

Young Inspiration Public Meeting Log

October 8, 2014– 1113 Fordham Road, 6:30 pm, 76 attendees

54 attendees interested in a Charter School option under YI direction

18 attendees not interested

4 attendees undecided

January 8, 2015 – 2200 West Blvd, 6:30 pm, 63 attendees

48 attendees interested in a Charter School under YI direction

13 attendees not interested

2 attendees undecided

June 15, 2015 – 13925 Erwin Road, 6:30 pm, 108 attendees

84 attendees interested in a Charter School under YI direction

17 attendees not interested

6 attendees undecided

November 12, 2015 – 5531 Griffith Street, 6:15pm, 206 attendees

148 attendees interested in a Charter School under YI direction

50 attendees not interested

8 attendees undecided

March 17, 2016 – 5531 Griffith Street, 6:15 pm, 186 attendees

112 attendees interested in a Charter School under YI direction

70 attendees not interested

4 attendees undecided

June 20, 2016 – 13925 Erwin Road, 7:00 pm, 386 attendees

243 attendees interested in a Charter School under YI direction

130 attendees not interested

13 attendees undecided

Courses of Study

| ELEMENTARY | KINDERGARTEN – 5 TH GRADE |
|-------------|---|
| Mathematics | <ul style="list-style-type: none"> • Number sense • Calendar • Length, time, capacity and mass • Shapes • Create and extend patterns • Sort and classify • Measurement • Collecting and displaying data • Symmetry and congruence • Probability • Pictographs • Addition, subtraction, multiplication, division • Non-negative rational numbers • Permutations and combinations • Perimeter and area • Median, mode, and range • Transformation • Simple equations and inequalities |

| MIDDLE-SCHOOL | GRADES 6-8 |
|---------------|--|
| Mathematics | <ul style="list-style-type: none"> • Real numbers • Negative rational numbers • Addition, subtraction, multiplication, division • Ratio, probability and percent • Number properties • Transformation • Perimeter and area • Mean, median, mode, and range • Equations and inequalities • Graphs • Volume and surface area • Factors and multiples • Linear functions, slopes |

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Young Inspiration STEAM Academy

2018 - 2019 Tentative Calendar (subject for potential revision)

| July | | | | | | |
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| August | | | | | | |
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Graduation



School Closed



Make Up Day if needed



Teacher Contract Day (No Students)



Summer School, if funding allows

IREAD-3: TBD by the Indiana DOE

August 7 - First Teacher Contract Day

August 20 - First Student Day

September 3 - Labor Day (School Closed)

October 19 - Parent/Teacher Conferences (School Closed for Students)

October 22 - Fall Break (School Closed)

November 21, 22, 23 - Thanksgiving Break (School Closed)

December 21 - Make-up Day (If make-up day is not needed, then school closed)

December 24 - January 1 Winter/Semester Break (School Closed)

January 2 - Teacher Record Day (School Closed for Students)

Quarter 1 Aug 20 - Oct 19 (44 days)

Quarter 2 Oct 23 - Dec 20 (40 days)

Semester 1 Aug 20 - Dec 20 (84 days)

January 3 - First Day of Second Semester

February 4 - Mid-Winter Break (School Closed)

February 25 - Make-up Day (If make-up day is not needed, then school closed)

March 15 - Make-up Day (If make-up day is not needed, then school closed)

March 29 - April 5 - Spring Break (School Closed)

April 19 - Make-up Day (If make-up day is not needed, then school closed)

May 27 - Memorial Day (School Closed)

June 12 - Teacher Record Day (Make-up Day, if needed)

Make-Up Days will extend the school year as needed & required by law

Quarter 3 Jan 3 - Mar 12 (47 days)

Quarter 4 Mar 13 - June 11 (54 days)

Final Exams May 24, 28, 29

Semester 2 Jan 3 - June 11 (101 days)

Young Inspiration STEAM Academy

2018 - 2019 Tentative Calendar (subject for potential revision)

| July | | | | | | |
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| September | | | | | | |
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| June | | | | | | |
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|---|-------------------|---|-----------------------------------|---|-----------------------|---|------------------------------------|
|  | School in Session |  | School Closed |  | Make Up Day if needed |  | Teacher Contract Day (No Students) |
|  | Graduation |  | End of Grading Period or Semester | | |  | Summer School, if funding allows |

August 14 - First Teacher Contract Day

August 15 - First Student Day

September 3 - Labor Day (School Closed)

October 19 - Parent/Teacher Conferences (School Closed for Students)

October 22 - Fall Break (School Closed)

November 21, 22, 23 - Thanksgiving Break (School Closed)

December 21 - Make-up Day (If make-up day is not needed, then school closed)

December 24 - January 1 Winter/Semester Break (School Closed)

January 2 - Teacher Record Day (School Closed for Students)

Quarter 1 Aug 15 - Oct 12 (42 days)

Quarter 2 Oct 15 - Dec 20 (44 days)

Final Exams Dec 18, 19, 20

Semester 1 Aug 15 - Dec 20 (86 days)

January 3 - First Day of Second Semester

February 4 - Mid-Winter Break (School Closed)

February 25 - Make-up Day (If make-up day is not needed, then school closed)

March 15 - Make-up Day (If make-up day is not needed, then school closed)

March 29 - April 5 - Spring Break (School Closed)

April 19 - Make-up Day (If make-up day is not needed, then school closed)

May 27 - Memorial Day (School Closed)

May 30 - Teacher Record Day (Make-up Day, if needed)

Last Day of School June 7

Quarter 3 Jan 3 - Mar 12 (47 days)

Quarter 4 Mar 13 - May 29 (47 days)

Final Exams May 24, 28, 29

Semester 2 Jan 3 - June 7 (99 days)

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

DEPARTMENT OF THE TREASURY

Date: JAN 09 2003

YOUNG INSPIRATION INC
C/O PATSY A IEZZI JR
15 N MAIN ST SECOND FLR
GREENSBURG, PA 15601-0000

Employer Identification Number:
25-1773900

DLN:
17053184012002

Contact Person:
LARRY W BOTHE

ID# 31462

Contact Telephone Number:
(877) 829-5500

Addendum Applies:
No

RECEIVED JAN 13 2003

Dear Applicant:

We have considered your application for a group exemption letter recognizing your subordinates as exempt from federal income tax under section 501(a) of the Internal Revenue Code as organizations of the type described in section 501(c)(3).

Our records show that you were recognized as exempt from federal income tax under section 501(c)(3) of the Code. Your exemption letter remains in effect.

Based on information you supplied, we recognize your subordinates whose names appear on the list you submitted as exempt from federal income tax under section 501(c)(3) of the Code.

Additionally, we have classified the organizations that you operate, supervise, or control, and that are covered by your notification to us, as organizations that are not private foundations because they are organizations of the type described in sections 509(a)(1) and 170(b)(1)(A)(vi) of the Code.

Donors may deduct contributions to your subordinates as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your subordinates or for their use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of section 2055, 2106, and 2522 of the Code.

