

SCHOOL PROPOSAL OVERVIEW & ENROLLMENT PROJECTION

Please provide information for the **designated representative** for the applicant group. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. *Note: Names and contact information may be shared with external groups by the ICSB.*

Name of proposed charter school:

Carpe Diem

Proposed charter school location:

*Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the geographies the school intends to serve.

Indianapolis

School district(s) of proposed school location:

IPS

Legal name of group applying for charter:

Carpe Diem Collegiate High School

Rick Ogston, CEO, Carpe Diem Collegiate High School

Names, roles, and current employment for all persons on applicant team:

Designated applicant representative:

Rick Ogston

Address:

PO Box 6502

Yuma, AZ 85366

Office and cell phone:

(928) 317-3113, (928) 210-5777

Email address:

rogston@carpediemschools.com

Fax:

(928) 783-3473

Model or focus of proposed school:

(e.g., arts, college prep, dual language, etc.)

College Prep

Proposed Grade Levels and Student Enrollment

Specify the planned year of opening for the charter school, and indicate both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify)	6-10	173
Year 2	6-11	212
Year 3	6-12	251
Year 4	6-12	273
Year 5	6-12	273
At Capacity	6-12	273

Does the school expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes No

If yes, identify the ESP or other partner organization:

**Note: If the applicant intends to partner with a service provider or partner that has previous experience in operating a school, the applicant should use the RFP for Experienced Operators.*

Proposed Head of School/Principal Information (If Known)

Name of proposed candidate: n/a

Current employment: n/a

Daytime phone: n/a

Cell phone: n/a

Email address: n/a

Will an application for the same charter school be submitted to another authorizer in the near future? Yes No

If yes, identify the authorizer(s): n/a

Planned submission date(s): n/a

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): n/a

Submission date(s): n/a

CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

1. Mission and Vision. State the mission and vision of the proposed school. Identify and briefly describe the community the school proposes to serve, including assets and challenges relevant to the proposed school.

The mission of Carpe Diem Collegiate High School (CDCHS) is to **Educate, Empower** and **Equip** our students for life (EEE). Everything we do falls under these three E's. Education at Carpe Diem begins with teaching students the core content (English, Math, Science, Social Studies, Electives) using individualized computer assisted instruction. It continues in the classrooms where teachers implement the timeless and powerful verbs of Bloom's Taxonomy (communicate, collaborate, critically think, create) using contemporary nouns like Wiki, Facebook, Twitter, Bloggers, website design, painting, publishing and more.

Empowerment at Carpe Diem begins with students taking charge of their education from day one. Students monitor their own progress, seeing the quality, quantity and consequences of their work in real-time. We give them the tools and support necessary to succeed both independently and collaboratively, all within a positive cultural environment teaching the *Six Pillars of CharacterCounts!* and *The Seven Habits of Highly Effective Teens*. Empowerment continues as we use system of logical consequences to teach, motivate and encourage positive choices. Failure *is* an option at Carpe Diem, where we teach students to *own* their behavior by taking responsibility, *change* their behavior through exploring options, and then *move on* towards success.

Equipping our students for life includes college and career counseling, community service and partnerships, vocational internships, leadership, collaboration and fitness training in our fitness center under the guidance of a certified personal trainer. As students enroll in Carpe Diem, they are entered into *Folio 180*, an electronic portfolio system registering their hobbies and interests, as well as their college and career goals. Upon graduation, their up-to-date portfolio will include a professional resume, comprehensive college application and scholarship information, email-ready.

Successfully leveraging technology to assist us in teaching the triple E's, we believe we have a proof point that a blended learning school can produce outstanding, well-rounded students of character and achievement. Academic data supports this belief with four year 94% proficiency and 36% advanced performance averages on the state math and reading tests. Carpe Diem clearly makes the most of its public dollars, providing a high-quality education with a programming budget that is 30-40% less than that of a conventional public school.

Carpe Diem Schools strives to be a high-performing nationwide system of middle and high schools by blending e-learning, traditional instruction, and real-world experiences. Our "21st Century Next Practices" ensure that our students will:

- Master rigorous core content in social studies, science, technology, language, and mathematics

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- Develop critical thinking, analysis and problem solving skills
- Engage in cooperative learning using multiple forms of technology, social networking, and face-to-face groups
- Receive immediate support and feedback from highly qualified teachers, experienced content practitioners and our technology-based curriculum
- Gain real-world experience via internships and service projects
- Participate in extended educational fieldtrips within the local community, the nation, and the world
- Through academic instruction, character education, immersive learning and a well-developed physical and nutritional program, be well-rounded educated citizens.

We believe that achievement is a function of effort, not innate ability, and that all students, given the opportunity and regardless of circumstance, can achieve at higher levels. To ensure this, all of our decisions, at all levels, are be guided by robust data.

Our core values are: (1) character, (2) academics, (3) community, (4) professionalism, and (5) physical fitness.

Re: Location. Unfortunately we were unable to complete our due diligence regarding community location and facility acquisition prior to submitting this application. We are confident, however, that our initial location will be in the greater Indianapolis area, providing a unique high-quality blended learning education to both served and underserved communities.

Our greatest asset is our unique instructional design, customizable to provide individualized differentiated instruction to all students of any demography. Our greatest challenge, frankly, is our lack of Indiana-specific experience. We believe that our significant networking efforts with local businesses, Teach for American and The Mind Trust, along with hiring educators and school leaders familiar with Indiana, will mitigate that challenge significantly.

2. Educational Need and Target Population. Describe the educational needs and challenges of the targeted student population. Explain how the decision to serve this targeted population, including the grade levels you have chosen, would meet community needs. Identify any enrollment priorities you have set and explain how these will comply with Indiana’s open enrollment requirements as described in IC § 20-24-5.

Our open enrollment policy, with no quotas or qualifications, allows Indiana students from any area to attend our school. Our targeted population, however, will likely reside within the existing Indianapolis Public School District. Current IPS education statistics show a significant gap between IPS students and students living outside of the IPS district, with IPS students trending lower as shown below. These students will likely be our targeted population with significant need in graduation rates and academic achievement. These students are likely to be one or more grades below grade level. The benefit of our model is that each student can receive a customized curriculum path targeting deficiencies and closing gaps.

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Graduation Rate, 4 Year or Less		
Year	State Average	Indianapolis Public Schools
2008-09	81.5%	48.6%
2007-08	77.8%	47.2%
2006-07	76.4%	46.1%
2005-06	76.1%	50.8%

ISTEP+ Percent Pass both English and Math		
Year	State Average	Indianapolis Public Schools
2008-09 (SPRING)	62.7%	38.0%
2008-09 (FALL)	64.8%	42.8%
2007-08	64.8%	40.6%
2006-07	63.8%	37.7%
2005-06	64.2%	39.0%

3. Community Engagement. Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed school. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.

Universities and Community Colleges: Carpe Diem Collegiate High School partners with all local colleges and universities to provide direct links to post secondary educational opportunities. Dual and concurrent enrollment, as well as our early college assessment program, provides students many opportunities to advance academically. Specifically, we are in discussions with Marian University to provide both student and teacher support.

Community Partnerships/Post-secondary transition: Carpe Diem Collegiate High School is committed to preparing our students for college and beyond. We currently have multiple partnerships with local businesses that intern our students. Additionally, we partner with our military recruiting center to administer military placement tests onsite. Carpe Diem will offer the same opportunities to Indianapolis students and is exploring the possibility of adding partnerships throughout the state as our on-campus and online student populations emerge. These partnerships can include internship opportunities through area businesses, community organization connections, post-secondary educational options, service learning opportunities to encourage students to actively participate in their communities, and possible cross-cultural connections to provide a world-view for students by allowing students to participate in global discussions and expand thinking beyond the Indiana borders. Carpe Diem believes these opportunities will significantly enhance the school experience by providing students a way to directly apply and impact their education through their own efforts.

Additionally, we are currently speaking with Indiana Charter School Association, Indiana University Health and Weaver Popcorn, securing verbal internship commitments networking and/or potential material and financial support. We are also meeting with seven other

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Indianapolis businesses on November 2, 2011, to secure additional partnership commitments. We are currently working with The Mind Trust, Teach for America and New Teacher Project to provide financial and human capital support for our replication in Indianapolis.

4. Education Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies, and key non-negotiable elements of the school model. Briefly explain the research base that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

Overview. Unlike traditional educational models, our educational philosophy is based on the premise that students can be empowered and become independent learners while teachers are empowered to go beyond simple instruction to mentor, monitor, and motivate achievement to graduation and beyond. We realize that students not only need an education, but, in this model, will also need guidance and strategies to effectively use self-directed instruction and educational resources. Our objective is to create motivated students, moving them from a foundational stage of learning to a self-directed stage of learning, taking responsibility for their own educational outcomes. Our existing model, located in Yuma, Arizona, with an average 60% low-income population, is a proof point that all demographics can learn, grow and succeed in a blended learning environment. There is virtually no sub-group achievement gap in our system of schools.

We believe that student success stems from several foundational concepts used to develop the educational program: 1) Rigorous education with mastery – failure is not an option when students cannot progress until success is achieved. Based upon each previous success, future successes become easier and the student begins to self-motivate based on the understanding that he/she can succeed. 2) High degree of connectivity among students and instructors – in order for rigorous education with mastery to occur, there must be a high degree of connectivity between student and instructor so that the student knows there is no penalty for failure, but help for him/her to succeed. 3) Individualized curriculum and flexible schedule – In order for 1 and 2 to occur, individualized curriculum and a flexible schedule is required, which allows the student to move at his/her own pace. Students are not boxed into a traditional classroom flow of instruction allowing the student to progress quickly in some areas, slower in other areas, but always able to reach out for help when needed or asked. 4) Applied technology – through the use of technology, teachers are empowered to make more effective and timely data-driven instructional decisions using the student progress and performance data available. Teachers are immediately aware of student challenges and successes so appropriate action can be taken immediately. This allows the teachers to be informed immediately on potential problems and issues. 5) Immediate intervention – using information from students' daily work, formative assessments and standardized tests, teachers can provide targeted intervention based on student performance data.

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These five unique concepts, used to build the foundation of the Carpe Diem Schools program, are also embedded in the roles of the educators tasked with using the program to meet the needs of students. Teachers serve as coach, guide, monitor, facilitator, manager, mentor and motivator as they perform the following duties: 1) Teach 21st Century skills, 2) Assist students 1-on-1, and in small/large groups, 3) Provide intervention and enrichment, 4) Provide consistent communication with students and parents, 5) Monitor student pace, performance, attendance and behavior, 6) Counsel students in social and academic areas, 7) Track and correct technical problems, 8) Understand and use assessment data, 9) Actively pursue professional development and collaboration opportunities.

Summary of Instructional Program Design: The Carpe Diem Schools instructional program is a pedagogically sound content for delivery over an online medium that addresses variability in student learning styles while providing external forms of motivation for the student. Our instructional program is grounded in a research-based foundational framework and adheres to the guiding principles of rigor, accountability, individualized instruction, innovation, and alignment to state and national standards. Key components of a variety of valid learning theories are combined into a unique learning model. The instructional program embeds the principles of Universal Design for Learning (UDL) in its foundational framework.

The program also aligns to Quality Standards for Online Courses (SREB) and contains student-centered objectives that are measurable using a variety of Bloom's Learning Domains. The design weaves components of the behavioral, cognitive, and social learning theories into its curriculum. As a result, the instructional program curriculum is able to provide "a flexible learning environment that allows students with widely varying abilities and backgrounds the opportunity to access curriculum and achieve the academic content standards that have been established for students" (Bremmer et al., 2002). Core content courses will be delivered completely online using any computer with internet access. The virtual instruction can occur in any type of environment including, but not limited to, off-site online learning centers, multi-station computer labs, classroom learning stations, and individual student computers. Because the curriculum and support are provided via an online delivery system, Carpe Diem can serve students who are homebound, in hospitals, in off-campus non-profit partnerships programs, in detention centers, attending in school / off campus suspension programs, members of military families, and in home school programs. In addition to providing the core requirements for graduation, Carpe Diem will provide specialized tutoring programs for AIMS preparation, ACT and SAT test preparation, and a wide variety of elective and career readiness courses. Electives include Art History, Psychology, Sociology, Strategies for Academic Success, Career Skills, Computer Applications, Career Planning and Development, Lifetime Fitness, Healthy Living, and many more. A variety of opportunities for students to participate in various technology and curricular internships will also be available through community business partnerships.

Various learning styles of students through multiple delivery methods: The Carpe Diem Virtual Classroom Model for Learning has flexible designs with customizable options to meet individual students' needs. Such options are varied and robust enough to optimize instruction for diverse

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learners—the learners found in every classroom (CAST, 2010). Each lesson is designed with student-centered objectives that maximize the use of Bloom’s Taxonomy of Learning Domains and is infused with a variety of carefully selected activities that incorporate essential elements from the behavioral, cognitive, and social learning theories. Based upon Universal Design for Learning Principles, each of the three UDL principles were used as curriculum components in our selected curriculum. Principle 1: Provide multiple means of representation; Principle 2: Provide multiple means of action and expression; Principle 3: Provide multiple means of engagement. Universal Design for Learning based curriculum is responsive to diverse classrooms and engineered from the outset to meet the needs of the greatest number of students. It allows teachers and students to choose from a menu of tools and strategies embedded in the curriculum and instructional materials (Cast, 2010).

Assessment and Placement Testing. Carpe Diem courses offer a prescriptive test option for each course to identify those standards in a course that a student has not mastered. The system then automatically generates an individualized learning plan for the student based on the test results. The teacher may choose the prescriptive testing option for credit recovery or to achieve an accelerated program. Lesson pretests are also an option and can be used exclusively or in combination with the prescriptive course test. Pretests give the student an opportunity to “test out” of a lesson by demonstrating mastery. The teacher has the option of setting/modifying mastery levels for each student, student group or course.

After completing the prescriptive/pretest assessment, students proceed along their self paced learning path. Students in need of additional support are automatically identified, and the teacher is alerted. Supplemental assignments can be provided or additional personal instruction may be appropriate.

Carpe Diem courses offer lesson quizzes, topic tests, and cumulative midterm and end-of-course examinations. Formative assessments are lesson specific. Summative assessments occur at the end of each series of topic lessons, as well as at the middle and end of each course. All assessments are designed to span the levels of Bloom’s Taxonomy. Assessment stems and distracters are chosen carefully to ensure that each concept has relevance, is at the appropriate level of difficulty and understanding, and contains accurate information that omits frivolous knowledge.

Topic Tests and Cumulative Exams assess a variety of cognitive levels in Bloom’s taxonomy. Students are assessed on summative assessments at a cognitive level that is not more than + 2 of the original lesson objectives and formative assessments. For example, if the lesson’s objectives and quiz assessment were at the Knowledge level, which is the lowest level of Bloom’s Taxonomy, the test questions would not occur above the Analysis level.

Each lesson has a test bank of questions that are appropriately labeled by objective, question type and cognitive level. Assessment questions are pulled dynamically from a bank of questions aligned to course objectives and state standards. Students retaking an assessment see new

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questions aligned to the same learning objectives. Additionally, if course modifications or customizations exist the assessments automatically adjust.

All assessments are scored immediately. The teacher may select the type of feedback a student will receive upon completion of the assessment. The teacher may also select an option to stop student work immediately before or after an assessment so the teacher may conference with a student needing more guidance or support. The teacher also controls the number of attempts allowed before the system blocks student access and alerts the instructor.

Assessments are timed, but the time allotted is adjustable up to 999 minutes, which basically eliminates the timing feature for designated students. Teachers can set the maximum number of assessment retakes. The default setting is two attempts. Once the maximum number is reached, the student is unable to proceed without teacher intervention. The system may be set to alert the teacher before assessments to ensure students are prepared by reviewing content, checking progress, or providing one-on-one intervention.

We believe our instructional design is unique and sets us apart from all other traditional models. Because of its inherent customization, our model has proven effective with both free and reduced and full-pay demographics. Our existing academic data reflects no achievement gap between any standard subgroup.

5. Vision for Growth. Outline your vision and five-year growth plan for the proposed new school. If you are planning to add grades or expand enrollment in the second or subsequent years of school operation, explain your plan and the rationale for it. Explain how this school fits in the vision for growth of the school network or organization, including: **Whether this would be your first school replication;** **The number and locations (city, state) of charter schools currently managed by the organization, including any opening in Fall 2011 or planned for Fall 2012;** **Whether you envision applying for additional schools in Indiana in the future. (Your response to this question implies no commitment; the question is simply intended to understand your present vision and the broader context for this application.)**

Carpe Diem Schools currently operates three charter schools on seven campuses serving grades K-12 located in Yuma, Scottsdale, San Tan and Mesa Arizona. Our preliminary plan in Indiana is to open facilities that have a seat-capacity of 273, the size of our existing blended learning model. Serving grades 6-12, we anticipate opening one facility in 2012, followed by five more facilities by 2018. The six-school Carpe Diem system will have a total capacity of approximately 1,600 students.

To create a significant impact on student achievement within a defined geographic area, and to create high-quality self-sustaining schools, Carpe Diem asks for upfront authorizer approval for a cluster of six charters to open within six years of the first school, contingent on the performance of Carpe Diem Schools in that region meeting and/or exceeding all existing federal, state and local academic achievement and compliance standards. This option will entail

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an administrative review of each school's compliance and academic performance and, if no issues are uncovered, administrative approval within thirty days of request to replicate. This option will enable us to plan and secure strategic philanthropic funding to sustain a long term vision and commitment to Indiana. Based on prior school opening experiences, we believe that the schools will open conservatively at approximately 65% capacity, with most of the unfilled seats in 11th- and 12th-grade. Our ADM enrollment projections are below.

Grade	Year				
	1	2	3	4	5
6 th grade	39	39	39	39	39
7 th grade	39	39	39	39	39
8 th grade	39	39	39	39	39
9 th grade	39	39	39	39	39
10 th grade	17	39	39	39	39
11 th grade	0	17	39	39	39
12 th grade	0	0	17	39	39
TOTAL	173	212	251	273	273

6. Leadership and Governance. Provide an overview of the school's governance and management structure and leadership team for both a) the proposed school, and b) the network or organization supporting this school. Highlight the strengths of the school leadership team, the proposed governing board, and any central support the school will receive from the network or organization. Explain how the governance and management structure will provide for stable, effective governance and leadership throughout the five-year charter term, leading to fulfillment of the school's mission and charter.

The existing Corporate, Governing and Advisory Boards of Carpe Diem Collegiate High School will be responsible to establish and assist a local school governing board in order to implement, operate and oversee Carpe Diem Indianapolis in alignment with the educational philosophy and newly expanded strategic goals of the Indiana charter contract. Sandy Stewart, a community businessperson and founding board member, along with Chet Crain, educator and founding board member, will actively oversee the project.

The responsibilities of the Governing Board for Carpe Diem include: 1) Overseeing the overall administrative, academic and financial performance; 2) Setting the program's general policies and overall curriculum policies; 3) Developing the annual budget and financial procedures; 4) Developing student and staff policy handbooks; 5) Reviewing and approving curriculum which will meet AZ State Standards; 6) Reviewing academic data and making strategic recommendations; 7) Approving personnel policies and monitoring their implementation by the school leader; 8) Assuring that the charter school fulfills its online charter contract, reporting and accountability compliance requirements. The Chief Executive Officer, Richard J. Ogston, MDiv/MAEd., has successfully operated multiple charter schools for ten years, is the Executive Director and founder of Carpe Diem Collegiate High School and an experienced, nationally recognized, blended learning practitioner. Working under the supervision of the Governing

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Board, Mr. Ogston is responsible for executing board policies and guidance as well as overseeing the day-to-day operations of the education program through the Chief Operations Officer (COO). The CEO and COO ensure consistency of implementation and execution of all federal, state, local and board statutes, laws, policies and procedures. Under the direction of the COO, the school leader will ensure the proper implementation of the Carpe Diem program curriculum and manages the work of the instructional personnel, administrative staff, and outside contractors.

Founding Group Membership

1. Identify the key members of the founding group for the proposed school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will thus share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation. Explain the Founding Group's collective qualifications for establishing a high-quality school in Indiana and assuming stewardship of public funds, including your capacities in areas such as: School leadership, administration and governance Curriculum, instruction and assessment Financial, business and school operations management Performance management Parent and community engagement Facilities management **Provide, as Attachment 1, full resumes (including contact information) and professional bios for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school proposed for 2012 opening. Please label each document with the individual's affiliation with the proposed school.**

Select members of the existing Corporate, Governing and Advisory Boards of Carpe Diem Schools will be responsible to establish and assist a local school governing board in order to implement, operate and oversee Carpe Diem Indianapolis in alignment with the educational philosophy and newly expanded strategic goals of the Indiana charter contract. These boards comprise a group of professional businessmen, educators, attorneys, education analysts and researchers who have participate in our current system as founders, advisors and key staff. By virtue of their personal and professional experience, this team has practical expertise in educational administration, governance, fiscal accountability, reviewing performance measures, writing policy, assessment measures, facilities management and community engagement. Professional bios of the key oversight team are attached.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

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Carpe Diem is receiving formal and informal advice and consultation from the following organizations:

- Charter School Growth Fund: Consultation, potential funding
- Indiana Charter School Association: Consultation, potential funding
- The Mind Trust: Consultation, potential \$1m incubation grant
- Teach for America: Human capital consultation
- The New Teacher Project: Human capital consultation
- Marian University: Teacher preparation and human capital consultation.
- Indiana University Health: Networking, material support
- Various local businesses: Networking, student internships, material and financial support.

Background

1. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

Carpe Diem was asked to consider replicating in Indiana by the State Superintendent of Schools and various local business organizations. Upon consideration of the policy, philanthropic, business and educational landscape, Carpe Diem decided to explore the possibilities and perform due diligence. After two formal trips to Indiana, and visiting numerous foundations, business organizations, political and community leaders, it was determined that Indianapolis would potentially be an excellent location for Carpe Diem to replicate and scale.

2. Describe the Founding Group's ties to and knowledge of the local community. Summarize each person's experience, qualifications and affiliations directly relevant to developing a quality charter school. Explain why he or she was chosen to participate in this founding group. Explain what role each individual will play.

Should this application be approved, it will be the responsibility of Carpe Diem's existing board to recruit and establish a local school governing board with direct ties to the community. The proposed board will be comprised of an 1) educator, 2) attorney, 3) accountant, 4) parent, and 5) business person. This governing board, and each member, will be responsible for 1) Overseeing the overall administrative, academic and financial performance; 2) Setting the program's general policies and overall curriculum policies; 3) Developing the annual budget and financial procedures; 4) Developing student and staff policy handbooks; 5) Reviewing and approving curriculum which will meet AZ State Standards; 6) Reviewing academic data and making strategic recommendations; 7) Approving personnel policies and monitoring their implementation by the Director; 8) Assuring that the charter school fulfills its online charter contract, reporting and accountability compliance requirements.

School Leader and Leadership Team

1. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as Attachment 2, the qualifications, resume, professional bio and signed national background check authorization form for this individual. NOTE: Completed background check forms will not be posted on the ICSB website. If no candidate is yet identified, explain your timeline, criteria, recruiting and selection process for hiring the school leader.

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Our School leader has not yet been identified. We anticipate hiring a school leader within two months of application approval.

2. If the Principal/Head of School candidate has been identified, provide specific data that demonstrates strong evidence of the leader's ability to effectively serve the proposed target population. If the candidate is not yet identified, summarize the Board's academic and organizational performance record and provide specific data that demonstrates strong evidence of the Board's ability to effectively serve the proposed target population.

The existing corporate, governing and advisory boards of Carpe Diem have an established track record of both compliance and academic achievement in Arizona. Under their leadership, Carpe Diem has been a leader in student growth for three consecutive years. Students at Carpe Diem have a four year 94% proficiency achievement average in reading and math. After ten years of operation, Carpe Diem remains in full compliance with all state and federal laws and guidance.

3. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

Under the guidance of our existing boards, our CEO and founder, Rick Ogston, will be working full-time to 1) recruit a local board, 2) hire a school leader, 3) enlist business and philanthropic support, 4) acquire facilities, 5) coordinate community relationships and marketing, 6) prepare for opening.

4. Describe the responsibilities and qualifications of the school's leadership/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications, resumes, professional bios and signed national background check authorization forms for these individuals. *NOTE: Completed background check forms will not be posted on the ICSB website.* If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring.

These positions have not yet been filled. We will begin hiring within two months of application approval. Teach for America, The New Teacher Project and Marian University Teacher Preparation Program will be assisting in recruiting highly qualified and appropriately certified teachers and paraprofessionals. These organizations will screen for candidates and provide our CEO and school leader with a list of qualified applicants to interview.

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with the Common Core Standards. More information about Indiana's adoption of the Common Core Standards can be found at <http://doe.in.gov/commoncore/>.

Conceived with a focus on high-interest, engaging curriculum that caters to diverse student

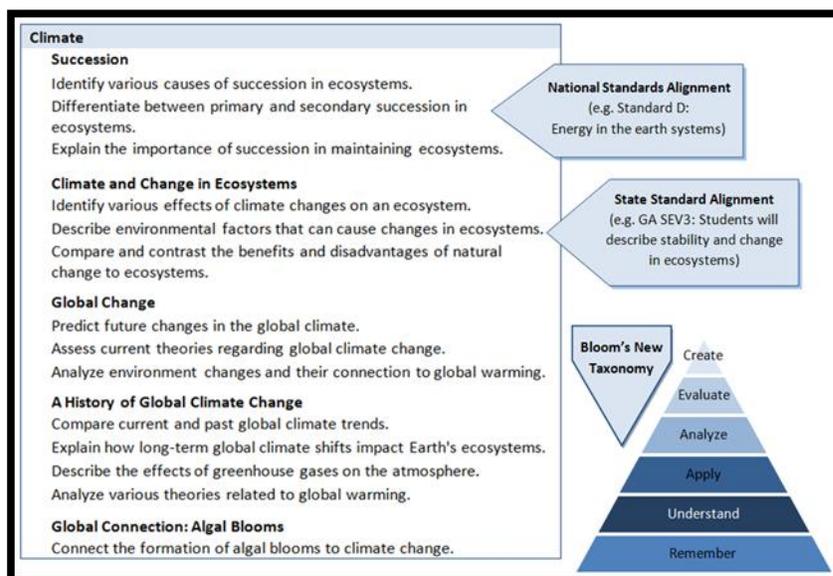
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learning styles, e2020 built its courses on the Universal Design for Learning (UDL) model. e2020 also incorporates in its design the following behavioral, cognitive, and social learning theories: Vygotsky's (1978) social learning theory, Fadel and Lemke's (2008) multimodal research, Choi and Johnson's (2005) contextualized video research, and Zimmerman and Kitsantas' (2005) self-regulated learning research. The components of e2020's lessons, thus, include direct instruction videos by highly-qualified teachers who model metacognitive processes; vetted links to external websites that provide opportunities for practice or a different method of instruction; interactives that allow students to apply their skills to real-world problems/issues; and participation in an online community via the internal synchronous and asynchronous communication system, including email, chat, threaded discussions, and on-demand teacher interaction. These capacities of e2020 via Carpe Diem ensure a unique educational experience for the students in Indiana's Department of Education system, one that can serve multiple student needs.

In its adoption and transition to the Common Core, Indiana Department of Education asserted its commitment to high caliber instruction, one that superiorly prepares its students for college and career success. Committed to the same vision, e2020 strives to provide a rigorous and relevant curriculum for the modern student. Though it accommodates the current shift in multimedia by including video, audio, and games, academic rigor is the backbone of the curriculum. Lessons require students to engage with the information, practice it, and display their mastery of it before they can advance. This curriculum is developed completely in-house by a team of highly qualified teachers, instructional designers, and content-area experts who construct and continually update courses, lessons, and standards-aligned scopes and sequences. The curriculum department structure allows for continuous moderation and evaluation of current and new course content. The correlations and alignment group monitors e2020 curriculum to ensure comprehensive coverage of instructional objectives stipulated in state and national standards.

The curriculum integrates all levels of Bloom's Taxonomy to engage students in critical thinking as they complete lessons in a sequentially-based mastery approach. The scope and sequence excerpt (below) illustrates a topic from the Environmental Science course. Examples of national and state standard alignments as well as lesson objectives that utilize the range of Bloom's Taxonomy Learning Domains are notated.



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In 2010, e2020 aligned its curriculum to the Common Core in addition to the individual state standards. The following screenshots provide evidence of alignment in the three categories, College-and-Career Readiness for Math, College-and-Career Readiness for English Language Arts, and K-12 Language Arts.

College-and-Career Readiness for Math

The screenshot shows the e2020 Web Administrator interface. The top navigation bar includes 'MANAGE STUDENTS', 'ADMINISTRATIVE TOOLS', and 'TOOLS AND REPORTS'. The main content area displays a table with the following columns: Standard ID, Grade Level, Course, and Lesson. The table lists standards A-APR.5, A-APR.6, and A-APR.7, along with their corresponding grade levels, courses, and lessons.

Standard ID	Grade Level	Course	Lesson
A-APR.5	9 - 12	Algebra II - MA1103 Pre-Calculus - MA1104	Binomial Theorem The Binomial Theorem
(blank)	9 - 12		
A-APR.6	9 - 12	Algebra II - MA1103 Algebra II - MA1103 Pre-Calculus - MA1104 Algebra I - MA2003 Algebra I 1st Sem USD 338 Algebra I - MA2003 Algebra I 1st Sem USD 338 Algebra I - MA2003 Algebra I 1st Sem USD 338 Algebra I - MA2003 Algebra I 1st Sem USD 338	Dividing Polynomials Roots and Zeros Polynomial Division Simplify Rational Expressions Simplify Rational Expressions Multiply and Divide Rational Expressions Multiply and Divide Rational Expressions Add and Subtract Rational Expressions with Like Denominators Add and Subtract Rational Expressions with Like Denominators Add and Subtract Rational Expressions with Unlike Denominators Add and Subtract Rational Expressions with Unlike Denominators
A-APR.7	9 - 12	Algebra II - MA1103 Algebra II - MA1103	Multiplying and Dividing Rational Expressions Adding and Subtracting Rational Expressions

College-and-Career Readiness for English Language Arts

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Web Administrator
Logged in as [User] School: e2020 TEST SCHOOL

MANAGE STUDENTS
Dashboard
Select Student
Add Student
Reviews Required

ADMINISTRATIVE TOOLS
Select School
Select Course
Update My Info
Calendar

TOOLS AND REPORTS

State: CC Subject: College- and Career-Readir Document: Common Core State Standards

Year: 2010 Grade: 6 to 12 Course: All

Get Report

Standard ID	Grade Level	Course	Lesson
L CCR.4	0 - 12	Language Arts 6 - LA1088	Excerpt: The Adventures of Tom Sawyer, Chapter 6
		Language Arts 6 - LA1088	Poetry: Mean Song, Analysis of Baseball
		Language Arts 6 - LA1088	Essay: Brother from I Know Why the Caged Bird Sings
		Language Arts 6 - LA1088	Teleplay: Words on a Page
		Language Arts 6 - LA1088	Radio Play: The Hitchhiker
		Language Arts 7 - LA1089	Short Story: Three Skeleton Key
		Language Arts 7 - LA1089	Teleplay: The Monsters are Due on Maple Street
		Language Arts 7 - LA1089	Short Story: Rikki-tikki-tavi
		Language Arts 7 - LA1089	Short Story: The Golden Kite, the Silver Wind
		Language Arts 7 - LA1089	Poem: Buffalo Dusk and I was Sleeping Where the Black Oaks Move
		Language Arts 8 - LA1090	Biography: Conductor on the Underground Railroad
		Literacy and Comprehension I - LA1095	Math- Extreme Temperatures: Some Like it HOT!
		Literacy and Comprehension I - LA1095	Science-Earth Science- Is There A Storm Brewing? Just Ask the Sky
		Literacy and Comprehension I - LA1095	Social Studies - World History: In Fire and Ash: Pompeii Lost

K-12 English Language Arts

Web Administrator
Logged in as [User] School: e2020 TEST SCHOOL

MANAGE STUDENTS
Dashboard
Select Student
Add Student
Reviews Required

ADMINISTRATIVE TOOLS
Select School
Select Course
Update My Info
Calendar

TOOLS AND REPORTS

State: CC Subject: K-12 English Language Art Document: Common Core State Standards

Year: 2010 Grade: 6 to 12 Course: All

Get Report

Standard ID	Grade Level	Course	Lesson		
L.6.4.a	6	Language Arts 6 - LA1088	Poetry: Mean Song, Analysis of Baseball		
		Language Arts 6 - LA1088	Essay: Brother from I Know Why the Caged Bird Sings		
		Language Arts 6 - LA1088	Teleplay: Words on a Page		
		Literacy and Comprehension I - LA1095	Word Analysis		
		Literacy and Comprehension I - LA1095	Science-Earth Science- Is There A Storm Brewing? Just Ask the Sky		
		Literacy and Comprehension I - LA1095	Functional Text: How-To Article - Tornado in a Bottle		
		Literacy and Comprehension I - LA1095	Online Text: Diagrams and Simulator Web tool		
		L.6.4.b	6	Language Arts 6 - LA1088	Grammar: Prefixes and Affixes
				Literacy and Comprehension I - LA1095	Word Structure
				Literacy and Comprehension I - LA1095	Social Studies- Fearless in Fur, Fins, and Feathers: Animals in the Armed Forces
L.6.4.c	6	Literacy and Comprehension I - LA1095	Social Studies - The Black Death: The Disease that Won't Die		
L.6.4.d	6	Language Arts 6 - LA1088	Teleplay: Words on a Page		
		Literacy and Comprehension I - LA1095	Social Studies- Fearless in Fur, Fins, and Feathers: Animals in the Armed Forces		
		Literacy and Comprehension I - LA1095	Literary Text: Poetry About Art		

Carpe Diem students learn their core concepts using computer-assisted instruction while teachers prepare and conduct data-driven interventions and enrichment workshops that integrate and connect

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to their digital instruction. Students spend up to 50% of their time online, the other 50% in a variety of classroom, small group, and/or one-to-one interventions, projects and extended learning opportunities. Face-to-face classes are small and intimate, usually 15 students or less. Because of the e-curriculum, teachers spend less time on basic skills and more time on targeted interventions and enrichment learning (projects) and extended learning (community service, partnerships and internships).

Using e2020, immediate feedback is available for students as they see their progress (daily, weekly, annual) in real-time, a key to motivating and empowering students to own their learning. Students can also see their graduation date adjust in real time as well, moving closer or farther away, depending upon the quality and quantity of their work.

Carpe Diem also uses uBoost, an integrated curricular reward system, providing students achievement points redeemed through the Amazon Marketplace. Projects, internships and community service opportunities provide application and relevance for the students. Projects are thematic and cross-curricular, while internships are directly related to student college and career goals. Students requiring additional academic support (special education, English language learners, 504's etc.) receive structured interventions and customized curriculum designed by academic specialists. Accommodations and modifications are easily created within the digital curriculum and supported by each teacher, parapro and academic specialist.

2. Present evidence that the proposed educational program is evidence-based and has been or will be rigorous, engaging and effective for the anticipated student population. (You may refer to your response in the – Portfolio Review & Performance Record section of your application.)

Evidence of Effectiveness:

Carpe Diem: With a 60% free and reduced lunch average, we believe we have a proof point that a blended learning school can produce outstanding, well-rounded students of character and achievement, regardless of demographics. Academic data supports this belief with an eight year history of a dramatic increase in student achievement, four year 94% proficiency and 36% advanced performance averages on Arizona state math and reading tests, and three consecutive years demonstrating among the highest growth scores in the state of Arizona.

Research: When exploring the relationship between grades in our e2020 curriculum and standardized tests scores, GPA, and graduation rates, all Pearson's r correlations were significant, resulting in strong support for convergent validity. Achievement in e2020 was able to accurately predict scores on the MAP assessments. Similarly, achievement in e2020 math and reading content were able to predict NMSBA scale scores. The percent grades in e2020 relate exceptionally well to the grades that teachers assigned to students upon completion of an e2020 class; indicating that teachers tended to agree with the e2020 grading system when reporting grades for students. Finally, a strong relationship was found between e2020 grades and graduation rate. All three relationships demonstrate the instructional efficacy of the e2020 product in accordance with criterion-related validity as defined by Thorndike and DeVellis.

The bottom line: students who had higher relative grades in the program across all subject areas were more likely to graduate on time than students who had lower relative grades. This means that we can 1) identify struggling students quickly using the curriculum data dashboard, and 2) intervene strategically using specific strand/concept remediation skills. This guarantees students the support they need at the

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time the need it to most likely ensure their success.

Source: www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/dl10/2009%20NMSBA%20Tech%20Report%20v2.pdf

Most studies demonstrate the positive effects for online programmatic learning. However, for those concerned that online learning can have a negative effect, this meta-analysis is a statistical review of 116 effect sizes from 14 web delivered distance education programs studied between 1999 and 2004.

The analysis shows that distance education can have the same effect on measures of student academic achievement when compared to traditional instruction. The study-weighted mean effect size across all outcomes was -0.028 with a 95 percent confidence interval from 0.060 to -0.116, indicating no significant difference in performance between students who participated in online programs and those who were taught in face-to-face classrooms. No factors were found to be related to significant positive or negative effects.

The factors that were tested included academic content area, grade level of the students, role of the distance learning program, role of the instructor, length of the program, type of school, frequency of the distance learning experience, pacing of instruction, timing of instruction, instructor preparation and experience in distance education, and the setting of the students. The Effects of Distance Education on Student Outcomes: A Meta-Analysis October 2004 Source: <http://www.ncrel.org/tech/distance/k12distance.pdf>. Thus, there is not only no harm, there is a lot of good in providing more choice, individuality and access to more students to high quality curriculum and instructional support.

Compare these, and many other, research results with the expressed needs of our target population and the research is conclusive that Carpe Diem's program will be an effective tool to recapture the interest and potential of this population.

Additional research to support the effectiveness of online learning:

- 1) Bremer, C. Clapper, A., Hitchcock, C., Hall, T., & Kachgal, M. (2002). Universal Design: A Strategy to Support Students Access to the General Education Curriculum. Information Brief: Addressing Trends and Developments in Secondary Education and Transition. National Center on Secondary Education and Transition.
- 2) Choi, J., & Johnson, S. (2005). The Effect of Context-Based Video Instruction on Learning and Motivation in Online Courses, 215–22.
- 3) Johnson, S.D., Aragon, S. (2002). An Instructional Strategy Framework for Online Learning Environments. In T. M. Egan & S. A. Lynham (Eds.), Proceedings of the Academy for Human Resource Development (pp. 1022–1029). Bowling Green, OH: AHRD.

3. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

Because we use digital content with a robust data system, the Carpe Diem curriculum education plan is customizable for each student. Modifications to content delivery by course or lesson can be made easily within the Carpe Diem Web Administrator. A teacher has the ability to manipulate courses based on individual student needs or instructional practices and standards at the unit, topic, lesson, and assignment levels. A teacher can customize a course by removing instructional lessons, inserting a supplemental lesson, or bypassing an assignment. Customizing courses allows students to master their courses based on their specific needs and is especially helpful for students who have IEPs, 504's or require special consideration for any reason. Customizing courses is as easy as a few mouse clicks, enabling the teacher to expand a student's entire course, review course content, and then select

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Lessons, Topics, or even individual activities for removal. Customization can also be used to create review modules, modify and develop customized *Carpe Diem* course offerings, and offer semester-long courses unit by unit, if necessary.

4. Identify any key educational features that would *differ* from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.

Not Applicable, as no modifications from our current model will be made.

5. Provide an overview of the planned curriculum. As Attachment 4, provide a course scope and sequence by subject for each grade level the school would serve. In addition, identify course outcomes and demonstrate clear alignment with Indiana’s Academic Standards and the Common Core Standards.

e2020 provides the curricular content used by Carpe Diem Schools. The following charts list the courses available for students in grades 6-12.

Course List for Grades 9-12

Subject Area	Course/Semester
Math – 7	
	Pre – Algebra – 2 semesters Algebra I – 2 semesters Geometry – 2 semesters Algebra II – 2 semesters Pre – Calculus – 2 semesters Mathematical Models and Applications – 2 semesters Financial Math – 2 semesters
Science – 5	
	Physical Science – 2 semesters Biology – 2 semesters Chemistry – 2 semesters Physics – 2 semesters Environmental Science – 2 semesters
English Language Arts – 9	
	Language Arts 9 – 2 semesters Language Arts 10 – 2 semesters Language Arts 11 – 2 semesters Language Arts 12 – 2 semesters Introduction to Communications and Speech – 1 semester Literacy and Comprehension I – 1 semester Literacy and Comprehension II – 1 semester IDEA Writing – Instruction to Develop Expository and Applied Writing – 1 semester Classic Novel Pack (1 semester course)
Social Studies – 5	
	World History – 2 semesters

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	Economics – 1 semester Government – 1 semester US History – 2 semesters Human Geography – 2 semesters
Electives – 10	
	Art History I – 1 semester Career Planning and Development – 1 semester Computer Applications– 1 semester Foundations of Personal Wellness/Healthy Living/Lifetime Fitness – 1 semester Introduction to Art – 1 semester Psychology – 2 semesters Sociology – 1 semester Spanish I – 2 semesters Spanish II – 2 semesters Strategies for Academic Success – 1 semester
Advanced Placement-5	
	English Language and Composition-2 semesters English Literature and Composition-2 semesters Environmental Science-2 semesters Human Geography-2 semesters Psychology-2semesters

Course List for Grades 6-8

Subject Area	Course/Semester
Math	
	6 th Grade Math -2 semesters 7 th Grade Math– 2 semesters Pre-Algebra - 2 semesters
Science	
	Earth Science– 2 semesters Life Science– 2 semesters
English Language Arts	
	Language Arts 6 - 2 semesters Language Arts 7– 2 semesters Language Arts 8– 2 semesters
Social Studies	
	Middle School World History – 2 semesters Middle School US History– 2 semesters MS Civics Government and Economics– 2 semesters MS World Cultures and Geography -2 semesters

Each of these courses contains the following components:

- Vocabulary
- Video Lecture
- Online Content
- Journal Activity
- Online Simulation Labs (math/science courses)

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- Practice/Homework
- Quiz/Cumulative Exam

Please see **Attachment 4:A e2020 Algebra I-MA 2003 Scope and Sequence** for an example of in-depth documentation of an e2020 Scope and Sequence and course outcomes.

Pupil Performance Standards

State your proposed school's pupil performance standards, consistent with Indiana's Academic Standards and the Common Core Standards. In particular:

1. Provide, in Attachment 5, a complete set of the school's proposed learning standards for one grade for each division of the school as applicable (elementary, middle or high school), addressing the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to Question 4 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)

A sample of Carpe Diem e2020 learning standards is included in Attachment 4. Additional standards will be provided upon request.

2. If you plan to adopt or develop additional academic standards beyond Indiana's Academic Standards, explain what kinds of standards (content areas, grade levels, etc.) you intend to adopt or develop, and describe the adoption or development process that has taken place or will take place.

Not Applicable. Carpe Diem will be providing

3. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

Matriculation is not automatic. Students must achieve course mastery in order to advance to the next grade level. Course mastery is defined as meeting objectives annotated in Attachment 4. Matriculation, promotion and graduation criteria are provided to parents and students during orientation, on our website and in the parent-student handbook.

