



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application District Conversion or Limited Public Charter School

Deadline for Receipt of Submission: Thursday, October 31 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Fountain Lake Middle School Cobra Digital Prep Academy

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Fountain Lake Middle School Cobra Digital Prep Academy

Grade Level(s) for the School: 5-8 Student Enrollment Cap: 430

Name of School District: Fountain Lake School District

Type of Charter Proposed: District Conversion Public Charter School

Name of Contact Person: Brad Sullivan

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: (501) 701-1744 FAX: (501) 623-6447

Email: bsullivan@flcobras.com

Charter Site Address: 4207 Park Avenue

City: Hot Springs, AR

ZIP: 71901 Date of Proposed Opening: August 18, 2014

Name of Superintendent: Darin Beckwith

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: (501) 701-1710

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

MISSION STATEMENT

“The mission of Fountain Lake Middle School Cobra Digital Prep Academy is to provide our students with knowledge and skills in preparation for high school, college and career success.”

The design of the Fountain Lake Middle School Cobra Digital Prep Academy is based on the following beliefs:

All of our students:

- Must be on track for College/Career Readiness by the end of 8th grade;
- Have an opportunity to earn high school credits in Middle School;
- Experience an exposure to a variety of professions;
- Excel in an area of STEM, Fine Arts or Accelerated Academics;
- Participate in Character Education;
- Demonstrate 21st Century Skills; and
- Experience extended learning time for Project Based Learning

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The district would change the school day from the traditional seven period day to extended blocks of time in the morning to teach the core subjects as well as embedding keyboarding, technology, character education, music, art, and physical education. At each grade level the focus would be on skill mastery and progression. The last two hours of the day would be reserved for electives. Educators would work as a team developing career focus units while embedding the common core state standards.

Fountain Lake Middle School is interested in pursuing a world class education for every one of its students. The design of each grade level builds the foundation skills for the next level of learning. Each student will also develop a Personal Success Plan that meets his or her individual needs and builds on their unique skills and talents.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

Applicant Response:

On Wednesday, October 16th Frank Janaskie, Middle School Principal; Steve Campbell, Middle School Assistant Principal; and Brad Sullivan, Director of Curriculum met with Middle School teachers during their Professional Learning Community time to discuss the proposed charter school. This was followed by the district hosting a public meeting on Tuesday October 22nd to inform stakeholders about the district's proposed charter school. The meeting was advertised in the local paper as well as the district's website. It was announced in the school's newsletter that was sent home on Friday October 18th. The Fountain Lake School Board was updated on information about the proposed new school during a working session on October 21, 2013.(Please see appendix C for documentation).

2. Give the mission statement for the proposed charter school.

Applicant Response:

MISSION STATEMENT

“The mission of Fountain Lake Middle School Cobra Digital Prep Academy is to provide our students with knowledge and skills in preparation for high school, college and career success.”

The design of the Fountain Lake Middle School Cobra Digital Prep Academy is based on the following beliefs:

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- Participate in Character Education;
- Demonstrate 21st Century Skills; and
- Experience extended learning time for Project Based Learning

3. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

As the Fountain Lake School District considered the need to apply for a District Conversion Charter School at the Middle School, we were reminded of our vision to ensure that all students are prepared for life in the 21st century. The Fountain Lake School District has a high number of students living in poverty with 65% of the students qualifying for free and reduced lunch. Understanding the population of our students, the jobs in our community, and current student data we must determine what changes are needed to ensure that all students are prepared for life after high school.

Based on the data form the 2010/2011 ACTAAP material Fountain Lake Middle School had 75.62 percent of student proficient or advanced in literacy. 75.11 percent of students were proficient of advanced in math the same year. In 2011/2012 scores in both math and literacy increased to 79.18 (math) and 87.32 (literacy). Although an increase in both content areas was achieved the middle school did not make the required score in math to avoid being placed on alert status. The 2012/2013 school year data shows Fountain Lake Middle School is be a “Needs Improvement” school in the area of math. The school's math score was 81.60, which exceed the AMO set by the state, but it did not meet the necessary AMO goal based on targeted achievement groups. In literacy the school's score was 85.18 which exceeded the AMO and the school exceeded the mark in the targeted achievement groups, as well.

Fountain Lake School District is classified as a Needs Improvement District. There are two specific areas that impact this designation - Graduation Rate and Mathematics Achievement. This proposal will address both of these critical areas of need by establishing a personalized learning plan focusing on college and career readiness. The plan is to initially develop these learning plans at middle school but

they will be utilized throughout the student's secondary education.