Your subordinates whose gross receipts each year are normally more than \$25,000 are each required to file Form 990, Return of Organization Exempt From Income Tax, by the 15th day of the fifth month after the end of their annual accounting period. If you prefer, you may file a group return for those subordinates that authorize you in writing to include them in that return. If you are required to file Form 990 for your own activities, you must file a separate return and may not be included on any group return that you file for your subordinates. The law imposes a penalty of \$20 a day when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty imposed cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable

Letter 2419 (DO/CG)

YOUNG INSPIRATION INC

cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so your subordinates should make sure their returns are complete before filing them. Please advise your subordinates that, if they receive a Form 990 package in the mail, they should file the return even if their gross receipts do not exceed the \$25,000 minimum. If not required to file, a subordinate should simply attach the label provided, check the box in the heading to indicate that its annual gross receipts are normally \$25,000 or less and sign the return. This will allow us to update our records to show that the subordinate is not required to file and to delete that subordinate from the list of organizations that will receive Form 990 packages in future years.

Your subordinates are required to make their annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You and your subordinates are also required to make available for public inspection your group exemption application, any supporting documents and this exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Your subordinates are not required to file federal income tax returns unless subject to the tax on unrelated business income under section 511 of the Code. Each organization subject to this tax must file Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your subordinates' present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

As of January 1, 1984, each of your subordinates is liable for social security taxes under the Federal Insurance Contributions Act on remuneration of \$100 or more they pay to each of their employees during a calendar year. Your subordinates are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Each year, at least 90 days before the end of your annual accounting period, please send the items listed below to the Internal Revenue Service Center at the address shown below.

1. A statement describing any changes during the year in the purposes, character, or method of operation of your subordinates;
2. A list showing the names, mailing addresses (including Postal ZIP codes), actual addresses if different, and employer identification numbers of subordinates that, since your previous report:
 - a. Changed names or address;
 - b. Were deleted from your roster; or

YOUNG INSPIRATION INC

- c. Were added to your roster.
3. For subordinates to be added, attach:
 - a. A statement that the information on which your present group exemption letter is based applies to the new subordinates;
 - b. A statement that each has given you written authorization to add its name to the roster;
 - c. A list of those to which the Service previously issued exemption rulings or determination letters;
 - d. A statement that none of the subordinates is a private foundation as defined in section 509(a) of the Code if the group exemption letter covers organizations described in section 501(c)(3);
 - e. The street address of each subordinate whose mailing address is a P.O. Box; and
 - f. The information required by Revenue Procedure 75-50, 1975-2 C.B. 587, for each subordinate that is a school claiming exemption under section 501(c)(3). Also include any other information necessary to establish that the school is complying with the requirements of Revenue Ruling 71-447, 1971-2 C.B. 230. This is the same information required by Schedule B, Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code.
 4. If applicable, a statement that your group exemption roster did not change since your previous report.

Please mail the information requested in this letter to the following address:

Internal Revenue Service
Ogden UT 84201

Your Group Exemption Number is 3900. Your subordinates are required to include this number on each Form 990, Return of Organization Exempt From Income Tax, and Form 990-T, Exempt Organization Business Income Tax Return, that they file. Please advise your subordinates of this requirement and provide them with the Group Exemption Number.

If the heading of this letter indicates that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about the exempt status and foundation status of your subordinates, you should keep it for your records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Letter 2419 (DO/CG)

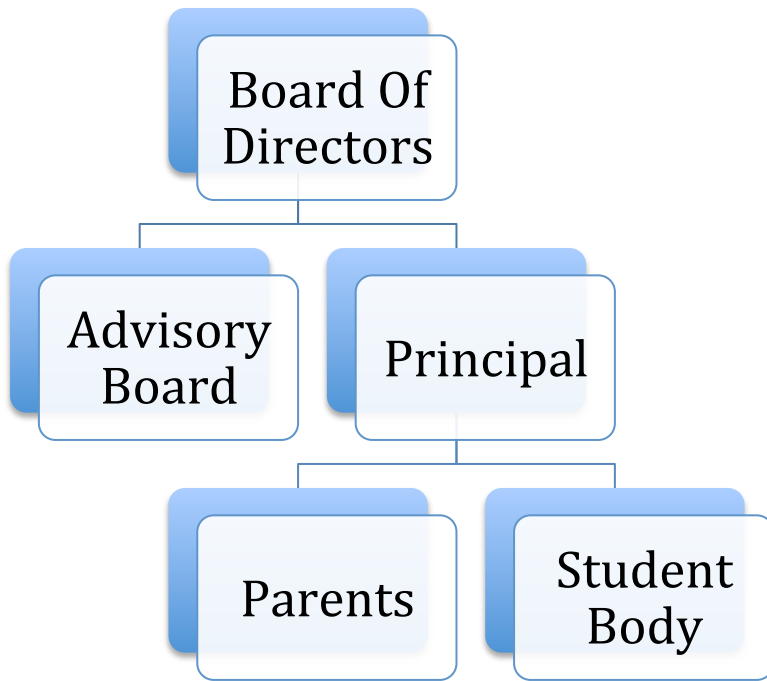
YOUNG INSPIRATION INC

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Lois G. Lerner".

Lois G. Lerner
Director, Exempt Organizations



Articles of Incorporation
for
Young Inspiration Charter School

We the undersigned, all of legal age and sound mind and body, hereby agree to establish a corporation in the state of North Carolina, and further agree to the following articles of incorporation.

ARTICLE I

Name of Corporation

This corporation will be named Young Inspiration Charter School, located at 13925 Erwin Road, Charlotte, NC 28273.

ARTICLE II

Nature/Purpose of Business

This corporation is being established for the purpose of operation of a charter school.

ARTICLE III

Membership/Board of Directors

The Board of Directors for the corporation will be Frank Jacobs, Kimberly Jacobs, Erma Mason, Sadie Jones, Sandra Byrd, Debra Edwards, Sally Corbin, Quintin Chiles, and Selwyn Davis.

ARTICLE IV

Registered Agent

The registered agent for Young Inspiration Charter School is Kimberly Jacobs, located at 1113 Fordham Road, Charlotte, NC 28208.

ARTICLE V

Stock

N/A

ARTICLE VI
Meetings/Statements

The board of directors, will meet monthly to discuss corporation business, elect new members, etc.}.

Annual statements from Young Inspiration Charter School will be distributed to board of directors, etc.

ARTICLE VII
Bylaws

**BYLAWS
OF
YOUNG INSPIRATION CHARTER SCHOOL**

ARTICLE I

Organization

ARTICLE 1.1 Name The name of the corporation is Young Inspiration Charter School. The charter school shall operate under the corporation as:
Young Inspiration Charter School

ARTICLE 1.2 Principal Office and Other Offices. The Corporation's principal office, known place of business, and place where its records shall be kept is 1113 Fordham Road, Charlotte, NC 28208. The Corporation may change its principal office, or adopt other and additional offices, as the Board may designate from time to time.

ARTICLE 1.3 Corporate Seal. No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board shall approve its form.

ARTICLE 1.4 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of August and end on the last day of July next succeeding.

ARTICLE 1.5 Registered Agent. The name and address of the Corporation's registered agent is Kimberly Jacobs, School Director.
Address: 1113 Fordham Road, Charlotte, NC 28208

ARTICLE II
Purpose

ARTICLE 2.1 The Corporation is organized for the purpose of being a Charter School under the Charter School Act of 1996, as codified in North Carolina General Statute 115C-238.29A et seq.