4. Provide, in Attachment 5, the school's exit standards for graduating students. Exit standards should clearly set forth what students in the last grade you anticipate serving will know and be able to do.

High School Graduation Requirements (*High Schools Only*)

High schools approved by the Indiana Charter School Board will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website:

<http://www.doe.in.gov/core40/overview.html>

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation

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requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.

Students entering Carpe Diem will be required to meet Indiana’s Core 40 exit standards prior to receiving a diploma. The exit standards apply to all students in order to ensure college and career readiness.



Course and Credit Requirements	
English/ Language Arts	8 credits
	Including a balance of literature, composition and speech.
Mathematics	6 credits
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits.</i> All students must complete a math or physics course in the junior or senior year.
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits
	World Languages Fine Arts Career-Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(Career Academic Sequence Recommended)</small>
40 Total State Credits Required	

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For the **Core 40 with Academic Honors** diploma (*Minimum 47 credits*), students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Complete AP courses (4 credits) and corresponding AP exams
 - B. Complete IB courses (4 credits) and corresponding IB exams
 - C. Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
 - D. Score a 26 or higher composite on the ACT
 - E. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)
 - F. Complete a combination of an AP course (2 credits and corresponding exam) or an IB Standard Level course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

CORE40 with Technical Honors <i>(minimum 47)</i>

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete two of the following, one must be A or B:
 - A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
 - B. Complete dual high school/college credit courses in a technical area (6 college credits)
 - C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
 - D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)
 - E. Earn a state-approved, industry-recognized certification

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Electives offered include:

Electives Subject	Grade Level	Course Length
Art History I - EL4002	12	Semester
Introduction to Art - EL1086	9	Semester
Spanish I - EL959	9	Full Year
Spanish II - EL960	10	Full Year
Psychology - EL1119	11	Full Year
Sociology - EL1120	10	Full Year
Academic Success - EL1087	9	Semester
Career Skills - EL1122	12	Semester
Consumer Skills - EL1121	12	Semester
Computer Applications - EL4082	9	Semester
Career Planning	12	Semester
Lifetime Fitness – EL2083	9-12	Semester
Healthy Living – EL2081	9-12	Semester
Foundations of Personal Wellness	9-12	Full Year

Grade point average is calculated and based upon a 4.0 grading scale, with additional credit for Advanced Placement coursework. Transcripts will provide at a minimum the school name, NCA accreditation, course name and information, credit earned, term, grade point average, letter grade, class rank, calculation metrics and required student information. Transcripts can also be customized to provide specific or additional college information as requested.

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Carpe Diem begins preparing students for post-secondary success in middle school. Each student is required to create and maintain electronic portfolios containing evidence of mastery work as well as vocational interest and planning information. Prior to graduation, students will prepare resumes, college or trade school applications and apply for scholarships.

Our course rigor helps prepare students for post-secondary success, whether college or a career. Carpe Diem will provide ACT and SAT test preparation courses so that students can prepare for their college entrance exams as part of their coursework rather than paying for other tutoring options. With the help of business and industry leaders to better prepare students for specific high-demand jobs in Indiana, Carpe Diem will provide vocational interest internships for sophomores, juniors and seniors. A variety of career preparation courses will also be available. Custom courses and vocational test-prep courses can also be developed.

Regardless of the student's college or career goal, Carpe Diem course work, when combined with teacher interventions, modifications, and proactive management of group and individual assessment options, will offer a flexible, but strong, solution for targeting and meeting specific student needs. Our curriculum is reading intensive, building comprehension and thus reading skills. Reading skills are foundational for writing skills and, through required note taking and writing assignments, students are well prepared for college without the need for remediation. And, according to state testing results, Carpe Diem has some of the highest percent passing scores in the state. Therefore, each program, assessment, and component strategically helps prepare students for post-secondary success (college

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readiness, college completion and career readiness). Carpe Diem also offers concurrent college enrollment, dual college enrollment, Honors, and/or AP credit.

We are committed to college and career readiness. Our curriculum meets and/or exceeds all state, national and university entrance requirements. Carpe Diem has a 92% average graduation rate, with our students attending Stanford, University of North Carolina, University of Arizona, Northern Arizona University, Arizona Western University, University of Phoenix as well as military services. Our students have reported great satisfaction with their preparation. Several universities have reported that our students have not required remediation.

3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

When interviewed, according to a 2010 study on reasons kids drop out from high school, *Dropouts Give Reasons: Why do students leave high school without a diploma?*, students gave these reasons for leaving school: 47% said classes were not interesting; 45% entered high school poorly prepared by their earlier schooling; 69% said they were not motivated to work hard; 35% said they were failing; 43% missed too many days to catch up; 32% said they left to get a job; 25% left to become parents; 22% left to take care of a relative. These are only a few of the statistics documenting the need for education innovation and reform. Online learning is one innovative reform measure that has proven successful in addressing many of these concerns across the nation. We believe that if the above students had the opportunity to enroll in a quality online learning program, they would not have had to make a choice between relatives, parenting, work and school. In fact, for many students, online learning has proven to be even more interesting because they can learn at their own place and at their own pace. For some students, online education is not only more interesting, but, according to recent studies, more effective.

According to a recent study by the U.S. Department of Education entitled *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*, "... on average, students in online learning conditions performed better than those receiving face-to-face instruction." According to the study, "student learners attending website based courses are able to spend more time doing actual tasks in comparison to students attending face-to-face instructional classes. Online learning holds a distinct advantage over traditional learning method to prepare students in a performance based outcome."

Carpe Diem Collegiate High School, a successful hybrid e-Learning charter school combining the best practices of traditional and e-learning instruction, would like an opportunity to help improve Indiana's achievement and graduation rates by extending our experience, curriculum and the benefit of online learning to all Indiana students. Carpe Diem will offer a dynamic technology platform for delivering flexible online curriculum solutions to sixth through twelfth grade students throughout Indiana. Carpe Diem will respond to student needs by enrolling and retaining all Indiana 6th-12th grade students including those who: 1) have the goal of graduation but have been unsuccessful in a traditional environment; 2) are outside the traditional school structure due to physical disabilities, detention issues, poverty, behavior, mobility issues, work, and family problems; 3) are preparing to transition into college and career readiness programs; 4) have dropped out of school for whatever reason.

Carpe Diem students will benefit by having 1) rigorous online curriculum that has been utilized

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successfully throughout the U.S. for over 10 years to support online virtual learning programs; 2) courses that not only meet Indiana Department of Education academic standards, but will provide a foundation for college preparedness to enter into post secondary institutions; 3) opportunities to become thoroughly prepared for graduation exit exams through the end of course exams, ISTE, ACT, and SAT test preparation assessment programs; 4) college and career readiness skills through experiential learning opportunities, online mentoring, and internship opportunities with local community partnerships; 5) the ability to catch up and keep up by working at their own pace; and 6) having personal mentors, monitors and motivators to help them be successful.

School Calendar and Schedule

1. Provide, in Attachment 6, the school's proposed calendar for the first year of operation and daily schedule of classes; academic and non-academic programs; and total number of days/hours of instruction. Detail below the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain how the calendar will support the success of the educational program.

The attached calendar reflects state mandates for required instructional hours and school days. While our model of instruction is designed to be effective with a lesser number of hours per day, our flexible schedules will enable us to provide more strategic instruction and internship opportunities to our students within the longer day.

2. Describe the structure of the school day and week. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade, and provide, in Attachment 6, a sample daily and weekly schedule. What is the average number of minutes of academic instruction to be provided each day? Explain how the school's daily and weekly schedule aligns with the plan for curriculum and instruction.

Carpe Diem students learn their core concepts using computer-assisted instruction while teachers prepare and conduct data-driven interventions and enrichment workshops that integrate and connect to their digital instruction. Students spend up to 50% of their time online, the other 50% in a variety of classroom, small group, and/or one-to-one interventions, projects and extended learning opportunities. Face-to-face classes are small and intimate, usually 15 students or less. Because of the e-curriculum, teachers spend less time on basic skills and more time on targeted interventions and enrichment learning (projects) and extended learning (community service, partnerships and internships).

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

A positive school culture broadly conceived includes the school's:

- social climate, including a safe and caring environment in which all students feel welcomed and valued and have a sense of ownership of their school

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- intellectual climate, in which all students in every classroom are supported and challenged to do their very best and achieve work of quality; this includes a rich, rigorous, and engaging curriculum and a powerful pedagogy for teaching it
- rules and policies that hold all school members accountable to high standards of learning and behavior
- traditions and routines, built from shared values, that honor and reinforce the school's academic and social standards
- structures for giving staff and students a voice in, and shared responsibility for, solving problems and making decisions that affect the school environment and their common life
- ways of effectively partnering with parents to support students' learning and character growth
- norms for relationships and behavior that create a professional culture of excellence and ethics.

From C. Elbot & D. Fulton, *Building an intentional school culture*. (Thousand Oaks, CA: Corwin Press, 2008).

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school.

Our school culture is strategic, not accidental. The norms listed above are established, conveyed, modeled and practiced during orientations and on a daily basis. Teachers and administrators are well trained and practiced in positive behavior intervention strategies (PBIS). Parents are included in helping to create and sustain the school culture. Students are empowered to take charge of their learning and their culture from the first day of school. Specific implementation strategies include 1) small group orientations, 2) small group integration within the learning center, 3) concentrated instructional presence, 4) immediate student feedback and intervention, 5) parental support, 6) student leadership.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

Our experience shows that our positive culture, as described above is all-inclusive. Our students are taught character, inclusiveness and tolerance using *CharacterCounts!* and *The Seven Habits of Highly Effective Teens*. We have found that most students (Special needs, ELL, gang and at-risk) respond very well, each experiencing the benefits of a positive culture themselves. Students who require additional assistance in understanding and embracing our culture will receive individual counseling and assistance.

4. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

Our model creates a flexibility of time and space not found in traditional models. Students enter the large learning center and, when the bell rings, sit at their workstation and login to their computer for their daily work. Every 35 minutes through the day, students rotate from their work station into a workshop for direct instruction, remediation, project-based learning or fitness. At the end of the day they logoff and go home. Every student in every grade follows this routine.

5. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

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Because students receive most of their basic skills instruction from digital content, teachers can re-allocate time towards targeted data-based interventions or focus on extending and enhancing the curriculum through seminars, projects, simulation, etc. Teachers are not encumbered with a 25-30 student class throughout the day and have many more choices around how they serve students. Thus, throughout the day, teachers are 1) providing strategic data-based intervention, 2) guiding project-based learning, or 3) analyzing data. Because of the flexibility of time in our model, teachers conduct these activities through 1) workshops scheduled every 35 minutes, or 2) free time in which they push out into the learning center to help students one-on-one.

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

Not applicable.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

Not applicable. All programming occurs within the school day and are funded accordingly. This results in no additional parent or student commitment.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

Among the most important advances over the past decade is recognition of the need for school wide behavior support systems that address the whole child. The goals of school wide systems are to define, teach, and support appropriate behaviors in a way that establishes a healthy culture of competence within schools. To do this and to meet the goals we have set for our school, we have chosen to use a system call Positive Behavior Intervention Support (PBIS), as our school wide healthy-culture program. We have three clearly defined behavior expectations that are defined as positive, simple rules. These are Be Respectful, Be Responsible, and Be Safe. Administrative support and involvement will be an active component of the program. Parental support is also essential to successful outcomes. Schools that have been successful in implementing school wide Positive Behavior Supports (PBS) have seen many benefits such as increases in attendance, a more calm school environment, and a reduction in the proportions of students who engage in behavior disruptions.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Not Applicable.

Special Populations and At-Risk Students

Charter schools are responsible for hiring licensed and endorsed special educators pursuant to federal and state law. School personnel shall participate in developing

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Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. Describe the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

Under the guidance of a Special Education and Needs Director, and as a public charter school, Carpe Diem's program will provide all special education services required to all qualifying students. The services will be designed to serve every student who enrolls with special needs. When special needs students are enrolled, Carpe Diem will provide accommodations to students including onsite support. Specific accommodations and services available through the program include Universal Access. Carpe Diem understands that equitable access to learning materials ensures that all students, including those with disabilities and English Language Learners, have the same opportunities to achieve at optimum levels. Carpe Diem monitors all federal legislation regarding accessibility of education, including the guidelines of the Individuals with Disabilities Education Act (IDEA), Sections 504 and 508 of the Rehabilitation Act 1998 (P. L. 102-569), and Secondary Education Act, as amended, Title III, Sec. 3111-3129, 20 U.S.C. 6821-6849. These services include program assessment, design and placement strategies using psychological testing, academic assessment and a customized instructional plan for special needs, ELL, gifted and credit recovery students.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

a. How the school will identify students with special education needs.

b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

d. If applicable, the school's plan for promoting graduation for students with special education needs.

e. How the school will provide qualified staffing for students with special education needs.

f. Provide examples of how you have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at your existing schools.

Carpe Diem identifies students through 1) records review, 2) screening, 3) referral. Students identified are referred to the Special Education Director who reviews records, meets with parents, determines appropriate assessments or program design, ensures appropriate placement and related services are

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rendered by qualified personnel, and continuously monitors and evaluates students and programming for effectiveness. Students with unique concerns include children with disabilities who, during the current school year, met one of the conditions listed below:

- Transfer students;
- Have surrogate parents;
- Attend private schools;
- Have aversive treatment plans;
- Underwent a manifestation determination review during the school year;
- Have been suspended for more than seven days; or
- Have been expelled;
- Have graduated during the past year;
- Have exited all special education services;
- Were referred under IDEA;
- Were found to not be eligible for services under IDEA.

Progress monitoring is a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum. A fundamental assumption of education is that students will benefit from high-quality instruction. That is, typically, students will learn and achieve the skills and content taught in the classroom. For students who are not responsive to classroom instruction, alternative interventions can be provided and again the students' response to that instruction can be monitored. Progress monitoring is a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important information for eventual classification and placement decisions.

Progress monitoring is the scientifically based practice of assessing students' academic performance on a regular basis for three purposes:

1. To determine whether children are profiting appropriately from the instructional program, including the curriculum;
2. To build more effective programs for the children who do not benefit; and
3. To estimate rates of student improvement.

The National Association of State Directors of Special Education (NASDSE) (2005, pp. 25-26) has identified nine essential characteristics for progress monitoring interventions to be useful in an RTI/Special Needs context. Carpe Diem's intervention and progress monitoring will do the following:

1. Assess the specific skills embodied in state and local academic standards
2. Assess marker variables that have been demonstrated to lead to the ultimate instructional target
3. Be sensitive to small increments of growth over time
4. Be administered efficiently over short periods
5. Be administered repeatedly (using multiple forms)
6. Result in data that can be summarized in teacher-friendly data displays
7. Be comparable across students
8. Be applicable for monitoring an individual student's progress over time
9. Be relevant to development of instructional strategies and use of appropriate curriculum that addresses the area of need

Special Needs and At-Risk Student Identification, Assessment and Progress Monitoring Procedure

Screening

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		Progress Monitoring	Diagnostic Tests
Population	School-wide	Class/small group/student	Individual student
Uses	Broad Index	Specific academic skill or behavioral target	Specific academic domains of knowledge, skills, or abilities
Frequency	Yearly/3x/monthly	≤3 weeks/weekly/daily	Yearly
Purpose	Identify students who are at risk	Regroup students	Identify specific student deficits
Focus	School focus	Student/class focus	Student focus
Instruction	Class/school instruction and curriculum decisions	Within intervention (curriculum/instruction)	Selecting curriculum and instructional methods
Implications	As first step for intervention planning	Continue or revise placement	Planning or specifying intervention
Tools	e2020, Acuity, CBM's	Interventions	

Additionally, to reduce digital curriculum barriers for special needs populations, Carpe Diem curriculum uses the principles of Universal Design for Learning (UDL). UDL is a framework for designing educational environments that enable all learners to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously reducing barriers to the curriculum and providing rich supports for learning for all students, particularly those with disabilities.

We also meet accommodation and modification requirements: The Virtual Classroom supports universal access through content that is usable with assistive technology at the point of delivery. This preparation includes navigation and Keyboarding, input and output focus, personalization of operating system settings, customization of graphics and sounds, accessible search features, accessible web pages. Education 2020 curriculum also has an embedded Web Reader to meet the needs of ELL, special needs students, and students who are struggling readers. The Virtual Classroom Web Reader allows students to have text, which resides in an Internet Explorer browser window, read aloud to them. It also translates text.

There are many options students may manipulate within the Web Reader to improve comprehension and adjust features to meet specific learning needs. The Web Reader features and benefits include: a) On-demand text reader. Students can select the text they want read aloud, and have it repeated or spelled out text. Students can choose to stop the reading of a selected segment and continue reading at their individual pace. This feature allows students to read along, improve pronunciation, and increase fluency; b) Translation and read-aloud text. Students have the option of translating text and then having the text read in the student's native language. Courses can also be customized to increase/decrease rigor and scope, depending upon progress monitoring. Students are promoted and graduated with their cohort based upon IEP's and all applicable federal and state requirements.

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3. Explain how the school will meet the needs of English Language Learner (ELL) students, including:

a. How the school will identify ELL students.

b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

d. How the school will provide qualified staffing for ELL students.

ELL students are identified by screening forms and language assessment per federal and state requirements. Carpe Diem teachers use traditional ELL/TESOL instructional strategies to teach speaking, listening, reading, writing and grammar, customizing courses and classroom instruction accordingly. Teachers can use strategies based on social interactionist theory, such as that of Vygotsky, to create classroom conditions that foster learning by modeling, scaffolding and helping students to construct understanding, with the eventual goal of becoming independent thinkers and problem solvers. Teachers treat English learners with respect, not judgment, and try to build personal relationships with students, their families and communities. Teachers use information gained through these relationships to develop lessons and activities that help students understand the American culture while still respecting the culture of the student. By demonstrating respect for students, teachers allow a door of trust to open that can serve to further deepen a nurturing teacher-student relationship.

Teachers check for understanding of expectations, instructions and relevant vocabulary before students begin a task. Advance organizers may be utilized to help students know what is going to occur, repeating as necessary. Teachers employ good questioning techniques by asking a question, allowing ample wait time and then calling on someone. This should cause students to pay attention; and it will also give them a chance to develop an answer before being called on. Teachers check for understanding of content with questions that are higher than knowledge level. Teachers avoid using slang and idiomatic speech; use multi-sensory instruction, hands-on activities and frequent modeling; relate information, as much as possible, to students' prior knowledge; and scaffold instruction. Specific progress monitoring assessment and intervention occurs per our special needs (#2 above). Formal assessment aligns with state and federal requirements using state adopted assessments.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

As previously stated, we believe student success stems from several foundational concepts used to develop the educational program: 1) Rigorous education with mastery – failure is not an option when students cannot progress until success is achieved. Based upon each previous success, future successes become easier and the student begins to self-motivate based on the understanding that he/she can succeed. 2) High degree of connectivity among students and instructors – in order for rigorous education with mastery to occur, there must be a high degree of connectivity between student and instructor so that the student knows there is no penalty for failure, but help for him/her to succeed. 3) Individualized curriculum and flexible schedule – In order for 1 and 2 to occur, individualized curriculum and a flexible schedule is required, which allows the student to move at his/her own pace. Students are not boxed into a traditional classroom flow of instruction allowing the student to progress quickly in some areas, slower

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in other areas, but always able to reach out for help when needed or asked. 4) Applied technology – through the use of technology, teachers are empowered to make more effective and timely data-driven instructional decisions using the student progress and performance data available. Teachers are immediately aware of student challenges and successes so appropriate action can be taken immediately. This allows the teachers to be informed immediately on potential problems and issues. 5) Immediate intervention – using information from students’ daily work, formative assessments and standardized tests, teachers can provide targeted intervention based on student performance data.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:

- a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
- b. How the school will provide qualified staffing for intellectually gifted students.
- c. How the school will assess and monitor the progress and success of intellectually gifted students.

Individualized instruction is the hallmark of our program for all students, regardless of their learning level. In many respects we view all students as students with “special needs,” in that we make every attempt to identify and customize instruction for students with learning disabilities, language challenges, at grade level as well as beyond grade level. Our identification, assessment (curricular, classroom , Acuity) and instructional procedures are identical, varying only in specific curricular assignments. For instance, students identified through our data system as “advanced” are monitored to ensure that they receive courses that are appropriately challenging. While students may progress at their own pace, quickly moving through the grade level curriculum is not necessarily learning. Those students are identified and given 1) more challenging grade level coursework, 2) Advanced Placement coursework, or 3) encouraged to dual enroll in college level classes. Our teachers are trained in the identification and customization of the curriculum to ensure appropriate instructional levels. They are also trained in project-based learning, helping students at all learning levels connect their learning to real life.

Student Recruitment and Enrollment

1. State the maximum enrollment *school-wide* and *per grade level* you are setting to facilitate student academic success and the school’s ability to achieve other performance expectations.

The following chart represents our planned enrollment strategy:

Grade	Year				
	1	2	3	4	5
6 th grade	39	39	39	39	39
7 th grade	39	39	39	39	39
8 th grade	39	39	39	39	39
9 th grade	39	39	39	39	39
10 th grade	17	39	39	39	39
11 th grade	0	17	39	39	39
12 th grade	0	0	17	39	39
TOTAL	173	212	251	273	273

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2. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

Our target population is typically concentrated with low-income and potentially at-risk students. We will use the following outreach activities to identify, connect and enroll as many as possible:

- 1) Direct mail, every home in 15 square miles
- 2) Newspaper advertising in target-specific papers (papers read by target population)
- 3) Attend home school meetings,
- 4) Visit YMCA's and Boy's and Girl's Clubs,
- 5) Door-to-door pamphleting and canvassing
- 6) Information tables at Wal-Mart and Target
- 7) Open houses at each school
- 8) Visit local community centers
- 9) Identify and visit wherever they "hang out."
- 10) Theatre advertising
- 11) Radio advertising

With our target population, personal relationships will be important. That is why it is important to make the personal visits listed above and reach out in every way they are likely to hear about the school. Though at-risk and low-income, they still tend to be tech-savvy and interested in technology-based learning.

3. Provide, as Attachment 7, the school's Enrollment Policy, which should include the following:

- a. Any admission requirements, including explanation of the purpose of any pre-admission activities for students or parents**
- b. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms**
- c. Lottery dates (tentative) and procedures**
- d. A timeline and plan for student recruitment and enrollment**
- e. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores. How will parents be informed of the school's discipline policy?

Our discipline policy is directly related to our positive culture of prevention. Carpe Diem believes in a healthy, positive and safe educational environment. We accomplish this by defining, teaching, and supporting appropriate behaviors in a way that establishes a healthy culture of competence. To do this and to meet the goals we have set for our school, we have chosen to use a system call Positive Behavior Intervention Support (PBIS), as our school wide healthy-culture program. We have three clearly defined

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behavior expectations that are defined as positive, simple rules. These are Be Respectful, Be Responsible, and Be Safe. Administrative support and involvement will be an active component of the program. Parental support is also essential to successful outcomes. Schools that have been successful in implementing school wide Positive Behavior Supports (PBS) have seen many benefits such as increases in attendance, a more calm school environment, and a reduction in the proportions of students who engage in behavior disruptions.

2. Provide as Attachment 8 the school's discipline policy, which should include the following:

- a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior**
- b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively**
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings**
- d. A description of the appeal process that the school will employ for students facing expulsion.**

PERFORMANCE MANAGEMENT

The ICSB will evaluate every charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider growth and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations including fulfillment of the governing board's fiduciary obligations related to sound governance. Applicants may propose to supplement the ICSB's performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State your goals clearly in terms of the measures or assessments you plan to use.

We believe that expectations drive achievement. Therefore it is Carpe Diem's expectation that 100% of our students attain proficiency on state reading and math assessments and 30% of our students exceed proficiency standards. 100% of our students exit college and/or career ready. Everything we do is planned around achieving these goals. Our minimum acceptable proficiency goal on state performance assessments is 90%.

2. Describe any mission-specific organizational goals and targets that the school will have. State your goals clearly in terms of the measures or assessments you plan to use.

Not applicable.

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3. In addition to mandatory state assessment and testing requirements (ISTEP+, IMAST, ISTAR, ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., NWEA, Acuity). Explain how these interim assessments align with the school's curriculum, performance goals and state standards.

Interim assessments include: e2020 curricular, teacher created, and Acuity.

4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Student data is collected daily based upon digital content performance. Data is reviewed every day by each student and our instructors to determine student achievement levels. Struggling students receive remediation while high achieving receive increased rigor. Data collection, assessment and action are the responsibility of every team member under the supervision of the principal, Chief Academic Officer and governing board. Parents receive achievement reports weekly via email. All assessment data is aggregated monthly and annually to determine trends, patterns and correlations between assessments, subgroups and cohorts.

5. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

Student performance data is collected, managed and stored on PowerSchool, e2020 and Acuity. It is the responsibility of the principal and Chief Academic Officer to ensure data is aggregated, analyzed and used appropriately. Professional development is the responsibility of the principal, Chief Academic Officer and governing board.

6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

July is our concentrated professional development and training month. During that time, the Chief Academic Officer and principal provide professional development, training and support for our school team. Teachers and paraprofessionals analyze data, curriculum map and prepare instructional strategies based upon the data. During the school year, on a monthly basis, teachers receive additional training and professional development opportunities.

7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom or

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individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Because we are data driven, our team is quickly alerted to struggling and high achieving students. Anytime students struggle, we look at all data to include attendance, discipline, engagement, curricular, classroom, projects, Acuity and observation data. Discussions with teachers, parents and staff occur to find probable causes and solutions. Corrective actions occur when students achieve below 80% on tests and exams or fall more than 3% behind in their content area work. Once the problem is identified via data analysis and student inquiry, appropriate solutions are applied which may include 1) strategic remediation using content/concept specific materials, 2) 1-1 tutoring, 3) small group reinforcement, 4) additional assessments to determine learning challenges. The Chief Academic Officer and the principal work together to resolve achievement concerns.

GOVERNANCE & MANAGEMENT

Legal Status and Governing Documents

Describe the proposed school's legal status. Furnish copies of all organizational documents for the entity proposing to hold the charter as Attachment 9, including Articles of Incorporation, 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS). Attach the proposed Board Bylaws and policies in Attachment 9 as well. Provide, as Attachment 10, the completed and signed Statement of Assurances.

Upon application approval, Carpe Diem Schools will establish an Indiana not-for-profit educational corporation to charter, oversee and operate Indiana schools. For the purposes of this application, Carpe Diem has provided its parent organizational documents as Attachment 9.

Organizational Charts

Provide as Attachment 11 the following organizational charts:

- a. Year 1 network as a whole (including both network management and schools within the network)**
- b. Year 1 school-level organizational chart**
- c. School-level organizational chart at full expansion.**

The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The school-level organizational charts should likewise present clear lines of authority and reporting within the school. If the governing body would contract with a charter management organization or other education management provider, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

Governing Board

1. Governance Structure and Composition. Describe the governance structure at both the network and school levels. Will the new school have an independent

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governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, what is the plan for satisfying Indiana's Public Access Laws and ensuring members of the community – including parents of enrolled students – are able to attend board meetings? Describe the size, as well as the current and desired composition for the governing board.

Carpe Diem Schools is comprised of a network of indigenous local schools governed by local school boards under the guidance and authority of both a corporate advisory and executive board. The local governing board will be comprised of up to five members of the community representing various professional specialties to include legal, accounting, business, education and community members. Local governing board meetings, in compliance with Open Meeting Laws, are open to the public. Agendas are posted in advance of meetings on the website and within the school. The community is welcome to comment during the Call to the Public, available at every meeting.

2. Roles and Responsibilities. Describe the primary roles and responsibilities of the governing board, including the relationship between governance and school leadership. List all currently-identified board members and their intended roles. Summarize their interests in and qualifications for serving on the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

The Corporate Board of Carpe Diem Schools will be responsible to implement, operate and oversee the implementation of a Carpe Diem Indianapolis school governing board to ensure alignment with the educational philosophy and strategic goals of the corporate board and local charter contract. Carpe Diem Founder and CEO Rick Ogston, Sandy Stewart and Chet Crain will represent the corporate board and actively oversee the establishment of the Indianapolis governing board. Once established, the responsibilities of the Indianapolis Governing Board, operating under the guidance of the Carpe Diem corporate board, will include: 1) Overseeing the overall administrative, academic and financial performance; 2) Setting the program's general policies and overall curriculum policies; 3) Developing the annual budget and financial procedures; 4) Developing student and staff policy handbooks; 5) Reviewing and approving curriculum which will meet state Standards; 6) Reviewing academic data and making strategic recommendations; 7) Approving personnel policies and monitoring their implementation by the Director; 8) Assuring that the charter school fulfills its online charter contract, reporting and accountability compliance requirements; 9) Developing and implementing an autonomous strategic operations and growth plan. Governing Board meetings, in compliance with the Open Meeting Law, are open to the public. Agendas are posted in advance of meetings on the website and within the school. The community is welcome to comment during the Call to the Public, available at every meeting. The local governing board will be comprised of members of the community representing various professional specialties to include legal, accounting, business, education and community members.

3. Board Creation/Transition. If the Founding Group is not the governing board for the proposed school, explain how and when the Founding Group will transition to the formal governing board, and how the Founding Group will support the proposed school during start-up and in the longer term. In Attachment 12, provide a completed and signed Board Member Information Sheet for each proposed Board member. Also in Attachment 12, provide the required signed national background check authorization form for each proposed Board member. NOTE: Completed background check forms will not be posted on the ICSB website.

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Upon application approval, the corporate board will begin recruiting and appointing local governing board members. Our CEO will personally represent, recruit and make recommendations to the board. The corporate board will provide ongoing and continuous support and training through 1) the CEO and 2) the Corporate Advisory Board. There are no local members as of the date of this application.

4. Pre-Existing Nonprofit Organization. If this application is being submitted by an existing nonprofit organization or institution *other than* a charter school governing board:

a. Will the existing nonprofit board govern the proposed school? If so, what steps will the existing board take to transform its board membership, mission and bylaws to support the charter school expansion/replication?

b. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the current board will be.

Not Applicable.

5. Procedures. Explain the procedure by which board members have been and will be selected. How will the board fulfill its responsibilities? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013.

Carpe Diem Corporate Board members are selected by the board itself. Members select additional members to serve on the corporate advisory board and also local school governing boards. All boards operate on and by the authority of the corporate board. The corporate board operates under the John Carver Model of Non-Profit Governance. Local school boards meet at least quarterly, or more frequently as needed, to perform its duties that include: 1) Overseeing the overall administrative, academic and financial performance; 2) Setting the program's general policies and overall curriculum policies; 3) Developing the annual budget and financial procedures; 4) Developing student and staff policy handbooks; 5) Reviewing and approving curriculum which will meet state Standards; 6) Reviewing academic data and making strategic recommendations; 7) Approving personnel policies and monitoring their implementation by the Director; 8) Assuring that the charter school fulfills its online charter contract, reporting and accountability compliance requirements; 9) Developing and implementing an autonomous strategic operations and growth plan; 10) Hearing and reviewing stakeholder comments, compliments and concerns. Governing Board meetings, in compliance with the Open Meeting Law, are open to the public. Agendas are posted in advance of meetings on the website and within the school. The community is welcome to comment during the Call to the Public, available at every meeting.

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6. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 13, the board's proposed Code of Ethics and Conflict of Interest policy.

See Attachment 13, Carpe Diem Board Ethics and Conflict of Interest Policy

7. Advisory Bodies. Describe any network- or school-level advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the governing board and leadership.

Not Applicable.

8. Board Expansion, Development and Succession. Explain the plan for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs?

The local governing board, once established, will not be expanded. The board will be comprised of up to five members of the community representing various professional specialties to include legal, accounting, business, education and community members. Board development occurs annually. Sample Contents of Board Members Manual Provided to Board Members during orientation are below. The Manual is to be reviewed and refreshed annually by all board members during annual training. Training items include audit and financial reviews, data assessment and board operations. Vacancies are filled per established bylaws, by attrition and term limitations. Local governing board members are selected by the corporate board and operate on and by their authority.

Tab 1 History of the Organization and Current Annual Report

Tab 2 Core Corporate Documents

Articles of Incorporation and Bylaws

Tax-Exempt Status – IRS

Tax-Exempt Status - (state)

Mission, Vision, Tag-line, logo

Tab 3 Board Member Policies to sign and return

Conflict of interest disclosure statement

Code of Ethics for Board Members

Board Member Agreement

(Also included: Emergency contact information sheet for board members)

Tab 4 Description of Programs and Services

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Tab 5 Staffing Profile

Organizational Chart

Volunteers: How the organization involves volunteers

Personnel Policy Manual

Tab 6 Financial Overview

Current Budget and financial statements

Most recent Audited Financial Statements

Most recently filed Form 990

Fund development plan

Revenue and expenses at a glance (pie-chart)

Tab 7 Board Operations

Board of Directors' Responsibilities

Telephone Meeting Call-in Information and Protocol

Critical Corporate Resolutions and governance policies

a. Conflict of interest policy

b. Executive compensation policy

c. Full board review of the 990

d. Whistleblower protection

e. Document retention

Minutes – Recent board meetings

Directors' and Officers' Liability Insurance policy summary

9. Grievance Process. Explain the process that schools will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

The grievance process begins at the lowest level and proceeds up the level of authority to the CEO and corporate board. Concerns should first be expressed at the school level, if relating to a policy, procedure or administrative decision. Parents may speak with teachers or any administrator for quick resolution. If not satisfied, parents may request to speak with the local governing board during a scheduled meeting. If still unresolved, the parent may request to speak with the Carpe Diem Schools CEO who has full authority to resolve all concerns. As a not-for-profit organization, Carpe Diem Schools will make all required documents available for review free of charge upon request. Requests for copies will incur appropriate fees to offset printing and labor costs.

School Management Contracts – Not Applicable

Staff Structure

1. Provide, as Attachment 15, a complete staffing chart for the proposed school.

See attachment 15.

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2. Describe the administrative and staff structure planned for the school, including the number and types of positions. Note the teacher-student ratio, as well as the ratio of adults to students for the school. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed.

Carpe Diem's 273 student school model uses 4 content-certified teachers for an implied 68:1 student-teacher ratio. We also have a certified personal trainer (55:1) for our *Fit for Life* P.E. program. In practice, workshops are small, between 5-15 students (5:1/15:1), and students benefit from close one-to-one support throughout the school. Content area teachers are responsible for their content across all grade levels and are fully credentialed in Arizona. Four highly qualified paraprofessionals, a course manager and an administrator (25:1) are also available in the learning center for additional student support and learning center management. This position also acts as an internship for future teachers, enabling them to understand the model and build relationships with students and staff prior to becoming a teacher.

As the organizational chart shows, the office administrator will be responsible for all employees in administrative roles in the school. All instructional staff will report directly to the site administrator. The Chief Schools Officer will support and oversee the site administrator with regard to academic matters, while the Chief Operations Officer will provide support for the administrative matters. That structure is outlined further as part of Attachment 11.

Staffing Plans, Management and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as Attachment 16, any personnel policies or an employee manual, if developed.

Carpe Diem staff work without contracts on an at will basis. The existing employee manual is provided. Upon application approval, an employee manual specific to Indiana will be developed.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Carpe Diem's salary ranges for employees will be competitive with that of schools in the same area. Initial salaries will be based on experience and qualifications. All employees will receive medical, dental, and vision insurance for the employee at the employer's expense. Dependent coverage will be at the employee's expense. Employees will be entered into the Indiana Public Employee Retirement System. Performance-based incentives are built into the compensation structure. The performance pay, competitive base pay, and culture and environment of Carpe Diem lead teachers to stay with the organization and minimize retention challenges.

3. Describe the strategy, plans and timeline for recruiting and hiring the teaching staff in accordance with Indiana and federal law (see IC § 20-24-6-5). Explain key selection criteria and any special considerations relevant to your school design. What aspects of teacher recruitment and hiring will be managed at the school level

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vs. the network level? Who is responsible for managing this process? Identify known sources from which you will recruit teachers.

Ideally, teaching staff will be hired in April, with a first date of work in July. Carpe Diem specifically looks for teachers who demonstrate a passion for children, and commitment to growth and improvement and a level of comfort with technology in their classroom. The hiring process will be handled at the school level entirely, with the site administrator responsible for all staffing of the school. Carpe Diem has already begun cultivating a relationship with Teach for America and Marion University in Indianapolis to build a pipeline of teachers.

4. Outline the school's procedures for hiring and dismissing school personnel, including conducting national criminal background checks as required by the ICSB.

Currently, Carpe Diem performs a background check on all non-instructional staff, and requires all instructional staff to obtain a fingerprint clearance card in accordance with Arizona requirements. Upon acceptance of this application, Carpe Diem will develop a policy for Indiana to adhere to state mandates for background checks. Prospective employees will not be hired until the required background check and reference checks are completed. In dismissing employees, Carpe Diem adheres to all federal and state laws pertaining to the rights of employees.

5. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and faculty. What key elements will drive evaluations, and who will conduct them? Provide, in Attachment 17, relevant evaluation tools.

All employees of Carpe Diem receive semi-annual performance reviews. These reviews are a result of ongoing observation and dialog between supervisor and subordinate. Teacher reviews are based on four areas of performance, instruction, student achievement, learning community, and professionalism. The site administrator performs reviews for all instructional staff and the Chief Schools Officer evaluates the site administrator's performance. In Attachment 17, a copy of the summary page of our evaluation tool is shown. The evaluation tool is used in electronic form and this is the best representation that could be given.

6. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?

Carpe Diem's desire is always to help staff members become successful in what they do. To that end, the organization works very hard to identify potential growth areas for staff and provide them with the coaching and professional development necessary to achieve success. Should initial attempts prove inadequate the employee will be put on a specific improvement plan and monitored closely. If the employee is unable to meet the requirements of the improvement plan, the employee will be dismissed. Development needs and concerns are identified through evaluation of student and staff data, feedback from surveys, and direct observation.

Professional Development

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Describe the professional development standards and opportunities that will be offered to the teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Identify who will be responsible for developing, leading and evaluating professional development. Identify school-level and network-level responsibilities. How will the network identify and coordinate common professional development needs across schools?

Professional development will be planned and implemented by the Chief Schools Officer and facilitated by the site administrator based on the data collected from student achievement results, survey results, and direct observation. The CSO and site administrator will work closely to assure the needs of the school are being addressed and to evaluate the PD for effectiveness.

2. Describe how school leadership and teachers will be supported and developed throughout the year.

Professional development will be ongoing throughout the year as opportunity permits, with the CSO providing direct development as well as coordinating through outside sources as need arises. The school will rely on expertise across the organization to provide a wide variety of development. A large portion of training takes place during the month of July while staff is present but before school begins.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Administrators will begin at least six months prior to school opening and spend time at Carpe Diem in Arizona learning the unique system receiving support from the executive team. Instructional staff training takes place during the month of July prior to school beginning. Staff will receive training in the Carpe Diem curriculum system, the expectations of student interaction, the workshop experience, and all of the other pieces of the Carpe Diem model, which is unique from any other teaching experience.

4. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Note when teachers will have time for common planning or collaboration, and how such time will typically be used. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

Part of the Carpe Diem model includes a daily staff meeting every morning where collaborative planning and discussion. Weekly staff meetings also address required topics at greater depth. Teachers have periods during the day where they can collaborate as well. Professional development will typically take place on an as needed basis and so has not been specifically scheduled. The most likely time will be weekends or shorter afternoon sessions. Since professional development is naturally imbedded in our practices, it often takes place in short periods of time.

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5. Explain how the professional development program will be evaluated to assess its effectiveness and success.

As with all programs, Carpe Diem evaluates professional development in an ongoing capacity to ensure that it is effective and make adjustments as necessary. The plan will also be evaluated on an annual basis upon review of all pertinent data, such as staff feedback, observations, and student data.

Parent & Community Involvement

1. Describe the role of any parents and community members involved in developing the proposed school.

School board meetings will be open to the public and community members have opportunities to give input and feedback through various methods. The school board will include members of the local community giving them the opportunity to give input and help in development.

2. How will you inform parents and the community about the school's development?

Parents and community members will be able to follow the school's development on the school's website, through board meetings, and press releases. The school may choose to have town hall meetings to update the community on the development of the school and receive input.

3. Describe how you will engage parents in the life of the school. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

Carpe Diem welcomes parent input and encourages parents to be involved in the school through a Parent Teacher Association, surveys, school meetings and general feedback. Carpe Diem welcomes parents to volunteer on the learning center floor and get involved in school events. The school provides a school-parent compact that informs parents of their opportunities to get involved and the expectation for them to do so.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities. Provide, as Attachment 18, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

Community partnerships are still in development. Several programs are in discussion, however prior to acceptance of this application, much of the discussion is premature. Carpe Diem expects to have a partnership with several local universities to provide dual credit enrollment opportunities. Local businesses have also shown much initial interest in partnering with Carpe Diem to provide internship opportunities for students. The potential also exists for adult education that is being explored but is not yet finalized.

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Start Up & Operations

1. Start-Up Plan. Provide, as Attachment 19, a detailed start-up plan for the school proposed to open in 2012, specifying tasks, timelines, and responsible individuals. Also complete the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook, and provide as Attachment 21).

See attachments 19 and 21.

2. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, if applicable.

Transportation will not be provided by Carpe Diem.

3. Safety and Security. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Carpe Diem has an existing security and emergency preparation plan in place. The same type of plan will be developed for Indiana upon approval of this application. Due to the single building, closed campus design of Carpe Diem, not additional security staff are required. The technology is secured through the IT department as outlined below.

4. Technology Specifications and Requirements (for Blended Learning and Virtual Operators only).

a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.

Hardware

- Servers configured to provide directory services, policies, images, media, and data retention.
- Thin clients for students and some staff.
- Laptop computers for workshops as needed.
- Workstation computers for staff requiring specific needs.

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- Printers for student and staff printing.

Network

- 10 Mbs internet connection.
- Gigabit backbone within the network.
- Wireless access points for mobile devices.

Software

- Windows server and client operating system.
- XenServer to support thin clients
- Microsoft Office.
- Symantec Endpoint Protection for anti-malware and virus protection.
- Pearson Virtual labs software.

Property Controls

- All equipment will be barcoded and inventoried annually.
- Servers will be secured and accessible to only authorized personnel
- Mobile equipment will be secured in storage units and inventoried before and after use.

Responsibilities for Students and Families

- All equipment is provided while the student is attending school on campus. Students may use their own computers away from school with the understanding that our support is limited to general questions and specific connection issues to the online curriculum.

b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.

Scope of Technical Support

- Installation and upgrade assistance
- Feature/command clarification
- Product defect verification and reporting
- Connection and user specific assistance.

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Support staff will be located on site during the hours of operation for student and staff support. Support requests will be provided via a ticketing system to track and triage requests.

c. Describe the charter school's data retention, security, and confidentiality procedures.

Data Retention

- Email- all email is retained off site for a minimum of 5 years
- Staff Documents – to be retained for 1 year.
- Student Documents - to be retained for 1 year.

Security and Confidentiality

- Users will access only data that is required for their job.
- Users will not authorize or delegate access to sensitive data.

d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth (if applicable).

Carpe Diem will make necessary arrangements for connectivity at all locations as required. When students are working from a location other than a school facility, they will be responsible for the internet connection. During loss or impairment of connectivity, direct instruction will take place.

e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).

