

About this Guide. The curriculum at Ad Astra is organized in three-year cycles that correspond with planes of development and structured to provide broad-based exposure to educational experiences while encouraging detailed individualized exploration. Successive levels deepen knowledge and refine understanding.

	Primary
Developmental Characteristics	<p>First Plane of Development (3 – 6 years) During this stage of development, children have a unique ability to absorb knowledge quickly and effortlessly.</p> <p>These Children are sensorial explorers and learn through the senses. All Experiences within the classroom environment are hands-on.</p> <p>Social development occurs in an environment with children of at least three ages (3-6 yr. olds) so that helping, caring, and responsibility develop naturally and appropriately.</p>
Practical life	<p>The Practical Life activities link the home environment to the school environment and develop everyday life skills through real and purposeful work. The main purpose of these activities is the development of concentration, coordination, and independence. Secondary purposes include the development of logical thought, ability to sequence, formation of sets, exploration of spatial relationships, cultural adaptation, and preparation for reading and writing. These activities form the foundation for all other work in the environment.</p> <p>Exercises include, for example, spooning, sweeping, folding, buttoning, learning how to take care of the environment, lessons to practice independent and polite social interactions.</p> <p>There are also activities using movement and silence. Games help the child learn how to function in a group and to develop self-control.</p>
Sensorial	<p>The sensorial materials are a series of puzzle-like apparatus that allows the child to refine the many sensorial impressions taken in through experience in the world.</p> <p>The main purposes of the sensorial exercises are the development of observation, comparison, judgment, reasoning, and decision-making skills. These exercises also prepare the child for math through the activities of matching, sequencing, sorting, grading, classifying, and patterning.</p> <p>Development of Visual Sense Visual discrimination of dimension, form, and color</p> <p>Development of Tactile Sense Tactile discrimination of texture, temperature, and weight</p> <p>Development of Auditory Sense Discrimination of volume and pitch</p>

	<p>Development of Sense of Taste and Sense of Smell Isolating the sense of touch to discriminate without the aid of the visual sense</p> <p>Refinement of Stereognostic Perception Combination of senses, construction of geometric figures and forms, discrimination of three-dimensional geometric forms; sphere, cube, cone, cylinder, ovoid, ellipsoid, rectangle prism, triangular prism, square-based pyramid, triangle-based pyramid.</p>
<p>Language</p>	<p><i>The Primary environment utilizes the child's sensitive period for language by starting with spoken language, then progressing to writing and reading, and the exploration of the function of words in our grammar, leading to the development of expressive and receptive language skills.</i></p> <p>Spoken Language</p> <ul style="list-style-type: none"> • Enrichment of vocabulary: learn the name of objects, develop and refine the skill of conversation by focusing on sentence structure and staying on topic • Verb tenses: past, present and future • Lessons to practice and simulate social situations dramatically • Stories, songs and poems to give the child an opportunity to appreciate literature <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Rhyming, sentence segmenting, word segmenting, syllable segmenting, and alliteration. • Sound games: initial sounds, ending sounds, middle sounds, words with a specific sound anywhere in the word, and sounding a word out from beginning to end • Sandpaper letters: beginning with the consonants and vowels then progressing to the phonograms (diagrams and long vowels) <p>Writing</p> <ul style="list-style-type: none"> • Constructing words with the moveable alphabet, then phrases and sentences and finally paragraphs and stories • Preparation of the hand through mental insets, chalkboards and paper <p>Reading</p> <ul style="list-style-type: none"> • Phonetic reading, sight words, alphabetizing and spelling • Phonograms: writing, reading and spelling • Introduction to grammar and parts of speech through the use of concrete objects and games • Word study, antonyms, synonyms, homonyms, singular and plural, contractions, positive comparative and superlative

