). All employees and board members of Vernare will undergo criminal background and family care registry checks in accordance with standard procedures for public school personnel and volunteers. Vernare Learning will manage Vernare. Included in this management arrangement is: the deployment of licensed curriculum (SABIS[®] Educational System), centralization of student performance data (Academic Monitoring System[®]), performance monitoring across academic, operational and financial metrics, professional development, and approval of contracted services, facilities management and human resource management. To successfully set the culture and standards for the initial school, Vernare Learning, under the leadership of its CEO/Founder, Amber Simpson, will carefully select the initial administrative team which includes: Head of School, Academic Quality Controller, Student Life Organization[®] Director, and Director of Telecommunications & IT Services. This team will be trained and supported by SABIS staff to ensure academic program implementation integrity. Training of subsequent administrators and teachers will be facilitated by the Vernare administrative team. The following organizational chart illustrates the management structure of Vernare charter schools:

Vernare Learning Charter School Organizational Structure



Community outreach and before/after school programming will be designed to best leverage the resources and opportunities within the neighborhoods that the schools reside. In this way, Vernare can become an integrated element within its home neighborhood. The Vernare Learning

Board of Directors will serve as the governance and fiduciary authority of Vernare. In this capacity, this body will conduct annual performance assessments of the CEO, approve strategic plans for system replication and capital expenditures over thresholds to be determined categorically by the Board, and ensure that the system is meeting all compliance measures as outlined by DESE and the State of Missouri for public charter schools and nonprofits, respectively. The University of Missouri—St. Louis will serve as the sponsor of Vernare Learning, thus providing the necessary oversight as respects to academic, social and financial performance metrics in accordance with DESE guidelines for all public schools in the State of Missouri.

Description of Job Functions:

Chief Executive Officer/Executive Director

The CEO/Executive Director is a dynamic leader responsible for the overall design and management of Vernare Learning schools. This leader shall support the mission and vision of Vernare Learning and has an unswayable belief that ALL students can achieve at high levels. To that end, s/he will be responsible for three major initiatives: 1) implementing the strategic vision of Vernare Learning; 2) managing the operational, financial, academic performance and recruitment/evaluation of key personnel to demonstrate the adherence to its charter performance contract and DESE public school standards; and 3) establishing and maintaining a diverse and inclusive environment that fosters a culture of respect for all, upholds the highest ethical standards and promotes a sense of community with all stakeholders—students and families, service providers, regulatory and governance bodies, and community members-at-large. This leader will serve as the primary representative of Vernare Learning and serve as the liaison between the organization and its vendors, compliance bodies, school community and the community-at-large. The CEO/Executive Director will report directly to the Vernare Learning Board of Directors, and serve as a non-voting member of the board.

The CEO/Executive Director leads the staff in the development and on-going improvement of Vernare Learning’s “green schools” initiative—creating healthy students, healthy families and healthy communities, in all aspects. This leader will work closely with the Head of School, Academic Quality Controller (AQC), Student Life Organization[®] Director and other administrative and instructional team leaders to manage overall performance data—including instructional excellence, student performance, financial and operational excellence, program evaluation and community engagement—to ensure that Vernare Learning is on track to meet the performance standards outlined in its performance contract. The CEO/Executive Director will be responsible for creating and implementing Standard Operating Procedures/Policies/Handbooks, leading the creation of annual budgets and ensuring all financial and student data reporting is submitted in full compliance with DESE and IRS standards, managing all personnel issues and maintaining appropriate files for each employee, leading the creation and implementation of staff and program evaluations, and setting and maintaining a positive organizational culture. This leader will lead the recruitment and retention efforts of both students and employees for Vernare Learning.

Preferred Qualifications:

- 10+ years in Management, Nonprofit management or Operations experience (MBA or other related advanced degree preferred)
- Strong proficiency in financial analysis and reporting
- Excellent communication and community-building skills
- Able to create and sustain positive, ambitious school culture among staff and students
- Experience in program evaluation and data analysis
- A record of success in staff development

Salary Range:

- Competitive salary commensurate with experience
- Health and retirement benefits

Job Type:

- Full-time position, 3-yr. contract renewable upon performance evaluation.

Head of School: The Head of School of Vernare is a dynamic instructional leader who spearheads the implementation of the SABIS[®] Educational System, support the mission and vision of Vernare Learning and has an unswayable belief that ALL students can achieve at high levels. To that end, s/he will be responsible for three major initiatives: 1) implementing the strategic vision of Vernare Learning; 2) monitoring the operational, financial, and academic performance and related personnel—providing real-time updates to all necessary stakeholders (CEO, Board of Directors, DESE, community stakeholders, etc.)—to demonstrate the adherence to its charter performance contract and DESE public school standards; and 3) establishing and maintaining a diverse and inclusive environment that fosters a culture of respect for all, upholds the highest ethical standards and promotes a sense of community with all stakeholders—students and families, service providers, regulatory and governance bodies, and community members-at-large.

The Head of School leads teachers and staff in the development and on-going improvement of “green schools”—creating healthy students, healthy families and healthy communities, in all aspects. This leader will work closely with the Academic Quality Controller (AQC), Student Life Organization[®] Director and other instructional team leaders to manage student data—including academic monitoring, attendance, special needs and student incidents—to ensure that the entire student body is on track to achieve adequate yearly progress in a safe, caring environment. The Head of School will guide teachers in the implementation of school-wide best practices, discipline-specific curricula and assessments, and school culture; and trains, supervises, and evaluates all staff and teachers and has the final say in all hiring decisions. The Head of School is the public face of the school in the community, working to build a connection between school, families and other stakeholders that is strong, mutually respectful, and marked by continual communication about student performance and behavior. The Head of School leads the staff in reaching out to families and the community to recruit students and staff and build a network of collaboration that supports student success.

Preferred Qualifications:

- PhD/EdD in Education related field (Administration, Curriculum & Instruction, etc.)
- Expert teacher and/or administrator with at least three years of demonstrated experience in under-served populations
- Excellent community-building skills
- Extensive knowledge of curriculum development
- Strong proficiency in student data reporting
- Able to create and sustain positive, ambitious school culture among staff and students
- Experience in assessment and achievement data analysis
- A record of success in supporting teacher development
- Communicate effectively with all stakeholders: students, parents, faculty/staff, CEO & Vernare Learning management team, DESE and greater community
- Advanced Studies and/or Administrative Certification
- Experience in Missouri to ensure appropriate curricular alignment to Missouri Learning Standards
- Demonstrated teaching or administrative experience in a start-up school

Salary Range:

- Competitive salary commensurate with experience

- Health and retirement benefits

Job type:

- Full-time 12-month position, one year contract renewable upon performance evaluation

Academic Quality Controller (AQC): The Academic Quality Controller at Vernare will ensure that the SABIS[®] Educational System curriculum is implemented with integrity and is focused on the core academic program. The Academic Quality Controller will manage student academic achievement data (AMS[™], benchmark/diagnostic assessments, etc.) and serve as the primary liaison for parents. Through regular monitoring of student achievement data (weekly assessments, benchmark/diagnostic assessments, etc.) the Academic Quality Controller will help ensure that all students are tracking towards proficiency and/or advanced achievement measures, by providing the appropriate resources to the school's academic leadership team to address student achievement deficiencies. The Academic Quality Controller will collaborate with Lead Teachers/Heads of Departments to ensure alignment to pacing charts, as well as coordinate intervention strategies with the SABIS Student Life Organization[®] Director, the Head of School, and special education staff, as appropriate. The Academic Quality Controller will also work closely with the Student Life Organization[®] Director to ensure the seamless integration of the SLO[®] curriculum across the network, as well as coordinate regular communication with parents and community stakeholders.

The Academic Quality Controller will assume responsibilities of lead administrator in the absence of the Head of School. The Academic Quality Controller will also be responsible for working with the school's leadership team to maintain any files and submit any reports required by DESE and appropriate funding agencies as appropriate.

Preferred Qualifications:

- MA/ MS/ MSW in Education related field (Administration, Curriculum & Instruction, etc.)
- Expert teacher and/or administrator with at least three years of demonstrated experience in under-served populations
- Extensive experience in assessment and achievement data analysis
- Excellent community-building skills
- Extensive knowledge of curriculum development
- Strong proficiency in student data reporting
- Able to create and sustain positive, ambitious school culture among staff and students
- A record of success in supporting teacher development
- Communicate effectively with all stakeholders: students, parents, faculty/staff, CEO & Vernare Learning management team, DESE and greater community
- Advanced Studies and/or Administrative Certification
- Demonstrated teaching or administrative experience in a start-up school

Salary Range:

- Competitive salary commensurate with experience
- Health and retirement benefits

Job type:

- Full-time 12-month position, one year contract renewable upon performance evaluation

Student Life Organization[®] Director: The Student Life Organization[®] Director at Vernare oversees all family, before/after school, and community relations at each Vernare Learning school, and is responsible for implementing the STEM (science, technology, engineering, and math) and *Pathways to Prosperity* curricular elements of the academic program. S/he must be committed to Vernare Learning and its values; have an understanding of Vernare Learning’s mission and unwavering commitment to fulfill it, particularly the understanding that parents have the greatest impact on student achievement and the role of the parent as a partner must be valued and cherished. S/he will build and manage relationships with students and families, local colleges and universities, pre-schools, community-based organizations, and volunteers across the Greater St. Louis area. The Student Life Organization[®] Director will also be responsible for working with the school’s leadership team to maintain any files and submit any reports required by DESE and various funding agencies, particularly in relation to grants and program evaluation requirements related to activities performed thorough Student Life Organization[®] activities. This administrator will also serve as the designee serving in the capacity of the homeless coordinator.

Core to this position is the responsibility of integrating the supplemental curriculum that supports the “green schools” focus and *Pathways to Prosperity* model for Vernare Learning. This will be accomplished in three distinct ways:

- 1) Wednesday Student Life sessions: Each Wednesday, students will be immersed in multidisciplinary environmental science lessons during the weekly Student Life class block. This curriculum will be developed by academicians specialized in sustainability and environmental education, and will include elements from the Missouri Department of Conservation—Discover Nature (K-12) curriculum, Project WET, Project WILD and Project Learning Tree, which include Common Core standards and grade-appropriate skill building. This also includes integrating student participation in the school garden/Seed-to-Table program.
- 2) Before/After School Programs: Student Life Organization[®] also includes the before/after school programs in the form of themed “clubs”. While the clubs are designed to provide creative outlets to enrich student learning (i.e. Music Club, Art Club, Orienteering Club, etc.), the common thread among all clubs will be inclusion of issues of sustainability, conservation and preservation, thus supporting the Vernare Learning focus on STEM.
- 3) Community and Volunteer Services: Annual community service projects for each campus are an integral part of Student Life. The Student Life Organization Director will serve as the liaison between network schools and community partners to source appropriate community service project opportunities. Additionally, s/he will oversee the volunteer and intern programs and Parent University for the Vernare Learning network, thus creating meaningful connections between the schools and their community. Summer programming—particularly the continued care for the school garden, summer camp and Parent University—will also be managed by the Student Life Organization[®] Director.

Preferred Qualifications:

- MA/ MS/ MSW in Education related field (Administration, Curriculum & Instruction, etc.)

- Background/experience in environmental education, experiential/outdoor education and/or STEM curriculum development
- A high level of personal integrity and professionalism
- 2+ years' experience and demonstrated success in community outreach and/or adult education
- Proficiency with Microsoft Office suite and comfort with newsletter templates/ software
- Effective communication skills, with a gregarious nature and the ability to connect with people from a variety of different backgrounds
- A creative, resourceful, responsive style with a strong attention to detail and follow-through and the ability to work independently and as a team player
- Demonstrated success building, managing, and growing meaningful relationships with a diverse range of constituents in the greater St. Louis community
- Sensitivity to and knowledge of under-served urban communities in the US
- Experience managing volunteers serving in a variety of roles including as mentors, tutors, and public speakers

Salary Range:

- Competitive salary commensurate with experience
- Health and retirement benefits

Job type:

- Full-time position, one year contract, renewable upon performance evaluation

Director of Telecommunications & IT Services: The Director of Telecommunications & IT Services will lead the development and implementation of a comprehensive network and telecommunications services strategy for Vernare. Key to this role is ensuring that the Academic Monitoring System (AMS) is fully functional at all times. Additionally, the Director of Telecommunications & IT Services will work closely with SABIS IT support teams to perform all software/hardware updates to support ongoing system improvements supporting AMS. S/he will also ensure school networks are fully secure and equipped with appropriate filters to block inappropriate use and harmful viruses. In partnership with the Director of Finance & Operations, the Director of Telecommunications & IT Services will help design/implement appropriate telephony and security plans for each school site and its personnel, along with developing and managing appropriate budgets to support these plans.

The Director of Telecommunications & IT Services will develop and maintain a set of policies for the appropriate use of all network and telecommunications services for Vernare School websites, social media, email and telephony solutions. S/he will fully support the mission of Vernare Schools and seek resources to support student access to technology enhancing the STEM curricular focus. This position reports directly to the Head of School.

Preferred Qualifications:

- Bachelor's degree, masters preferred; supplemented with five (5) years of experience with increasingly complex leadership and management responsibilities in an information technology environment
- Knowledge of network and telecommunication resources, services, and applications appropriate for a school environment
- Ability to envision and implement exemplary applications of information technology to support network and telecommunication operations
- Knowledge of the acquisition, installation, maintenance, and management of networking, telecommunications, and computing equipment
- Knowledge of global high-performance networking developments and options.
- Commitment to service and collaborative and cooperative approach to leadership and management
- Managerial, organizational, analytic, and problem solving skills
- Speaking, listening, writing, and interpersonal skills
- Ability to deal effectively with a wide range of vendors, service providers, and regulatory agencies
- Ability to facilitate productive meetings and work successfully in a team-oriented environment
- Ability to exercise sound judgment in complex situations

Salary Range:

- Competitive salary commensurate with experience
- Health and retirement benefits

Job type:

- Full-time 12-month position, one year contract renewable upon performance evaluation

Lead Teacher/Head of Department (HOD): Lead Teacher (lower school)/Head of Department (upper school) candidates at Vernare must demonstrate a strong desire to teach an academically rigorous curriculum and have an unswayable belief that ALL students can achieve at high levels. S/he will lead their cohort teachers in the analysis of student data, address any gaps in student mastery, and provide necessary coaching to novice teachers. The Lead Teacher/HOD will work closely with the Academic Quality Controller to ensure the SABIS Educational System is being implemented with integrity, while monitoring student progress in achieving proficiency and/or advanced level academic performance, using adequate yearly progress as a baseline. The Lead Teacher/HOD will also work with the Student Life Organization[®] Director to ensure the seamless integration of the STEM and *Pathways to Prosperity* curricula into the core academic program. Lead/HOD teachers will also serve as a lead for at least one Student Life Organization[®] club/initiative. As all employees of Vernare Learning, the Lead Teacher/HOD is expected to support the mission of the school and must actively participate in a professional and team learning community.

Preferred Requirements

- BA/BS in Education (Elementary, Middle School, Secondary, Special Education or related field), Master's degree preferred
- Valid Teaching Credential: Early Childhood Education or Elementary Education issued in Missouri
- Successful classroom experience, with demonstrated ability to execute differentiated, interdisciplinary instructional methods
- Leadership skills with the ability to facilitate parent meetings, and enhance cooperative working relationships
- Strong communication and problem solving skills
- Clear Criminal Background/Fingerprint Clearance
- Valid TB Clearance by first day of employment.
- Computer skills proficiency in Word, Excel, Power Point and others as necessary.
- At least 2 years of teaching experience
- Demonstrate knowledge of curriculum development
- Graduate Studies or advanced teaching certification (National Board of Professional Teaching Standards)

Salary Range:

- Competitive salary commensurate with experience
- Health and retirement benefits

Job type:

- Full-time position, one year contract renewable upon performance evaluation

Teacher: Teacher candidates at Vernare must demonstrate a strong desire to teach an academically rigorous curriculum and have an unswayable belief that ALL students can achieve at high levels. They will use the framework provided by the SABIS Educational System (SABIS Point System, AMS, student prefects) to deliver highly engaging, differentiated instruction to all students. Teachers will work closely with their Lead Teacher/HOD to ensure the SABIS Educational System is being implemented with integrity, while monitoring student progress in achieving proficiency and/or advanced level academic performance, using adequate yearly progress as a baseline. Teachers will also work with the Student Life Organization[®] Director to ensure the seamless integration of the STEM and *Pathways to Prosperity* curricula into the core academic program. Teachers will also serve as a lead for one Student Life Organization[®] club/initiative. As all employees of Vernare Learning, teachers are expected to support the mission of the school and must actively participate in a professional and team learning community.

Preferred Requirements

- BA/BS in Education (Elementary, Middle School, Secondary, Special Education or related field)
- Valid Teaching Credential: Early Childhood Education or Elementary Education issued in Missouri
- Leadership skills with the ability to facilitate parent meetings, and enhance cooperative working relationships
- Strong communication and problem solving skills
- Clear Criminal Background/Fingerprint Clearance
- Valid TB Clearance by first day of employment.
- Computer skills proficiency in Word, Excel, Power Point and others as necessary.
- Demonstrate knowledge of curriculum development

Salary Range:

- Competitive salary commensurate with experience
- Health and retirement benefits

Job type:

- Full-time position, one year contract renewable upon performance evaluation

B. 4. Staffing and Human Resources

Staffing

Vernare Learning seeks to employ the best and brightest teachers, including Highly Qualified Teachers, recent graduates and candidates with alternative certification. The SABIS[®] Educational System provides a rigorous framework for implementation of curriculum through the SABIS[®] Point System of teaching such that all teachers can perform effectively. Vernare Learning will also allow their campuses to serve as “studio schools” for the pre-service teachers at the University of Missouri—St. Louis. These particular teachers will follow a rotational experience that will not only help them gain valuable classroom teaching experience, but also allow them to practice other necessary skills to become highly qualified teachers—such as student data management/assessment, instructional design, interdisciplinary integration and parent/community engagement. Having earned their Substitute Teaching Certification, these pre-service teachers will form the core pool for substitutes throughout the network. If they demonstrate high potential, these teachers will be a part of the preferred candidate pool for new teacher hires within the network.

Vernare Learning will participate in the traditional recruitment fairs hosted by area universities, as well as organize its own fairs to meet the needs of the network. Job postings will be made available via online job sites related to education and nonprofits. Other resources and referral mechanisms (i.e. EduMatch) may also be utilized. For all of these potential recruitment strategies, the goal is to find potential faculty and staff that fit the mission and vision of Vernare Learning. Consideration will be given to matching the school staff composition to reflect the communities being served; yet, priority will be given to candidate quality in all instances.

Vernare Learning will not employ any teacher whose certificate of license to teach has been suspended or revoked by the State Board of Education. No employment candidate will be hired that does not have a fingerprint/criminal background check as screened by the Missouri Automated Criminal History Site (MACHS) and the Family Care Registry (DHSS)

Human Resources

Positive student outcomes will be the primary focus of all Vernare Learning personnel. To that end, regular performance assessments will be conducted at all levels to ensure that student achievement is being supported. Performance review procedures, performance assessments and plans, and personnel files will initially be maintained by the CEO of Vernare Learning then transferred to the Director of Personnel once hired; yet, the Head of School will be responsible for leading the performance management process at the school level. Professional Development sessions will be planned throughout the year for all staff. Lead Teachers/Heads of Departments will conduct peer-to-peer coaching based on areas of need as evidenced in weekly student data results. Formal performance assessment will occur annually for all Vernare Learning faculty and staff, with quarterly developmental performance conversations occurring throughout the year. The goal of all assessments is the continuous improvement in instructional methodology, social and emotional learning pedagogical development and building of school culture centered on “green schools” and *Pathways to Prosperity* principles. Balanced scorecards including student

outcome measures and metrics based on ISSLC Standards will be developed for all faculty and staff. A merit-based compensation system based on these scorecards will be used across the organization.

Effective performance management is vital to ensuring strong student outcomes. Therefore, deficiencies in performance will require an employee being placed on a performance improvement plan. These plans will include SMART (Specific, Measureable, Attainable, Relevant and Timely) goals, which align with ISSLC standards and support the mission and vision of Vernare Learning. Continued decline or stagnation in performance, after targeted coaching and development, could lead to the termination of the employee. Specific performance measures, expectations, performance management and documentation procedures will be clearly outlined in the Employee Handbook. Careful records of all staff's professional development hours will be tracked to ensure accurate reporting to DESE.

B. 5. Student Recruitment and Enrollment

Vernare will have open enrollment for all eligible students according to the enrollment policies of the home school district. However, targeted recruitment will occur in the zip codes closest to the physical location of the school site, namely 63106 and 63107.

Student recruitment will occur in a variety of ways, including but not limited to: door-to-door campaigns, school recruitment fairs, community meetings (area churches, Old North Restoration Group offices, community/service centers, nearby housing projects), area Early Childhood centers and pre-schools, and electronic Letters of Interest via the Vernare Learning website. Vernare Learning is currently building relationships with individuals and organizations to engage in an integrated community education campaign to design and support enrollment activities. Some of the key partners identified to assist in this process are Urban Strategies, McCormack Baron Salazar (MBS), Gateway 180, Grace Hill and The Flance Center (University City Childhood Center). These particular partners were selected to help ensure Vernare Learning is meeting its mission of community development and its student body is representative of the community in which the founding school will be located. Each of these community partners have current projects or are located and serve families within the 63106 and 63107 zip codes.

- **Urban Strategies:** Expertise in creation of community engagement plans; serve as liaison between McCormack Baron Salazar housing projects and key community stakeholders
- **McCormack Baron Salazar:** Manage community development projects in targeted zip code area: Blair Apartments, Murphy Park Apartments, O'Fallon Place Apartments and The Brewery Apartments
- **Gateway 180:** Provides shelter and services for homeless women and children in the St. Louis area
- **Grace Hill Settlement Home:** This organization's headquarters is located in the Old North neighborhood; provide access to health and education services from pre-school to seniors

- **The Flance Center:** This early childhood education center is an extension of the University City Childhood Center; plans to serve as a collaborator for Parent University activities and other activities supporting Vernare.

The design of Vernare is to have three (3) Kindergarten, First and Second grade sections and two (2) sections per subsequent grade through grade 12, with up to 30 students per section/classroom. This model was based on the anticipation of an attrition rate upwards to a third of its students as they matriculate through the K-6 system.

If there are more applications received than available seats, enrollment will be handled by a lottery system, with the following caveat: Siblings of enrolled students and children of employees who live within the St. Louis Public School District will also be given priority consideration. In the event of a student’s withdrawal, the space will be filled through a wait-list for each grade level that will be created by lottery .

The following illustrates the anticipated enrollment in Vernare during for the initial 5-year charter period:

Anticipated Enrollment					
Grade Level	2016-17	2017-18	2018-19	2019-20	2020-21
K	90	90	90	90	90
1st	90	90	90	90	90
2nd	90	90	90	90	90
3rd		60	60	60	60
4th			60	60	60
5th				60	60
6th					60
Totals	270	330	390	450	510
Grand Total: 510					

Vernare Learning will not discriminate in its student recruitment and enrollment practices on the basis of sex, race, color, national or ethnic origin, religion, sexual orientation, gender identity, gender expression, disability, or any other characteristic protected under federal, state, or local law.

B. 6. Parent, Community and Educator Involvement

The goal of Vernare Learning is to “build sustainable communities one school at a time.” This can only be accomplished by creating opportunities to integrate families and community stakeholders into the cultural fabric of the schools. Vernare will fulfill the goal of creating meaningful parent, community and educator involvement in a variety of ways—such as through participation in activities sponsored through Parent University, as outlined in Section A.8. Yet, to create an inclusive, participatory culture for parents of Vernare students, a comprehensive plan will be created to support our cultural goals including, but not limited to, such activities as:

Parent Council: This parent-led group will serve as the representative body for Vernare parents in regards to special projects and events such as extracurricular activities and volunteer projects. Parents involved in this group will collaborate with the Student Life Organization Director and student leaders to plan special events, thus fostering a community culture in the school. They will also serve to further reinforce the parents' role in supporting the academic success of their students through homework monitoring, tutoring and other academic support functions as appropriate.

Green Campus Support: A hallmark of the Vernare campus will be its "green" features, namely—the school garden/farm, aquaponics system and composting processes. These features will provide experiential support to the environmental education curriculum for our students, while also providing volunteer opportunities for parents and community members. Such volunteer activities will include: garden design/maintenance, sorting/recycling, and other related jobs to ensure the sustainability of these green systems.

Farm-to-Table Program: Building healthy kids is enhanced by providing healthy food. It is the goal of Vernare to harvest vegetables and herbs grown in the school garden for school lunches and community meal outreach. This is another opportunity for parents and community members to serve as volunteer chefs and servers to demonstrate to students how these foods can be properly prepared and integrated into a healthy diet.

STEM Experiences: A variety of programming—both during and after school—will be provided in the form of clubs, activities and field trips that support the STEM focus of Vernare. Such programs may include robotics, computer programming, conservation activities and other applied science activities. Parents and community members will be encouraged to serve as chaperones and collaborators for these activities.

C. Business Plan

C. 1. Budget

The included budget (**Appendix 1**) represents a good faith estimate of the startup (0-5 years) of Vernare. The assumptions include the estimated per pupil funding based on SLPS levels for the 2013/2014 school year. Facilities assumptions are based on a preferred location that has been identified in the Old North St. Louis neighborhood. As the facilities plan becomes more concrete, appropriate adjustments will be made to the budget.

A major constraint of the budget is the SABIS licensing fee, which is calculated at 8% of Federal and 8% of State & Local funding, or \$235,000, whichever is greater. This fee includes the following items necessary to ensure the effective implementation of the SABIS® Education System:

- Proprietary SABIS Education System supports (curriculum, pacing charts/lesson plans, AMS™, SLO® and all related software)
- IT Support

- Professional Development/Training Support (including \$50,000 Work Day credit in the first year of operation)
- Access to Add-On Services as needed

A detailed outline of all of these services can be found in the SABIS Licensing Agreement—Appendix 5.

(**Note:** Contingency budgets have also been included to reflect possible enrollment scenarios that may occur. For all budgets, the goal is to rely strictly on per pupil funding as the main source of income.)

C. 2. Financial Management

Vernare Learning will ensure that all financial reporting and compliance measures, as stipulated by policies and procedures outlined by the Missouri Department of Elementary & Secondary Education and the IRS, will be followed. To that end, school data and accounting management data systems—such as Tyler SIS and Tyler Pulse—will be implemented throughout the network. The CEO of Vernare Learning will ensure that site-based school data and financial reporting is happening in a timely and accurate manner. Support for the financial management of the school will be supported by site staff and contracted business operations support—such as EdOps. Regular audits will be performed by SABIS to ensure that the schools are maintaining their financial health and are compliant with DESE. Vernare Learning will also schedule annual independent audits to ensure that all appropriate policies, procedures and operations are in place to preserve the fiscal integrity of the organization and its managed schools. The UMSL sponsor will also provide financial oversight per Standard Five of 5 CSR 20-100.260. This includes:

- Ensuring that adequate financial controls are in place and operational
- Monitoring fiscal management of federal grant programs
- Monitoring that the school has and follows a procurement process
- Monitors the Annual Secretary of the Board Report (ASBR) and annual audit
- Monitors that the annual audit summary is published
- Monitors coding procedures to ensure compliance with the Missouri Financial Accounting Manual

The CEO will ensure that all school data and financial reports are submitted accurately and on-time. S/he will work closely with the CEO of Vernare Learning to monitor all financial and operational activity of the Vernare school network. The CEO will provide concise financial updates to the Board of Directors. Financial policies will be developed, and approved by the Board of Directors, to set appropriate parameters as to the purchasing and approval levels of Vernare Learning staff, document retention, travel expenses, and any other items that involve the use or management of the finances of Vernare Learning.

C. 3. Facility

Vernare Learning plans to open its K-12 school in the Old North St. Louis neighborhood. Several locations are currently being assessed for viability as a school site. Our architecture/construction management partners will work with a team of experts to assess the value and scope of work needed to renovate any existing facilities to operational status and/or assess the cost and scope of work needed to construct a new facility. Once procured, the facility will house the K-6, Lower School. The 7-12, Upper School, will be developed on other viable sites identified in the neighborhood. Potential locations identified are as follows:

Webster School, 2127 N. 11th Street

This is a closed St. Louis Public School. The building has been vacant since its close in 2007. The building is in need to major renovations, including adding the enhancements to make the property ADA compliant. But, as it was a school, the configuration is conducive adequately designed for that purpose. The building is approximately 58,665 ft², which easily accommodates the approximate space needed for the Lower School, with room for classroom expansion if enrollment demand increases. The building sits on a property size of approximately one acre, which is adequate space for a playground, parking, field for outdoor activities and expansion for the Upper School.

Jaymar Companies Building, 1227 St. Louis Avenue

This building currently houses a full-service, printing and direct mailing service business. The building is approximately 40,000 ft², which does accommodate the space allocation for the Lower School. However, there is limited parking space available for this property. Also, there is concern that there may be expensive chemical/hazardous material clean up necessary to use the building for a school.

Grace Hill Settlement House Campus, 2600 Hadley St.

This campus includes four buildings, parking and enclosed green space. If procured, this site would serve as the incubator, housing our K-2 classrooms, as we amass the resources to acquire another site—preferably the Webster School location. The separate buildings provide interesting configuration opportunities for age- and activity-grouping for the early elementary level.

Irrespective of the location, all Vernare school building facilities will be equipped to the extent possible with systems that support our sustainability focus. Such systems will include: water/flush management systems in all restrooms, water fountains with water bottle refill attachments, high efficiency HVAC systems, and energy-rated appliances, to name a few. Sustainable purchasing and recycling policies will be designed to ensure that school operations support the sustainable mission of Vernare Learning. Other facility enhancement will include our signature school garden/farms—which will be maintained year-round in cooperation with community partners via our Student Life Organization and Parent University programs. The goal is to enhance these garden facilities to include aquaponics, composting and vermiculture—all which complement the experiential environmental science curriculum to be designed through the Student Life Organization programming. As Vernare strives to become a center for the community to gather, the green/soft playground areas located at each campus will be open to neighbors when school is not in session. Once implemented, tracking and reporting of progress (i.e. energy saved, water conserved, waste reduction, etc.) on our green initiatives will be

continuously gathered to demonstrate how Vernare Learning is creating and maintaining green school spaces, as outlined by the tenants of the Green Schools Initiative which are integrated into the school design.

C. 4. Transportation

Vernare Learning does not plan to include transportation in its initial years of operation due to its cost. However, it will be our goal to provide transportation to our students in the future. This plan, however, will be based upon the location of students enrolled in our schools. To manage transportation costs, we may partner with the home district's transportation services to serve our families. Once we begin gathering letters of intent for enrollment, we will map the clusters of students outside of a one-mile radius of our school location. If we contract our own transportation services, we will perform due diligence by having potential vendors submit their bids via an RFP process we shall establish. Such vendors shall include: Durham School Services, First Student Inc., Go-Ahead North America, and Missouri Central School Bus. If we explore the opportunity to partner with St. Louis Public Schools, we will compare their bus routes for Ames Elementary (Old North) to determine if the partnership will be feasible—both from a cost and scheduling perspective—for both schools. A third option may be to partner with the Confluence Academy—Old North Campus school for transportation. A similar feasibility study to that for SLPS will be conducted. . (Note: Special arrangements will be made for enrolled students requiring special transportation due to an IEP.)