ARTICLE III
Members

ARTICLE 3.1 Members. There shall be no members in the Corporation unless provisions for them are later made through an amendment to the Articles of Incorporation.

ARTICLE IV
Board of Directors

ARTICLE 4.1 General Powers. All Corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors.

ARTICLE 4.2 Number and Term. The Board of Directors shall consist of a minimum of five and a maximum of twelve directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board. Directors shall serve for terms of three years, or until their successors assume office.

ARTICLE 4.3 Composition

ARTICLE 4.3.1 Two Board seats shall be reserved for members of the parent corporation of Young Inspiration Inc.

ARTICLE 4.3.2 The school Director of the Academy shall serve by designation as an ex officio, non-voting member of the Board of Directors.

ARTICLE 4.4 Authority. The powers of the Board of Directors shall include, without limitation, the authority to do the following:

ARTICLE 4.4.1 Appointments. Appoint, remove, replace and supervise all the Corporation's officers and any of the Corporation's employees;

ARTICLE 4.4.2 Investment. Invest and expend Corporation funds in order to carry out all the Corporation's business;

ARTICLE 4.4.3 Agents. Employ or discharge agents, employees and independent contractors.

ARTICLE 4.4.4 Agreements. Negotiate and enter into necessary agreements, or subcontracts to promote, develop and conduct the Corporation's business and otherwise to carry out the Corporation's intent and purpose;

ARTICLE 4.4.5 Insurance. Obtain liability, property and other insurance as necessary to properly protect the Corporation's business and properties and the Corporation's officers, directors, managers, members, and employees;

ARTICLE 4.4.6 Litigation. Institute litigation on routine collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation;

ARTICLE 4.4.7 Borrowing. Borrow money for Corporation purposes;

ARTICLE 4.4.8 Execute Documents. Execute any instruments or documents necessary or convenient to carry on Corporation business; and

ARTICLE 4.4.9 Establish Procedures. Establish operating procedures, requirements, policies and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

ARTICLE 4.5 Policies and Procedures. The Board of Directors shall be authorized from time to time to adjust, amend and repeal such policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

ARTICLE 4.6 Action by the Board of Directors. A majority vote is required and sufficient for the Board of Directors to act except in those instances specifically described herein and in the Articles of Incorporation where a super-majority is required in order for the Board of Directors to act or in those designated instances when unanimous consent is required for it to act.

ARTICLE 4.7 Committees. The Board of Directors may establish, from time to time and at its discretion, establish committees in order to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Committees may include, but are not limited to Finance, Personnel, Fundraising, Facility, Curriculum, Volunteers, and Enrollment, or others as may be needed. Members of committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

ARTICLE 4.8 Compensation. Unless otherwise expressly provided by resolution adopted by the Board of Directors, no Director shall receive any compensation for his or her services as a Director. The Board of Directors may at anytime and

from time to time by resolution provide that Directors shall be reimbursed for their actual expenses. .

ARTICLE 4.9 Resignations. Any Director may resign at any time by giving written notice of his or her resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair or the Secretary; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE 4.10 Full Time Services Not Required. Nothing in these By laws shall be deemed to require that a person serving on the Board of Directors spend his or her full time or any specific amount of time managing the Corporation's business; however, any person serving as a Board of Directors member shall be available at reasonable times to assist in the management of the Corporation's business.

ARTICLE 4.11 Director Responsibilities. All board members will be required to demonstrate commitment to the mission of the corporation and to Young Inspiration Charter School. Members will be required to serve on at least one committee and attend meetings of the Board of Directors. Directors absent from three(3) consecutive regular meetings of the Board of Directors or one-half of the regular meetings of the Board of Directors within one (1) fiscal year may be subject to removal.

ARTICLE 4.12 Vacancies. Any vacancy on the Board of Directors shall be filled by a majority vote of the remaining members of the Board at any meeting.

ARTICLE 4.13 Removal From the Board of Directors. A Board of Directors member may be removed with or without cause only by a simple majority vote of the Board at any meeting.

ARTICLE V Board of Directors Meetings

ARTICLE 5.1 Regular Meetings. The Board of Directors shall meet at least ten times per year, at such times and locations as it may determine suitable and appropriate. An annual meeting shall be held in the month of September each year unless determined otherwise by the Board of Directors. Reasonable notice of all Directors' meetings shall be provided to each Director by mail, telephone, or other means of communication as deemed appropriate by the Chairperson of the Board of Directors. All meetings of the Board of Directors shall comply with the open meetings law, 115C-4, of the North Carolina Public Schools Law.

ARTICLE 5.2 Special Meetings. The Board of Directors also may hold special meetings called by the Chair or when a majority of the Board of Directors

members shall request a meeting. In the event that a Special Meeting is called, each Board of Directors member shall be given 48 hours' notice of that Special Meeting. No other business but that specified in the notice may be transacted without the unanimous consent of all present at such meeting. Any special meeting(s) of the Board of Directors of the Company shall be announced and held in compliance with the open meetings law,

ARTICLE 5.3 Quorum. The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation; however, a lesser number may reschedule a meeting, and the Corporation shall cause a notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A quorum shall be required at the rescheduled meeting. Except as otherwise provided in these Bylaws or in the Corporation's Articles of Incorporation, the act of a majority of the directors present at a meeting at which a quorum exists shall be the act of the Board of Directors.

ARTILCE 5.4 Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.

ARTICLE 5.5 Compliance with NC Open Meeting Laws. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with North Carolina law relating to meetings of public bodies.

ARTICLE 5.6 Procedure. All business conducted at the meetings of the Corporation, including meetings of the Board of Directors, shall be conducted pursuant to Robert's Rules and Order or a reasonable, comparable format.

ARTICLE 5.7 Conflict of Interest. If a matter comes before the Board which places a Director in a conflict of interest between the interests of the Corporation and the interest of the Director, or the Director's family or business, the Director with the conflict shall be prohibited from voting on the particular matter. In addition, the Corporation shall comply with the voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

ARTICLE VI Officers

ARTICLE 6.1 Officers. The Corporation's officers shall consist of a Chairperson, a Vice Chair, a Secretary, and a Treasurer and such other officers as determined appropriate by the Board of Directors. Each officer designated by the Board of

Directors shall have such authority and perform such duties as the Board of Directors may from time to time determine. The officers shall serve at the pleasure of the Board of Directors. Any number of offices may be held by the same person, other than the offices of President and Secretary. An officer may, but need not be, a member of the Board of Directors of the Corporation.

ARTICLE 6.2 Nominating Procedures. The Board of Directors shall appoint a Nominating Committee whose responsibility it will be to present a slate of candidates for Officers to the Board of Directors at the annual meeting. The Board of Directors may accept or decline the slate presented by the slating committee. If the slate is declined, nominations for officers may be entertained by the Board Chairperson. .

ARTICLE 6.3 Removal and/or Resignation of Officers. Any officer may be removed with or without cause by the Board of Directors by a majority vote of the Board of Directors at any regular or special meeting held by the Board of Directors. The removal of a person as an officer of the Corporation does not automatically prevent the same person from serving on the Board of Directors. Any officer may resign at any time by giving written notice of resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Corporation; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE 6.4 Duties of the Chairperson. The Chairperson shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chairperson shall establish the agenda, in consultation with the School Director, for each meeting of the Board of Directors, and have such powers as may be reasonably construed as belonging to the chief executive of any corporation, including the appointment of committees, committee chairpersons and committee membership. The Chair shall perform such other duties as the Board of Directors may prescribe.