	<p>Sentence analysis Exploring how the order and placement of phrases affects meaning.</p> <p>Math <i>In all math experiences, children are presented first with a material that allows for hands-on exploration of the concept. The confidence and skills the children acquire from their experiences in the Practical Life and the Sensorial areas of the Primary classroom prepare them for success in mathematics.</i></p> <p><i>Children begin working with the math materials when they approach the age of four. The lists of concepts associated with each group are shown below.</i></p> <p>Numbers 1 to 10 Through the use of rods, spindles, and disks, numeration, one to one correspondence, number as length, number as quantity, and the concept of zero are introduced.</p> <p>Decimal System Categories of unit (one), ten, hundred and thousand are introduced with bead materials. The process of addition, subtraction, multiplication, and division are experienced with the materials</p> <p>Numbers 11 to 19 Teens are presented separately to reinforce the construction of these numbers with one ten and units and the language of the teen numbers which does not follow the typical pattern</p> <p>Numbers 11 to 99 Numbers in the tens are explored with an emphasis on the change from nine to the next ten (39-40, for example) by building the numbers with beads</p> <p>Counting 1 – 1000 Bead chains provide practice in counting and recognizing numbers. Exercises using the chains include introduction to multiples of numbers and the concept of squaring and cubing.</p> <p>Memorization Work Through a series of boards offering repetition, the child moves toward the memorization of addition, subtraction, multiplication, and division facts.</p> <p>Passage to Abstraction Some children move to abstraction in their math through the use of an abacus-like bead frame for addition and subtraction</p> <p>Fractions</p>
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	<p>Introduction to the concept of fractions</p>
<p>Geometry</p>	<p>Basic problem-solving skills are introduced using 'real-life' situations such as cooking and sharing. <i>Geometry is presented to the young child through sensorial exploration and language work. Shapes are introduced through wooden insets, solid shapes, and triangles used to construct other shapes. All sensorial work is followed by language to clarify the concept. The name of all typical geometric shapes is introduced to the primary-aged child. Manual work (drawing, tracing, cutting) provides additional experience in geometry for the child.</i></p>
<p>History</p>	<p><i>For the young child, the focus is on developing awareness and understanding of the concept of time.</i></p> <p>Introduction to the calendar Days of the week, months of year</p> <p>Awareness of seasonal change</p> <p>Beginning of clock study O'clock, half-past, quarter of, quarter past</p> <p>Introduction to the three fundamental tenses Past/present/future</p> <p>Experience of personal history via Birthday Celebrations Child's personal "biography" Timeline of a child's day</p> <p><i>The geography curriculum introduces the child to stories of their culture and other cultures around the world.</i></p>
<p>Geography</p>	<p>Physical Geography</p> <ul style="list-style-type: none"> • Study of Land Forms. Island, lake, archipelago, system of lakes, peninsula, gulf, cape, bay, isthmus, strait. • Exploration of Globes, Maps, and Flags <p>Cultural Geography</p> <ul style="list-style-type: none"> • Experience/Culture. People, places, products, plants/animals, homes, clothing, transportation, arts/crafts/history – cultural stories, songs, and poems – cultural cooking – cultural holiday celebrations <p>Appreciation of Art Art themes, artists, periods</p>

<p>Science</p>	<p>Concrete exploration of the physical and life sciences to further classify the child's world.</p> <p>Life Sciences</p> <p>Living/Non-Living</p> <p>Plants/Animals</p> <p>Vertebrate/Invertebrates</p> <ul style="list-style-type: none"> • Vertebrates: mammal, reptile, amphibians, fish, bird • Invertebrates: insects <p>Botany</p> <p>Leaf shapes, plants, trees, flowers</p> <p>Magnetism</p> <p>States of Matter</p> <p>Buoyancy</p> <p>Color mixing</p> <p>Water displacement/volume</p> <p>Weather</p> <p>Evaporation/condensation</p>
<p>Technology</p>	<p><i>For the young child, we continue to use a multi-sensory approach and real-life experiences for learning using manipulative materials, classroom events, and lessons. We recognize the need for movement and learning through experience.</i></p> <p><i>The use of technology in the Primary classroom is Teacher driven and assisted by children's inquiries and the interest in additional information not already present in the classroom.</i></p>
<p>Music</p>	<p><i>A Montessori approach to music addresses every aspect of musical learning; listening; performing; creating. The theory connects the musical experience with movement dance and speech.</i></p> <p>Rhythm</p>