C. 5. Insurance

Vernare Learning will procure all necessary insurance to indemnify and protect the facilities, property and persons related to or interacting with the organization. These policies include:

- General Liability
 - General Aggregate
 - Products-Completed Operations Aggregate
 - Personal/Advertising Injury
 - Each Occurrence
 - Damage to Premises Rented
 - Medical Expense
- Social Service Professional (Aggregate/Occurrence)
- Improper Sexual Conduct Limits (Aggregate/Occurrence)
- Non-Owned Auto Liability
- Hired Auto Liability
- Directors & Officers coverage (Note: Employment Practices Liability coverage will be obtained once Vernare Learning has employees)

This comprehensive insurance package is serviced through:

Alliance of Nonprofits for Insurance, Risk Retention Group (ANI)

Vernare Learning Member Number: 37329

Broker: Hollida Insurance Agency, LLC, 1018 South Westwood, Suite 3, Poplar Bluff, MO, 63901, (573) 727-9700

C.6. Closure

The Board of Directors of Vernare Learning and staff of Vernare understand that closure of a charter school can be very difficult for school stakeholders, particularly students, families, and school staff. If closure of Vernare is determined necessary, for any reason, Vernare Learning's Board of Directors will work with our charter sponsor and school management to ensure the orderly closure of the school to protect the best interests of displaced families and staff with a focus on assisting successful transitions for all parties involved. Some actions necessary for orderly school closure will take place within one week of the decision to close, some will be completed within 30 days of the decision to close, and others will be ongoing until the school closure is complete. The key categories of tasks are summarized below:

1. Immediate Tasks (immediately and up to one week of the decision to close): A Transition Team dedicated to ensuring the smooth transition of students and staff and to close down the school's business will be formed. We recognize that complete closure information will not be available immediately, but in keeping with our organization's value of transparent communications, the Transition Team will notify our students and their parents/guardians, faculty and staff, local school districts, and the State Board of Education of the decision to close the school.
2. Ongoing Activities (through completion of the closure process): The Transition Team will ensure that instruction continues through closure and that school and board operations continue through closure.
3. Pre-Closure Tasks (within 30 days of the decision to close): These consist of priority tasks essential to high-quality and on-time closure of the school and transitions for all parties involved. Actions include identifying closure reserve funds and the acceptable use of such funds to support the orderly closure of the school, providing detailed closure plan information to parents/guardians, faculty and staff, and notification of creditors, debtors, contractors, vendors, and agencies/organizational partners, as applicable.
4. Post-Closure Tasks (within one week to 120 days after the last day of instruction): Dissolution tasks during this period after the end of instruction include parental notification of final report cards, archival and transfer of student records, extensive financial reporting (including a closeout audit), formal document records archival and transfer, and submission of final reports to our charter sponsor, DESE and the State Board of Education as applicable. Vernare's Head of School is accountable for ensuring that student records are up-to-date and complete and that all records are archived and transferred appropriately. Vernare's Board Chair is responsible for the disposition of records, including (but not limited to) personnel records, financial documents, contracts, assets, and grants.

In the event that Vernare does not meet the performance and organizational requirements of its performance contract with its sponsor, the University of Missouri - St. Louis, resulting in

closure; school assets will first be utilized for the purpose of student relocation, record distribution and retention, and payment of outstanding debt. Any remaining, un-obligated, state-funded assets shall be returned to the Department of Elementary and Secondary Education for their disposition. Any remaining, federally funded assets of the school shall be disposed of in accordance with federal statutes, regulations, and guidelines. Any remaining other assets, including those acquired through documented donations, gifts, grants or other sources shall be disposed of upon dissolution of Vernare in accordance with the articles of incorporation of Vernare Learning and the Missouri Nonprofit Corporation Act.



www.vernarelearning.org

Charter Application Appendices



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Vernare Learning

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APPENDECIES

- Appendix 1: Vernare Budget (5-year projections) & First Year Cash Flow model**
- Appendix 2: Vernare School 2016-2017 School Year Calendar**
- Appendix 3: Sample Content Skills for four grade levels (SABIS-ELA/Math)**
- Appendix 4: Sample Pacing Charts & Lesson Plans**
- Appendix 5: License Agreement with SABIS**
- Appendix 6: Vernare Learning Incorporation Documents**
- Appendix 7: Vernare Learning CEO/Board Member Resumes/Request for Information for Potential Charter School Board Members**
- Appendix 8: Vernare Learning Performance Contract w/UMSL**



Appendix 1: Vernare Budget (5-year projections) & First Year Cash Flow Model

Vernare Learning

Proposed Five Year Operational Budget

	2016-17 (270 enroll)	2017-18 (330 enroll)	2018-19 (390 enroll)	2019-20 (450 enroll)	2020-21 (510 enroll)
Revenues					
5100 Local	\$ 374,247	\$ 250,439	\$ 306,092	\$ 361,745	\$ 417,398
5200 County	-	-	-	-	-
5300 State	2,236,758	2,733,815	3,230,873	3,727,930	4,224,987
5400 Federal	408,829	499,680	590,531	681,382	772,233
5899 GRAND TOTAL REVENUES	3,019,834	3,483,934	4,127,496	4,771,057	5,414,618
Expenditures					
1100 Regular Programs	1,132,453	1,756,685	1,597,003	1,898,596	2,154,893
1191 Summer School	24,222	24,222	24,222	24,222	24,222
1200 Special Programs	52,920	64,680	76,440	88,200	99,960
1999 TOTAL INSTRUCTION	1,209,594	1,845,587	1,697,665	2,011,018	2,279,075
2100 Support Services-Pupils	97,063	146,541	156,103	165,843	175,770
2200 Support Services-Professional Development	31,180	32,900	34,620	36,340	38,060
2320 Executive Administration Services	533,781	582,878	667,431	713,869	761,179
2510 Support Services-Business	35,000	32,275	32,275	32,275	32,275
2540 Operation of Plant Services	535,572	585,611	625,459	665,316	703,528
2560 Food Services	195,102	229,062	272,418	315,774	359,130
2660 Technology Services	23,760	17,640	18,720	19,200	19,080
2998 TOTAL SUPPORT SERVICES	1,451,457	1,626,907	1,807,026	1,948,617	2,089,022
9999 GRAND TOTAL EXPENDITURES	2,661,052	3,472,494	3,504,691	3,959,634	4,368,097
Total Revenue Over/(Under) Total Expenses	358,783	11,440	622,805	811,423	1,046,521
Beginning Balance, July 1	-	358,783	370,223	993,028	1,804,451
Ending Balance, June 30	\$ 358,783	\$ 370,223	\$ 993,028	\$ 1,804,451	\$ 2,850,972

Revenue	2016-17 (270 enroll)	2017-18 (330 enroll)	2018-19 (390 enroll)	2019-20 (450 enroll)	2020-21 (510 enroll)
5100 Local Revenue					
5113 Prop C	\$ -	(a) \$ 250,439	(a) \$ 306,092	(a) \$ 361,745	(a) \$ 417,398
5150 Food Sales to Pupils	-	-	-	-	-
5160 Food Sales to Adults	-	-	-	-	-
5180 Community Services	-	-	-	-	-
5190 Private Gifts	374,247	-	-	-	-
5100 Total Local Revenue	374,247	250,439	306,092	361,745	417,398
5200 County Revenue					
5200 County Revenue	-	-	-	-	-
5300 State Revenue					
5311-19 Basic Formula	2,236,758	(b) 2,733,815	(c) 3,230,873	(d) 3,727,930	(e) 4,224,987
5300 State Revenue	2,236,758	2,733,815	3,230,873	3,727,930	4,224,987
5400 Federal Revenue					
5445 School Lunch Program	118,474	(g) 144,802	(h) 171,129	(i) 197,457	(k) 223,785
5446 School Breakfast Program	38,175	(l) 46,658	(m) 55,142	(n) 63,625	(o) 72,108
5451-65 Federal Programs	252,180	(q) 308,220	(q) 364,260	(q) 420,300	(q) 476,340
5497 Federal CSP	-	-	-	-	-
5400 Federal Revenue	408,829	499,680	590,531	681,382	772,233
5899 GRAND TOTAL REVENUES	3,019,834	3,483,934	4,127,496	4,771,057	5,414,618

See Following Attachment "Revenue Explanations"

Revenue Explanations:

- (a) \$854 per previous years WADA
- (b) 293.2538 WADA x \$7,627.38 = \$2,236,758.17
- (c) 358.4213 WADA x \$7,627.38 = \$2,733,815.46
- (d) 423.5888 WADA x \$7,627.38 = \$3,230,872.74
- (e) 488.7563 WADA x \$7,627.38 = \$3,727,930.03
- (f) 553.9238 WADA x \$7,627.38 = \$4,224,987.31
- (g) Lunches: 252.18 FRL x \$2.70 x 174 days = \$118,474.16
- (h) Lunches: 308.22 FRL x \$2.70 x 174 days = \$144,801.76
- (i) Lunches: 364.26 FRL x \$2.70 x 174 days = \$171,129.35
- (j) Lunches: 420.30 FRL x \$2.70 x 174 days = \$197,456.94
- (k) Lunches: 476.34 FRL x \$2.70 x 174 days = \$223,784.53
- (l) Breakfast: (252.18/2) x \$1.74 x 174 days = \$38,175.01
- (m) Breakfast: (308.22/2) x \$1.74 x 174 days = \$46,658.34
- (n) Breakfast: (364.26/2) x \$1.74 x 174 days = \$55,141.68
- (o) Breakfast: (420.30/2) x \$1.74 x 174 days = \$63,625.01
- (p) Breakfast: (476.34/2) x \$1.74 x 174 days = \$72,108.35
- (q) \$1,000 per FRL

VERNARE LEARNING WADA CALCULATION										
WADA	293.2538	358.4213	423.5888	488.7563	553.9238	Weighted Avg. Daily Attendance				
ADA	256.5	313.5	370.5	427.5	484.5	Assumes 95% ADA				
FRL Count	252.18	308.22	364.26	420.3	476.34	93.4% - based on SLPS/Charter comparison schools in 63106/63107 (typically taken in January)				
FRL Threshold	105.165	128.535	151.905	175.275	198.645	41.0% ADA				
FRL Threshold Calculation	183.951	224.829	265.707	306.585	347.453	FRL Count - FRL Threshold				
FRL Weighted @ .25	45.9878	56.2073	66.4268	76.6463	86.8658	see WADA Calculation.xlsx from IFF				
IEP Count	32.4	39.6	46.8	54	61.2	12% - based on 2011-2012 SLPS IEP counts				
IEP Threshold Calculation	32.319	39.501	46.683	53.865	61.047	12.6% ADA				
IEP Weighted @.75	0	0	0	0	0	see WADA Calculation.xlsx from IFF				
LEP Count	0	0	0	0	0	see WADA Calculation.xlsx from IFF				
LEP Threshold Calculation	5.3865	6.5835	7.7805	8.9775	10.1745	based on SLPS/Charter comparison schools in 63106/63107				
LEP Threshold Calculation	0	0	0	0	0	2.1% of ADA				
LEP Weighted @ .60	0	0	0	0	0	see WADA Calculation.xlsx from IFF				

Expenditures by Function	2016-17 (270 enroll)		2017-18 (330 enroll)		2018-19 (390 enroll)		2019-20 (450 enroll)		2020-21 (510 enroll)	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
1100 Regular Programs										
6100 Salaries	485,000	615,250	751,013	892,563	1,040,191					
6200 Benefits	172,153	604,664	258,645	304,168	351,311					
6300 Purchased Services	415,900	457,171	499,545	605,865	659,191					
6400 Supplies & Materials	27,000	33,000	39,000	45,000	51,000					
6500 Equipment	32,400	46,600	48,800	51,000	53,200					
Total Regular Program	1,132,453	1,756,685	1,597,003	1,898,596	2,154,893					
1191 Summer School										
6100 Salaries	19,125	19,125	19,125	19,125	19,125					
6200 Benefits	5,097	5,097	5,097	5,097	5,097					
6300 Purchased Services	-	-	-	-	-					
6400 Supplies & Materials	-	-	-	-	-					
6500 Equipment	-	-	-	-	-					
Total Summer School	24,222	24,222	24,222	24,222	24,222					
1200 Special Programs										
6100 Salaries	-	-	-	-	-					
6200 Benefits	-	-	-	-	-					
6300 Purchased Services	52,920	64,680	76,440	88,200	99,960					
6400 Supplies & Materials	-	-	-	-	-					
6500 Equipment	-	-	-	-	-					
Total Special Programs	52,920	64,680	76,440	88,200	99,960					
2100 Support Services-Pupils										
6100 Salaries	25,000	56,250	59,063	62,016	65,116					
6200 Benefits	10,563	22,791	23,540	24,327	25,154					
6300 Purchased Services	34,500	34,500	34,500	34,500	34,500					
6400 Supplies & Materials	27,000	33,000	39,000	45,000	51,000					
6500 Equipment	-	-	-	-	-					
Total Support Services-Pupils	97,063	146,541	156,103	165,843	175,770					
2200 Support Services-Prof Develop										
6100 Salaries	-	-	-	-	-					
6200 Benefits	-	-	-	-	-					
6300 Purchased Services	26,500	27,500	28,500	29,500	30,500					
6400 Supplies & Materials	4,680	5,400	6,120	6,840	7,560					
6500 Equipment	-	-	-	-	-					
Total Support Services-Prof Develop	31,180	32,900	34,620	36,340	38,060					

(cont'd)	2016-17	2017-18	2018-19	2019-20	2020-21
Expenditures by Function	(270 enroll)	(330 enroll)	(390 enroll)	(450 enroll)	(510 enroll)
2320 Executive Administration Services					
6100 Salaries	265,000 (f)	277,500 (f)	322,128 (f)	336,657 (f)	351,874 (f)
6200 Benefits	113,523 (g)	116,854 (g)	128,747 (g)	132,619 (g)	136,675 (g)
6300 Purchased Services	147,578	183,125	210,436	237,753	265,070
6400 Supplies & Materials	4,680	5,400	6,120	6,840	7,560
6500 Equipment	3,000	-	-	-	-
Total Executive Administration Serv	533,781	582,878	667,431	713,869	761,179
2510 Support Services-Business					
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	35,000	32,275	32,275	32,275	32,275
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
Total Support Services-Business	35,000	32,275	32,275	32,275	32,275
2540 Operation of Plant Services					
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	508,572	559,211	594,259	629,316	662,728
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	27,000	26,400	31,200	36,000	40,800
Total Operation of Plant Services	535,572	585,611	625,459	665,316	703,528
2560 Food Services					
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	195,102	229,062	272,418	315,774	359,130
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
Total Food Services	195,102	229,062	272,418	315,774	359,130
(cont'd)					
Expenditures by Function	2016-17	2017-18	2018-19	2019-20	2020-21
	(270 enroll)	(330 enroll)	(390 enroll)	(450 enroll)	(510 enroll)
2660 Technology Services					
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	20,760	17,640	18,720	19,200	19,080
6400 Supplies & Materials	-	-	-	-	-

6500 Equipment	3,000	-	-	-	-
Total Technology Services	23,760	17,640	18,720	19,200	19,080
Total Expenditures by Function	\$ 2,661,052	\$ 3,472,494	\$ 3,504,691	\$ 3,959,634	\$ 4,368,097

Expenditures by Function Explanation:

- (a) Teachers: Regular, PE, Music, Art & Spanish
- (b) Benefits: Retirement, FICA, Other (26.65%) + Health (\$325/mo per employee)
- (c) Supplies & Materials: Classroom paper/supplies @\$100/pp
- (d) Salaries: Clerk & Nurse
- (e) Benefits: Retirement, FICA + Other, no health
- (f) Salaries: CEO, Head of School, AQC, SLO Director, Dir. Telecom/IT
- (g) Benefits: Retirement, FICA, Other (tot. 26.65%) + Health (\$325/mo per employee)

Salaries	2016-17 (270 enroll)	2017-18 (330 enroll)	2018-19 (390 enroll)	2019-20 (450 enroll)	2020-21 (510 enroll)
1100 Regular Programs					
Classroom Teachers (30:1)	\$ 405,000 (a)	\$ 515,250 (a)	\$ 631,013 (a)	\$ 752,563 (a)	\$ 880,191 (a)
Spanish	\$ 20,000	\$ 25,000	\$ 30,000	\$ 35,000	\$ 40,000
Music	\$ 20,000	\$ 25,000	\$ 30,000	\$ 35,000	\$ 40,000
Art	\$ 20,000	\$ 25,000	\$ 30,000	\$ 35,000	\$ 40,000
Physical Education	\$ 20,000	\$ 25,000	\$ 30,000	\$ 35,000	\$ 40,000
Substitutes					
Total Regular Program Salaries	\$ 485,000	\$ 615,250	\$ 751,013	\$ 892,563	\$ 1,040,191
1191 Summer School					
Summer School Teachers (5 @ 17 days)	\$ 19,125 (b)	\$ 19,125	\$ 19,125	\$ 19,125	\$ 19,125
Total Summer School Salaries	\$ 19,125				
2101 Clerk (1 FTE)	\$ 25,000	\$ 26,250	\$ 27,563	\$ 28,941	\$ 30,388
Nurse (1 FTE)	\$ -	\$ 30,000	\$ 31,500	\$ 33,075	\$ 34,729
Total Support Serv-Pupils Salaries	\$ 25,000	\$ 56,250	\$ 59,063	\$ 62,016	\$ 65,116
2321 CEO/Executive Director	\$ 100,000	\$ 100,000	\$ 100,000	\$ 105,000	\$ 110,250
Head of School	\$ 85,000	\$ 89,250	\$ 93,713	\$ 98,398	\$ 103,318
Academic Quality Controller	\$ 55,000	\$ 57,750	\$ 60,638	\$ 63,669	\$ 66,853
Student Life Organization Director	\$ 55,000	\$ 57,750	\$ 60,638	\$ 63,669	\$ 66,853
Director of Telecommunications & IT	\$ 40,000	\$ 42,000	\$ 44,100	\$ 46,305	\$ 48,620
Executive Administrative Assistant	\$ 30,000	\$ 30,750	\$ 63,040	\$ 64,615	\$ 66,230
Total Exec Admin Serv Salaries	\$ 265,000	\$ 277,500	\$ 322,128	\$ 336,657	\$ 351,874
2510 Support Services-Business	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Serv-Bus Salaries	\$ -				
Total Salaries	\$ 794,125	\$ 968,125	\$ 1,151,328	\$ 1,310,361	\$ 1,476,307

Salaries Explanation

(a) Average teacher salary: \$45,000
 (b) Assumes 5 teachers for 17 days (\$45,000/10 = \$4500/mo=\$225/day)

Purchased Services	2016-17 (270 enroll)	2017-18 (330 enroll)	2018-19 (390 enroll)	2019-20 (450 enroll)	2020-21 (510 enroll)
1100 Regular Programs					
Assessment Material (SABIS Educational System)	\$ 235,000	\$ 235,000	\$ 235,000	\$ 297,809	\$ 307,625
Textbooks & Materials	\$ 160,650	\$ 197,421	\$ 235,295	\$ 274,306	\$ 313,316
Other books	\$ 20,250	\$ 24,750	\$ 29,250	\$ 33,750	\$ 38,250
Total Regular Programs Purch Serv	\$ 415,900	\$ 457,171	\$ 499,545	\$ 605,865	\$ 659,191
1200 Special Programs					
Special Education Services	\$ 52,920	\$ 64,680	\$ 76,440	\$ 88,200	\$ 99,960
Total Special Programs Purch Serv	\$ 52,920	\$ 64,680	\$ 76,440	\$ 88,200	\$ 99,960
2100 Support Services-Pupils					
School Data Management	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Marketing & Development	\$ 17,500	\$ 17,500	\$ 17,500	\$ 17,500	\$ 17,500
Printing/Binding	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Total Special Programs Purch Serv	\$ 34,500				
2200 Support Services-Prof Develop					
Professional Development	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Staff Development	\$ 8,500	\$ 9,500	\$ 10,500	\$ 11,500	\$ 12,500
Total Support Serv-Instnr Staff Puchr	\$ 26,500	\$ 27,500	\$ 28,500	\$ 29,500	\$ 30,500
2320 Executive Administration Services					
Sponsor Fee	\$ 29,936	\$ 39,430	\$ 46,713	\$ 53,997	\$ 61,281
Financial Reserve (3%)	\$ 81,643	\$ 107,535	\$ 127,400	\$ 147,266	\$ 167,130
Auditing Fees	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000
Legal Fees	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
D&O Insurance	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Rent/Lease Equipment	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Staff Recruitment	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Total Support Services-Board Purch	\$ 147,578	\$ 183,125	\$ 210,436	\$ 237,753	\$ 265,070
2510 Support Services-Business					
Accounting System	\$ 5,000	\$ 2,275	\$ 2,275	\$ 2,275	\$ 2,275
Accounting Services (EdOps)	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Total Support Services-Business	\$ 35,000	\$ 32,275	\$ 32,275	\$ 32,275	\$ 32,275
2540 Operation of Plant Services					
Alarm Services	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Phone/Telephony Solution	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Cleaning Services	\$ 29,766	\$ 33,054	\$ 35,322	\$ 37,590	\$ 39,750
Gas/Electric	\$ 78,136	\$ 86,767	\$ 92,720	\$ 98,674	\$ 104,344
Liability & Property Insurance	\$ 18,000	\$ 18,360	\$ 18,727	\$ 19,102	\$ 19,484
Refuse Services	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800
Rent/lease/mortgage	\$ 347,270	\$ 385,630	\$ 412,090	\$ 438,550	\$ 463,750
Repairs & Maintenance	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Total Operation of Plant Serv-Purch	\$ 508,572	\$ 559,211	\$ 594,259	\$ 629,316	\$ 662,728
2560 Food Services					
Food Service (Management Service)	\$ 21,600	\$ 26,400	\$ 31,200	\$ 36,000	\$ 40,800
Food Service (Breakfast/Lunch)	\$ 173,502	\$ 202,662	\$ 241,218	\$ 279,774	\$ 318,330

Total Food Services-Purch Serv	\$ 195,102	\$ 229,062	\$ 272,418	\$ 315,774	\$ 359,130
2660 Technology Services					
Microsoft Office License	\$ 1,800	\$ -	\$ 300	\$ 300	\$ -
Adobe Acrobat License	\$ 1,800	\$ -	\$ 300	\$ 300	\$ -
Internet Services	\$ 4,560	\$ 5,040	\$ 5,520	\$ 6,000	\$ 6,480
Communications	\$ 12,600	\$ 12,600	\$ 12,600	\$ 12,600	\$ 12,600
Total Technology Services-Purch Serv	\$ 20,760	\$ 17,640	\$ 18,720	\$ 19,200	\$ 19,080
Total Purchased Services	\$ 1,436,832	\$ 1,605,164	\$ 1,767,094	\$ 1,992,383	\$ 2,162,434

Purchased Service Explanations:

- (a) \$5000 per-op/Yr1, includes training for 2-3 people
 (b) \$2275/yr starting Y2

(c) Breakfast: 135 meals X 1.74 x 180 days = \$42,282
 Lunch: 270 meals x \$2.70 x 180 days = \$131,220
 Total = \$173,502

(d) Breakfast: 135 meals x \$1.74 x 180 days = \$42,282;
 Lunch: 370 meals x \$2.70 x 180 days = \$179,820
 Total = \$222,102

(e) Breakfast: 165 meals x \$1.74 x 180 days = \$51,678;
 Lunch: 330 meals x \$2.70 x 180 days = \$160,380;
 Total = \$212,058

(f) Breakfast: 195 meals x \$1.74 x 180 days = \$61,074;
 Lunch: 390 x \$2.70 x 180 days = \$189,540
 Total = \$250614

(g) Breakfast: 225 meals x \$1.74 x 180 days = \$70,470
 Lunch: 450 meals x \$2.70 x 180 days = \$218,700;
 Total = \$187,113

Supplies	2016-17 (270 enroll)		2017-18 (330 enroll)		2018-19 (390 enroll)		2019-20 (450 enroll)		2020-21 (510 enroll)	
	(a)	(b)								
1100 Regular Programs										
Classroom Supplies	\$ 27,000	\$ -	\$ 33,000	\$ -	\$ 39,000	\$ -	\$ 45,000	\$ -	\$ 51,000	\$ -
Total Regular Program Supplies	\$ 27,000	\$ -	\$ 33,000	\$ -	\$ 39,000	\$ -	\$ 45,000	\$ -	\$ 51,000	\$ -
2320 Support Services-General Administration										
Miscellaneous	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Postage	\$ 1,440	\$ 1,440	\$ 1,440	\$ 1,440	\$ 1,440	\$ 1,440	\$ 1,440	\$ 1,440	\$ 1,440	\$ 1,440
Supplies & Materials	\$ 3,240	\$ 3,960	\$ 4,680	\$ 4,680	\$ 5,400	\$ 5,400	\$ 6,120	\$ 6,840	\$ 7,560	\$ 8,280
Total Support Services Supplies	\$ 4,680	\$ 5,400	\$ 6,120	\$ 6,120	\$ 6,840	\$ 6,840	\$ 7,560	\$ 7,560	\$ 8,280	\$ 8,280
2540 Operation of Plant Services										
Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Oper of Plant Services Supplies	\$ -	\$ -								
2560 Food Services										
Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Food Services Supplies	\$ -	\$ -								
2660 Technology Services										
Computer Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Technology Services Supplies	\$ -	\$ -								
Total Purchased Services	\$ 31,680	\$ 38,400	\$ 45,120	\$ 51,840	\$ 58,560	\$ 65,280	\$ 72,000	\$ 78,720	\$ 85,440	\$ 92,160

Supplies Explanation:

- (a) Classroom supplies: Assumes \$100/pp
- (b) Postage: Assumes \$120/mo.
- (c) Office supplies: Assumes \$12/pp

Equipment	2016-17 (270 enroll)	2017-18 (330 enroll)	2018-19 (390 enroll)	2019-20 (450 enroll)	2020-21 (510 enroll)
1100 Regular Programs					
Classroom Computers (Teachers)	\$ 4,500 (a)	\$ 5,500 (a)	\$ 6,500 (a)	\$ 7,500 (a)	\$ 8,500 (a)
Classroom Computers (Student)	\$ 22,500 (b)				
Microsoft Office Licenses	\$ 5,400 (c)	\$ 6,600 (c)	\$ 7,800 (c)	\$ 9,000 (c)	\$ 10,200 (c)
Classroom Furniture	\$ - (d)	\$ 12,000 (d)	\$ 12,000 (d)	\$ 12,000 (d)	\$ 12,000 (d)
Total Regular Programs Equipment	\$ 32,400	\$ 46,600	\$ 48,800	\$ 51,000	\$ 53,200
2540 Operation of Plant Services					
Equipment (Replace furnishings & equipt.)	\$ 27,000 (e)	\$ 26,400 (e)	\$ 31,200 (e)	\$ 36,000 (e)	\$ 40,800 (e)
Total Oper of Plant Services Equipment	\$ 27,000	\$ 26,400	\$ 31,200	\$ 36,000	\$ 40,800
2560 Food Services					
Equipment (\$1000 threshold)	\$ -	\$ -	\$ -	\$ -	\$ -
Total Food Services Equipment	\$ -				
2660 Technology Services					
Computers (Exec. Admin. Team)	\$ 3,000 (f)	\$ - (f)	\$ - (f)	\$ - (f)	\$ - (f)
Total Technology Services Equipment	\$ 3,000	\$ -	\$ -	\$ -	\$ -
Total Equipment	\$ 62,400	\$ 73,000	\$ 80,000	\$ 87,000	\$ 94,000

Equipment Explanation:

- (a) Assumes \$500/computer
- (b) Assumes purchase of 90 laptops/yr
- (c) Assumes Annual License for up to 5 users/lic.
- (d) Assumes \$6000/classroom
- (e) Assumes \$100/student
- (f) Assumes \$500/computer

Vernare Learning Year 1 Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
REVENUES															
Local	\$ 374,247	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 374,247	\$ 374,247	\$ -
State	\$ -	\$ -	\$ 223,676	\$ 223,676	\$ 223,676	\$ 223,676	\$ 223,676	\$ 223,676	\$ 223,676	\$ 223,676	\$ 223,676	\$ 223,676	\$ 2,236,758	\$ 1,146,058	\$ 1,090,700
Federal	\$ -	\$ -	\$ 40,883	\$ 40,883	\$ 40,883	\$ 40,883	\$ 40,883	\$ 40,883	\$ 40,883	\$ 40,883	\$ 40,883	\$ 40,883	\$ 408,829	\$ 346,355	\$ 63,474
Total Revenues	\$ 374,247	\$ -	\$ 264,559	\$ 3,019,834	\$ 1,865,660	\$ 1,154,174									
EXPENDITURES															
Salaries	\$ 32,500	\$ 32,500	\$ 82,913	\$ 82,913	\$ 82,913	\$ 82,913	\$ 82,913	\$ 82,913	\$ 82,913	\$ 82,913	\$ 82,913	\$ 82,913	\$ 894,125	\$ 658,182	\$ 235,943
Benefits	\$ 10,936	\$ 10,936	\$ 27,946	\$ 27,946	\$ 27,946	\$ 27,946	\$ 27,946	\$ 27,946	\$ 27,946	\$ 27,946	\$ 27,946	\$ 27,946	\$ 301,334	\$ 169,794	\$ 131,540
Purchased Services	\$ 85,680	\$ 85,680	\$ 126,547	\$ 126,547	\$ 126,547	\$ 126,547	\$ 126,547	\$ 126,547	\$ 126,547	\$ 126,547	\$ 126,547	\$ 126,547	\$ 1,436,833	\$ 353,491	\$ 1,083,342
Supplies & Materials	\$ 390	\$ 390	\$ 3,090	\$ 3,090	\$ 3,090	\$ 3,090	\$ 3,090	\$ 3,090	\$ 3,090	\$ 3,090	\$ 3,090	\$ 3,090	\$ 31,680	\$ 108,550	\$ (76,870)
Equipment/Capital Outlay	\$ 32,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 57,000	\$ 121,500	\$ (64,500)
Total Expenditures	\$ 161,756	\$ 131,756	\$ 242,746	\$ 2,720,972	\$ 1,411,517	\$ 1,309,455									
Monthly Surplus (Deficit)															
Beginning Cash In Bank	\$ 212,490	\$ (131,756)	\$ 21,813	\$ 21,813	\$ 21,813	\$ 21,813	\$ 21,813	\$ 21,813	\$ 21,813	\$ 21,813	\$ 21,813	\$ 21,813	\$ 298,861	\$ 454,143	\$ (155,281)
Ending Cash In Bank	\$ 187,973	\$ 400,463	\$ 268,707	\$ 290,520	\$ 312,332	\$ 334,145	\$ 355,958	\$ 377,771	\$ 399,583	\$ 421,396	\$ 443,209	\$ 465,022	\$ 187,973		
	\$ 400,463	\$ 268,707	\$ 290,520	\$ 312,332	\$ 334,145	\$ 355,958	\$ 377,771	\$ 399,583	\$ 421,396	\$ 443,209	\$ 465,022	\$ 486,834	\$ 486,834		

**Appendix 2: Vernare School
2016-2017
School Calendar**



Vernare School 2016-2017 School Year

S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
Aug-16							Sep-16							Oct-16						
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
Nov-16							Dec-16							Jan-17						
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				
Feb-17							Mar-17							Apr-17						
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
May-17							Jun-17							Jul-17						
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30						

- Professional Development (No School)
- First/Last Day of School
- No School (Holiday/Break)
- Parent-Teacher Conferences
- Snow/Make-up Days
- Summer School

ENGLISH

ENGLISH Subject/Content	Kindergarten Objectives/Outcomes
Listening Comprehension	Skills and strategies: Predict outcomes; Understand sequence; Understand cause and effect; Draw conclusions; Identify fantasy versus reality; Classify and categorize information; Understand sequence; beginning, middle, and end; Describe characters; Identify story setting; Tell/retell a story; Recall details from a story; Literary appreciation: fable, fairy tale, folklore, fantasy, alphabet books, pattern books, counting books, rhyme, realistic fiction, poetry, nonfiction, historical fiction, plays, songs
Language Development	Identify number, color, size, and shape words; Understand and use words in proper context; Name words that mean the same; Name words that mean the opposite; Recognize rhyming words
Writing/Composition Journal	Express thoughts and ideas with pictures; Dictate a thought or idea to the teacher to record; label drawings with words using invented spelling
Handwriting	Apply Zaner-Bloser manuscript printing for all lower and upper case letters
Phonics	Reinforce/re-teach phonic rules within a whole language context specifically regarding: Initial consonants; Final consonants; Short vowels; Long vowels; Silent magic <i>e</i> ; Double consonants; Consonant blends; Consonant digraphs; R-controlled vowels; Vowel digraphs; Word endings: <i>-s, -es, -ed, -ing</i>
ENGLISH Subject/Content	Grade One Objectives/Outcomes
Reading Comprehension	Predict outcomes; Identify main idea and details; Understand sequence; Understand cause and effect; Compare and contrast ideas and information Draw conclusions; Identify fantasy versus reality; Classify and categorize information; Understand sequence; beginning, middle, and end; Describe characters; Identify story setting; Develop fluent oral reading skills; Tell/retell a story; Locate and recall details from a story
Vocabulary Word Study	Define key words; Identify number, color, size, and shape words; Recognize question words; Identify words as naming words, action words, or describing words; Understand and use words in proper context; Identify and understand multiple meaning words; Name