ARTICLE 6.5 Duties of the Vice Chair. In the absence of the Chair, or in the event of the Chair's inability or refusal to serve, the Vice Chair, as selected by the Board of Directors, shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. Such Chair shall have such other powers and perform such other duties as the Board of Directors or Chair may prescribe including acting as the parliamentarian of the Corporation.

ARTICLE 6.6 Duties of the Secretary. The Secretary shall cause minutes of all Board of Directors meetings to be kept, and review such minutes before presentation to the Board of Directors. The Secretary shall see that minutes of all meetings and all unanimous consents of the Board of Directors, these Bylaws,

and all other records as required by law are properly kept. The Secretary shall file any certificate, reports and/or other filings required by any local, federal and/or state statute(s), give and serve all notices to Directors of the Corporation, maintain custody of the records and seal of the Corporation, submit to the Board of Directors any communications which shall be addressed to the Secretary of the Corporation, attend to all correspondence of the Corporation and exercise all duties incident to the office of Secretary. The Secretary will be custodian of the corporate seal, if any, and, except as otherwise specified in a Board of Directors resolution, the Secretary will be a proper officer to impress the Corporation seal, if any, on any instrument signed by the President or any other duly authorized person, and to attest to the same. The Secretary shall perform such other duties as may be assigned, from time to time, by the President or the Board of Directors.

ARTICLE 6.7 Duties of the Treasurer. The Treasurer shall be actively engaged in the oversight, custody and management of the monies, assets, property and or securities of the Corporation. The Treasurer shall render or delegate an appointed representative to render, at stated periods as the Board of Directors shall determine a written account of the finances of the Corporation, and shall exercise all duties incident to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

ARTICLE 6.8 Duties of Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE 6.9 Terms of Officers. Each officer shall hold office for a term of one year or until such time as his successor has been elected by the Board of Directors. An officer may serve for more than one term.

ARTICLE 6.10 Officer Vacancies. Vacancies in any office shall be filled by a vote of the Board of Directors at any regular or special meeting.

ARTICLE VII School Directors

ARTICLE 7.1 Selection. The School Director(s) shall be appointed by the Board of Directors. The School Director(s) shall receive such compensation as the Board may direct. The School Director(s) may not serve as an officer or board member of the Corporation.

ARTICLE 7.2 Duties The School Director(s) shall carry out the policies established by the Governing Board and shall be directly responsible to the Board of Directors.

ARTICLE VIII
Indemnification

ARTICLE 8.1 Indemnification. The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeal (other than an action, suit, proceeding by or in the right of the Corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the Corporation or is or was serving at the request of the Corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE IX
Contracts, Checks, Loans, Deposits, and Gifts

ARTICLE 9.1 Contracts. The Board of Directors may authorize one (1) or more officers, agents or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

ARTICLE 9.2 Negotiable Instruments. All checks, drafts or other orders for the payment of money, notes, or other evidence of an indebtedness issued in the Corporation's name shall bear the signatures of those officers or employees of the Corporation as authorized by resolution. The Board of Directors may require such officers or employees to be bonded in an amount fixed by the Board of Directors.

ARTICLE 9.3 Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of

the Corporation on such terms and conditions as the Board of Directors shall determine

ARTICLE X Amendments

ARTICLE 10.1 Amendments. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted. Amendments require an affirmative vote from two-thirds of the Board of Directors. Material changes to the Bylaws require approval from the North Carolina State Board of Education.

- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application. A copy of the articles of incorporation is included in the appendix of this application.

- A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission. Pursuant to NCGS 115C-238.29E(d) the Board of Directors of Young Inspiration Charter School shall decide all matters relating to the operation of the school including budgeting, curriculum and operating procedures.

- Explain the decision-making processes the board will use to develop school policies.

A best-practices approach will be taken to develop school policies. Committees, in conjunction with the administration, will examine existing policies of successful schools, adapt those policies to conform to the needs of Young Inspiration Charter School and recommend the policies to the board for deliberation and action. Parents will be included on policy development committees,

particularly in those instances where policies are being considered that would directly affect the students, parents or both.

- Portray how the board will involve parents and community members in governing the school. The Young Inspiration Charter School Board of Directors realizes the importance of parent and community involvement in creating and sustaining a successful school. Parents and community partners have been invited to participate in meetings during this initial school development period and have been encouraged to get and stay involved in the start-up phase. A parent group has been organized to assist in getting the message out about Young Inspiration Charter School. They have assisted in gathering petitions as well as the distribution of marketing materials about the school. Our strongest community partnership has been the local churches in the area. The pastors have invited us to speak on behalf of Young Inspiration Charter School and what this school choice option means to the families. Parents and community

members will be invited to join committees when new policies are being developed. Along with the School Director, school staff members, and other board members, they will discuss the effectiveness of existing policies and ways to improve the schools overall performance. The board meetings are held in a public forum with notice given and public comment welcomed. As we move forward in board development, the parent and community representation will be encouraged.

•Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization. Young Inspiration Charter School will measure its organizational effectiveness in four ways. First, Young Inspiration Charter School will administer all required state tests and has the ultimate goal of attaining the highest level of achievement in both proficiency and growth; in current terminology, the school has the ultimate goal of being an honors school of excellence with high growth. Designations assigned by the NC Department of Public Instruction will measure Young Inspiration Charter School progress toward these ultimate goals in proficiency (whether Young Inspiration Charter School is a school of progress, a school of distinction, or a school of excellence) and in growth (whether Young Inspiration Charter School is a school that does not meet growth, meets growth, or meets high growth). Second, as a college-preparatory school, Young Inspiration Charter School has the goal of a 100% acceptance rate at four-year colleges. The percentage of students accepted by four-year colleges in each graduating class will provide measurements of progress toward achieving this goal. Third, to help prepare students for college and to position students to receive academic scholarships, Young Inspiration Charter School has the goal of achieving SAT scores and ACT scores that are higher than the state average. To help students attain these goals, Young Inspiration Charter School plans to administer the PSAT to students in grade 8, 9, 10, and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10. The difference between Young Inspiration Charter School's mean SAT and ACT scores and the state's mean SAT and ACT scores will allow the school to measure its progress towards achieving these goals.

ARTICLE VIII

Duration/Dissolution

Young Inspiration Charter School will exist perpetual.

Dissolution of Young Inspiration Charter School will occur with a vote from a majority of the Board of Directors.

Assets owned by Young Inspiration Charter School upon dissolution will become the possession of Young Inspiration Inc..

ARTICLE IX

Liability

No member of Young Inspiration Charter School shall be personally liable or responsible for the debts or obligations of Young Inspiration Charter School.

ARTICLE X

Dispute Resolution

The undersigned agree that any disputes will be resolved according to the guidelines written in the Bylaws.

ARTICLE XI

Regulation

This document, and the corporation established herein, is subject to the laws and regulations of North Carolina in The United States of America.

Signed this **{date}** day of **{month}**, **{year}**.

Name

Signature

Name

Signature

Articles of Incorporation
for
Young Inspiration Charter School

We the undersigned, all of legal age and sound mind and body, hereby agree to establish a corporation in the state of North Carolina, and further agree to the following articles of incorporation.