Data Protection and Recovery

- All business critical data stored on site is backed up daily and as changes occur.
- Student and staff documents are backed up as changes occur.

All data backup is via a Constant Data Protection appliance located on site and also does a Site to Site backup.

5. The applicant should provide, as Attachment 20, a list of the types of insurance coverage the school will secure. The applicant must also provide in Attachment 20 an estimate from an insurance agent/broker for the insurance coverage described, with a minimum A-BEST rating.

See attachment 20.

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Facilities

If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations.

Carpe Diem is prepared to meet all codes, laws and ordinances required regarding school facilities. Currently we are in the process of identifying a facility. We are partnering with Charter School Development Corporation and Canyon-Agassi to accomplish this. Both organizations handle the process of locating, securing, renovating and financing the facility in its entirety. Upon acceptance of this application, the target to secure the facility will be January with the renovations complete by May.

Budget & Finance

Schools chartered by the ICSB are required to adhere to Generally Accepted Accounting Principles (GAAP). Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

Carpe Diem currently operates in adherence to GAAP and will continue to do so in Indiana. We have procedures and protocols in place that our external auditor describes as "overkill" to protect against any type of potential fraudulent activity. Our finance, payroll, audit, and financial compliance will be contracted services. We have an existing relationship with Charter School Management Corporation, Inc, which we will continue to use for Indiana. We will contract services for auditing as necessary.

1. Budget Form. Provide, as Attachment 21, a detailed budget for the school.

See attachment 21.

2. Budget Narrative (provide as Attachment 22):

See attachment 22.

Replication Capacity

Provide the following information about the organization's capacity to carry out the proposed school replication with quality and integrity.

1. Identify any other jurisdictions or markets (in Indiana or other states) where the organization is currently operating, developing, planning, or planning to apply for a charter school. If the organization's existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the proposed school.

Carpe Diem currently operates a campus in Yuma, Arizona and an online model throughout the state of Arizona. Further expansion into the state of Indiana is a priority for Carpe Diem. The state of Indiana provides a unique opportunity to grow a system of schools to improve student educational opportunities in an ideal environment, and as such will have the focus of Carpe Diem's immediate

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growth plans. Our growth plan currently includes no other states and no other replication charters are in process.

2. Summarize the organization's capacity to support and ensure the quality and long-term success of the new school proposed. Outline specific tasks and timelines for building or deploying organizational capacity to support the proposed school.

Carpe Diem already has the capacity to support the new school through existing central office support. To ensure success, several support staff members will be added on-site in Indiana. That process will happen prior to the opening of the school, during Year 0 or the very early stages of Year 1.

Replication Capacity

1. Provide, as Attachment 23, a summary of all of the schools in the operator's portfolio

See Attachment 23.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's performance.

Carpe Diem Collegiate High School has demonstrated success using the model proposed in this application. Carpe Diem led all schools in the state in student growth in 2008 and 2009 based on the Arizona Growth Model, which measures growth compared to students with identical histories and ranks their growth in comparison. Over the past four years, 94% of Carpe Diem students have either met or exceeded state standards in Math and Reading combined, with 25% exceeding state standards. We have received the state's top rating ("Excelling") in three of the last four years. Our students averaged in the 98th percentile on Stanford 10 tests in two consecutive years. We also maintain a very high graduation rate, with last year's four-year graduation rate at 96%.

The success of this school is due, in large part, to the model described in this application. The model allows students to take ownership of their education and then provides them with the encouragement necessary to see it through. That has also been one of two distinct challenges that the school has overcome. Preparing students to take responsibility is a task that had to be accomplished with a comprehensive, submersion into our culture. When students come from outside programs, they must be brought along into the Carpe Diem way of doing things. Another challenge was the specific difficulty with ELL students struggling to read our online curriculum. Through very focused and specific interventions we were able to get students to the necessary levels to be able to work in the curriculum.

The successes (and challenges) of Carpe Diem will influence all of the schools that come after it. We have learned much through our years of experience with this school and that will ease the burden of future schools to have to learn those same lessons.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance.

Not Applicable – Carpe Diem has only two schools at this time and the second has not been open long enough to make a determination as to its performance for this purpose.

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4. For any and all schools operating in the State of Indiana, provide the following as Attachment 24:

Not Applicable

5. For the organization as a whole and any related business entities, provide the following as Attachment 25: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011). Be sure that the ESP/CMO level and the overall operations are distinctly represented.

See Attachment 25

6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for –material breach.||

Not Applicable

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

Not Applicable

8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

Not Applicable

9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as Attachment 26: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

Not Applicable

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ATTACHMENT 1

Richard (Rick) J. Ogston

3777 W. 22nd Lane
Yuma, Arizona 85364

Phone 928-317-3113
Cell: 928-210-5777
E-mail rogston@cdayuma.com

Education

2003 – 2004 University of Phoenix, Yuma, Arizona
M.A. Ed.

1979 – 1983 Southwestern Seminary, Ft. Worth, Texas
M.DIV. Theology with Counseling Emphasis

1972 – 1976 California Baptist College, Riverside, California BA
Political Science/Public Administration; Minor in Psychology

Professional Experience

2005 – Present
University of Phoenix Adjunct Professor: Religion, Philosophy,
Education, Research

2010- Present
Arizona Western College Adjunct Professor: Philosophy

2000 – Present Experience in Public Education

Arizona Department of Education Capacity Building Coach
Desert View Academy, Yuma, Arizona &
Carpe Diem Collegiate High School, Yuma, Arizona
Positions Held:

CEO/Executive Director/Superintendent (2002-Current)

Principal/Student Counselor

Substitute Teacher

Administrative Assistant

Project Manager

Grants Writer

Activities and Responsibilities:

- Manage multiple (5) school campuses (K-12)
- Arizona Charter School Association, Board Member, Legislation Committee
- Teach professional growth and training events for staff
- Curriculum design and educational theory instruction
- Developed school & business policies and procedures
- Community relations
- Interviewing and hiring teachers and staff
- Develop and manage multi-million dollar budgets
- Grants Writing and Management
- Developed campus and classroom management plans
- Developed academic improvement strategies
- Developed Assessment Tools
- Developed Emergency Management Plan
- Developed advertising and marketing tools
- Developed assessments and evaluated teacher effectiveness
- Resolving/mediating special education issues and concerns
- Coach schools in need of academic improvement

David E. Hedgepeth
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Summary of Qualifications

- Exceptional writing, verbal and interpersonal skills, including public speaking
- Proven record of success in working in and managing teams
- Advanced MS Excel and research skills

Skills and Abilities

Politics and Public Policy

GOP Candidate for D.C. Council – Ward 3

- Won 34% of the vote - the highest percentage ever for a general election challenger, and was the first GOP candidate to beat the incumbent and win a precinct.
- Won the endorsement of *The Washington Post* based on thorough knowledge of D.C. issues
- Authored op-eds, letters-to-the-editor and appeared on radio and TV in support of education reform, and in opposition to the proposed implementation of a “soda tax” to combat the problem of childhood obesity:
 - “You Can’t Tax Away Obesity,” *Washington Post*, May 28, 2010
 - Letter To The Editor, “Chancellor didn’t put kids behind politics,” *The Northwest Current*, July 28,2010
 - Letter To The Editor, “Chancellor deserves legislators’ support,” *The Northwest Current*, June 16,2010

Education

Member, Founding Committee to Bring BASIS to Our Nation’s Capitol

- Successfully lobbied members of the DC Public Charter School Board and members of the DC Council in our support of our efforts to bring the nation’s best charter school to D.C., resulting in our charter being issued in August 2011.

Trustee, BASIS DC A Public Charter School, Inc.

- Responsible for decisions regarding operation of BASIS DC Public Charter School including budgeting, curriculum, contracting, and operating procedures.

Problem Solving/Analytical Skills

- Planned magazine, television, and newspaper advertising campaigns in America, Asia and Europe. Worked with client and account teams to develop objectives and strategies for media buys and determined the mix of advertising mediums used for campaigns
- Produced monthly reports analyzing the latest motor oil advertisements, and tracked competitive media spending to present a full year and creative analysis to senior management
- In the absence of dedicated software, used MS Excel to develop, implement and maintain a system to document the tasks, project codes, and billable and non-billable hours worked, of 120 employees
- Reduced the time and number of people needed to organize, search and produce documents, by promoting the use of Optical Character Recognition (OCR) technology on both large and small document intensive cases to the firm's partners, saving money for our clients and our firm

Research & Analysis

- Researched and wrote memoranda of law for the General Counsel of American Federation of Teachers on various topics including agency fees, union dues, tax, antitrust, and malicious prosecution
- Researched and analyzed various issues to answer candidate questionnaires submitted by The League of Women Voters, Jewish Community Relations Council, and Friends of Choice in Urban Schools (FOCUS)
- Researched and analyzed for senior attorneys & partners documents such as memos, news articles, annual company reports to shareholders, and SEC filings for legal implications in antitrust, labor and contract cases

Management/Organizational

- Led litigation support team consisting of paralegals, case assistants and legal administrative assistants; Notified team members of key dates and upcoming deadlines, monitored case dockets, reviewed recently filed pleadings, and maintained project calendars
- Served as the main point of contact for litigation team consisting of six partners, four associates and five expert witnesses. Successfully prepared attorneys to take over 70 fact depositions, including the taking of 43 fact depositions in a single month
- Directed the indexing and scanning of 1 million pages of electronic documents, and created document databases which enabled team members to efficiently search, find, and produce key documents
- Oversaw off-site document review project supervising fifteen contract attorneys. Addressed issues regarding productivity and quality with reviewers. Ensured timely submission of reviewer time-sheets.

Document Review/Litigation Skills

- Perform electronic and paper document review, evaluating documents for confidentiality, redaction, privilege, and attorney work product for large litigation firms, on matters from antitrust to labor act violations
- Second chair depositions, contributing questions, and drafting outlines
- Deposition prep: prepare, create and organize exhibits; organize pleadings and discovery; set-up and update databases; create and update witness files; work with local counsel to arrange locations, times, court reporters and videographers for depositions; summarize deposition testimony; maintain document production logs.

Relevant Experience

9/2011 – Present	Contract Attorney , Tower Legal, Washington, DC
9/2011 – Present	Trustee , BASIS DC A Public Charter School Inc.
2/2011 – 8/2011	Member , Committee to Bring BASIS to Our Nation’s Capitol
10/2009 – 3/2011	Law Clerk , CACI, Washington, DC
2/2010 – 11/2010	Candidate, DC Council Ward 3
09/2010 – 10/2010	Contract Attorney , Compliance, Inc., Washington, DC
8/2007 – 2/2009	Paralegal , Akin Gump Strauss Hauer & Feld, Washington, DC
10/2005 – 8/2007	Sr. Paralegal , Robins Kaplan Miller & Ciresi, Washington, DC
10/2003 – 10/2005	Contract Attorney, Task Supervisor, Sr. Paralegal , CACI
1/2003 – 9/2003	Contract Attorney & Sr. Paralegal , TMP Worldwide & Aspen Systems, Washington, DC
03/2001 - 01/2002	Contract Attorney , Kellogg Huber Hansen Todd & Evans, Washington, DC
09/2000 - 01/2001	Contract Attorney , Various Temp Agencies, Washington, DC
Summer 1999	Law Clerk , American Federation of Teachers, Washington, DC
1994 - 1996	Account Executive , Bozell Worldwide, New York, NY
1993 - 1994	Media Planner , DDB Needham Worldwide, New York, NY

Education

JD, The Catholic University of America, Columbus School of Law, Washington, DC

BA History, Colgate University, , Hamilton, NY

DAN LIPS
440 12th St, NE, Apt 201 - Washington DC 20002
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PROFESSIONAL EXPERIENCE

U.S. Senate Homeland Security and Governmental Affairs Committee 7/2011– Present

- **Disaster Recovery and Intergovernmental Affairs Subcommittee**, Minority Staff Director
- Handle Committee and Subcommittee policy issues and hearings for Senator Rand Paul

FEDERAL BUREAU OF INVESTIGATION, Intelligence Analyst 2/2010 – 7/2011

- Analyze information from the U.S. intelligence community, write strategic intelligence products, and provide analytical support to FBI investigators.
- Serve as morning briefer for senior executives of the Directorate of Intelligence.
- Completed 9-week FBI Academy training course; hold *Top Secret* clearance.

HERITAGE FOUNDATION, Senior Policy Analyst 8/2005 – 2/2010

- Served as lead analyst covering education policy.
- Testified before Congress and state legislatures; briefed members of Congress and executive branch officials.
- Represented organization in the media, appearing on CNN, Fox News, and in the *Washington Post*.
- Developed policy solutions that shaped state and federal legislation.
- Wrote numerous policy reports, op-eds, and journal articles on education policy.

AMERICANS FOR PROSPERITY, Senior Policy Advisory 5/2004 – 8/2005

- Served as lead policy advisor for a national grassroots organization, analyzing federal and state fiscal policy, health care, and Social Security.

ARIZONA DREAM FOUNDATION, Executive Director 6/2002 – 5/2004

- Managed non-profit organization for Children First America committed to improving educational opportunities for low-income children in Arizona.
- Promoted legislative initiatives that were enacted as state policy; oversaw statewide marketing campaign.

CATO INSTITUTE, Research Assistant 6/2000 – 4/2002

- Researched and analyzed federal and state education policy.
- Wrote policy paper that was cited by the *Wall Street Journal*.

ACADEMIC EXPERIENCE

INSTITUTE OF WORLD POLITICS, M.A. 6/2008

- Earned Master's in *Statecraft and National Security Affairs*, concentrating on intelligence, public diplomacy, and strategic communication.
- Wrote optional honors thesis: "Winning the War of Ideas: From the Cold War to Today."

PRINCETON UNIVERSITY, B.A. in Politics 6/2000

- Graduated cum laude; wrote bi-weekly column for *The Daily Princetonian*.

BOOKS, AFFILIATIONS AND HONORS

- Appointed chairman of the D.C. Advisory Committee to the U.S. Commission on Civil Rights in 2010.
- 2007 White House Fellowship competition, regional finalist.
- Senior Fellow, Goldwater Institute, Maryland Public Policy Institute.
- Co-authored The Reagan Vision (Goldwater Institute: 2004) and The Report Card on American Education (American Legislative Exchange Council: 2010).

Don Soifer

Don Soifer is Executive Vice President of the Lexington Institute, a nonpartisan think tank headquartered in Arlington, VA.

He directs the institute's research programs in domestic-policy areas including education, energy and postal reform. Soifer's research has been published and discussed in many of the nation's most influential news publications, including The New York Times, Washington Post, USA Today and New York Daily News. He has testified before the U.S. Congress on several occasions, in official hearings of various federal and state agencies, and appears regularly on television and newsradio programs around the country.

Soifer has served since 2008 on the District of Columbia's Public Charter School Board, which is responsible for the oversight of 95 campuses serving approximately 28,000 students. He serves on numerous advisory and governing boards for government and nonprofit organizations around the Nation's Capital.

He is a 1990 graduate of Colgate University and lives in Washington, DC.

RYAN HACKMANN

1167 Arena Drive • Yuma, AZ 85364 • 928-247-7380 • rhackmann@carpediemschools.com

Chief Operations Officer

Dedicated and technically skilled business professional with a versatile skill set developed through experience as an office manager, operations manager, and executive assistant.

Excel in resolving challenges with innovative solutions, systems and process improvements.

Possess excellent interpersonal, communication, and data analysis skills.

Offer advanced computer skills in MS Office Suite and other applications/systems.

Key Skills

Teambuilding & Supervision

Office Management

Spreadsheet & Database Creation

Staff Development & Training

Bookkeeping, Payroll

Facilities Management

Policies & Procedures Manuals

Accounts Payable/Receivable

Meeting & Event Planning

Experience

Carpe Diem Collegiate High School, Yuma, AZ

2007 to Present

Chief Operations Officer, 2011 to present

Executive Assistant, 2007 to 2011

Served as executive assistant to the CEO, handled all grants management, human resources, district-wide assessment coordination, data-analysis, and compliance, oversaw all financial responsibilities, facilitated all school-wide program planning and implementation.

2006 to 2007

Konen's Kustom Pools, Yuma, AZ

Operations Manager

Managed all organizational operational activities, including accounting, public relations, and compliance. Quickly learned to sell and design pools and took on those responsibilities as well. Served as IT support for the entire organization.

Sports Authority, Yuma, AZ

2005 to 2006

Operations Manager

Oversaw opening of local store, handled all operational functions, including internal and external operational compliance, human resource management, managed cashier team and all local level accounting.

The Ark Christian Bookstore, Yuma, AZ

1999 to 2005

Operations Manager

Began as bookkeeper but quickly took on all operational responsibilities including inventory management, accounting, and compliance. Oversaw an increase from \$360,000 in sales to \$800,000 and the opening of a second location.

Education

Grand Canyon University, Phoenix, AZ

In Process (2013)

Bachelor's Degree in Business Administration

KOFA High School, Yuma, AZ

1996

Academic Diploma

CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 2

Also provide, as Attachment 2, the qualifications, resume, professional bio and signed national background check authorization form for this individual. *NOTE: Completed background check forms will not be posted on the ICSB website.* If no candidate is yet identified, explain your timeline, criteria, recruiting and selection process for hiring the school leader.

Our School leader has not yet been identified. We anticipate hiring a school leader within two months of application approval.

ATTACHMENT 3

If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications, resumes, professional bios and signed national background check authorization forms for these individuals. *NOTE: Completed background check forms will not be posted on the ICSB website.* If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring.

These positions have not yet been filled. We will begin hiring within two months of application approval. Teach for America, The New Teacher Project and Marian University Teacher Preparation Program will be assisting in recruiting highly qualified and appropriately certified teachers and paraprofessionals. These organizations will screen for candidates and provide our CEO and school leader with a list of qualified applicants to interview.

CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 4

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with the Common Core Standards. More information about Indiana's adoption of the Common Core Standards can be found at <http://doe.in.gov/commoncore/>.

Conceived with a focus on high-interest, engaging curriculum that caters to diverse student-learning styles, e2020 built its courses on the Universal Design for Learning (UDL) model. e2020 also incorporates in its design the following behavioral, cognitive, and social learning theories: Vygotsky's (1978) social learning theory, Fadel and Lemke's (2008) multimodal research, Choi and Johnson's (2005) contextualized video research, and Zimmerman and Kitsantas' (2005) self-regulated learning research. The components of e2020's lessons, thus, include direct instruction videos by highly-qualified teachers who model metacognitive processes; vetted links to external websites that provide opportunities for practice or a different method of instruction; interactives that allow students to apply their skills to real-world problems/issues; and participation in an online community via the internal synchronous and asynchronous communication system, including email, chat, threaded discussions, and on-demand teacher interaction. These capacities of e2020 via Carpe Diem ensure a unique educational experience for the students in Indiana's Department of Education system, one that can serve multiple student needs.

In its adoption and transition to the Common Core, Indiana Department of Education asserted its commitment to high caliber instruction, one that superiorly prepares its students for college and career success. Committed to the same vision, e2020 strives to provide a rigorous and relevant curriculum for the modern student. Though it accommodates the current shift in multimedia by including video, audio, and games, academic rigor is the backbone of the curriculum. Lessons require students to engage with the information, practice it, and display their mastery of it before they can advance. This curriculum is developed completely in-house by a team of highly qualified teachers, instructional designers, and content-area experts who construct and continually update courses, lessons, and standards-aligned scopes and sequences. The curriculum department structure allows for continuous moderation and evaluation of current and new course content. The correlations and alignment group monitors e2020 curriculum to ensure comprehensive coverage of instructional objectives stipulated in state and national standards.

The curriculum integrates all levels of Bloom's Taxonomy to engage students in critical thinking as they complete lessons in a sequentially-based mastery approach. The scope and sequence excerpt (below) illustrates a topic from the Environmental Science course. Examples of national and state standard alignments as well as lesson objectives that utilize the range of Bloom's Taxonomy Learning Domains are noted.

Climate

Succession
 Identify various causes of succession in ecosystems.
 Differentiate between primary and secondary succession in ecosystems.
 Explain the importance of succession in maintaining ecosystems.

Climate and Change in Ecosystems
 Identify various effects of climate changes on an ecosystem.
 Describe environmental factors that can cause changes in ecosystems.
 Compare and contrast the benefits and disadvantages of natural change to ecosystems.

Global Change
 Predict future changes in the global climate.
 Assess current theories regarding global climate change.
 Analyze environment changes and their connection to global warming.

A History of Global Climate Change
 Compare current and past global climate trends.
 Explain how long-term global climate shifts impact Earth's ecosystems.
 Describe the effects of greenhouse gases on the atmosphere.
 Analyze various theories related to global warming.

Global Connection: Algal Blooms
 Connect the formation of algal blooms to climate change.

National Standards Alignment
 (e.g. Standard D:
 Energy in the earth systems)

State Standard Alignment
 (e.g. GA SCV3: Students will describe stability and change in ecosystems)

Bloom's New Taxonomy

In 2010, e2020 aligned its curriculum to the Common Core in addition to the individual state standards. The following screenshots provide evidence of alignment in the three categories, College-and-Career Readiness for Math, College-and-Career Readiness for English Language Arts, and K-12 Language Arts.

College-and-Career Readiness for Math

Web Administrator

Logged in as [Name] School: e2020 TEST SCHOOL

State: CC Subject: College-and Career-Readi Document: Common Core State Standards

Year: 2010 Grade: 6 to 12 Course: All

Get Report

Standard ID	Grade Level	Course	Lesson
A-APR.5	9 - 12	Algebra II - MA1103 Pre-Calculus - MA1104	Binomial Theorem The Binomial Theorem
(blank)	9 - 12		
A-APR.6	9 - 12	Algebra II - MA1103 Algebra II - MA1103 Pre-Calculus - MA1104 Algebra I - MA2003 Algebra I 1st Sem USD 338 Algebra I - MA2003 Algebra I 1st Sem USD 338 Algebra I - MA2003 Algebra I 1st Sem USD 338 Algebra I - MA2003 Algebra I 1st Sem USD 338	Dividing Polynomials Roots and Zeros Polynomial Division Simplify Rational Expressions Simplify Rational Expressions Multiply and Divide Rational Expressions Multiply and Divide Rational Expressions Add and Subtract Rational Expressions with Like Denominators Add and Subtract Rational Expressions with Like Denominators Add and Subtract Rational Expressions with Unlike Denominators Add and Subtract Rational Expressions with Unlike Denominators
A-APR.7	9 - 12	Algebra II - MA1103 Algebra II - MA1103	Multiplying and Dividing Rational Expressions Adding and Subtracting Rational Expressions

College-and-Career Readiness for English Language Arts

Web Administrator
 Logged in as [username] School: e2020 TEST SCHOOL

State: CC Subject: College- and Career-Readin Document: Common Core State Standards

Year: 2010 Grade: 6 to 12 Course: All

Get Report

Standard ID	Grade Level	Course	Lesson
LCCR.4	0 - 12	Language Arts 6 - LA1088	Excerpt: The Adventures of Tom Sawyer, Chapter 6
		Language Arts 6 - LA1088	Poetry: Mean Song, Analysis of Baseball
		Language Arts 6 - LA1088	Essay: Brother from I Know Why the Caged Bird Sings
		Language Arts 6 - LA1088	Teleplay: Words on a Page
		Language Arts 6 - LA1088	Radio Play: The Hitchhiker
		Language Arts 7 - LA1089	Short Story: Three Skeleton Key
		Language Arts 7 - LA1089	Teleplay: The Monsters are Due on Maple Street
		Language Arts 7 - LA1089	Short Story: Rikki-tikki-tavi
		Language Arts 7 - LA1089	Short Story: The Golden Kite, the Silver Wind
		Language Arts 7 - LA1089	Poem: Buffalo Dusk and I was Sleeping Where the Black Oaks Move
		Language Arts 8 - LA1090	Biography: Conductor on the Underground Railroad
		Literacy and Comprehension I - LA1095	Math- Extreme Temperatures: Some Like it HOT!
		Literacy and Comprehension I - LA1095	Science-Earth Science- Is There A Storm Brewing? Just Ask the Sky
Literacy and Comprehension I - LA1095	Social Studies - World History: In Fire and Ash: Pompeii Lost		

K-12 English Language Arts

Web Administrator
 Logged in as [username] School: e2020 TEST SCHOOL

State: CC Subject: K-12 English Language Art Document: Common Core State Standards

Year: 2010 Grade: 6 to 12 Course: All

Get Report

Standard ID	Grade Level	Course	Lesson
L.6.4.a	6	Language Arts 6 - LA1088	Poetry: Mean Song, Analysis of Baseball
		Language Arts 6 - LA1088	Essay: Brother from I Know Why the Caged Bird Sings
		Language Arts 6 - LA1088	Teleplay: Words on a Page
		Literacy and Comprehension I - LA1095	Word Analysis
		Literacy and Comprehension I - LA1095	Science-Earth Science- Is There A Storm Brewing? Just Ask the Sky
L.6.4.b	6	Literacy and Comprehension I - LA1095	Functional Text: How-To Article - Tornado in a Bottle
		Literacy and Comprehension I - LA1095	Online Text: Diagrams and Simulator Web tool
		Language Arts 6 - LA1088	Grammar: Prefixes and Affixes
L.6.4.c	6	Literacy and Comprehension I - LA1095	Word Structure
		Literacy and Comprehension I - LA1095	Social Studies- Fearless in Fur, Fins, and Feathers: Animals in the Armed Forces
L.6.4.d	6	Literacy and Comprehension I - LA1095	Social Studies - The Black Death: The Disease that Won't Die
		Language Arts 6 - LA1088	Teleplay: Words on a Page
L.6.4.d	6	Literacy and Comprehension I - LA1095	Social Studies- Fearless in Fur, Fins, and Feathers: Animals in the Armed Forces
		Literacy and Comprehension I - LA1095	Literary Text: Poetry About Art

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
The Real Number System				
	Number Sets	Classify real numbers Order real numbers on a number line		
	Real Number Operations	Perform operations with rational numbers Simplify numerical expressions by using the order of operations Find absolute values of rational numbers		
	Use Variables to Represent Numbers	Translate written phrases into algebraic expressions. Evaluate algebraic expressions by using the order of operations.		
	Properties of Real Numbers	Recognize the properties of real numbers		
	Simplify Expressions	Simplify algebraic expressions by combining like terms. Simplify expressions by removing grouping symbols.		
Laws of Exponents				
	Zero and Negative Exponents	Simplify expressions with zero and negative exponents Evaluate expressions with zero and negative exponents Convert between scientific and standard notation		
	Multiply with Like Bases	Simplify numeric expressions using the multiplication property of exponents Simplify algebraic expressions using the multiplication property of exponents		
	Divide with Like Bases	Simplify numeric expressions using the division property of exponents Simplify algebraic expressions using the division property of exponents		
	A Quantity to a Power	Simplify expressions by raising a product to a power Simplify expressions by raising a quotient to a power		

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Apply Laws of Exponents				
		Simplify expressions using laws of exponents		
		Solve real-world problems with laws of exponents		
			A1.4.1	Use the laws of exponents for variables with exponents. Multiply, divide and find powers of variables with exponents.
One-Variable Equations				
Addition and Multiplication Properties of Equality				
		Justify steps used to solve an equation		
		Solve equations by using the addition property of equality		
		Solve equations by using the multiplication property of equality		
Two-Step Equations				
		Apply properties to solve two-step equations		
		Verify a solution for an equation		
Equations with Like Terms				
		Apply properties to solve equations with like terms		
		Verify a solution for an equation		
Equations with Variables on Both Sides				
		Apply properties to solve equations with the variable on both sides		
		Verify a solution for an equation		
Equations as Mathematical Models				
		Represent and solve real-world situations with equations		
		Judge the reasonableness of a solution		
Radical Expressions				
Introduction to Radicals				
		Use the inverse operation to evaluate perfect squares		
		Express roots using fractions as exponents		
		Approximate roots of nonperfect squares		
Simplify Radicals				
		Express radicals in simplest form		
			A1.6.3	Simplify radical expressions involving square roots.
Add and Subtract Radicals				
		Simplify sums and differences involving radicals		
			A1.6.3	Simplify radical expressions involving square roots.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Multiply Radicals				
		Simplify products involving radicals	A1.6.3	Simplify radical expressions involving square roots.
Divide Radicals				
		Simplify quotients involving radicals	A1.6.3	Simplify radical expressions involving square roots.
Pythagorean Theorem				
		Find a side length of a right triangle given the lengths of its other two sides		
		Apply the Pythagorean theorem to real-world problems		
			A1.6.4	Solve equations that contain radical expressions on only one side of the equation and identify extraneous roots when they occur.
Multi-Step Equations				
Solve Equations Using the Distributive Property				
		Determine if equations are equivalent		
		Apply the distributive property to solve equations		
		Determine if an equation has 0, 1, or an infinite number of solutions		
Simplify and Solve Equations				
		Solve multi-step equations		
		Verify a solution of an equation		
			A1.6.4	Solve equations that contain radical expressions on only one side of the equation and identify extraneous roots when they occur.
Translate and Solve Written Statements				
		Translate written statements into equations		
		Solve equations translated from written statements		
Literal Equations				
		Solve literal equations for a specific variable		
		Evaluate the unknown variable in a literal equation		
Model and Solve Problems with Multi-Step Equations				
		Solve real-world problems using multi-step equations		
		Judge the reasonableness of a solution		
			A1.6.3	Simplify radical expressions involving square roots.
			A1.6.4	Solve equations that contain radical expressions on only one side of the equation and identify extraneous roots when they occur.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
The Squaring and Square Root Properties				
		Solve equations using the squaring property of equality		
		Solve equations using the square root property of equality		
			A1.6.4	Solve equations that contain radical expressions on only one side of the equation and identify extraneous roots when they occur.
One-Variable Inequalities				
Properties of Inequality				
		Apply the addition and multiplication properties of inequality		
Write and Solve Inequalities				
		Solve one-variable inequalities		
		Graph the solution sets of inequalities		
		Translate written statements into inequalities		
Two-Step Inequalities				
		Solve two-step inequalities in one variable		
		Graph the solution sets of inequalities		
Multi-Step Inequalities				
		Solve multi-step inequalities in one variable		
		Graph the solution sets of inequalities		
Compound Inequalities				
		Solve compound inequalities		
		Graph the solution sets of compound inequalities		
Absolute Value Equations and Inequalities				
Absolute Value Equations in One Variable				
		Solve absolute value equations		
Absolute Value Inequalities in One Variable				
		Solve and graph absolute value inequalities in one variable		
Multi-Step Absolute Value Inequalities in One Variable				
		Solve and graph absolute value inequalities in one variable		
Model and Solve Problems with Absolute Value Inequalities				
		Model and solve real-world problems using absolute value inequalities		
		Judge the reasonableness of a solution		

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Represent Relationships				
Relations and Functions				
		Represent relations as sets of ordered pairs, tables, mappings, and graphs		
		Determine the domain and range of a relation		
		Determine if a relation is a function		
			A1.1.1	Determine whether a relation represented by a table, graph, words or equation is a function or not a function. Translate among tables, graphs, words and equations.
			A1.1.2	Identify the domain and range of relations represented by tables, graphs, words and equations.
Function Notation				
		Identify the independent and dependent variables of a function		
		Evaluate functions		
			A1.1.1	Determine whether a relation represented by a table, graph, words or equation is a function or not a function. Translate among tables, graphs, words and equations.
			A1.1.2	Identify the domain and range of relations represented by tables, graphs, words and equations.
			A1.2.1	Translate among various representations of linear functions like tables, graphs, words and equations.
Function Operations				
		Perform operations with functions		
			A1.1.1	Determine whether a relation represented by a table, graph, words or equation is a function or not a function. Translate among tables, graphs, words and equations.
			A1.2.1	Translate among various representations of linear functions like tables, graphs, words and equations.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Graph Functions				
		Draw graphs of functions Interpret graphs of functions		
			A1.1.1	Determine whether a relation represented by a table, graph, words or equation is a function or not a function. Translate among tables, graphs, words and equations.
			A1.2.1	Translate among various representations of linear functions like tables, graphs, words and equations.
Write Function Rules				
		Write function rules from given data or graphs Write function rules to model real-world situations		
			A1.2.1	Translate among various representations of linear functions like tables, graphs, words and equations.
Linear Relationships				
Standard Form of a Linear Equation				
		Identify a linear equation in standard form Use the properties of equality to write a linear equation in standard form Determine solutions of a linear equation given in standard form Graph a linear equation given in standard form		
Slope				
		Determine if a line has a positive, negative, zero, or no slope Calculate the slope of a line given two points Relate slope to the rate of change Graph a line given its slope and a point on the line		
			A1.2.2	Graph linear equations and show that they have constant rates of change.
			A1.2.3	Determine the slope, x-intercept and y-intercept of a line given its graph, its equation or two points on the line. Then determine the equation of a line given sufficient information.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
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Slope-Intercept Form

Convert between the standard and slope-intercept forms of linear equations

Identify the slope and y-intercept of a line from a given equation or graph

Graph a line from a given equation

A1.2.2	Graph linear equations and show that they have constant rates of change.
A1.2.3	Determine the slope, x-intercept and y-intercept of a line given its graph, its equation or two points on the line. Then determine the equation of a line given sufficient information.
A1.2.4	Write, interpret and translate among equivalent forms of equations for linear functions (i.e., slope-intercept, point-slope and standard). Recognize that equivalent forms reveal more or less information about a given situation.
A1.2.5	Solve problems that can be modeled using linear equations and inequalities, interpret the solutions and determine whether the solutions are reasonable.
A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.

Graph Linear Inequalities

Graph linear inequalities in two variables

Model and solve real-world problems involving linear inequalities

A1.2.2	Graph linear equations and show that they have constant rates of change.
A1.2.3	Determine the slope, x-intercept and y-intercept of a line given its graph, its equation or two points on the line. Then determine the equation of a line given sufficient information.
A1.2.5	Solve problems that can be modeled using linear equations and inequalities, interpret the solutions and determine whether the solutions are reasonable.
A1.2.6	Graph a linear inequality in two variables.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Write Linear Equations				
Write Equations in Slope-Intercept Form				
		Write the equation of a line given its slope and y-intercept		
		Write the equation of a line given its graph		
		Write the equation of a line given two points on the line		
			A1.2.2	Graph linear equations and show that they have constant rates of change.
			A1.2.3	Determine the slope, x-intercept and y-intercept of a line given its graph, its equation or two points on the line. Then determine the equation of a line given sufficient information.
			A1.2.4	Write, interpret and translate among equivalent forms of equations for linear functions (i.e., slope-intercept, point-slope and standard). Recognize that equivalent forms reveal more or less information about a given situation.
			A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.
Point-Slope Form				
		Write the equation of a line given its slope and a point on the line.		
			A1.2.2	Graph linear equations and show that they have constant rates of change.
			A1.2.3	Determine the slope, x-intercept and y-intercept of a line given its graph, its equation or two points on the line. Then determine the equation of a line given sufficient information.
			A1.2.4	Write, interpret and translate among equivalent forms of equations for linear functions (i.e., slope-intercept, point-slope and standard). Recognize that equivalent forms reveal more or less information about a given situation.
			A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.
Parallel Lines				
		Determine if lines are parallel from their given equations		
		Write the equation of a line given the equation of another line to which it is parallel and a point on that line		
			A1.2.2	Graph linear equations and show that they have constant rates of change.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Perpendicular Lines				
		Determine if lines are perpendicular from their given equations		
		Write the equation of a line given the equation of another line to which it is perpendicular and a point on that line		
			A1.2.2	Graph linear equations and show that they have constant rates of change.
Equations of Lines				
		Write linear equations in various forms and from a variety of given information		
			A1.2.2	Graph linear equations and show that they have constant rates of change.
			A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.
Linear Systems				
Solve a Linear System Graphically				
		Determine if a linear system of equations is dependent, independent, consistent, or inconsistent		
		Identify the graphical solution of a system of linear equations		
		Apply a system of equations to solve a one-variable linear equation graphically		
			A1.3.1	Understand the relationship between a solution of a pair of linear equations in two variables and the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing, substitution or elimination.
			A1.3.3	Solve problems that can be modeled using pairs of linear equations in two variables, interpret the solutions and determine whether the solutions are reasonable.
			A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.
Solve a Linear System by Substitution				
		Determine if a point is a solution of a linear system		
		Solve a system of two linear equations in two variables using substitution		
			A1.3.1	Understand the relationship between a solution of a pair of linear equations in two variables and the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing, substitution or elimination.
			A1.3.3	Solve problems that can be modeled using pairs of linear equations in two variables, interpret the solutions and determine whether the solutions are reasonable.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Solve a Linear System by Elimination				
		Determine if a point is a solution of a linear system		
		Solve a system of two linear equations in two variables using elimination		
			A1.3.1	Understand the relationship between a solution of a pair of linear equations in two variables and the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing, substitution or elimination.
			A1.3.3	Solve problems that can be modeled using pairs of linear equations in two variables, interpret the solutions and determine whether the solutions are reasonable.
Model and Solve Problems with Linear Systems				
		Use a system of linear equations to model and solve real-world problems		
			A1.3.1	Understand the relationship between a solution of a pair of linear equations in two variables and the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing, substitution or elimination.
			A1.3.2	Graph with and without technology the solution set for a pair of linear inequalities in two variables. Use the graph to find the solution set.
			A1.3.3	Solve problems that can be modeled using pairs of linear equations in two variables, interpret the solutions and determine whether the solutions are reasonable.
			A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Systems of Linear Inequalities				
		Determine if a point is a solution of a system of linear inequalities Identify the graphical solution of a system of linear inequalities		
			A1.2.6	Graph a linear inequality in two variables.
			A1.3.1	Understand the relationship between a solution of a pair of linear equations in two variables and the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing, substitution or elimination.
			A1.3.2	Graph with and without technology the solution set for a pair of linear inequalities in two variables. Use the graph to find the solution set.
			A1.3.3	Solve problems that can be modeled using pairs of linear equations in two variables, interpret the solutions and determine whether the solutions are reasonable.

Statistics

Represent Data

Read and interpret data presented in various formats
Determine if a graph is a misrepresentation of data

Scatterplots

Determine the correlation in a relationship
Write an equation for the line of best fit and use it to make predictions

A1.7.3 Evaluate reports based on data published in the media by considering the source of the data, the design of the study, the way the data are analyzed and displayed and whether the report confuses correlation with causation.

Introduction to Matrices

Organize data in matrices
Perform matrix operations

Measures of Central Tendency

Calculate measures of central tendency
Determine the effects of variability on measures of central tendency

A1.7.1 Organize and display data using appropriate methods to detect patterns and departures from patterns. Summarize the data using measures of center (i.e., mean, median) and spread (i.e., range, percentiles, variance, standard deviation). Compare data sets using graphs and summary statistics.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Measures of Variation				
		Find the range, quartiles and interquartile range of a set of data Organize and use data in box-and-whisker plots		
			A1.7.1	Organize and display data using appropriate methods to detect patterns and departures from patterns. Summarize the data using measures of center (i.e., mean, median) and spread (i.e., range, percentiles, variance, standard deviation). Compare data sets using graphs and summary statistics.
Making Connections: Super Survey Simulator				
		Collect and organize data Draw a scatterplot and use it to make a prediction		
			A1.7.2	Distinguish between random and non-random sampling methods, identify possible sources of bias in sampling, describe how such bias can be controlled and reduced, evaluate the characteristics of a good survey and well-designed experiment, design simple experiments or investigations to collect data to answer questions of interest, and make inferences from sample results.
			A1.7.3	Evaluate reports based on data published in the media by considering the source of the data, the design of the study, the way the data are analyzed and displayed and whether the report confuses correlation with causation.
Probability				
Counting Methods				
		Determine the outcomes of an event using lists, tables and tree diagrams Recognize permutation notation Calculate the number of outcomes of an event using the fundamental counting principle or permutation		
Combinations				
		Recognize combination notation Evaluate expressions containing factorials Calculate the number of outcomes of an event using combinations		
Introduction to Probability				
		Find the theoretical probability of a favorable outcome Use experimental results to determine probability Find the theoretical probability of a favorable outcome		

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Probability with Intersection or Union				
		Find the probability of dependent and independent events		
		Find the probability of mutually exclusive events		
Probability with Combinations or Permutations				
		Use combinations or permutations to determine the number of ways an event can occur		
		Find the theoretical probability of a favorable outcome		
Polynomial Operations				
Add and Subtract Polynomials				
		Classify polynomials		
		Add and subtract polynomials		
			A1.4.2	Add, subtract and multiply polynomials and divide polynomials by monomials.
Multiply and Divide by a Monomial				
		Multiply and divide polynomials by monomials		
			A1.4.1	Use the laws of exponents for variables with exponents. Multiply, divide and find powers of variables with exponents.
			A1.4.2	Add, subtract and multiply polynomials and divide polynomials by monomials.
Multiply Polynomials				
		Multiply polynomials		
			A1.4.1	Use the laws of exponents for variables with exponents. Multiply, divide and find powers of variables with exponents.
			A1.4.2	Add, subtract and multiply polynomials and divide polynomials by monomials.
Special Products				
		Identify special products of binomials		
			A1.4.2	Add, subtract and multiply polynomials and divide polynomials by monomials.
Divide Polynomials				
		Divide polynomials		
			A1.4.1	Use the laws of exponents for variables with exponents. Multiply, divide and find powers of variables with exponents.
			A1.4.2	Add, subtract and multiply polynomials and divide polynomials by monomials.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Simplify Polynomial Expressions				
		Simplify polynomial expressions		
			A1.4.1	Use the laws of exponents for variables with exponents. Multiply, divide and find powers of variables with exponents.
			A1.4.2	Add, subtract and multiply polynomials and divide polynomials by monomials.
Factor Polynomials				
The Greatest Common Factor				
		Determine the greatest common factor		
		Use the greatest common factor to factor polynomials		
Factor by Grouping				
		Factor polynomials by grouping		
			A1.4.3	Factor common terms from polynomials and factor quadratic expressions.
Factor Trinomials with Leading Coefficient of One				
		Factor trinomials with a leading coefficient of one		
			A1.4.3	Factor common terms from polynomials and factor quadratic expressions.
Factor Trinomials with a Leading Coefficient Other than One				
		Factor trinomials with a leading coefficient other than one		
			A1.4.3	Factor common terms from polynomials and factor quadratic expressions.
Special Cases				
		Factor perfect square trinomials		
		Factor the difference of two squares		
			A1.4.3	Factor common terms from polynomials and factor quadratic expressions.
Factoring Polynomials				
		Apply various factoring methods to completely factor a polynomial		
			A1.4.3	Factor common terms from polynomials and factor quadratic expressions.
Rational Expressions				
Simplify Rational Expressions				
		Determine the values for which a rational expression is undefined		
		Simplify rational expressions by dividing out the greatest common factor		
		Use factoring methods to simplify rational expressions		
			A1.6.2	Solve equations involving rational expressions.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Multiply and Divide Rational Expressions				
		Multiply and divide rational expressions		
			A1.6.1	Add, subtract, multiply, divide, reduce and evaluate rational expressions with polynomial denominators. Simplify rational expressions with linear and quadratic denominators, including denominators with negative exponents.
Add and Subtract Rational Expressions with Like Denominators				
		Add and subtract rational expressions with like denominators		
			A1.6.1	Add, subtract, multiply, divide, reduce and evaluate rational expressions with polynomial denominators. Simplify rational expressions with linear and quadratic denominators, including denominators with negative exponents.
Add and Subtract Rational Expressions with Unlike Denominators				
		Determine the lowest common denominator of two or more rational expressions. Add and subtract rational expressions with unlike denominators		
			A1.6.1	Add, subtract, multiply, divide, reduce and evaluate rational expressions with polynomial denominators. Simplify rational expressions with linear and quadratic denominators, including denominators with negative exponents.
Solve Rational Equations				
		Solve rational equations Determine if a solution is extraneous Solve work-rate problems		
			A1.6.1	Add, subtract, multiply, divide, reduce and evaluate rational expressions with polynomial denominators. Simplify rational expressions with linear and quadratic denominators, including denominators with negative exponents.
			A1.6.2	Solve equations involving rational expressions.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Quadratic Functions				
Quadratic Equations in Standard Form				
		Recognize a quadratic function		
		Determine a parabola's line of symmetry, vertex, and whether it opens up or down		
		Graph quadratic functions		
			A1.5.1	Graph quadratic functions.
			A1.5.4	Analyze and describe the relationships among the solutions of a quadratic equation, the zeros of a quadratic function, the x-intercepts of the graph of a quadratic function and the factors of a quadratic expression.
			A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.
Intercepts and Zeros				
		Use the zero product property to find the zeros of a function and relate to the intercepts of the graph		
		Use the zeros of a quadratic function to find the vertex of the graph of the function		
		Graph quadratic functions		
			A1.5.1	Graph quadratic functions.
			A1.5.4	Analyze and describe the relationships among the solutions of a quadratic equation, the zeros of a quadratic function, the x-intercepts of the graph of a quadratic function and the factors of a quadratic expression.
			A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.
Quadratic Equations in Vertex Form				
		Write a quadratic equation for a given parabola		
		Determine the effects on the graph by changing the values of a, h, and k in the vertex form of a quadratic function		
			A1.5.1	Graph quadratic functions.
			A1.5.4	Analyze and describe the relationships among the solutions of a quadratic equation, the zeros of a quadratic function, the x-intercepts of the graph of a quadratic function and the factors of a quadratic expression.
			A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.
Convert Between Standard and Vertex Form				
		Convert a quadratic equation from standard to vertex form		
			A1.5.1	Graph quadratic functions.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Making Connections: Daredevil Danny				
Model Problems with Quadratic Functions				
		Model and solve real-world problems using quadratic functions		
		Solve a system of two equation where one is quadratic		
Quadratic Inequalities				
		Graph quadratic inequalities		
		Apply quadratic inequalities to real-world problems		
Quadratic Equations				
Solve by Factoring				
		Solve quadratic equations by using the zero product property		
			A1.4.3	Factor common terms from polynomials and factor quadratic expressions.
			A1.5.4	Analyze and describe the relationships among the solutions of a quadratic equation, the zeros of a quadratic function, the x-intercepts of the graph of a quadratic function and the factors of a quadratic expression.
Radical Equations				
		Solve radical equations		
		Determine if a solution is extraneous		
			A1.5.4	Analyze and describe the relationships among the solutions of a quadratic equation, the zeros of a quadratic function, the x-intercepts of the graph of a quadratic function and the factors of a quadratic expression.
Complete the Square				
		Solve quadratic equations by completing the square		
			A1.5.2	Solve quadratic equations in the real number system with real number solutions by factoring, by completing the square and by using the quadratic formula.
The Quadratic Formula				
		Use the quadratic formula to solve equations with rational roots		
		Use the discriminant to determine the nature of the roots of a quadratic equation		
			A1.4.3	Factor common terms from polynomials and factor quadratic expressions.
			A1.5.2	Solve quadratic equations in the real number system with real number solutions by factoring, by completing the square and by using the quadratic formula.
			A1.5.3	Solve problems that can be modeled using quadratic equations, interpret the solutions and determine whether the solutions are reasonable.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
Irrational Roots				
		Use the quadratic formula to solve equations with irrational roots		
Model and Solve Problems with Quadratics				
		Model and solve real-world problems using quadratic equations		
			A1.5.2	Solve quadratic equations in the real number system with real number solutions by factoring, by completing the square and by using the quadratic formula.
Number Patterns and Exponential Functions				
Arithmetic Sequences				
		Recognize arithmetic sequences		
		Extend and find the nth term of an arithmetic sequence		
		Write formulas for arithmetic sequences		
Geometric Sequences				
		Recognize geometric sequences		
		Extend and find the nth term of a geometric sequence		
		Write formulas for geometric sequences		
Recursive Formulas				
		Extend and find the nth term of a recursively defined sequence		
Direct and Inverse Variation				
		Recognize direct and inverse variation		
		Model direct and inverse variation relationships with equations		
Exponential Functions				
		Evaluate exponential expressions		
		Graph exponential functions		
Growth and Decay				
		Identify data that displays exponential behavior		
		Solve problems involving exponential growth and decay		
Functions and Transformations				
Parent Functions				
		Associate a parent function with a given graph or data		
		Determine the domain and range of parent functions		
			A1.5.5	Sketch and interpret linear and non-linear graphs representing given situations and identify independent and dependent variables.