	<p>words that mean the same; Name words that mean the opposite; Identify compound words</p> <p>Identify homophones; Identify contractions; Understand words that compare; Identify and write rhyming words</p>
<p>Grammar</p> <p>Sentences</p> <p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Pronouns</p> <p>Capitalization</p> <p>Punctuation</p>	<p>Identify a complete sentence; Know the difference between a sentence and a non-sentence; Identify correct word order; Identify and produce the naming part of a sentence; Identify and produce the action part of a sentence; Match a naming part and an action part to make a sentence; Identify and write a telling sentence; Identify and write a question; Capitalize and punctuate a telling and an asking sentence properly; Identify naming words in a sentence; Know that a naming word or noun names a person, place, or thing; Add <i>-s</i> to most nouns to name more than one; Add <i>-es</i> to nouns that end in <i>-ch</i>, <i>-x</i>, <i>-sh</i>, or <i>-s</i> to name more than one; Know that some nouns such as <i>child</i>, <i>man</i>, and <i>woman</i> change their spelling to name more than one; Know that <i>special</i> people, places, and things begin with capital letters; Use <i>I</i> as a word for <i>me</i>; Use <i>I</i>, <i>you</i>, <i>he</i>, <i>she</i>, and <i>it</i> to replace naming words; Identify action words or verbs</p>
<p>Writing/Composition</p> <ul style="list-style-type: none"> • Sentence • Narrative to describe a picture prompt • Friendly letter • Journal 	<p>Understand and use the five stages of the writing process: prewriting, drafting, revising, proofreading, and publishing; Label drawings with words or sentences; Write in complete sentences; Apply grade-appropriate language mechanics; Use details to support an idea; Tell events in a story in the order in which they happen; Identify and write the beginning, middle, and end of a story; Identify and write a friendly letter</p> <p>Recognize the parts of a letter; Express ideas in a journal</p>
Spelling	<p>Understand and apply the rules specifically regarding: Short vowels; CVC words; Long vowels and their various spellings; Consonant blends; Consonant digraphs; Vowel pairs: <i>oo</i>, <i>ea</i>, <i>oi</i>, <i>oy</i>, <i>ou</i>, <i>ow</i>, <i>au</i>, <i>aw</i>; Long <i>e</i> sound spelled <i>y</i>; R-controlled vowels; Contractions; Plurals with <i>-s</i> and <i>-es</i>; Verb endings <i>-ed</i> and <i>-ing</i>; Changing <i>y</i> to <i>I</i>; Doubling the final consonant; Dropping the final <i>e</i>; Compound words; Suffixes with <i>-ly</i> and <i>-er</i>; Prefixes <i>re-</i> and <i>ex-</i>; Two syllable words; Commonly misspelled words; Dolch sight word list; Words that rhyme</p>
Handwriting	<p>Apply Zaner-Bloser manuscript printing: good letter formation, good spacing, good alignment and proportion, good line quality</p>
Phonics	<p>Reinforce/re-teach phonic rules within a whole language context specifically regarding: Initial consonants; Final consonants; Short vowels; Long vowels; Silent magic <i>e</i>; Double consonants; Consonant blends; Consonant digraphs; R-controlled vowels; Vowel digraphs; Word endings: <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i></p>
ENGLISH	Grade Five

Subject/Content	Objectives/Outcomes
Reading Comprehension	<p>Make inferences; Use context clues; Predict outcomes; Identify main idea and details; Understand sequence; Understand cause and effect;</p> <p>Compare and contrast ideas and information; Make judgments; Draw conclusions; Identify fact versus opinion; Make generalizations; Classify and categorize information; Understand figurative language; Determine story structure; plot, setting and character; Master fluent oral reading; Develop critical listening skills; Tell/retell a story; Give a talk or speech; Follow speaking guidelines</p>
Vocabulary	<p>Define key words; Identify parts of speech; Understand and use words in proper context; Identify and understand multiple meaning words; Identify and use word referents; Understand synonyms and antonyms; Understand analogies; Identify compound words; Understand homophones and homographs; Determine meaning of words by decoding prefixes and suffixes; Understand connotation and denotation; Match idioms with their meanings</p>
Grammar <ul style="list-style-type: none"> • Sentences • Nouns • Verbs • Adjectives • Capitalization • Punctuation • Pronouns • Adverbs • Prepositions 	<p>Distinguish between sentences and fragments; Identify declarative, interrogative, imperative, and exclamatory sentences; Use end punctuation correctly; Identify complete subjects and predicates; Identify simple subjects and predicates; Identify compound subjects and predicates; Form a compound sentence using a comma and a conjunction; Correct run-on sentences; Identify common and proper nouns in sentences; Capitalize proper nouns; Identify and form the correct plural forms of nouns, regular and irregular; Use the correct possessive form of singular and plural nouns; Identify direct objects; Identify action verbs, main verbs, and helping verbs; Identify linking verbs and the words they link to the subject; Use the correct present, past, and future tense form of verbs; Understand verb/subject agreement; Use the correct form of <i>be</i> and <i>have</i>; Form contractions by combining verbs with <i>not</i>, <i>will</i>, <i>am</i>, <i>is</i>, and <i>are</i>; Use the past and past participle of regular and irregular verbs; Use <i>could</i>, <i>would</i>, <i>should</i>, and <i>must</i> with <i>have</i> in verb phrases; Use <i>teach</i>, <i>learn</i>, <i>let</i>, <i>leave</i>, <i>sit</i>, <i>set</i>, <i>can</i>, and <i>may</i> correctly; Identify adjectives and the nouns they modify; Use articles and demonstrative adjectives correctly; Use comparative and superlative forms of adjectives correctly; Use comparative and superlative forms of <i>good</i> and <i>bad</i> correctly; Identify proper adjectives in sentences; Capitalize proper nouns and proper adjectives correctly; Use commas to separate words or groups of words in a series; Use commas after introductory words and with nouns in a direct address; Capitalize and punctuate direct quotations</p> <p>Write abbreviations and initials correctly; Write titles correctly;</p>

	Use subject pronouns to replace noun subjects; Use object pronouns to replace noun objects; Use <i>I</i> and <i>me</i> in sentences, naming self last; Use possessive pronouns correctly in sentences; Form pronoun/verb contractions; Identify and avoid double subjects; Use <i>we</i> and <i>us</i> correctly with nouns; Identify adverbs and the verbs they modify in sentences; Identify adverbs that tell <i>how</i> , <i>when</i> , and <i>where</i> ; Use the correct forms of adverbs to compare actions; Use adjectives and <i>-ly</i> adverbs correctly in sentences; Use <i>good</i> and <i>well</i> correctly in sentences; Use negatives correctly in sentences; Identify prepositions and objects of prepositions in sentences; Identify prepositional phrases in sentences; Use object pronouns as objects of prepositions in sentences.
Writing/Composition	Understand and use the five stages of the writing process: prewriting, drafting, revising, proofreading, and publishing; Write in complete sentences; Apply grade-appropriate language mechanics; Form and indent paragraphs; Develop a topic sentence; Use supporting details; Understand order in paragraphs; Understand main idea of a paragraph; Determine purpose and audience; Develop plot: beginning, middle, and end; Develop setting; Develop characters; Understand point of view; Use transitional devices; Write a good introduction and conclusion; Organize a description; Use correct friendly letter form; Use correct business letter form; State and support an opinion; Find information; Take notes; Prepare outlines
Spelling	Understand and apply the rules regarding: Short vowels; Vowel digraphs; R-controlled vowels; Adding <i>-ed</i> and <i>-ing</i> ; Compound words; Prefixes and suffixes; Changing final <i>y</i> to <i>I</i> ; Silent consonants <i>k</i> , <i>t</i> , <i>w</i> , <i>g</i> , <i>h</i> , <i>l</i> , <i>b</i> ; Endings <i>-ion</i> , <i>-tion</i> , and <i>-sion</i> ; Adding <i>-s</i> and <i>-es</i> ; Endings <i>-ent</i> , <i>-ant</i> , <i>-ment</i> , <i>-able</i> , <i>-ible</i>
Handwriting	Apply Zaner-Bloser cursive handwriting
Study Skills	<ul style="list-style-type: none"> • Use the dictionary; thesaurus; encyclopedia; library • Identify the parts of a book • Use graphic aids, diagrams, and maps • Understand and implement test-taking strategies • Apply note-taking skills • Keep an organized assignment book
ENGLISH Subject/Content	Grade Six Objectives/Outcomes
Literature	Short Stories Know the elements of a short story; Be able to identify major and minor characters in a short story; identify the setting of a short

story; Know the difference between fantastic and realistic details; Know what a protagonist and antagonist is; Know the difference between internal and external conflicts; Understand how an author creates suspense; Know what foreshadowing is; Understand what irony is; Understand what a universal theme is.

Drama

Know the elements of drama; Understand how sound effects can be important in dramas; Know what a tragic hero is; Know who Arthur Miller is; Understand the elements of a detective drama; Understand the elements of a fantasy fiction; Recognize conflict in drama.

Nonfiction

Know the various types of nonfiction; Be able to identify vivid adjectives; Know what a biography is; Know what an autobiography is; Know what an expository essay is. Understand what exaggeration is. Be able to distinguish fact from opinion; Know what a descriptive essay is.

Poetry

Understand that poems may have specific themes. Know the characteristics of narrative poetry. Understand rhythm and know how to spell "rhythm." Understand what a simile and metaphor. Know what haiku is; Understand connotation. Understand what alliteration is. Know onomatopoeia, limerick, free verse, figurative language.

Fables, Myths, and Legends

Know that titles of fables, myths, and legends have quotations around them. Understand the purposes of fables, myths, and legends. Be able to identify the themes in the stories. Know what a moral, personification, and satire; Know the definition of a myth. Understand conflict in myth. Understand lessons in myth. Know what irony is. Know who the various gods and goddess are. Know what hubris is. Know what metamorphosis means.

Know what is meant by the word fate. Know the definition of legend.

Understand motivation in legend. Understand the trickster in folklore. Understand symbols in folk tales.

Novel

Know the elements of a novel. Understand plot development and be able to summarize the plot. Be able to describe the settings within a novel. Identify climatic moments in the novel. Be able to write a character sketch of the main characters in the novel. Understand the relationships between characters in the novel. Understand symbols in the novel. Be able to comment on the themes of the novel.

Vocabulary	Identify & define new words. Know pronunciation, parts of speech and spelling. Know what synonyms and antonyms are; Be able to use new words in context. Be familiar with the study of etymology. Understand word families. Understand prefixes. Understand denotation & connotation, literal & figurative. Know how to make analogies Be able to identify context clues.
Grammar	<p>Nouns</p> <ul style="list-style-type: none"> • Be able to define a noun; identify nouns in a sentence; proper noun; common noun; compound noun; that nouns can be singular or plural. <p>Pronouns</p> <ul style="list-style-type: none"> • Be able to define a pronoun; antecedent; personal pronouns; subject pronouns; object pronouns; singular and plural pronouns; possessive pronouns; demonstrative pronouns. <p>Verbs</p> <ul style="list-style-type: none"> • Be able to define a verb; the difference between action and linking verbs; difference between transitive and intransitive verbs; a helping verb; find the complete verb in a sentence; how verbs form the simple present, past, and future tenses. <p>Adjectives</p> <ul style="list-style-type: none"> • Be able to define what an adjective is and know what an adjective does; Know articles; a proper adjective; nouns and pronouns can be used as adjectives. <p>Adverbs</p> <ul style="list-style-type: none"> • Be able to define what an adverb is; identify adverbs and identify what the adverbs modify in a sentence; interrogative adverb; the word <i>not</i> is an adverb that is used to give verbs, adjective, or other adverbs a negative meaning. <p>Conjunctions</p> <ul style="list-style-type: none"> • Define a conjunction; identify conjunctions in a sentence; the function of coordinating conjunctions; use a comma and a conjunction between the last two items in a series. <p>Interjections</p> <ul style="list-style-type: none"> • Be able to define what an interjection is and identify interjections in a sentence. <p>Sentence structure</p> <ul style="list-style-type: none"> • Be able to define what a sentence is; Know the difference between a sentence and a fragment; Know the difference among declarative, imperative, interrogative, and exclamatory sentences; basic parts, the subject and the predicate; simple and complete subjects; simple and complete predicates. <p>Punctuation & Capitalization</p> <ul style="list-style-type: none"> • Know the proper uses of the period, comma and paired

	<p>commas.</p> <p>Phrases</p> <ul style="list-style-type: none"> Know the definition of a phrase; know how a phrase is different from a sentence; understand that there are verb, adjective, and adverb phrases; Be able to recognize the different types of phrases; Know what an appositive is. Understand what an appositive phrase is.
Composition	<p>Paragraphs</p> <p>Be able to write a clear topic sentence. Know the different steps to writing a strong paragraph: brainstorming, grouping ideas, checking topic sentence, choosing and ordering information, and ending in an interesting way. Be able to vary sentence structures. Be able to write smooth flowing sentences. Be able to edit one's work. Be able to check spelling & punctuation usage.</p> <p>Essay</p> <p>Be able to write a thesis statement; Know the difference between a thesis statement and a topic sentence; Understand what prewriting is: brainstorming, clustering, and answering basic questions: who, what, where, when, how and why concerning topic; Know what an essay map is; Learn to write a four paragraph essay; Know what a conclusion is and how to write one; Learn to write a good introduction that leads to the thesis; Know how to edit one's work; Know what transitions between paragraphs are; Know transitional devices are.</p>

MATH

Mathematics Subject/Content	Kindergarten Objective/Outcome
Colors	<ul style="list-style-type: none"> Identify red, blue, green, yellow, black, pink, white, and orange
Numbers	<ul style="list-style-type: none"> Recognize and write numerical symbols 1 through 20
Position	<ul style="list-style-type: none"> Understand the terms over, under, top, bottom, inside, outside, up, and down
Shape	<ul style="list-style-type: none"> Identify and draw the shape of a circle, square, triangle, and rectangle Recognize and read the written names of a circle, square, triangle, and rectangle Classify 3-dimensional objects that have the same shape
Sets	<ul style="list-style-type: none"> Recognize and draw sets to 20 Understand more or less

Comparison	<ul style="list-style-type: none"> Recognize objects that are taller, shorter, or longer Recognize objects that are tallest, longest, or shortest
Sequence	<ul style="list-style-type: none"> Write numbers 1-20 in order
Addition	<ul style="list-style-type: none"> Recognize and understand the plus (+) sign Understand the meaning of the word add Draw a picture with 1 or 2 more Understand the meaning of the word equals and the equal sign (=) Add sets with sums to 18 Add numbers to 18 Use the vertical notation, adding to 10
Counting	<ul style="list-style-type: none"> Write in the missing number 0-20
Sorting	<ul style="list-style-type: none"> Find the odd one out Group things that are the same
Subtraction	<ul style="list-style-type: none"> Cross out one to subtract Understand the meaning of the words, away and subtract Record the difference between two sets to 12
Ordinance	<ul style="list-style-type: none"> Identify the order of objects 1st – 5th
Time	<ul style="list-style-type: none"> Read the time to the hour Write the time to the hour
Measurement	<ul style="list-style-type: none"> Measure length using non-standard units
Patterns	<ul style="list-style-type: none"> Copy linear patterns Copy special patterns
Fractions	<ul style="list-style-type: none"> Identify one half of a region

Mathematics Subject/Content	Grade One Objective/Outcome
Working with Numbers	<ul style="list-style-type: none"> Recognize, write, and order numbers for a set of 0 to 100 objects Count ahead or back with numbers from 0 through 100 Compare numbers through 99 using <, >, =, or ≠.
Addition	<ul style="list-style-type: none"> Recall addition facts through sums to 18 Know that in addition the answer is called the sum Complete a number sentence where one addend is missing Add 3 one digit numbers

	<ul style="list-style-type: none"> • Write a number sentence to solve a story problem • Add two or three 2-digit numbers without trading, including money • Solve story problems using addition • Understand the concept of fact families
Subtraction	<ul style="list-style-type: none"> • Recall subtraction facts related to sums through 20 • Know that in subtraction the answer is called the difference • Complete a number sentence where one number is missing • Subtract 2-digit numbers without trading, including money • Solve story problems using subtraction • Understand the concept of fact families
Place Value and Counting	<ul style="list-style-type: none"> • Read, write, and order 2-digit numbers less than 100 for objects grouped by tens and ones • Read, write, and order numbers through 99 • Compare numbers through 99 using $<$, $>$, $=$, or \neq. • Recognize and use ordinal numbers to tenths • Skip count by twos, fives, and tens
Time and Money	<ul style="list-style-type: none"> • Recognize the hour and minute hands on a clock • Tell and write time to the hour and half hour • Read and write time on a digital clock • Read a calendar • Identify pennies, nickels, dimes, and quarters and their values • Show an amount of money with two different sets of coins • Count mixed groups of coins up to 99¢
Geometry and Graphing	<ul style="list-style-type: none"> • Recognize when two figures appear to be the same shape and/or size • Complete shape patterns • Identify triangles, circles, squares, and rectangles and give the number of sides and angles • Recognize and identify 3 dimensional shapes such as cone, sphere, cube, and cylinder • Make and interpret tally charts and bar graphs
Measurement: Metric Units	<ul style="list-style-type: none"> • Find length in centimeters • Find lengths of paths by measuring and adding • Estimate capacity using liters, temperature using degrees Celsius, and weight using kilograms

Fractions	<ul style="list-style-type: none"> • Recognize equal parts • Identify halves, thirds, and fourths of a region or set • Write $\frac{1}{2}$, or $\frac{1}{4}$ to represent a part of a region or set
Customary Measurement	<ul style="list-style-type: none"> • Find length in inches • Estimate capacity using cups, pints, and quarts • Estimate weight using pounds and temperature using degrees Fahrenheit

Grade Five	
Subject/Content	Objective/Outcome
Basic Facts	Know addition and subtraction facts Know multiplication and division facts Use parenthesis to determine order of operations Solve word problems using addition and subtraction
Numbers and Place Value	<ul style="list-style-type: none"> • Read and write numbers through billions • Read and write Roman numerals • Compare and order whole numbers • Round numbers to a specified place
Addition and Subtraction	<ul style="list-style-type: none"> • Estimate sums by rounding to the nearest ten, hundred, thousand, or dollar • Find the sum of two or more numbers, including amounts of money • Estimate differences by rounding to the nearest ten, hundred, thousand, or dollar • Find the difference of two numbers including amounts of money • Understand and apply the zero property, commutative property, associative property and the use of parentheses • Understand and solve the basis of addition and subtraction word problems
Decimals	<ul style="list-style-type: none"> • Read and write decimals though thousandths • Compare and order decimals • Round decimals to the nearest whole number and to the nearest tenth • Add and subtract decimals through thousandths, including amounts of money • Estimate decimal products and quotients • Find products when one or both factors are decimals

	<ul style="list-style-type: none"> • Find quotients of decimals divided by a 1-digit whole number • Multiply and divide decimals by a multiple of 10 • Change fractions to decimals • Solve word problems by using ordering by elimination
Multiplication	<ul style="list-style-type: none"> • Use multiplication facts to find and estimate products that are multiples of 10, 100, or 1,000 • Multiply by 1-, 2-, or 3-digit factors • Understand and apply the commutative property, the associative property, the property of zero, the property of one • Solve word problems using multiplication
Division	<ul style="list-style-type: none"> • Use division facts to find and estimate quotients that are multiples of 10, 100, or 1000 • Divide by a 1-digit divisor to find 3- or 4-digit quotients • Find the average, given a list of numbers • Divide by a 2-digit divisor to find 1-, 2- or 3-digit quotients • Use short division when dividing by a 1-digit divisor • Recognize and solve word problems using division • Understand and use divisibility rules
Fractions	<ul style="list-style-type: none"> • Write fractions for parts of regions or sets • Find equivalent or lowest-terms fractions • Compare and order fractions • Add or subtract fractions with like or unlike denominators • Add or subtract mixed numbers with and without renaming • Find a fraction of a whole number • Find products of fractions • Find products of mixed numbers • Change mixed numbers to improper fractions, showing all steps • Solve word problems involving fractions
Geometry	<ul style="list-style-type: none"> • Identify point, line, segment, and parallel, perpendicular, and intersecting lines • Identify and measure right, obtuse, and acute angles • Identify and classify polygons according to the measure of their angles, length of their sides, and number of sides • Identify and measure the radius and diameter of a circle • Identify and graph congruent, similar, and symmetric figures • Identify space figures and count their vertices, faces, and edges

Graphing and Data	<ul style="list-style-type: none"> • Read, interpret, and make graphs • Find the probability of a simple event
Ratio and Percent	<ul style="list-style-type: none"> • Write ratios to compare two quantities • Solve equations involving equal ratios • Write comparisons as ratios, percents, decimals, or fractions • Find a percent of a number
Measurement: Metric Units	<ul style="list-style-type: none"> • Estimate and measure lengths using millimeters, centimeters, meters, and kilometers • Understand the relationship between basic units and prefixed units • Find the perimeter or area of a given figure • Find the volume or the capacity of a given container • Define and understand matter, mass, and weight • Estimate and measure weights using grams and kilograms • Estimate and measure temperatures using Celsius • Determine time using a clock and time zone chart
Measurement: Customary Units	<ul style="list-style-type: none"> • Use appropriate units of length involving inches, feet, yards, and miles • Use appropriate units of capacity involving cups, pints, quarts, and gallons • Estimate and find weights using ounces, pounds, and tons • Estimate and measure temperatures using degrees Fahrenheit

MATHEMATICS	Grade Six
Subject/Content	Objectives/Outcomes
Logical Thinking	<ul style="list-style-type: none"> • solve word problems using elementary combinatorics; requiring multi-step thinking, by thinking backwards; solve logic puzzles
Terminology	<ul style="list-style-type: none"> • define key terms such as: <i>addend, sum, dividend, divisor, multiple, factor, product, quotient, prime number, base x system, composite number, reciprocal, exponent, axiom, postulate, theorem, even, odd, consecutive, circumference, diameter, prime factorization, etc.</i>
Axioms of \mathfrak{R}	<ul style="list-style-type: none"> • state and use the Closure Axioms of Addition and Multiplication of \mathfrak{R} • use the Commutative Axioms of Addition and Multiplication of \mathfrak{R} • state and use the Associative Axioms of Addition and Multiplication of \mathfrak{R}

	<ul style="list-style-type: none"> • show why there are no commutative nor associative axioms for subtraction and division • state and use the Distributive Axiom of Multiplication over Addition • state and use the Identity Axioms of Addition and Multiplication
Fractions	<ul style="list-style-type: none"> • reduce fractions to lowest terms • order fractions • convert mixed numbers to improper fractions • convert improper fractions to mixed numbers • add fractions with like or unlike denominators • add mixed numbers • subtract fractions with like or unlike denominators • subtract mixed numbers • multiply whole numbers by fractions • multiply fractions • multiply fractions and mixed numbers • multiply mixed numbers • determine a number's reciprocal • divide whole numbers by fractions • divide fractions by whole numbers • divide fractions • divide mixed numbers • convert fractions to decimals • convert fractions to percents • complete proportions • solve word problems involving fractions • solve word problems involving proportions
Decimals	<ul style="list-style-type: none"> • state decimals out loud • take decimal dictation • round decimals to any desired place value • order decimals • add or subtract decimals • multiply whole numbers by decimals • multiply decimals • divide a decimal by a whole number • divide a whole number by a decimal • divide decimals

	<ul style="list-style-type: none"> • convert decimals to percents • convert terminating decimals to fractions • convert repeating decimals to fractions
Percents	<ul style="list-style-type: none"> • convert percents to fractions • convert percents to decimals • calculate $x\%$ of y (where $y \in$ whole numbers) • calculate $x\%$ of y (where $y \in$ rationals expressed either as decimals or fractions) • determine what percent x is of y • calculate what number x is $y\%$ of • solve word problems involving percents- investment/loan problems
Order of Operations	<ul style="list-style-type: none"> • simplify arithmetic expressions using the proper order of operations
Conversions	<ul style="list-style-type: none"> • convert between linear metric measurements • convert rates (meters/sec to km/hr, etc.) • convert between two dimensional metric measurements • convert between three dimensional metric measurements
Measurement	<ul style="list-style-type: none"> • calculate the perimeter of a square given either its side length or its area • calculate the area of a square given either its side length or its perimeter • calculate the perimeter and area of triangles and rectangles • calculate the perimeter of regular n-gons • define π • determine the circumference of a circle given either its radius, diameter or area • determine the area of a circle given either its radius, diameter or circumference • calculate the volume of a cube, a rectangular prism, or a cylinder
Miscellaneous	<ul style="list-style-type: none"> • convert a base ten number to a base n number where $n \in \{2,3,\dots,16\}$ • add numbers in base n • multiply numbers in base n • convert a base n number to a base 10 number • solve word problems involving time conversions and time zones

	<ul style="list-style-type: none">• evaluate exponential expressions• calculate averages• solve word problems given the average – find missing data point or find sum of all data, etc.• order a list of decimals, fractions, and percents• find the sum of a decimal, fraction and a percent• multiply fractions, decimals, and percents together• divide a decimal by a fraction or a percent• divide a fraction by a decimal or a percent• divide a percent by a decimal or a fraction• subtract fractions and decimals from each other• list the first ten terms of the Fibonacci Sequence
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Appendix 4: Sample Pacing Chart & Lesson Plans

SABIS® Teacher-Support Materials Overview

Schools licensing the SABIS® system are provided with powerful teacher support-materials, which include lesson plans, pacing charts, state alignment tables (when applicable), and teacher guides.

Pacing charts and lesson plans set the material to be taught in each lesson of the academic year, including all essential information needed for students to be promoted to the next grade level and to pass their external exams. These teacher-support materials have been refined over many years and are customized to meet several states' educational requirements, as well as common core state standards. Having centrally-created lesson plans and pacing charts maintains the level of education throughout grades and, consequently, does not permit a section to out-pace another. Moreover, pre-prepared lesson plans and pacing charts provide teachers with more time to perform other necessary tasks.

Example 1: Math grade 3 *Pacing Chart*

Below is an example of one week taken from a pacing chart for math grade 3. The pacing chart highlights the teaching objectives for the week, prerequisites, book locations, common core standards, and any exams to be taken that week. It also indicates which of the lesson plans should be used in this week: lessons 22-25.

Week Date	Teaching Material						Common Core standards	Exams
	Teaching Objectives	Level E 21-02046-12	Lessons	ACE 21-00335-12	Mental Math	Prerequisites		
6' Oct 14 – 18	State the five stages to solve a word problem. Solve word problems on addition and subtraction. Solve word problems with the words "more", "less", "fewer", and others. Prepare for multiplication by practicing skip counting (2s-12s) as often as possible. $2 \times \text{minute} = \text{abundant}$	Ch.2 S4.2	22 – 25	SQ.8 SQ.10	Sheets 17-19	Mastery of addition and subtraction	3.OA.8	1314-03104 Ch.2 S1 – S2

Lesson Plan

Below is an example of a lesson plan for lesson 24 for math grade 3. A general theme for the lesson is given along with the “teaching points” or the measurable objectives of the lesson and a suggested homework assignment. For each teaching point, training example(s) to help explain the point to students, and checking exercise(s), which are assigned as individual work to check student understanding, are suggested. Teachers will fill in their teaching strategy, additional practice exercises, and re-teaching strategy for each point.

Lesson Twenty-Four Chapter 2 Section 4.2

Theme: Solve word problems with the word “more”.

Teaching point	Teaching strategy	Best training examples	Best checking exercises	For extra practice	Re-teaching strategy
Solve word problem of the form: $a = 8$; $b = 6$; which is more, how many more?		Activity 2 number 1 Activity 4 number 1	Workbook number 19		
Solve word problem of the form: $a = 8$; $a = 6$ more than b ; find b .		Activity 2 number 3	Workbook number 26		
Solve word problem of the form: $a = 8$; $b = 6$ more than a ; find b .		Activity 2 number 2	Workbook number 25		

The H.W. assignment needs to include at least those: Workbook numbers 21, 24

Example 2: English Language Arts Grade 4 Pacing Chart

Below is an example of one week taken from a pacing chart for ELA grade 4. The pacing chart highlights the material from the book to be taught including required and additional material, common core standards, and any exams to be taken that week.

Week Date	Teaching Material			State Exam Prep 1 period	Exams
	Anthology & Writing 3-5 periods	Grammar 1-5 periods SABIS® Level F Grammar Text			
4 Dec 16 – 20	SABIS® Anthology Level F Textbook & Workbooks & Teacher's Guides & SABIS® Level F Journal Focus ENF2G1 Dangerous Winds: Hurricanes Informational Text RI.4.7-9 RI.4.3 RI.4.4	Additional RC PP.25-5 Q1-5, 8-11 OR p27	OR p27 You have already summarized the information in the section titled "What are some safety measures?" in both Dangerous Winds: Tomatoes and Dangerous Winds: Hurricanes. Use these summaries to write a paragraph about what people should do to protect themselves and their property before dangerous storms arrive.	Unit 12 More Abstract and Collective Nouns	1314-64008

Anthology Teacher's Guide

The Anthology Teacher's Guide contains the same pages as the student anthology textbook, in addition to guides for the teacher on how to teach each anthology piece. This includes the standards met, the skills students need to accomplish, quick comprehension questions, probing questions, and vocabulary word lists with definitions. A few pages from the Anthology Teacher's guide for the Informational Text "Dangerous Winds: Hurricanes" are as follows:

Appendix 5: License Agreement with SABIS

**LICENSING AGREEMENT BETWEEN
SABIS® EDUCATIONAL SYSTEMS, INC.
AND
VERNARE LEARNING, INC.**

This agreement (“Agreement”) is entered into as of the 31st day of March, 2014 (the “Effective Date”) by and between SABIS® Educational Systems, Inc. (“SABIS”), a Minnesota corporation with a principal place of business at 6385 Beach Road, Eden Prairie, MN, 55344, and Vernare Learning (“Licensee”), a not-for-profit corporation with a principal place of business at 12 Sassafras Manor, St. Louis, MO, 63135 (each a “Party,” and together the “Parties”).

WHEREAS, SABIS desires to provide its educational products and services to Licensee for use in schools operated by Licensee; and

WHEREAS, Licensee desires to use SABIS’s educational products and services;

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto, intending to be legally bound, do hereby agree as follows:

1. Licensed Products.

1.1. SABIS does hereby provide to Licensee the right to use, subject to the terms of this Agreement, all components of its proprietary school design, whether now existing or later developed, including, but not limited to, SABIS’s operations manuals, curriculum, assessments, books, teaching methods, proprietary practices, computer systems, and other teaching materials, constituting all such elements as shall be necessary or appropriate to enable Licensee to implement the SABIS school design effectively including, but not limited to, the materials identified in Exhibit A hereto (collectively, the

“Licensed Property”). Without limiting the scope of the foregoing, the Parties explicitly agree that the Licensed Property shall include all such materials that SABIS makes available to any other charter school managed by SABIS, and SABIS’s software system, which includes, but is not limited to, “SABIS® SMS,” “MySABIS,” software and websites for the SABIS Student Life Organization® and its functions (except that Licensee may use the software and websites components of the SABIS Student Life Organization® only if Licensee implements the complete SABIS Student Life Organization® in such school), any future SABIS academic and school management software, any other SABIS software, users’ manuals, IT topology, and IT infrastructure materials, the SABIS Point System® of instruction, and curriculum that is, and shall be revised as necessary to remain, fully aligned to state curriculum frameworks in the subject areas of Mathematics, English, Science, Spanish, and Social Studies. Additional subjects may become available to the Licensee at no additional cost other than the costs set forth in Paragraph 6. Except with respect to the parenthetical in the preceding sentence, nothing herein shall require Licensee to use all or any particular components of the Licensed Property, so long as Licensee complies with the provisions of Section 11 below, uses substantially all of the Licensed Property, and engages in a thorough consultation with SABIS prior to deciding not to use any particular component of the Licensed Property.

1.2. This Agreement shall constitute a license from SABIS to Licensee for use of the Licensed Property. For each “Academic Year” (defined for purposes of this Agreement as July 1 through June 30, inclusive), SABIS shall provide Licensee with sufficient copies of the Licensed Property (other than copies of books, the provision of and payment for which are governed by Section 6 below) to permit Licensee to serve all

students enrolled in the schools for which Licensee pays fees pursuant to Section 5 below for that Academic Year (the number of such copies necessary shall vary by the particular component of the licensed property; for instance, only one copy of the SABIS® SMS shall be provided per school). Without limiting SABIS's obligation to supply copies of the Licensed Property, to the extent SABIS does not timely provide Licensee with sufficient copies, Licensee is expressly permitted to make copies, if necessary, for use in such schools, except that Licensee shall not make copies of Required Books, as that term is defined in Section 6 below. Unless otherwise specified herein, SABIS shall provide to Licensee all Licensed Property or materials required hereunder for each Academic Year by no later than July 1 preceding the start of that Academic Year or 90 days after this agreement is signed, whichever is later.