ARTICLE I

Name of Corporation

This corporation will be named Young Inspiration Charter School, located at 13925 Erwin Road, Charlotte, NC 28273.

ARTICLE II

Nature/Purpose of Business

This corporation is being established for the purpose of operation of a charter school.

ARTICLE III

Membership/Board of Directors

The Board of Directors for the corporation will be Frank Jacobs, Kimberly Jacobs, Erma Mason, Sadie Jones, Sandra Byrd, Debra Edwards, Sally Corbin, Quintin Chiles, and Selwyn Davis.

ARTICLE IV

Registered Agent

The registered agent for Young Inspiration Charter School is Kimberly Jacobs, located at 1113 Fordham Road, Charlotte, NC 28208.

ARTICLE V

Stock

N/A

ARTICLE VI
Meetings/Statements

The board of directors, will meet monthly to discuss corporation business, elect new members, etc.}.

Annual statements from Young Inspiration Charter School will be distributed to board of directors, etc.

ARTICLE VII
Bylaws

**BYLAWS
OF
YOUNG INSPIRATION CHARTER SCHOOL**

ARTICLE I

Organization

ARTICLE 1.1 Name The name of the corporation is Young Inspiration Charter School. The charter school shall operate under the corporation as:
Young Inspiration Charter School

ARTICLE 1.2 Principal Office and Other Offices. The Corporation's principal office, known place of business, and place where its records shall be kept is 1113 Fordham Road, Charlotte, NC 28208. The Corporation may change its principal office, or adopt other and additional offices, as the Board may designate from time to time.

ARTICLE 1.3 Corporate Seal. No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board shall approve its form.

ARTICLE 1.4 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of August and end on the last day of July next succeeding.

ARTICLE 1.5 Registered Agent. The name and address of the Corporation's registered agent is Kimberly Jacobs, School Director.
Address: 1113 Fordham Road, Charlotte, NC 28208

ARTICLE II
Purpose

ARTICLE 2.1 The Corporation is organized for the purpose of being a Charter School under the Charter School Act of 1996, as codified in North Carolina General Statute 115C-238.29A et seq.

ARTICLE III
Members

ARTICLE 3.1 Members. There shall be no members in the Corporation unless provisions for them are later made through an amendment to the Articles of Incorporation.

ARTICLE IV
Board of Directors

ARTICLE 4.1 General Powers. All Corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors.

ARTICLE 4.2 Number and Term. The Board of Directors shall consist of a minimum of five and a maximum of twelve directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board. Directors shall serve for terms of three years, or until their successors assume office.

ARTICLE 4.3 Composition

ARTICLE 4.3.1 Two Board seats shall be reserved for members of the parent corporation of Young Inspiration Inc.

ARTICLE 4.3.2 The school Director of the Academy shall serve by designation as an ex officio, non-voting member of the Board of Directors.

ARTICLE 4.4 Authority. The powers of the Board of Directors shall include, without limitation, the authority to do the following:

ARTICLE 4.4.1 Appointments. Appoint, remove, replace and supervise all the Corporation's officers and any of the Corporation's employees;

ARTICLE 4.4.2 Investment. Invest and expend Corporation funds in order to carry out all the Corporation's business;

ARTICLE 4.4.3 Agents. Employ or discharge agents, employees and independent contractors.

ARTICLE 4.4.4 Agreements. Negotiate and enter into necessary agreements, or subcontracts to promote, develop and conduct the Corporation's business and otherwise to carry out the Corporation's intent and purpose;

ARTICLE 4.4.5 Insurance. Obtain liability, property and other insurance as necessary to properly protect the Corporation's business and properties and the Corporation's officers, directors, managers, members, and employees;

ARTICLE 4.4.6 Litigation. Institute litigation on routine collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation;

ARTICLE 4.4.7 Borrowing. Borrow money for Corporation purposes;

ARTICLE 4.4.8 Execute Documents. Execute any instruments or documents necessary or convenient to carry on Corporation business; and

ARTICLE 4.4.9 Establish Procedures. Establish operating procedures, requirements, policies and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

ARTICLE 4.5 Policies and Procedures. The Board of Directors shall be authorized from time to time to adjust, amend and repeal such policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

ARTICLE 4.6 Action by the Board of Directors. A majority vote is required and sufficient for the Board of Directors to act except in those instances specifically described herein and in the Articles of Incorporation where a super-majority is required in order for the Board of Directors to act or in those designated instances when unanimous consent is required for it to act.

ARTICLE 4.7 Committees. The Board of Directors may establish, from time to time and at its discretion, establish committees in order to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Committees may include, but are not limited to Finance, Personnel, Fundraising, Facility, Curriculum, Volunteers, and Enrollment, or others as may be needed. Members of committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

ARTICLE 4.8 Compensation. Unless otherwise expressly provided by resolution adopted by the Board of Directors, no Director shall receive any compensation for his or her services as a Director. The Board of Directors may at anytime and

from time to time by resolution provide that Directors shall be reimbursed for their actual expenses. .

ARTICLE 4.9 Resignations. Any Director may resign at any time by giving written notice of his or her resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair or the Secretary; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

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members shall request a meeting. In the event that a Special Meeting is called, each Board of Directors member shall be given 48 hours' notice of that Special Meeting. No other business but that specified in the notice may be transacted without the unanimous consent of all present at such meeting. Any special meeting(s) of the Board of Directors of the Company shall be announced and held in compliance with the open meetings law,

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ARTILCE 5.4 Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.

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ARTICLE IX
Contracts, Checks, Loans, Deposits, and Gifts

ARTICLE 9.1 Contracts. The Board of Directors may authorize one (1) or more officers, agents or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

ARTICLE 9.2 Negotiable Instruments. All checks, drafts or other orders for the payment of money, notes, or other evidence of an indebtedness issued in the Corporation's name shall bear the signatures of those officers or employees of the Corporation as authorized by resolution. The Board of Directors may require such officers or employees to be bonded in an amount fixed by the Board of Directors.

ARTICLE 9.3 Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of

the Corporation on such terms and conditions as the Board of Directors shall determine

ARTICLE X Amendments

ARTICLE 10.1 Amendments. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted. Amendments require an affirmative vote from two-thirds of the Board of Directors. Material changes to the Bylaws require approval from the North Carolina State Board of Education.

- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application. A copy of the articles of incorporation is included in the appendix of this application.

- A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission. Pursuant to NCGS 115C-238.29E(d) the Board of Directors of Young Inspiration Charter School shall decide all matters relating to the operation of the school including budgeting, curriculum and operating procedures.

- Explain the decision-making processes the board will use to develop school policies.

A best-practices approach will be taken to develop school policies. Committees, in conjunction with the administration, will examine existing policies of successful schools, adapt those policies to conform to the needs of Young Inspiration Charter School and recommend the policies to the board for deliberation and action. Parents will be included on policy development committees,

particularly in those instances where policies are being considered that would directly affect the students, parents or both.