In examining the Fountain Lake Middle School's status, they are also a Needs Improvement campus. The Middle School is achieving in Literacy with only two TAGG groups - African American and Students with Disabilities not meeting their AMO in growth. Specialized attention will be focused on these two groups under our new conversion charter plan. In the area of mathematics, All Students meet and exceeded the school's AMO but did not meet the growth indicator. More importantly, the TAGG groups overall did not meet either the performance or growth AMOs. The creation of a personalized learning plan will assist the school in focusing on these subgroups and specifically the need for enhanced opportunities in mathematics leading to all students showing growth. Fountain Lake Middle's trend data is identical to the state-wide pattern of decline in mathematics at the middle school grades. The utilization of the 1:1 Chromebook intervention paired with the use of Odyssey software will be personalized to the individual student needs and research shows this level of intervention should motivate students to increase their math content scores.

The following data shows that many of our students are falling short in the area college and career readiness:

- RITscale scores of the MAP NWEA Assessment as it relates to the predictive relationship of success on the Explore, Plan and ACT. Currently, Fountain Lake Middle School MAP predicative score for Mathematics indicates that 20% of the student body would be ready for college and in Literacy the rate of college readiness is currently 27%.
- The ACT composite of 18.0 of 97 of the 99 graduates of the class of 2013. (State average composite of 20.2) If the aggregate score on the RIT continues with a 2 point growth over the next four years, the average student would have a 47% chance of being college and career ready.
- Only 6% of the 2013 graduates made the ACT college ready bench marks in all areas.
(English, Algebra, Social Studies and Biology)
- The 2012-13 Elementary and Secondary Education Act (ESEA) status of Needs Improvement for each school in the district. Attached is a copy of the Middle School report and the District Summary Report (See Appendix C for documentation)

Based on this data, we committed to the following actions:

- Our secondary education system must be reengineered from a mass production teaching model to a student-centered, customized learning model and we will begin at the middle grades.
- The new model must address our students' backgrounds and needs as well as higher expectations of student productivity that focus on building responsibility of each student as a learner.
- Technology is not the solution but a tool to assure that personalized learning provides a platform to access a wide range of tools, resources, and various learning opportunities.

Each student will have a personalized education plan that will be developed by the student, parent, and school mentor. This plan will developed around the student's academic, emotional and social needs to address their college and career goals in the 21st century.

We believe that this approach will also address our current job market in the Hot Springs area which consists of a majority of low pay and low skill level opportunities. As our local economy transitions to higher paying and higher skills jobs, the Fountain Lake School District is committed to the development of a qualified workforce with 21st Century skills. Currently, the economic basis of our community includes sectors in health care with a focus on geriatrics, tourism - from golf course management to hospitality, and retail management. The job market of the future will continue to require higher level skills. As a

district we must plan to give our students the skills needed for the emerging job market by redesigning our secondary education program utilizing an approach based on personalization. One example of our commitment to building a viable college and career ready curriculum is the establishment of a 1:1 Chromebook initiative from 5th through 12th grade. Fountain Lake School District is initiating its secondary redesign with the middle school, but in the next two years the High School program will go through a major review and analysis of its current programmatic options to facilitate the district planning for a personalized approach to career and technical education.

4. Describe the educational program to be offered by the charter school.

Applicant Response:

The Fountain Lake Middle School's educational program will be structured around exploration and exposure to 21st Century skills needed for college and career readiness; integrating the Common Core State Standards, research-based best educational practices, and technology. The school will establish a personalized learning environment that will tailor each student's instructional program to an interdisciplinary pathway that will allow for individual, experiential educational opportunities. As students and the faculty work together, the school will use an integrated core curriculum to smoothly facilitate the accumulation of student learning plans that will reflect the mastery not only of standards, but also the foundation for high school level college and career preparation.

The operationalization of the personalized learning environment will be developed specifically for each set of grade levels. The following descriptions provide how the school day would be differentiated and is provided to share more details about the redesign elements at the charter school.

5th and 6th Grade

These grade levels will have designed individualized learning plans to allow for personalized learning in order to ensure strong foundational skills while also being exposed to the Common Core curriculum. Once these skills are acquired, students are given the opportunity to excel at higher levels and in other areas. Student RIT Scores will be utilized to assign areas of learning and determine the success of each student.

Extended blocked classes in the four core areas will give more students the opportunity for success and allow for the embedding of technology skills such as keyboarding, into the class structure. Students performing below college/career ready predicted scores will attend classes designed to close the gap in learning and build foundational skills. Students performing on or above this predicted score will be placed in an Accelerated Academics strand.

All classes, regardless of level, will expect students to master speaking, writing, and listening skills and demonstrate this mastery by utilizing technology through application of their skills within real world, project-based, independent learning modules.