1.3. SABIS hereby represents and warrants that it has and will continue to have the legal right to license and/or otherwise provide to Licensee the Licensed Property and any services required hereunder to be provided in connection therewith, and that performance of this Agreement does not violate the terms of any other agreement to which SABIS is a party or of which it has knowledge. SABIS shall indemnify Licensee against any and all losses or claims of any type (which indemnity shall include, but not be limited to, paying Licensee's legal costs) arising out of or relating to SABIS's legal right, or lack thereof, to sell or license the Licensed Property or any other materials or services that this Agreement requires SABIS to provide, including, but not limited to, any losses or claims of any type involving a third-party's assertion that SABIS, Licensee, or the schools that Licensee operates have violated that third-party's intellectual property rights through use of the Licensed Property.

2. Term. The term of this Agreement shall be five years following the grant of a charter award to Licensee (the "First Period"). Notwithstanding the preceding sentence, if by July 31, 2016 Licensee does not have a contract to operate a school in the 2016-2017 Academic Year licensing from SABIS, or if Licensee does not open the school in Fall 2016, either Licensee or SABIS shall have the right to terminate this Agreement by sending written notice of termination to the other by no later than September 15, 2016. This contract shall be automatically renewed for a period of 5 years unless written notice of termination is received by either party 1 year before renewal is due.

3. Grade Levels. The school that Licensee operates using the Licensed Property may not, during that school's initial operating Academic Year, use the Licensed Property in any grades other than kindergarten through five. In each subsequent Academic Year, the school may use the Licensed Property in one additional grade.

4. Email and Telephone. Dedicated e-mail and telephone support will be provided to the Licensee 90 days prior to the start of the first Academic Year or 10 days after this Agreement is signed, whichever is later.

5. Fees.

5.1. Licensee shall pay to SABIS a fee for each Academic Year in which Licensee uses the Licensed Property (the "Yearly Fee"). During the First Academic Year of the First Period, the Yearly Fee for each operating school shall be equal to eight percent (8%) of all per-pupil tuition funds that the school receives from state and local governments in the applicable Academic Year ("State and Local Funding"), plus eight percent (8%) of all federal funds that the school receives for special education in the applicable Academic Year (the "Federal Funding") if allowed by law, or \$235,000, whichever is greater. In each subsequent Academic Year of the First Period, the Yearly

Fee for each operating school shall be equal to eight percent (8%) of all State and Local Funding, plus eight percent (8%) of all Federal Funding if allowed by law, or \$235,000, whichever is greater.

5.2. SABIS shall send to Licensee quarterly bills for the fees required by this Section 5. Each quarterly bill for each school shall be for an amount equal to (i) the fee percentage in effect as per Section 5.1, times (ii) that portion of the State and Local Funding and Federal Funding that the school has received for the applicable Academic Year through such date and for which SABIS has not yet billed Licensee. To the extent Section 5.1 requires payments in excess of the sum of the quarterly bills that SABIS may send pursuant to this Section 5.2, SABIS shall bill Licensee for such excess amounts separately on or after June 1 of the Academic Year.

5.3. Unless otherwise explicitly provided herein, all Licensed Property, other products, and services that this Agreement requires SABIS to provide, including the training provided pursuant to Sections 7.1 and 7.2, shall be included in the fees that Licensee is required to pay under this Section 5.

5.4. Licensee shall pay all bills that SABIS issues hereunder within ten (10) days of Licensee's receipt of such bills. If Licensee does not pay any such bill when due, interest shall accrue, from the date due, on such due and outstanding amounts at a rate of eighteen percent (18%) per annum, unless a lower rate is required by law.

6. Books.

6.1. SABIS shall, for the 2016-2017 Academic Year and thereafter, by no later than May 1 preceding the start of each Academic Year, provide to Licensee a list of books to be used in that school during the upcoming Academic Year. Such books shall include all books necessary for the implementation and use of the SABIS school design,

necessary for the school to comply with all applicable state and federal laws, necessary for the school to comply with the requirements for all available federal grant programs, and necessary to fulfill the Parties' obligations under Sections 7, 10, and 11 below (the "Required Books"). Licensee shall ensure that its school uses the Required Books. Licensee shall purchase the Required Books from SABIS, either directly or through a financing partner, and SABIS shall deliver the Required Books to Licensee by no later than August 1 of the applicable Academic Year. The number of copies of the Required Books that Licensee buys and that SABIS delivers shall be based on estimates of enrollment and academic levels of students, which Licensee shall provide to SABIS by April 1 preceding each Academic Year. Notwithstanding the inclusion of books in the definition of Licensed Property in Section 1.1 above, the amounts that Licensee shall pay to SABIS for the Required Books shall be in addition to the fees that Licensee is required to pay pursuant to Section 5 above.

6.2. For purposes of this Agreement, the term "Third-Party Titles" shall mean all books that SABIS purchases, currently or in the future, from a third-party, other than a third-party affiliated with SABIS. For purposes of this Agreement, the term "SABIS Titles" shall mean all books that SABIS provides to schools within the United States, currently or in the future, that do not fall within the definition of "Third-Party Titles."

6.3. The amounts SABIS charges Licensee for Required Books shall be limited as follows:

6.3.1 For Third-Party Titles, SABIS shall charge Licensee no more than the actual cost of such books to SABIS.

6.3.2 For SABIS books, SABIS shall charge licensee the standard United States Retail Price for each SABIS title as published at the time the book order is placed.

6.3.3 Licensee shall pay for all shipping, clearing, demurrage, storage, and custom costs, if any, associated with its purchase of books from SABIS.

6.3.4 For each Academic Year, Licensee shall include in its budget an amount for the purchase of books for that Academic Year. That amount shall be equal to the Per-Student Book Budget (as defined herein) for that Academic Year times the anticipated student enrollment of that school in that Academic Year. For the 2016-2017 Academic Year, the term "Per-Student Book Budget" shall mean five hundred and ninety five United States dollars (\$595). For each Academic Year thereafter, the term "Per-Student Book Budget" shall mean one hundred three percent (103%) of the prior Academic Year's Per-Student Book Budget.

6.3.5 By May 1 preceding each Academic Year, SABIS shall calculate, taking into account the anticipated number of sections and students, and their academic levels, an Expected Per-Student Book Cost (as defined herein) for use by Licensee in that Academic Year. The Expected Per-Student Book Cost shall mean the total cost of the Required Books for that school in that Academic Year divided by the estimated enrollment of that school in that Academic Year. If the Expected Per-Student Book Cost exceeds the Per-Student Book Budget for any school for any given Academic Year, SABIS and Licensee shall meet to attempt, in good faith, to understand the reasons leading to the difference between the Expected Per-Student Book Cost and the Per-Student Book Budget, and mutually

to explore ways to reduce the Expected Per-Student Book Cost. If despite the Parties' good-faith efforts to do so, they are unable to reach an agreement to reduce the Expected Per-Student Book Cost, ultimate responsibility for any difference between the Expected Per-Student Book Cost and the Per-Student Book Budget shall rest with Licensee.

6.4. Upon request by Licensee, SABIS shall provide Licensee with evidence demonstrating that the prices SABIS has charged Licensee for Required Books comply with the pricing restrictions in this Section 6.

6.5. The SABIS's Standard Book Return Policy, attached hereto as Exhibit D and incorporated herein by reference, shall govern any return of books or disposition of books received in damaged condition or supplied in error.

6.6. Nothing herein shall prohibit Licensee from reusing Required Books, thereby reducing the number of Required Books it must purchase in subsequent Academic Years, except that Licensee shall not reuse any Required Books for which a new edition has been published or in which students are required to record their work.

6.7. For each Academic Year, SABIS shall bill Licensee for the Required Books in two equal installments. SABIS shall send the first such bill no earlier than October 1 of that Academic Year and the second such bill no earlier than December 1 of that Academic Year. SABIS shall bill Licensee separately for any book orders beyond those that Licensee makes pursuant to Section 6.1 above. Licensee shall pay all bills that SABIS issues hereunder within ten (10) days of Licensee's receipt of such bills. If Licensee does not pay any such bill when due, interest shall accrue, from the date due, on such due and outstanding amounts at a rate of eighteen percent (18%) per annum.

7. Training Services.

7.1. Prior to the opening of the school for which Licensee pays a fee pursuant to Section 5 above, and prior to the beginning of every Academic Year thereafter, SABIS shall train each such school's academic quality controller, school director, special education coordinator, student life coordinator, and IT administrator (or the equivalents of such persons, by whatever title) in the proper uses of the Licensed Property. Such training shall occur at SABIS headquarters in Minnesota, except with respect to the regional conferences discussed in Section 7.2 below and that portion of the training in which school leadership visits other schools within the United States that use the Licensed Property. Such training services shall include, but not be limited to, training in the Licensed Property, the SABIS teaching methodologies, and the SABIS® SMS. Licensee staff shall be permitted to attend any scheduled and budgeted training sessions. In addition to the other requirements of this Section 7, the training that SABIS provides hereunder shall be sufficient to ensure that the academic quality controller, school director, special education coordinator, student life coordinator, and IT administrator (or the equivalents of such persons, by whatever title) are equipped to permit them to implement the SABIS school design accurately, to adhere to the Principles of Operation (as defined herein in Section 11), and to obtain strong academic results, if that school used the entirety of the Licensed Property. In addition to the other requirements of this Section 7, the training that SABIS provides hereunder shall not be any shorter in duration, less thorough, or less comprehensive than the training that SABIS provides to any other charter school in the United States that SABIS operates or manages. The costs of Licensee Attendees' travel, meals and lodging related to the training provided pursuant to this Section 7.1 shall be borne by Licensee.

7.2. In addition to the training provided pursuant to Section 7.1, each school's academic quality controller and IT Managers (or the equivalents of such persons, by whatever title) ("Licensee Attendees") shall be permitted, each Academic Year, to attend all applicable SABIS regional conferences within the United States. The costs of Licensee Attendees' travel to and from the regional conferences, meals during the regional conferences, and lodging during the regional conferences, shall be borne by Licensee.

7.3. Licensee shall be permitted to record at Licensee's expense, by video, audio, or other means, any and all SABIS training events, and shall be permitted, while this Agreement remains in effect, to copy, transcribe, edit, alter, and use any such recordings, in any way. At SABIS's expense, SABIS shall be entitled to copies of any such recordings, as originally recorded or as altered, and shall be allowed to use these recordings free of charge. Licensee shall not provide these recordings to third parties or permit their use outside of the school that Licensee operates.

7.4. Within sixty days of the Effective Date, SABIS shall provide Licensee with access, equivalent to that of other charter schools that SABIS operates or manages, to the download page of the SABIS® Licensing website, which contains, among other things, information required for the operation of a school using the Licensed Property. If SABIS provides to any charter school, in any Academic Year, non-electronic written operations materials, including but not limited to an operations manual, SABIS shall also provide such written operations materials to Licensee applicable to that Academic Year. The download page of the SABIS® Licensing website, the non-electronic written operations materials, or the combination of the two that SABIS provides to Licensee in accordance with this Section 7.4 shall include instructions for operating schools in

accordance with the Principles of Operations (as defined in Section 11 below) and shall contain sufficient information and detail to permit school staff who have been trained pursuant to this Section 7 to operate a school in accordance with the Principles of Operations, if that school were to use the entirety of the Licensed Property.

7.5. SABIS shall provide to Licensee all materials necessary for the training described in this Section 7 for each Academic Year by no later than July 1 preceding the start of that Academic Year.

8. Add-On Services.

8.1. SABIS shall make available to Licensee, at Licensee's cost in accordance with this Section 8, training, support, and/or consultancy services of the type listed on Exhibit B hereto ("Add-On Services"). Such services shall be beyond those otherwise required by this Agreement. By May 31 preceding the start of each Academic Year, Licensee shall inform SABIS of the total amount of Add-On Services that Licensee expects to need for each school during the upcoming Academic Year ("Annual Retained Days"). Any Add-On Services shall be ordered in increments of whole Work Days, defined as one person working for eight hours. SABIS shall provide the Annual Retained Days throughout the Academic Year. To the extent Licensee orders such services during the 2016-2017 Academic Year, Licensee shall pay for such services at a rate of One Thousand Eight Hundred dollars (\$1,850.00) per Work Day. For each Academic Year after the 2016-2017 Academic Year, SABIS shall be permitted to increase the price for Add-On Services, over the preceding Academic Year's price, by a percentage equal to the greater of ten percent (10%) or the declared inflation rate as calculated using the Consumer Price Index and published by the U.S. Bureau of Labor Statistics in July of the preceding Academic Year. A discount of 20% is applicable for every five days

purchased together. A premium of 33% will be charged for on-site visits. In the first year of operation, SABIS will provide the Licensee with a \$50,000 Work Day credit valid for additional support, training, and/or, as detailed further in Section 9, Audits.

8.2. To the extent that Licensee orders Add-On Services in a given Academic Year beyond the Annual Retained Days ("Unexpected Add-On Services"), SABIS shall provide such services, if available. To the extent Licensee orders Unexpected Add-On Services during the 2016-2017 Academic Year, Licensee shall pay for such services at a rate of One Thousand Eight Hundred dollars (\$1,800.00) per Work Day.

Notwithstanding the foregoing sentence, if Licensee orders Unexpected Add-On Services in increments of at least five Work Days, Licensee shall pay for Unexpected Add-On Services at the then-applicable rate for Add-On Services, discounted by 20%. For each Academic Year after the 2016-2017 Academic Year, SABIS shall be permitted to increase the price for Unexpected Add-On Services, over the preceding Academic Year's price, by a percentage equal to the greater of ten percent (10%) or the declared inflation rate as calculated using the Consumer Price Index and published by the U.S. Bureau of Labor Statistics in July of the preceding Academic Year.

8.3. For Add-On Services or Unexpected Add-On Services that SABIS must provide on-site, Licensee shall pay for any travel time within the United States beyond the first four hours of such travel time. Licensee shall reimburse SABIS for reasonable travel expenses within the United States (in the case of air travel, limited to coach class) for Add-On Services or Unexpected Add-On Services that SABIS provides on-site.

8.4. SABIS shall bill Licensee quarterly for those Add-On Services and Unexpected Add-On Services that SABIS has provided in the previous quarter. SABIS shall charge for Add-On Services and Unexpected Add-On Services in fifteen-minute

increments. Licensee shall pay all bills that SABIS issues hereunder within ten (10) days of Licensee's receipt of such bills. If Licensee does not pay any such bill when due, interest shall accrue, from the date due, on such due and outstanding amounts at a rate of eighteen percent (18%) per annum.

8.5. Nothing in this Section 8 shall require Licensee to order any Add-On Services or Unexpected Add-On Services, or any minimum number of Add-On Services or Unexpected Add-On Services. Licensee shall pay for all Annual Retained Days that it orders pursuant to Section 8.1 above and for all Unexpected Add-On Services that it orders pursuant to Section 8.2 above, whether or not Licensee actually uses such Annual Retained Days or Unexpected Add-On Services. Up to five unused Work Days from the Annual Retained Days, and ordered, but unused, Unexpected Add-On Services, may be carried over for use in the next Academic Year.

9. Audits. SABIS shall conduct audit visits at least once per month for the first two years, which will be charged to Licensee at the reduced Work Day rate of One Thousand Two Hundred dollars (\$1,250.00) per Work Day. All expenses for the audits shall be paid by Licensee, including the audit staff's expenses for a suitable hotel to be agreed upon by the parties. The reduced Work Day rate of \$1,250.00 per Work Day applies only to the audit visits. Audit visits may be reduced, if deemed appropriate by SABIS, after the second year.

10. Quality Standards. Licensee shall ensure that any and all quality standards, including local, state and federal government requirements and quality standards outlined in Exhibit C, shall be maintained. Licensee agrees that no more than twenty percent (20%) of schools that it operates using the Licensed Property shall fail, for two or more consecutive years, to make Adequate Yearly Progress ("AYP"), as that term is used in applicable federal and state

statutes and regulations, as those statutes and regulations are amended from time to time.

Notwithstanding anything herein to the contrary, it shall not be considered a failure to make AYP for purposes of this Section 10 if a school would have made AYP without considering the performance of any subgroup of students that is recognized as a subgroup by the applicable statutes or regulations and that has a population in the school of fewer than fifty students.

Notwithstanding anything herein to the contrary, it shall not be considered a failure to make AYP for purposes of this Section 10 if a school would have made AYP without considering the performance of students who have been enrolled in the school for less than two full Academic Years. SABIS shall ensure that the Licensed Property, other materials, and services that it provides hereunder are sufficient to permit a reasonably managed school that used the entirety of the Licensed Property to achieve AYP. Notwithstanding the preceding sentence, the Parties hereby acknowledge that if a school were to fail to achieve AYP, such failure would not necessarily be the result of an inadequacy in the Licensed Property, as a school's actual achievement of AYP will depend also on matters beyond SABIS's control.

11. Principles of School Operations. Licensee shall ensure that it adheres to the SABIS principles of school operations listed and defined in Exhibit C hereto (the "Principles of Operations"), by no later than the end of such school's third operating Academic Year. SABIS shall be responsible for providing all materials and training necessary to permit such adherence and to permit Licensee to adhere to all applicable federal, state, and local education standards and all requirements of all available federal grant programs. Prior to the beginning of each Academic Year, or at other times required by any governmental entity with regulatory or supervisory authority, SABIS shall provide to Licensee a written alignment of the Licensed Property and the Principles of Operation to any applicable federal, state, and local educational standards. The written alignment shall include, but not necessarily be limited to, a document that

demonstrates that the SABIS curriculum and pacing charts that are included among the Licensed Property are aligned with applicable state education standards and state testing programs by which AYP will be assessed.

12. Termination. In addition to the termination rights provided by Section 2 above, the Parties shall have the termination rights provided by this Section 12.

12.1. In the event of a failure to comply with any material term of this Agreement by either Party (the "Breaching Party"), the other Party (the "Terminating Party") may provide to the Breaching Party written notice of such non-compliance and of the Terminating Party's intention to terminate this Agreement with respect to those schools for which the non-compliance pertains. Such notice shall identify specific ways in which the Terminating Party believes the Breaching Party has failed to comply with the terms of this Agreement. Upon receipt of such notice, the Breaching Party shall have ninety days to cure the non-compliance specified in such notice. If such non-compliance is not cured within such cure period, the Terminating Party shall have the right to terminate this Agreement as to those schools for which the non-compliance pertains.

12.2. The provisions of Section 12.1 above shall not apply to any failure by Licensee to comply with Section 10 or 11 above. In the event of Licensee's failure to comply with Section 10 or 11 above, SABIS may provide to Licensee written notice of such non-compliance and of SABIS's intention to terminate this Agreement. Such notice (a "Section 12.2 Notice") shall identify specific ways in which SABIS believes that Licensee has failed to comply. Upon receipt of a Section 12.2 Notice, Licensee shall have two years to cure the failures specified in the Section 12.2 Notice. Within ninety days of Licensee's receipt of a Section 12.2 Notice, Licensee shall provide to SABIS a written plan for curing each of the failures identified in such notice (the "Cure Plan").

The Cure Plan shall contain specific goals that Licensee shall thereafter attempt in good faith to meet in its efforts to cure the failures identified in the Section 12.2 Notice.

During the two-year cure period, SABIS shall have the right to demand from Licensee reasonable status reports, no more than once quarterly, which shall explain in reasonable detail the progress that Licensee is making toward the goals identified in the Cure Plan.

13. Branding. In promotional materials, student recruiting materials, websites, advertising materials, and other similar publicly available materials, Licensee shall use a logo provided by SABIS and the phrase "Powered by SABIS" without suggesting that SABIS operates or owns such school. To the extent that Licensee is involved in the creation of any grant proposals or business plans, Licensee shall ensure that such proposals or plans make it clear that it uses SABIS's Licensed Property. Additionally, all official stationery such as letterhead paper, company-branded envelopes, and other similar materials shall use the logo provided by SABIS as well as the Vernare Learning branding.

14. Confidentiality.

14.1. Each Party shall have the right to designate as confidential any confidential, proprietary, or trade secret information that it discloses to the other Party during the pendency of this Agreement ("Confidential Information"). To avail itself of the right to designate information confidential, the party disclosing Confidential Information (the "Disclosing Party") shall mark as confidential, or otherwise identify in writing as confidential, any information that it discloses to the other Party (the "Receiving Party") and that it demands be kept confidential. To the extent that the disclosure is made in a non-tangible form, the Disclosing Party shall send a written notice to the Receiving Party, within five days of disclosure, informing the Receiving Party that it must treat as confidential the information specified in the notice. Notwithstanding the

marking and identification requirements of this Section 14.1, all products licensed by SABIS to Licensee that are not designed to be displayed or disseminated publicly, shall be treated as confidential.

14.2. Without the prior written consent of the Disclosing Party, the Receiving Party shall not disclose to any person or entity, and shall not reproduce, Confidential Information that has been marked, identified, or otherwise designated confidential pursuant to Section 14.1.

14.3. The restrictions on disclosure and reproduction imposed by Section 14.2 shall not apply to any information (a) that the Receiving Party is required to disclose in order to perform its obligations under this Agreement, including but not limited to information that must be disclosed to students and/or their parents and/or guardians; (b) that the Receiving Party is required to disclose by law; or (c) that the Receiving Party is required to disclose by any governmental entity having regulatory or supervisory authority over the school operated by Licensee. To the extent the Receiving Party is required to disclose otherwise Confidential Information pursuant to Section 14.3(b) or (c), the Receiving Party shall inform the person or entity to whom the information is disclosed that such information is confidential and shall provide the Disclosing Party with at least seven days' notice prior to such disclosure. If the Receiving Party cannot, for reasons beyond its control, provide such notice, it shall provide as much notice as possible under the circumstances and shall have the burden of establishing that it could not provide additional notice.

14.4. Upon termination of this Agreement and request by the Disclosing Party, the Receiving Party shall destroy or return to the Disclosing Party any tangible Confidential Information that has been marked or otherwise designated as confidential

pursuant to Section 14.1, except that the Receiving Party shall not be required to destroy or return any such Confidential Information (a) that is not within its custody or control, (b) to the extent that doing so would be unreasonable or would cause the Receiving Party to violate any legal or contractual duty its owes to another (so long as that duty was incurred consistent with all other provisions of this Section 14), or (c) that is possessed by a third-party that has an independent right to possess such material.

14.5. In recognition of the irreparable harm that a violation of any of the provisions of this Section 14 could cause to the Disclosing Party, the Parties agree that in addition to any other relief afforded by law, an injunction against such violation or violations may be issued, it being the understanding of the Parties that both damages and an injunction might be proper modes of relief and are not necessarily to be considered alternative remedies.

14.6. The provisions of this Section 14 shall survive and continue in effect after the termination of this Agreement.

15. Non-Solicitation. So long as this Agreement remains in effect, and for a period of one year following its termination, neither Party shall solicit or hire the other Party's employees or consultants, unless the Parties mutually agree to permit such solicitation or hiring.

16. Governing Law and Jurisdiction. This Agreement shall be governed by and construed in accordance with the substantive laws of the State of Missouri, without regard for conflict of laws principles. The Parties agree that any suit, action, proceeding, or claim of any type arising out of or relating to this Agreement may be commenced and maintained in, and only in, a state or federal court within the State of Missouri. The Parties agree to waive any objection to such courts' personal jurisdiction over the Parties or either of them. In any suit, action,

proceeding, or claim of any type brought in a court in the State of Missouri, the Parties agree not to assert any defense based upon improper venue or *forum non conveniens*.

17. Notices. All notices that this Agreement requires a Party to provide to the other Party shall be sent to the following addresses:

If to SABIS:
Carl Bistany, President
SABIS Educational Systems, Inc.
6385 Beach Road
Eden Prairie, MN 55344

If to Licensee:
Amber Simpson, CEO/Founder
Vernare Learning
12 Sassafras Manor
St. Louis, MO 63135

With a copy to:
Mahdi Kansou, Executive Director
SABIS Educational Systems, Inc.
6385 Beach Road
Eden Prairie, MN 55344

With a copy to:
Christina Anderson, Board President
Vernare Learning
12 Sassafras Manor
St. Louis, MO 63135

A Party may change its address for purposes of this Section 17 by giving written notice to the other Party of such change.

17.1 Manner of Giving Notice. Any notice, demand or other communication required or permitted to be given pursuant to this Agreement may be given through any of the following means:

- (a) delivered personally to the party or to an executive officer of the party to whom such notice, demand or other communication is directed;
- (b) sent by registered or certified mail, return receipt requested, or by reputable overnight courier, postage prepaid, addressed to the Member or the Company at his, her or its address set forth in this agreement; or
- (c) sent via facsimile transmission with a confirmation received by the sender together with a follow-up copy delivered by regular mail.

17.2 When notice is deemed given. Except as otherwise provided in this Agreement, any such notice shall be deemed to be given

- (a) when received or refused if delivered personally;
- (b) on the next business day after deposit with an overnight courier; or
- (c) three business days after the date on which it was deposited in a regularly maintained receptacle for the deposit of United States mail, addressed and sent as set forth in this Section.

18. Authorship. The Parties acknowledge that they both contributed materially to the drafting of this Agreement and that authorship of this Agreement, or any part thereof, shall not be a basis for interpreting the Agreement, or any part thereof, against either Party.

19. Severability. The invalidity or unenforceability of any provision of this Agreement shall in no way affect the validity or enforceability of any other provisions, or any part hereof.

20. Entire Agreement. This Agreement constitutes the Parties' entire agreement with respect to the transactions and matters addressed herein. Each Party's signature on this Agreement constitutes an affirmation that no other representations or understandings have been made or exist with respect to the transactions and matters addressed herein. In particular, without limiting the generality of the foregoing, each Party agrees that the term sheet, if any, that preceded this Agreement, and any drafts thereof, shall have no effect whatsoever, shall not bind or provide rights to either Party, and shall not be used as an aid in interpreting any provisions of this Agreement. Each Party understands that the other Party is relying on the affirmations of this Paragraph in connection with its execution of this Agreement.

21. Licensee's Intellectual Property.

21.1. Nothing in this Agreement shall prohibit Licensee from devising, developing, purchasing, or licensing any programming, products, or practices so long as

the use of such programming, products, or practices would not prevent Licensee from adhering to Section 11 above. Without limiting the generality of the preceding sentence, the Parties agree that Licensee is free to develop its own leadership and staff training programs, teacher career ladder, teacher and staff compensation plans, school cultural and student motivation components, extracurricular programs, before- and after-school programs, and other program elements, without restriction. Notwithstanding the above, Licensee shall not use any materials or practices derived from SABIS proprietary materials outside of its school and shall not use any such materials or practices after the termination or non-renewal of this Agreement.

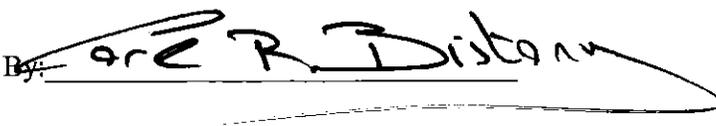
21.2. Nothing herein shall constitute a license from Licensee to SABIS for the use of any Licensee intellectual property or proprietary information, whether now existing or developed in the future (“Licensee Learning Property”), including, but not limited to, programming, products, or practices mentioned in Section 21.1, except that SABIS may use without cost any material developed by Licensee that is derived from SABIS proprietary information. While SABIS retains all ownership rights to the Licensed Property, all rights to all Licensee Learning Property, whether or not developed or enhanced during the term of this Agreement, shall remain the property of Licensee to the extent such property is not derived from any SABIS proprietary information.

22. Upon the termination or non-renewal of this Agreement, Licensee shall return to SABIS all copies of the Licensed Property in its possession, except (a) books that Licensee has purchased pursuant to Section 6 above, and (b) any materials that Licensee is required to retain

by law or by any governmental entity with regulatory or supervisory authority over any of the schools that Licensee operates.

IN WITNESS WHEREOF, the parties hereto have executed and delivered this Agreement as of the day and year first above written.

SABIS® EDUCATIONAL SYSTEMS, INC.

By: A handwritten signature in black ink, appearing to read "Greg R. Distano", written over a horizontal line. The signature is stylized and cursive.

VERNARE LEARNING, INC.

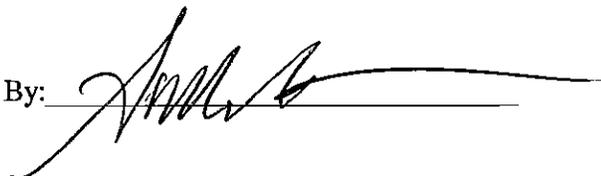
By: A handwritten signature in black ink, written over a horizontal line. The signature is stylized and cursive.

EXHIBIT A

Licensed Property

Components	MATH*	ENGLISH*	SCIENCE	SOCIAL STUDIES	Spanish
Books	SABIS KG - G9	SABIS KG - G9	SABIS KG - G9	Non-SABIS	SABIS KG - G9
Pacing Guides	All Grades	All Grades	All Grades	All Grades	All Grades
Lesson Guides	All Grades	All Grades	All Grades	All Grades	All Grades
AMS*	G1 - G1	G1 - G1			
Additional Reading Material**					
Additional Reading Material**					

* May be supplemented with non-SABIS exam prep books as necessary

** May be supplemented with non-SABIS additional reading material as necessary

*** SABIS will supply these as exams, or as question databanks for use with SABIS Exam Generation System, at least two weeks prior to exam date.

EXHIBIT B

Add-On Services

IT Support

- General consultancy
- Networking issues
- Installation issues
- Product support
- Additional user training
- Recovery after system failures
- Systems planning

Academic Support

- General consultancy
- Content support (issues with understanding or teaching the content)
- Pacing chart adjustments
- Mid-year student placement
- Additional training
- Result analysis and action recommendation
- Course customization

EXHIBIT C

Principles of Operation

A. General School Operations

a. Diagnostic tests *The Licensee* will administer SABIS®-furnished diagnostic tests to identify students' learning gaps and inform *The Licensee's* decisions about the placement of students in grades and the choice of SABIS® programs.

b. Placement guidelines *The Licensee* shall follow SABIS®'s guidelines for placing students in grades and SABIS® programs, except if such guidelines conflict with governing laws or regulations.

c. Course design *The Licensee* shall ensure the implementation of all courses according to the principles of their design. For example, a SABIS® English course in Grade 3 includes several components such as Class Reader, Literature Anthologies, Handwriting, Spelling, Vocabulary, Writing, and Grammar. The course is designed with those components and hence should be implemented as such. The same course design principles apply to all SABIS® courses and subjects.

d. Curriculum pacing charts *The Licensee* shall require its schools to make use of any pacing charts furnished by SABIS®, whether electronically or in print, to *The Licensee* or its schools.

e. SABIS Point System® *The Licensee* shall instruct its teachers in the use of the SABIS Point System®. SABIS® courses highlight the —points—the concepts, skills, or items of knowledge—that students will be taught. Classroom setup and seating plans should be in line with the SABIS Point System® guidelines. Through the curriculum and pacing charts, *The Licensee's* teachers shall be required to identify the —points to be taught in their classes and introduce them to the class one point at a time. Typically, teachers will introduce a point through presentation, explanation, examples, questions and other means. This will be followed by an activity such as an exercise, an application, or a definition completed by each individual student to check for understanding in writing. Next, working together in groups, students check each other's work, while the teacher monitors student comprehension and retention and re-teaches as necessary. Once the first point has been learned by the vast majority of the students, as demonstrated in writing, the teacher then marks off the point and moves to the next one.

f. Seating chart In appropriate subjects, students shall be seated in groups with their —prefects (see item g below). *The Licensee* shall instruct school administrators to endeavor to construct such groups for, to the degree feasible, heterogeneity of gender and academic performance.

g. Class prefects *The Licensee* shall instruct school administrators to identify a number of students in each class (the —class prefects) who shall assist other students to learn by checking the work of the members of their groups, correcting errors, and helping their students to grasp the point, and taking on other responsibilities as may be designated by *The Licensee*.

h. Promotion and Graduation requirements and AYP *The Licensee* shall require its schools not to engage in social promotion; their students must pass mathematics and English and maintain an overall passing average in order to advance to the next grade. In order to graduate from high school, students must meet graduation requirements adopted by *The Licensee* and/or the school's board of trustees, which shall be broadly consistent with credit and course requirements stipulated by SABIS®, so long as these policies are consistent with those of governing authorities, including municipal departments of education and state education agencies.