	<ul style="list-style-type: none"> • Induction to a steady beat, then uneven beat. • Rhythm sticks leading to barred instruments. <p>Instrumental The gradual introduction of instruments and the concept of the melody using the instruments to enhance songs – mallet technique exercises</p> <p>Vocal Short songs with limited pitches involving movement, songs with repetition, the dramatization of songs, emphasis on the use of props such as scarves, hats, puppets, introduction to concept of high and low, sounds/pitch</p> <p>Volume Concept of loud and soft</p> <p>Cultural Instruments</p> <p>Music Appreciation Listen to many different genres of music, attend local concerts and performances, invite local musicians to come into the classroom.</p>
<p>Art</p>	<p><i>The primary program sees art as a continuing process in conjunction with the day-to-day work of the child.</i></p> <p><i>Each child works at his/her own pace using a variety of media to stimulate choice and innovations.</i></p> <p>Exploring Exploration of the various media available: coloring, drawing, painting at an easel, watercolor painting, clay, collage; exploration of simple tools, media and ways of making things. Children will use their hands in ways to develop control in manipulation and the development of the hand.</p> <p>Creating Observation and experimenting with simple techniques and different media to structure art and gain independence in making decisions; enjoy the experience of making something unique.</p> <p>Refining Learning how to look at his/her own work and appreciate the work of others, share the responsibility of clean up and preparation</p>
<p>Physical education</p>	<p>Emphasis: <i>How I move in my environment, identify self-space and locomotor movements. Children are in a sensitive period for movement and order.</i></p>

	<p>Movement skills & Movement knowledge</p> <ul style="list-style-type: none"> • Develop locomotor skills such as hopping, balance, gallop, march/walk in different directions, start/stop on command • Explore rhythm in relation to physical education: clap, run, jump to a specific beat • Develop hand/eye coordination skills <p>Self-image, personal and social development Appreciate the body's ability to move through large muscle activities, parallel play, taking turns, following directions, sharing, listening, safety while moving in space.</p>
<p>Social & Emotional</p>	<p>Grace and courtesy Children learn appropriate responses and manners for different social situations; how to introduce one's self, how to greet a guest, how to offer comfort, how to solve a conflict, how to apologize, how to wait at the doctor office, etc. Practice through drama and small groups.</p> <p>Self-Awareness Naming feelings and understanding emotions; celebrating differences; self-calming techniques (i.e., yoga, meditation, focus on breath); creating a quiet place for reflection (i.e., reading corner, Peace area, outdoor environment, etc.)</p> <p>Community Awareness Understanding how one fits into his community: family, school, village, island, world. Learning how to work with others; how to contribute to the community; conflict resolution steps; effective listening. Field trips and presentations from the community. Working with local elders and professionals to learn about the island community.</p> <p>Environmental Awareness Understanding how one affects the environment; steps to understand how to keep our local and greater environment healthy. Field trips and partnerships with local environmental groups to learn about our island and the human footprint on it.</p> <p>Cultural Awareness Understanding the many different cultures that make up our global community. Learning to appreciate and respect different beliefs, customs, food, holidays, and dress. Use of stories, songs/music, guest speakers/presenters, etc.</p>

Ad Astra School
Activities & Schedule
June 1, 2024

8:00am – 8:30am	Children arrive; Morning Care
8:30am – 11:30am	Morning Work Period (includes Morning Snack)
11:30am – 12:15pm	Lunch Table Preparation & Lunch
12:15pm – 1:00pm	Outdoor Play
1:00pm – 1:15pm	Prepare for and settle down for Nap/Rest
1:15pm – 2:45pm	Nap/Rest (or Afternoon Work Period for non-nappers)
2:45pm – 3:00pm	Afternoon Snack
3:00pm – 3:45pm	Outdoor Play
3:45pm – 6:00pm	Afternoon Care ; children depart