Topic	Lesson	Lesson Objectives	Standard ID	Standard Text
		Scale Factors		Determine the effects of a scale factor on the graph of a parent function.
		Shifts of Functions		Determine how changes to the rule of a function correspond to the translation of its graph
		Transformations of Functions		Apply multiple transformations to find the image or rule of a function
		Piecewise Functions		Determine the domain and range of piecewise functions Associate the graph of a piecewise function with its rule

ATTACHMENT 5

Provide, in Attachment 5, a complete set of the school's proposed learning standards for one grade *for each division* of the school as applicable (elementary, middle or high school), addressing the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to Question 4 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)

A sample of Carpe Diem e2020 learning standards is included in Attachment 4. Additional standards will be provided upon request.

ATTACHMENT 6

CARPE DIEM COLLEGIATE HIGH SCHOOL
Academic 2012-2013 Calendar

July - 0 Days

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Hours
 7:50-3:45 pm
 Monday- Friday

183 school days
 1,143.75 instructional hours

July
 9 Staff First Day

August
 6 Student First Day

January - 18 Days

S	M	T	W	T	F	S
		H	B	B	B	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	22	23	24	25	26
27	28	29	30	31		

August - 20 Days

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September
 3 Labor Day - No School

Educate with Knowledge

February - 19 Days

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28		

September - 19 Days

S	M	T	W	T	F	S
						1
2	H	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November
 12 Veterans Day - No School
 19 - 23 Thanksgiving Break

December
 21 Christmas Break Begins

March - 21 Days

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October - 22 Days

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	H	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January
 7 School Resumes
 21 MLK Jr. Day - No School

February
 21 President's Day - No School



April - 17 Days

S	M	T	W	T	F	S
		B	B	B	B	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Equip for Life

November - 16 Days

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	H	13	14	15	16	17
18	B	B	B	H	H	24
25	26	27	28	29	30	

March

April
 1 Spring Break Begins
 8 Back from Spring Break

May - 17 Days

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December - 14 Days

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	B	22
23	B	H	B	B	B	29
30	B					

May
 23 Student Final Day

June

June - 0 Days

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**Please call the School Office at ###-###-###
 by 9:00am if your student will be absent.**

SEIZE THE DAY!!

Sample 8th Grade Schedule

Day	7:50 8:00	8:00 8:30	8:30 9:00	9:00 9:30	9:30 9:45	9:45 10:15	10:15 10:45	10:45 11:15	11:15 11:35	11:35 12:00	12:00 12:30	12:30 13:00	13:00 13:30	13:30 13:45	13:45 14:15	14:15 14:45	14:45 15:15	15:15 15:30	15:30 15:45
Monday	Morning Announcements	Learning Center	Learning Center	PE	Morning Break	PE	Learning Center	Learning Center	Lunch Break	Lunch Break	Learning Center	SCI	L/A	Afternoon Break	Math	Learning Center	Soc. St.	Character Ed / Life Skills Instruction	Afternoon Announcements
Tuesday				PE		PE						SCI	L/A		Math		Soc. St.		
Wednesday				PE		PE						SCI	L/A		Math		Soc. St.		
Thursday				PE		PE						SCI	L/A		Math		Soc. St.		
Friday				PE		PE						SCI	L/A		Math		Soc. St.		
INST. TIME 6:15		0:30	0:30	0:30		0:30	0:30			0:30	0:30	0:30		0:30	0:30	0:30	0:15		

CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 7

Provide, as Attachment 7, the school's Enrollment Policy, which should include the following:

- a. Any admission requirements, including explanation of the purpose of any pre-admission activities for students or parents**
- b. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms**
- c. Lottery dates (tentative) and procedures**
- d. A timeline and plan for student recruitment and enrollment**
- e. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**

Carpe Diem is an open enrollment, tuition-free, public charter school. Our enrollment policies and practices align with appropriate state statutes. An example of our Arizona policy is below.

Carpe Diem Enrollment Policy

Carpe Diem's open-enrollment policy, based upon Arizona Revised Statute (ARS) 15-184, allows for the enrollment of students who reside anywhere within traveling distance of the school on a space available basis. Enrollment is only granted on a year-to-year basis. Students enrolling must reapply every year by completing an Intent to Return Form (IRF) and must be submitted on or before the given due date to be guaranteed enrollment for the following school year. IRF's not returned by the due date will be subject to either 1) space available or 2) lottery regulations, depending upon public demand. Students not admitted during open enrollment shall be placed on a waiting list and admitted via lottery as space becomes available.

- Enrollment preferences may be given as follows: To students re-enrolling who attended during the previous school year;
- To students who are children of employees or leased employees of the school, employees of the management organization whose activities are primarily related to the operations of the school, members of the governing body of the school or directors, officers, partners or board members of the charter holder; and
- To students who are siblings of current students.

No preference will be granted to students who do not meet the above criteria.

Arizona Revised Statute (ARS) 15-184.

Charter schools; admission requirements

A. A charter school shall enroll all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. A charter school shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. A charter school that is sponsored by a school district governing board shall give enrollment preference to eligible pupils who reside within the boundaries of the school district where the charter school is physically located. A charter school may give enrollment preference to and reserve capacity for pupils who are children of employees of the school, employees of the charter holder, members of the governing body of the school or directors, officers, partners or board members of the charter holder. If remaining capacity is insufficient to enroll all pupils who submit a timely application, the charter school shall select pupils through an equitable selection process such as a lottery except that preference shall be given to siblings of a pupil selected through an equitable selection process such as a lottery.

Student Recruitment and Tentative Lottery Schedule

April 2, 2012 – Open application period

May 16, 2012 – Close application period

May 18, 2012 – Within five (5) business days of the lottery, the school will communicate the time, date and location of the lottery with caretakers of applicants

May 24, 2012 – Conduct lottery

May 25, 2012 – Caretakers of accepted students notified with offer of enrollment

June 1, 2012 – Caretaker deadline to accept offer of enrollment

June 29, 2012 – Caretaker deadline to complete enrollment tasks of accepted students

July 13, 2012 – Final Confirmation completed by Caretaker of accepted student

Lottery Policy

Carpe Diem will conduct a lottery *if applications exceed the enrollment cap*. Parents/legal guardians (caretaker) who submit their student's (s) name, mailing address, requested grade level, date of birth, the names of siblings applying, the parent/guardian (caretaker) name, email address and telephone number through the website or by calling the school will thereby qualify their student(s) as an applicant for the lottery. The initial application period will be from April 2, 2012 to May 16, 2012. At the close of the application period, applicants who are age-ineligible will be notified of their ineligibility for enrollment in the school. If the remaining applicants will oversubscribe the school, a lottery will be conducted. As provided for in the Federal lottery requirements, students of founding board members, students of teachers, and siblings of students selected in the lottery will be given enrollment preference.

If necessary, a lottery will be conducted on May 24, 2012 at a place and time to be determined and will be open to the public. The date, time, and location of the lottery will be publicized on the school website. The lottery will be conducted by a school administrator and one observer. If a lottery is to be held, caretakers of applicants will be notified of the lottery date, time, and place by email no later than five (5) business days in advance of the lottery.

Notification of Acceptance

Caretakers of students accepted in the initial lottery will be notified by email and telephone with an offer of enrollment no later than two (2) business days after the lottery is conducted. These caretakers will then have five (5) business days to respond affirmatively in writing (email is acceptable) to the offer of enrollment or the student will forfeit his/her space in the school. After the acceptance of the offer of enrollment, caretakers will have 30 days to complete all enrollment registration tasks, or the student will forfeit his/her space in the school. Students who forfeit the enrollment slot will remain eligible for any future lotteries, if necessary, if they are still actively seeking enrollment.

CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 8

Provide as Attachment 8 the school's discipline policy, which should include the following:

- a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior**
- b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively**
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings**
- d. A description of the appeal process that the school will employ for students facing expulsion**

Our discipline policy, contained within our handbook, is directly related to our positive culture of prevention. Carpe Diem believes in a healthy, positive and safe educational environment. We accomplish this by defining, teaching, and supporting appropriate behaviors in a way that establishes a healthy culture of competence. To do this and to meet the goals we have set for our school, we have chosen to use a system call Positive Behavior Intervention Support (PBIS), as our school wide healthy-culture program. We have three clearly defined behavior expectations that are defined as positive, simple rules. These are Be Respectful, Be Responsible, and Be Safe. Administrative support and involvement will be an active component of the program. Parental support is also essential to successful outcomes. Schools that have been successful in implementing school wide Positive Behavior Supports (PBS) have seen many benefits such as increases in attendance, a more calm school environment, a reduction in the proportions of students who engage in behavior disruptions and a safe and orderly environment.

Carpe Diem has a zero tolerance for gang related activities. Recruiting, flashing gang signs, or gang related colors or clothing may result in suspension, expulsion and/or the involvement of the Police Gang Task Force.

When misbehavior occurs a polite request will be made to the offender to stop or correct a behavior. The second warning will be a firm directive. If the behavior is not changed, consequences will occur. Consequences may involve a call home, separation, 1-3 day suspension or counseling with an administrator. Students who are repeat offenders may be subject to administrative discipline. Offences involving bullying, threatening or harming others, stealing, cheating, drugs or alcohol, weapons, or gang activity may result in immediate expulsion and/or police involvement. Students with qualifying disabilities are disciplined according to IDEA requirements to include due process and manifestation hearings.

Out of School Suspension

Students who receive out of school suspension will not be allowed on the school campus or at school events. Any student who has been expelled and/or is under long term suspension from another school may not be registered for one full school year.

The appeal process is determined by state statute and, in Arizona, includes:

- 1) Letter requesting appeal to the board within 5 days of imposed discipline.
- 2) Board review of request within 5 days of receipt.
- 3) If approved, the board appoints an impartial and trained hearing officer.
- 4) Hearing officer schedules and holds the hearing as soon as possible, but no later than 5 days after being assigned.
- 5) Hearing officer makes a recommendation for action to the board.
- 6) The board convenes within 3 days to determine action.
- 7) The board decision is final.

ATTACHMENT 9

AZ CORP COMMISSION
OF THE STATE OF AZ
FILED

ARTICLES OF AMENDMENT AND RESTATEMENT

OF

ARTICLES OF INCORPORATION

OF

CARPE DIEM COLLEGIATE HIGH SCHOOL

2004 JUN 28 P 4:40
APPR Alia Sumner
DATE APPR 1/28/05
TERM _____
DATE 1013536.7

Pursuant to the provisions of Sections 10-11002, 10-11006 and 10-11007 of the Arizona Revised Statutes, the undersigned corporation adopts the following amendments and restatement of its Articles of Incorporation:

FIRST: The name of the corporation is Carpe Diem Collegiate High School.

SECOND: The document attached hereto as Exhibit "A" sets forth a restatement of the Articles of Incorporation, which contain amendments to the Articles of Incorporation.

THIRD: The undersigned officer of Carpe Diem Collegiate High School hereby certifies that the foregoing Amended and Restated Articles of Incorporation do not contain amendments to the Articles of Incorporation requiring member approval.

FOURTH: The document attached hereto as Exhibit "A" was duly adopted by an act of the board of directors of the corporation on Sept
18, 2003.

DATED this 18 day of Sept, 2003.

Samia Alas
Secretary

EXHIBIT A
AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF
CARPE DIEM COLLEGIATE HIGH SCHOOL

These Amended and Restated Articles of Incorporation supersede and take the place of the heretofore existing Articles of Incorporation and any amendments or restatements thereof of Carpe Diem Collegiate High School, all pursuant to the Arizona Nonprofit Corporation Act, Sections 10-3101 through 10-11702 of the Arizona Revised Statutes ("ANCA").

ARTICLE I

Name

The name of the Corporation is Carpe Diem Collegiate High School the "Corporation").

ARTICLE II

Purposes

The Corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of I.R.C. Section 501(c)(3). Such purposes may include, but are not limited to, operating one or more charter schools. The Corporation may carry out its purposes directly or by making gifts, grants or other payments to other qualifying organizations. In these Articles, the term "I.R.C." means the Internal Revenue Code and references to provisions thereof are to such provisions as from time to time amended and to corresponding provisions of any future United States Internal Revenue Law.

ARTICLE III

Activities and Restrictions

Section 1. No dividends, liquidating dividends, or distributions shall be declared or paid by the Corporation to any private individual or officer or director of the Corporation.

Section 2. No substantial part of the activities of the Corporation shall consist in carrying on propaganda or otherwise attempting to influence legislation, unless by appropriate election a greater part is permitted without jeopardizing the Corporation's exemption under I.R.C. Section 501(c)(3). The Corporation shall neither participate in, nor intervene in, any political campaign on behalf of (or in opposition to) any candidate for public office, including the publishing or distribution of any statements.

Section 3. No part of the net earnings or net income of the Corporation shall inure to the benefit of any private individual or officer or director of the Corporation; provided, however, that such a person may receive reasonable compensation for personal services rendered, or reimbursement for reasonable expenses incurred, which are necessary to carrying out the exempt purposes of the Corporation.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from federal income tax under I.R.C. Section 501(c)(3) or by a Corporation contributions to which are deductible under I.R.C. Section 170(c)(2).

Section 5. Whenever the Corporation is a private foundation as defined in I.R.C. Section 509(a), the income of the Corporation shall be distributed at such time and in such manner as not to subject it to tax under I.R.C. Section 4942 and the Corporation shall not engage in any act of self-dealing, or retain any excess business holdings, or make any taxable expenditures as defined in I.R.C. Sections 4941(d), 4943(c) and 4945(d), respectively, or make any investments in such manner as to subject it to tax under I.R.C. Section 4944; or make any indemnification which would give rise to a penalty excise tax under I.R.C. Chapter 42.

ARTICLE IV

Members

The Corporation shall have no members.

ARTICLE V

Board of Directors

The power to appoint and remove Directors of the Corporation shall be vested solely in the Board of Directors of Juniper Tree Academy, an Arizona nonprofit Corporation. The affairs

of the Corporation shall be managed by its Board of Directors, which shall consist of such number of persons as shall be fixed by the Bylaws from time to time. The terms of office, qualifications and method of election of the directors shall be as specified in the Bylaws.

ARTICLE VI

Amendment

These Articles of Incorporation may be amended by the directors of the Corporation by vote of two-thirds (2/3) of the directors entitled to vote at the time that the amendment is adopted; provided, however, that no amendment shall be effective unless and until the amendment is approved in writing by the Board of Directors of Juniper Tree Academy, an Arizona nonprofit Corporation, pursuant to Section 10-11030 of the ANCA and that no amendment shall substantially change the original purposes of the Corporation.

ARTICLE VI

Dissolution

In the event of the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively to one or more organizations then described in I.R.C. Sections 170(c)(2), 501(c)(3), 2055(a)(2) and 2522(a)(2) having purposes substantially similar to those of the Corporation (except that no private foundation as defined by I.R.C. Section 509(a) shall be a recipient) or to one or more units or agencies of federal, state or local government to be used exclusively for public purposes, as the Board of Directors shall determine. Any of such assets not so distributed shall be distributed to one or more of such organizations as determined by the Superior Court of the county in which the principal office of the Corporation is then located.

ARTICLE VIII

Principal Office; Registered Office and Registered Agent

The mailing address of the principal office of the Corporation and the street address of the registered office of the Corporation is 221 E. 26th Place, Yuma, Arizona, 85365. The registered agent at such address is Richard Ogston.

ARTICLE IX

Anti-Discrimination Policy

In carrying out the purposes of the Corporation, no distinction shall be made among the students or employees on the account of race, color, gender, religion, creed, age, disability, veteran status, or national or ethnic origin. Specifically, in operating any school, the Corporation shall admit students and grant students access to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school regardless of race, color, gender, religion, creed, age, disability, veteran status, or national or ethnic origin.

Executed this 18 day of Sept, 2003.



, Secretary

400-833-9392

01:56:

AZ Corp. Commission



03548806

AZ CORPORATION COMMISSION
FILED

JUN 23 2011

FILE NO. -10135367**ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION
OF****CARPE DIEM COLLEGIATE HIGH SCHOOL**

Pursuant to the provisions of A.R.S. Sections 10-11002, 10-11006 and 10-11030 **CARPE DIEM COLLEGIATE HIGH SCHOOL** hereby adopts the following Articles of Amendment to its Amended and Restated Articles of Incorporation:

1. Article V was amended as follows:

"ARTICLE V**Board of Directors**

The power to appoint and remove Directors of the Corporation shall be vested solely in the Board of Directors. The affairs of the Corporation shall be managed by its Board of Directors, which shall consist of such number of persons as shall be fixed by the Bylaws from time to time. The term of office, qualifications and method of election of the directors shall be as specified in the Bylaws."

2. Article VI was amended as follows:

"ARTICLE VI**Amendment**

These Articles of Incorporation may be amended by the directors of the Corporation by a vote of two-thirds (2/3) of the directors entitled to vote at the time that the amendment

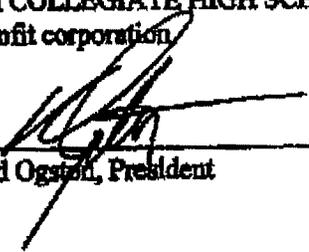
is adopted; provided, however, that no amendment shall substantially change the original purposes of the Corporation."

2. The amendment was duly adopted by the Board of Directors of the Corporation and approved by the Board of Directors of Juniper Tree Academy, an Arizona nonprofit corporation, on May 11th, 2011, in the manner prescribed by the Arizona Nonprofit Corporation Law and there is no other group or person whose approval is necessary.

DATED: May 11th, 2011.

CARPE DIEM COLLEGIATE HIGH SCHOOL, an
Arizona nonprofit corporation

By: _____


Richard Ogston, President

original



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

Date: AUG 5 2003

Carpe Diem Collegiate High School
c/o Mr. Rick Ogston
221 E. 26th Pl.
Yuma, AZ 85364

Employer Identification Number:
02-0542260
Issuing Specialist:
Bruce Lewis, 50-18875
Toll Free Customer Service:
877-829-5500
Accounting Period Ending:
June 30
Foundation Status Classification:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990 Required:
Yes

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3). Our letter of January 29, 2003, is hereby revoked.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in the section(s) indicated above.

Revenue Procedure 75-50, 1975-2 C.B. 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You are excepted from complying with this revenue procedure as long as you operate as a Charter school. Should you no longer operate under the Charter you will have to comply with the revenue procedure to maintain your tax-exempt status.

Please notify the Ohio Tax Exempt and Government Entities (TE/GE) Customer Service office if there is any change in your name, address, sources of support, purposes, or method of operation. If you amend your organizational document or bylaws, please send a copy of the amendment to the Ohio TE/GE Customer Service office. The mailing address for that office is: Internal Revenue Service, TE/GE Customer Service, P.O. Box 2508, Cincinnati, OH 45201.

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

If you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958 of the Code. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

Carpe Diem Collegiate High School

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

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fund-raising circumstance where each complete payment, including the contribution portion, exceeds \$75. In addition, donors must have written substantiation from the charity for any charitable contribution of \$250 or more.

In the heading of this letter we have indicated whether you must file Form 990, *Return of Organization Exempt from Income Tax*. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. If your gross receipts each year are not normally more than \$25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the \$25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the \$25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged 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 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 please be

Carpe Diem Collegiate High School

sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

You are required to make your Form 990 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 are also required to make available for public inspection your exemption application, any supporting documents, and this exemption letter. Copies of these documents must 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.

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

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service. Because this letter could help resolve any questions about your exempt status, you should keep it in your permanent records. If you have any questions about this letter, or about filing requirements, excise, employment, or other federal taxes, please contact the Ohio TE/GE Customer Service office at 877-829-5500 (a toll free number) or correspond with that office using the address indicated above.

Sincerely,



Debra Kawecki
Acting Manager,
Exempt Organizations
Technical Group 4

Corporate
folder

BYLAWS
OF
CARPE DIEM COLLEGIATE HIGH SCHOOL

ARTICLE I
Offices

Section 1. Principal Office. The corporation may have such offices, either within or without the State of Arizona, as may be designated from time to time by resolution of the Board of Directors, one of which may be designated as the principal office.

Section 2. Registered Office and Registered Agent. The corporation shall maintain a registered office and registered agent in the State of Arizona. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time by notifying the Arizona Corporation Commission pursuant to the provisions of the Arizona Nonprofit Corporation Act (the "ANCA").

ARTICLE II
Board of Directors

Section 1. General Powers. The affairs of the corporation shall be managed by its Board of Directors.

Section 2. Number and Qualifications of Directors.

(a) Number. The number of directors shall be as determined by the Board of Directors from time to time but in no event more than eight (8) and shall serve for the term provided in Section 3 of this Article. No amendment of this section shall reduce the number of directors to less than the number required by the ANCA, which at the time of adoption of these bylaws is one (1).

(b) Qualifications. The directors specified in this Section 2 shall at all times be over the age of eighteen (18), be residents of Arizona, shall not have a felony criminal record, and shall not have a misdemeanor record that, in the judgment of the Board of Directors, could have a material adverse impact on the corporation.

(c) Ex Officio Director. The President of the corporation shall be an ex officio director of the corporation with voting rights. The ex officio director shall not be included in the total number of directors authorized in subsection (a) above.

Section 3. Election and Term.

(a) Method of Election. Directors, other than any ex officio director, of this corporation shall be appointed by the Board of Directors of Juniper Tree Academy, an Arizona non-profit corporation, at its annual meeting, or as soon thereafter as may be convenient.

(b) Term of Office. Directors, other than any ex officio director, shall hold office from the close of the annual meeting for a term of three (3) years, or until their successors have been elected and qualified. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of directors. The directors of the first class shall hold office for a term of one (1) year, the directors of the second class for a term of two (2) years, and the directors of the third class for a term of three (3) years. At the close of each annual meeting of this corporation, the successors to the class of directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors.

(c) Honorary Directors. The Board of Directors, in its discretion, may appoint individuals to serve as honorary directors upon such conditions as the Board deems appropriate. Honorary directors shall serve at the discretion of the Board, shall be entitled to receive notices of Board of Directors' meetings and copies of minutes of such meetings, and shall be entitled to attend such meetings, but shall not be entitled to vote. Honorary directors may be invited to undertake special assignments at the request of the Board of Directors.

Section 4. Resignation. A director may resign at any time by filing a written resignation with the President or the Secretary of the corporation.

Section 5. Removal. A director may be removed from office with or without cause by the vote of the Board of Directors of Juniper Tree Academy, either at a regular meeting or at any special meeting called for that purpose.

Section 6. Vacancies. In the event a vacancy occurs in the Board of Directors from any cause, including an increase in the number of directors, an interim director shall be elected by the Board of Directors of this corporation. An interim director shall serve until a successor is elected upon expiration of the term of office for that director.

Section 7. Annual Meeting. The annual meeting of the Board of Directors shall be held at such time and place as the Board of Directors may determine, for the purpose of transacting such business as may come before the meeting.

Section 8. Regular Meetings. The Board of Directors may provide by resolution for regular or stated meetings of the Board, to be held at a fixed time and place, and upon the passage of any such resolution such meetings shall be held at the stated time and place without other notice than such resolution.

Section 9. Special Meetings. Special meetings of the Board of Directors may be held at any time and place for any purpose or purposes, unless otherwise prescribed by the ANCA, on call of the President or Secretary, and shall be called by the Secretary on the written request of any two (2) of the directors.

Section 10. Meetings By Telephone or Other Communication Technology.

(a) Any or all directors may participate in a regular or special meeting or in a committee meeting of the Board of Directors by, or conduct the meeting through the use of, telephone or any other means of communication by which either: (i) all participating directors may simultaneously hear each other during the meeting or (ii) all communication during the meeting is immediately transmitted to each participating director, and each participating director is able to immediately send messages to all other participating directors.

(b) If a meeting will be conducted through the use of any means described in subsection (a), all participating directors shall be informed that a meeting is taking place at which official business may be transacted. A director participating in a meeting by any means described in subsection (a) is deemed to be present in person at the meeting.

Section 11. Notice and Waiver of Notice.

(a) Notice. Notice of the date, time and place of any annual or special meeting shall be given by oral or written notice delivered personally to each director at least twenty-four (24) hours prior thereto, or by written notice given by other than personal delivery at least forty-eight (48) hours prior thereto. Notice shall be given in one of the methods described in Article III hereof. The purpose of and the business to be transacted at any special meeting of the Board of Directors need not be specified in the notice or waiver of notice of such meeting.

(b) Waiver of Notice. Whenever any notice whatever is required to be given under the provisions of the ANCA or under the provisions of the Articles of Incorporation or Bylaws of the corporation, a waiver thereof in writing, signed at any time by the person or persons entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 12. Quorum. A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 13. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the ANCA, or the Articles of Incorporation or Bylaws of the corporation.

Section 14. Action by Written Consent of Directors. Any action required by the Articles of Incorporation or Bylaws of the corporation, or any provision of the ANCA, to be taken at a meeting, or any other action which may be taken at a meeting, may be taken without a meeting if a consent in writing setting forth the action so taken shall be signed by all of the directors entitled to vote with respect to the subject matter thereof. Such consent shall have the same force and effect as a unanimous vote of the Board taken at a meeting.

Section 15. Presumption of Assent. A director of the corporation who is present at a meeting of the Board of Directors, or a committee thereof, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such director's dissent shall be entered in the minutes of the meeting or unless such director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 16. Compensation. Directors of the corporation shall not receive compensation for serving as directors, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the corporation. In addition, directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

Section 17. Committees. The Board by resolution may create committees having such powers as are then permitted by the ANCA and as are specified in the resolution.

Section 18. Conflict of Interest. All directors, officers and employees of the Corporation shall comply with the Corporation's Conflict of Interest Policy as adopted by resolution of the Board of Directors.

ARTICLE III Methods of Giving Notice

Notice of any annual or special meeting of directors, and any other notice required to be given under these Bylaws or the ANCA may be communicated in person, by telephone, telegraph, teletype, facsimile or other form of wire or wireless communication, or by mail or private carrier. Oral notice is effective when communicated. Written notice is effective at the earliest of the following:

- (a) When received.
- (b) Five days after its deposit in the U.S. mail, if mailed postpaid and correctly addressed.
- (c) On the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

ARTICLE IV
Officers

Section 1. Number. The principal officers of the corporation shall be a President, one or more Vice Presidents (the number thereof to be determined by the Board of Directors), a Secretary and a Treasurer, each of whom shall be elected by the Board of Directors. The Board of Directors may designate one of the Vice Presidents as Executive Vice President and may elect such other officers and assistant officers and agents as may be deemed necessary. The same individual may simultaneously hold more than one office. The President shall be an ex officio member of the Board of Directors. Other officers may, but need not, be members of the Board of Directors.

Section 2. Election and Term of Office. The officers of the corporation shall be elected annually by the Board of Directors at its annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as may be convenient. Each officer shall hold office from the close of the annual meeting for a term of one year, or until a qualified successor is elected upon expiration of the term of that officer, or until that officer's death, or until that officer shall resign or shall have been removed in the manner hereinafter provided.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors, whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. The President. The President shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the corporation. The President shall have authority, subject to such rules as may be prescribed by the Board of Directors, to appoint such agents and employees of the corporation as he or she shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the President. In general, the President shall perform all duties incident to that office, and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. The Vice Presidents. In the absence of the President, or in the event of the President's death, inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Executive Vice President, or if one shall not have been designated, the Vice President with longest service in that office) shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the

President. Any Vice President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors. Vice Presidents may by their election have charge and supervision of designated portions of the corporation's affairs.

Section 7. The Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the corporation if one is authorized by the Board of Directors, in which case, the Secretary shall see that the seal of the corporation is affixed to all documents the execution of which on behalf of the corporation under its seal is duly authorized; and (d) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. The Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall: (a) have the oversight responsibility for all funds and securities of the corporation, and for moneys due and payable to the corporation from any source whatsoever, including the deposit of such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 9. Other Assistants and Acting Officers. The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer so appointed by the Board of Directors shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board of Directors.

Section 10. Compensation. Officers of the corporation shall not receive compensation for serving as officers, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the corporation. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

ARTICLE V Indemnification

Section 1. Mandatory Indemnification. The corporation shall, to the fullest extent permitted or required by Sections 10-3850 to 10-3858, inclusive, of the ANCA, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the corporation to provide broader indemnification rights than prior to such amendment), indemnify its Directors and Officers against any and all Liabilities, and advance any and all reasonable Expenses incurred thereby in any Proceeding to which any Director or

Officer is a Party because such Director or Officer is a Director or Officer of the corporation. The corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, board resolution, the ANCA or otherwise. All capitalized terms used in this Article V and not otherwise defined herein shall have the meaning set forth in Section 10-3850 of the ANCA.

Section 2. Private Foundations. Notwithstanding the foregoing, whenever the corporation is a private foundation as defined in I.R.C. Section 509(a), it shall not make any indemnification which would give rise to a penalty excise tax under I.R.C. Chapter 42.

ARTICLE VI Fiscal Year

The fiscal year of the corporation shall end on the last day of June in each year.

ARTICLE VII Seal

The Board of Directors may provide a corporate seal and prescribe the form thereof.

ARTICLE VIII Corporate Acts, Loans, and Deposits

Section 1. Corporate Acts. Each officer shall have authority to sign, execute and acknowledge on behalf of the corporation, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the corporation's regular business, or which shall be authorized by resolution of the Board of Directors. Except as otherwise provided by the ANCA or directed by the Board of Directors, the President may authorize in writing any officer or agent of the corporation to sign, execute and acknowledge such documents and instruments in his or her place and stead. The Secretary of the corporation is authorized and empowered to sign in attestation all documents so signed, and to certify and issue copies of any such document and of any resolution adopted by the Board of Directors of the corporation, provided, however, that an attestation is not required to enable a document to be an act of the corporation.

Section 2. Loans. No moneys shall be borrowed on behalf of the corporation and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Deposits. All funds of the corporation, not otherwise employed, shall be deposited from time to time to the credit of the corporation in such banks, investment firms or other depositories as the Board of Directors may select.

ARTICLE IX
Amendments

Section 1. By the Directors. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by vote of two-thirds (2/3) of the directors entitled to vote at any regular or special meeting of the Board of Directors; provided, however, that no amendment shall be effective unless and until the amendment is approved in writing by the Board of Directors of Juniper Tree Academy, an Arizona nonprofit corporation.

Section 2. Implied Amendment. Any action taken or authorized by the Board of Directors, which would be inconsistent with the Bylaws then in effect but is taken or authorized by affirmative vote of not less than the number of directors required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as though the Bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized; provided, however, that the Board of Directors of Juniper Tree Academy, an Arizona nonprofit corporation, must approve such action for an implied amendment to take effect.

Certified a true and correct copy of the Bylaws adopted on the 18 day of Sept, 2003, by the Board of Directors of Carpe Diem Collegiate High School.

Sandra Alvas
Secretary

**FIRST AMENDMENT TO
THE BYLAWS
OF
CARPE DIEM COLLEGIATE HIGH SCHOOL**

This amendment to the Bylaws of CARPE DIEM COLLEGIATE HIGH SCHOOL, an Arizona nonprofit corporation (the "Corporation"), is executed effective this 11th day of May, 2011 and amends the bylaws of the Corporation (the "Bylaws") dated the 17th day of June, 2009 as follows:

1. Section 2(c) of Article II is deleted.

2. Revise Section 3(a) of Article II to read as follows:

“(a) Method of Election. Directors shall be elected by a resolution of the Board of Directors, approved by a majority of a quorum of directors. The election shall be done at a meeting of the Board of Directors. Nothing contained in the Bylaws shall be construed to preclude any director from serving more than one term.”

3. Revise Section 3(b) of Article II to read as follows:

“(b) Term of Office. Directors shall hold office from the close of the annual meeting for a term of three (3) years or until their successor have been elected and qualified.”

4. Revise Section 5 of Article II to read as follows:

“Section 5. Removal. A director may be removed from office with or without cause by the vote of the Board of Directors either at a regular meeting or any special meeting called for that purpose.”

5. Revise Section 1 of Article IV to read as follows:

“Section 1. Number. The principal officers of the corporation shall be a President, one or more Vice Presidents (the number thereof to be determined by the Board of Directors), a Secretary and a Treasurer, each of whom shall be elected by the Board of Directors. The Board of Directors may designate one of the Vice Presidents as Executive Vice President and may elect such other officers and assistant officers and agents as may be deemed necessary.

The same individual may simultaneously hold more than one office. Other officers may, but need not, be members of the Board of Directors.”

6. Revise Article IX to read as follows:

“ARTICLE IX
Governing Board

Section 1. Creation of Governing Board. The Board of Directors shall designate three (3) individuals to serve on an executive committee of the Corporation that shall be recognized as the Governing Board of the charter school, Carpe Diem Collegiate High School. The Governing Board shall have the duty to promulgate policies for the Carpe Diem Collegiate High School and shall operate in a manner consistent with Arizona law and in accordance with rules and regulations that the Board of Directors may issue from time to time. Each member of the Governing Board shall serve for a term of three years, unless removed earlier by a majority vote of the Board of Directors or by resignation. In the event of a vacancy or vacancies, a majority of the remaining members of the Governing Board shall constitute a quorum. The Board of Directors shall replace any vacancy that may exist on the Governing Board as soon as is reasonably possible. The Governing Board shall meet not less than quarterly and comply in all respects with Arizona law applicable to a Governing Board of a charter school, including, but not limited to compliance with Arizona Open Meeting laws. At no time may more than one member of the Board of Directors also serve as a Governing Board Member.

Section 2. Selection of Members. A Director may nominate a person to serve as a Governing Board Member.

Section 3. Authority. The Governing Board is responsible for determining the policy of the Carpe Diem Collegiate High School and annually approve of the executive director’s salary. Except with respect to the approval of the executive director’s salary, the Governing Board’s powers are limited to policy decisions regarding the Carpe Diem Collegiate High School and do not include policy making power over the affairs of the Corporation.

Section 4. Manner of Acting.

(a) Manner of Acting.

- i. A majority of the number of Governing Board Members prescribed according to these bylaws shall constitute a quorum for the transaction of business at any meeting of the Governing Board.
- ii. If a quorum is present when a vote is taken, the affirmative vote of a majority of the Governing Board Members present shall be the act of the Governing Board.

- (b) Meetings by Means of Electronic Device. Unless otherwise provided by law or the charter, a member of the Governing Board may participate in a meeting by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and participation by such means shall constitute presence in person at a meeting.
- (c) Governing Board Member Compensation. Governing Board Members shall not be entitled to receive compensation for their services as a member of the Governing Board; however, each Governing Board Member, subject to approval of the Board of Directors, may be paid his or her expenses, if any, for attendance at each meeting of the Governing Board or any committee thereof.
- (d) Resignations and Removal. Any Governing Board Member may resign at any time by giving written notice to the Board of Directors, the President, or the corporation at its known place of business. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. Any Member of the Governing Board may be removed at any time, with or without cause, by the Board of Directors whenever, in its judgment, the best interests of the Carpe Diem Collegiate High School is served by the removal.
- (e) Term. Each member of the Governing Board shall serve for a period of three years and until his or her successor is elected. During the first year of the existence of the Governing Board as created by these Bylaws, terms of Governing Board Members shall be staggered with one member serving three years; another member serving two years, and the remaining member serving one year.
- (f) Vacancies. Vacancies on the Governing Board shall exist (1) on the death, resignation or removal of any Governing Board Member or (2) when term of a current Governing Board Member is up, and the Board of Directors elects not to renew his/her term. Upon such a vacancy, the Governing Board may, at its option, solicit letters of application from members of the public interested in serving on the Governing Board. Vacancies on the Governing Board shall be filled by the Board of Directors.
- (g) Notices. Public notice of all meetings of the Governing Board shall be given pursuant to and as required by the Arizona Open Meeting Law, A. R. S. Sections 38-431 through 38-431.09 (hereinafter referred to as the "Open Meeting Law"), for so long as the Open Meeting Law applies to charter schools.
- (h) Procedural Guidelines. The Governing Board shall govern by consensus, except where otherwise noted in these Bylaws.

- (i) Quorum. For the purpose of transacting business at meetings of the Governing Board, a quorum shall consist of a majority of the members in office immediately before the meeting begins.”

7. Add a new Article X to read as follows:

“ARTICLE X

Repeal, Alteration or Amendment

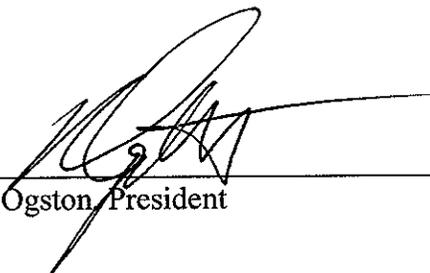
Section 1. By the Directors. These Bylaws may be altered, amended or repealed and new bylaws may be adopted from time to time by an affirmative vote of a majority of the Board of Directors at any meeting properly convened in accordance with these Bylaws.

Section 2. Implied Amendment. Any action taken or authorized by the Board of Directors, which would be inconsistent with the Bylaws then in effect but is taken or authorized by affirmative vote of not less than the number of directors required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as though the Bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.”

All other Articles and Sections to remain unchanged by this amendment.

I, Richard Ogston, President of CARPE DIEM COLLEGIATE HIGH SCHOOL, an Arizona nonprofit corporation, do hereby certify that the foregoing First Amendment to Bylaws were duly adopted at a regular meeting of the Corporation held on May 11th, 2011 by the Board of Directors of the Corporation and such First Amendment to Bylaws of the Corporation are also approved by the Board of Directors of Juniper Tree Academy, an Arizona nonprofit corporation.

DATED Effective May 11th, 2011.


Richard Ogston, President

CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 10

This form must be signed by the duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Statement of Assurances form signed by the applicant's authorized representative.