Once *The Licensee* school has reached full maturity at K-12, the rate of graduation will be factored into each school's AYP determination.

i. Subject distribution *The Licensee* shall ensure that its school administrators are familiar with and implement SABIS®'s policies regarding the number of periods to be, at a minimum, devoted per week to each primary subject area.

j. Hierarchy of subjects *The Licensee* recognizes that, in the SABIS® system, not all subjects are equally critical. The SABIS® hierarchy places English first, followed by mathematics, world languages (Spanish, but if during the Term or any subsequent renewal term the *The Licensee* determines a need for French, SABIS shall prepare a timeline for preparing and making available its components for use by *The Licensee*), science, and social studies.

k. Subject/sub-subject coefficients See j above.

l. AMST™ Tests, Periodic Exams, End of Term, End of Year *The Licensee* shall instruct its schools to follow SABIS®'s testing schedules for AMST™ and CAT tests, periodic tests, and end of year and end of term tests.

m. Number of examinations per week Teachers shall be required to administer the SABIS®-furnished tests known as —SABIS® AMST™, CAT, Periodic, End of Term and End of Year tests with a frequency specified by SABIS®.

n. Level of difficulty in exams Exams constructed by *The Licensee* or its schools using SABIS®'s —Exam Generation System^{ll} or equivalent shall conform to SABIS®'s guidelines for each exam's level of difficulty.

o. SABIS® books* *The Licensee*'s schools shall use SABIS®'s books as stipulated in *The Licensing Agreement*. *The Licensee* should order SABIS® books online no later than May 1.

p. Length of periods, length of day, length of academic year Each period of instruction shall not be less than 45 minutes. The school day shall not be less than 7½ hours long (including meals, recess or breaks, and transition times). The academic year shall not be less than 180 days.

q. SABIS Student Life Organization® (SLO™) components as required by *The Licensee* *The Licensee* is permitted, but not required, to use all components of the SABIS Student Life Organization®, but in any event shall require its schools to implement class prefects (see g above) and the SABIS® peer tutoring program (see r below).

r. SLO™ Peer Tutoring Program *The Licensee* shall instruct its school in the use and implementation of SABIS®'s Peer Tutoring Program.

s. Policy on handling of exams Guided by SABIS®, *The Licensee* shall instruct each school's staff in such practices as is necessary to ensure that all SABIS® exams are administered with integrity.

t. Grade-level meetings Teachers at each grade level shall meet regularly, along with the Academic Quality Controller (or equivalent) to review and act on instructional data, to plan for their upcoming instruction, and to improve their instructional practice.

u. Job descriptions and academic administrative structure Within each school using the SABIS® methods, there shall be a School Director, an Academic Quality Controller, a Special Education Coordinator, and Teachers (or such titles as *The Licensee* may designate) with responsibilities substantially similar to those provided in written job descriptions provided by SABIS® to *The Licensee* prior to July 1, 2015. Prior to grade 2, teachers shall remain in their room and teach all or substantially all subjects; in grades 3 and higher, teachers shall be departmentalized, with teachers with specific subject(s) responsibility moving to classrooms and/or students moving to classrooms.

v. Special education implementation structure Each school shall have a Director of Special Education (or similar title) who ensures compliance with all special education law and regulation. The Academic Quality Controller, not the Director of Special Education, shall manage child study teams, the first step of the referral process to special education. Students enrolled in special education shall be bound, like other students, to the school's graduation requirements (see section h above), except if such policies would violate state or federal law or regulation.

w. Staff training There will be up to one week of leadership training in the summer. SABIS® will notify *The Licensee* of the dates of the training by March 1. Participants will then be ready to train the teachers during the teacher orientation training program, using training materials provided by SABIS®. If *The Licensee* would like SABIS® to participate onsite in Teacher Orientation Training, notice should be given by March 15. SABIS® Teacher Orientation Training should take about 3–5 days, depending on how many subjects are licensed, and is meant to be incorporated into the school's own teacher orientation training.

x. Number of students By March 1, *The Licensee* should provide an estimate of the number of students to be enrolled in the coming academic year.

y. Teaching language Except for world languages classes, the teaching language should be English.

z. Publically available materials *The Licensee* must use the appropriate —Powered by SABIS® logo on all publically available materials, such as websites, promotional materials, student recruitment materials, school applications, business plans, grant proposals, and parent communications.

B. IT Operations

1) OPSCAN scanner to scan multiple choice student bubble sheets

2) SABIS® Student Management System (SSMS)

a. SSMS Server

32 bit Windows 2003 Server or Windows XP Professional

At least 2 GB RAM and 500 GB hard disk

Microsoft Office installed, preferably Office 2007, in case server used as client for EGS user, Office 2003 is needed, however trigger agent will not be able to send excel attachments with alerts (it will send plain emails though)

SQL Server 2005 enterprise edition

.NET framework 2.0 SDK

Infragistics Controls Volume 3

Crystal Reports

b. SSMS Clients

32 bit Windows XP Professional

At least 1 GB RAM and 100 GB hard disk

Microsoft Office installed, if client used for EGS user, Office 2003 is needed, otherwise Office2007 is preferable

.NET framework 2.0 SDK

Infragistics Controls Volume 3

Fonts needed by exams are Bookshelf Symbol 5 and Bookshelf Symbol 7

MathType

3) Integrated Testing and Learning™ (ITL™)

a. ITL™ Server 32 or 62 bit Windows 2003 or Windows 2008 Server or Windows XP Professional or Windows 7

At least 2 GB RAM and 100 GB hard disk

SQL Server 2008 R2 enterprise edition

.NET framework 2.0 SDK

b. ITL™ Teacher PC

32 or 64 bit Windows XP Professional or Windows 7

At least 1 GB RAM and 100 GB hard disk

.NET framework 2.0 SDK

Infragistics Controls Volume 3

Crystal Reports

Office 2010

c. ITL™ Clients

Computer labs with enough PCs for students taking exams

32 or 64 bit Windows XP Professional or Windows 7

At least 1 GB RAM and 100 GB hard disk

Internet Explorer 8 or above

Fonts needed by exams are Bookshelf Symbol 5 and Bookshelf Symbol 7

Mathtype

C. Academic Subject Operations

1) Mathematics

- a.** KG: approximately 255 lessons[†] per year
- b.** Grade 1: 250 lessons, 6 Continual Assessment Tests, and 3 End of Term exams per year
- c.** Grade 2: 225 lessons, 6 Continual Assessment Tests, and 3 End of Term exams per year
- d.** Grade 3: 180 lessons, 6 Continual Assessment Tests, and 3 End of Term exams per year, as well as one SABIS Academic Monitoring System[®] (AMS[™]) test each week
- e.** Grade 4: 190 lessons, 8 Periodic tests, and 3 End of Term exams per year, as well as one SABIS Academic Monitoring System[®] (AMS[™]) test each week
- f.** Grade 5: 155 lessons, 8 Periodic tests, and 3 End of Term exams per year, as well as one SABIS Academic Monitoring System[®] (AMS[™]) test each week

2) English

- a.** Renaissance Learning's Accelerated Reader is recommended
- b.** KG: 208 lessons per year
- c.** Grade 1: 250 lessons, 6 Continual Assessment Tests, and 3 End of Term exams per year
- d.** Grade 2: 253 lessons, 6 Continual Assessment Tests, and 3 End of Term exams per year
- e.** Grade 3: 207 lessons, 6 Continual Assessment Tests, and 3 End of Term exams per year, as well as one SABIS Academic Monitoring System[®] (AMS[™]) test each week
- f.** Grade 4: 169 lessons, 6 Periodic tests, and 3 End of Term exams per year, as well as one SABIS Academic Monitoring System[®] (AMS[™]) test each week
- g.** Grade 5: 190 lessons, 6 Periodic tests, and 3 End of Term exams per year, as well as one SABIS Academic Monitoring System[®] (AMS[™]) test each week

3) Spanish

- a.** Approximately 160 lessons, 14 tests, and 3 End of Term exams per year for all levels
- b.** CD player in classroom, for songs to be played

[†] A lesson is considered to be 45 to 50 minutes of uninterrupted instruction in one academic subject.

EXHIBIT DSABIS® Book Return Policy**SUBJECT: SABIS® BOOKS RETURN POLICY**

PRIOR PERMISSION is REQUIRED for all returns. Requests must be made in writing. **ALL CORRESPONDENCE SHOULD BE ADDRESSED TO:** books@sabis.net.

BOOKS ELIGIBLE: All books in print returned prior to May 1st of the current academic year, if saleable, new, unmarked, undamaged, and in current editions. Prior written permission will need to be sent to books@sabis.net with the quantity, the reason for return and with a copy of yearly order/quantity.

BOOKS INELIGIBLE: Books declared out of print (edition changed) and not returned within the period prior to May 1st of the academic year. Also, books superseded by a new edition and not returned the previous year are not returnable.

RETURNS CONDITION: We will ONLY accept a return of 30% of the original quantity ordered. Return period is available until May 1st of the current academic year (6-9 months from the receipt date). The school may incur a handling fee for the SABIS® Books returns.

CONDITION OF BOOKS: All books returned must be unmarked and in saleable condition. Any return not meeting the foregoing criteria will not get a credit. The returns are to be shipped to SABIS® Educational Systems at the school's expenses.

DEFECTIVE BOOKS: If books arrive in damaged condition, please save the box and contact us immediately.

DAMAGED BOOKS: If the book has a manufacturer's defect, please contact us for an exchange. All damaged books must be reported within 10 days of receipt.

BOOKS SUPPLIED IN ERROR: Books supplied in error may be returned for credit. They should be in a clean, re-saleable condition, and free from stickers or stamping, to ensure credit is allowed. Please contact us immediately within 10 days of receipt of the books.

HOW BOOKS ARE RETURNED: Returns are to be shipped prepaid via traceable method to ensure proof of delivery. SABIS® Educational Systems will not assume responsibility for non-traceable shipments lost in transit. Please, include invoice information with all returns to facilitate processing and order credit.

The returns must be shipped at the school's expense to SABIS® Educational Systems, Inc., 6385 Beach Road, Eden Prairie, MN 55344.

Appendix 6. Vernare Learning Incorporation Documents

- Articles of Incorporation
- Articles of Amendment
- EIN
- 501(c)3 Determination Letter
- Bylaws
- Conflict of Interest Policy
- 1023 Application

File Number:

N01267018

Date Filed: 11/05/2012

Robin Carnahan

Secretary of State

ARTICLES OF INCORPORATION OF

Advantage Prep Academies, Inc.
A Missouri Nonprofit Corporation

The undersigned, being a natural person of the age of eighteen years or more, for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act, hereby adopts the following Articles of Incorporation:

1. The name of the corporation is Advantage Prep Academies, Inc.
2. The corporation is a Public Benefit Corporation
3. The period of duration of the corporation is perpetual
4. The name and street address of the Registered Agent and Registered Office in Missouri is:

Amber D. Simpson
12 Sassafras Manor
St. Louis, Mo 63135
5. The name and address of the incorporator is:

Amber D. Simpson
12 Sassafras Manor
St. Louis, Mo 63135
6. The Corporation will not have members.
7. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, distribute all the assets of the corporation to one or more organizations then qualified under section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law) selected by the Board of Directors of the corporation. Any of such assets not so disposed of shall be disposed by the Circuit Court of the city or county in which the principal office of the Corporation is then located to such an organization or organizations as said court shall determine and as are then qualified as exempt under section 501(c)(3) of the Internal Revenue Code. In no event shall any of the assets or property be distributed to any director or officer, or any private individual.
8. The Corporation is organized, and shall be operated, exclusively for charitable, scientific, literary and educational purposes within the meaning of section 501(c)(3). The is organized exclusively for charitable and education purposes by providing educational services and support to enrich educational programs for children and teenagers regardless of race; color; creed; gender; sexual orientation; or religious affiliation, by any means that are lawful under section 501(c)(3).
9. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its trustees, directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions to qualified persons in furtherance of the purposes set forth herein

State of Missouri
Creation - NonProfit 2 Page(s)



T1231019004

10. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of, or in opposition to, any candidate for public office.
11. Notwithstanding any other provisions of these articles, the Corporation shall not directly or indirectly carry on other activities not permitted to be carried on by Corporations exempt from Federal Income Tax under Section 501(c)(3) of the United States Tax Code (or corresponding provisions of any future United States Internal Revenue Law).
12. The effective date of this document is the date it is filed with the Secretary of State of Missouri.

In Affirmation thereof, the facts stated above are true and correct:



Signature

11/5/12

Date

Amber D. Simpson

Printed Name

Incorporator

Title

State of Missouri



Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION
MISSOURI NONPROFIT

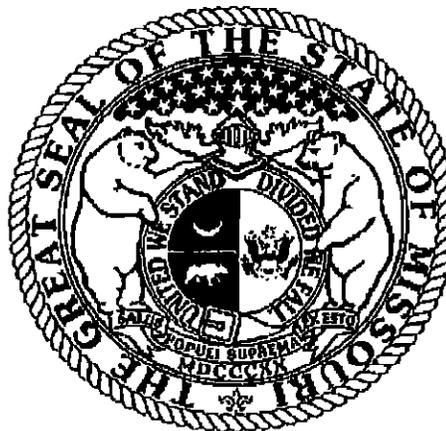
WHEREAS, Articles of Incorporation of

Advantage Prep Academies, Inc.
NO1267018

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, ROBIN CARNAHAN, Secretary of the State of Missouri do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I herunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
5th day of November, 2012.



Robin Carnahan

Secretary of State



State of Missouri

Jason Kander, Secretary of State

Corporations Division
PO Box 778 / 600 W. Main St., Rm. 322
Jefferson City, MO 65102

Appendix VI
File Number:

N01267018

Date Filed: 04/30/2013

Jason Kander
Secretary of State

Articles of Amendment for a Nonprofit Corporation

(Submit with filing fee of \$10.00)

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is: Advantage Prep Academies, Inc. N01267018
Name Charter Number

2. The amendment was adopted on 04/02/2013 and changed article(s) Article 1 to state as follows:
month/day/year

The name of the corporation is Vernare Learning.

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5):

4. If approval by members was required, check here and provide the following information:

A. Number of memberships outstanding:

B. Complete either C or D:

C. Number of votes for and against the amendments(s) by class was:

Class	Number entitled to vote	Number voting for	Number voting against
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

D. Number of undisputed votes cast for the amendment(s) was sufficient for approval, and was:

Class:	Number Voting undisputed:
_____	_____
_____	_____
_____	_____

The number of votes cast in favor of the amendment(s) by each class was sufficient for approval by that class.

5. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

In Affirmation thereof, the facts stated above are true and correct:

(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

x *[Signature]* Amber D. Simpson CEO & Founder 4/29/13
Authorized signature of officer or chairman of the board Printed Name Title Date
President / Board Chair

Name and address to return filed document:
 Name: Amber D. Simpson
 Address: 12 Sassafras Manor
 City, State, and Zip Code: St. Louis, MO 63135

State of Missouri
Amend/Restate - NonProfit 1 Page(s)



T1312017518

State of Missouri



Jason Kander
Secretary of State

CERTIFICATE OF AMENDMENT
OF A
MISSOURI NONPROFIT CORPORATION

WHEREAS,

Vernare Learning
N01267018

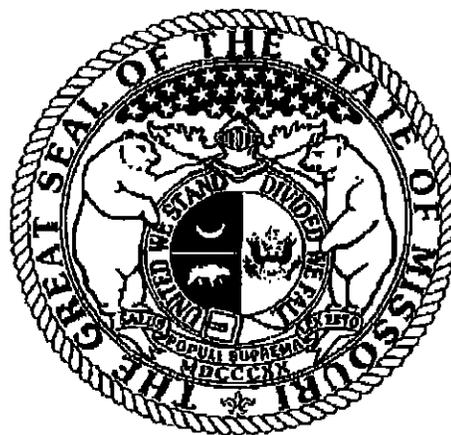
Formerly,

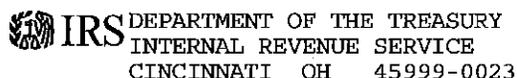
Advantage Prep Academies, Inc.

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me its Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended in accordance therewith.

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
30th day of April, 2013.

Secretary of State





Date of this notice: 01-28-2013

Employer Identification Number:
46-1885340

Form: SS-4

Number of this notice: CP 575 E

VERNARE LEARNING
12 SASSAFRAS MNR
SAINT LOUIS, MO 63135

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-1885340. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, *Tax Exempt Status for Your Organization*, has details on the application process, as well as information on returns you may need to file. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

The Pension Protection Act of 2006 contains numerous changes to the tax law provisions affecting tax-exempt organizations, including an annual electronic notification requirement (Form 990-N) for organizations not required to file an annual information return (Form 990 or Form 990-EZ). Additionally, if you are required to file an annual information return, you may be required to file it electronically. Please refer to the Charities & Non-Profits page at www.irs.gov for the most current information on your filing requirements and on provisions of the Pension Protection Act of 2006 that may affect you.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **JUL 07 2014**

VERNARE LEARNING
12 SASSAFRAS MANOR
ST LOUIS, MO 63135-1170

Employer Identification Number:
46-1885340
DLN:
17053168319013
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990-Required:
Yes
Effective Date of Exemption:
November 15, 2012
Contribution Deductibility:
Yes
Addendum Applies:
Yes

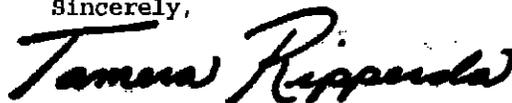
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

VERNARE LEARNING

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947

**BYLAWS
OF
VERNARE LEARNING
A MISSOURI NONPROFIT CORPORATION**

ARTICLE I: OFFICES

1. The corporation may have offices at such places as the Board of Directors may from time to time determine or the business of the corporation may require.

ARTICLE II: BOARD OF DIRECTORS

1. The affairs of the Corporation shall be governed by the Board of Directors. The number of directors shall be no less than three (3) and no more than (15) unless and until changed by amendment to this bylaw, provided, however, that there shall always be at least (3) directors. Each director shall hold office for a term of one (1), two (2), or three (3) years from and after his or her selection. Each director shall continue to hold office until his or her successor has been selected and qualified. No director who has served three consecutive terms, except those who served an initial term of one (1) year, shall be elected to an additional consecutive term regardless if one of the three consecutive terms is for a partial two or three year term as result of filling a vacancy. Those directors who serve an initial term of one year shall be eligible to serve two consecutive terms of three years each. Any director may be elected to subsequent terms after an absence of at least one year from the Board after the maximum terms allowed herein. Directors may be removed, with or without cause, by the vote of a majority of all the Directors at a meeting of the Directors called expressly for that purpose.
2. The Directors may keep the books of the corporation at the principal business office of the corporation in this state or at such other places as may from time to time determine and as may be permitted by law.
3. If the office of a Director becomes vacant for any reason, the Board of Directors shall nominate and elect a successor or successors, which successor(s) shall hold office for the unexpired term in respect of which such vacancy occurred or until the next election of Directors. Vacancies on the board will be filled by a majority vote of the members of the Board of Directors, regardless of whether the number of directors remaining constitutes a quorum.

ARTICLE III: COMPENSATION OF DIRECTORS

Directors, in that capacity, shall not receive any stated salary for their services, but by resolution of the Board, expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; provided that nothing herein contained shall be construed to preclude any Director from serving the corporation in any other capacity any receiving compensation or reimbursement of expenses therefor.

ARTICLE IV: MEETINGS OF THE BOARD OF DIRECTORS

The Vernare Learning Board of Directors shall follow all regulations governing non-profit organizations, and will adhere to Missouri Sunshine Law with regards to conducting board and committee business—including public notice of meetings and providing meeting minutes.

1. The annual meeting of the Board shall be held at such time and place as shall be determined by the Board. Regular, monthly meetings of the Board will be held at such time and place as shall be determined by the Board.
2. Special meetings of the Board may be called by the President, the Secretary, or 25 percent of the Directors, on not less than two days' notice to each Director, either personally or by email or telephone.
3. A Director's attendance at or participation in a meeting waives any required notice of the meeting unless the Director upon arriving at the meeting or prior to the vote on a matter not noticed in conformity with the law, the Articles or Bylaws, objects to lack of notice and does not vote for or assent to the objected to action. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in any notice or waiver of notice of such meeting.
4. At all meetings of the Board, a majority of all the Directors in office shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a majority of the Directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, unless the action is one upon which, by express provision of the statutes, the Articles of Incorporation, or these Bylaws, a different vote is required, in which case such express provision shall govern and control. If a quorum shall not be present at any meeting of Directors, the Directors present thereat may adjourn the meeting, from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

5. Members of the Board of Directors may participate in a meeting of the Board by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.
6. Action required or permitted by law to be taken at a Board of Directors' meeting may be taken without a meeting if the action is taken by all members of the Board. The action shall be evidenced by one or more written consents describing the action taken, signed by each Director, and included in the minutes filed with the corporate records reflecting the action taken. Such action shall be effective when the last Director signs the consent, unless the consent specifies a different effective date.

ARTICLE V – ADVISORY BOARD

1. The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate an Advisory Board which may include Directors and other persons interested in supporting the charitable purposes of the Foundation.
2. The Advisory Board shall meet as determined by the Board of Directors and shall provide advice on matters and issues designated by the Board of Directors.

ARTICLE VI - COMMITTEES

1. The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate an Executive Committee, which shall consist of at least three (3) Directors of the Corporation. The Executive Committee shall have and exercise the authority of the Board of Directors between meetings of the Board of Directors.
2. The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate one or more other Board committees, each of which shall include at least one (1) Director. Such committees shall exercise authority only to the extent specified by the Board of Directors.
3. At all meetings of committees, a majority of the members of the committee shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a majority of the members of the committee present at any meeting at which there is a quorum shall be the act of the committee, unless the action is one upon which, by express provision of

the statutes, the Articles of Incorporation, these Bylaws, or a resolution of the Board of Directors, a different vote is required, in which case such express provision shall govern and control. Provisions in these Bylaws pertaining to meetings of the Board shall also apply to committee or committees of the Board.

4. All Committee meetings will be subject to Missouri Sunshine Law.

ARTICLE VII: NOTICES

1. Whenever, under the provisions of the statutes, the Articles of Incorporation, or these Bylaws, notice is required to be given to any Director, such notice may be given orally or in writing. Not may be communicated in person; by any form of wire or wireless communication in person' by any form of wireless or wireless communication such as telephone or e-mail, or by mail or private carrier.
2. Whenever any notice is required to be given, a waiver thereof in writing signed by the person or persons entitled to said notice, whether before or after the time stated therein, and filed with the minutes or corporate records, shall be deemed equivalent thereto.

ARTICLE VIII: OFFICERS

Section 1. Officers.

The officers of the corporation shall consist of a President, a Secretary, Treasurer, and such other officers as may be elected by the Board of Directors. The board of directors may also choose one or more assistant secretaries and assistant treasurers.

Section 2. Appointments.

The board may annually appoint such other officers and agents as it shall deem necessary, who shall exercise such powers and perform such duties as shall be determined from time to time by the board.

Section 3. Terms.

The officers of the corporation shall hold office until successors are chosen and qualify in their stead. Any officer elected or appointed by the board of directors may be removed at any meeting of the Board of Directors by the affirmative vote of a majority of the directors provided specific notice of such pending action is given as an agenda item for the meeting as provided in these

Bylaws. If the office of any officer becomes vacant for any reason, the vacancy may be filled by the Board of Directors.

ARTICLE IX: PRESIDENT

1. The President shall be the chair of the Board of Directors of the corporation and shall preside at all meetings of the Directors as which he or she is present. He or she shall perform such duties as the Board of Directors may prescribe and shall see that all orders and resolutions of the Board be carried into effect.
2. The President shall execute bonds, mortgages and other contracts except where permitted by law to be otherwise signed and executed, and expert where the signing and execution thereof shall be expressly designated by the Board of Directors to some other officer or agent of the corporation.

ARTICLE X: SECRETARY AND ASSISTANT SECRETARIES

1. The Secretary of the Board shall keep or cause to be kept a record of all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the board. He or she shall keep in safe custody the seal of the corporation and shall affix the same to any instrument requiring it.
2. The assistant secretaries, if any, in order of their seniority shall, in the absence or disability of the secretary, perform the duties and exercise the powers of the secretary and shall perform such other duties as the board of directors may prescribe.

ARTICLE XI: TREASURERS AND ASSISTANT TREASURERS

1. The Treasurer, if any, shall have the custody of the corporate funds and securities, shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation, shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors and shall perform such other duties as the Board of Directors may prescribe.

2. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, taking proper vouchers for such disbursements, and shall render to the President and Directors, at the regular meetings of the Board, or whenever they may require it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation.

ARTICLE XII: EXECUTIVE DIRECTOR

An Executive Director may be designated by the Board of Directors. He or she shall not be an officer of the corporation, and he or she shall exercise such authority and perform such duties as the Board of Directors may from time to time assign to him or her.

ARTICLE XIII: EMPLOYEES, CONSULTANTS, CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Employees and Consultants

The Board of Directors may engage such employees and consultants as it deems necessary to fulfill the purposes of the Corporation. The terms of such engagement or employment, including the respective duties and authority of such employees or consultants, shall be delineated in writing and approved by the Board of Directors.

Section 2. Contracts.

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances. For appropriate management of state funds, all contracts must follow the procedures outlined in the Board Policy for Contracts.

Section 3. Checks, Drafts, etc.

All checks or demands for money and notes of the Corporation shall be signed by two officers—namely, the Board President and Treasurer, or such other person or persons as the Board of Directors may from time to time designate.

Section 4. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select by written resolution approved in session or in writing a by a majority of all directors.

Section 5. Gifts and Grants.

The Board of Directors may accept on behalf of the Corporation any contribution, gift, grant, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE XIV: FISCAL YEAR

The fiscal year of the corporation shall begin the first day of July of each year.

ARTICLE XV: SEAL

The corporation shall not have a seal.

ARTICLE XVI: RECORDS

1. The corporation shall keep as permanent records minutes of all meetings of its Board of Directors, and a record of all actions taken by committees of the Board of Directors.
2. The corporation shall maintain appropriate accounting records. A copy of the following records shall be kept at the corporation's principal office: The Articles of Incorporation and all amendments to them currently in effect, these Bylaws and all amendments to them currently in effect, a list of the names and business or home addresses of the current Directors and officers, the most recent annual report delivered to the Secretary of State, and appropriate financial statements of all income and expenses.

ARTICLE XVII: INDEMNIFICATION OF OFFICERS AND DIRECTORS**Section 1. Indemnification**

The Corporation will, to the fullest extent now or hereafter permitted by law, indemnify any Director or officer of the Corporation (and, to the extent provided in a resolution of the Board of Directors or by contract, may indemnify any volunteer, employee or agent of the Corporation)

who was or is a party to or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding by reason of the fact that the person is or was a Director, officer, volunteer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, trustee, officer, partner, volunteer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses including attorneys' fees (which expenses may be paid by the Corporation in advance of a final disposition of the action, suit or proceeding as provided by law), judgments, penalties, fines and amounts paid in settlement actually and reasonably incurred by the person in connection with the action, suit or proceeding if the person acted (or refrained from acting) in good faith and in a manner the person reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, if the person had no reasonable cause to believe his or her conduct was unlawful.

ARTICLE XVIII: ALTERATION, AMENDMENT OR REPEAL OF BY-LAWS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the directors present at any annual or scheduled meeting provided that at least five (5) days' notice is given of the intention to alter, amend or repeal or to adopt new Bylaws. If these Bylaws are to be altered, amended or repealed or new Bylaws adopted at any special meeting, the written consent of a majority of all directors is required prior to the scheduling of said special meeting. It is expressly recognized that in the pursuit of its purpose the Corporation may, in the course of time, become subject to provisions of state and federal law commonly referred to as Open Meetings laws, Freedom of Information laws and Sunshine laws. At such time as the Corporation shall be subject to the compliance with such laws these Bylaws shall be superseded in any respect that is required to comply with such legal obligations provided that the Corporation will comply with the more restrictive provisions of these Bylaws or state or federal legal requirements.

Executed this 28th day of August, 2014, by a unanimous vote of the Vernare Learning Board of Directors.


Christina Anderson, Board President


Amber D. Simpson, Executive Director

Vernare Learning

Anti-Discrimination and Diversity Policy

- I. Vernare Learning is an equal opportunity employer.
- II. There shall be no discrimination by Vernare Learning on the basis of sex, race, color, national or ethnic origin, religion, sexual orientation, gender identity, gender expression, marital status, age, disability, military or veteran status, political affiliation, or any other characteristic protected under federal, state, or local law, with regard to:
 - a. Recruitment, hiring, training, promotion, demotion, compensation and employment benefits, discipline and employment termination, or any other term or condition of employment;
 - b. Membership of and service on the governing body;
 - c. Recruitment and service of volunteers, professional support, consultants, affiliates, or otherwise; and
 - d. Conducting agency activities, programs, services, or otherwise.
- III. Vernare Learning strives, and takes affirmative action, to incorporate diversity within its Board of Directors and staff. Diversity is inclusion. Diversity stresses equal opportunity, recognizes and respects the multitude of perspectives that employees bring to the workplace, and further represents and respects the differences of all Missourians.
- IV. Vernare Learning admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan program, and athletic and other school-administered programs.

VERNARE LEARNING
CONFLICT OF INTEREST POLICY

Purpose

This conflict of interest policy is implemented for the purpose of avoiding any conflict between the interests of Vernare Learning and any Vernare Learning Board member or officer's personal, professional or business interests.

Obligations

Board members and officers have a duty to act in good faith toward Vernare Learning and should avoid all conflicts of interest as well as the appearance of any conflicts of interest. A conflict of interest arises whenever a Board member or officer has a material financial or personal interest in a proposed Vernare Learning transaction. A financial interest may be direct or indirect, and includes substantial gifts or favors.

Disclosure

All Vernare Learning Board members and officers must disclose any interests that they or a family member have in other entities where it is foreseeable that Vernare Learning may enter into any business dealings with the entity. Board members and officers must disclose any actual or possible conflicts to the chairperson of the Board as such situations may arise. When a Board member or officer has an interest in a transaction being considered by the Board, he or she must disclose that interest before the Board takes action on the matter. The Board member or officer shall not be present in the meeting while the matter is being considered. The minutes of the meeting will reflect that a conflict of interest disclosure was made and the affected Board member or officer was absent from deliberations and voting.

Compensation

This conflict of interest policy shall not be construed to preclude Board members or officers from performing services for the benefit of Vernare Learning, provided that such services are either uncompensated or compensated at a reasonable and customary rate, according to the nature of the services provided. However, a voting member or officer who receives compensation from Vernare Learning for his or her services may not vote on matters pertaining to that member's compensation.

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Vemare Learning			
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
12 Sassafra Manor		40-1885310	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
St. Louis, MO 63135-1170		June	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: (314) 651-8770	
a Name: Amber D. Simpson		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
9a Organization's website: www.advantageprep.org			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) / /			
12 Were you formed under the laws of a foreign country? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," state the country.			