- Portray how the board will involve parents and community members in governing the school. The Young Inspiration Charter School Board of Directors realizes the importance of parent and community involvement in creating and sustaining a successful school. Parents and community partners have been invited to participate in meetings during this initial school development period and have been encouraged to get and stay involved in the start-up phase. A parent group has been organized to assist in getting the message out about Young Inspiration Charter School. They have assisted in gathering petitions as well as the distribution of marketing materials about the school. Our strongest community partnership has been the local churches in the area. The pastors have invited us to speak on behalf of Young Inspiration Charter School and what this school choice option means to the families. Parents and community

members will be invited to join committees when new policies are being developed. Along with the School Director, school staff members, and other board members, they will discuss the effectiveness of existing policies and ways to improve the schools overall performance. The board meetings are held in a public forum with notice given and public comment welcomed. As we move forward in board development, the parent and community representation will be encouraged.

•Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization. Young Inspiration Charter School will measure its organizational effectiveness in four ways. First, Young Inspiration Charter School will administer all required state tests and has the ultimate goal of attaining the highest level of achievement in both proficiency and growth; in current terminology, the school has the ultimate goal of being an honors school of excellence with high growth. Designations assigned by the NC Department of Public Instruction will measure Young Inspiration Charter School progress toward these ultimate goals in proficiency (whether Young Inspiration Charter School is a school of progress, a school of distinction, or a school of excellence) and in growth (whether Young Inspiration Charter School is a school that does not meet growth, meets growth, or meets high growth). Second, as a college-preparatory school, Young Inspiration Charter School has the goal of a 100% acceptance rate at four-year colleges. The percentage of students accepted by four-year colleges in each graduating class will provide measurements of progress toward achieving this goal. Third, to help prepare students for college and to position students to receive academic scholarships, Young Inspiration Charter School has the goal of achieving SAT scores and ACT scores that are higher than the state average. To help students attain these goals, Young Inspiration Charter School plans to administer the PSAT to students in grade 8, 9, 10, and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10. The difference between Young Inspiration Charter School's mean SAT and ACT scores and the state's mean SAT and ACT scores will allow the school to measure its progress towards achieving these goals.

ARTICLE VIII

Duration/Dissolution

Young Inspiration Charter School will exist perpetual.

Dissolution of Young Inspiration Charter School will occur with a vote from a majority of the Board of Directors.

Assets owned by Young Inspiration Charter School upon dissolution will become the possession of Young Inspiration Inc..

ARTICLE IX
Liability

No member of Young Inspiration Charter School shall be personally liable or responsible for the debts or obligations of Young Inspiration Charter School.

ARTICLE X
Dispute Resolution

The undersigned agree that any disputes will be resolved according to the guidelines written in the Bylaws.

ARTICLE XI
Regulation

This document, and the corporation established herein, is subject to the laws and regulations of North Carolina in The United States of America.

Signed this **{date}** day of **{month}**, **{year}**.

Name

Signature

Name

Signature

INSURANCE PEOPLE

Below are the estimated annual premiums Young Inspiration Charter School

Property Premium Estimate **\$750**

| | |
|---------------------|-----------|
| Contents | \$500,000 |
| Deductible | \$1,000 |
| Form | Special |
| Equipment Breakdown | Included |

General Liability Premium Estimate **\$1,588**

| | | |
|----------------------|----------|-----|
| Rating Basis: | Students | 324 |
| | Faculty | 24 |

Limits:

| | |
|----------------------------|---|
| Per Occurrence Limit | \$1,000,000 |
| Annual Aggregate | \$3,000,000 |
| Sexual Abuse & Molestation | \$1,000,000 per occurrence \$3,000,000 aggregate |
| Employee Benefits | \$1,000,000 per occurrence \$3,000,000 aggregate |

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,332**

| | |
|--------------------|------------------------------|
| | \$1,000,000 per occurrence |
| | \$2,000,000 aggregate |
| Additional Defense | \$100,000/\$50,000/\$100,000 |

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

| | | |
|--|---------------------|-----------------|
| Fidelity Bond Estimate | | \$332 |
| Limit | \$250,000 | |
| Auto Premium Estimate | | \$181 |
| Hired & Non Owned Autos Only | | |
| Limit of Liability | \$1,000,000 | |
| Head of Class Endorsement | | \$82 |
| Workers Compensation Premium Estimate | | \$5,595 |
| Statutory State - NC | | |
| Employers Liability | \$500/ \$500/ \$500 | |
| Payroll Estimate | \$929,880 | |
| Umbrella Premium Estimate | | \$2,387 |
| Limit of Liability | \$1,000,000 | |
| TOTAL ESTIMATED PREMIUM | | \$14,247 |
| | | |
| Student Accident Coverage | | \$7.00/ student |

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage



775 West 1200 North, Suite 100
Springville, UT 84663
(801) 489-9535
(801) 489-8493 fax
www.amercd.com

September 25, 2014

SUBJECT: Young Inspiration Charter School Facility Commitment

To Whom It May Concern:

This letter is written verification of our organization's intent to fund a state of the art charter school facility on behalf of Young Inspiration Charter School. The vertical construction for the facility is anticipated to cost approximately \$120 per square foot and Young Inspiration Charter School will enter into a lease for the proposed building. The facility is scheduled to be completed prior to the opening of the academic 2017-2018 school year.

Sincerely,

A handwritten signature in black ink, appearing to read "MM", is written over a faint circular watermark.

Mike Morley
Manager

MM/pm

STEAM Education Program Description

STΣ@M: Science & Technology, interpreted through Engineering & the Arts, all based in Mathematical elements.

A framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is FUNctional!

Students learn to organize with math, while they research as scientists and historians by using technology, so that they can understand global development and communicate about what is needed, wanted and possible in engineering for universal sustainability.

STEAM Framework Definition: Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics.

It is a contextual curriculum where the subjects are coordinated to support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each another in reality. This framework not only includes the art of aesthetics and design, but also the divisions of the liberal, language, musical, physical and manual arts.

The STEAM structure explains how all the divisions of education and life work together; therefore it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including the Arts, Music, CTE and Physical Education divisions of public education.

It has been implemented in PK-12, college classes, museums, after-school programs and with rehabilitation and dementia patients. STEAM Education has a framework for lesson plans that show how it is adaptable, benchmarked and easily reinforces the standards in unique and engaging ways.

STEAM ties ALL the subjects to each other in an interdisciplinary way as well as to the full spectrum of the rapidly changing business and professional world. It is a life-long career and life-readiness way of educating and learning that is adaptable to the rapidly changing global world we live in.

Shifting to a STEAM perspective means understanding learning contextually; not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

S-T-E-M with the A includes

- Sharing knowledge with communication and language arts, “voice” – impact, power, legacy
- A working knowledge of manual and physical arts, including how-to and fitness
- Better understanding past and present cultures and aesthetics through the fine arts
- Rhythmic and emotional use of math, physics, physiology and often language with the musical arts
- Understanding sociological developments, human nature, and ethics with the liberal arts

Programs

STEAM is being used in schools all around the world to teach academic and life skills in a standards-backed, reality-based, personally relevant exploratory learning environment. It is adaptable, benchmarked, cross-curricular alignment for multi-disciplinary student assessments, and reinforces NCLB and state standards and has been used with teachers required to integrate with the Common Core, all done in unique and engaging ways. It is backed with a variety of well-recognized and adopted educational philosophies, classroom management and assessment strategies. It promotes deeper understanding and transference of knowledge across the subjects. It is used for developing model educational programs to create functionally literate people by increasing the depth and breadth of proficiency in all students and educators and the communities they influence. It works by expanding a program's current lesson plans into STEAM plans for more realistic discovery and innovation for all types of learners and support from and interaction with local and global community.