Statement of Assurances

The charter school agrees to comply with all of the following provisions: (*Read and check*)

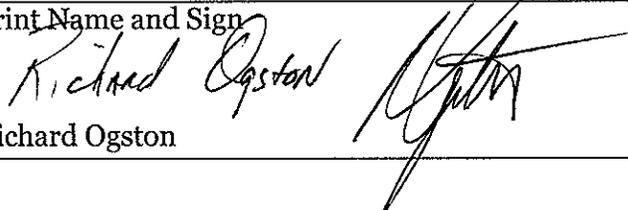
1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of

Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

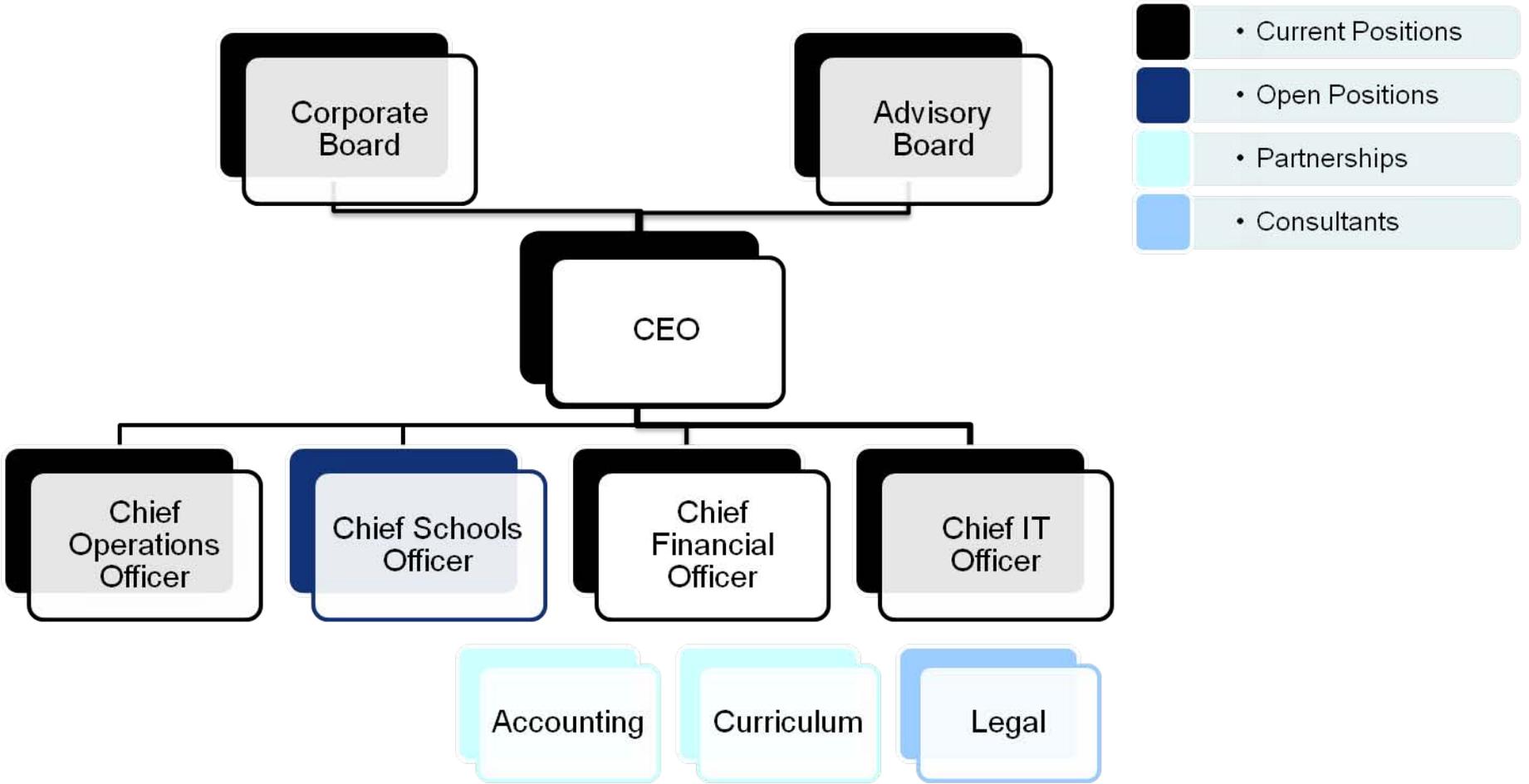
Print Name and Sign  Richard Ogston	Date 10.28.11
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CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 11

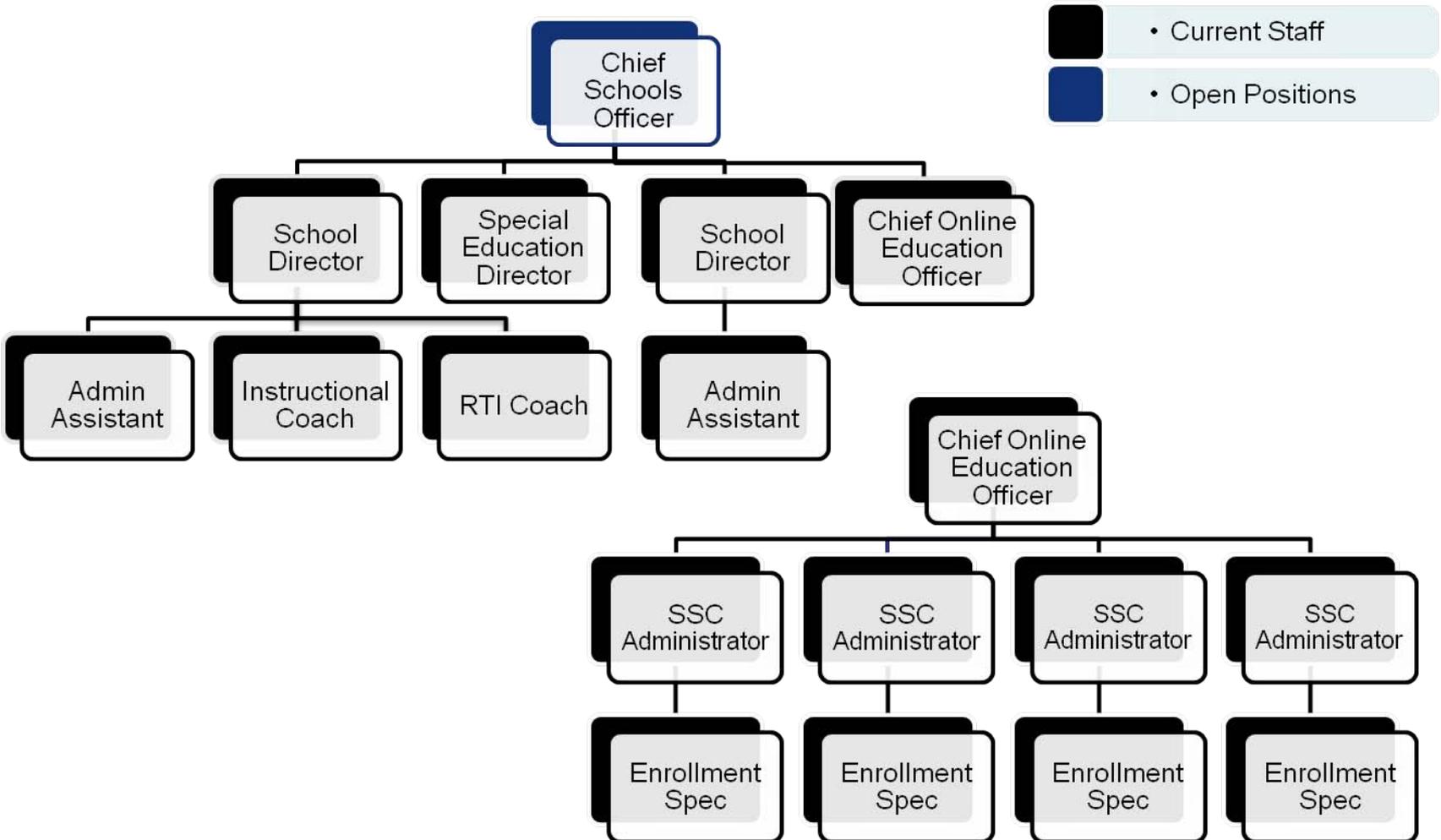
Organizational Structure

Executive Team



Organizational Structure

CarpeDiemSchools.com Team



CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 12

In Attachment 12, provide a completed and signed Board Member Information Sheet for each proposed Board member. Also in Attachment 12, provide the required signed national background check authorization form for each proposed Board member. *NOTE: Completed background check forms will not be posted on the ICSB website.*

Upon application approval, the corporate board will begin recruiting and appointing local governing board members. Our CEO will personally represent, recruit and make recommendations to the board. The corporate board will provide ongoing and continuous support and training through 1) the CEO and 2) the Corporate Advisory Board. There are no local members as of the date of this application.

CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 13

Carpe Diem Schools

Board Ethics and Values

Corporate, advisory and governing boards have the responsibility to be both ethical and legal. Ethics are standards of right and wrong, good and bad. Ethics address what one ought to do to fulfill one's moral duty. Being legal means complying with the laws and regulations that apply to school boards and school officials.

Ethics refers to moral responsibilities and may go beyond legal considerations. Being ethical and legal involves more than understanding what the right thing is to do; it means that one must perform in ethical and legal ways – one must actively “walk the talk.” First, one determines what is right or wrong, good or bad. Then, one does what is right, good, and legal. Many professions and groups have developed a set of rules of conduct for specific situations. These rules of conduct or standards of practice are based on ethical values.

Ethical Values

The ethical values described below are from the Josephson Institute, and are called the “Six Pillars of Character”(see www.josephsoninstitute.org). The pillars are trustworthiness, respect, responsibility, fairness, caring and citizenship.

Trustworthiness. When we are trustworthy, people believe in us. Being trustworthy requires honesty, integrity, reliability and loyalty. Being honest means we are sincere, truthful, straightforward, and avoid deception. It does not mean violating confidentiality, being uncivil, or making promises that one might not be able to keep. Integrity refers to “wholeness.” A person who has integrity is consistent in decision-making and behavior, and bases his or her behavior on a core set of ethics or values.

Reliability means we keep our promises. If we commit to a task, we follow through. Ethical Board members spend the hours required to perform the job well. Loyalty means protecting and promoting the interests of people, a group or organization. As a board member, the primary loyalty is to the school and the public good—loyalty to friends and single interest groups is subordinate.

Respect. The second “pillar of character” is respect. It includes civility, courtesy, decency, autonomy, and tolerance. Civility and courtesy are particularly important when engaging in discussions with others with whom we disagree. Autonomy means that we do not try to live others' lives for them. Tolerance means we accept others' perspectives and judge others only on their core ethical values.

Responsibility. Responsibility means being willing to make decisions and choices and to be accountable for those. Responsible people do not shift the blame to others. Responsibility means doing the best one can, and being diligent, careful, prepared, and informed. It means persevering, following through, and finishing tasks that one has promised to do.

Statements of ethics and standards for good practice.

1. Common Good

- a. Recognize that the primary responsibility of the board is to govern the school in the best interests of the education needs of the entire school district.
- b. Be aware that I am responsible to all citizens of the communities served by the school. The authority delegated to me must be exercised with as much care and concern for the least influential as for the most influential member of the community.
- c. Recognize that the primary duty of the board is to represent the entire school with awareness at all times of special needs of each of the schools and campuses.
- d. Serving as stewards of the school resources and facilities and, as agents of the communities served by the school, protecting, advancing and promoting the interests of all citizens and maintaining independent judgment unbiased by private interests, partisan political groups, or in any other way.

2. Advocate and Support the School

- a. Communicate and promote the needs of the community to the school and the needs of the school to the community.
- b. Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to the school, and the needs of the school to the community.
- c. Promote the importance of community support for the school by supporting fundraising efforts and making a donation to the best of my ability.

3. Student/Education Focus

- a. Hold the educational welfare of the students attending the community school as his/her primary concern.
- b. Protect the interests of students in every decision, and assure the opportunity for high-quality education for every student.
- c. In all decisions hold the educational welfare and equality of opportunity of the students of the district as his/her primary concern; board members should demonstrate interest in and respect for student accomplishments by attending student ceremonies and events
- d. Maintain consistent and vigilant oversight of the school as a policy setting board with emphasis on instructional quality, operational efficiency, and fiscal stability.
- e. Recognize that it is as important for the board to understand and evaluate the educational program of the school as it is to plan for the business of school operation.

4. Board as a Unit

- a. Recognize and actively communicate that authority rests only with the whole board assembled in a legally-constituted meeting and make no personal promises nor take any private action inconsistent with that principle.
- b. Recognize that members have authority only when the board is in official meetings; an individual member cannot bind the board outside of such meetings.
- c. Remember at all times that as an individual I have no legal authority outside the meetings of the board, and conduct my relationships with school staff, students, and local citizenry, and the media on that basis.
- d. Recognize that a board member is a member of an educational team, and that the

strength and effectiveness of the board is as a board, not as a group of individuals.
e. Recognize that I am a member of a legal entity; that the strength and effectiveness of the board is as a unit, not as a group of individuals; and that majority decisions of the board shall be abided by.

5. Create a Positive Climate

- a. Encourage and support innovation and creativity in school programs and operations.
- b. Recognize that the board sets an example for the entire institution; therefore act with integrity and reflect the values of trustworthiness, respect, fairness, and caring at all times when performing trustee responsibilities.
- c. Support the school by attending school events, expressing appreciation for employees and their commitment and accomplishments, and recognizing student success and achievement.

6. Decision-Making

- a. Seek to be informed by asking timely and substantive questions; request data and information through protocols established by the board and CEO.
- b. Focus requests for information and discussions at board meetings on topics that address the fulfillment of the school mission, the future of the school, and long term strategies.
- c. Avoid judgment based on information received from individuals or groups with a real or perceived grievance.
- d. Support fully all board decisions once they have been made, even though the vote may have been divided.
- e. Respect the opinions of others and abide by the principle of majority rule.
- f. Base personal decisions upon all available facts in each situation, vote one's honest conviction in every case, and abide by and uphold the final majority decision of the board.

7. Policy Role and Delegation

- a. The board has, as its basic function, the establishment of the policies by which the school is to be administered. In accordance with the John Carver Non-Profit Guide to Board Governance, the board will hold the president/CEO and staff accountable for the administration of the educational program and the conduct of school business.
- b. Bear in mind under all circumstances that the board is legally responsible for the effective operation of the district. Its primary function is to establish the policies by which the community school district is to be administered. The board shall hold the superintendent/president and his/her staff accountable for the administration of the educational program and the conduct of school business.
- c. Delegate authority to the CEO as the board executive officer and confine board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the district.
- d. Delegate authority to the CEO and staff to initiate policy recommendations, administer education programs, conduct school business, and implement board actions.

8. Board Relations and Communication

- a. Develop and maintain good relations with fellow board members by recognizing the importance of keeping an open mind and promoting the opportunity to think through other facts and points of view which may be presented; respecting the opinions of others and abiding by the principle of majority rule, and respectfully working with other board members in a spirit of harmony and cooperation, giving members courteous consideration of their opinions.
- b. The board is made up of individuals with differing values and beliefs; debate is expected and natural. Although there are individual expressions, there are no

individual decisions. Board members must work with fellow board members in a spirit of harmony and cooperation in spite of differences.

- c. I will work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
- d. Maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals.
- e. Making only courteous remarks in or out of meetings about other members of the board and recognizing that each member is entitled to a courteous consideration of his/her opinion.
- f. Work together to achieve common goals, looking beyond self-interest and encouraging compromise and positive change when necessary.

9. Confidentiality

- a. Recognize that deliberations of the board in closed session are confidential and not for release or discussion in public without the prior approval of the board by majority vote.
- b. Maintain the confidentiality of privileged and executive session information.

10. Commitment

- a. Devote time to activities that will enhance the ability to function effectively as an governing board member.
- b. Attend all scheduled board meetings insofar as possible and become informed about the issues to be considered at those meetings.
- c. Join with the other members of the board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society.
- d. Enhance one's potential as a board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations.
- e. Be informed about the issues facing public, non-profit educational institutions.
- f. Enhance one's ability to function effectively as a trustee through devotion of time to study contemporary educational issues, as well as attendance at professional workshops and conferences on the duties and responsibilities of trustees.

11. Relationships with the CEO, Staff and Community

- a. Promote a healthy working relationship with the school CEO through supportive, open, and honest communication and regular evaluation.
- b. Supporting school personnel in the appropriate performance of their duties and ensuring that they have the requisite responsibility, adequate resources, and necessary authority to perform effectively.
- c. Referring contacts from employees, students, and citizens to the CEO or advising that concerns presented in writing to the board as a whole through the board president.

12. Involving Staff and Community Members

- a. Encourage and safeguard open access to the board while maintaining appropriate and well defined school communication and decision-making channels.
- b. Welcome and encourage the active involvement of students, employees, and citizens in local communities with respect to establishing policy on current school operation and proposed future developments, and consider their views in deliberations and decisions as a board.
- c. Establish and uphold protocols for communicating with the media that recognize the roles of the chief executive and the board chair to ensure a unified voice in representing the school.

13. Fiduciary Responsibility

- a. Fulfill the fiduciary responsibility for sound budgetary and fiscal management by reviewing financial reports, asking questions, and providing direction to the CEO.
- b. Accurately account for member expenses, establish and uphold fair and prudent expense standards and reporting procedures.
- c. Recognize that the reputation of the school is a valued asset, and protect its reputation through supporting and promoting the institution in the community and at the state level. Members should not make critical and negative comments about the school or staff members in public.
- d. Recognize that staff time is valuable and is best spent furthering the educational mission of the school; members should avoid making undue demands on staff time and should carefully consider the impact of requests for information on the ability of staff to fulfill their responsibilities to the school.

CARPE DIEM SCHOOLS
CONFLICT OF INTEREST POLICY

Conflict of Interest

A member of the Board of Directors (“Board”), member of any Board committee, Officer, key employee, and other person with substantial influence over the affairs of the Corporation (“Interested Person”) has a conflict of interest if they, their family member, or a business in which they own at least a 35% interest are closely linked to a transaction involving the Corporation and the interest is of such significance to the Interested Person that the interest would reasonably be expected to exert an influence on the Interested Person’s judgment if the Interested Person were called on to vote on the transaction.

Family Member

When referred to herein, a “Family Member” of an Interested Person means either: (i) the spouse, or a parent or sibling of the spouse, of the Interested Person; (ii) a child, grandchild, sibling or parent of the Interested Person; or (iii) the spouse of a child, grandchild, sibling or parent of the Interested Person.

Disclosure

Any Interested Person with a potential or actual conflict of interest between the interests of the organization and the Interested Person’s personal, family, financial, or professional interests, shall disclose this conflict of interest to the Board of Directors on a timely basis.

Abstention

If an Interested Person has a conflict of interest relating to any matter under consideration for a decision by the Board of Directors, he or she shall abstain from any vote, discussion (except as the remaining Board deems necessary for informational purposes), or any attempt to influence the decision of the Board on that matter. The Board may also require the Interested Person to be excused from a meeting while the matter is being deliberated and voted on.

Recording

The fact of an Interested Person’s disclosure and abstention shall be noted in the minutes of any meeting during which they occur.

Director Independence

The Directors shall make decisions in the best interests of the organization only and without regard to the personal, family, financial, or professional interests of any individual Director.

Compensation

The Directors may hire and compensate individuals for necessary services rendered to the organization so long as such compensation is reasonable. To determine reasonable compensation, the Directors shall determine amounts based upon compensation paid by similarly situated non-profits for like services. The Directors may rely upon salary studies, as well as data regarding compensation paid by at least three specific peer organizations of similar size to determine reasonable compensation. The terms of such compensation, the information relied upon to determine the terms of any compensation, and its source shall be recorded in writing.

An individual who is a voting member of the board of directors or a committee with board delegated powers and who receives compensation, directly or indirectly, from the Corporation for services is precluded from participating in discussions or votes pertaining to their own compensation.

Annual Statements

Each Interested Person shall annually sign a statement which affirms that such person:

1. has received a copy of the Conflict of Interest Policy,
2. has read and understands the Conflict of Interest Policy,
3. has agreed to comply with the Conflict of Interest Policy, and
4. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

CERTIFICATE OF ADOPTION

The foregoing Conflict of Interest Policy was duly adopted by the Board of Directors of the Corporation effective as of the _____ day of _____, 2011.

CARPE DIEM SCHOOLS

BY: _____
ITS: _____

CARPE DIEM SCHOOLS

CONFLICT OF INTEREST DISCLOSURE STATEMENT

As part of the its Conflict of Interest Policy (“Policy”), Carpe Diem Schools (“Corporation”) requires that every Interested Person (defined as members of the Board of Directors (“Board”), members of any Board committee, officers, members of working groups, key employees, and other persons with substantial influence over the affairs of the Corporation) disclose interests that could lead to an actual or apparent conflict of interest. This disclosure form is intended to implement the Policy’s annual disclosure requirement.

I. **Disclosure.**

A. Name of Responsible Person:

Capacity (check all which apply):

_____ Member of Board of Directors

_____ Member of Board Committee

_____ Officer

_____ Key Employee

_____ Other person with substantial influence over the affairs of the Corporation

B. Have you, any of your family members, or any entity in which you or a family member has a 35% interest engaged in any of the following transactions with the Corporation in the past year:

(i) provided services or property to the Corporation in exchange for consideration?

_____ YES

_____ NO

(ii) had any direct or indirect interest in any transaction to which the Corporation was or is a party?

_____ YES

_____ NO

(iii) become indebted to pay money to the Corporation (other than travel advances or the like)?

_____ YES

_____ NO

(iv) received or become entitled to receive any personal benefits from the Corporation or that in the aggregate could be valued in excess of \$100, that were not or will not be compensation directly related to your duties to the Corporation?

____ YES

____ NO

(v) received compensation from an organization that is related to the Corporation through common supervision or control?

____ YES

____ NO

If yes, please describe the proceeding(s) and if a family member or entity is involved, the identity of the family member or entity and your relationship with that person or entity:

C. Do you have a family relationship or a business relationship with any other officer, director, trustee, or key employee of the Corporation?

____ YES

____ NO

D. Did you receive compensation from any unrelated organization for services rendered to the Corporation?

____ YES

____ NO

E. Are you aware of any other events, transactions or other situations that have occurred or may occur in the future that you believe should be examined by the Corporation in accordance with the terms and intent of the Corporation's conflict of interest policy?

____ YES

____ NO

If yes, please describe the situation(s) and if a family member or entity is involved, the identity of the family member or related entity and your relationship with that person or entity:

By signing this disclosure, I hereby confirm that:

- 1) I have received a copy of the Corporation's Conflict of Interest Policy,
- 2) I have read and understand the Corporation's Conflict of Interest Policy
- 3) I agree to comply with the Corporation's Conflict of Interest Policy,
- 4) My responses to the above questions are complete and accurate to the best of my information and belief.
- 5) I understand that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.
- 6) If I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this Policy, I will notify an officer of the Board immediately.

Signature

Date

Print Name

CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 14

If the proposed school intends to contract with a Charter Management Organization or other Education Service Provider for school management, provide the following information (and provide the requested documentation as Attachment 14):

- a. An explanation of how and why the ESP or CMO was selected;**
- b. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;**
- c. A draft of the proposed management contract detailing all of the above terms;**
- d. Explanation of the relationship between the school governing board and the ESP or CMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;**
- e. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and**
- f. Evidence that the service provider is authorized to do business in Indiana.**

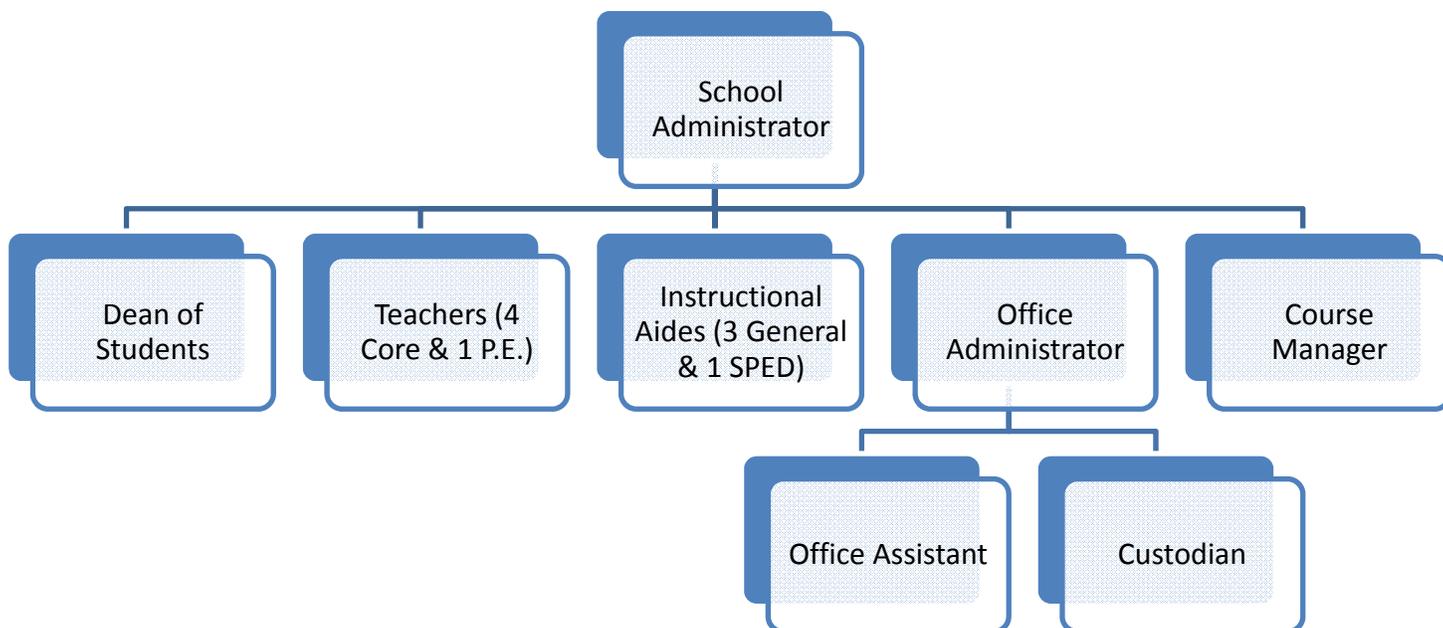
This attachment is not applicable to Carpe Diem.

CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 15

School-level Staffing Structure



All positions are filled for the first year, with no additional staff added in subsequent years.

Central office administration and support, such as IT, HR, and compliance is provided by a shared central office staff. The structure of that staff can be seen in the chart provided as part of Attachment 11.

CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 16



Employee Handbook

**Carpe Diem Collegiate
High School**

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Background Information

Welcome from the Executive Director

It's my pleasure to welcome you to Carpe Diem Collegiate High School. Founded as a unique cutting-edge *e*-learning school, Carpe Diem continues to be a truly wonderful school serving nearly 200 students and employing over 20 people just like you.

Our 10-year history reflects the strength and innovation that we have used to constantly transform our school and identify new educational opportunities and strategies. With an Excelling achievement profile and people who really care about students, Carpe Diem Collegiate High School is among the states most desirable trusted and relied upon schools by parents each year.

Carpe Diem Collegiate High School employees share a commitment to our three core values: Educate with Knowledge, Empower with Character and Equip for Life in an atmosphere of continuous improvement. These values are reflected not only in the quality of our curriculum and the reputation of our school, but also in our dedication to the community where we live.

As a successful school, we are focused on achieving the consistent growth required to continue our success and to make us an even stronger school. We believe this is the best way to benefit our students, parents and our employees.

We are pleased that you have chosen to join our team and we invite you to learn more about our school by exploring this handbook and our Website.

Welcome!

Rick Ogston

Executive Director.

Employment

Equal Employment Opportunity

Carpe Diem Collegiate High School is an equal opportunity employer. We do not discriminate against, or favor, applicants or employees based upon race, color, religion, sex, national origin, pregnancy, age over 40, non-disqualifying physical or mental disability (or the perception of such disability), veteran status, or any other legally protected status. This policy applies to recruitment and placement, promotion, transfer, retention, termination, compensation, and benefits, as well as to all other privileges, personnel programs, policies, and matters of employment.

Every effort will be made to select qualified personnel, in accordance with pre-designated job descriptions and educational standards designed to identify those individuals that offer the best potential for employment with Carpe Diem Collegiate High School.

Harassment and Discrimination Policy

Carpe Diem Collegiate High School takes pride in fostering a diverse and professional work environment that welcomes all who work here. We believe in treating each other with courtesy and respect, even though we may be different in our customs, beliefs, or appearance.

Carpe Diem Collegiate High School prohibits harassment based upon race, color, religion, sex, sexual orientation national origin, pregnancy, age over 40, non-disqualifying physical or mental disability (or the perception of such disability), medical condition, or any other legally protected status. This policy prohibits harassment in any form, including verbal, physical, and visual harassment.

Carpe Diem Collegiate High School will not tolerate harassment or discourteous treatment of our employees. Prohibited conduct includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to any protected status that is insensitive or inappropriate.

Sexual Harassment

No employee, male or female, should be subjected to unsolicited and unwelcome sexual overtures or conduct. While it is not Carpe Diem Collegiate High School's intent to regulate employees' social interactions or relationships freely entered into, conduct that violates this policy will not be tolerated.

No employee, male or female, may sexually harass any other employee by (a) making unwelcome sexual advances or requests for sexual favors as a condition of an employee's continued employment or the basis for any employment

decision affecting the employee, or (b) creating an intimidating, hostile or offensive working environment through conduct of a sexual nature.

Carpe Diem Collegiate High School prohibits any conduct of a sexual nature that could potentially be intimidating, offensive, or embarrassing. Inappropriate conduct and comments that may violate this policy include:

- Making a sexual or suggestive remark about a person's body or physical appearance;
- Repeatedly asking another employee for a date when that person does not welcome the invitation;
- Commenting about a person's social life or describing one's own sexual experiences;
- Joking, teasing, insulting or making an innuendo about a sexual subject;
- Using vulgar or profane language or telling dirty jokes;
- Touching another person except for accidental or incidental contact;
- Staring or looking at another person in an improper way; and
- Bringing any sexually provocative pictures, drawings, cartoons, calendars or objects into the work-place or viewing or retrieving such materials on any computer.

This policy prohibits harassment regardless of whether the person committing the offensive conduct is a Carpe Diem Collegiate High School employee, an employee of another company, a student, or a parent. Any offensive or inappropriate conduct should be reported.

Conflicts of Interest and Outside Employment

Employees are expected to devote their best efforts to the interests of Carpe Diem Collegiate High School and the conduct of its affairs. Carpe Diem Collegiate High School recognizes the rights of employees to engage in activities outside of their employment which are of a private nature and unrelated to our business. However, a policy of full disclosure will be followed to assess and prevent potential conflicts of interest from arising. Carpe Diem Collegiate High School adheres to the State and Federal Conflict of Interest Codes. Carpe Diem Collegiate High School strives to maintain integrity by avoiding obvious conflicts of interest as well as the appearance of conflicts of interest.

While describing all the circumstances and conditions that might develop is impossible, the following is set forth to guide employees:

- Employees have an obligation to devote their full time to employment with Carpe Diem Collegiate High School and may not engage in any outside professional work without full disclosure to the Executive Director.

- If an employee, spouse, or other member of an employee's immediate family is engaged in a business similar in nature to Carpe Diem Collegiate High School, it must be disclosed in full to the Executive Director.
- No employee may engage in outside work that will interfere with his or her primary job with Carpe Diem Collegiate High School, nor will any employee engage in any activity of a nature that is in some way hostile or adverse to Carpe Diem Collegiate High School.
- No employee of Carpe Diem Collegiate High School may accept a retainer, commission, consulting fee, or any other fee arrangement or remuneration without full disclosure to the Executive Director.
- No employee of Carpe Diem Collegiate High School may speak/be interviewed, initiate a press release, or be in contact with any other form of media, to include the internet, regarding Carpe Diem Collegiate High School, its students, parents or employees, and/or any issues related to Carpe Diem Collegiate High School without authorization and full disclosure to the Executive Director outlining the content and nature prior to the event.
- No employee, or members of his or her immediate family, may directly or indirectly borrow from, lend to, invest in, solicit, or engage in any financial transaction with existing or potential employees, parents, students, or supplier of Carpe Diem Collegiate High School.
- No outside work may be done during an employee's regular work hours and no Carpe Diem Collegiate High School facilities, equipment, labor, or supplies are to be used to conduct such outside work.
- Any employee doing any outside work is under obligation to advise his or her client that the work is in no way by, for, or in the name of Carpe Diem Collegiate High School.
- Any questions regarding a possible conflict of interest or outside work should be discussed with the Executive Director.

Failure to disclose or discuss information related to any of the above points may lead to corrective action up to and including termination.

Employment Status and Classification

At-Will Status

All Carpe Diem Collegiate High School employees are employed at-will. When employed at-will, Carpe Diem Collegiate High School employees may resign their employment at any time without notice and without reason or justification. Similarly, Carpe Diem Collegiate High School may terminate the employment of any employee at any time without notice and for any reason not prohibited by law, or for no reason. Only the Executive Director has authority to create a different employment agreement. Any such agreement must be in writing and signed by the Executive Director.

Employees should not rely, therefore, on statements made by supervisors or others concerning the nature of their employment relationship with Carpe Diem Collegiate High School. Employees that have concerns about the nature of the employment relationship should discuss those concerns with the Executive Director.

FLSA Classifications

All positions at Carpe Diem Collegiate High School are classified as either exempt or non-exempt in compliance with law and for pay administration purposes. Definitions of exempt and non-exempt status are based on provisions of the Fair Labor Standards Act (FLSA) and State law. These definitions are summarized as follows:

Exempt - Management, supervisory, professional, administrative, and outside sales employees whose positions meet specific tests established by the FLSA and State law and who are exempt from overtime pay requirements.

Non-exempt - Employees whose positions do not meet FLSA exemption tests and who are paid one-and-one-half times their regular rate of pay for hours worked in excess of 40 during the work week.

Credentials Requirement

If your position requires that you maintain a license, certification or other form of credential, such as a driver's license, teaching certificate or fingerprint clearance card, it is your responsibility to maintain such credential and to notify your supervisor of any restrictions or limitations imposed upon it. Failure to maintain required credentials can jeopardize your continued employment with Carpe Diem Collegiate High School.

New Employee Introductory Period

New employees (teachers exempted) will serve an introductory period of 60 calendar days from date of hire. This period is used to determine whether the employment relationship should continue. During the Introductory period, frequent employee performance evaluations will be held. If Carpe Diem Collegiate High School determines in its sole discretion that a satisfactory performance level cannot be achieved through a reasonable amount of training and coaching, introductory period employees can be released immediately at any time during the introductory period.

Termination of Employment

Carpe Diem Collegiate High School is not required to give advance notice to employees upon separation or termination, nor is it required to offer reasons for cause upon termination. At-will employees can be terminated with or without cause upon the discretion of the Executive Director.

There are two types of employment termination, voluntary and involuntary.

1. **Voluntary Termination:** At-will employees may resign from employment with Carpe Diem Collegiate High School at any time. An employee shall be considered to have voluntarily terminated employment if he or she fails to return from a leave of absence or scheduled vacation. Additionally, employment is automatically terminated and deemed a voluntary resignation if you are absent without notice for three consecutive work days.

In the event of voluntary termination other than job abandonment, Carpe Diem Collegiate High School requests that you provide a minimum of two week advance written notice of your separation date (four weeks if you are in a management or teaching position). Employees who give less notice than requested will not be eligible for rehire or given a reference. In cases other than job abandonment, an employee's separation date must be a regular business day and not a holiday or school break.

2. **Involuntary Termination:** Involuntary termination is based on cause, no cause, reduction in force, or any other termination of employment without cause such as those based upon other management prerogatives.

Duties upon Separation

Prior to the last day of work, separated employees must return all Carpe Diem Collegiate High School property and equipment, including keys, manuals, and identification cards to their supervisor. Separated employees, whether voluntary or involuntary, will be referred to the Human Resource Officer for an exit interview before their last day of work. Exit interviews will be conducted in person, by phone or will be mailed directly to the separated employee's home address.

Access to Personnel Files

Personnel files are maintained by Human Resources. Access to personnel files is restricted to the Executive Director and supervisors, on a "need to know" basis. Requests for information from employee files received from other departments and inquiries from outside Carpe Diem Collegiate High School, including requests for references on former employees, will be directed to the Human Resource Officer. Supervisors and other employees are prohibited from providing personal or employment references on former or current employees.

Information will be verified by the Human Resource person via telephone but will be limited to the following:

- Date of Hire/Separation or Termination
- Position Held
- Eligibility for rehire

No authorization is necessary for Carpe Diem Collegiate High School to release this information.

Written requests for information must contain the employee's signature authorizing the release of any information other than the date of hire, date of separation or termination, position(s) held, and eligibility for rehire. A copy of Carpe Diem Collegiate High School's response will be kept in the Personnel File. Job performance information may be released in writing only with written authorization and release signed by the current or former employee.

Inspection of an employee's personnel file may be accomplished by filling out a request form through the Human Resource Officer by appointment at reasonable times during office hours under the following conditions:

Employee - Upon written request by the employee, the employee may inspect his/her personnel file in the presence of the Human Resource Officer within the personnel records area. Employment references and notes of legal or disciplinary investigations, if any, will be removed before the employee views the file.

Government Inquiries - Carpe Diem Collegiate High School will cooperate with Federal, State, and local government agencies investigating an employee if the investigators furnish proper identification and proof of legal authority to investigate. The Human Resource Officer may permit a government investigator to review a personnel file on Carpe Diem Collegiate High School premises.

File Retention – The original copy of personnel files is maintained by the Human Resource Officer for a period of seven years after an employee's separation or termination date.

Medical Files - Access to the medical files is restricted to authorized employees, the Executive Director and Human Resource Officer. Medical information will be released only upon written authorization of the employee or upon proper request from persons or agencies that have legal rights to the information.

Compensation

Salary Administration

Carpe Diem Collegiate High School strives to pay salaries competitive with those in our community and industry, recognizing individual effort and contribution to the success of Carpe Diem Collegiate High School. Carpe Diem Collegiate High School evaluates salaries and pay ranges annually. However, salary increases are not guaranteed. Factors considered in determining changes in pay include business conditions, responsibilities and job performance. Determination of salary policy is the responsibility of the Governing Board and delegated to the Executive Director.

Performance Evaluation

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance appraisals by immediate supervisors are generally conducted annually but are dependent upon operational

needs. Performance appraisals are used to strengthen communications between supervisors and employees, to assess individual and team achievement, to encourage employee growth and development, and to provide a basis for salary adjustments and compensation.

Work Week and Hours of Work

The basic work week consists of the hours employees are scheduled to work by their supervisor during a defined period of seven consecutive 24-hour periods. Carpe Diem Collegiate High School's work week is Sunday through Saturday.

Carpe Diem Collegiate High School follows a work schedule of 40 hours per week, 10 hours per day, for four (4) days per week. Administration office hours are posted and may be changed by the Executive Director. Split shifts, flex time, compensation time, and job sharing may be scheduled at the discretion of the Executive Director.

Carpe Diem Collegiate High School employees are considered professionals and shall be treated with such respect in that they shall dedicate themselves to accomplishing their assigned tasks to the best of their abilities, utilizing their professional judgment in meeting curriculum demands and the needs of their students. Teachers and others in direct educational roles are expected and required to invest the amount of time necessary to perform their duties. The Executive Director will establish minimum work hours for teachers and others in direct educational roles, but such employees should understand that they may work beyond the minimum work hours in order to satisfactorily perform their duties.

Overtime

Overtime pay is available for non-exempt employees. Non-exempt employees will be paid straight time for all hours worked through forty hours in one work week. They will be paid one-and-one-half times their base rate for hours worked in excess of forty hours in one work week. Only hours actually worked will be used to calculate overtime pay. Paid time off for holidays, jury duty, vacation, sick leave, or any leave of absence will not be considered hours worked. The Executive Director must authorize overtime worked in advance. Compensatory time in lieu of overtime hours may be granted for overtime worked at Carpe Diem Collegiate High School. This is at the discretion of the Executive Director.

Pay Periods, Paydays and Direct Deposit

Pay periods begin on Sunday and end on the Saturday of the following week. Payday for each pay period is the Friday following the end of the pay period. All employees will be enrolled in direct deposit, and checks will automatically be deposited on pay day.

Payroll Deductions

Income tax, Social Security and Medicare deductions from your paycheck comply with federal and state laws. As authorized by law or upon your written authorization, deductions may also be made for other items, such as employee benefit programs.

Additionally, Carpe Diem Collegiate High School will deduct appropriate amounts to satisfy any court orders for garnishments or support, and shall be entitled to any clerical fee permitted by law. Finally, Carpe Diem Collegiate High School may deduct offsets, reimbursements and employee debts from pay as permitted by applicable law. By signing your handbook acknowledgement you provide your authority to make these deductions. All deductions will be listed on your paycheck stubs.

Payroll Advances

Advances in pay shall not be granted. Carpe Diem Collegiate High School funding does not make allowances for advances.

Business Travel Expenses

Carpe Diem Collegiate High School will reimburse its personnel for authorized and reasonable expenses incurred while traveling on behalf of Carpe Diem Collegiate High School. This includes travel in the course of regular work assignments, conference and meeting attendance, use of a personal vehicle, and similar activities. Such expenditures are subject to audit. A detailed travel policy with per diem, hotel and mileage reimbursements, etc. will be provided to those employees who are required to travel on a frequent basis.

Benefits

Overview

Some benefits require contributions from employees but most are fully paid by Carpe Diem Collegiate High School. The benefits package for regular full-time employees represents an additional cost.

All benefit programs are administered by Carpe Diem Collegiate High School or its designated administrators. Carpe Diem Collegiate High School reserves to itself and its administrators the exclusive authority and discretion to determine all issues of eligibility and all questions of interpretation and administration of each benefit. It also reserves the right to add, modify, discontinue, alter, amend or cancel any benefit program at its sole and absolute discretion. All plans are reviewed periodically and are changed as needed to ensure the programs remain comprehensive, competitive and cost-effective.

The following benefits are currently offered to regular full-time employees of Carpe Diem Collegiate High School. Some of the following benefits are more fully described in summary plan descriptions and provider policies that are supplied upon enrollment or request. These benefits and programs change from time to time and are governed by master contracts or documents that may also change from time to time. For this reason, if there is any conflict between the benefit descriptions contained in this policy handbook, the master contract or documents shall govern in all cases. Carpe Diem Collegiate High School also provides insurance programs as mandated by State and Federal regulations for all employees.

Vacation

Each fiscal year (July 1 through June 30) all full-time, regular, annual employees are eligible to earn up to 24 ten-hour vacation days. Days are accrued at a rate of 0.92 days per pay period worked. Vacation time must be taken according to the annual employee schedule as approved by the Executive Director.

Sick Time

During absence from work caused by personal or immediate family illness or accident, an eligible employee's wage or salary will be continued for the amount of time accrued in the employee's sick leave account according to this schedule:

Accruals for sick leave shall be at the rate of 96 hours per year. Sick leave is credited at the end of each pay period. Sick leave cannot be used until the employee has completed 30 calendar days of employment. Sick leave hours may be accumulated to a maximum of 192. When an employee has reached the maximum accrued personal time, no further personal time will be earned until the employee has used sufficient personal time to drop below the cap.

The number of sick leave hours credited is not intended to establish a guideline for acceptable attendance.

Carpe Diem Collegiate High School may require an employee to support a request for sick leave benefits with medical certification of sickness. Failure to provide a note from a physician may lead to a denial of benefits and possible corrective action up to and including termination. A note from the physician is required after three (3) days of consecutive illness.

Partial Days Missed

For any employee who misses a portion of a workday, the portion missed will be charged to their personal time off. If the employee's personal time off is exhausted, the portion of the workday missed will be deducted from that pay period's paycheck. Deductions (either from leave time or payroll) will be made in quarter-hour increments, rounding off to the nearest quarter hour of time missed.