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 6-2006)

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Page 1, Paragraph 8
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Page 1, Paragraph 7
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your past, present, and planned activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Christina Anderson	President	4832 Heritage Heights Circle Hazelwood, MO 63042	none
Cheryle Dyle-Palmer	Vice President	3831 Park Place Estates Lane St. Louis, Missouri 63044	none
Cheryl Osby	Secretary	5211 Edgemere Drive Florissant, Missouri 63033	none
LaShanda Barnes	Treasurer	5942 Bormuda Dr. St. Louis, Missouri 63135	none
Carol Valenta	Director	1876 Clover Ridge Ct. Chesterfield, MO 63017	none

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None			

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None			

The following "Yes" or "No" questions relate to past, present, or planned relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No
- b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
- c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

- b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

d	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
e	Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.	
5a	Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?	
c	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?	
	Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.	
6a	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7a	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8a	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b	Describe any written or oral arrangements that you made or intend to make.	
c	Identify with whom you have or will have such arrangements.	
d	Explain how the terms are or will be negotiated at arm's length.	
e	Explain how you determine you pay no more than fair market value or you are paid at least fair market value.	
f	Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.	
9a	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See Instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See Instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. Yes No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a	Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	<input checked="" type="checkbox"/> mail solicitations <input checked="" type="checkbox"/> e-mail solicitations <input checked="" type="checkbox"/> personal solicitations <input type="checkbox"/> vehicle, boat, plane, or similar donations <input checked="" type="checkbox"/> foundation grant solicitations		<input type="checkbox"/> phone solicitations <input checked="" type="checkbox"/> accept donations on your website <input type="checkbox"/> receive donations from another organization's website <input checked="" type="checkbox"/> government grant solicitations <input type="checkbox"/> Other
	Attach a description of each fundraising program.		
b	Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
c	Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
d	List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.		
e	Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5	Are you affiliated with a governmental unit? If "Yes," explain.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6a	Do you or will you engage in economic development? If "Yes," describe your program.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b	Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.		
7a	Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
c	If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.		
8	Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
9a	Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b	Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d	Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10	Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any relationship between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

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Part VIII Your Specific Activities (Continued)

- | | | | |
|----|--|---|--|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		Current tax year				
		(a) From 07/2012 To 06/2013	(b) From 07/2013 To 06/2014	(c) From 07/2014 To 06/2015	(d) From 07/2015 To 06/2016	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	\$50,000	\$300,000	\$270,000	\$3,054,960	\$3,674,960
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
	8 Total of lines 1 through 7	\$50,000	\$300,000	\$270,000	\$3,054,960	\$3,674,960
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
10 Total of lines 8 and 9	\$50,000	\$300,000	\$270,000	\$3,054,960	\$3,674,960	
11 Net gain or loss on sale of capital assets (attach schedule and see instructions)						
12 Unusual grants						
13 Total Revenue Add lines 10 through 12	\$50,000	\$300,000	\$270,000	\$3,054,960	\$4,024,960	
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages		\$80,000	\$100,000	\$1,619,404	
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)				\$345,850	
	21 Depreciation and depletion					
	22 Professional fees	\$20,000	\$20,000	\$33,000	\$131,360	
	23 Any expense not otherwise classified, such as program services (attach itemized list)			\$348,200	\$308,220	
	24 Total Expenses Add lines 14 through 23	\$20,000	\$100,000	\$481,200	\$2,404,834	

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End: 06/2013

(Whole dollars)

Assets		
1	Cash	1
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16
Fund Balances or Net Assets		
17	Total fund balances or net assets	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. Yes No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

- The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. _____
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See Instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here



.....
 (Signature of Officer, Director, Trustee, or other authorized official)

.....
 (Type or print name of signer)

.....
 (Date)

.....
 (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
St. Louis Public School District
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

- 5** Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.
If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

- 6** In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

- 7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See Instructions.) Yes No

Part V, 2b:

Christina Anderson, Board President and the CEO/Executive Director, Amber Simpson work together at U.S. Bank. Christina is the Diversity & Military Recruiter (Human Resources) for the bank and Amber is the National Multicultural Markets Manager (Community Affairs Division). They work collaboratively on projects at the bank, but do not have any mutual business projects outside of the bank. Christina was asked to serve on the board of Vernare Learning for her expertise in labor law, human resource policy and experience in nonprofit board governance and community relations development.

Part V, 3a:

Christina Anderson, Board President, 3 hrs./month

- Expertise: Labor law, human resource policy, community relations

Cheryle Dyle Palmer, Vice President, 2 hrs./month

- Expertise: Early childhood education, family/community outreach, community relations, nonprofit management

Cheryl Osby, Secretary, 2 hrs./month

- Expertise: Elementary instruction and pedagogy, literacy intervention

Lashanda Barnes, Treasurer, 2 hrs./month

- Expertise: Banking/finance, community development projects, project management

Carol Valenta, Director-at-Large, 2 hrs./month

- Expertise: STEM education, school administration, grant writing, youth program development, nonprofit management

Naretha Hopson, Director-at-Large, 2hrs./month

- Expertise: Marketing/PR, real estate, nonprofit governance

Part VI, 1a:

Vernare Learning is a tax exempt, nonprofit charter public school management organization which will operate campuses in select markets across Missouri, starting in the City of St. Louis. Vernare Learning will begin by creating an elementary school in the Old North St. Louis neighborhood, starting with grades K-2 serving approximately 360 students in the 2015-2016 school year, and adding four sections each of subsequent years through grade 5 with the goal of serving 600 students. Each section, or classroom, is designed to serve a maximum of 30 students. Subsequently, a school with 6-12 grade levels will be created following the same organizational design of four sections with 30 students each, adding one grade level per year. At capacity the K-12 school model will serve 1,560 students. This lower (K-5) and upper (6-12) school design will be replicated in communities across the State of Missouri, modified as needed depending on the needs and capacity of the selected community.

Part VIII, 4a:

Fundraising tactics:

- **Mail/Email Solicitations:** These solicitations will go out to interested families, visitors to the website that sign the "guestbook" and community members interested in supporting the project

- **Foundation/Government Grant Solicitations:** Grants supporting specific programs/projects and operations of the school will be actively pursued to enhance the scope of services that can be provided to students/community beyond funding received based on per pupil allocation

- **Accept Donations on Website:** There will be a "Donate Now" button on the website that will allow any visitors to make a tax-deductible donation to Vernare Learning. These unrestricted donations will be allocated to school programs and operations

Part VIII, 7a. Describe the each facility, the role of the developer, and any business or family relationships between the developer and your officers.

Rosemann & Associates, in partnership with Roanoke Construction, will serve as the primary developers of the school facilities. Their primary role will be to handle all architectural and construction related tasks to prepare the acquired facilities to be used as school buildings. There are no business, family or other relationships between the developers and the officers, directors or trustees of Vernare Learning.

Part VIII, 10:

Vernare Learning will secure a trademark for its name, as the goal of the organization is to manage a national network of charter public schools. Vernare Learning will license its curriculum from SABIS[®] Educational Systems, Inc. An annual 8% licensing fee will be paid from Vernare Learning to SABIS[®] Educational Systems, Inc. based on federal and state/local per pupil funds, with a maximum fee of \$235,000. Payment of this fee will allow Vernare Learning to leverage the SABIS name ("Powered by SABIS") and implement the use of the educational system tools (curriculum, books, academic monitoring system (IT), professional development) in the charter public schools it manages.

Part VIII, 11:

Vernare Learning intends to accept contributions of real property, conservation easements and works of music/art that may be offered to support the growth of the charter public school network it will manage. Each opportunity will be fully vetted to ensure that no conflict of interest arises due to such acceptance.

SCHEDULE B, Section I, 1b:

Vernare Learning will begin by creating an elementary school in the Old North St. Louis neighborhood, starting with grades K-2 serving approximately 360 students in the 2015-2016 school year, and adding four sections each of subsequent years through grade 5 with the goal of serving 600 students. Each section, or classroom, is designed to serve a maximum of 30 students. Subsequently, a school with 6-12 grade levels will be created following the same organizational design of four sections with 30 students each, adding one grade level per year. At capacity the K-12 school model will serve 1,560 students. This lower (K-5) and upper (6-12) school design will be replicated in communities across the State of Missouri, modified as needed depending on the needs and capacity of the selected community.

SCHEDULE B, Section I, 7:

Vernare Learning seeks to partner with local community development corporations, architects and contractors to develop its facilities. The partnership entails Vernare Learning identifying and gathering the appropriate parties for each school location. To the extent possible, women/minority contractors will be included in each project. Vernare Learning will be a tenant in the developed properties, with ownership/management of the properties remaining under the appropriate entities. To avoid any conflict of interest, no development partner will be directly related to or serve on the Board of Directors of Vernare Learning. Comparative leasing costs/fees will be identified for each project to help ensure that Vernare Learning is paying fair market value rates in its leases.

SCHEDULE B, Section II, 1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body?

Yes, a copy has been included and is titled "Vernare Learning Anti-Discrimination and Diversity Policy."

SCHEDULE B, Section II, 5:

Estimates for school demographics (Ward 5-St. Louis--target area):

STUDENTS:

Year 1 - 360 total

African American: 342 (95% - based on area school comparison)

White: 15

Hispanic: 2

American Indian/Alaska Native: 0

Asian: 1

Year 2 - 480

African American: 456

White: 18

Hispanic: 4

American Indian/Alaska Native: 0

Asian: 2

FACULTY:

Classroom teachers: 16

•African American: 7

•White: 4

•Hispanic: 4

•Asian: 1

ADMINISTRATION:

Administrators & Support Staff: 7

•African American: 3

•White: 2

•Hispanic: 1

•Asian: 1

Ward 5 2010 to 2000 Comparison Census Report (PL 94-171)

Demographics (Total)

	2010	2000	Change	% Change
Population:	12,095	11,843	252	2.13%
White alone:	1,225	1,427	-202	-14.16%
Black or African American alone:	10,570	10,181	389	3.82%
American Indian and Alaska Native alone:	39	45	-6	-13.33%
Asian alone:	43	36	7	19.44%
Native Hawaiian and Other Pacific Islander alone:	1	3	-2	-66.67%
Other:	31	27	4	14.81%
Two or More Races:	186	124	62	50.00%
Hispanic or Latino (Total)				
Population:	132	82	50	60.98%
Demographics (18 Years or Older)				
Population:	8,165	7,988	177	2.22%
White alone:	1,129	1,292	-163	-12.62%
Black or African American alone:	6,827	6,560	267	4.07%
American Indian and Alaska Native alone:	35	24	11	45.83%
Asian alone:	40	26	14	53.85%
Native Hawaiian and Other Pacific Islander alone:	1	3	-2	-66.67%
Other:	22	12	10	83.33%
Two or More Races:	111	71	40	56.34%
Hispanic or Latino (18 Years or Older)				
Population:	89	53	36	67.92%
Housing Units				
Total	6,160	6,874	-714	-10.39%
Occupied	4,709	4,633	76	1.64%
Vacant	1,451	2,241	-790	-35.25%
Source: US Census Bureau-Redistricting PL 94-171 Release				

Appendix 7. Vernare Learning Founder & Officer Information

- Resumes
- Request for Prospective Charter Board Member Information
- Family Safety Registry Checks

Amber D. Simpson, Ph.D.
 12 Sassafras Manor
 St. Louis, MO 63135
 (C) 314-651-8770
amber_simpson@sbcglobal.net

PROFESSIONAL SUMMARY

Experienced executive with leadership, management, operations, budgetary and sales expertise with experience in the retail, technology and financial industries. Dynamic, focused, self-motivated leader with excellent analytic, strategic and presentation skills. Multi-lingual – Spanish & French. Demonstrated results in:

Strategic Business Development	Financial Analysis
Project Management	Strategy Development
Process Improvement	Customer Relationship Management
Performance Management	International Business

WORK EXPERIENCE

U.S. BANK – St. Louis, MO

February 2014 – Present

Vice President, Strategy & Insights—Strategy & Corporate Affairs

- Use quantitative/qualitative analytics resources to develop, prioritize and communicate multicultural strategies to enhance customer experience
- Serve as liaison to complimentary business lines for multicultural consumer insights

June 2011 – February 2014

Vice President & Manager, National Multicultural Markets – Community Affairs Division

- Lead Multicultural Market project teams across bank's 25-state footprint to leverage market segmentation for business development and corporate citizenship
- Foster relationships with national organizations representing underserved market segments
- Interface with key business lines and marketing teams to identify and serve multicultural markets across the nation – both inside and outside our retail banking footprint
- Serve on Corporate Citizenship Council and CBSS—Diversity & Inclusion Council to ensure that multicultural markets are strategically included in both external and internal development plans
- Lead St. Louis African American Business Resource Group (BRG)

June 2010 – May 2011

Vice President, International Treasury Management Solutions

- Lead sales efforts for International Treasury Management solutions for the entire SE region of the United States, collaborating with 27 Treasury Management consultants
- Serve as sales liaison for the International Product Development Project team

September 2006-June 2010

Vice President, Global Trade Services

- Manage a diversified portfolio of Commercial and Large Corporate clients within a multi-state territory (MO, KS, IA, NE) using international trade and treasury management products—1st year growth of 30%, 2nd year growth of 70%
- Participate as a project management partner to design & implement processes related to enhanced international payment and treasury management products and services
- Partner with Commercial Relationship Managers and other business lines to cross-promote and prospect new business for the bank both within and outside the bank's footprint

THE HOME DEPOT – St. Louis, MO

March 2005-September 2006

Regional Program Manager—Northern Division (SLP Program), Organizational Development Division

July 2006 – September 2006

- Supervised and completed performance management reviews for 26 field management candidates across a four-state region and successfully helped to promote 6 to Store Manager positions
- Sourced projects for management candidates in strategic business areas within The Home Depot stores by creating partnerships with senior leadership throughout the field and corporate organizations
- Participated in regional hiring forums as an organizer, interviewer and evaluator

Store Leadership Program (SLP) Manager – March 2005 – July 2006

- Successfully mastered store operations, merchandising and P/L performance functions
- Contributed to improved sales and operational performance in key business areas through specialized projects:
 - Pro/Contractor Business: Implemented direct sales program to area contractors, developers and architects resulting in over \$400,000 in sales in a three-month period
 - Specialty/Kitchen Design Center: Created designer portfolios which lead to a national program throughout The Home Depot stores, and coached sales team performance through role plays and other metric tools
 - Paint/Décor: Increased sales in selected underperforming subclasses by a net 5.3% by applying Six Sigma methodology over a three-month period
 - Store Operations: Implemented and helped create a operational guide for all salaried managers and key associates within the Northern Division comprised of over 600 store locations

CPI CORPORATION – St. Louis, MO

September 2000 – March 2005

US Strategic Business Operations Manager – July 2004 – March 2005

- Reported to Vice President of Operations and coordinated the implementation of strategic efforts affecting the Sears Portrait Studio chain in the US, Puerto Rico and Canada
- Operational liaison to Sears Licensed Business Group for performance recognition programs
- Managed master project plans for major strategic initiatives and communicated operational initiatives to field employees

Mexican SBU Director – November 2002 – June 2004

- Created and implemented business & project plans for starting portrait studio business in Mexico and helped to form partnerships with Comercial Mexicana and Soriana—the 1st and 3rd ranked Mexican retailers respectively—to have retail space in their hypermarket and Club store formats
- Created site selection criteria based on target market profiles for the portrait business in Mexico
- Coordinated cross-functional teams to provide services in Mexico—including: Engineering, Photography Support, Procurement, Marketing, Real Estate and Technical Support
- Procured commercial real estate contracts and provided construction management support for 36 store locations nationwide, with 18 stores reporting combined revenues of over \$2MM after one year
- Managed field organization of 150 employees, with four direct reports supervising: Sales/Training, Accounting, Logistics/Procurement and Administration
- Procured in-country resources for marketing and sales materials, while providing marketing copy and pricing models

Technical Support Center Supervisor – September 2000 – November 2002

- Managed helpdesk personnel providing equipment and software support to 900+ Sears Portrait Studios in the US, Puerto Rico and Canada
- Monitored agent productivity with IVR reporting technology
- Re-engineered business flow processes to create separate queues for Spanish & French-language support, thus reducing call wait times nearly 50% for these customers

CONVERGYS CORPORATION – Arnold, MO

June 1999 – September 2000

E-Commerce Team Supervisor

- Managed Customer Relationship Management team of approximately 35 direct reports for AT&T Wireless Website Sales customers
- Created business plan and helped implement a strategic business unit for the Hispanic market to provide sales support for Spanish-speaking customers

IES LANGUAGE FOUNDATION – St. Louis, MO

September 1998- June 1999

*French and Spanish Language Instructor***INTERNATIONAL INSTITUTE OF ST. LOUIS –St. Louis, MO**

August 1998- December 1998

*English as a Second Language (ESL) Instructor for adult immigrants/refugees***EDUCATION**

PhD-Education Policy, University of Missouri-St. Louis, May 2014

Consortium for Leadership Development, Harris-Stowe State University, 2013

EdS – Education Administration—Secondary Education, University of Missouri-St. Louis, 2013

MEd – Education Administration—Elementary Education, University of Missouri-St. Louis, 2012

MBA (Executive Masters of International Business),
John Cook School of Business—St. Louis University, 2007
Bachelor of Arts, French Language and Literature/International Business,
Washington University, St. Louis, MO, 1998
EAP (École des Affaires—Paris), International Business, Paris, France, 1998

LANGUAGES

Spanish, Fluent
French, Strong proficiency

HONORS

St. Louis Business Journal “40 Under 40” Alumna, 2007
Cambridge “Who’s Who” Registry 2007/2008
Princeton Global Network “Honors Edition” Registry 2009/2010
St. Louis Business Journal Diverse Business Leaders Award, 2011
St. Louis American Young Leaders, 2012

AFFILIATIONS

Urban Financial Services Coalition, Member
Missouri Charter Public School Association, Board President
St. Mary’s Hospital (SSM), Board Member
Metro Theater Company, Board Member
Regional Business Council – Young Professionals Network, Steering Committee Member
Annie Malone Children & Family Services – Junior Board Co-Chair
Vernare Learning, Founder/CEO

Christina Anderson

Mobile: 314.482.3014, wonofakind1@gmail.com, canderson@eaglebankandtrust.com,
[linkedin.com/in/canderson29](https://www.linkedin.com/in/canderson29), twitter.com/strategylead <http://www.linkedin.com/in/canderson29>
<http://www.linkedin.com/in/canderson29>

PROFESSIONAL SUMMARY

- * 12 years of experience in the areas of marketing, sales, and business relations.
- * 10+ years in business relationship management regionally and nationally.
- * Strategic planning acumen to capitalize on internal and external partnerships.
- * Extensive use of social media, internet and other marketing tools for recruiting talent.

EXPERIENCE

Eagle Bank & Trust

Vice President, Mobile and eCommerce

September 2013 to present

- Manage the marketing and commerce activities for the company website and the mobile app
- Manage the organizations mobile wallet product for the un/underbanked market in MO.
- Business relationship manager to provide commercial clients with alternatives to traditional methods of payment.

Vice President, Market Manager

Generate and develop relationships in the community to create new business accounts and commercial loans. This role also includes managing the bank's new mobile wallet; an alternative mode of banking and managing multiple accounts.

- Manage the entire mobile wallet product line for the bank across multiple spectrums including, but not limited to: nonprofit organizations, community action agencies, churches, universities & colleges, small businesses and merchants.
- Market for new business accounts, lines of credit and commercial loans for the territories of St. Louis City and North St. Louis County.
- Developing internal partnerships with lenders for support of new business customers.

US Bank

Diversity & Military Veteran Recruiter

2010 to 2012

Create multiple strategies for diverse talent across all lines of business for the purpose of increased productivity, reduction in turnover and increasing company expertise within the industry.

- Member of a 5 person leadership team for a 2 year military veteran hiring initiative to incorporate 1000 veterans and their families into company culture by creating an internal & external website , social networking groups, military-focused job fairs, employee engagement tools, and recruiting process design.
- Project Leader for the creation of an external 'micro-site' specifically for recruiting military veterans.
- Manage military specific internal and external social media outlets.
- Cultivate national and market specific external partners for diversity recruitment in addition to creating symbiotic internal relationships with senior management.
- Provide relevant recruiting metrics and report data to substantiate continued partnerships, expansion into new recruitment categories and business line financial support.

*Recognition - One Platinum Shield Award, Three Silver Shield Awards (nominated by supported business line leaders and HR)

Recruiter- Technology and Operations

2007 to 2010

Supported the Operations business unit in the following areas: staffing for qualified candidates, strategic partnership with the business line and HR Generalist, utilizing internal & external connections for business networking.

- Engaged mid and senior level managers and HR Generalist in recruiting strategies and timelines, number of positions needed, salary negotiations, behavioral interviewing and training.
- Utilized web-recruiting sources: industry and diversity specific search engines, social media and university career services sites.
- Created monthly and weekly recruiting reports to track open positions and manage staffing deadlines.

* Results - Hired 300+ new hires for line of business. Hired 15 candidates (professional and senior-level) for a technology platform redesign in 10 months. Presentations conducted: Marketing Using Web 2.0, Recruiting Across the Generational Mix

HR Coordinator

2005 to 2007

Assisted Human Resources Generalists in the areas such as, Unemployment Leaves of Absence, FLSA, COE, and payroll issues when they arise for over 600 employees.

* Received the Star of the Quarter award for the recruiting efforts for the Item Processing department in January 2007.

* Technical Expertise for U.S. Bank experience; MS Word/Excel/PowerPoint/Project, SharePoint, Quickr, PeopleSoft, Lotus Notes, Taleo

BtoB Interfaces

2004 to 2005

Recruiting and Marketing Specialist

Reported directly to the CEO/Owner of an information technology staffing company.

- Utilize 'Web 2.0' resources to source candidates nationwide for active positions.
- Create marketing strategy for sourcing new business through the internet and social media.
- Attend in person sales calls to gain new government and private recruiting business.
- Manage the relocation and benefit process for all contract employees.

Special School District Teacher's Assistant

2003 to 2004

- Create lesson plans for English, Mathematics, Reading and Science.
- Assist in managing a classroom of behavioral and learning disabled children.
- Grade assignments and assist in the preparation of various aptitude tests.

EDUCATION

Bachelor of Science - Marketing Concentration, *Fontbonne University, 2003*
Graduate Certification in Finance (*pending*), *Cornell University*

MEMBERSHIPS/AFFILIATIONS

Fontbonne University Alumni Board of Directors, President
Annie Malone Junior Board - Member
Vernare Learning (Charter School opening 2015) – Board President
Regional Business Council - Young Professionals Leadership 100 Member, Mentor
Diversity Awareness Partnership – Regional Roundtable Member
Employer Support of the Guard and Reserve (ESGR) – Advisory Board Member

VOLUNTEERISM

Big Brothers Big Sisters
Annie Malone Children and Family Services
Fontbonne University
Vernare Learning
Urban League
Gateway Greening

CHERYLE DYLE-PALMER
 3831 Park Place Estates Lane
 St. Louis, Missouri 63044
 (314) 738-9899
 cdylepalmer@yahoo.com

PARENTS AS TEACHERS NATIONAL CENTER 2002-Present

Parents as Teachers is the trusted resource for the most respected organizations and professionals who serve the evolving needs of families. The national office develops curricula, trains professionals, and advocates for children and families. It is the headquarters for 3,000 affiliates located around the world.

Executive Vice-President and Chief Operating Officer, January 2012--Present

Interim President and Chief Executive Officer, June 2011--December 2011

Senior Vice President and Chief Operating Officer, October, 2002-June 2011

Leadership

- Served as interim Chief Executive Officer for six months during major leadership transition.
- Increased national partnership opportunities through Center for the Study of Social Policy, Strengthening Families National Initiative, National Assessment of Educational Progress, and the Maternal Infant and Early Childhood Home Visiting Federal Initiative through Title V.
- Defined the roles/responsibilities of the national office and its 35 state/country offices to carry out the policy, programmatic, operational and administrative functions of the international network. Continue to act as primary contact for these international leaders.
- Led the expansion of Parents as Teachers within every branch of the military, establishing the national office as a direct service provider for the first time.
- Represent Parents as Teachers at high-level stakeholder meetings.

Structural

- Managed the merger of Parents as Teachers with Meld, a former Minnesota-based national parent education organization.
- Established the first Parents as Teachers branch office in Minneapolis, including a Community Advisory Board to assist in marketing Parents as Teachers as a leader in early childhood education and viable collaborator within the state of Minnesota.
- Added six new state offices to the Parents as Teachers state system.

Internal Processes

- Instituted a cultural diversity initiative; established a cultural diversity business plan and tools to assess progress in the areas of program, organization and administration.
- Oversee the development, piloting, funding and transition of new products and trainings.
- Implemented internal quality and accountability processes to identify strengths and weaknesses of the organization and to institute improvements in nine areas.
- Established a quarterly performance review process to assess and improve the financial/programmatic health of the organization, including a business planning process to price new products.
- Established a project management and work flow system for new products.
- Strengthened the organization's position as a federally approved provider of high quality, evidence-based home visiting with the implementation of the *Parents as Teachers Replication and Model Fidelity Resolution and Policy*.
- Established the small POD approach for monitoring new projects, grants and organizational issues to promote good communication, collaboration and cooperation between administrative staff and operations.

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NATIONAL BENEVOLENT ASSOCIATION (NBA) 1989–2002

The National Benevolent Association is a nonprofit organization serving older adults, children, youth, families, individuals with disabilities, and others with special needs. Its focus is helping each individual achieve independence with dignity. NBA has 95 facilities and programs in 22 states serving approximately 24,000 persons annually through residential programs, community-based programs, child care centers, senior living communities, nursing homes and retirement communities.

Chief Executive Officer, NBA Kids Care, 2001–2002

- Established a spin-off division of NBA organizations serving children and families specifically.
- Established a marketing and fundraising plan to sustain the operations.
- Reconstituted the individual boards to provide fundraising and advisory support to NBA.
- Stabilized the management of the organizations and served as an advocate and voice to NBA Board.

Vice President, Children and Family Services 1999–2001

- Managed a budget of \$60 million representing a diverse group of 13 agencies across the country.
- Standardized all fiscal procedures and case management reporting for national accountability.
- Developed and successfully implemented an executive performance measurement program based on executive leadership standards.
- Raised funds both nationally and regionally and facilitated the Annual Telethon fundraising events.
- Prepared and presented program and financial reports to the NBA Board. Served as the key staff to the Board accountable for the organizations serving children, families and disabled persons.
- Represented NBA on all local, affiliated organizational boards and membership organizations.
- Represented NBA on the capital campaign committees of the local agencies.

Associate Vice President for Children, Youth and Families 1998–1999

- Developed the intergenerational programs between child care programs and older adult facilities and nursing homes.
- Created concept papers to solicit additional donors for the programs serving children.
- Worked with major donors to select the recipients of grant awards. Presented the awards on behalf of the donors.
- Made presentations across the country regarding the needs of children and persons with physical and mental disabilities.
- Co-wrote the policy and guidelines for mandatory accreditation.
- Co-facilitated the successful accreditation process of the NBA central office by the Joint Commission on Accreditation of Healthcare Organizations.
- Interfaced with all accrediting bodies and provided leadership and oversight for the accreditation/re-accreditation of NBA agencies; served as program specialist in the area of children, youth and families.

Regional Manager, 1992–1998

- Managed the operations of NBA affiliated agencies serving children and families in Selma and Montgomery, Alabama; Jacksonville, Florida; Eastern North Carolina; Atlanta, Georgia; and St. Louis, Missouri.

Director of Specialized Services, 1989–1998

- Prepared and presented white papers on future trends, challenges and opportunities as a form of strategic direction.
- Led community discussions across the country; conducted feasibility studies to create new programs to bridge the gap in services for children, youth and families.
- Secured funding to support new programs at the national and local levels.
- Implemented proposal writing and oversight of demonstration programs.
- Developed collaborations with local and state government agencies.
- Transitioned demonstration programs to nonprofit agencies of NBA.
- Implemented Parents as Teachers in high needs areas of Jacksonville, Florida, and Atlanta, Georgia.

CHERYLE DYLE-PALMER
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cdylepalmer@yahoo.com

Other Positions

1983–1989 St. Louis Public Schools, *Supervisor, Parent Infant Interaction Program*
Harris-Stowe State College, *Adjunct Instructor of Early Childhood Education*
1978–1983 Guardian Angel Settlement Association, *Program Director*
1977–1978 Child Day Care Association, *Early Childhood Education Consultant*
1975–1977 Human Development Corporation, *Project Head Start – Educational Supervisor*

EDUCATION

2001 Indiana University, School of Philanthropy.
1997 Harvard University, JFK School of Government, Executive Management and Leadership Program
1982 University of Chicago, Human Services Management Center, Senior Management Skills
1976 University of Missouri-St. Louis—Master of Arts degree in Sociology
1974 University of Missouri-St. Louis—Bachelor of Arts degree in Sociology

COMMUNITY EXPERIENCE & AFFILIATIONS

- Delta Sigma Theta Sorority
- Leadership St. Louis, Class of 1988-89
- National Council of Negro Women
- Child Welfare League of America
- Blue Ribbon Panel for the future of the National Benevolent Association
- Steering Committee for the China/U.S. Conference on Autism
- United Way of Greater St. Louis Allocations Committee
- Neighborhood Houses
- University of Missouri-St. Louis, Governing Board, Alumni Association
- St. Louis Regional Council on Early Childhood Education, Governing Board
- City of Normandy, MO, 24:1, Education Committee
- Centennial Christian Church (Disciples of Christ) Elder and Vice-Moderator
- Cabinet member of United Way Women's Leadership Society
- Christian Church (Disciples of Christ) Mid-America Region Foundation Board

PRESENTATIONS

- Panelist, NAEYC and NBCDI joint Conference, "Parenting: What It Is and Why We Need it," November 2010
- Panelist, Parents as Teachers National Conference, "Model Replication and Changes to the PAT Curriculum," November 2010
- Closing Key Note, Office of Adolescent Pregnancy and Prevention, "Reflecting on the Past, Embracing the Now, Planning for the Future: Caring for Pregnant and Parenting Teens and Their Families," November 2009
- Advisor, Annie E. Casey Foundation, "Improving Grade Level Reading, Closing the Achievement Gap," Leadership Group, January 2009
- Panelist, Prevent Child Abuse New Jersey, New Jersey Home Visitation Conference, "Working Together to Provide Home Visiting Support to New Jersey Families," April 2008

AWARDS

- Literacy Council of Greater St. Louis, Program Innovator of the Year, 1995
- Southern Christian Services, "It Only Takes a Spark" Award, 1995
- St. Louis American Foundation, Salute to Excellence in Education, Stellar Performer Award, 2006
- Annie Malone Children and Family Services Center, Child Advocate Award, 2007
- University of Missouri-St. Louis, Distinguished Alumni Award, 2010
- St. Louis Business Journal, Diverse Business Leaders Award, 2011

RACHEL A. BURSE
 2095 Bellerive Drive, St. Louis, Missouri 63121
 (314) 435.6009
 raburse1@gmail.com

SUMMARY:

In today's business environment, an organization's ability to succeed depends on how effectively it manages growth. I am a business professional with experience and a successful record of accomplishments. My combined financial and human resources background, as well as my work ethic and strategic planning style, are assets that I look forward to utilizing.

EDUCATION:

Columbia College, Columbia, Missouri 65021
 Bachelor's Degree, Business Administration

EXPERIENCE:

Save-A-Lot/a SUPERVALU Company, 100 Corporate Office Drive, Earth City, Missouri 63045

09/11 to present

Minority Business Development Manager

- Develop key strategies for aggressive retail growth with prospective operators. Achieved 10.5% increase in ownership last year.
- Implement new business strategy to support new store growth. Developed new alignment with Marketing and Real Estate teams.
- Developing tactics to increase and enhance brand awareness through social media and other marketing resources. Total new projects improved 30% over prior year.
- Establish networks with minority business leaders and organizations that encourages new business

12/06 to 09/11

Manager, Compensation & Benefits (HR Business Partner)

- Managed the conceptual and technical support for the design, development, implementation, administration and use of compensation programs.
- Managed staff of 7, with responsibility for leading positive and proactive communications with all associates and managers. Provided on-going analysis and design support to ensure all compensation plans enhance opportunities to meet business objectives.
- Provided research and analysis to ensure base pay rates are competitive at all levels.
- Coordinated the Benefits Open Enrollment Process annually for more than 3,000 associates.

9/03 to 12/06

Compensation Manager (CCP)

- Managed the Salary Review process for merit planning and salary increases of \$1.5M in accordance with established compensation guidelines.
- Facilitated design, implementation and use of incentive plans with annual payouts of more than \$10M.
- Made recommendations for corrective or alternative actions to resolve compensation related problems. Analyzed compensation data to identify trends and best practices.
- Managed 3 direct reports, who conducted research and analysis to ensure base pay rates were competitive at all levels. Conducted FLSA and Equal Pay

analyses on over 100 positions. Led annual Performance Review process for more than 2,000 associates.

01/99 to 9/03

Compensation Specialist

- Led the development of Save-A-Lot's compensation strategy through collaboration with Towers Perrin, a global Human Resource Consulting Group.
- Conducted surveys and labor market studies to determine salary trends.
- Directed the salary administration program, the preparation of more than 200 job descriptions and conducted analysis to determine appropriate salary levels according to company guidelines and strategy.
- Analyzed company pay practice annually, in relation to government wage and hour regulations, prevailing rates for similar jobs in comparable industries and geographic areas. Compiled agreements based on labor union contracts and market data to recommend changes as appropriate for maintaining competitive local market pay rates.

9/88 to 01/99

Accounting Manager, Corporate Retail Accounting

- Oversight responsibility for implementing Save-A-Lot's involvement with new Supervalu General Ledger system and training of 15 accountants and clerks on period closing transactions.
- Responsible for hiring, training, performance evaluations, and development of 6 accountants and 9 clerical staff with responsibility for timely processing of source documents that provided financial information and analysis to Corporate Retail leaders. Led the staff responsible for overseeing the weekly processing of accounts payable vendors for 150+ corporate owned stores.

10/78 to 9/88

Accountant, Licensed Retail Accounting

- Served as Senior Retail Accountant responsible for the preparation, analysis and subsequent communication of financial reports to 50–55 licensed retailers. Prepared appropriate income tax returns annually for more than 70 licensed retailers.
- Direct responsibility for calling on more than 100 licensed retailers to offer the Retail Accounting Service of generating financial statements and federal and state tax income tax preparation.