Activity	Description
Morning Care/Afternoon Care	<ul style="list-style-type: none"> In the morning, children are dropped off during the designated time window and join classmates in supervised play on the playground. In the afternoon, children participate in thematic, STEM-based activities and projects; children may be picked up at any time during the designated time window.
Morning/Afternoon Work Period	<ul style="list-style-type: none"> The work period affords children the opportunity to choose from appropriate activities (both active and quiet) that interest them (see Curriculum Guide) and helps them develop concentration, order, cooperation, and independence while satisfying their natural curiosity and affinity for exploration.
Lunch	<ul style="list-style-type: none"> Children eat lunch brought from home as a group, encouraging both independence and social skills.
Outdoor Play	<ul style="list-style-type: none"> Children enjoy ample time playing outside to develop gross motor skills.
Nap/Rest	<ul style="list-style-type: none"> Children who do not wish to nap or rest after being given the opportunity participate in the Afternoon Work Period.

Ad Astra School
Regulatory Compliance & Safety Sweep
June 1, 2024

STANDARD	COMMENT
Know your numbers at all times-indoors and outdoors	
All entrances and hallway are clear of clutter and anything to trip over	
Pony walls, tops of cubbies, and top of refrigerator are free of clutter and heavy things that are not secured	
Hot drinks are covered and locked in a cabinet, out of reach of children	
Staff personal belongings are locked and out of reach of children	
All cleaning solutions are clearly labeled and stored in out of reach of children and not in food areas	
Hot water is not accessible to children	
Drinking water is accessible to children at all times	
Food from home is clearly labeled with child's name (lunch box)	
Water bottles are labeled with the child's names	
Allergy List Posted	
Personal Items in the refrigerator are not touching	
All opened snacks are sealed and labeled with the expiration date	
All food outside of the refrigerator (on the counter covered with a a food cover)	
Bathrooms are clean and toilets flushed	
All hygiene products accessible; soap, paper towels, toilet paper, trash can liners	
Lotions and sunscreen properly labeled with exp. date and locked and out of reach of children	
Medication for children are not expired, in medication lock box and have valid authorizations for use	

STANDARD	COMMENT
Personal Items in the cubbies are not touching	
Children's personal items, including extra clothes are labeled	
Cots are labeled with each child's name	
Nap map is posted	
Appropriate amount of spare linen	
Furniture is in good repair	
Heavy furniture is secured to the floor or the wall	
Tables and chairs are clean and unstacked while children are present	
Fans or portable heaters are out of reach of children including cords	
Safety (baby) gates are not present	
All electrical outlets are covered with a safety plug	
Window blinds are working and in good condition	
Rugs have anti-slip pad underneath	
All trash cans are labeled for what they are used for	
Water on floor is mopped up immediately	
Evacuation Routes are current and posted	
Emergency backpack and First aid supplies are present class lists are up to date	
Other notes	

Ad Astra School
Cleaning Practices
June 1, 2024

Definitions:

- **Clean:** Remove dirt, soil, and impurities.
- **Disinfect:** Kill certain bacteria.
- **Sanitize:** Kill certain bacteria and viruses.

Areas	Before Each Use	After Each Use	Daily (End of Day)	Weekly	Monthly	Comments
Responsibility>>>	Classroom Staff		Cleaning Staff			
Food Preparation Areas						
• Food preparation surfaces	Clean, sanitize	Clean, sanitize				Use sanitizer safe for food contact
• Eating utensils & dishes		Clean, sanitize				If washing by hand, use sanitizer safe for food contact as the final step in the process; use of an automatic dishwasher will sanitize
• Tables	Clean, sanitize	Clean, sanitize				
• Countertops		Clean	Clean, sanitize			Use sanitizer safe for food contact
• Food preparation appliances		Clean	Clean, sanitize			
• Mixed-use tables	Clean, sanitize					Before serving food
• Refrigerator					Clean	
Child Care Areas						
• Hats			Clean			Clean after each use if head lice is present
• Door & cabinet handles			Clean, disinfect			
• Floors			Clean			Sweep or vacuum, then damp mop (consider micro fiber damp mop to pick up most particles)
• Machine washable cloth toys				Clean		Launder
• Play activity centers				Clean		