Leave Bank

In order to provide additional income protection for employees by means of voluntarily shared leave time Carpe Diem Collegiate High School has established a Voluntary Leave Bank. The Leave Bank will have an annual open enrollment period in which employees wishing to take part in the leave bank must make required deposits into the bank. This bank will be available for employees with unforeseen and exceptional circumstances to continue to have personal time available when all of their own allowance is exhausted. For specific details regarding the Leave Bank program, please see the Human Resource Officer.

Veteran Employee Personal Day Allowance

In order to provide additional income protection for employees who have shown loyalty and commitment to Carpe Diem Collegiate High School, an allowance is made for veteran employees. This allowance applies only to employees of Carpe Diem Collegiate High School who have five years of service with the schools.

A veteran employee who uses all accrued leave time due to unforeseen and exceptional circumstances may request that their remaining leave for the fiscal year be advanced to them in order to alleviate time that would otherwise be taken unpaid. It is at the discretion of the Executive Director to determine whether a circumstance is unforeseen and exceptional. For more information regarding the Veteran Employee Personal Day Allowance, please see the Human Resource Officer.

Holidays

Annual employees will receive holiday pay based on the current year's holiday schedule which will be produced by the Human Resource department prior to the start of each fiscal year. Employees who are on any form of leave (other than vacation) when a holiday occurs will not be paid for the holiday. This includes but is not limited to employees on short- or long-term disability, paid or unpaid FMLA leave, personal leave, paid or unpaid administrative leave, or workers' compensation leave.

Jury Duty and Bereavement Leave

In the event of death in an employee's immediate family, Carpe Diem Collegiate High School grants up to three working days, with pay, to handle family affairs and to attend the funeral as far away as two hundred miles from your work location. For funerals that are over two hundred miles from your work location, five working days, with pay, are granted.

In order that employees may serve on a jury without loss of earnings, Carpe Diem Collegiate High School will pay an employee's normal earnings for the period of jury service. The employee must then sign over to Carpe Diem Collegiate High School all court payments received for jury services except monies for mileage, meals, and or lodging.

Leaves of absence

Personal Leave without Pay

Carpe Diem Collegiate High School may grant to regular employees unpaid time off for compelling personal reasons, provided such time off does not materially affect the normal conduct of the business, classroom, customer service, or operation costs. The duration of personal time off ranges from a few hours to five days. Beyond five days, a leave of absence will be used. In considering an employee's request for personal time off, the seriousness of the matter prompting the request will be taken into consideration by the Executive Director. Such requests should be in response to serious personal needs rather than for occasional time off to rest or relax. Employees must make an effort to

schedule ordinary personal and business affairs outside working hours. Examples of causes not considered to be reasonable uses of unpaid personal time off include chronic automobile trouble, non-emergency financial problems, visiting relatives, other employment (moonlighting), and seeking employment outside Carpe Diem Collegiate High School. No loss of service credit with Carpe Diem Collegiate High School will occur as a result of unpaid personal leave, but no benefit credit will accrue toward vacation and sick leave entitlement for the leave.

Long-term Leave of Absence without Pay

Leaves of absence without pay may be granted to employees to maintain continuity of service only in instances where unusual or unavoidable circumstances require prolonged absence. No loss of service credit with Carpe Diem Collegiate High School will occur as a result of the leave of absence, but no benefit credit will accrue toward vacation and sick leave entitlement for the leave.

During the first 30 days of leave of absence, Carpe Diem Collegiate High School will continue group insurance coverage as follows: 100% of employee medical, dental, and life. After 30 consecutive days leave of absence, the employee will be responsible for paying the entire cost of his/her group insurance coverage.

Medical (Non-FMLA)

A medical leave of absence will be granted up to 60 consecutive calendar days when supported by a physician's statement. Accrued sick leave benefits must be used prior to commencement of the unpaid portion of the leave. If the employee is eligible for leave covered by the provisions of FMLA or if the employee has exhausted all available FMLA leave, the employee will not be eligible for a medical leave of absence pursuant to this policy. For more information on FMLA, see the FMLA section below.

Family and Medical Leave Act (FMLA)

Family Leave. Family leave is a leave of absence from work duties to fulfill family obligations relating directly to childbirth, adoption, or placement of a foster child; or to care for a child, spouse, or parent with a serious health condition. A serious health condition means any illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical care facility; or any period of incapacity requiring absence from work, school, or other regular daily activities, for more than 3 days, and requiring treatment by a health care provider; or continuing treatment by a health care provider for an incurable or serious health condition that if not treated could result in incapacity for more than three (3) days.

Medical Leave. Medical Leave is a leave of absence from work duties caused by being temporarily unable to work due to the employee's own serious health

condition or disability. For purposes of this policy, serious health conditions or disabilities include inpatient care in a hospital, hospice, or residential medical care facility; continuing treatment by a health care provider; or temporary disabilities associated with pregnancy, childbirth, and related medical conditions; or any medical condition that renders the employee incapable of performing the functions of his/her job.

Leave Information. Leave under the provisions of the FMLA is generally without pay. An employee may receive compensation during Family/Medical leave if the employee has accrued sick leave that may be taken during the FMLA leave.

Regular full-time employees who have worked for Carpe Diem Collegiate High School for at least 12 months, and who have worked at least 1,250 hours in the 12 months preceding the leave request, may request up to 12 weeks leave within a 12-month period. The 12-month period will be a "rolling" 12 months measured backward from the date an employee uses any Family/Medical Leave. Any combination of Family/Medical Leave may not exceed 12 weeks within the 12-month period unless approved by the Executive Director.

Subject to the terms, conditions, and limitations of the applicable plans, laws and financial availability, Carpe Diem Collegiate High School will continue to provide health insurance benefits for the full period of Family/Medical Leave. The employee is responsible for his/her payment of premiums under the applicable plans to ensure continued coverage of benefits. If the employee does not return to work after the expiration of the leave, the employee will be required to reimburse Carpe Diem Collegiate High School for payment of health insurance premiums during the leave unless the employee does not return because of the presence of a serious health condition which prevents the employee from performing his/her job; or unless circumstances clearly show that return is beyond the control of the employee.

Benefit accruals, sick leave, or holiday benefits, will be suspended during unpaid Family and Medical Leave and will resume upon return to active employment. Employees are required to use their accrued paid sick leave as part or all of their 12 weeks Family/Medical Leave. **NOTE:** That portion of leave applied to sick time will be with pay in accordance to Carpe Diem Collegiate High School Leave Policy.

Notice Requirements. Employees will request Family/Medical Leave at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. Employees will provide Carpe Diem Collegiate High School with at least two (2) weeks advance notice of the date the employee intends to return to work. This will allow Carpe Diem Collegiate High School to properly schedule the employee's return. Carpe Diem Collegiate High School may require an employee on Family/Medical Leave to report

periodically on his/her status, to include intent to return to work. Carpe Diem Collegiate High School may also require a second medical opinion (at the school's expense) and periodic re-certifications.

Return to Work. Employees who return to work from Family/Medical Leave within or on the business day following the expiration of the twelve (12) weeks are entitled to return to their job, or an equivalent position, without loss of pay or benefits. If an employee fails to report to work promptly at the end of the approved Family/Medical Leave period, Carpe Diem Collegiate High School will assume that the employee has resigned.

Key Employees. Under limited circumstances, an employee who qualifies as a "key" employee may be denied restoration to employment where such restoration will cause substantial and grievous economic injury to Carpe Diem Collegiate High School's operations. A "key" employee is an employee who is a classroom teacher, salaried, or under a work agreement with Carpe Diem Collegiate High School and is among the highest paid 10 percent of Carpe Diem Collegiate High School's employees. Carpe Diem Collegiate High School will notify the employee of his/her status as a "key" employee in response to the employee's notice of intent to take FMLA leave. Carpe Diem Collegiate High School also will notify the employee as soon as decides it will deny job restoration, and explain the reasons for this decision. The employee will be offered a reasonable opportunity to return to work from FMLA leave after Carpe Diem Collegiate High School provides such this notice. Carpe Diem Collegiate High School will make a final determination as to whether reinstatement will be denied at the end of the leave period if the employee then requests restoration.

Certification. Employees requesting Family/Medical Leave related to the serious health condition of self, child, spouse, or parent must submit a health care provider's statement verifying the need for a family/medical leave to receiver or provide care, its beginning and expected ending dates, and the estimated time required.

Intermittent Leave. Family/Medical leave may be taken intermittently or on a reduced hours basis only if requested by the employee and approved by the Executive Director and if such leave is medically necessary to care for a seriously ill family member, or because the employee is seriously ill and unable to work. The employee must schedule medical treatment around his/her own work schedule, if possible. Carpe Diem Collegiate High School may request that the employee obtain certification from a medical practitioner verifying that intermittent or reduced hours leave is required. Carpe Diem Collegiate High School may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits to accommodate the employee's need for intermittent leave or reduced hours. Spouses employed by Carpe Diem Collegiate High School are each entitled to up to 12 weeks' leave

within the 12 month period for serious illness of self, or to take care of a sick child or spouse.

Spouses employed by Carpe Diem Collegiate High School are jointly entitled to a **combined** total of 12 weeks of leave within the 12 month period for childbirth, adoption, or placement of a foster child; or to care for a parent with a serious health condition. Employees who sustain work-related injuries are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities. Employees returning from medical leave must submit a health care provider's verification of their fitness to return to work.

Military Service and Military Reserve Training Leave

An employee who volunteers or is called to active military duty in a branch of the U.S. Armed Forces will be granted a leave of absence according to applicable State and Federal law for the period of active duty.

A regular employee on active military reserve status may take up to two weeks of unpaid leave a year for military reserve training. When possible, employees are encouraged to utilize time periods when school is not in session for training.

Group Medical, Dental and Vision Insurance

Carpe Diem Collegiate High School provides medical and dental insurance to eligible employees. Eligible dependents may be covered at the employee's expense. Vision insurance is also available at the employee's expense. Employees become eligible for benefits on the first day of the month following the month of hire. You will be asked to fill out enrollment forms for your coverage when you are hired or assigned a full-time regular position. As long as enrollment forms are submitted within 30 calendar days of your hire date, your acceptance is automatic.

You will receive identification cards and information describing your coverage in detail upon your enrollment. Please read this information carefully as it will help you to understand your benefits. If benefit questions arise or for more detailed information regarding your benefits, please contact the Human Resource Officer.

If you leave Carpe Diem Collegiate High School, you and your dependants may be eligible for continued medical, dental or vision coverage for a period of time through COBRA. For detailed information on COBRA, please see the COBRA section of this handbook.

COBRA

The Consolidated Omnibus Reconciliation Act of 1985 (COBRA) provides to you and your dependents (spouse and children) that are covered under the Plan the right to continue group health coverage if it would terminate for certain specified reasons. The continuation is available in the event coverage would terminate due to:

1. Termination of employment for any reason, except gross misconduct.
2. Loss of eligibility due to reduced work hours.
3. Your death.
4. Your divorce.
5. Ceasing contributions, as to a spouse from whom you are legally separated.
6. A dependent child ceasing to be a dependent, as defined in your insurance document. A child eligible to be continued under the health plan's handicapped child provision will still be considered to have dependent status.
7. A dependent's loss of eligibility because you become entitled to Medicare benefits.

If one of your dependents would lose coverage due to one of the reasons shown in 3, 4, 5, 6, or 7, you or the dependent must notify the Human Resource Officer of the event so that we can give appropriate notice of continuation rights and the terms that apply to the continuation. Please give notification within 30 days of the event to assure there will not be a break in coverage.

Coverage cannot be continued beyond the earliest to occur of:

- Failure to pay any required premium.
- The date the person being continued becomes covered under another group health plan or entitled to Medicare benefits.
- The date the group health coverage terminates as to the eligible class of which you are or were a member. If we replace the coverage, you may be continued under the new plan.
- A date which is:
 - 18 months from the date coverage would have otherwise terminated, if coverage is being continued because you terminated employment or lost eligibility due to reduced hours.
 - 36 months from the date coverage would have otherwise terminated, if coverage is being continued for any other reason.

The charge to any person who elects to continue the coverage is 102 percent of the full cost to the Plan (100 percent of the premium, and 2 percent Administration Fee). Full details of the continuation and its cost will be furnished to you or your dependents when one of the events shown above occurs.

Life Insurance

Group Life Insurance

For eligible employees, Carpe Diem Collegiate High School provides life insurance coverage of \$30,000. This policy also includes an accidental death

and dismemberment plan. This plan doubles your life insurance benefit in the event your death occurs as the result of an accident. It also provides dismemberment benefits that vary with the type of injury. This coverage is at no cost to the employee. Specific plan information is available from the Human Resource Officer. Life insurance benefits cannot be waived.

Voluntary Life Insurance

Carpe Diem Collegiate High School provides employees with the opportunity to purchase additional life insurance (above the \$30,000 provided at no cost) for employees, their spouses and eligible children. This plan is voluntary and 100% employee paid and will be paid by payroll deduction. Specific plan information is available from the Human Resource Officer.

Disability Benefits

Short-Term Disability (STD)

Short term disability is voluntary benefit available through Carpe Diem Collegiate High School. Contributions are paid 100% by the employee via payroll deductions made by Carpe Diem Collegiate High School. Specific plan information is available from the Human Resource Officer.

Long-Term Disability (LTD)

Long term disability is a mandatory part of the Arizona State Retirement System and cannot be waived. A percentage mandated by A.S.R.S. is deducted from your paycheck and that contribution is matched by Carpe Diem Collegiate High School. Specific plan information is available from the Human Resource Officer.

Workers' Compensation

Carpe Diem Collegiate High School carries insurance to cover the cost of work-incurred injury or illness. This benefit pays for an employee's medical treatment and for a portion of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances in each case. To be assured of maximum coverage, all work-related accidents must be reported within 24 hours to the employees' immediate supervisor.

Retirement

Carpe Diem Collegiate High School is a member of the Arizona State Retirement System and is subject to the regulations and contribution requirements of the system. This program requires both employer and employee contributions. Participation is mandatory for all eligible employees. The plan is paid by payroll deduction. A summary plan description can be obtained from the Human Resource Officer.

We also process payroll deduction contributions for the employee sponsored 403(b) retirement plan to help employees supplement their retirement income. This plan

permits an unlimited contribution amount by the employee. Investments in the fund are made by employees to one of several investment choices.

Standards of Conduct and Working Conditions

Standards of Conduct

This section of the handbook is intended to help you to understand the types of behaviors that will lead to corrective action, up to and including termination. This list is not exclusive, however, and Carpe Diem Collegiate High School reserves the right to take corrective action against any employee who engages in any conduct that is detrimental to the reputation or character standards of the school.

As part of its corrective action process, Carpe Diem Collegiate High School may warn, suspend with or without pay, or discharge its employees. Carpe Diem Collegiate High School may attempt to give employees a chance to correct or improve poor performance or misconduct. However, it is important to note that in no case is Carpe Diem Collegiate High School required to utilize a progressive discipline approach prior to terminating any employee, and nothing in these policies and procedures is intended to create any guarantee that Carpe Diem Collegiate High School will follow any certain corrective action procedures.

Examples of misconduct that may lead to corrective action include, but are not limited to:

- Physical, sexual, and/or emotional abuse of a student.
- Unprofessional conduct on or off campus which could jeopardize leadership or respect of peers, parents and/or students.
- Conduct involving moral turpitude and/or which constitutes a crime.
- Falsifying employment application, timecard, personnel, or other Carpe Diem Collegiate High School documents or records.
- Unauthorized possession of Carpe Diem Collegiate High School or employee property, gambling, carrying weapons, or violating criminal laws on Carpe Diem Collegiate High School premises.
- Unauthorized use of Carpe Diem Collegiate High School material, time, equipment, or property.
- Damaging or destroying Carpe Diem Collegiate High School property through careless or willful acts.
- Fighting, throwing things, horseplay, practical jokes, or other disorderly conduct which may endanger the physical and/or emotional well-being of any

employee, student, parent/guardian, visitor or Carpe Diem Collegiate High School operations.

- Engaging in acts of dishonesty, fraud, or theft.
- Threatening, intimidating, coercing, using abusive or vulgar language to students, parents, and/or Carpe Diem Collegiate High School employees, or interfering with the performance of other employees.
- Behavioral conduct which in Carpe Diem Collegiate High School's opinion, may represent any stage of violence or hostility in the workplace.
- Insubordinate behavior or refusal to comply with instructions/failure to perform reasonable duties that are assigned within job description.
- Job performance that, in Carpe Diem Collegiate High School's opinion, does not meet the requirements of the position.
- Conduct that reflects adversely and/or would jeopardize the reputation of the employee or Carpe Diem Collegiate High School.
- Engaging in such other practices as Carpe Diem Collegiate High School determines may be inconsistent with the ordinary and reasonable rules of conduct necessary to the welfare of Carpe Diem Collegiate High School, its employees, or students.
- Failure to follow or negligence in observing fire prevention and safety rules.
- Other circumstances for which Carpe Diem Collegiate High School feels that corrective action up to and including termination is warranted.

Attendance and Punctuality

Nowhere is the need for reliability and consistency greater than in an educational setting. If you are absent or late to work, an extra burden falls on your co-workers. This is not only disruptive to those with whom you work but also to the students we serve. It is only when every employee is on the job, on time and for the full scheduled workday that we can provide the level of instruction and service that our students and parents not only deserve, but have come to expect from Carpe Diem Collegiate High School. Our goal is greater than 97% attendance in scheduled working hours for all employees combined, measured over a year.

Employees are required to give advance notice, when possible, of tardiness or absence. If advance notice is not possible, the employee must give notification by telephone to his/her supervisor within one hour of the start of the scheduled shift. Contact your site administrator for further details regarding attendance and punctuality standards.

Personal Appearance and Hygiene

Carpe Diem Collegiate High School's employees serve as role models for students and for the community. Carpe Diem Collegiate High School realizes that it is judged by the competence and quality of its employees. Employees are often judged by their appearance. In light of that, all employees are expected to be cognizant of the impression they are making by their personal appearance, both on and off the job. Professional business appearance and attire is required:

- **Men**

- Hair should be clean and combed
- Basic hygiene needs to be addressed – hands/fingernails are clean, teeth brushed
- Facial hair should be well kempt and trimmed
- Jewelry should be non-distracting
- Ties Must be worn
- Slacks – not Dockers
- Long- or short-sleeve shirt with collar
- Jackets are optional
- Business shoes with socks – no sneakers or dock-siders
- Should appear pressed and polished

- **Women**

- Hair should be clean and combed
- Basic hygiene needs to be addressed – hands/fingernails are clean, teeth brushed
- Make-up should be appropriate to skin tones
- Jewelry should be non-distracting
- Blouses, sweaters, collared shirts are acceptable and should have a “dressier” look
- Cleavage is unacceptable
- Showing your midriff and/or the small of your back is unacceptable
- Pants, slacks, Capri's, Coullots, are acceptable if they are “dressy” in appearance
- Skirts must reach at least the length of the end of your fingertips when your arms are held at your sides
- Nylons are optional
- No open-toed shoes allowed
- Heels should not exceed three inches and appearance of shoes should be conservative and professional
- Should appear pressed and polished

Just as the individual's direct personal impression creates or reflects Carpe Diem Collegiate High School's image, so does their indirect contact with students, parents, and the public. The impression the individual's voice makes on the telephone and the appearance of letters to parents represents the quality of Carpe Diem Collegiate High School.

Good telephone manners; prompt, pleasant, and helpful information; businesslike, yet warm and friendly, attitudes; these attitudes and characteristics project an image for Carpe Diem Collegiate High School that builds good will and business as well as respect for our personnel.

Employees are expected to maintain an appropriate appearance that is businesslike, neat, and clean as determined by the requirements of the area in which the employee works. The following is a partial list of unacceptable clothing or demeanor. The Executive Director is given the authority to determine what is appropriate and inappropriate appearance and demeanor;

- Maintain uniforms clean, ironed and neat
- Comfortable "closed-toed" shoes are encouraged
- Please use good judgment in how clothes fit – revealing fashions are not allowed. Shoulders and midriffs must not be exposed under normal reaching, lifting or bending.
- Offensive language is prohibited, including but not limited to swearing, jokes, or general foul comments.

Substance Abuse

Carpe Diem Collegiate High School has an obligation to its employees, students, parents, and public at large to reasonably ensure safety in our work place. Consequently, the use, possession, sale, purchase, transfer, of alcoholic beverages, illegal drugs, or other intoxicants are strictly prohibited at any time on Carpe Diem Collegiate High School premises. Violation of this policy is cause for corrective action up to and including immediate termination. Smelling of alcohol or any illegal drug while at work is prohibited and anyone in violation will be subject to disciplinary action up to and including termination.

Carpe Diem Collegiate High School staff also has the responsibility to notify management of any violation of this policy by any employee so that supervisors or management may determine whether corrective action is required and whether it is appropriate to notify law enforcement of any potentially illegal activities.

Any employee convicted of a substance abuse law must report any such conviction to Carpe Diem Collegiate High School within five calendar days after such conviction.

Any employee who has violated this policy or who has been convicted of a substance abuse law may be subjected to corrective action and/or may be required, as a condition of continued employment, to participate in a rehabilitation program approved for such

purposes by Federal, State, or local health, law enforcement, or other appropriate agency.

Use of Tobacco

Use of tobacco shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff or any other matter or substance that contains tobacco.

Carpe Diem Collegiate High School is a school environment and all employees are expected to model healthy and appropriate behaviors to our children. Consequently, use of tobacco is strictly prohibited on the campus of Carpe Diem Collegiate High School. All Carpe Diem Collegiate High School facilities, properties, buses and events are designated tobacco-free environments.

General Information

Grievances and Appeals

The purpose of the grievance and appeals procedure is to avoid problems caused by misinformation or breakdowns in communications, and to provide redress for legitimate complaints. It provides a systematic and uniform way to have problems heard, reviewed, and resolved. The following steps must be taken:

Immediate Supervisor - The employee must make every effort to resolve the grievance at the department by communicating the substance of his/her grievance to the supervisor in writing and meeting with the supervisor to discuss the problem. The employee must bring grievance issues to the attention of the supervisor within ten (10) working days of the incident. The supervisor must provide written response to the employee within ten (10) working days after the receipt of the written grievance from the employee.

Executive Director - If the employee is unable to resolve the grievance at the supervisor level, the employee may request the intervention of the Executive Director.

To request the Executive Director's intervention, the employee shall submit a written summary of his/her grievance. This written summary should include the full name of the person, whom the alleged complaint is against, a clear and concise statement of the facts, including pertinent dates, constituting the alleged violation. The employee shall attach copies of the original grievance and the supervisor's response. This information must be submitted within fifteen (15) working days of the date the employee received written response from the supervisor. If extenuating circumstances exist, the Human Resource Officer may modify the time limit.

The Executive Director shall attempt to resolve the grievance and notify the employee in writing of any action taken within fifteen (15) working days. The supervisor and/or Human Resource Officer shall keep a record of informal discussions in an official grievance file maintained by the Human Resource Officer. The Executive Director's decision is final under all circumstances.

EMPLOYEE HANDBOOK RECEIPT ACKNOWLEDGEMENT

EMPLOYEE: _____

POSITION: _____ DATE OF ACCESS: _____

By signing this receipt, I acknowledge that I have received access to the Employee Policy Handbook containing the policies and procedures of Carpe Diem Collegiate High School operations.

I understand that it is my responsibility to read this Handbook, and to ask questions that I may have about Carpe Diem Collegiate High School's policies, rules, and procedures. By signing below, I indicate my understanding of the policies, rules, and procedures outlined in the handbook. I also understand that other policies, rules and procedures may be subsequently adopted by Carpe Diem Collegiate High School and that I will be required to abide by those policies, rules and procedures or resign my employment.

I further understand and agree that this handbook bestows no contractual rights to me whatsoever, regarding employment, salary increases, benefits, etc., and that Carpe Diem Collegiate High School has the absolute right to amend, supplement, or discontinue any policy, practice or benefit at any time, with no notice to me.

I also understand that receipt of this handbook does not mean that Carpe Diem Collegiate High School has guaranteed me employment for any fixed period of time. I can terminate my employment at any time for any reason or for no reason unless I have a written contract signed by the Executive Director that provides a specific term of employment. I acknowledge that Carpe Diem Collegiate High School holds the same rights, and my employment can be terminated for any reason not prohibited by law, or for no reason, with or without prior notice or warning, unless I have a written contract signed by the Executive Director that provides a specific term of employment.

I will not copy or distribute this manual in any way. I understand that Administration may furnish me with e-mail notification of updates/changes to policies and procedures but it is my responsibility to keep my understanding current by checking with the Human Resource Officer for the most current policies.

I understand that upon separation, discharge/termination, salaried contract termination, or Carpe Diem Collegiate High School not offering me a returning employment contract, my access to the Employee Policy Handbook will be terminated.

Employee Signature

Date

Administrator Signature

Date

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CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 17

SY 2011

Strategic Teacher Effectiveness Evaluation Rubric

for

Sample Teacher

	Score	Weight	Total
Instruction	N/A	35	N/A
Student Achievement	N/A	40	N/A
Community Professionalism	N/A	25	N/A
			-0.00

TOTAL Not enough data yet.



CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 18

Provide, as Attachment 18, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

Community partnerships are still in development. Several programs are in discussion, however prior to acceptance of this application, much of the discussion is premature. Carpe Diem expects to have a partnership with several local universities to provide dual credit enrollment opportunities. Local businesses have also shown much initial interest in partnering with Carpe Diem to provide internship opportunities for students. The potential also exists for adult education that is being explored but is not yet finalized. We are currently working on partnerships with Marion University, Teach for America, and many several local business to support both the school and our programs.

CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 19

Carpe Diem Schools

Indiana Expansion

Timeline

Begin	End	Task	Responsible
10/1/2011	12/20/2011	Receive ICSB approval	Rick Ogston
12/20/2011	12/31/2011	Decision to proceed	Rick Ogston & Advisory Board
11/1/2011	1/15/2012	Location selection	Rick Ogston & Advisory Board
10/15/2011	1/15/2012	Identify and hire Site Admin	Rick Ogston
1/31/2012	1/31/2012	Finalize facility plan	Rick Ogston & Advisory Board
2/1/2012	4/15/2012	Recruit instructional staff	Site Admin/HR
1/1/2012	2/29/2012	Develop school policies & procedures	Ryan Hackmann
1/15/2012	2/15/2012	Hire Dean of Students	Rick Ogston & Site Admin
1/1/2012	3/15/2012	Finalize technology plan and layout	Andy Kong
3/1/2012	4/15/2012	Hire all instructional staff	Site Admin
4/15/2012	5/25/2012	Admin onsite training in Yuma	Site Admin/Dean of Students
4/15/2012	5/15/2012	Purchase required technology	Andy Kong
4/1/2012	5/31/2012	Hire all remaining staff requirements	Site Admin
5/31/2012	5/31/2012	Facility ready for occupancy	Facility Team
6/5/2012	8/31/2012	Student recruiting	Rick Ogston/Ryan Hackmann/Donavon Ziegler
6/5/2012	6/30/2012	Technology installation	Andy Kong/IT Team
7/9/2012	7/9/2012	First full day for all staff	All Staff
7/9/2012	8/3/2012	Intense staff training - CD Immersion	Rick Ogston/Site Admin/Ryan Hackmann/Andy Kong
8/6/2012	8/6/2012	School begins	All Staff

CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 20



YUMA INSURANCE, INC.

**INSURANCE PROPOSAL
CARP DIEM ACADEMY**

**Estimated – No Coverage Bound
Estimated Annual Premium \$32,000**

COVERAGE INSURANCE LIMITS

**Philadelphia Insurance Company
AM Best Rating = A++ XIV**

PROPERTY: Special Form, Replacement Cost, 90% Coinsurance, \$1,000 Deductible 50%
Coinsurance applies to Business Income only

Includes Elite Property Enhancement	Attached
Ultimate Cover	Attached

<u>Location – to be determined</u>	
Building	\$If Applicable
Business Personal Property	Limit to be Determined
Business Income (50% Coinsurance) - 72 Hour Deductible	Limit to be Determined

COMMERCIAL GENERAL LIABILITY

General Aggregate Limit	\$2,000,000
Products / Completed Operations Aggregate	\$2,000,000
Each Occurrence Limit	\$1,000,000
Personal Advertising & Injury Limit	\$1,000,000
Fire Damage Legal Liability (Any one Fire)	\$ 100,000
Medical Expense Limit (Any one Person)	\$ 5,000

**ISO requires exclusion for Students; can add Excess Med Pay for Athletic Participants provided Accident & Health Policy in Force; no charge.*

Premium basis: Student Total TBD

Includes General Liability Deluxe Endorsement (Increases Medical Payments to \$15,000)	See Attached
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Includes Corporal Punishment

Educators Professional Liability	Included in GL limits
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Exclusions: Per Policy Forms + Nuclear Energy Violation of Statutes
 Employment Related Practices Fungi or Bacteria Lead, Asbestos
 Loss due to virus or bacteria Abuse or Molestation (bought back)
 Nuclear, Biological or Chemical Terrorism

SEXUAL ABUSE / MOLESTATION – Occurrence Form

Aggregate	\$1,000,000
Each Abusive Conduct	1,000,000

EMPLOYEE BENEFITS ADMINISTRATIONS ERRORS & OMISSIONS

Claims Made	
Each Claim	\$1,000,000
Aggregate	1,000,000
Premium Basis: TBD	
Retroactive Date: Inception Date	

DIRECTORS & OFFICERS LIABILITY**EMPLOYMENT PRACTICES LIABILITY**

Directors & Officers Liability	\$1,000,000
Employment Practices	\$1,000,000
Aggregate All Parts	\$1,000,000
Shared Limits Endorsement	
Retention / Directors & Officers	\$1,000 TBD Retro Date
Retention / Employment Practices	\$5,000 TBD Retro Date

Includes Bell Endorsement & Crisis Management

<u>Exclusions:</u>	Per Policy Forms +	Sexual Abuse
	Bankruptcy/Insolvency	Professional Services
	Known circumstances revealed in application	
	Third Party Employment Practices Liability	

COMMERCIAL AUTOMOBILE (Symbol 1, Any Auto)

Liability (Including Hired & Non Owned)	\$1,000,000
Uninsured & Underinsured Motorists Liability	1,000,000
Medical Payments	5,000
Comprehensive - \$500 Deductible	ACV
Collision - \$1,000 Deductible	ACV
No Drivers under 25 or over 75	

Technology Insurance Company (An AmTrust Financial Company),

Valley Forge Insurance Brokerage (Wholesale Broker for Philadelphia Insurance Co)

Best Rating = A- VIII

WORKERS COMPENSATION

Employers Liability - Each Accident	\$1,000,000
Disease – Policy Limit	1,000,000
Disease – Each Employee	1,000,000

Location: TBD

Class	Description	Exposure	Rate
Code			
8868	School-Professional Employees & Clerical	TBD	
9101	School-All Other Employees	TBD	

10/31/11tr

Philadelphia Insurance Company
AM Best Rating = A++ XIV

COMMERCIAL UMBRELLA

Products & Completed Operations	\$4,000,000
Each Occurrence	\$4,000,000
Aggregate Limit	\$4,000,000
Retention	\$ 10,000

Underlying Schedule

Philadelphia General Liability	\$1,000,000
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<u>Exclusions:</u>	Per Policy Forms +	Subsidence
	Employers Liability (Workers Compensation)	Abuse or Molestation*
	Injuries to Athletic Participants and Officials	Liquor Liability
	Mold Exclusion	
	Employee Benefits Liability Limitation Endorsement and ERISA Exclusion	

**Abuse or Molestation can be added back at \$2,000,000 at an additional charge.*

Exclusions removed for Educators Professional and Directors & Officers

This quote is an indication only, subject to approval and acceptance of this quote by Carpe Diem Academy. All premium indications reflect currently filed and approved rating factors and may be subject to change at policy inception. Please refer to your policy when issued.

IMPORTANT NOTICE: This Summary is a brief outline of coverages only. The insurance policy itself is the governing contract. Every insurance policy has exclusions and limitations. We urge you to read your policy carefully to avoid misunderstandings about the scope of insurance protection provided.

10/31/11tr

Elite Property Enhancement: Academic Schools

Fine Arts	\$50,000
Pollutant Clean Up and Removal	\$100,000
Students' Personal Effects	\$2,500/\$100,000
Ordinance or Law – Demolition	\$300,000
Ordinance or Law – Increased Cost of Construction	\$300,000
Emergency Vacating Expense	\$15,000
Automated External Defibrillators (AEDs)	\$5,000
Lease Cancellation Moving Expenses	\$2,500
Earthquake Sprinkler Leakage	\$10,000
Garage/Storage Sheds	\$5,000
Business Income an Extra Expense (including contingent)	\$100,000
Reward Reimbursement	\$5,000
Spoilage	\$25,000
Personal Property of Others	\$25,000
Band Uniforms	\$50,000
Musical Instruments	\$50,000
Furs	\$5,000
Precious Metals	\$5,000

Ultimate Cover

<u>Coverage</u>	<u>Limit</u>	<u>Deductible</u>
Money & Securities – In & Out	\$5,000	\$500
Money Orders/Counterfeit Currency	\$5,000	\$500
Kidnap, Ransom, Extortion	\$25,000	None

<u>Coverage</u>	<u>Limit</u>
Brands & Labels	Included
Claims Expense	\$10,000
Contract Penalty Clause	\$25,000
Computer Property	Included
Excavation & Landscaping	\$25,000
Fine Arts	\$25,000
Fines for False Alarms	\$5,000
Fire, Sprinkler or Burglar Alarm Upgrade	\$50,000
Fish in Aquariums	\$1,000
Glass	Included
Guard Dogs	\$1,000
Lost Key Replacement	\$2,500
Newly Acquired Property	\$1,000,000
New Construction	\$500,000
Ordinance or Law – Undamaged Portion	Included
Ordinance or Law – Demolition	\$300,000
Ordinance or Law – Increased Cost of Construction	\$300,000
Personal Effects – Portable Electronic Equip off premises	\$1,000
Personal Effects – Premises	\$25,000
Personal Effects – Spouses	\$500
Personal Effects – Worldwide	\$1,000
Pollutant Cleanup & Removal	\$25,000
Precious Metals	\$2,500
Signs	Included
Theft Damage to Building	Included
Utility Service – Direct Damage	\$10,000
Voluntary Parting	\$10,000
Accounts Receivable	\$250,000
Arson Reward	\$25,000
Computer Virus	\$2,500
Consequential Damage	\$25,000
Debris Removal	\$250,000
Personal Property at Unspecified Premises	\$100,000
Personal Property In Transit	\$50,000
Valuable Papers	\$250,000

General Liability Deluxe Endorsement – Schools

<u>Coverage</u>	<u>Limit</u>
Damage to Premises Rented to You	\$300,000
Extended Property Damage	Included
Non Owned Watercraft	Less than 50 feet
Supplementary Payments – Bail Bonds	\$2,500
Supplementary Payments – Loss of Earnings	\$500 per day
Medical Payments	\$15,000
Medical Payments – Extended Reporting Period	3 years
Employee Indemnification Defense Coverage for Employee	\$25,000
Additional Insured – Medical Directors & Administrators	Included
Additional Insured – Managers and Supervisors	Included
Additional Insured – Broadened Named Insured	Included
Additional Insured – Funding Source	Included
Additional Insured – Managers or Lessors of Premises	Included
Additional Insured – By Contract, Agreement or Permit	Included
Additional Insured – Broad Form Vendors	Included
General Aggregate – Per Campus	Included
Duties in the Event of Occurrence, Claim or Suit	Included
Other Insurance – Primary Additional Insured	Included
Other Insurance – You Are an Additional Insured on Another Person’s or Organization’s Policy	Included
Unintentional Failure to Disclose Hazards	Included
Liberalization	Included
Bodily Injury – Includes Mental Anguish	Included
Personal and Advertising Injury – includes Abuse of Process, Discrimination	Included
Transfer of Rights of Recovery Against Others to Us Science Laboratory “Occurrence”	Clarification \$50,000
Medical Incident Liability-Nurse and Athletic Trainer	Included

School Name: Carpe Diem

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students											
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10
Year 1: 2012-2013	0	0	0	0	0	0	39	39	39	39	17
Year 2: 2013-2014	0	0	0	0	0	0	39	39	39	39	39
Year 3: 2014-2015	0	0	0	0	0	0	39	39	39	39	39
Year 4: 2015-2016	0	0	0	0	0	0	39	39	39	39	39
Year 5: 2016-2017	0	0	0	0	0	0	39	39	39	39	39

Planned Number of Classes											
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10
Year 1: 2012-2013	0	0	0	0	0	0	6	6	6	5	6
Year 2: 2013-2014	0	0	0	0	0	0	6	6	6	5	6
Year 3: 2014-2015	0	0	0	0	0	0	6	6	6	5	6
Year 4: 2015-2016	0	0	0	0	0	0	6	6	6	5	6
Year 5: 2016-2017	0	0	0	0	0	0	6	6	6	5	6

11	12	TOTAL	% ELL	% SPED	% FRL
0	0	173	10%	5%	65%
17	0	212	10%	5%	65%
39	17	251	10%	5%	65%
39	39	273	10%	5%	65%
39	39	273	10%	5%	65%

11	12	TOTAL
0	0	29
6	0	35
6	5	40
6	5	40
6	5	40

School Name: <u>Carpe Diem</u>		
	Year 0	Year 1
REVENUE		
State Revenue		
Basic Grant	\$ -	\$ 562,250
Common School Loan	\$ -	\$ 562,250
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ -	\$ -
Student Lunch	\$ -	\$ -
Student Breakfast	\$ -	\$ -
State Matching Funds for School Lunch Program	\$ -	\$ -
Professional Development	\$ -	\$ -
Remediation Program	\$ -	\$ -
Full-Day Kindergarten	\$ -	\$ -
Gifted and Talented Program	\$ -	\$ -
Textbook Reimbursement	\$ -	\$ -
Summer School	\$ -	\$ -
Other State Revenue (please describe)	\$ -	\$ -
Other State Revenue (please describe)	\$ -	\$ -
Federal Revenue		
Title I	\$ -	\$ -
Title II	\$ -	\$ -
Federal Lunch Program	\$ -	\$ -
Federal Breakfast Reimbursement	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenues		
Committed Philanthropic Donations	\$ 1,750,000	\$ -
Before and After Care Fees	\$ -	\$ -
Interest Income	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Revenue	\$ 1,750,000	\$ 1,124,500
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 190,132	\$ 1,086,227
Substitutes	\$ -	\$ -
Professional Development	\$ 12,626	\$ 44,175
Bonuses	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Personnel Expenses	\$ 202,758	\$ 1,130,402
Instructional Supplies and Resources		
Textbooks	\$ -	\$ -
Library, periodicals, etc	\$ -	\$ -
Technology	\$ 50,000	\$ -

Assessment materials	\$ -	\$ 4,500
Computers	\$ 150,000	\$ 57,789
Software	\$ 56,345	\$ 62,280
Other classroom supplies	\$ -	\$ 17,300
Field trips, other unclassified items	\$ -	\$ -
Co-curricular & Athletics	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Instructional Supplies and Resources	\$ 256,345	\$ 141,869
Support Supplies and Resources		
Administrative Computers	\$ 4,000	\$ -
Administrative Software	\$ 1,000	\$ -
Administration Dues, fees, misc expenses	\$ 3,000	\$ 6,000
Office supplies	\$ 16,200	\$ 2,200
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Support Supplies and Resources	\$ 24,200	\$ 8,200
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	\$ -
Charter Board Supplies & Equipment	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -
Charter Board D & O Insurance	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Board Expenses	\$ -	\$ -
Professional Purchased or Contracted Services		
Legal Services	\$ 12,000	\$ 3,000
Audit Services	\$ -	\$ 9,000
Payroll Services	\$ 400	\$ 4,160
Accounting Services	\$ -	\$ 10,668
Printing/Newsletter/Annual Report Services	\$ -	\$ 500
Consultants	\$ -	\$ -
Internet Services	\$ 12,000	\$ 18,000
Telephone/Telecommunication Services	\$ 3,000	\$ 7,000
Liability Insurance	\$ 8,000	\$ 32,000
Unemployment Insurance	\$ -	\$ -
Workers' Compensation Insurance	\$ -	\$ -
Student Insurance Coverage	\$ -	\$ 2,076
Other Insurance Coverage	\$ -	\$ -
Travel	\$ -	\$ -
Postage	\$ -	\$ 750
Special Education Services	\$ -	\$ -

Student Information Services	\$ -	\$ -
Food service	\$ -	\$ -
Transportation	\$ -	\$ -
Other (please describe)	\$ 75,000	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 110,400	\$ 87,154
Facilities		
Rent, mortgage, or other facility cost	\$ 4,000	\$ 117,450
Furniture	\$ 135,000	\$ -
Gas/electric	\$ 12,000	\$ 40,000
Water/Sewer	\$ 2,000	\$ 6,400
Grounds Keeping	\$ 1,200	\$ 4,800
Maintenance Services	\$ -	\$ -
Custodial	\$ 3,600	\$ 1,800
Waste disposal	\$ 1,000	\$ 3,600
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Facilities	\$ 158,800	\$ 174,050
Other		
Contingency	\$ -	\$ 10,000
Indiana Charter School Board Administrative Fee	\$ -	\$ 11,245
CMO/EMO Fee	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Other	\$ -	\$ 21,245
Total Expenditures	\$ 752,503	\$ 1,562,920
Carryover/Deficit	\$ 997,497	\$ (438,420)
Cumulative Carryover/(Deficit)	\$ 997,497	\$ 559,077

\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
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\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 88,898	\$ 92,055	\$ 94,208	\$ 95,144
\$ 143,800	\$ 169,150	\$ 183,450	\$ 183,450
\$ -	\$ -	\$ -	\$ -
\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
\$ 6,528	\$ 6,659	\$ 6,792	\$ 6,928
\$ 4,848	\$ 4,896	\$ 4,946	\$ 4,995
\$ -	\$ -	\$ -	\$ -
\$ 1,818	\$ 1,836	\$ 1,854	\$ 1,873
\$ 3,672	\$ 3,745	\$ 3,820	\$ 3,896
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 201,466	\$ 227,903	\$ 243,311	\$ 244,439
\$ 10,100	\$ 10,201	\$ 10,303	\$ 10,406
\$ 27,891	\$ 33,418	\$ 36,783	\$ 37,224
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 37,991	\$ 43,619	\$ 47,086	\$ 47,630
\$ 1,660,539	\$ 1,721,445	\$ 1,739,250	\$ 1,808,533
\$ (217,458)	\$ 5,082	\$ 159,538	\$ 112,324
\$ 341,619	\$ 346,701	\$ 506,239	\$ 618,563

School Name: _____

Expected New School Annual Operating Budget -- YEAR 0		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ -	
Common School Loan	\$ -	
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ -	
Student Lunch	\$ -	
Student Breakfast	\$ -	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ -	
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ 1,750,000	Mind Trust, Walton, Private Business
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 1,750,000	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 190,132	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 12,626	
Bonuses	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 202,758	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ 50,000	
Assessment materials	\$ -	
Computers	\$ 150,000	
Software	\$ 56,345	
Other classroom supplies	\$ -	
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ -	

Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	256,345
Support Supplies and Resources		
Administrative Computers	\$	4,000
Administrative Software	\$	1,000
Administration Dues, fees, misc expenses	\$	3,000
Office supplies	\$	16,200
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	24,200
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Charter Board D & O Insurance	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	12,000
Audit Services	\$	-
Payroll Services	\$	400
Accounting Services	\$	-
Printing/Newsletter/Annual Report Services	\$	-
Consultants	\$	-
Internet Services	\$	12,000
Telephone/Telecommunication Services	\$	3,000
Liability Insurance	\$	8,000
Unemployment Insurance	\$	-
Workers' Compensation Insurance	\$	-
Student Insurance Coverage	\$	-
Other Insurance Coverage	\$	-
Travel	\$	-
Postage	\$	-
Special Education Services	\$	-
Student Information Services	\$	-
Food service	\$	-
Transportation	\$	-
Marketing/Student Recruiting	\$	75,000
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	110,400
Facilities		
Rent, mortgage, or other facility cost	\$	4,000

Furniture	\$	135,000	
Gas/electric	\$	12,000	
Water/ Sewer	\$	2,000	
Grounds Keeping	\$	1,200	
Maintenance Services	\$	-	
Custodial	\$	3,600	
Waste disposal	\$	1,000	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	158,800	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	-	0% in Year 0
CMO/EMO Fee	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Other	\$	-	
Total Expenditures	\$	752,503	
Carryover/Deficit	\$	997,497	

School Name: _____

Expected New School Annual Operating Budget -- YEAR 1		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 562,250	
Common School Loan	\$ 562,250	
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ -	
Student Lunch	\$ -	
Student Breakfast	\$ -	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ -	
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 1,124,500	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,086,227	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 44,175	
Bonuses	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 1,130,402	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ -	
Assessment materials	\$ 4,500	
Computers	\$ 57,789	
Software	\$ 62,280	
Other classroom supplies	\$ 17,300	
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ -	

Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	141,869
Support Supplies and Resources		
Administrative Computers	\$	-
Administrative Software	\$	-
Administration Dues, fees, misc expenses	\$	6,000
Office supplies	\$	2,200
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	8,200
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Charter Board D & O Insurance	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	3,000
Audit Services	\$	9,000
Payroll Services	\$	4,160
Accounting Services	\$	10,668
Printing/Newsletter/Annual Report Services	\$	500
Consultants	\$	-
Internet Services	\$	18,000
Telephone/Telecommunication Services	\$	7,000
Liability Insurance	\$	32,000
Unemployment Insurance	\$	-
Workers' Compensation Insurance	\$	-
Student Insurance Coverage	\$	2,076
Other Insurance Coverage	\$	-
Travel	\$	-
Postage	\$	750
Special Education Services	\$	-
Student Information Services	\$	-
Food service	\$	-
Transportation	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	87,154
Facilities		
Rent, mortgage, or other facility cost	\$	117,450

Furniture	\$	-	
Gas/electric	\$	40,000	
Water/ Sewer	\$	6,400	
Grounds Keeping	\$	4,800	
Maintenance Services	\$	-	
Custodial	\$	1,800	
Waste disposal	\$	3,600	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	174,050	
Other			
Contingency	\$	10,000	
Indiana Charter School Board Administrative Fee	\$	11,245	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Other	\$	21,245	
Total Expenditures	\$	1,562,920	
Carryover/Deficit	\$	(438,420)	

Cumulative Carryover/(Deficit)

School Name: _____

Expected New School Annual Operating Budget -- YEAR 2		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,394,536	
Common School Loan	\$ -	
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ -	
Student Lunch	\$ -	
Student Breakfast	\$ -	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Title I	\$ 35,000	
Title II	\$ 3,545	
Federal Lunch Program	\$ -	
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ 10,000	E-rate
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 1,443,081	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,114,925	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 46,613	
Bonuses	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 1,161,538	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ -	
Assessment materials	\$ 4,545	
Computers	\$ 58,367	
Software	\$ 77,083	
Other classroom supplies	\$ 21,412	
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ -	

Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	161,407
Support Supplies and Resources		
Administrative Computers	\$	-
Administrative Software	\$	-
Administration Dues, fees, misc expenses	\$	7,030
Office supplies	\$	2,210
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	9,240
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Charter Board D & O Insurance	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	1,510
Audit Services	\$	9,090
Payroll Services	\$	4,202
Accounting Services	\$	12,694
Printing/Newsletter/Annual Report Services	\$	505
Consultants	\$	-
Internet Services	\$	18,180
Telephone/Telecommunication Services	\$	7,070
Liability Insurance	\$	32,320
Unemployment Insurance	\$	-
Workers' Compensation Insurance	\$	-
Student Insurance Coverage	\$	2,569
Other Insurance Coverage	\$	-
Travel	\$	-
Postage	\$	758
Special Education Services	\$	-
Student Information Services	\$	-
Food service	\$	-
Transportation	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	88,898
Facilities		
Rent, mortgage, or other facility cost	\$	143,800

Furniture	\$	-	
Gas/electric	\$	40,800	
Water/ Sewer	\$	6,528	
Grounds Keeping	\$	4,848	
Maintenance Services	\$	-	
Custodial	\$	1,818	
Waste disposal	\$	3,672	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	201,466	
Other			
Contingency	\$	10,100	
Indiana Charter School Board Administrative Fee	\$	27,891	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Other	\$	37,991	
Total Expenditures	\$	1,660,539	
Carryover/Deficit	\$	(217,458)	

Cumulative Carryover/(Deficit)

School Name: _____

Expected New School Annual Operating Budget -- YEAR 3		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,670,891	
Common School Loan	\$ -	
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ -	
Student Lunch	\$ -	
Student Breakfast	\$ -	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Title I	\$ 40,000	
Title II	\$ 5,636	
Federal Lunch Program	\$ -	
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ 10,000	E-rate
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 1,726,527	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,143,912	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 34,051	
Bonuses	\$ 15,000	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 1,192,963	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ -	
Assessment materials	\$ 4,590	
Computers	\$ 33,254	
Software	\$ 92,176	
Other classroom supplies	\$ 25,605	
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ -	

Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	155,625
Support Supplies and Resources		
Administrative Computers	\$	-
Administrative Software	\$	-
Administration Dues, fees, misc expenses	\$	7,060
Office supplies	\$	2,220
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	9,280
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Charter Board D & O Insurance	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	1,520
Audit Services	\$	9,181
Payroll Services	\$	4,244
Accounting Services	\$	14,617
Printing/Newsletter/Annual Report Services	\$	510
Consultants	\$	-
Internet Services	\$	18,362
Telephone/Telecommunication Services	\$	7,141
Liability Insurance	\$	32,643
Unemployment Insurance	\$	-
Workers' Compensation Insurance	\$	-
Student Insurance Coverage	\$	3,073
Other Insurance Coverage	\$	-
Travel	\$	-
Postage	\$	765
Special Education Services	\$	-
Student Information Services	\$	-
Food service	\$	-
Transportation	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	92,055
Facilities		
Rent, mortgage, or other facility cost	\$	169,150

Furniture	\$	-	
Gas/electric	\$	41,616	
Water/ Sewer	\$	6,659	
Grounds Keeping	\$	4,896	
Maintenance Services	\$	-	
Custodial	\$	1,836	
Waste disposal	\$	3,745	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	227,903	
Other			
Contingency	\$	10,201	
Indiana Charter School Board Administrative Fee	\$	33,418	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Other	\$	43,619	
Total Expenditures	\$	1,721,445	
Carryover/Deficit	\$	5,082	

Cumulative Carryover/(Deficit)

School Name: _____

Expected New School Annual Operating Budget -- YEAR 4		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,839,152	
Common School Loan	\$ -	
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ -	
Student Lunch	\$ -	
Student Breakfast	\$ -	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Title I	\$ 43,000	
Title II	\$ 6,636	
Federal Lunch Program	\$ -	
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ 10,000	E-rate
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 1,898,788	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,161,388	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 30,000	
Bonuses	\$ 19,915	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 1,211,303	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ -	
Assessment materials	\$ 4,636	
Computers	\$ -	
Software	\$ 101,258	
Other classroom supplies	\$ 28,127	
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ -	

Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	134,021
Support Supplies and Resources		
Administrative Computers	\$	-
Administrative Software	\$	-
Administration Dues, fees, misc expenses	\$	7,091
Office supplies	\$	2,230
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	9,321
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Charter Board D & O Insurance	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	1,530
Audit Services	\$	9,273
Payroll Services	\$	4,286
Accounting Services	\$	15,728
Printing/Newsletter/Annual Report Services	\$	515
Consultants	\$	-
Internet Services	\$	18,546
Telephone/Telecommunication Services	\$	7,212
Liability Insurance	\$	32,970
Unemployment Insurance	\$	-
Workers' Compensation Insurance	\$	-
Student Insurance Coverage	\$	3,375
Other Insurance Coverage	\$	-
Travel	\$	-
Postage	\$	773
Special Education Services	\$	-
Student Information Services	\$	-
Food service	\$	-
Transportation	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	94,208
Facilities		
Rent, mortgage, or other facility cost	\$	183,450

Furniture	\$	-	
Gas/electric	\$	42,448	
Water/ Sewer	\$	6,792	
Grounds Keeping	\$	4,946	
Maintenance Services	\$	-	
Custodial	\$	1,854	
Waste disposal	\$	3,820	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	243,311	
Other			
Contingency	\$	10,303	
Indiana Charter School Board Administrative Fee	\$	36,783	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Other	\$	47,086	
Total Expenditures	\$	1,739,250	
Carryover/Deficit	\$	159,538	

Cumulative Carryover/(Deficit)

School Name: _____

Expected New School Annual Operating Budget -- YEAR 5		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,861,221	
Common School Loan	\$ -	
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ -	
Student Lunch	\$ -	
Student Breakfast	\$ -	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Title I	\$ 43,000	
Title II	\$ 6,636	
Federal Lunch Program	\$ -	
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ 10,000	E-rate
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 1,920,857	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,173,271	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ 30,000	
Bonuses	\$ 19,992	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 1,223,263	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ 53,331	
Assessment materials	\$ 4,683	
Computers	\$ -	
Software	\$ 102,271	
Other classroom supplies	\$ 28,408	
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ -	

Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	188,693
Support Supplies and Resources		
Administrative Computers	\$	-
Administrative Software	\$	-
Administration Dues, fees, misc expenses	\$	7,122
Office supplies	\$	2,241
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	9,363
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Charter Board D & O Insurance	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	1,541
Audit Services	\$	9,366
Payroll Services	\$	4,329
Accounting Services	\$	15,885
Printing/Newsletter/Annual Report Services	\$	520
Consultants	\$	-
Internet Services	\$	18,731
Telephone/Telecommunication Services	\$	7,284
Liability Insurance	\$	33,299
Unemployment Insurance	\$	-
Workers' Compensation Insurance	\$	-
Student Insurance Coverage	\$	3,409
Other Insurance Coverage	\$	-
Travel	\$	-
Postage	\$	780
Special Education Services	\$	-
Student Information Services	\$	-
Food service	\$	-
Transportation	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	95,144
Facilities		
Rent, mortgage, or other facility cost	\$	183,450

Furniture	\$	-	
Gas/electric	\$	43,297	
Water/ Sewer	\$	6,928	
Grounds Keeping	\$	4,995	
Maintenance Services	\$	-	
Custodial	\$	1,873	
Waste disposal	\$	3,896	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	244,439	
Other			
Contingency	\$	10,406	
Indiana Charter School Board Administrative Fee	\$	37,224	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Other	\$	47,630	
Total Expenditures	\$	1,808,533	
Carryover/Deficit	\$	112,324	

Cumulative Carryover/(Deficit)

School Name: Carpe Diem

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students											
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10
Year 1: 2012-2013	0	0	0	0	0	0	39	39	39	39	17
Year 2: 2013-2014	0	0	0	0	0	0	39	39	39	39	39
Year 3: 2014-2015	0	0	0	0	0	0	39	39	39	39	39
Year 4: 2015-2016	0	0	0	0	0	0	39	39	39	39	39
Year 5: 2016-2017	0	0	0	0	0	0	39	39	39	39	39

Planned Number of Classes											
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10
Year 1: 2012-2013	0	0	0	0	0	0	6	6	6	5	6
Year 2: 2013-2014	0	0	0	0	0	0	6	6	6	5	6
Year 3: 2014-2015	0	0	0	0	0	0	6	6	6	5	6
Year 4: 2015-2016	0	0	0	0	0	0	6	6	6	5	6
Year 5: 2016-2017	0	0	0	0	0	0	6	6	6	5	6

11	12	TOTAL	% ELL	% SPED	% FRL
0	0	173	10%	5%	65%
17	0	212	10%	5%	65%
39	17	251	10%	5%	65%
39	39	273	10%	5%	65%
39	39	273	10%	5%	65%

11	12	TOTAL
0	0	29
6	0	35
6	5	40
6	5	40
6	5	40

CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 22

a. Per-Pupil Revenue. You may refer to the Per-Pupil Revenue chart posted on the ICSB website that lists the actual 2010-2011 per-pupil amounts for existing Indiana charter and district schools to help in your planning purposes. Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budget analyses should assume a July 1-June 30 fiscal year.

Since our proposed charter will be operating in Marion County, our projected first year revenue is based on the home corporation of our anticipated draw of students. We hope to enroll about 50% of our students from Lawrence or townships with similar demographics as well as about 50% from Indianapolis Public Schools. In averaging out our expected enrollment, we find that \$6,500 seems to be a good estimation based on the published 2011 PPR amounts found on the IDE website and through conversation with the department.

While our budget does assume a July 1 through June 30 fiscal year, we are also aware that the state does not fund that way and have made necessary adjustments for the lack of funding in the first six months of operation, as well as the need to cover Year 0 expenses. After Year 1, the PPR is budgeted at a 1% increase, but also a very slight decrease based on student demographics.

b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

The budget takes into account the \$1 million grant available from the Mind Trust, which we are applying for, a \$250,000 grant from the Walton Family Foundation, and \$500,000 already verbally committed to by a group of local Indianapolis businessmen. Our budget is very conservative and includes extra amounts for expenses since the operating environment is somewhat unknown. In the event that revenues do not reach anticipated levels, the school will have the capability to cut back expenses while still being highly effective and still remain financially viable. If the anticipated grants and donations do not come through, Carpe Diem would not have the amount needed to fund the start-up of the school.

c. Accounting for All Anticipated Expenditures. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions. In addition, provide for a capital and insurance reserve fund.

If all anticipated grants come through, Carpe Diem will have a substantial reserve amount already on-hand for capital and insurance reserve needs. We have already budgeted a significant amount of funding to Special Education needs at the school, with no specific income budgeted at this time. Between the existing expenditure allowance and the potential income from the state and federal government for special education students, all needs should easily be met. Carpe Diem does not budget transportation costs since transportation is not provided. However, in an extreme case where an

expenditure of some type was required, Carpe Diem operates with a margin that could be used as necessary to facilitate the expenditure.

3. Audits and Compliance. Describe the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana as required by the Indiana State Board of Accounts. <http://www.in.gov/sboa/>

Carpe Diem currently has an annual audit of financials and legal compliance of operations in accordance with legal requirements. Our audits are handled by Charter School Management Corporation, who we outsource our financial management to currently. As evidenced by our financials (see Attachment 25) we have an exemplary record of fiscal responsibility. We have not had a finding on our audits and are in compliance and good standing with the authorizer, the corporation commission, and the IRS. The same high expectations and integrity that currently apply to our operation will continue to be applied to all future schools.

CHARTER SCHOOL REPLICATION APPLICATION

Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 23

Carpe Diem Collegiate High School

Year Opened: 2003

Contact: 3777 W 22nd Lane
Yuma, AZ 85364
(928) 317-3113

Grades: 6th - 12th

Number of Students: 233

Demographics:

White	49%
African-American	1%
Hispanic	42%
Asian	6%
Native American	2%
ELL	0% *
SPED	6%
Free & Reduced	60%

Authorizer: Arizona State Board for Charter Schools
1700 W Washington, Suite 164
Phoenix, AZ 85007
(602) 364-3080

* CDCHS typically had about 10% ELL prior to the implementation of Arizona's required 4 hour block SEI model. When this plan was implemented by the state, 100% of parents opted out of the ELL program.

iSchool2020

Year Opened: 2010 (mid-year)

Contact: 3777 W 22nd Lane
Yuma, AZ 85364
(928) 317-3113

Grades: 7th - 12th

Number of Students: 61

Demographics:	White	77%
	African-American	3%
	Hispanic	18%
	Asian	2%
	Native American	0%
	ELL	0%
	SPED	0%
	Free & Reduced	50%

Authorizer: Arizona State Board for Charter Schools
1700 W Washington, Suite 164
Phoenix, AZ 85007
(602) 364-3080

CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 24

For any and all schools operating in the State of Indiana, provide the following as Attachment 24:

Not applicable. Carpe Diem Currently has no schools operating in Indiana.

CHARTER SCHOOL REPLICATION APPLICATION
Experienced Operator: Carpe Diem Schools 10.31.2011

ATTACHMENT 25

CARPE DIEM COLLEGIATE HIGH SCHOOL

dba Carpe Diem Academy

AUDITED FINANCIAL STATEMENTS

JUNE 30, 2010 and 2009

Carpe Diem Collegiate High School
dba Carpe Diem Academy

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INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS

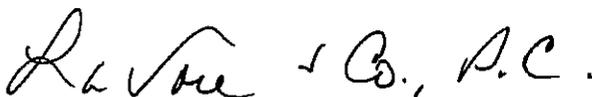
Board of Directors
Carpe Diem Collegiate High School
dba Carpe Diem Academy
Yuma, Arizona

We have audited the accompanying statements of financial position of Carpe Diem Collegiate High School (a non-profit organization) as of June 30, 2010 and 2009 and the related statements of activities, functional expenses and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Carpe Diem Collegiate High School as of June 30, 2010 and 2009 and the changes in its net assets and its cash flows for the years then ended, in conformity with auditing standards generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2010, on our consideration of Carpe Diem Collegiate High School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



LaVoie & Co., P.C.
Tucson, AZ
November 12, 2010

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

STATEMENTS OF FINANCIAL POSITION

	As of June 30,	
	2010	2009
ASSETS		
Current Assets:		
Cash	\$ 526,670	\$ 661,297
Grants receivable	20,891	17,889
Receivable from related party -- Note 7	55,575	123,005
Notes receivable -- Note 3	250,000	
Prepaid expenses	<u>11,106</u>	<u>32,661</u>
Total Current Assets	864,242	834,852
Land, Property and Equipment, net -- Note 4	2,502,357	2,565,027
Investments -- Note 5	564,188	560,814
Bond Issuance Costs, net -- Note 6	<u>299,165</u>	<u>310,526</u>
Total Assets	<u>\$ 4,229,952</u>	<u>\$ 4,271,219</u>
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable	\$ 154,904	\$ 152,069
Accrued wages, taxes and benefits	100,535	95,817
Payable to related party -- Note 7	157	
Current portion of long-term debt -- Note 7	<u>45,000</u>	<u>40,000</u>
Total Current Liabilities	300,596	287,886
Long-Term Debt -- Note 7	<u>3,555,000</u>	<u>3,600,000</u>
Total Liabilities	3,855,596	3,887,886
NET ASSETS		
Unrestricted Net Assets	176,458	202,279
Temporarily Restricted Net Assets -- Note 8	<u>197,898</u>	<u>181,054</u>
Total Net Assets	<u>374,356</u>	<u>383,333</u>
Total Liabilities and Net Assets	<u>\$ 4,229,952</u>	<u>\$ 4,271,219</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

STATEMENTS OF ACTIVITIES

For the Years Ending June 30,

	2010			2009		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
CHANGES IN NET ASSETS						
Support and Revenue:						
State equalization program	\$ 1,244,794		\$ 1,244,794	\$ 1,291,482		\$ 1,291,482
Federal funds for specific programs		\$ 431,400	431,400		\$ 86,976	86,976
State funds for specific programs		88,534	88,534		123,149	123,149
Interest and other	79,113		79,113	108,279		108,279
Net assets released from restrictions -						
Restrictions satisfied by payments	<u>503,090</u>	<u>(503,090)</u>		<u>199,935</u>	<u>(199,935)</u>	
Total Support and Revenue, net	1,826,997	16,844	1,843,841	1,599,696	10,190	1,609,886
Expenses:						
Program Service:						
Academic programs	1,649,672		1,649,672	1,626,192		1,626,192
Supporting Service:						
Administration	<u>203,146</u>		<u>203,146</u>	<u>113,928</u>		<u>113,928</u>
Total Expenses	<u>1,852,818</u>		<u>1,852,818</u>	<u>1,740,120</u>		<u>1,740,120</u>
(Decrease) Increase in Net Assets	(25,821)	16,844	(8,977)	(140,424)	10,190	(130,234)
NET ASSETS BEGINNING OF YEAR	<u>202,279</u>	<u>181,054</u>	<u>383,333</u>	<u>342,703</u>	<u>170,864</u>	<u>513,567</u>
NET ASSETS AT END OF YEAR	<u>\$ 176,458</u>	<u>\$ 197,898</u>	<u>\$ 374,356</u>	<u>\$ 202,279</u>	<u>\$ 181,054</u>	<u>\$ 383,333</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

STATEMENTS OF FUNCTIONAL EXPENSES

For the Years Ending June 30,

	2010			2009		
	Program Services - Academic	Supporting Services - Admin- istration	Total	Program Services - Academic	Supporting Services - Admin- istration	Total
Salaries and wages	\$ 654,103	\$ 114,783	\$ 768,886	\$ 730,183	\$ 50,201	\$ 780,384
Payroll taxes and related	47,437	8,320	55,757	52,585	1,876	54,461
Employee benefits and allowances	183,367	19,436	202,803	205,259	7,424	212,683
Advertising	1,607		1,607	3,745		3,745
Books and periodicals				47,800		47,800
Communications	19,452		19,452	7,576		7,576
Depreciation and amortization	110,163	11,361	121,524	110,242	17,163	127,405
Dues and fees	13,533	174	13,707	30,512	352	30,864
General insurance	21,203		21,203	23,222		23,222
Interest expense	255,837		255,837	245,518	12,922	258,440
Other	6,593	29,686	36,279	6,684	7,156	13,840
Professional services		250	250			
Purchased services	31,469	14,609	46,078	25,161	13,523	38,684
Rent	1,041		1,041	491		491
Repairs and maintenance	36,373	1,442	37,815	24,895	285	25,180
Supplies	208,252	1,286	209,538	53,991	732	54,723
Travel	4,294	1,799	6,093	2,166	2,294	4,460
Utilities, water and sewer	54,948		54,948	56,162		56,162
	<u>\$ 1,649,672</u>	<u>\$ 203,146</u>	<u>\$ 1,852,818</u>	<u>\$1,626,192</u>	<u>\$ 113,928</u>	<u>\$1,740,120</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

STATEMENTS OF CASH FLOWS

	For the Years Ending June 30,	
	<u>2010</u>	<u>2009</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Decrease in Net Assets	\$ (8,977)	\$ (130,234)
Adjustments to reconcile the decrease in net assets to net cash used by operating activities:		
Depreciation and amortization	121,524	127,405
Changes in operating assets and liabilities:		
Grants receivable	(3,002)	30,946
Receivable from related party	67,430	(123,005)
Prepaid expense	21,555	(32,661)
Accounts payable	2,835	34,343
Accrued wages, taxes and benefits	4,718	4,592
Payable to related party	<u>157</u>	<u>(55,297)</u>
Net Cash Provided (Used) By Operating Activities	<u>206,240</u>	<u>(143,911)</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of a notes receivable	(250,000)	
Sale of investments held by bond trustee	1,795,871	1,634,886
Purchase of investments held by bond trustee	(1,799,245)	(1,636,519)
Purchases of land, property and equipment	<u>(47,493)</u>	<u>(23,180)</u>
Net Cash Used By Investing Activities	<u>(300,867)</u>	<u>(24,813)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Principal payments on long-term debt	<u>(40,000)</u>	
Net Cash Used By Financing Activities	<u>(40,000)</u>	
DECREASE IN CASH	(134,627)	(168,724)
CASH AT BEGINNING OF YEAR	<u>661,297</u>	<u>830,021</u>
CASH AT END OF YEAR	<u>\$ 526,670</u>	<u>\$ 661,297</u>
SUPPLEMENTAL INFORMATION:		
Cash paid for interest	<u>\$ 256,000</u>	<u>\$ 258,000</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS

June 30, 2010 and 2009

NOTE 1 -- PURPOSE AND ORGANIZATION

Carpe Diem Collegiate High School (the "School") was organized as a not-for-profit charter school in 2002 to provide middle and high school education. The School operates a charter school located in Yuma, Arizona.

The School's Chairman of the Board, who is also the Executive Director, holds these same positions at Desert View Academy. The School and Desert View Academy have also entered into a cost sharing arrangement of certain expenses. These financial transactions (see Note 12) could be different if the School were completely autonomous from Desert View Academy.

The accompanying financial statements are summaries of the financial position, results of operations, net asset classifications and sources and applications of cash of Carpe Diem Collegiate High School.

NOTE 2 -- SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with generally accepted accounting principles.

Basis of Presentation

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. These net assets classifications are described as follows:

Unrestricted Net Assets - not subject to donor-imposed restrictions. Unrestricted net assets may be designated for specific purposes or locations by action of the Board of Directors.

Temporarily Restricted Net Assets - subject to donor-imposed stipulations that may be fulfilled by actions of the School to meet the stipulations or become unrestricted at the date specified by the donor.

Permanently Restricted Net Assets - subject to donor-imposed stipulations that they be retained and invested permanently by the School. The School has no permanently restricted net assets.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from these estimates.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2010 and 2009

NOTE 2 -- SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

The School considers all highly liquid investments with an original maturity of three months or less when purchased to be cash equivalents.

Property and Equipment

It is the School's policy to capitalize property and equipment over \$2,000. The policy for 2009 was \$500. Purchased property and equipment is capitalized at cost. It is the policy of the School to record donations of property and equipment at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. There was no material contributed property or equipment meeting such criteria for 2010 or 2009.

Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time. Property and equipment is depreciated using the straight-line method.

The School attempts to repair its facilities on an on-going basis. Material repairs or modifications, if having substantial useful lives, are capitalized and depreciated over their estimated useful lives.

Support and Revenue

Support and revenue consists mainly of equalization payments from the State of Arizona and Federal and State grants. These amounts are recorded as increases in unrestricted net assets when promised to the School. It is the policy of the School to record restricted contributions whose restrictions are met in the same reporting period as unrestricted contributions.

The School uses volunteers in all of its varieties of programs. Contributed services are reported as contributions at their fair value if such services create or enhance non-financial assets, or would have been purchased if not provided by contribution, and which require specialized skills provided by individuals possessing such skills. There were no material contributed services meeting these criteria for 2010 or 2009.

Income Taxes

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and did not conduct unrelated business activities. Therefore, the School has made no provision for federal income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a "private foundation" within the meaning of Section 509(a) of the Internal Revenue Code.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2010 and 2009

NOTE 3 -- NOTES RECEIVABLE

Notes receivable at June 30, 2010 consist of:

Note receivable from an individual who is also a board member. Interest payable monthly at 20%, principal due January 31, 2011. School holds collateral on certain vehicles and equipment.	\$100,000
Note receivable from an individual. Interest payable monthly at 15%, principal due February 1, 2011. School holds a voluntary lien on certain residential property.	<u>150,000</u>
	<u>\$250,000</u>

NOTE 4 -- PROPERTY AND EQUIPMENT

Property and equipment consists of the following at June 30:

	<u>2010</u>	<u>2009</u>	<u>Useful Lives</u>
Land	\$ 285,255	\$ 285,255	
Furniture and equipment	435,886	506,037	3-5
Vehicle	64,909	24,880	5
Buildings and improvements	<u>2,331,161</u>	<u>2,331,161</u>	40
	3,117,211	3,147,333	
Less accumulated depreciation	<u>(614,854)</u>	<u>(582,306)</u>	
	<u>\$2,502,357</u>	<u>\$2,565,027</u>	

Substantially all of the School's buildings and improvements securitize the bonds payable described in Note 8. Depreciation expense was \$110,163 and \$116,044 for 2010 and 2009, respectively.

NOTE 5 -- INVESTMENTS

Investments, held by the bond trustee (see Note 9) in accordance with the terms of the bond agreement and consist of at fair market value at June 30:

	<u>2010</u>	<u>2009</u>
Wells Fargo Government Money Funds	\$261,948	\$258,574
Private Debt – Bayerische Landesbank 4.49% maturing August 1, 2036	<u>302,240</u>	<u>302,240</u>
	<u>\$564,188</u>	<u>\$560,814</u>

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2010 and 2009

NOTE 6 -- BOND ISSUANCE COSTS

In connection with the issuance of bonds (Note 7), the School incurred issuance costs of \$340,822. These costs are amortized over the thirty-year life of the bonds. Amortization expense for 2010 and 2009 was \$11,361. Bond issuance costs are presented net of accumulated amortization.

NOTE 7 – LONG-TERM DEBT

Long-term debt at June 30 consists of:

	<u>2010</u>	<u>2009</u>
Industrial Development Authority of Pima County Education Revenue Bonds, Series 2006. Payable in semi-annual installments. Principal payments starting 2009, interest rate of 7.1%	\$3,600,000	\$3,640,000
Less current portion	(45,000)	(40,000)
	<u>\$3,555,000</u>	<u>\$3,600,000</u>

Principal maturities of the long-term debt for the next five years ending June 30 are as follows:

2011	\$ 45,000
2012	45,000
2013	50,000
2014	55,000
2015	60,000
Thereafter	<u>3,345,000</u>
	<u>\$3,600,000</u>

The School has pledged its primary source of revenue, state equalization assistance, in order to meet its obligations under the loan agreement and promissory note. Equalization assistance is statutorily owed to the School based on student membership and attendance. The School has irrevocably directed the State to make its monthly state equalization payments directly to the trustee of the bonds so long as any of its obligations under the loan agreement remain outstanding and unsatisfied. The trustee of the bonds receives the equalization payment, calculates the amounts reserved under the loan agreement, and remits the remaining amount to the School.

Report on Internal Control over Financial
Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed
in Accordance With *Government Auditing Standards*

Board of Directors
Carpe Diem Collegiate High School
dba Carpe Diem Academy
Yuma, Arizona

We have audited the financial statements of Carpe Diem Collegiate High School (a non-profit organization) as of and for the year ended June 30, 2010, and have issued our report thereon dated November 12, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered Carpe Diem Collegiate High School, Inc.'s internal control as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Carpe Diem Collegiate High School, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a significant deficiency, or combination of significant deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Carpe Diem Collegiate High School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Directors, management, the State of Arizona, and federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.



LaVoie & Co., P.C.
Tucson, Arizona
November 12, 2010

CARPE DIEM COLLEGIATE HIGH SCHOOL

dba Carpe Diem Academy

AUDITED FINANCIAL STATEMENTS

JUNE 30, 2009 and 2008

Carpe Diem Collegiate High School
dba Carpe Diem Academy

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June 30, 2009 and 2008

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INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS

Board of Directors
Carpe Diem Collegiate High School
dba Carpe Diem Academy
Yuma, Arizona

We have audited the accompanying statements of financial position of Carpe Diem Collegiate High School (a non-profit organization) as of June 30, 2009 and 2008 and the related statements of activities, functional expenses and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Carpe Diem Collegiate High School as of June 30, 2009 and 2008 and the changes in its net assets and its cash flows for the years then ended, in conformity with auditing standards generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 15, 2009, on our consideration of Carpe Diem Collegiate High School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



LaVoie & Co., P.C.
Tucson, AZ
October 15, 2009

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

STATEMENTS OF FINANCIAL POSITION

	As of June 30,	
	<u>2009</u>	<u>2008</u>
ASSETS		
Current Assets:		
Cash	\$ 661,297	\$ 830,021
Grants receivable	17,889	48,835
Receivable from related party -- Note 7	123,005	
Prepaid expenses	<u>32,661</u>	
Total Current Assets	834,852	878,856
Land, Property and Equipment, net -- Note 4	2,565,027	2,657,890
Investments -- Note 5	560,814	559,182
Bond Issuance Costs, net -- Note 6	<u>310,526</u>	<u>321,887</u>
Total Assets	<u>\$ 4,271,219</u>	<u>\$ 4,417,815</u>
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable	\$ 152,069	\$ 117,726
Accrued wages, taxes and benefits	95,817	91,225
Payable to related party -- Note 7		55,297
Current portion of long-term debt -- Note 8	<u>40,000</u>	
Total Current Liabilities	287,886	264,248
Long-Term Debt -- Note 8	<u>3,600,000</u>	<u>3,640,000</u>
Total Liabilities	3,887,886	3,904,248
NET ASSETS		
Unrestricted Net Assets	202,279	342,703
Temporarily Restricted Net Assets -- Note 9	<u>181,054</u>	<u>170,864</u>
Total Net Assets	<u>383,333</u>	<u>513,567</u>
Total Liabilities and Net Assets	<u>\$ 4,271,219</u>	<u>\$ 4,417,815</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

STATEMENTS OF ACTIVITIES

For the Years Ending June 30,

	2009			2008		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
CHANGES IN NET ASSETS						
Support and Revenue:						
State equalization program	\$ 1,291,482		\$ 1,291,482	\$ 1,525,676		\$ 1,525,676
Federal funds for specific programs		\$ 86,976	86,976		\$ 127,914	127,914
State funds for specific programs		123,149	123,149		144,844	144,844
Interest and other	108,279		108,279	208,895		208,895
Net assets released from restrictions:						
Restrictions satisfied by payments	<u>199,935</u>	<u>(199,935)</u>		<u>225,166</u>	<u>(225,166)</u>	
Total Support and Revenue, net	1,599,696	10,190	1,609,886	1,959,737	47,592	2,007,329
Expenses:						
Program Service:						
Academic programs	1,626,192		1,626,192	1,816,354		1,816,354
Supporting Service:						
Administration	<u>113,928</u>		<u>113,928</u>	<u>250,088</u>		<u>250,088</u>
Total Expenses	<u>1,740,120</u>		<u>1,740,120</u>	<u>2,066,442</u>		<u>2,066,442</u>
(Decrease) Increase in Net Assets	(140,424)	10,190	(130,234)	(106,705)	47,592	(59,113)
NET ASSETS BEGINNING OF YEAR	<u>342,703</u>	<u>170,864</u>	<u>513,567</u>	<u>449,408</u>	<u>123,272</u>	<u>572,680</u>
NET ASSETS AT END OF YEAR	<u>\$ 202,279</u>	<u>\$ 181,054</u>	<u>\$ 383,333</u>	<u>\$ 342,703</u>	<u>\$ 170,864</u>	<u>\$ 513,567</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

STATEMENTS OF FUNCTIONAL EXPENSES

For the Years Ending June 30,

	2009			2008		
	Program Services - Academic	Supporting Services - Admin- istration	Total	Program Services - Academic	Supporting Services - Admin- istration	Total
Salaries and wages	\$ 730,183	\$ 50,201	\$ 780,384	\$ 708,639	\$ 151,936	\$ 860,575
Payroll taxes and related	52,585	1,876	54,461	49,873	9,348	59,221
Employee benefits and allowances	205,259	7,424	212,683	198,218	20,500	218,718
Advertising	3,745		3,745	8,768		8,768
Books and periodicals	47,800		47,800	103,830		103,830
Communications	7,576		7,576	7,724		7,724
Depreciation and amortization	110,242	17,163	127,405	165,492	20,071	185,563
Dues and fees	30,512	352	30,864	36,059	1,223	37,282
Food and food services				12,743		12,743
General insurance	23,222		23,222	24,220		24,220
Interest expense	245,518	12,922	258,440	249,160	13,114	262,274
Other	6,684	7,156	13,840	5,393	8,960	14,353
Professional services				5,326		5,326
Purchased services	25,161	13,523	38,684	66,077	17,527	83,604
Rent	491		491	442		442
Repairs and maintenance	24,895	285	25,180	59,727	721	60,448
Supplies	53,991	732	54,723	58,651	1,080	59,731
Travel	2,166	2,294	4,460	5,000	5,608	10,608
Utilities, water and sewer	56,162		56,162	51,012		51,012
	<u>\$ 1,626,192</u>	<u>\$ 113,928</u>	<u>\$ 1,740,120</u>	<u>\$ 1,816,354</u>	<u>\$ 250,088</u>	<u>\$ 2,066,442</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS

June 30, 2009 and 2008

NOTE 1 -- PURPOSE AND ORGANIZATION

Carpe Diem Collegiate High School (the "School") was organized as a not-for-profit charter school in 2002 to provide middle and high school education. The School operates a charter school located in Yuma, Arizona.

The School's Chairman of the Board, who is also the Executive Director, holds these same positions at Desert View Academy. The School and Desert View Academy have also entered into a cost sharing arrangement of certain expenses. These financial transactions (see Note 7) could be different if the School were completely autonomous from Desert View Academy.

The accompanying financial statements are summaries of the financial position, results of operations, net asset classifications and sources and applications of cash of Carpe Diem Collegiate High School.

NOTE 2 -- SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with generally accepted accounting principles.

Basis of Presentation

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. These net assets classifications are described as follows:

Unrestricted Net Assets - not subject to donor-imposed restrictions. Unrestricted net assets may be designated for specific purposes or locations by action of the Board of Directors.

Temporarily Restricted Net Assets - subject to donor-imposed stipulations that may be fulfilled by actions of the School to meet the stipulations or become unrestricted at the date specified by the donor.

Permanently Restricted Net Assets - subject to donor-imposed stipulations that they be retained and invested permanently by the School. The School has no permanently restricted net assets.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from these estimates.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE 2 -- SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash

For purposes of these statements, cash consists of checking and savings accounts.

Property and Equipment

It is the School's policy to capitalize property and equipment over \$500. Purchased property and equipment is capitalized at cost. It is the policy of the School to record donations of property and equipment at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. There was no material contributed property or equipment meeting such criteria for 2009 or 2008.

Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time. Property and equipment is depreciated using the straight-line method.

The School attempts to repair its facilities on an on-going basis. Material repairs or modifications, if having substantial useful lives, are capitalized and depreciated over their estimated useful lives.

Support and Revenue

Support and revenue consists mainly of equalization payments from the State of Arizona and Federal and State grants. These amounts are recorded as increases in unrestricted net assets when promised to the School. It is the policy of the School to record restricted contributions whose restrictions are met in the same reporting period as unrestricted contributions.

The School uses volunteers in all of its varieties of programs. Contributed services are reported as contributions at their fair value if such services create or enhance non-financial assets, or would have been purchased if not provided by contribution, and which require specialized skills provided by individuals possessing such skills. There were no material contributed services meeting these criteria for 2009 or 2008.

Income Taxes

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and did not conduct unrelated business activities. Therefore, the School has made no provision for federal income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a "private foundation" within the meaning of Section 509(a) of the Internal Revenue Code.

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE 3 -- CONCENTRATIONS OF CREDIT RISK AND REVENUE CONCENTRATION

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of cash in banks. The amounts exceeding the FDIC insurance level were \$390,000 and \$693,000 for the years ending June 30, 2009 and 2008, respectively. State of Arizona law requires banks to pledge certain securities to accounts of non-profits, thus establishing a priority claim for the non-profit in the case of default by the bank.

The School receives substantially all of its support and revenue from the State of Arizona, under the State Equalization Program. If this program were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 4 -- PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

	<u>2009</u>	<u>2008</u>	Useful <u>Lives</u>
Land	\$ 285,255	\$ 285,255	
Furniture and equipment	506,037	494,172	3-5
Vehicle	24,880	24,880	5
Buildings and improvements	<u>2,331,161</u>	<u>2,327,440</u>	40
	3,147,333	3,131,747	
Less accumulated depreciation	<u>(582,306)</u>	<u>(473,857)</u>	
	<u>\$2,565,027</u>	<u>\$2,657,890</u>	

Substantially all of the School's buildings and improvements securitize the bonds payable described in Note 8. Depreciation expense was \$116,044 and \$174,202 for 2009 and 2008, respectively.

NOTE 5 -- INVESTMENTS

Investments, held by the bond trustee (see Note 9) in accordance with the terms of the bond agreement and consist of at fair market value at June 30:

	<u>2009</u>	<u>2008</u>
Wells Fargo Government Money Funds	\$258,574	\$268,931
Private Debt – Bayerische Landesban 4.49% maturing August 1, 2036	<u>302,240</u>	<u>290,251</u>
	<u>\$560,814</u>	<u>\$559,182</u>

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE 6 -- BOND ISSUANCE COSTS

In connection with the issuance of bonds (Note 8), the School incurred issuance costs of \$340,822. These costs are amortized over the thirty-year life of the bonds. Amortization expense for 2009 and 2008 was \$11,361. Bond issuance costs are presented net of accumulated amortization.

NOTE 7 -- PAYABLE TO RELATED PARTY AND RELATED PARTY TRANSACTION

The School provides or acquires certain services such as administrative support services, pension and health insurance on that administrative support, software support, legal and other expenses to or from Desert View Academy. The School and Desert View Academy have entered into a cost sharing arrangement with regard to these services. The School billed this related party for these services a total of \$342,000 and \$366,000 during 2009 and 2008, respectively. At June 30, 2009 the School had a receivable from this related party of \$123,005 and at June 30, 2008 the School had a payable to this related party in the amount of \$55,297.

During 2008, the School purchased a vehicle from the executive director in the amount of \$24,880.

NOTE 8 -- LONG-TERM DEBT

Long-term debt at June 30 consists of:

	<u>2009</u>	<u>2008</u>
Industrial Development Authority of Pima County Education Revenue Bonds, Series 2006. Payable in semi-annual installments. Principal payments starting 2009, interest rate of 7.1%	\$3,640,000	\$3,640,000
Less current portion	(40,000)	()
	<u>\$3,600,000</u>	<u>\$3,640,000</u>

Principal maturities of the long-term debt for the next five years ending June 30 are as follows:

2010	\$ 40,000
2011	45,000
2012	45,000
2013	50,000
2014	55,000
Thereafter	<u>3,405,000</u>
	<u>\$3,640,000</u>

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE 8 -- LONG-TERM DEBT (Continued)

The School has pledged its primary source of revenue, state equalization assistance, in order to meet its obligations under the loan agreement and promissory note. Equalization assistance is statutorily owed to the School based on student membership and attendance. The School has irrevocably directed the State to make its monthly state equalization payments directly to the trustee of the bonds so long as any of its obligations under the loan agreement remain outstanding and unsatisfied. The trustee of the bonds receives the equalization payment, calculates the amounts reserved under the loan agreement, and remits the remaining amount to the School.