AFFILIATIONS:

Certified Compensation Professional
 HRMA – Human Resources Management Association
 Board of Directors, Voices for Children (formerly CASA - Court Appointed
 Special Advocates)

Naretha A. Hopson

5099 Westminster Pl
St. Louis MO 63108
naretha@narethahopson.com
(314) 744-9383

PROFESSIONAL PROFILE Highly motivated and trained Service professional with demonstrated ability to exceed performance goals, improve customer satisfaction levels, problem solve and build lasting relationships.

EDUCATION AND TRAINING

<p>Focus St Louis- Leadership St. Louis Graduated 5/2011</p> <p>Real Estate Salesperson License 2008 Missouri School of Real Estate</p>	<p>'GREEN' Real Estate Salesperson Designation 2009 National Association of Realtors</p> <p>University of Missouri- St. Louis 1996-99 Major: Business Administration Minor: Marketing</p>
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SALES/ SERVICE EXPERIENCE

Director of Diversity Outreach/ Asst. Editor 8/11-Present
United Media International

- Responsible for community relations between Korean Manufacturers, Distributors, Beauty Supply Store Owners and the Ethnic Beauty Market.
- Forecast trends in the Ethnic Beauty Industry.
- Oversee editing of English content in publications.

Sales Executive 7/07 – 10/11

Global Concepts and Investments

- One of the first Agents in Missouri to receive a 'Green' Salesperson Designation in St. Louis.
- Consistently a Top Sales Agent despite a turbulent economic market.
- Provide high quality customer service to sustain customer base and acquire new business.

Luxury Automotive Sales Executive 06/05-7/07

Plaza Motors

- Market to and build Rapport with Luxury clientele locally and nationally.
- Educate clients in-depth on features and benefits of nine luxury auto lines.
- Maintained vast knowledge of international customs and current events to provide unmatched customer service.

Luxury Automotive Sales Executive 04/03-06/05

Dave Mungenast Lexus of St. Louis

- Market to and build Rapport with Luxury clientele locally and nationally.
- Regularly acknowledged for excellence in performance and client satisfaction.

RICH WEATHERBY, MBA

236 Strathmoor Way
Dardenne Prairie, Missouri 63368

Mobile: 636-209-0699
weatherby.rich@gmail.com

SUMMARY OF QUALIFICATIONS

SKILLED CUSTOMER FACING SALES PROFESSIONAL. Strong-performing, well-rounded competitive telecommunications sales leader with more than 24 years telecommunications, CLEC, and Cable industry experience, including managerial, customer-facing, and sales proficiency. Experienced leading technical sales effort to large, medium and small wholesale and enterprise organizations, including several multimillion-dollar sales. Skilled in qualifying prospects, generating new business, closing, increasing repeat business and providing superior follow-up and customer service. Excels within fast-paced, team environments. Consistently recognized for solid work ethic, revenue attainment, and leadership qualities. Expert in solution design, telecommunications operations, pricing, proposal generation and contract development.

- Excellent interpersonal skills, with ability to build internal and external relationships
- Effective cross-functional leadership in straight-line and matrix organizations
- Passionate about resolving customer issues in manner that benefits both sides of the business relationship
- 10 years USAF Active Duty in networking and communications; Honorable Discharge
- Over quota in six of past seven years
- Possesses process improvement background conducive to saving time, money and improving customer experiences
- Practiced in business case development - researching competition, developing financial forecasts and analyzing return on investment

PROFESSIONAL EXPERIENCE

CHARTER COMMUNICATIONS –ST. LOUIS, MISSOURI
Major Account Executive

APRIL 2010 - PRESENT

Identified potential large customers for fiber, optical Ethernet, and PRI sales. Prospecting, solution creation, contract generation/negotiation and closing. Maintain professional relationship for organic and strategic growth within largest clients.

- Platinum Circle Award winner: 2012, 2013. Top 5 Sales Person in each year
- 125% to quota in 2012, 135% to quota in 2013.
- Regular recipient of "Top Performer" quarterly award throughout 2012 and 2013
- Received incentive awards in 15 of 16 months for over-achieving quota in 2012/2013
- Penetrated multiple top enterprise accounts within St. Louis metro area through perseverance and relationship development with key decision makers.
- Created market and vertical sales strategies, optimizing availability of new fiber plant in key business districts.

NUVOX (NOW WINDSTREAM) – ST. LOUIS, MISSOURI
Major Accounts Manager

JAN 2009 – JAN 2010

Hired to bring success to undeveloped Major Accounts program for CLEC small to medium enterprise business. Overlay organization with quota-bearing, technical, relationship-building, solution development and closing responsibilities. Identified as the team lead for C-Level prospect interaction.

- Achieved 125% booked revenue attainment following ramp up period during which I developed the program, wrote procedures and marketed the role internally.
- Interacted with executive decision makers in direct, indirect and existing customer accounts, creating new high-margin revenue streams from all available NuVox channels.
- Supported 22 markets in ten-state territory, with quarterly plus on-demand visits for customer, engineering and channel partner meetings; conducted training in local sales offices.

RICH WEATHERBY: 636-209-0699**PAGE 2**

WEATHERBY ENTERPRISES, LLC – DARDENNE PRAIRIE, MISSOURI

OCTOBER 2008 – MARCH 2010

Owner/Consultant

Consulted with local and national organizations, offering guidance towards a variety of technical environments and projects ranging from Internet advertising to technical documentation to setting up SOHO wireless and wired networks.

- Created Visio and technical as-built documentation to major cable/broadband company based upon field surveys at each implementation site. Documentation required for uniformity, trouble-shooting detail and asset management to end customer.
- Implemented Internet advertising campaign for local travel agency. Increased travel agency's web and walk-in traffic by 25% based on locally specialized advertising.

LEVEL 3 COMMUNICATIONS – BRIDGETON, MISSOURI

MARCH 1999 - DECEMBER 2008

*(formerly WilTel Communications)**Sales Engineer Manager / Sr. Sales Engineer*

Led technical sales effort into customer accounts ranging from large telecommunications providers and enterprise customers to mid-sized accounts. Conducted face-to-face discovery meetings with customers without sales executive. Supervised pre-sales engineering group to provide technical support to the account teams. Responsible for team budget, scheduling, prioritization and technical awareness. Managed efforts between internal organizations requiring leadership in a matrix-style environment. Presented technical status of pre-sales opportunities to executive leadership for revenue forecasting.

- Achieved average of 120% revenue attainment from 2005 to 2008 for sales engineering team against annual revenue targets ranging from \$21M to \$29M in professional services.
- Directed Professional Services Product Technical Specialist team as the global lead, matrix-managing a team of sales engineers as regional contacts. Developed marketing copy, documentation of products and processes and maintained internal content-heavy web site.
- Led project team tasked with creating new "productized" revenue streams by implementing streamlined professional services products including Field Services, Tech Assist and Customer Network Control Center; integrating each product into Level 3 fee-based services. Delivered technical and business presentation to senior leadership team detailing project impact.
- Organized and presented product training to more than 100 global sales engineers; maximizing core network revenue by adding "sticky" professional services components to both new and existing network opportunities.
- Team leader for ISO:9001 certification effort. Certification enabled our business unit to win and sustain additional lucrative contracts that were otherwise not attainable.

EDUCATION

Master's of Business Administration (MBA)

Keller Graduate School of Management, St. Louis, MO

Bachelor's of Science in Business Administration, Concentration in Finance

Associates of Science, Accounting

Hawaii Pacific University, Honolulu, HI

Associates of Science, Information Systems Management

Community College of the Air Force

ANTHONY WAYNE NEAL

7211 North Bristol Drive
St. Louis, MO 63121
(314) 383-6325/ 602-9391 cell
twn4justice@yahoo.com

OBJECTIVE: To secure a challenging position utilizing my expertise in human relations, management, program development, training, implementation and evaluation.

EXPERIENCE:

Educational Equity Consultants
St. Louis, MO.
President/CEO & Senior Partner (2009-present)

Webster University
St. Louis, MO
Adjunct Professor (2006-present)

SOUTHERN ILLINOIS UNIVERSITY
EAST ST. LOUIS CHARTER SCHOOL, East St. Louis, MO
Director (1999-2009)

- Plan, direct and evaluate programs and activities designed to effectively implement the philosophy and goals of the Charter School and coordinate and supervise all administrative functions of the school.
- Prepare and submit reports to University, Illinois State Department of Education and School District.
- Consult with School District, other Charter School partners, community agencies and program administrators concerning school services.
- Monitor and supervise Charter School budget.
- Coordinate the development of cost projections for school activities.
- Supervise and evaluate 21 faculty and staff members.
- Coordinate registration and scheduling activities for students.
- Organize and supervise Charter School Advisory Council and Parent Council.
- Establish and maintain effective community and public relations.
- Coordinate Community Advisory Council and Parent Advisory Council.

LAKE LAND COMMUNITY COLLEGE, East St. Louis, IL
The Prison Project/Adjunct Faculty

EAST ST. LOUIS COMMUNITY COLLEGE CENTER, East St. Louis, IL
(Formerly METROPOLITAN COMMUNITY COLLEGE)
Assistant Chief Administrative Officer (1999)

- Assisted Chief Administrative Officer (CAO) in the management of all Center operations.
- Coordinated student support services for ESLCCC students in conjunction with the colleges and institutions providing classes.
- Provided quality support services for instructors teaching classes at the Center.
- Coordinated advisement and registration processes.
- Evaluated student transcripts of previous work at State and Metropolitan Community Colleges.

- Supervised and evaluated student services personnel, including Transfer Center staff and other employees as assigned by the CAO.
- Organized, initiated, maintained and evaluated a comprehensive program of student recruitment.
- Developed and implemented comprehensive marketing programs for all Center offerings and services.
- Organized enrichment and student success activities.
- Assisted CAO with the scheduling of classes and Center facilities.
- Served as problem-solver for institutions offering programs and for students with special needs.

Director - Office of Minority Transfer Student Articulation (1996 – 1999)

- Negotiated articulation agreements with four-year institutions in Illinois area.
- Provided professional assessment of current skills, abilities and aptitudes of incoming students.
- Provided counseling to students regarding problems, including attendance, behavior and academic performance. Also performed academic advisement regarding course selection.
- Maintained contact with faculty and staff to facilitate communications, referrals and problem resolution.
- Documented and maintained records of services provided and prepared monthly and annual reports.
- Interpreted assessment test scores and referred students to developmental labs as needed.
- Maintained effective informational network with college's instructional divisions; maintained information on current programs, policies and procedures. Developed and ensured understanding of course content through classroom visits and contact with faculty.
- Edited and prepared course schedule, college catalog and course mailers for publication. Wrote various documents, which provided essential information to students.
- Coordinated campus visits to other colleges in region.
- Developed Project Classroom Connect Lecture Series encompassing numerous academic topics, including test taking strategies, study skills, career decision-making and employment resources.
- Assisted in the development and implementation of college Mentoring Program.
- Assisted in bringing cultural awareness activities to campus.
- Functioned as Acting Administrator in Enrollment Manager's absence.
- Oversaw budget development. Wrote grants annually for funding.
- Held advisory board meetings. Produced monthly newsletter.

SAINT LOUIS UNIVERSITY, St. Louis, MO
Counselor

WEBSTER UNIVERSITY, Webster Groves, MO
Program Coordinator/Adjunct Faculty

EDUCATION:

M.A./ Minority Mental Health, WASHINGTON UNIVERSITY, St. Louis, MO
Bachelor of Arts, Psychology, MOREHOUSE COLLEGE, Atlanta, GA

Harvard Principals' Center Summer Institute, Harvard University
 Peabody College of Education Summer Institute, Vanderbilt University
 CORO Midwestern Leadership Center Apprenticeship
 FOCUS St. Louis Leadership Program

Certified Trainer in the following areas:

- Baseline Substance Abuse Prevention (Adults and Teens), Kaufman Foundation, Kansas City, MO
- Dismantling Racism, National Conference for Community and Justice, St. Louis, MO
- Effective Parenting, Center for Child Rearing and Improvement, Studio City, CA
- National School Leaders Network Facilitator, Wellesley College, Boston, MA

HONORS & AWARDS:

- National Institute on Peace and Justice, National Speakers Bureau
- 2001 Distinguished Father Award, The Olive Branch
- 2000 Father of the Year Award, St. Louis Post-Dispatch
- National UNCF/College Fund Corporate Luncheon Chairperson, 1998
- Volunteer of the Year Award, National Conference for Community and Justice, 1996
- National Conference for Community and Justice, Excellence in Leadership Award, 1996
- United States Court Appointment to the Educational Monitoring Advisory Committee/ St. Louis Desegregation Program

BOARDS & COMMUNITY INVOLVEMENT:

Royal Vagabonds- Community Relations Chair
Professional Organization of Women- Board Treasurer
Lighthouse Academy- Board Member
Toastmasters- Area 18 Governor
Learning Forward Conference Program Planning Board

REFERENCES AVAILABLE UPON REQUEST

Monica A. Stewart, Ed.D

1066 Pennsylvania
 St. Louis, MO 63130
 Home: 314-727-1826
 Cell: 314-420-9373
 Email: s935849@sbcglobal.net

PROFESSIONAL PROFILE

- Accomplished career demonstrating consistent success as an Administrator and Educator at the elementary, middle, secondary and higher education levels. Outstanding track record in assuring student success.
- Seasoned in conceiving and building programs from the ground up through proven competencies in administration, project and program management and staff development.
- Well respected community advocate and service-oriented individual, with proven success as a leader in various community organizations. Experienced in the areas of recruitment, training, event planning, budget management and leadership.
- Effective communicator with excellent planning and organizational strengths as well as the ability to lead, reach consensus, establish goals, and attain results.

EDUCATION

- **Ed.D., Education**, Maryville University, St. Louis, MO, 2008
 DISSERTATION: *The Effects of Programming on Female Discipline Problems in a Middle School*
- **Ed.S., Educational Specialist Degree**, Webster University, St. Louis, MO, 2006
- **M.Ed., Educational Administration**, University of St. Louis-MO, St. Louis, MO, 1999
- **BGS., General Studies**, University of St. Louis-MO, St. Louis, MO 1995

CERTIFICATIONS

- **Superintendent - Initial Administration**
- **Principal - Career Administration K-8**
- **Principal - Career Administration 9-12**
- **Health – Career CPC;7-12**
- **Physical Education – Career CPC;7-12**

ACADEMIC /TEACHING EXPERIENCE

Adjunct Instructor, Missouri Baptist University, St. Louis, MO, 8/2013 to Present

- Teach Field Experience classes, Supervise Field Experience students, Supervise Library Practicum students

Adjunct Instructor, Harris Stowe State University, St. Louis, MO, 8/2009 to Present

- Taught Classroom Organization and Management for Elementary/Middle and Secondary, Middle/Jr/Sr High School Philosophy, Organization & Curriculum, Middle School

Curriculum & Instruction, Health and Wellness, Communication and Guidance (Early Childhood), and Physical Education Methods, to classes averaging 10 students. Supervised Student Teachers for one semester.

Adjunct Instructor, University of Phoenix, St. Louis, MO, 12/2009 to 5/2010

- Taught Introduction to Research and Information Utilization to a class of 14 students.

Adjunct Instructor, St. Louis Community College-Florissant Valley, St. Louis, MO, 8/2001 to 5/2002

- Taught a Nautilus to a class of 15 students.

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

Director, Office of Advising and Student Services – College of Education, University of MO St. Louis, 4-2012 to 2-2013

- Management of the College-wide academic advising, student recruitment and retention
- Provide academic advising and other student services
- Coordinate efforts with college faculty and other student services professionals across campus for student success
- Lead and actively participate in initiatives to improve student success

Assistant Principal, McCluer South-Berkeley High School; Ferguson-Florissant School District, St. Louis, MO, 7-2008 to 6-2009

- Assistant Principal for 500 students in grades 9 and 10. Assist the Principal in the performance of the various leadership responsibilities which are necessary for the successful administration of a school unit.
- Provided instructional leadership, program planning and implementation, staff evaluation, student placement and discipline.
- Supervised students and activities.
- Achieved measurable success for at-risk students through the development of an alternative placement and ninth grade teams for at-risk freshman.

Principal, Bishop Middle School; Wellston School District, St. Louis, MO, 7-2007 to 7-2008

- Principal for 400 students in grades 6-8. Direct all aspects of school operations, including instructional leadership, program planning and implementations, staff selection and evaluation, professional development, student placement and discipline, school finance, and plant supervision.
- Implemented an alternative education program; created a climate conducive to academic achievement by reducing the class size. This resulted in a 70% success rate among the at-risk students.
- Administer a \$75,000 annual operating budget and supervised 25 professional and classified staff members.

Principal, St. Charles Success Campus; City of St. Charles, St. Charles, MO, 7-2003 to 7-2007

- Principal for 150 students in an alternative school for grades 9-12. Managed program development and evaluation, curriculum and instruction, professional development and district responsibilities. Special Education Liaison.
- Administered a \$50,000 annual operating budget and supervised 11 professional and classified staff members.
- Eliminated 6th year seniors and decreased the 5th year seniors.
- Served as the facilitator for the Districts' Minority Achievement Committee, which included: teachers, parents and administrators.

Principal, St. Louis Charter Academies, St. Louis, MO, 7-2002 to 7-2003

- Principal for 250 students in grades Kg-11. Direct all aspects of the school operations, including master scheduling, staff development and evaluation, instructional leadership and supervision, and discipline.
- Administered a \$40,000 annual operating budget and supervised 20 professional and classified staff members.
- Established a Parent Teacher School Association (PTSA).

Assistant Principal, Thurgood Marshall, St. Louis, MO, 8-2001 to 7-2002

- Assistant Principal for 600 students in grades k-8. Primary duties included student discipline, attendance, instructional supervision, and staff evaluation.
- Instrumental in the development and implementation of an After School Tutoring Program.

EARLY /PRESENT CAREER

- **Physical Education Teacher**, Webster Groves High School, St. Louis, MO 5-2013 to 7-2013
- **Physical Education Teacher**, Steger 6th Grade Center, St. Louis, MO, 8-2010 to 5-2011
- **Physical Education Teachers**, Riverview Gardens School District, St. Louis, MO, 8-1996 to 8-2001

PROFESSIONAL AFFILIATIONS

- Professional Organization of Women
- National Coalition of 100 Black Women – Metropolitan Chapter
- Iota Phi Lambda Sorority – Alpha Zeta Chapter
- Top Ladies of Distinction
- Delta Sigma Theta Sorority, Inc. St. Louis Metropolitan Alumnae Chapter

COMMUNITY SERVICE

- Board Member, University of Missouri-St. Louis Alumni Governing Board, 2008 to Present
- United Negro College Fund Leadership Council (UNCF), Chair, 2006 to Present
- Community Women Against Hardship Ambassadors, Chair, 2003 to Present

Roger L. CayCe
St. Louis, Missouri

Roger has been in education for 38 years. He started his career as a classroom teacher/coach in the St. Louis Public Schools for six years. In the School District of University City, he served as classroom teacher, coach, Student council sponsor, Department Chair, Building Administrator, Director of Social Studies/Funded Programs and Executive Director of Operations. He retired in June 2006 as Assistant Superintendent of Operations from the School District of University City, University City, Missouri.

Ironically, in July 2006, Roger's career came to a full circle when he was asked by the then St. Louis Public Schools Superintendent to come out of his short lived retirement to serve as Executive Director of Operations/Building Commissioner supervising Alternative Education, District discipline hearings, District Athletic Program, the district's 92 plus opened buildings and 120 plus closed sites in the St. Louis Public School District. He retired as Assistant Superintendent of Operations/Building Commissioner in February 2014 and is now serving as a volunteer/consultant in the district.

Roger has over 28 years of experience in executive positions with a consistent track record of operating within approved budgets and increasing revenues. His proven areas of expertise include business planning and development, curriculum development, alternative education, construction management, systems design and implementation, funded programs, strategic planning, safety and security, emergency management, student services, discipline, custodial management and building maintenance.

Some of Roger's accomplishments in the University City School District and the St. Louis Public School District included:

- Being selected as a merit classroom teacher
- Writing an energy grant which garnered \$4.4M from the Department of Natural Resources, the highest amount ever awarded a school district in Missouri.
- Being instrumental in revising the following programs:
 - o Environmental program regarding the disposition of asbestos, hazardous chemicals, lead-based paint, indoor air quality and underground storage tanks
 - o Technology Plans
- Serving as Project Manager over a \$275M Bond issue project which included a District wide HVAC installation
- Saving SLPS District over \$11M during the implementation of several major bond issues
- Instituting financial controls, such as audits, procedures and inventories to ensure department budgets were met
- Managing the departments of Alternative Education, Athletics, Social Studies, Technology, Food Service, Safety and Security, Emergency Management, Facilities, Real Estate, Transportation and Funded Programs.

As part of the St. Louis Public Schools \$155M Prop S Bond Project, Roger's goal was to ensure a 5% (WBE) Women's Business Enterprise participation, a 40% (MBE) Minority Business Enterprise participation and a 40% (MWBE) Boots in the Field participation.

Roger is also a consultant for the \$11.5M Proposition J project for the Jennings School District which has a 5% WBE, a 30% MBE and a 30% Boots in the Field goal.

Roger holds a Master of Science Degree in Business Management from National-Louis University and a Bachelor of Science in Education from Southeast Missouri State University. Roger is also a consultant on Alternative Education, gangs and violence, School Safety and Security, Operations, Construction Management, and is a Certified Assertive Discipline trainer. He has served on the board of various community organizations and is a Veteran of the United States Air Force.

ROGER'S AFFILIATIONS:

- Secretary of the St. Louis City Land Reutilization Authority (LRA)
- Member of the St. Louis City's Tax Increment Financing Commission (TIF)
- Member of Shalom City of Peace Church
- Past Board of Director – St. Louis County Truancy Court
- St. Louis County Justice Association
- International Society of Technology Educators (ISTE)
- Educational Technology Association (ETA)
- Missouri Educational Technology Professionals Association (METPA)
- National Association of Leadership for Student Assistance
- National Association of Black School Educators
- National School Board Association
- Missouri School Plant Manager's Association
- Cooperating School Districts School Safety Council

John E. Armstrong Jr.

11 Katsura Ct. • O'Fallon, MO 63368 • (636) 614-5005 • john.armstrong89@yahoo.com

EDUCATION

B.A., Education
Morehouse College, Atlanta, GA

EXPERIENCE

10/13 – Present SSM St. Louis Foundations

Director of Corporate Philanthropy and Community Partnerships

- Responsible for all corporate gifts donated to all SSM St. Louis Foundations
- Responsible for two year strategy to increase support among corporations and foundations
- Responsible for securing major gift level support by identifying, investigating, visiting, building relationships with and developing best strategies to solicit local and national corporations and corporate foundations

02/12 – 10/13 SSM St. Mary's Health Center Foundation

Executive Director

- Management of the SSM St. Mary's Health Center Foundation. Financial support of the foundation comes from individuals, foundations, corporations and groups. These donations help enhance the comfort of patients, expand hospital facilities, purchase new equipment, introduce medical outreach to the community, and implement countless training, wellness, and health education programs.
- Produced a 73% increase in total donors in 2012
- Produced a 400% revenue increase for the employee campaign
- Begin the Healthy Babies Luncheon to support the Neonatal Intensive Care Unit
- Solicited and secured over \$750,000 in grant funding since beginning February 2012
- Solicited and secured grant from the Saigh Foundation to support the Fetal Care Institute
- Solicited and secured transportation grant from Southwest Airlines for Fetal Care Patients
- Solicited and secured grant from Dana Brown Charitable Trust for CATCH (Coordinated Approach To Children's Health) Program
- Solicited and secured grant from Crawford Taylor Foundation for mammograms uninsured and underinsured women
- Secured comedian/actor Cedric "The Entertainer" to chair the 10 million capital campaign for a new Women's Pavilion

2007-2012 United Negro College Fund (UNCF)

Area Director, Missouri/Kansas Region

- Oversee all operations, fundraising, and activities related to UNCF in Kansas and Missouri
- Solicited and secured contributions totaling 1.6 million dollars annually from corporations, foundations and individuals throughout Missouri and Kansas

- Solicited and secured \$535,000 in contributions from Monsanto Fund for 1890 Scholarship Program
- Solicited and secured a \$250,000 sponsorship from Anheuser Busch for An Evening of Stars Television Special
- Solicited and secured \$140,000 in contributions from the Ryan Howard Family Foundation to start scholarship program
- Solicited and secured \$100,000 in contributions from Sprint for Sprint Scholars Program
- Partnered with the St. Louis Minority McDonald's owners to host the Ultimate Cardinals Experience that raised \$75,000 for Scholarships
- Solicited and secured \$60,000 in contributions from Hallmark for Hallmark Scholars Program
- Solicited and secured \$49,350 in contributions from Reliable Life Insurance Company for Scholarships
- Solicited and secured \$45,000 in contributions from CITI of St. Louis for Scholarships
- Partnered with St. Louis Public Schools to implement a workplace campaign that raised \$23,000 in new contributions
- Solicited and secured \$16,350 in contributions from LMI Aerospace to Scholars Program
- Partnered with Southeast Missouri State University and the University of Missouri of St. Louis to create a scholarship matching program
- Partnered with St. Louis County and St. Louis Housing Authority to begin an employee giving program to support scholarships
- Work with volunteers to develop criteria for awarding scholarships and renewing existing scholarship recipients

1996-2007 YMCA

Executive Director, YMCA of the Suncoast Ridgecrest YMCA, Largo, FL

- Oversaw operations of the Greater Ridgecrest YMCA
- Started a monthly social for senior citizens, that resulted in over 150 neighborhood participants
- Chaired the End of Summer Dayze Community Celebration and Services Expo
- End of Summer Dayze included over 30 vendors providing free food, school supplies, health screenings, haircuts, etc. for youth returning to school

Executive Director, YMCA of Greater St. Louis St. Charles County YMCA, St. Peters, MO

- Oversaw operations of the St. Charles YMCA
- Assisted in negotiations with Lindenwood University for the development of a new YMCA facility and YMCA Director's curriculum
- Solicited and secured \$260,000 capital gift, for a new YMCA Daycare Center
- Negotiated a 3-month grace period on lease payments for the new daycare center
- Obtained NAEYC accreditation for branch's daycare center

- Other duties include staff development, risk management, strategic planning, volunteer and staff recruitment, budget preparation, debt resolution, and annual campaigns

**Vice President, YMCA of Greensboro
Greensboro, NC**

- Oversaw operations of Stoney Creek Express YMCA and Hayes-Taylor Memorial YMCA
- Association liaison to the United Way of Greensboro, responsible for coordinating presentations, allocation request, hearings and evaluations
- Association change agent for YMCA of the USA's Diversity Initiative
- Developed and opened Stoney Creek Express YMCA
- Recruited volunteers to form steering committee and board of directors at Express YMCA
- Collaborated with Weaver Investment Group to lease space for the Express YMCA
- Negotiated a 12-month grace period on lease payments of Express YMCA
- Duties included board and staff development, risk management, strategic planning, volunteer and staff recruitment, budget preparation, debt resolution, and annual campaigns
- Increased membership by 36% between 2000-2003
- Developed a partnership with North Carolina A&T University and Bennett College which resulted in college membership increasing by 1,500 students per semester (fall and spring)
- Increased annual sustaining campaign from \$86,000 to \$114,000
- Secured over \$40,000 in grant-funding from private foundations (Z. Smith Reynolds & Community Foundation of Greater Greensboro) to start a Black Achievers Program
- Secured over \$50,000 in grant funding (United Way of Greensboro) to conduct outreach programs at seven high-risk elementary schools
- Obtained a 3-star rating for licensed all day pre-school program located at the branch
- Responsible for a \$120,000 positive variance in first year operations as executive director

**General Director/CEO, A. J. McClung YMCA, Inc.
Columbus, GA**

- Responsible for complete operations of association
- Duties included United Way allocations, grant writing, fiscal management, strategic planning, risk management, preparation of association budget, staff and board development
- Retired over \$40,000 of debt service for the association
- Secured grant funding totaling over \$200,000 including a \$180,000 grant from the Knight-Rider Foundation for after-school and summer camp programs in Columbus Public Housing
- Partnered with the Columbus Housing Authority to open a satellite YMCA facility in a public housing complex

- Secured a grant from the G-Tech Corporation for installation of a 10-station computer lab located in the satellite facility
- Extended service area into Phoenix City, AL by offering youth basketball and summer camp
- Secured United Way funding from Lee County, AL (Phoenix City)

Senior Program Director, YMCA of Florida's First Coast

James Weldon Johnson Branch, Jacksonville, FL

- Organized comprehensive programs for youth and adult activities
- Secured grant-funding totaling \$30,000 for family swim program (Strokes to Success)

RICH WEATHERBY, MBA

236 Strathmoor Way
Dardenne Prairie, Missouri 63368

Mobile: 636-209-0699
weatherby.rich@gmail.com

SUMMARY OF QUALIFICATIONS

SKILLED CUSTOMER FACING SALES PROFESSIONAL. Strong-performing, well-rounded competitive telecommunications sales leader with more than 24 years telecommunications, CLEC, and Cable industry experience, including managerial, customer-facing, and sales proficiency. Experienced leading technical sales effort to large, medium and small wholesale and enterprise organizations, including several multimillion-dollar sales. Skilled in qualifying prospects, generating new business, closing, increasing repeat business and providing superior follow-up and customer service. Excels within fast-paced, team environments. Consistently recognized for solid work ethic, revenue attainment, and leadership qualities. Expert in solution design, telecommunications operations, pricing, proposal generation and contract development.

- Excellent interpersonal skills, with ability to build internal and external relationships
- Effective cross-functional leadership in straight-line and matrix organizations
- Passionate about resolving customer issues in manner that benefits both sides of the business relationship
- 10 years USAF Active Duty in networking and communications; Honorable Discharge
- Over quota in six of past seven years
- Possesses process improvement background conducive to saving time, money and improving customer experiences
- Practiced in business case development - researching competition, developing financial forecasts and analyzing return on investment

PROFESSIONAL EXPERIENCE

CHARTER COMMUNICATIONS – ST. LOUIS, MISSOURI
Major Account Executive

APRIL 2010 - PRESENT

Identified potential large customers for fiber, optical Ethernet, and PRI sales. Prospecting, solution creation, contract generation/negotiation and closing. Maintain professional relationship for organic and strategic growth within largest clients.

- Platinum Circle Award winner: 2012, 2013. Top 5 Sales Person in each year
- 125% to quota in 2012, 135% to quota in 2013.
- Regular recipient of "Top Performer" quarterly award throughout 2012 and 2013
- Received incentive awards in 15 of 16 months for over-achieving quota in 2012/2013
- Penetrated multiple top enterprise accounts within St. Louis metro area through perseverance and relationship development with key decision makers.
- Created market and vertical sales strategies, optimizing availability of new fiber plant in key business districts.

NUVOX (NOW WINDSTREAM) – ST. LOUIS, MISSOURI
Major Accounts Manager

JAN 2009 – JAN 2010

Hired to bring success to undeveloped Major Accounts program for CLEC small to medium enterprise business. Overlay organization with quota-bearing, technical, relationship-building, solution development and closing responsibilities. Identified as the team lead for C-Level prospect interaction.

- Achieved 125% booked revenue attainment following ramp up period during which I developed the program, wrote procedures and marketed the role internally.
- Interacted with executive decision makers in direct, indirect and existing customer accounts, creating new high-margin revenue streams from all available NuVox channels.
- Supported 22 markets in ten-state territory, with quarterly plus on-demand visits for customer, engineering and channel partner meetings; conducted training in local sales offices.

RICH WEATHERBY: 636-209-0699

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WEATHERBY ENTERPRISES, LLC – DARDENNE PRAIRIE, MISSOURI
Owner/Consultant

OCTOBER 2008 – MARCH 2010

Consulted with local and national organizations, offering guidance towards a variety of technical environments and projects ranging from Internet advertising to technical documentation to setting up SOHO wireless and wired networks.

- Created Visio and technical as-built documentation to major cable/broadband company based upon field surveys at each implementation site. Documentation required for uniformity, trouble-shooting detail and asset management to end customer.
- Implemented Internet advertising campaign for local travel agency. Increased travel agency's web and walk-in traffic by 25% based on locally specialized advertising.