STEAM can help make good education better. The STEAM framework, like steam itself, can fit anywhere and take innumerable shapes, and, if used purposefully, can be a very powerful and enjoyable tool for teaching and learning any level of any topic. It delivers high quality team-based education to all students. Preparing children for a growing variety of careers is important to advance the global society and its economies. Careers past, current and potential are organized to be taught with STEAM. Students are taught to evaluate needs, wants and opportunities in order to be informed users, responders and innovators. It prepares students to be life-long learners in pursuit of college, skilled trade programs, potential yet unknown career paths and well-balanced lives. STEAM is a whole-learner, community-involved and influenced learning environment. It has a living-curriculum structure that is representative of the surrounding culture and aware and tolerant of all types of diversity and perspectives.

Classrooms

Embedded in the framework is a system to establish well-balanced teams among educators and students based on a variety of characteristics. All participants have ways they are advanced and are challenged. With this system, their skills are used for leading in some areas while other areas are strengthened through observing and assisting. Educators instruct within their specialty with co-planned thematic units that everyone contributes to in projects related to the required benchmark concepts and skills. There are times when various groups of educators co-teach overlapping subject areas and assignments. However, most of the time, educators still are able to work focused on their own schedule and tie to the theme when it is convenient in their plans. Special times are designated for working on projects, so that as new concepts are learned they can be applied and built upon. The classrooms and common areas become a network of specialty topics in a living and growing discovery place.

Educators

STEAM Educators report feeling rejuvenated by richer living work environments. They have the ability to use more diversification of teaching methods and be more of a facilitator to learners. It empowers educators to meet the guidelines in a variety of unique and engaging ways and to meaningfully cross-reference concepts and vocabulary. They have the opportunity to teach collaboratively, exchange ideas, have easier preparations for substitutes and have more productive common planning times. The teachers report feeling the positive shift from ME to WE in the staff as well as with students.

They state that through the structure of rubric-based portfolios and process work, they have a better (broader and deeper) understanding of what their students prove they know in different ways including what they can tangibly accomplish. Educators can better match their learning objectives and goals to the

variety of learners they encounter. They can cater the themes to those of interest to the local students and community.

Students

STEAM asks students to evaluate local to global career, hobby and life opportunities and developments in historical, current and potential contexts. Students are challenged to learn and apply the breadth and depth of content and skill sets across the disciplines through reality-based projects using up-to-date research from the fields. Students are asked to perpetually evaluate their points of interest, experiences and talents with ongoing portfolio development, which becomes useful for applying to extra-curricular and post-graduation pursuits.

STEAM educators have reported to us that, when students are introduced to the framework and shown how to create academically and socially balanced teams and are tasked with working on reality-based thematic concepts, the following things have been noticed:

- Students soon start using knowledge and skills from across the subjects to back up their work and have deeper understanding and recall of concepts when reminded of related activities.
- Students develop an ability to recognize and respect their own and others' varying skill sets and intelligences. They learn how to best fit into teams based on roles that they have a predisposition to do well at, and learn how they and others create society.
- They more naturally use team dynamics help solve conflicts and conversations are reported as being more on-topic.
- Students look forward to these activities and take more measures to prepare for missing work during these times. When the projects align well with the curricular concepts of that time frame, then the students have more of a direct reason to learn the content for optimal application in their project.
- Participants feel more group identity and pride with fellow students and the school, something that is often under-cultivated. They feel a shift from ME (the singular student) to WE (an active participant in the global community.)
- Classroom and SPED teachers report that students with IEPs and 504s are more engaged. Special, ESL and advanced learners get more of what they need academically and interactively from the team-based approach and need fewer specialized pull-out sessions.

Communities

STEAM promotes a structure of community and business partnerships with schools. Programs that are well-supported by their communities have a record of higher engagement among educators and all levels and types of students and families for better overall program sustainability. Our plans promote adding in ecological and cultural sustainability, too, including having rotating displays in the common areas of the schools and having community meetings and program information nights. Educators report parent engagement and donations are increasing.

Themes Commonly Used

STEAM Education is how ALL subjects and people are recognized and can contribute. All effort is encouraged. It is hoped to be a factor in diminishing the drop-out, unemployment and poverty rates, having to teach to the test instead of the individual, and the disproportionate percentage of women and minorities in leadership positions.

Many programs choose to revolve their STEAM curriculum framework around themes such as:

- Power & Energy
- Elements & Processes
- Life & Movement
- Transportation
- Communication
- Music
- Inventions

It is necessary to have many varied experiences for students to be successful in this rapidly developing technological world, but it can still be done inexpensively.

Courses Offered

WHAT'S YOUR POINT? - The first example MS/HS Introductory STEAM Course with a sample portfolio

Students start at the point of the pyramid, based on their perspective as a person who learns holistically. The course teaches them to evaluate their skills and interests within a structure for investigating the educational discipline fields to learn more about the breadth and depth of career, hobby and life options. It exposes students to a large range of skill sets and career choices through projects that include research and development. Students perpetually evaluate their points of interest, experiences and talents with ongoing portfolio development that become useful for applying to extracurricular and post-graduation pursuits. Students evaluate local to global career path opportunities and developments in historical, current and potential contexts, and investigate a spectrum of careers and the related discipline skills needed to pursue them.

STEAM Education Certification Packages

We provide professional development for individuals and educational programs to assist and support the transition to a STEAM platform. We offer three types of training packages- one for individual **Educators**, one for **Staff**, and one for whole **Programs**. The focus of these professional development sessions are to learn about Integrated Science-Technology-Engineering-Arts & Math Education: why it's being done, how it works, how it affects you, your school, your community. These sessions are geared for school administrators and educator and are appropriate for museum affiliates and out-of-school program facilitators.

What is covered in a STEAM training?

Learn about Integrated Science-Technology-Engineering-Arts & Math Education: why it's being done, how it works, how it affects you, your school and your community.

STEAM Training includes 24 video segments totaling about 7 1/2 hours training with supporting documents which covers theory, program and classroom establishment instructions and help writing custom STEAM lesson briefs. Training results in being prepared to write and submit a vetted STEAM Lesson Brief to become a STEAM Certified Educator. Certification requires about another 4 hours for completing a lesson plan and the process, less if training with a team.

Both STEAM Trained and Certified educators will have access to the training and teaching documents, as well as the live bank of STEAM lesson plans for a year after their training, including updates made and new documents added during that time.

Staff Educator Training and Certification

Our Staff Educator Certification offers a full teaching staff an introduction to STEAM and allows them to take it in their own direction. The training includes an introduction to STEAM theory, program and classroom establishment, as well as help in creating personalized STEAM lesson plans and student portfolios. All staff members will receive online accounts to complete their video supported virtual training based on the membership level purchased by the Program. Our Tier 4 Membership level allows educators to become trained in STEAM theory, development and practicum through our full set of training videos (about 7 1/2 hours total runtime) plus transcripts, program documents, and one-year access to our STEAM Lesson Plan Bank. Tier 5 Membership includes additional help writing custom STEAM lesson briefs which result in having a STEAM Certified Staff.