The funds held by the trustee on behalf of the School are invested. Invested funds at June 30, 2009 and 2008 were \$560,814 and \$559,182, respectively. See Note 5. Amounts held by the trustee are for:

	<u>2009</u>	<u>2008</u>
Operating reserve	\$308,756	\$302,302
Bondholder interest	107,714	116,465
Repair and replacement	60,000	86,795
Other	<u>84,344</u>	<u>53,620</u>
	<u>\$560,814</u>	<u>\$559,182</u>

NOTE 9 -- TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets are available for the following purposes at June 30:

	<u>2009</u>	<u>2008</u>
Teacher pay and incentives	\$180,696	\$166,378
Other	<u>358</u>	<u>4,486</u>
	<u>\$181,054</u>	<u>\$170,864</u>

NOTE 10 -- FUNCTIONAL ALLOCATION OF EXPENSES

The costs of providing the various programs and other activities have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2009 and 2008

NOTE 11 -- DEFINED BENEFIT PENSION PLAN

The School has entered into an arrangement with the Arizona State Retirement System (ASRS) to provide the School's employees with a defined benefit retirement plan. The ASRS administers the Plan and sets all contribution rates and entrance requirements. The School contributed 9.1% and 8.6% for 2009 and 2008, respectively, of qualified wages and the employee contributed the same. The Plan covers substantially all employees that are engaged to work at least 20 weeks in a fiscal year and at least 20 hours per week. The expense for the year ended June 30, 2009 and 2008 was \$69,000 and \$77,000, respectively.

Independent Auditors' Report on Internal Control Over
Financial Reporting and on Compliance and Matters
Based on an Audit of Financial Statements Performed
in Accordance With *Government Auditing Standards*

Board of Directors
Carpe Diem Collegiate High School
dba Carpe Diem Academy
Yuma, Arizona

We have audited the financial statements of Carpe Diem Collegiate High School (a non-profit organization) as of and for the year ended June 30, 2009, and have issued our report thereon dated October 15, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered Carpe Diem Collegiate High School, Inc.'s internal control as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Carpe Diem Collegiate High School, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the School's financial statements that is more than inconsequential will not be prevented or detected by the School's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the School's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Carpe Diem Collegiate High School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Directors, management, the State of Arizona, and federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.



LaVoie & Co., P.C.
Tucson, Arizona
October 15, 2009

CARPE DIEM COLLEGIATE HIGH SCHOOL

dba Carpe Diem Academy

AUDITED FINANCIAL STATEMENTS

JUNE 30, 2008 and 2007

Carpe Diem Collegiate High School
dba Carpe Diem Academy

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INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS

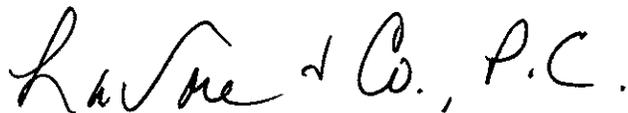
Board of Directors
Carpe Diem Collegiate High School
dba Carpe Diem Academy
Yuma, Arizona

We have audited the accompanying statements of financial position of Carpe Diem Collegiate High School (a non-profit organization) as of June 30, 2008 and 2007 and the related statements of activities, functional expenses and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we express no opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Carpe Diem Collegiate High School as of June 30, 2008 and 2007 and the changes in its net assets and its cash flows for the years then ended, in conformity with auditing standards generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 10, 2008, on our consideration of Carpe Diem Collegiate High School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



LaVoie & Co., P.C.
Tucson, AZ
September 10, 2008

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

STATEMENTS OF FINANCIAL POSITION

	As of June 30,	
	<u>2008</u>	<u>2007</u>
ASSETS		
Current Assets:		
Cash	\$ 830,021	\$ 1,110,363
Grants receivable	48,835	58,067
Prepaid expenses		<u>979</u>
Total Current Assets	878,856	1,169,409
Land, Property and Equipment, net -- Note 4	2,657,890	2,788,192
Investments -- Note 5	559,182	587,865
Bond Issuance Costs, net -- Note 6	<u>321,887</u>	<u>333,248</u>
Total Assets	<u>\$ 4,417,815</u>	<u>\$ 4,878,714</u>
LIABILITIES AND NET ASSETS		
Current Liabilities:		
Accounts payable	\$ 117,726	\$ 115,693
Accrued wages, taxes and benefits	91,225	109,577
Payable to related party -- Note 8	55,297	344,814
Current portion of long-term debt -- Note 9		<u>28,000</u>
Total Current Liabilities	264,248	598,084
Long-Term Debt -- Note 9	<u>3,640,000</u>	<u>3,707,950</u>
Total Liabilities	3,904,248	4,306,034
NET ASSETS		
Unrestricted Net Assets	342,703	449,408
Temporarily Restricted Net Assets -- Note 10	<u>170,864</u>	<u>123,272</u>
Total Net Assets	<u>513,567</u>	<u>572,680</u>
Total Liabilities and Net Assets	<u>\$ 4,417,815</u>	<u>\$ 4,878,714</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

STATEMENTS OF ACTIVITIES

For the Years Ending June 30,

	2008			2007		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
CHANGES IN NET ASSETS						
Support and Revenue:						
State equalization program	\$ 1,525,676		\$ 1,525,676	\$ 1,744,898		\$ 1,744,898
Federal funds for specific programs		\$ 127,914	127,914		\$ 165,852	165,852
State funds for specific programs		144,844	144,844		152,300	152,300
Interest and other	208,895		208,895	103,627		103,627
Net assets released from restrictions:						
Restrictions satisfied by payments	<u>225,166</u>	<u>(225,166)</u>		<u>267,881</u>	<u>(267,881)</u>	
Total Support and Revenue, net	1,959,737	47,592	2,007,329	2,116,406	50,271	2,166,677
Expenses:						
Program Service:						
Academic programs	1,816,354		1,816,354	1,719,873		1,719,873
Supporting Service:						
Administration	<u>250,088</u>		<u>250,088</u>	<u>212,580</u>		<u>212,580</u>
Total Expenses	<u>2,066,442</u>		<u>2,066,442</u>	<u>1,932,453</u>		<u>1,932,453</u>
Increase (Decrease) in Net Assets	(106,705)	47,592	(59,113)	183,953	50,271	234,224
NET ASSETS BEGINNING OF YEAR	<u>449,408</u>	<u>123,272</u>	<u>572,680</u>	<u>265,455</u>	<u>73,001</u>	<u>338,456</u>
NET ASSETS AT END OF YEAR	<u>\$ 342,703</u>	<u>\$ 170,864</u>	<u>\$ 513,567</u>	<u>\$ 449,408</u>	<u>\$ 123,272</u>	<u>\$ 572,680</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

STATEMENTS OF FUNCTIONAL EXPENSES

For the Years Ending June 30,

	2008			2007		
	Program Services - Academic	Supporting Services - Admin- istration	Total	Program Services Academic	Supporting Services - Admin- istration	Total
Salaries and wages	\$ 708,639	\$ 151,936	\$ 860,575	\$ 676,306	\$ 119,841	\$ 796,147
Payroll taxes and related	49,873	9,348	59,221	50,391	7,746	58,137
Employee benefits and allowances	198,218	20,500	218,718	169,876	17,692	187,568
Advertising	8,768		8,768	25,146		25,146
Books and periodicals	103,830		103,830	120,012		120,012
Communications	7,724		7,724	19,511		19,511
Depreciation and amortization	165,492	20,071	185,563	133,800	15,015	148,815
Dues and fees	36,059	1,223	37,282	15,281	209	15,490
Food and food services	12,743		12,743	51,548		51,548
General insurance	24,220		24,220	23,007		23,007
Interest expense	249,160	13,114	262,274	209,378	11,020	220,398
Other	5,393	8,960	14,353	5,934	4,500	10,434
Professional services	5,326		5,326		5,475	5,475
Purchased services	66,077	17,527	83,604	75,353	27,015	102,368
Rent	442		442	14,439		14,439
Repairs and maintenance	59,727	721	60,448	33,846		33,846
Supplies	58,651	1,080	59,731	56,987	3,186	60,173
Travel	5,000	5,608	10,608	1,889	881	2,770
Utilities, water and sewer	51,012		51,012	37,169		37,169
	<u>\$ 1,816,354</u>	<u>\$ 250,088</u>	<u>\$ 2,066,442</u>	<u>\$ 1,719,873</u>	<u>\$ 212,580</u>	<u>\$ 1,932,453</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

STATEMENTS OF CASH FLOWS

For the Years Ending June 30,

	<u>2008</u>	<u>2007</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
(Decrease) Increase in Net Assets	\$ (59,113)	\$ 234,224
Adjustments to reconcile the (decrease) increase in net assets to net cash provided by operating activities:		
Depreciation and amortization	185,563	148,815
Changes in operating assets and liabilities:		
Grants receivable	9,232	(30,063)
Prepaid expense	979	(979)
Accounts payable	2,033	(357,015)
Accrued wages, taxes and benefits	(18,352)	47,584
Payable to related party	<u>(289,517)</u>	<u>(8,977)</u>
Net Cash (Used) Provided By Operating Activities	<u>(169,175)</u>	<u>33,589</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Sale of investments held by bond trustee	2,081,459	
Purchase of investments held by bond trustee	(2,052,776)	(587,865)
Purchases of land, property and equipment	<u>(43,900)</u>	<u>(156,460)</u>
Net Cash Used By Investing Activities	<u>(15,217)</u>	<u>(744,325)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Proceeds from long-term debt		3,640,000
Bond issuance costs		(340,822)
Principal payments on note payable		(1,802,554)
Principal payments on long-term debt	<u>(95,950)</u>	<u>(24,168)</u>
Net Cash (Used) Provided By Financing Activities	<u>(95,950)</u>	<u>1,472,456</u>
(DECREASE) INCREASE IN CASH	(280,342)	761,720
CASH AT BEGINNING OF YEAR	<u>1,110,363</u>	<u>348,643</u>
CASH AT END OF YEAR	<u>\$ 830,021</u>	<u>\$ 1,110,363</u>
SUPPLEMENTAL INFORMATION:		
Cash paid for interest	<u>\$ 262,000</u>	<u>\$ 112,000</u>
Acquisition of assets financed by debt		<u>\$ 2,290,000</u>

The accompanying notes are an integral part of these financial statements.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS

June 30, 2008 and 2007

NOTE 1 -- PURPOSE AND ORGANIZATION

Carpe Diem Collegiate High School (the "School") was organized as a not-for-profit charter school in 2002 to provide high school education. The School operates a charter school located in Yuma, Arizona.

The School is effectively controlled by the same individuals that control Desert View Academy. This control results in certain financial transactions (see Note 8) that could be different if the School were autonomous from Desert View Academy.

The accompanying financial statements are summaries of the financial position, results of operations, net asset classifications and sources and applications of cash of Carpe Diem Collegiate High School.

NOTE 2 -- SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with generally accepted accounting principles.

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Standards (SFAS) No. 117, *Financial Statements of Not-For-Profit Organizations*. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. These net assets classifications are described as follows:

Unrestricted Net Assets - not subject to donor-imposed restrictions. Unrestricted net assets may be designated for specific purposes or locations by action of the Board of Directors.

Temporarily Restricted Net Assets - subject to donor-imposed stipulations that may be fulfilled by actions of the School to meet the stipulations or become unrestricted at the date specified by the donor.

Permanently Restricted Net Assets - subject to donor-imposed stipulations that they be retained and invested permanently by the School. The School has no permanently restricted net assets.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from these estimates.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008 and 2007

NOTE 2 -- SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash

For purposes of these statements, cash consists of checking and savings accounts.

Property and Equipment

It is the School's policy to capitalize property and equipment over \$500. Purchased property and equipment is capitalized at cost. It is the policy of the School to record donations of property and equipment at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. There was no material contributed property or equipment meeting such criteria for 2008 or 2007.

Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time. Property and equipment is depreciated using the straight-line method.

The School attempts to repair its facilities on an on-going basis. Material repairs or modifications, if having substantial useful lives, are capitalized and depreciated over their estimated useful lives.

Support and Revenue

Support and revenue consists mainly of equalization payments from the State of Arizona and Federal and State grants. These amounts are recorded as increases in unrestricted net assets when promised to the School. It is the policy of the School to record restricted contributions whose restrictions are met in the same reporting period as unrestricted contributions.

The School uses volunteers in all of its varieties of programs. Contributed services are reported as contributions at their fair value if such services create or enhance non-financial assets, or would have been purchased if not provided by contribution, and which require specialized skills provided by individuals possessing such skills. There were no material contributed services meeting these criteria for 2008 or 2007.

Income Taxes

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and did not conduct unrelated business activities. Therefore, the School has made no provision for federal income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a "private foundation" within the meaning of Section 509(a) of the Internal Revenue Code.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008 and 2007

NOTE 3 -- CONCENTRATIONS OF CREDIT RISK AND REVENUE CONCENTRATION

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of cash in banks. The amounts exceeding the FDIC insurance level were \$693,000 and \$940,000 for the years ending June 30, 2008 and 2007, respectively. State of Arizona law requires banks to pledge certain securities to accounts of non-profits, thus establishing a priority claim for the non-profit in the case of default by the bank.

The School receives substantially all of its support and revenue from the State of Arizona, under the State Equalization Program. If this program were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 4 -- PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

	<u>2008</u>	<u>2007</u>	Useful Lives
Land	\$ 285,255	\$ 285,255	
Furniture and equipment	494,172	484,536	3-5
Vehicle	24,880		5
Buildings and improvements	<u>2,327,440</u>	<u>2,318,056</u>	40
	3,131,747	3,087,847	
Less accumulated depreciation	<u>(473,857)</u>	<u>(299,655)</u>	
	<u>\$2,657,890</u>	<u>\$2,788,192</u>	

Substantially all of the School's buildings and improvements securitize the bonds payable described in Note 9. Depreciation expense was \$174,202 and \$141,241 for 2008 and 2007, respectively.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008 and 2007

NOTE 5 -- INVESTMENTS

Investments, held by the bond trustee (see Note 9) in accordance with the terms of the bond agreement and consist of at fair market value at June 30:

	<u>2008</u>	<u>2007</u>
Wells Fargo Government Money Funds	\$268,931	\$ 96,973
Private Debt -- Bayerische Landesban 4.49% maturing August 1, 2036	<u>290,251</u>	<u>490,892</u>
	<u>\$559,182</u>	<u>\$587,865</u>

NOTE 6 -- BOND ISSUANCE COSTS

In connection with the issuance of bonds (Note 9), the School incurred issuance costs of \$340,822. These costs are amortized over the thirty-year life of the bonds. Amortization expense for 2008 and 2007 was \$11,361 and \$7,574, respectively. Bond issuance costs are presented net of accumulated amortization.

NOTE 7 -- NOTE PAYABLE

During 2006, the School entered into an agreement with a lender for financing the construction of a school building and purchase of land. This lender committed to lending a total of \$2,250,000 for the construction and acquisition of land. The School borrowed \$800,370 against this facility in 2006 and \$1,002,184 during 2007. This note was paid off in connection with the bond issuance in 2007. The interest rate on this note was prime plus 2% (10.25%) while outstanding.

Interest paid on this note was \$0 and \$104,000 for 2008 and 2007, respectively.

NOTE 8 -- PAYABLE TO RELATED PARTY AND RELATED PARTY TRANSACTION

The School provides or acquires certain services such as administrative support services, pension and health insurance on that administrative support, software support, legal and other expenses to or from Desert View Academy. The School and Desert View Academy are effectively controlled by the same individuals. The School billed this related party for these services a total of \$342,000 during 2008. The School was billed by this related party for these services a total of \$47,000 and \$111,000 for 2008 and 2007, respectively. At June 30, 2008 and 2007, the School had a payable to this related party in the amount of \$55,297 and \$344,814, respectively.

The School purchased a vehicle from the executive director in the amount of \$24,880.

Carpe Diem Collegiate High School
 dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008 and 2007

NOTE 9 -- LONG-TERM DEBT

Long-term debt at June 30 consists of:

	<u>2008</u>	<u>2007</u>
Industrial Development Authority of Pima County Education Revenue Bonds, Series 2006. Payable in semi-annual installments. Principal payments starting 2009, interest rate of 7.1%	\$3,640,000	\$3,640,000
Other	<u>3,640,000</u>	<u>95,950</u> 3,735,950
Less current portion	(0)	(28,000)
	<u>\$3,640,000</u>	<u>\$3,707,950</u>

Principal maturities of the long-term debt for the next five years ending June 30 are as follows:

2009	\$ 0
2010	40,000
2011	45,000
2012	45,000
2013	50,000
Thereafter	<u>3,460,000</u>
	<u>\$3,640,000</u>

The School has pledged its primary source of revenue, state equalization assistance, in order to meet its obligations under the loan agreement and promissory note. Equalization assistance is statutorily owed to the School based on student membership and attendance. The School has irrevocably directed the State to make its monthly state equalization payments directly to the trustee of the bonds so long as any of its obligations under the loan agreement remain outstanding and unsatisfied. The trustee of the bonds receives the equalization payment, calculates the amounts reserved under the loan agreement, and remits the remaining amount to the School.

Carpe Diem Collegiate High School
dba Carpe Diem Academy

NOTES TO FINANCIAL STATEMENTS (Continued)

June 30, 2008 and 2007

NOTE 9 -- LONG-TERM DEBT (Continued)

The funds held by the trustee on behalf of the School are invested. Invested funds at June 30, 2008 and 2007 were \$559,182 and \$587,685, respectively. See Note 5. Amounts held by the trustee are for:

	<u>2008</u>	<u>2007</u>
Operating reserve	\$302,302	\$306,989
Bondholder interest	116,465	188,026
Repair and replacement	86,795	40,653
Other	<u>53,620</u>	<u>52,017</u>
	<u>\$559,182</u>	<u>\$587,685</u>

NOTE 10 -- TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets are available for the following purposes at June 30:

	<u>2008</u>	<u>2007</u>
Teacher pay and incentives	\$166,378	\$119,934
Other	<u>4,486</u>	<u>3,338</u>
	<u>\$170,864</u>	<u>\$123,272</u>

NOTE 11 -- FUNCTIONAL ALLOCATION OF EXPENSES

The costs of providing the various programs and other activities have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

NOTE 13 -- DEFINED BENEFIT PENSION PLAN

The School has entered into an arrangement with the Arizona State Retirement System (ASRS) to provide the School's employees with a defined benefit retirement plan. The ASRS administers the Plan and sets all contribution rates and entrance requirements. The School contributed 8.6% for 2008 and 2007, of qualified wages and the employee contributed the same. The Plan covers substantially all employees that are engaged to work at least 20 weeks in a fiscal year and at least 20 hours per week. The expense for the year ended June 30, 2008 and 2007 was \$77,000 and \$66,000, respectively.

LaVoie & Co., P.C.

Certified Public Accountants

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Carpe Diem Collegiate High School
dba Carpe Diem Academy
Yuma, Arizona

We have audited the financial statements of Carpe Diem Collegiate High School (a non-profit organization) as of and for the year ended June 30, 2008, and have issued our report thereon dated September 10, 2008. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Carpe Diem Collegiate High School, Inc.'s internal control as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Carpe Diem Collegiate High School, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the School's financial statements that is more than inconsequential will not be prevented or detected by the School's internal control.

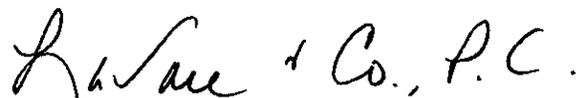
A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the School's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance

As part of obtaining reasonable assurance about whether Carpe Diem Collegiate High School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Directors, management, the State of Arizona, and federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.



LaVoie & Co., P.C.
Tucson, Arizona
September 10, 2008

Carpe Diem Academy
Profit & Loss
 July 2010 through June 2011

	Jul '10 - Jun 11
Income	
1000 Revenue from local sources	
1510 Interest	
1510 Interest Advocate	16,669.34
1510 Interest Riley	20,625.00
1510 Interest - Other	1,863.57
Total 1510 Interest	39,157.91
1511 Bond Interest	13,590.22
1650 Hume Foundation	100,000.00
1655 Charter Fund, Inc.	50,000.00
1710 Tax Credit	1,600.00
1810 District Facility Fee	7,500.00
1900 Miscellaneous	17.83
1930 A-Tag	487.00
1950 Curriculum/Stud Dev	12,367.00
1990 Student Activities	93.00
Total 1000 Revenue from local sources	224,812.96
3000 Revenue from State Sources	
3110 State Equalization	1,720,139.03
3200 Instructional Improvement	9,850.60
3200 Prop 301 20% Base	15,425.75
3200 Prop 301 40% Menu	30,851.51
3200 Prop 301 40% Performance	30,851.51
3200 State Tutoring Fund	3,720.00
Total 3000 Revenue from State Sources	1,810,838.40
4000 Rev from Federal Sources	
4200 Impact Aid/GAPS	10,778.40
4500 ARRA Education Jobs	57,728.45
4500 IDEA Basic	25,736.74
4500 Reg Ed-Fed Stab	14,697.09
4500 Title I	67,023.00
4500 Title II	4,849.00
4500 Title II-D	315.00
4500 Title II-D ARRA	116.00
4900 E-Rate	11,682.12
Total 4000 Rev from Federal Sources	192,925.80
Total Income	2,228,577.16
Gross Profit	2,228,577.16
Expense	
1000 Instruction	
6120 Teachers	199,097.51
6122 Base Pay Prior	15,425.75
6123 Merit Pay 301	16,889.06
6124 Teacher Aides	89,743.62
6130 Stipend	18,837.73
6132 EduStation Manager	43,297.45
6140 Bonus	1,000.00
6210 Health Insurance	46,795.32
6212 Dental Insurance	3,524.67
6213 Life Insurance	625.31
6214 Vision Insurance	390.84
6221 Social Security	22,278.05
6222 Medicare	5,210.16
6231 ASRS	36,179.77
6232 Long Term Disability	930.23
6240 Voluntary Life Employee	0.45
6242 Supplemental Ins Employee	1,266.47
6250 Unemployment Insurance	3,624.19
6260 Worker's Compensation	3,110.53
6329 Misc Service Purchase	8,145.54
6610 Classroom Supplies	2,186.92

Carpe Diem Academy
Profit & Loss
 July 2010 through June 2011

	Jul '10 - Jun 11
6643 Instructional Aids	112,295.79
6650 Supplies - Tech. Related	260.00
6810 Dues & Fees	99.00
Total 1000 Instruction	631,214.36
2100 Student Support Svcs	
6105 IT Director	24,715.43
6106 IT Assistant	12,453.73
6108 SPED Coordinator	10,636.95
6110 Literacy Coach	212.40
6124 Counselor	28,128.23
6125 Attendance Clerk	18,699.83
6126 Record Clerk	28,902.16
6130 Stipend	1,613.52
6140 Bonus	1,300.00
6210 Health Insurance	17,476.29
6212 Dental Insurance	1,171.71
6213 Life Insurance	271.27
6214 Vision Insurance	198.47
6221 Social Security	7,457.48
6222 Medicare	1,744.04
6231 ASRS	12,207.69
6232 Long Term Disability	304.45
6240 Voluntary Life Employee	1.99
6241 Voluntary STD Employee	5.53
6242 Supplemental Ins Employee	869.28
6250 Unemployment Insurance	1,014.57
6260 Worker's Compensation	2,331.51
6322 Special Ed Services	29,050.00
6329 Misc Service Purchase	9,617.93
6441 Renting Land & Building	3,535.25
6529 Other Service Purchases	6,333.00
6530 Communication	60.00
6531 Telephone Service	639.60
6533 Postage/Shipping	236.43
6540 Advertising/Marketing	6,698.00
6580 Travel	2,603.04
6610 General Supplies	8,718.34
6643 Instructional Aids	1,767.82
6650 Supplies - Tech. Related	56,778.74
6810 Dues & Fees	9,993.59
Total 2100 Student Support Svcs	307,748.27
2200 Instructional Support Svcs	
6329 Misc Service Purchase	769.00
6580 Travel	1,057.92
6610 Staff Support Supplies	1,005.60
6643 Instructional Aids	1,295.55
6810 Dues & Fees	45.00
Total 2200 Instructional Support Svcs	4,173.07
2300 General Admin Support Svcs	
6333 Legal Services	6,784.75
Total 2300 General Admin Support Svcs	6,784.75
2400 School Admin Support Svcs	
6120 Site Develop Coordinator	5,769.24
6130 Principal	74,773.36
6130 Stipend	853.19
6131 Assistant Principal	29,282.33
6140 Bonus	1,250.00
6210 Health Insurance	8,629.25
6212 Dental Insurance	512.61
6213 Life Insurance	95.70
6214 Vision Insurance	90.52
6221 Social Security	6,550.87
6222 Medicare	1,531.99

Carpe Diem Academy
Profit & Loss
 July 2010 through June 2011

	Jul '10 - Jun 11
6231 ASRS	10,794.56
6232 Long Term Disability	275.69
6250 Unemployment Insurance	370.33
6260 Worker's Compensation	1,230.44
6329 Misc Purchase Service	525.00
6531 Telephone Service	7,268.98
6533 Postage/Shipping	1,039.45
6535 Internet Service	10,154.70
6540 Advertising/Marketing	29,889.14
6580 Travel	236.13
6610 Office Supplies	2,927.74
6810 Dues & Fees	570.40
Total 2400 School Admin Support Svcs	194,621.62
2500 Business Support Svcs	
6101 Executive Director	52,000.18
6103 Accounting Clerk	17,524.48
6116 Administrative Assistant	17,187.96
6130 Stipend	1,000.00
6140 Bonus	400.00
6210 Health Insurance	4,002.01
6212 Dental Insurance	356.53
6213 Life Insurance	716.82
6214 Vision Insurance	32.65
6221 Social Security	4,938.41
6222 Medicare	1,269.78
6231 ASRS	8,499.28
6232 Long Term Disability	211.58
6250 Unemployment Insurance	267.18
6260 Worker's Compensation	2,070.29
6329 Misc. Purchase Service	24,656.11
6330 Audit Services	7,922.00
6435 Repair & Maint Building	641.70
6437 Repair & Maint on Vehicles	736.89
6580 Travel Expenses	4,940.01
6610 Business Office Supplies	429.40
6650 Supplies - Tech. Related	248.83
6810 Dues & Fees	10,670.18
6811 Bond Fees	7,139.52
6840 Interest	252,613.42
Total 2500 Business Support Svcs	420,475.21
2600 Oper and Maint Plant Svc	
6140 Bonus	250.00
6143 Custodian	18,650.15
6210 Health Insurance	4,393.50
6212 Dental Insurance	253.10
6213 Life Insurance	52.50
6214 Vision Insurance	46.60
6221 Social Security	1,146.07
6222 Medicare	267.95
6231 ASRS	1,814.43
6232 Long Term Disability	47.25
6250 Unemployment	370.31
6260 Worker's Compensation	580.46
6329 Misc Purchase Svcs	3,997.60
6335 Security Services	610.73
6411 Water	2,796.47
6421 Disposal Services	5,512.30
6435 Repair & Maint Building	24,635.03
6436 Equipment Repair & Maint	1,236.88
6441 Renting Land & Buildings	38,326.56
6442 Equipment Rental	7,180.71
6520 Prop/Liability Insurance	23,783.00
6580 Travel Expenses	16.50
6610 Cust/Maint Supplies	4,575.96
6622 Electricity	49,941.98

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10/27/11
Accrual Basis

Carpe Diem Academy
Profit & Loss
July 2010 through June 2011

	<u>Jul '10 - Jun 11</u>
6810 Dues & Fees	375.00
Total 2600 Oper and Maint Plant Svc	190,861.04
2700 Student Transportation Svc	
6437 Repair & Maint on Vehicles	408.79
6510 Student Transportation	71,320.00
6531 Transportation Cell Phone	0.00
6610 Transportation Supplies	85.83
6626 Gasoline	1,592.02
6810 Dues and Fees	349.94
Total 2700 Student Transportation Svc	73,756.58
9998 Asset Expense Account	0.00
Total Expense	1,829,634.90
Net Income	<u>398,942.26</u>

Carpe Diem Academy
Balance Sheet
As of June 30, 2011

	<u>Jun 30, 11</u>
ASSETS	
Current Assets	
Checking/Savings	
0000 Cash	787,038.86
Total Checking/Savings	787,038.86
Other Current Assets	
0130 Accrued Receivables DVA	47,095.29
0133 Accrued Receivables	29,558.26
0135 Prepaid Expenses	212,187.19
0136 Notes Receivable	250,000.00
Total Other Current Assets	538,840.74
Total Current Assets	1,325,879.60
Fixed Assets	
0180 Fixed Assets	2,460,699.87
Total Fixed Assets	2,460,699.87
Other Assets	
0140 Securities Held at Wells F	545,203.96
0190 Bond Issuance Costs	340,822.00
Total Other Assets	886,025.96
TOTAL ASSETS	<u>4,672,605.43</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
0220 Accounts Payable	3,696.40
Total Accounts Payable	3,696.40
Other Current Liabilities	
0216 Student Activities	3,503.58
0230 Accrued Payroll	34,723.52
0231 PTO	76,853.13
0232 Accrued Interest Pay Bonds	105,110.92
0235 Payable to DVA	1,665.58
0240 Payroll Liabilities	-2,137.52
Deferred Revenue	120,893.00
Total Other Current Liabilities	340,612.21
Total Current Liabilities	344,308.61
Long Term Liabilities	
0200 Notes Payable	3,555,000.19
Total Long Term Liabilities	3,555,000.19
Total Liabilities	3,899,308.80
Equity	
0300 Opening Bal Equity	336,304.62
0310 Retained Earnings	38,049.75
Net Income	398,942.26
Total Equity	773,296.63
TOTAL LIABILITIES & EQUITY	<u>4,672,605.43</u>

Carpe Diem Collegiate High School • Desert View Academy

September 11, 2008

LaVoie & Co., P.C.
3801 N. Campbell Avenue, Suite A
Tucson, AZ 85719

We are providing this letter in connection with your audit of the statement of financial position of Carpe Diem Academy, as of June 30, 2008 and the related statements of activities, functional expenses and cash flows for the years then ended for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the financial position, changes in net assets, and cash flows of Carpe Diem Academy, in conformity with U.S. generally accepted accounting principles. We confirm that we are responsible for the fair presentation in the financial statements of position, changes in net assets, and cash flows in conformity with generally accepted accounting principles. We are also responsible for adopting sound accounting policies, establishing and maintaining internal control, and preventing and detecting fraud.

We confirm, to the best of our knowledge and belief, as of September 11, 2008, the following representations made to you during your audit.

1. The financial statements referred to above are fairly presented in conformity with U.S. generally accepted accounting principles and include all assets and liabilities under the organization's control.
2. We have made available to you all-
 - a. Financial records and related data.
 - b. Minutes of the meetings of Carpe Diem Academy, or summaries of actions of recent meetings for which the minutes have not yet been prepared.
3. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
4. There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements.
5. We believe the effects of the uncorrected financial statement misstatements summarized in the attached schedule are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.
6. We acknowledge our responsibility for the design and implementation of programs and controls to prevent and detect fraud.
7. We have no knowledge of any fraud or suspected fraud affecting the Organization involving –
 - a. Management,
 - b. Employees who have significant roles in internal control, or
 - c. Others where the fraud could have a material effect on the financial statements.
8. We have no knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators or others.

Carpe Diem Collegiate High School • Desert View Academy

9. The Organization has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities or net asset balances.
10. The following, if any, have been properly recorded or disclosed in the financial statements:
 - a. Related party transactions, including revenues, expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties.
 - b. Guarantees, whether written or oral, under which the Organization is contingently liable.
 - c. All accounting estimates that could be material to the financial statements, including the key factors and significant accounting assumptions underlying those estimates, and we believe the estimates are reasonable in the circumstances.
11. There are no estimates that may be subject to a material change in the near term that have not been properly disclosed in the financial statements. We understand that *near term* means the period within one year of the date of the financial statements. In addition, we have no knowledge of concentrations existing at the date of the financial statement that make the organization vulnerable to the risk of severe impact that have not been properly disclosed in the financial statements.
12. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objective.
13. Carpe Diem Academy is an exempt organization under Section 501(c)3 of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
14. There are no-
 - a. Violations or possible violations of laws and regulations and provisions of contracts and grant agreements whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency, or for reporting on noncompliance.
 - b. Unasserted claims or assessments that our lawyer has advised us are probable of assertion and must be disclosed in accordance with *Statement of Financial Accounting Standards No. 5, Accounting for Contingencies*, other than has been disclosed to you by us and our attorney(s).
 - c. Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by *Statement of Financial Accounting Standards No. 5*.
 - d. Designations of net assets disclosed to you that were not properly authorized and approved, or reclassifications of net assets that have not been properly reflected in the financial statements.
15. We have not consulted a lawyer regarding material litigation, claims or assessments, other than has been disclosed to you.

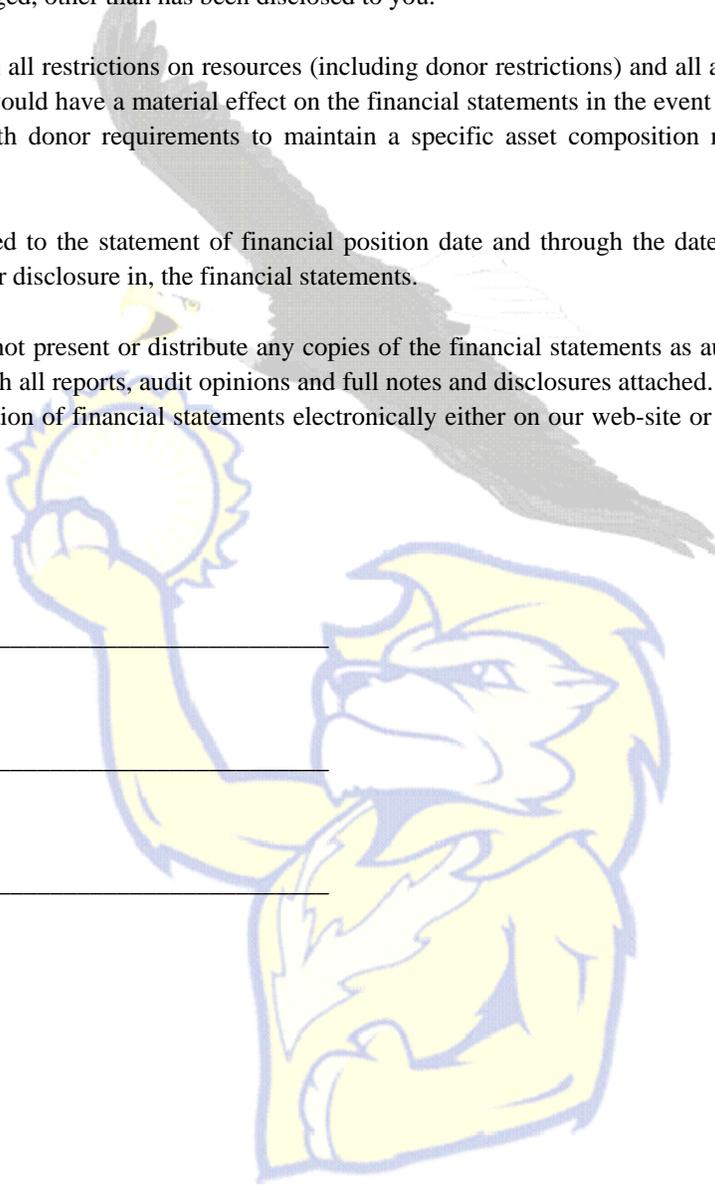
Carpe Diem Collegiate High School • Desert View Academy

16. The Organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged, other than has been disclosed to you.
17. We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of non-compliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.
18. No events have occurred to the statement of financial position date and through the date of this letter that would require adjustment to, or disclosure in, the financial statements.
19. We agree that we will not present or distribute any copies of the financial statements as audited unless they are done so completely, with all reports, audit opinions and full notes and disclosures attached. This includes, but is not limited to, the presentation of financial statements electronically either on our web-site or distributed to other users electronically.

Signed: _____

Dated: _____

Title: _____





Carpe Diem Collegiate High School

PO Box 6502 • Yuma, AZ 85366

Phone 928-317-3113 • Fax 928-317-0828

Website www.cdayuma.com

October 15, 2009

LaVoie & Co., P.C
3801 N. Campbell, Suite A
Tucson, AZ 85719

We are providing this letter in connection with your audit of the Statement of Financial Position of Carpe Academy (CDA) as of June 30, 2009 and the related Statements of Activities, Functional Expenses and Cash flows for the year then ended for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the financial position, changes in net assets, and cash flows of CDA in conformity with U.S. generally accepted accounting principles. We confirm that we are responsible for the fair presentation in the financial statements of financial position, changes in net assets, and cash flows in conformity with generally accepted accounting principles. We are also responsible for adopting sound accounting policies, establishing and maintaining effective internal control, and preventing and detecting fraud.

We confirm, to the best of our knowledge and belief, as of October 15, 2009, the following representations made to you during your audit.

- 1) The financial statements referred to above are fairly presented in conformity with U.S. generally accepted accounting principles and include all assets and liabilities under CDA's control.
- 2) We have made available to you all—
 - a) Financial records and related data.
 - b) Minutes of the meetings of the Board of Directors or summaries of actions of recent meetings for which minutes have not yet been prepared.
- 3) There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
- 4) There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements.
- 5) We have reviewed the attached proposed adjusting journal entries and approve the posting of them to the financial statements.
- 6) We believe the effects of the uncorrected financial statement misstatements summarized in passed adjusting journal entries schedule are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.
- 7) We acknowledge our responsibility for the design and implementation of programs and controls to prevent and detect fraud.
- 8) We have no knowledge of any fraud or suspected fraud affecting CDA involving—
 - a) Management,
 - b) Employees who have significant roles in internal control, or
 - c) Others where the fraud could have a material effect on the financial statements.

- 9) We have no knowledge of any allegations of fraud or suspected fraud affecting CDA received in communications from employees, former employees, grantors, regulators, or others.
- 10) CDA has no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.
- 11) The following, if any, have been properly recorded or disclosed in the financial statements:
 - a) Related party transactions, including revenues, expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties.
 - b) Guarantees, whether written or oral, under which CDA is contingently liable.
 - c) All accounting estimates that could be material to the financial statements, including the key factors and significant assumptions underlying those estimates, and we believe the estimates are reasonable in the circumstances.
- 12) There are no estimates that may be subject to a material change in the near term that have not been properly disclosed in the financial statements. We understand that *near term* means the period within one year of the date of the financial statements. In addition, we have no knowledge of concentrations existing at the date of the financial statements that make CDA vulnerable to the risk of severe impact that have not been properly disclosed in the financial statements.
- 13) CDA is an exempt organization under 501(c) 3 of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the CDA's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- 14) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts.
- 15) There are no—
 - a) Violations or possible violations of laws and regulations and provisions of contracts and grant agreements whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency.
 - b) Unasserted claims or assessments that our lawyer has advised us are probable of assertion and must be disclosed in accordance with *Statement of Financial Accounting Standards No. 5, Accounting for Contingencies*.
 - c) Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by *Statement of Financial Accounting Standards No. 5*.
 - d) Reclassifications of net assets that have not been properly reflected in the financial statements.

- 16) CDA has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged.
- 17) We have complied with all restrictions on resources and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance.
- 18) No events have occurred subsequent to the statement of financial position date and through the date of this letter that would require adjustment to, or disclosure in, the financial statements.
- 19) We agree that we will not present or distribute any copies of the financial statements as audited unless they are done so completely, with all reports, audit opinions and full notes and disclosures attached. This includes, but is not limited to, the presentation of financial statements electronically either on our web-site or distributed to other users electronically.
- 20) We have reviewed and approve of the proposed adjusting journal entries.

As part of your audit, you prepared the draft financial statements and related notes. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have made all management decisions and performed all management functions. We have reviewed, approved and accepted responsibility for those financial statements and related notes.

Signed, Mr. Rick Ogston

Dated

Signed, Mr. Ryan Hackmann

Dated



Carpe Diem Collegiate High School

PO Box 6502 • Yuma, AZ 85366

Phone 928-317-3113 • Fax 928-317-0828

Website www.cdayuma.com

November 10, 2010

LaVoie & Co., P.C
3801 N. Campbell, Suite A
Tucson, AZ 85719

We are providing this letter in connection with your audit of the Statement of Financial Position of Carpe Academy (CDA) as of June 30, 2010 and the related Statements of Activities, Functional Expenses and Cash flows for the year then ended for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the financial position, changes in net assets, and cash flows of CDA in conformity with U.S. generally accepted accounting principles. We confirm that we are responsible for the fair presentation in the financial statements of financial position, changes in net assets, and cash flows in conformity with generally accepted accounting principles. We are also responsible for adopting sound accounting policies, establishing and maintaining effective internal control, and preventing and detecting fraud.

We confirm, to the best of our knowledge and belief, as of November 10, 2010, the following representations made to you during your audit.

- 1) The financial statements referred to above are fairly presented in conformity with U.S. generally accepted accounting principles and include all assets and liabilities under CDA's control.
- 2) We have made available to you all—
 - a) Financial records and related data.
 - b) Minutes of the meetings of the Board of Directors or summaries of actions of recent meetings for which minutes have not yet been prepared.
- 3) There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
- 4) There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements.
- 5) We have reviewed the attached proposed adjusting journal entries and approve the posting of them to the financial statements.
- 6) We believe the effects of the uncorrected financial statement misstatements summarized in passed adjusting journal entries schedule are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.
- 7) We acknowledge our responsibility for the design and implementation of programs and controls to prevent and detect fraud.
- 8) We have no knowledge of any fraud or suspected fraud affecting CDA involving—
 - a) Management,
 - b) Employees who have significant roles in internal control, or
 - c) Others where the fraud could have a material effect on the financial statements.

- 9) We have no knowledge of any allegations of fraud or suspected fraud affecting CDA received in communications from employees, former employees, grantors, regulators, or others.
- 10) CDA has no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.
- 11) The following, if any, have been properly recorded or disclosed in the financial statements:
 - a) Related party transactions, including revenues, expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties.
 - b) Guarantees, whether written or oral, under which CDA is contingently liable.
 - c) All accounting estimates that could be material to the financial statements, including the key factors and significant assumptions underlying those estimates, and we believe the estimates are reasonable in the circumstances.
- 12) There are no estimates that may be subject to a material change in the near term that have not been properly disclosed in the financial statements. We understand that *near term* means the period within one year of the date of the financial statements. In addition, we have no knowledge of concentrations existing at the date of the financial statements that make CDA vulnerable to the risk of severe impact that have not been properly disclosed in the financial statements.
- 13) CDA is an exempt organization under 501(c) 3 of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the CDA's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- 14) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts.
- 15) There are no—
 - a) Violations or possible violations of laws and regulations and provisions of contracts and grant agreements whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency.
 - b) Unasserted claims or assessments that our lawyer has advised us are probable of assertion and must be disclosed in accordance with *Statement of Financial Accounting Standards No. 5, Accounting for Contingencies*.
 - c) Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by Statement of Financial Accounting Standards No. 5.
 - d) Reclassifications of net assets that have not been properly reflected in the financial statements.

- 16) CDA has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged.
- 17) We have complied with all restrictions on resources and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance.
- 18) No events have occurred subsequent to the statement of financial position date and through the date of this letter that would require adjustment to, or disclosure in, the financial statements.
- 19) We agree that we will not present or distribute any copies of the financial statements as audited unless they are done so completely, with all reports, audit opinions and full notes and disclosures attached. This includes, but is not limited to, the presentation of financial statements electronically either on our web-site or distributed to other users electronically.
- 20) We have reviewed and approve of the proposed adjusting journal entries.

As part of your audit, you prepared the draft financial statements and related notes. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have made all management decisions and performed all management functions. We have reviewed, approved and accepted responsibility for those financial statements and related notes.

Signed, Mr. Rick Ogston

Dated

Signed, Mr. Ryan Hackmann

Dated

ATTACHMENT 26

9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as Attachment 26: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

Not Applicable