LEVEL 3 COMMUNICATIONS – BRIDGETON, MISSOURI
(formerly WilTel Communications)

MARCH 1999 - DECEMBER 2008

Sales Engineer Manager / Sr. Sales Engineer

Led technical sales effort into customer accounts ranging from large telecommunications providers and enterprise customers to mid-sized accounts. Conducted face-to-face discovery meetings with customers without sales executive. Supervised pre-sales engineering group to provide technical support to the account teams. Responsible for team budget, scheduling, prioritization and technical awareness. Managed efforts between internal organizations requiring leadership in a matrix-style environment. Presented technical status of pre-sales opportunities to executive leadership for revenue forecasting.

- Achieved average of 120% revenue attainment from 2005 to 2008 for sales engineering team against annual revenue targets ranging from \$21M to \$29M in professional services.
- Directed Professional Services Product Technical Specialist team as the global lead, matrix-managing a team of sales engineers as regional contacts. Developed marketing copy, documentation of products and processes and maintained internal content-heavy web site.
- Led project team tasked with creating new "productized" revenue streams by implementing streamlined professional services products including Field Services, Tech Assist and Customer Network Control Center; integrating each product into Level 3 fee-based services. Delivered technical and business presentation to senior leadership team detailing project impact.
- Organized and presented product training to more than 100 global sales engineers; maximizing core network revenue by adding "sticky" professional services components to both new and existing network opportunities.
- Team leader for ISO:9001 certification effort. Certification enabled our business unit to win and sustain additional lucrative contracts that were otherwise not attainable.

EDUCATION

Master's of Business Administration (MBA)
 Keller Graduate School of Management, St. Louis, MO

Bachelor's of Science in Business Administration, Concentration in Finance
 Associates of Science, Accounting
 Hawaii Pacific University, Honolulu, HI

Associates of Science, Information Systems Management
 Community College of the Air Force

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS

Christina Anderson

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.
Attached

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. **Y**

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? **I was made aware through the founder Amber Simpson.**

4. Explain why you would like to serve on the board. **I believe in quality education for everyone regardless of their socioeconomic status or environment. I'd like to serve the schools through my experience and expertise in education, human resources and marketing.**

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. **N**

6. What is your understanding of the appropriate role of a public charter school board member? **The role of a board member is fiscal oversight of the school, academic and performance monitoring, conduct performance evaluations of leadership including the CEO of schools. The board members are public ambassadors for the school promoting the school, curriculum and school leadership.**

7. What relevant knowledge and experience will you bring to the board? **My professional experience includes teaching in primary education, extensive human resources experience in recruiting and employee relations. Board involvement to date includes college/university board, a community development financial institution, and nonprofit boards.**

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? **The first year ends with at least 90% of students meeting the state educational requirements, high parental/guardian engagement and community engagement energizing the community to accept the school as a permanent addition. In four years, we've nurtured the community relationships and have high student performance that receives attention regionally and nationally.**

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy? **Vernare's mission includes developing healthy kids at every stage, nurturing the natural environment where the school's located and building healthy neighborhoods through community engagement.**

10. Are you familiar with the school's proposed educational program? How would you describe it? **SABIS is an internationally recognized system of schools formed in 1886 that educates thousands of children in 15 countries. SABIS is known for its rigorous curriculum and system of performance tracking of its students.**

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful? **Good performance metrics, good parental engagement, board engagement, and a rigorous curriculum. It's critical that the board receive education from the charter school association at the state and national level, become well versed of the educational landscape for our region and be able to talk to parents, school leaders or anyone else about the school. This is needed before the school opens, the early years of the school being opened.**

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS
Christina Anderson

III. Conflict of Interest

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship. **N**

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. **N**

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. **N**

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. **N**

16. (If the school does not intend to partner with an educational service provider, write "N/A"). **N/A**

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? **N**

18. (If the school does not intend to partner with an educational service provider, write "N/A"). **N/A**

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. **N**

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain. **N**

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family. **Address the situation immediately by calling a board meeting, documenting the conversation with the person believed to be engaged in self-dealing. Have the board vote on whether or not the situation violates our bylaws, board member policies or code of ethics.**

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS

Cheryle Dyle-Palmer

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. Yes, I will be at least eighteen years old by January 1 of the year of the proposed charter school opening.
3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? I became aware through its founder, Amber Simpson.
4. Explain why you would live to serve on the board. I believe in the mission of the school and its community focus I have a passion for education and particularly education of our children from high needs situations.
5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. I have not served on a school board but have had numerous experiences serving on not-for-profit boards. I believe my experience serving in leadership capacities for a St. Louis area children's residential treatment center which had on its campus, a special education school is relevant. The school had to comply with both MO and IL statues and regulations as it pertained to the education, treatment, rehabilitation and care of the students. Because funding came from the Dept of Education and the monitoring, fiscal management and school progress were critical.
6. What is your understanding of the appropriate role of a public charter school board member? To support the school financially. To assure that the school operates efficiently, effectively and that children show significant progress. Financial stability and sustainability would be a major goal with a parallel focus on the progress of the children through the grade levels. Parent participation and the overall interest of the public are also significant to the governance role of the school board member.
7. What relevant knowledge and experience will you bring to the board? I would bring Non-profit leadership and board experience and Early Childhood Education.
8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? Full enrollment of happy, achieving children and pleased and engaged parents.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy? The school's mission and philosophy are built on what it means to be sustainable from the care of the environment and the impact on learning to the engagement of the child in using the environment to learn. It is a "Green School." Children are to work and play in toxic free environments, engage in the efficient use of materials, grow gardens, interact in green spaces, eat healthy foods and snacks and learn through hands on experiences, which promotes curiosity, responsibility and critical thinking.
10. Are you familiar with the school's proposed educational program? How would you describe it? I would describe the educational program (Sabis) as aggressive, rigorous and focused on inner discipline and critical thinking.
11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful? A successful school is one where parents are engaged in the education of their children. Parents volunteer at the school, parents attend meetings, engage with the teachers in order to help their child and to encourage them, and support the school on all levels. A successful school is one where children are learning and engaged. Growth is shown not only through standardized tests but the excitement about learning and through good attendance. A successful

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS

Cheryle Dyle-Palmer

school is one that is fiscally solvent. Sufficient funding is evident and fiscal management is sound. Teachers are qualified and excited about teaching and working with families.

The Board needs to assure that the facility is sound and free of potential costly maintenance issues; that the faculty and staff are highly qualified and highly motivated and have non-controversial backgrounds; that the school enrollment is more than adequate, that the funding is more than adequate and the daily attendance is stable to maintain budget, that the teachers perform and the children have shown growth academically.

III. Conflict of Interest

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship. No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. No

16. (If the school does not intend to partner with an educational service provider, write "N/A").

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?
NO

18. (If the school does not intend to partner with an educational service provider, write "N/A").

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. NO

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain. NO

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

First, there should be a "Conflict of Interest" policy that addresses this. Any dealings that potentially benefit a Board member or his/her family should be called out and fully disclosed. The Board should vote on such business with clear reasoning and documentation for an engagement and under what conditions the related board member is excluded from discussions and decisions.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS

Rachel Burse

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Resume attached for Rachel Burse

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I affirm that I am over the age of 18 as of January 1, 2013.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

The founder, Amber Simpson, made me aware of the proposed charter school and asked me to serve on the board.

4. Explain why you would live to serve on the board.

There is an excellent opportunity to serve in an area that I am passionate about. I would like to serve on this board to help build quality educational offering in our community.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have previously served on not-for-profit boards. This includes a current board that advocates for children in foster care where I've served for 3 years and hold a leadership position. I'm also serving on the Strategic Planning Committee gaining very relevant experience.

6. What is your understanding of the appropriate role of a public charter school board member?

As a public charter school board member, it's my understanding that this role supports and stays focused on the school's mission and always stands ready to represents the school in a positive and professional way.

7. What relevant knowledge and experience will you bring to the board?

I have an extensive background in accounting. I have many years' experience in human resources where I gained invaluable knowledge and experience with developing and offering solutions to help achieve strong outcomes.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS

Rachel Burse

Toward the end of the first year, the school will have established a tuition-free, strong and diverse educational option within the community for children and the families. By year four the school will have developed additional grade offerings into mid-school level. The leadership of the school and the community will recognizing the school as a viable part of the community, where the students improved test scores and educational development far exceed their expectations.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Build healthy neighborhoods by developing strong academic and healthy children. This will be done by nurturing green environments that supports students and their families emotionally and economically.

10. Are you familiar with the school's proposed educational program? How would you describe it?

The school will have a comprehensive, proven educational program with SABIS. With a focus on academics, the Pathway to Prosperity and STEM Program will prepare student for higher learning.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

A successful school plans, prepares, and measures for success. A successful school will demonstrate its ability to fit into the community that it serves. The board of education should help set expectations with the leadership to ensures the school stays on a course to improve over the prior year and stay on a path for growth.

III. Conflict of Interest

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

NO

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Kevin Buchek who owns Roanoke Construction is a colleague

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS

Rachel Burse

16. (If the school does not intend to partner with an educational service provider, write "N/A"). N/A

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

N/A

18. (If the school does not intend to partner with an educational service provider, write "N/A").

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

No

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

No

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

Use the established conflict of interest policy to ensure that proper procedures are followed.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS
Naretha Hopson

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

See Bio

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Affirmative

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of Vernare Learning through the founder, Amber Simpson, who invited me to serve as a member of the board of directors.

4. Explain why you would live to serve on the board.

There is a significant opportunity for the expansion of excellent educational opportunities within the St. Louis region. Amber Simpson is a proven leader and the SABIS curriculum has proven successful in other cities. The Vernare model will prove a win- win for our community.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have significant board experience. This includes several not-for-profit organizations. Additionally I have served on the development committee for a charter school in the St. Louis area.

6. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the role of a public charter school board member is multi dimensional. Responsibilities include fiscal and academic oversight, staff selection among many other responsibilities.

7. What relevant knowledge and experience will you bring to the board?

I currently work in the educational system as I founded a character and leadership development program. I bring the skills of sales and marketing, which will prove beneficial in development efforts of Vernare Learning.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Toward the end of the first year, Vernare Learning will have prepared students K-2 with a sound academic foundation. The students will have been exposed to healthy lifestyles and will have begun to understand and incorporate sustainability within their daily activities. By year four there will be a culture of outstanding academics & sustainability. The upper school begins with 6th the grade class.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS

Naretha Hopson

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

Develop healthy children; academically, physically, emotionally and economically. Build healthy neighborhoods and nurture green environments.

10. Are you familiar with the school's proposed educational program? How would you describe it?

I am familiar with SABIS. It is a comprehensive educational system with a focus on academics, self-development, and life preparation. SABIS student are prepared for collage and are life long learners.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

A successful school takes a holistic approach. Their top priority is to ensure that students who are academically solvent, but also emotionally etc. The School board should encourage family and community involvement. The board of education should provide open lines of communication and swift action. The board to should provide a system of check and balances in order to identify and eliminate potential problems early.

III. Conflict of Interest

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No

16. (If the school does not intend to partner with an educational service provider, write "N/A").

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

No

18. (If the school does not intend to partner with an educational service provider, write "N/A").

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS

Naretha Hopson

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

No

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

No

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

Follow the guidelines of the board bi-laws in respect to our conflict of interest policy to ensure that proper procedures are followed.

Anthony Neal

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume. Please refer to resume on file.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
I am well over the age of eighteen.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I was made aware of the school through the founder, Dr. Amber Simpson.

4. Explain why you would live to serve on the board.

I have worked in education for well over 20 years and believe in the mission of the school.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Yes, I served on the board for Lighthouse Academy. I was also the founder and director of a charter school for 11 years. I also served on the Illinois State charter school board (INCS) for four years. From this experience, I bring a wealth of knowledge and skills necessary to operate an effective school.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a board member is ultimately governance. This includes sustainability, financial security and adequate progress of students through each grade level.

7. What relevant knowledge and experience will you bring to the board?

See resume and also refer to question #5 above.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Enrollment will be at capacity, students will be engaged in learning, the curriculum will have rigor and relevancy to all students, faculty and staff will be astute in understanding cultural relevancy and how it relates to teaching and learning. The school will also be "family" friendly.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

The school is a "Green School" which means it engages students in the understanding of the environment and how learning and the environment are interwoven. This includes everything from students working and playing in toxic free spaces, engaged in healthy habits such as eating, and students having access to opportunities to explore the environment through hands-on activities.

10. Are you familiar with the school's proposed educational program? How would you describe it

The educational program (Sabis) offers rigor and critical thinking skills. Both are important to student development and matriculation.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

A successful school is safe for all students, it is "family" friendly, has established strong relationships among all entities, offers instruction that is innovative, exciting, and culturally relevant, and where students are meeting and exceeding benchmarks.

III. Conflict of Interest

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No

16. (If the school does not intend to partner with an educational service provider, write "N/A").

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

No

18. (If the school does not intend to partner with an educational service provider, write "N/A").

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

No

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

No

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family)

The issue should be brought to the board president and handled according to state charter school law.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS
Monica Stewart, Ed.D.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.
See attached resume

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Affirmative

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of Vernare Learning through multiple conversations with the founder, Amber Simpson, who invited me to serve on the board of directors.

4. Explain why you would like to serve on the board.

As an educator, I look forward to working with Vernare Learning as they provide students the opportunity to become scholar citizens, while demonstrating strong academic achievement, environmental stewardship and advancement in their community.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have served on several nonprofit organizations. I also served on the board of a charter school during their developmental stage.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to govern the academic success of every student, perform effective oversight of the financial health of the school, support the school leader and focus on results.

7. What relevant knowledge and experience will you bring to the board?

I have seventeen years of consistent success as an Administrator and Educator at the elementary, iniddle, secondary and higher education levels.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Toward the end of the first year, Vernare Learning will have put in place a sound academic foundation for students K-2. Students will be exposed on how to incorporate healthy lifestyle and how to create a sustainable community. By year four, there will be a culture that supports community sustainability, healthy kids, healthy environments and healthy neighborhoods.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS
Monica Stewart, Ed.D.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

To develop healthy kids, healthy environments, healthy neighborhoods, based on the Green Schools Initiative.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Yes, SABIS is a comprehensive educational system with a focus on academics, self-development, and life preparation. SABIS students are prepared for success in college, a lifelong interest in learning and the desire to be world class citizens.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

A successful school takes a holistic approach and educates the whole child. The board would support the leader provide and provide a system of accountability for the school.

III. Conflict of Interest

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No

16. (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

No

18. (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER BOARD MEMBERS
Monica Stewart, Ed.D.

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

No

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

No

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family)?

Follow the guidelines of the By-laws in respect to our conflict of interest to ensure that all procedures are followed.

Roger L. CayCe
June 13, 2014

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

-See Bio

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

-I will be at least eighteen years old by January 1 of the year the proposed charter school would open.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

-I became aware through its founder, Dr. Amber Simpson.

4. Explain why you would like to serve on the board.

-As an educator of 38 years and a lifelong learner I believe in the mission of the school and the school's community focuses. I also have a special interest in the education of all children from high risk situations.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

-I have not served on a local school board but have had the experience serving on a not-for-profit board. I believe my experience serving in various leadership positions with the School District of University City and the St. Louis Public Schools is relevant. Please see Bio.

6. What is your understanding of the appropriate role of a public charter school board member?

-To provide governance to the school.

-To ensure that the focus is on student learning.

-To be the education watchdog for the school community and ensure that the students get the best education for the funds being spent.

-To become a trained board member.

7. What relevant knowledge and experience will you bring to the board?

- I would bring over 28 years of experience in executive positions with a consistent track record of operating within approved budgets and increasing revenues. Proven areas of expertise include business planning and development, classroom teacher, curriculum development, construction management, funded programs, safety and security, emergency management, student services, discipline, Alternative education and custodial management and building maintenance.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

- The school will have a strong board of directors, administrative team and highly qualified teachers in place. After four years the school will be on track to meet its academic and non-academics goals per the strategic plan which has been written, implemented and revised as needed.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

-To develop strong college prepared lifelong learners and productive members of our community. They will demonstrate environmental stewardship and participate in the positive advancement of the community.

10. Are you familiar with the school's proposed educational program? How would you describe it?

- I would describe the educational program (Sabis) as a tested education system that is geared towards achievement of academic success for all children. It balances the development of the students, academics, hard work and responsibility for one's actions.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

-Educational leadership that is dynamic, culturally relevant and actively committed to students achievement, growth and development.

- A successful school is one where parents are included as a central role in student learning; helping parents build skills that will assist them in propelling their children toward academic and social success; giving student's opportunities to participate in community activities and events.

- Parents who volunteer at the school, parents who attend meetings, parents who engage with the teachers in order to help their child to encourage them and support the school on all levels.

- A successful school is one where children achieve at high levels, where learning is supported and resources are available.

-Teachers are qualified, receive continued professional development and are excited about teaching and working with families.

-A Board that will work together to support the administration and to make sure the school is financially stable.

III. Conflict of Interest

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

- No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

-No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

- No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

-No

16. (If the school does not intend to partner with an educational service provider, write "N/A").

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

-No

18. (If the school does not intend to partner with an educational service provider, write "N/A").

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

-No

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

-No

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

-I would act in accordance with the by-laws established by the Board.

John Armstrong

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume. Resume is included

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. Yes, I will be at least eighteen years old by January 1 of the year of the proposed charter school opening.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? I became aware through its founder, Amber Simpson.

4. Explain why you would live to serve on the board. I believe in the mission of the school and its community focus I have a passion for education and particularly education of our children from high needs situations.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. I have not served on a school board but I currently serve on the board of Hope House and Morehouse College St. Louis Alumni Association

6. What is your understanding of the appropriate role of a public charter school board member? To support the school financially. To assure that the school operates efficiently, effectively and that children show significant progress. Financial stability and sustainability would be a major goal with a parallel focus on the progress of the children through the grade levels. Parent participation and the overall interest of the public are also significant to the governance role of the school board member.

7. What relevant knowledge and experience will you bring to the board? I would bring Non-profit leadership, I'm also a former teacher at the middle school level. My undergraduate degree is education.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? At the end of year one the hopes are the school has a strong staff, full enrollment, achieving children, engaged parents and fiscally sound. In four years I'd want all the same, with the exception of students achieving beyond grade levels and we have a waiting list to enter.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy? The school's mission and philosophy are built on what it means to be sustainable from the care of the environment and the impact on learning to the engagement of the child in using the environment to learn. It is a "Green School." Children are to work and play in toxic free environments, engage in the efficient use of materials, grow gardens, interact in green spaces, eat healthy foods and snacks and learn through hands on experiences, which promotes curiosity, responsibility and critical thinking.

10. Are you familiar with the school's proposed educational program? How would you describe it? I would describe the educational program (Sabis) as aggressive, rigorous and focused on inner discipline and critical thinking.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful? A successful school must be fiscally sound and be able to provide the needed resources for teachers and students. A successful school is one where parents are engaged in the education of their children. Parents volunteer at the school, parents attend meetings, engage with the teachers in order to help their child and to encourage them, and support the school on all levels. A successful school is one where children are learning and engaged. Growth is shown not only through standardized tests but the excitement about learning and through good attendance. A

successful school is one that is fiscally solvent. Sufficient funding is evident and fiscal management is sound. Teachers are qualified and excited about teaching and working with families. The Board needs to assure that the facility is sound and free of potential costly maintenance issues; that the faculty and staff are highly qualified and highly motivated and have non-controversial backgrounds; that the school enrollment is more than adequate, that the funding is more than adequate and the daily attendance is stable to maintain budget, that the teachers perform and the children have shown growth academically.

III. Conflict of Interest

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship. No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. No

16. (If the school does not intend to partner with an educational service provider, write "N/A").

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?
No

18. (If the school does not intend to partner with an educational service provider, write "N/A").

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. No

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain. No

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

First, there should be a "Conflict of Interest" policy that addresses this. Any dealings that potentially benefit a Board member or his/her family should be called out and fully disclosed. The Board should vote on such business with clear reasoning and documentation for an engagement and under what conditions the related board member is excluded from discussions and decisions.

Rich Weatherby Board Questionnaire

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume. Resume attached.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. Yes, I will be at least eighteen years old by January 1 of the year of the proposed charter school opening.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? I became aware through its founder, Amber Simpson.

4. Explain why you would live to serve on the board. I believe in the mission of the school and its community focus. I have a passion for education and particularly education of our children from high needs situations. The conversations I have had with Amber Simpson have instilled in me the confidence needed to understand the purpose, vision, and desired outcome for the students and the school as a true positive benefit to the community.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. I have not previously served on a school board or any other not-for-profit boards. I do have a strong leadership background formed during my military career and expanded upon during my upward career mobility. I have served in various capacities in children's organizations (Cub Scouts, Boy Scouts, and athletic organizations), which has only fueled my passion for assisting children to grow in to strong, responsible adults. I believe that in my current position as a nationally recognized top sales performer, my network, connections, and business relationships would prove beneficial to the goal of this organization.

6. What is your understanding of the appropriate role of a public charter school board member? Supporting the school financially, both through individual support and community support. To assure that the school operates efficiently, effectively and that children show significant progress. Financial stability and sustainability would be a major goal with a parallel focus on the progress of the children through the grade levels. Parent participation and the overall interest of the public are also significant to the governance role of the school board member.

7. What relevant knowledge and experience will you bring to the board? My leadership goals, forward thinking skills, and community relationships are all strengths that I believe will benefit the board and the school as a whole.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? Improved performance for the children, focused curriculum for the children, building a connection within the community that parents, students, and neighbors will be proud to support.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy? Based on my conversations with Amber Simpson, and my independent research on the mission and curriculum standards, I feel the school's mission and philosophy are built on what it means to be sustainable from the care of the environment and the impact on learning to the engagement of the child in using the environment to learn. It is a "Green School." Children are to work and play in toxic free environments, engage in the efficient use of materials, grow gardens, interact in green spaces, eat healthy foods and snacks and learn through hands on experiences, which promotes curiosity, responsibility and critical thinking.

10. Are you familiar with the school's proposed educational program? How would you describe it? Based on my conversations with Amber Simpson, and my independent research on Sabis, I would describe the educational program as aggressive, rigorous and focused on inner discipline and critical thinking.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful? A successful school is one where parents and community are engaged in the education of the students. Parents volunteer at the school, parents attend meetings, engage with the teachers in order to help their child and to encourage them, and support the school on all levels. I envision an excited atmosphere from the students, parents, and teachers that fosters curiosity at the student level, fully engaging them to want to learn more, not just because it is an assignment. I envision high attendance records, indicating the students and parents are involved and engaged in the learning process. Of course, financial solvency is a major part of the school's success. The Board's responsibilities include the financial solvency of the school, the qualifications and engagement of the staff are well documented, and to keep the school out of negative environments and situations that would deter from the education of the students.

III. Conflict of Interest

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship. I have met with Amber Simpson for lunch to discuss this opportunity. Outside of that conversation, no.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. Charter Business, my employer, may at some point bid to provide Internet, voice, and/or video services to this school.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. No

16. (If the school does not intend to partner with an educational service provider, write "N/A").

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? No

18. (If the school does not intend to partner with an educational service provider, write "N/A").

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. Personally, no. I cannot speak for my employer, Charter Business.

20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain. No

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

In the event that my employer, Charter Business, bids to provide services, I will excuse myself from those negotiations, but be available to provide expertise within that industry. I would expect the same conduct from any other board member in the event a similar situation presents itself.


Missouri Department of Health and Senior Services

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Gail Vasterling
 Acting Director



Jeremiah W. (Jay) Nixon
 Governor

11/14/2013

FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Inquirer
 Registrant: SIMPSON, AMBER D'NAY
 Registrant Number: 64611755

VERNARE LEARNING
 ATTN: AMBER SIMPSON
 12 SASSAFRAS MNR
 ST LOUIS, MO 63135

The Family Care Safety Registry (FCSR) received your request for a background screening on 11/13/2013. The background screening, confirmation #199507972, conducted on 11/14/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.



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 Gail Vasterling
 Acting Director

 Jeremiah W. (Jay) Nixon
 Governor

11/14/2013

 FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Inquirer
 Registrant: ANDERSON, CHRISTINA
 Registrant Number: 64065590

 VERNARE LEARNING
 ATTN: AMBER SIMPSON
 12 SASSAFRAS MNR
 ST LOUIS, MO 63135

The Family Care Safety Registry (FCSR) received your request for a background screening on 11/13/2013. The background screening, confirmation #199507596, conducted on 11/14/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.


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AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER: Services provided on a nondiscriminatory basis.



Jeremiah W. (Jay) Nixon
Governor



Missouri Department of Health and Senior Services

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Gail Vasterling
Acting Director

11/14/2013

FAMILY CARE SAFETY REGISTRY
Registration Notification
Registrant Number: 64615490

CHERYLE FAYE DYLE-PALMER
3831 PARK PLACE ESTATES DR
BRIDGETON, MO 63044

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) has processed your registration. An initial screening was run as part of the registration process, and your results are:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using your name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

If a finding is reported, you may request the specific details or appeal the accuracy of the transfer of the information to the FCSR by submitting a written request that includes your name, address, Social Security number and/or registrant number, and signature, to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102, or by FAX to 573-522-6981. See 19 CSR 30-80.040 for a full statement of what such an appeal should include.

Please keep this letter as confirmation of your registration with the FCSR. This is the only time you will need to register with the FCSR. If your name or address changes, it is your responsibility to notify the FCSR. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.



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AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER: Services provided on a nondiscriminatory basis.

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Missouri Department of Health and Senior Services

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Gail Vasterling
 Acting Director



Jeremiah W. (Jay) Nixon
 Governor

11/14/2013

FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Inquirer
 Registrant: ADKISSON-BURSE, RACHEL
 Registrant Number: 12246163

VERNARE LEARNING
 ATTN: AMBER SIMPSON
 12 SASSAFRAS MNR
 ST LOUIS, MO 63135

The Family Care Safety Registry (FCSR) received your request for a background screening on 11/13/2013. The background screening, confirmation #199507060, conducted on 11/14/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.



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AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER: Services provided on a nondiscriminatory basis


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 Gail Vasterling
 Acting Director

 Jeremiah W. (Jay) Nixon
 Governor

11/14/2013

 FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Inquirer
 Registrant: HOPSON, NARETHA A
 Registrant Number: 44187773

 VERNARE LEARNING
 ATTN: AMBER SIMPSON
 12 SASSAFRAS MNR
 ST LOUIS, MO 63135

The Family Care Safety Registry (FCSR) received your request for a background screening on 11/13/2013. The background screening, confirmation #199507299, conducted on 11/14/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.


www.health.mo.gov

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Missouri Department of Health and Senior Services

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
 RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466

Gail Vasterling
 Director



Jeremiah W. (Jay) Nixon
 Governor

03/18/2014

FAMILY CARE SAFETY REGISTRY
 Registration Notification
 Registrant Number: 64689559

ANTHONY WAYNE NEAL SR
 7211 N BRISTOL DR
 ST LOUIS, MO 63121

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) has processed your registration. An initial screening was run as part of the registration process, and your results are:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using your name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

If a finding is reported, you may request the specific details or appeal the accuracy of the transfer of the information to the FCSR by submitting a written request that includes your name, address, Social Security number and/or registrant number, and signature, to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102, or by FAX to 573-522-6981. See 19 CSR 30-80.040 for a full statement of what such an appeal should include.

Please keep this letter as confirmation of your registration with the FCSR. This is the only time you will need to register with the FCSR. If your name or address changes, it is your responsibility to notify the FCSR. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

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Gail Vasterling
 Acting Director



Jeremiah W. (Jay) Nixon
 Governor

11/14/2013

FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Inquirer
 Registrant: STEWART, MONICA A
 Registrant Number: 24085947

VERNARE LEARNING
 ATTN: HUMAN RESOURCES
 12 SASSAFRAS MNR
 ST LOUIS, MO 63135

The Family Care Safety Registry (FCSR) received your request for a background screening on 11/14/2013. The background screening, confirmation #199582940, conducted on 11/14/2013, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

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 Gail Vasterling
 Director

 Jeremlah W. (Jay) Nixon
 Governor

07/23/2014

 FAMILY CARE SAFETY REGISTRY
 Background Screening Results - Inquirer
 Registrant: CAYCE, ROGER LYLE
 Registrant Number: 63536775

 VERNARE LEARNING
 ATTN: AMBER SIMPSON
 12 SASSAFRAS MNR
 ST LOUIS, MO 63135

The Family Care Safety Registry (FCSR) received your request for a background screening on 07/23/2014. The background screening, confirmation #116915584247, conducted on 07/23/2014, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR bases criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.


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www.vernarelearning.org

Appendix 8. Vernare Learning Performance Contract with UMSL (2016-2021)

The Performance Contract for Vernare Learning presented on the following pages addresses both academic and nonacademic areas of accountability.

Academic and Attendance Achievement Targets: The following description of academic goals assumes that the current state accountability structure and system (MSIP 5) are in place through 2019-20. We understand that new state assessments may be in place before that time, and we would re-calibrate the school's academic achievement goals based on those new assessments as necessary. The following outlines the annual academic and attendance achievement targets from 2016-17 through 2020-21, following students through their 6th grade year:

Vernare Learning End of Year Academic Achievement Targets for all Students (MSIP5-Aligned)					
	2017	2018	2019	2020	2021
Academic Achievement: MPI Score for ELA		350	366	375	375
Academic Achievement: MPI Score for Math		350	363	375	375
Subgroup Achievement: MPI Score for ELA		350	366	375	375
Subgroup Achievement: MPI Score for Math		350	363	375	375
% of Students attending 90% of the time		90%	90%	90%	90%
Overall APR					At least 70%

Note: Given that state MAP testing begins in 3rd grade, students will be assessed using the formative and summative assessments as included in the SABIS Educational System, as well as other standardized assessments such as STAR Reading/Math and NWEA.

Educator Support Targets: High-quality teaching is the single most important variable impacting student learning. Having high-quality classroom leaders throughout elementary school can substantially offset or even eliminate the disadvantage of socio-economic background. In order to ensure alignment with DESE's Model Educator Evaluation System, each classroom leader will be evaluated using the Teacher Evaluation Protocol. We will report annual educator support targets including the following:

Vernare Annual Educator Support Targets	
Educator Support Target	Annual % of Classroom leaders who meet the target
% of classroom leaders whose AIS score improves annually	90%
% of classroom leaders with improved AIS scores that are retained	90%

School Climate and Culture Targets: A critical component of successful schools emanates from establishing a consistent culture of high expectations and a climate characterized by safety and respect. A growing body of research is showing us that a high-quality school culture is critical to the success of urban charter schools. Every year, Vernare will administer a student perception survey using items from the Abbreviated School Climate Survey—Student Version, created by Drs. Cody Ding, Marvin Berkowitz and David Liu of the University of Missouri—St. Louis and Southwest University—China, respectively. A selection of sample items from this instrument is included in the following table:

Sample School Climate Targets	
Sample School Climate Questions	% of students who agree
Students at this school are willing to go out of their way to help someone.	60%
I tried hard to do my best.	90%
Students in my class help each other learn.	70%
Students in this school treat each other with respect.	70%
The teacher in my class asks the students to help decide what the class should do.	60%
In my class the teachers and students decide together what the rules should be.	60%
I feel safe in all areas of the building.	80%
My classroom is a fun place to be.	70%
The teachers here always try to be fair.	70%
I like my school.	90%

Parent Involvement Targets: There is overwhelming evidence that parent involvement can make a significant difference in student achievement. Vernare will administer an annual survey that incorporates research-based items, such as the *Family Involvement Survey* from the Ohio Department of Education, and other proven resources for collecting parent perception and participation data. While data from parents will be collected in an ongoing and formative basis, we will set goals according to other engagement criteria. Below is a sample of these targets.

Sample Annual Family Involvement Survey	
Sample Family Involvement Questions	% of students who agree
I receive information on what my child should learn and be able to do in each grade in school.	90%
I am invited to meetings so that I can learn about what is going on in the school (e.g., issues or policies).	90%
There are many different ways I can be involved with the school, either at the school itself, at home or in the community.	90%
I receive information on what my child should learn and be able to do in each grade in school.	90%
My child's teacher(s) adjust their teaching styles to meet the academic needs of my child.	90%

Source: 2009 Family Involvement Survey, Ohio Department of Education, <http://smhp.psych.ucla.edu/pdfdocs/pandfis.pdf> annual Parent Engagement

Over the five year length of this contract, Vernare Learning and UMSL's Charter School Office reserve the right to adjust specific targets for each goal based on actual yearly outcomes.

UMSL's Charter School Office agreed to the contract terms on _____.

The Board of Directors of Vernare Learning approved this contract on August 11, 2014.

Signature

Date

Bill Mendelsohn
Director: Charter Schools and Partnerships
UMSL – College of Education