General Educator Training includes:

- Virtual Training - Theory and Reasoning
 - Introduction to the STEAM framework
 - Review of epistemology and pedagogy of STEM/STEAM
 - Learn about the commons of the subjects
 - Class management tactics –behavioral & interdisciplinary
 - Meeting extensions for all types of learners
 - Review of previous examples of STEAM projects and programs
 - Developing Curriculum Maps
- Virtual Training - Practicum & Plan Creation – **Personalized for Optional On-Site Training**
 - Reasoning for and how to create STEAM Teams for educators and students
 - Examples of STEAM themes& interdisciplinary PBL projects –hands-on
 - Program sustainability considerations and tactics
 - Partnerships, sponsorships and grants advice
 - Community Outreach structure and STEAM school events
 - Lesson plan creation/expansion based on benchmarks

What are STEAM Educator Certification Training Camps for Individuals?

We offer **Certification Educator Camps** where an administrator , curriculum coordinator, informal educator or teacher can come to learn to use the STEAM framework and to see if the program is a good fit for their whole program’s needs. This is a Virtual & On-Site Hybrid Training. Administrators and individuals or small groups of teachers, museum curators, camp directors and home-schoolers are the primary attendees at these camps. We offer these STEAM Training Camps throughout the year and try to rotate the locations around larger cities in the different regions of the continental U.S. You can check our **Store Page** for upcoming camps. If you’d like to receive our new camp announcements and other STEAM news, you may sign up for our newsletter on our homepage.

What is the difference between being STEAM trained and STEAM certified?

Educators who attended a full STEAM training may state that they are STEAM trained on how to deliver and teach with STEAM lesson plans and practices. Educators who have completed a lesson plan and been certified may state that they are STEAM certified and have proven that they know how to write a STEAM lesson plan. Educators with STEAM certification and experience are becoming sought after in the global market. Both STEAM Trained and Certified staff will have access to the training and teaching documents as well as the live bank of STEAM lesson plans for a year after their training, including updates made and new documents added during that time.

What are some more details on certified STEAM lesson plans?

There is a growing bank of STEAM lesson plans that are contributed by teachers with a similar philosophy – integrating meaningful reality-based STEAM education. The first sets of teachers in the network helped to frame the lesson plan template and, as things develop in the educational world, the template is adaptable to accommodate shifts. The lesson plan template is a device for educators to have a structure that helps coordinate ideas across the spectrum of subjects and is adaptable for all educational levels. Once the lesson plans are inclusive across the subject areas for a specific educational level and are certified, they are uploaded and offered to the network.

The point of having educators write STEAM lesson plans to contribute to a commons is two-fold: the first is to verify that they understand how to build a STEAM lesson plan after the training and to receive suggestions on how to make them more well-rounded and polished, the second is to give voice to the educational experts, the teachers in the field, to create a standards-based, live curriculum better than any individual educational program or company can alone. By having STEAM certified teachers contribute at least one lesson plan to the commons, the plans become searchable by the network and everyone is submitting work that can be used, tweaked, updated and supported by similarly minded teachers around the world. With the rate of people now contributing, it is hoped that soon educators can pick and choose variations of lessons to build a full personalized curriculum that works for their students.

In order to maintain the structure that supports impassioned educators to collaborate freely and without biases towards funders, we have to charge to have access to and be a part of the network that shares ideas and lesson plans.

Most states offer professional development points for educational publications, so educators would have the added benefit of being able to apply for additional PD points for any approved lesson plans that they submit.

Program Certification

We offer a transition support Program Certification to implement the paradigm shift to become a STEAM school as a supplement to a STEAM certified staff. It generally takes 3-5 years to transition a school program to fully adopt and use a new paradigm. The first year of a school's transition is key to building the foundation and some schools prefer more support during that time. We now offer a fully virtual Program Certification package. However, most of our programs have traditionally chosen to bring the STEAM Education staff on-site for the benefit of customized professional development, as well as curricular help and support. While we highly recommend on-site visits, they are no longer required for Program Certification. The virtual Program Certification package is available for programs who are unable to accommodate on-site visits and instead requires the Program to provide photos and videos of the program as well as potentially schedule Skype time with the STEAM Education staff for support during first-year implementation.

90% of school staff must be certified as a pre-qualifier to the Program Certification completion, including at least one administrator, one guidance officer, all extension teachers and 90% of the professional staff in each site program. If necessary, additional staff training can be accomplished by having individuals receive the training at a STEAM training camp or through the on-line training site.

Details on international STEAM training

All domestically offered services are available for international requests including Staff Training, Program Certification, Keynotes & Presentations and Consulting. Please go to our 'Certifications & Trainings' page for a link to our international programs document. The most economical way to receive training is to sign up for the membership that includes the video training. This training is currently offered in English; please contact us to give us feedback on what other languages would be most useful to have a translation in.

Fees

Consulting for schools and institutions is contracted on an individual basis. Please contact us at bookings@steamedu.com for a complete list of current programs and pricing. Many schools are getting sponsorships using grants, Title I funds or local businesses to reduce their direct costs.

Does our school need special equipment to get started with STEAM?

It can be quite helpful to have a STEAM lab with work tables and open spaces that classes can use for constructing things, but it is not necessary. As STEAM labs are unique to each school, we offer help in designing them. No special space or equipment is required to be a STEAM school, but highly recommended are: a STEAM room for building things, a grade level appropriate technology education shop/lab and a clean room for robotics equipment, some garden beds and greenhouses with a hydroponics lab, and a 3D printer. If the district is capable of offering electronics to students, we suggest laptops, not tablets and iPads. Laptops provide the ability for students to go much deeper with their studies. We do hope that programs are able to at least offer a 1:4 ratio of laptops for their students.

What do the additional program certification PD visits look like?

From the contract: Professional development visits to assist administration and staff in implementation, deeper learning about STEAM, program support and individual meetings with staff members are available upon request. This may include scheduled time for Consultant's observations in each building and to have time to talk with teachers during their planning periods and the entire staff after school.

In reality: A personal visit can be made to spend time in each school walking through halls, doing quick observations of classes and looking at examples of STEAM projects that are being worked on. There may be brief meetings with staff during their planning times to address issues at their grade levels. After school in the group meeting, we can provide a recap and talk about program updates that have happened since your school's training and will address general concerns and questions from the teachers. These visits are meant to be supportive, not critical. We are not there to look at what isn't being done, but what is, and to offer help to grow the program. It takes time to meet the requirements of the program and we want the teachers to feel that we're there to help them, answer questions, learn from their experiences and work out issues together by brainstorming as experts together. They know their students and your structure and have their favorite programs and lessons. We'd like to know what is working, what needs support, and what is not clear. We'll offer help pulling together the strengths from your team and offering suggestions from what we see other teams doing to extend on what your team is doing.

Program Certification Portfolio creation and approval process: During the summer break at the end of the school year, the portfolio will be finalized by July 1st to complete the program certification process by August 15th.

Program Certification

- Portfolio requirement completion = certificate of Program Certification for completing the requirements in that year - can get annual update certifications.

*Programs meeting certification requirements are eligible for PD update and renewal package for each subsequent continuous year at a reduced price from Year One. This primarily involves updating and submitting an annual portfolio and the option of requesting an on-site PD update.

A STEAM Coordinator is suggested for school and/or district wide programs.