• Drinking fountains			Clean, disinfect			
• Computer keyboards/tablets		Clean, sanitize				Use sanitizing wipes; do not use spray
• Phone/radio receivers			Clean			
Toileting Areas						
• Handwashing sinks & faucets			Clean, disinfect			
• Countertops			Clean, disinfect			
• Toilets			Clean, disinfect			
• Diaper pails			Clean, disinfect			
• Floors			Clean, disinfect			Damp mop with floor cleaner/disinfectant
Sleeping Areas						
• Bed sheets				Clean		Clean before use by another child
• Cots & mats				Clean		Clean before use by another child
• Blankets					Clean	
Outdoor Environment						
• Portable Equipment			Clean			
• Permanent Equipment				Clean		
• Landscaping				Clean		
• Hardscaping				Clean		

Ad Astra School
Handwashing Protocol for Adults
June 1, 2024

Signage is to be posted at all adult handwashing sinks and dishwashing sinks that reads:

Employees must wash their hands:

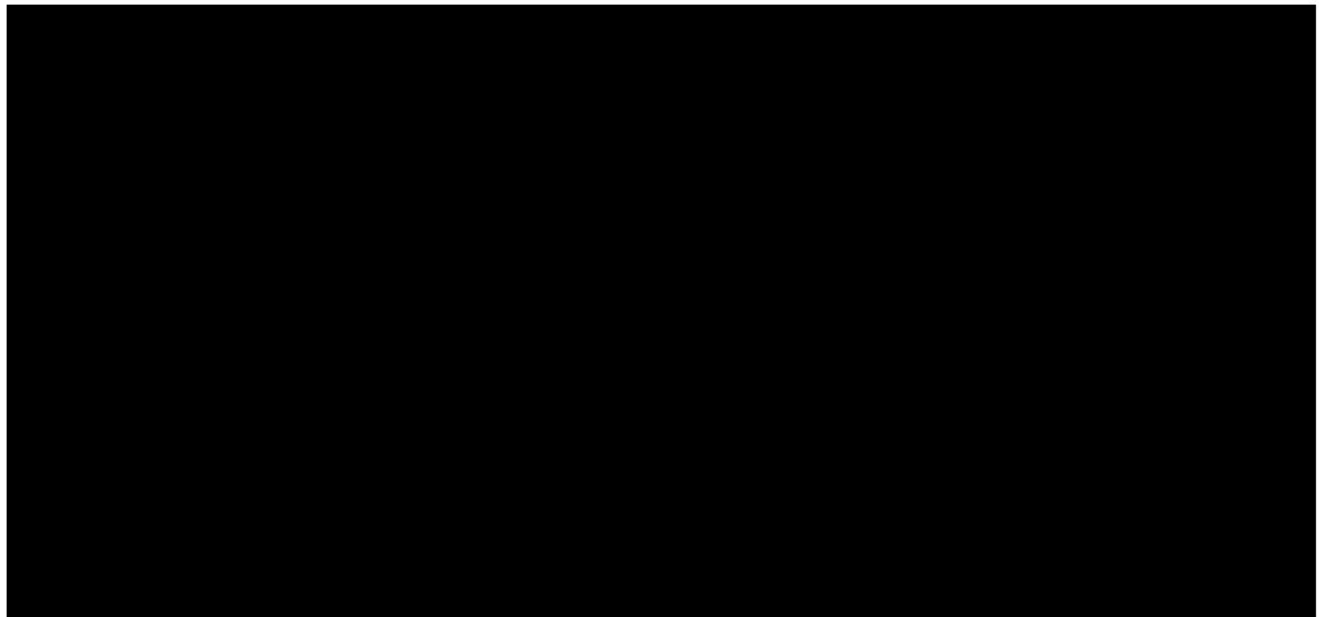
- Immediately upon arriving at Ad Astra
- Before eating or handling food or medication
- Before feeding a child
- After assisting a child with toileting
- After personal toileting
- After handling or cleaning bodily fluids, such as after wiping noses, mouths, or bottoms, and tending sores
- After handling or feeding animals
- After outdoor activities
- After handling raw food products
- After eating, drinking, or smoking
- After using any cleaners or toxic chemicals
- After removing gloves

**Ad Astra School
Emergency Procedures
June 1, 2024**

ASSIGNMENTS DURING AN EMERGENCY		
STAFF MEMBER	TITLE	ASSIGNMENT
Joana Fowler	Primary Guide and Program Director	Direct Evacuation & Person Count
Primary Assistant (TBD)	Assistant Primary Guide	Handle First Aid & Telephone Emergency Numbers
James Lu	Elementary Guide and Program Director	Secondary Person Count & Telephone Emergency Numbers
Elementary Assistant (TBD)	Assistant Elementary Guide	Handle First Aid & Telephone Emergency Numbers

EMERGENCY NAMES & TELEPHONE NUMBERS	
Any Life-threatening Emergency	911
Police (Non-emergency)	(512) 332-8600
Fire (Non-emergency)	(512) 332-8670
Poison Control	(800) 222-1222
Ascension Seton Bastrop Hospital	(737) 881-7400
Child Protective Services	(512) 321-3995
Ad Astra Facilities	Jehn Balajadia (661) 904-8392

EXIT LOCATIONS & EVACUATION ROUTES



DESIGNATED EMERGENCY LOCATIONS	
Lockdown	Staff Workroom
Primary Evacuation Area	Field North of and Behind the Stable Under the Grove of Trees (at least 50 feet away from main building)
Secondary Evacuation Area	Field Immediately South of and Behind the Stable
Tertiary Evacuation Area	The Stable

**Ad Astra School
Sample Snack Calendar
June 1, 2024**

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Strawberries & Yogurt	Apples & Graham Crackers	Cucumbers & Hummus	Blueberries & Crackers	Cherry Tomatoes & Hummus
PM	Pita Chips & Hummus	Turkey & Cheese	Avocado & Tortilla Chips	Raisins & Pretzels	Pita Chips & Grapes
AM	English Muffin & Jam	Banana & Sun Butter	Banana & Crackers	Pita Chips & Hummus	Blueberries & Yogurt
PM	Avocado & Tortilla Chips	Carrots & Hummus	Yogurt & Graham Crackers	Apples & Pretzels	Avocado & Tortilla Chips
AM	Blueberries & Yogurt	Raisins & Pretzels	Turkey & Cheese	Apples & Graham Crackers	Strawberries & Crackers
PM	Cucumbers & Hummus	Blueberries & Crackers	Cherry Tomatoes & Hummus	Bagel & Jam	Yogurt & Graham Crackers
AM	Avocado & Tortilla Chips	Pita Chips & Hummus	Pita Chips & Grapes	Banana & Crackers	English Muffin & Jam
PM	Apples & Graham Crackers	Strawberries & Yogurt	Oranges & Pretzels	Carrots & Hummus	Banana & Sun Butter
AM	Cherry Tomatoes & Hummus	Apples & Graham Crackers	Banana & Sun Butter	English Muffin & Jam	Blueberries & Crackers
PM	Pita Chips & Grapes	Turkey & Cheese	Carrots & Hummus	Turkey & Cheese	Raisins & Pretzels



Office of the Secretary of State

CERTIFICATE OF FILING OF

Ad Astra School, LLC
File Number: 805214457

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Limited Liability Company (LLC) has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 09/06/2023

Effective: 09/06/2023



A handwritten signature in black ink that reads "Jane Nelson".

Jane Nelson
Secretary of State

Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
FAX: 512/463-5709



**Certificate of Formation
Limited Liability Company**

Filed in the Office of the
Secretary of State of Texas
Filing #: 805214457 09/06/2023
Document #: 1282120620002
Image Generated Electronically
for Web Filing

Filing Fee: \$300

Article 1 - Entity Name and Type

The filing entity being formed is a limited liability company. The name of the entity is:

Ad Astra School, LLC

Article 2 – Registered Agent and Registered Office

A. The initial registered agent is an organization (cannot be company named above) by the name of:

Withers Bergman LLP

OR

B. The initial registered agent is an individual resident of the state whose name is set forth below:

C. The business address of the registered agent and the registered office address is:

Street Address:

**600 River Pointe Drive
Suite 200 Conroe TX 77304**

Consent of Registered Agent

A. A copy of the consent of registered agent is attached.

OR

B. The consent of the registered agent is maintained by the entity.

Article 3 - Governing Authority

A. The limited liability company is to be managed by managers.

OR

B. The limited liability company will not have managers. Management of the company is reserved to the members.

The names and addresses of the governing persons are set forth below:

Manager 1: **Jared Birchall**

Title: **Manager**

Address: **600 River Pointe Drive Suite 200 Conroe TX, USA 77304**

Article 4 - Purpose

The purpose for which the company is organized is for the transaction of any and all lawful business for which limited liability companies may be organized under the Texas Business Organizations Code.

Supplemental Provisions / Information

(A) The Company is organized and operated exclusively for educational and charitable purposes, as described in section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The Company shall not carry on any activities not permitted to be carried on by an organization described in section 501(c)(3) of the Code.

(B) The Company shall be operated exclusively to further the educational and charitable purposes of its member(s), as described in section 501(c)(3) of the Code.

(C) Each member of the Company shall be an organization that is exempt from taxation under section 501(c)(3) of the Code. Each member of the Company shall have a valid, unrevoked letter from the Internal Revenue Service stating that it qualifies as an organization exempt from taxation under section 501(c)(3) of the Code. In the event a member ceases to be exempt under section 501(c)(3), the provisions of the Company's Company Agreement pertaining to termination of status and dissociation of such member shall apply.

(D) Any direct or indirect transfer of any membership interest in the Company to any organization that is not exempt under section 501(c)(3) of the Code is prohibited.

(E) The Company, any interest in the Company (other than a membership interest), and any assets of the Company may only be availed of or transferred to (whether directly or indirectly) any nonmember other than an organization that is exempt under section 501(c)(3) of the Code in exchange for fair market value.

(F) The assets of the Company are irrevocably dedicated to charitable purposes as specified in section 501(c)(3) of the Code and no part of the net income or assets of this Company shall ever inure to the benefit of any member or manager thereof or to the benefit of any private person.

(G) Upon dissolution of the Company, any assets remaining after payment, or provision for payment, of all debts and liabilities of the Company shall be distributed to one or more organizations organized and operated exclusively for charitable purposes, and which have established tax-exempt status under section 501(c)(3) of the Code.

(H) Any amendments to the Company's Certificate of Formation or to the Company Agreement of the Company shall be consistent with section 501(c)(3) of the Code.

(I) The Company shall not distribute any assets to any member who ceases to be exempt under section 501(c)(3) of the Code.

(J) In the event that any provision of the Certificate of Formation is inconsistent with any provision of the Company's Company Agreement, the provisions of the Certificate of Formation shall prevail and be controlling.

[The attached addendum, if any, is incorporated herein by reference.]

Initial Mailing Address

Address to be used by the Comptroller of Public Accounts for purposes of sending tax information.

The initial mailing address of the filing entity is:

**600 River Pointe Drive
Suite 200
Conroe, TX 77304
USA**

Organizer

The name and address of the organizer are set forth below.

James P. Dossey 600 River Pointe Drive, Suite 200, Conroe, Texas 77304

Effectiveness of Filing

A. This document becomes effective when the document is filed by the secretary of state.

OR

B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is:

Execution

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

James P. Dossey

Signature of Organizer

FILING OFFICE COPY