Extended enrichment times will allow for both teacher-directed and digital individualized instruction. Compass Learning is an example of one option while others could include arts-infused activities in either music, art, theatre, creative writing, journalism or TV and radio production.

Keyboarding and technology skills will be embedded in all courses by the academic teacher with the implementation of project-based, independent learning. Franklin Covey's **Seven Habits** will be facilitated by the counselor and enhanced by the mentoring teachers during the scheduled advisory strand.

Students will have the opportunity to be exposed to the following content skill sets:

Accelerated Academics:

Accelerated/Pre-AP Math; Accelerated/Pre-AP Social Studies/Accelerated/Pre-AP English

Fine Arts:

Art, Music, Spanish/Foreign Language; Journalism/Broadcasting

STEM

Robotics; Pre-Engineering; EAST; Project Based Lab Connected to one of the four core areas

5th Grade

Students will have extended core classes with four week sessions in each of the eight focus areas. (Four days a week) There will be a project based activity which is the culminating learning opportunity for each of the four week sessions. In addition to these, 5th graders will experience a three week intensive technology skill course focused on the National Educational Technology Standards (NETS). Bi-weekly (one day a week) students will be exposed to a variety of careers utilizing our local community resources. Bi-weekly (one day a week) students will be taught Covey's **Seven Habits**.

6th Grade

Pre-AP students will have extended core classes and will choose 4 -9 week rotations through either the STEM, Fine Arts, or Accelerated Academic track. Students in regular courses that are performing at or below grade level will have extended time in the areas in need of improvement and will choose 4- 9 week rotations through either STEM or Fine Arts track. This will give students a richer opportunity for learning in an area of interest while exposing them to new learning opportunities that can enhance their skill development. Students will continue to build technology skills through the assignments embedded in core classes that will focus on listening, speaking (components of the PARCC assessment), video editing and video design.

7th and 8th Grade

Modified Block schedule will be utilized at this level to allow three days a week traditional class schedule. Two days a week will be divided into large blocks of time to allow for integrated projects, extended job shadowing and extended learning opportunities such as, but not limited to, fieldtrips, speakers, online collaboration, video field trips and digital learning opportunities across the state/nation etc.

Technology aligned with NETS will be utilized in real world assignments each nine weeks and involve the entire curriculum across one academic year.

During the first year of implementation, the entire school, grades 5 through 8 will participate in Covey's Seven Habits or a similar program. There is a structured implementation plan which will allow for all students to have instruction in this specific social and emotional curriculum prior to entry into the high school setting.

As students move through the system, after two years of Covey's Seven Habits, at the 7th grade level, the curricular option will be the Renzulli model or a similar program. The Renzulli model will be utilized beginning at this grade-level to enhance the personalization of career exploration. With Renzulli Learning, educators provide students with dynamic educational experiences through advanced differentiation and help learners build 21st century skills. Renzulli allows students to create individualized interest, learning style, expression style, and ability-based learning profiles, and to map those profiles against tens of thousands of interactive enrichment resources. The system also permits parents, teachers, and administrative school officials to track the progress of their students, who can pursue an almost limitless variety of enrichment activities, projects, and learning experiences.

A Personal Success Plan (PSP). The PSP is a research-based, goal-oriented assessment and treatment tool designed to encourage students to think, dream, and succeed. This tool helps middle and high school students develop a plan for critical thinking skills and how to create tangible academic and career goals and develop plans for achieving those goals. It provides proven instructional strategies that raise achievement values in test scores, grades, and attendance. This plan will be the determining factor in which of the academies a student would enter during the 9th grade.

Students will choose two (one semester) areas of focus in one of the six focus areas that include:

- Foundation Skill Development;
- Fine Arts;
- Accelerated Academics (Pre AP);
- Technology Exploration;
- Career Exploration; and
- STEM.

In these focus areas, students will job shadow, research, and participate in project-based learning activities to grasp a full understanding of the opportunities within each area. By the end of 8th grade, students will have had four in-depth studies of a semester each across these offerings.

Project -Based Learning Pre-AP Students will have extended projects in related fields to the learning in these content areas in addition to having the opportunity to earn high school credit in core classes to allow for more time for concurrent credit classes in the future.

Non-AP students performing on grade level may have the opportunity to earn high school credits in the areas of CTE Courses, Spanish and Fine Arts

5. Describe specifically how the charter school will be able to better meet student academic needs than a traditional district school.

Applicant Response:

As we researched the issues of reengineering our secondary educational system, we quickly realized that personalization of learning was the key to our redesign. There has been an emerging emphasis on personalized learning evidenced by the recent US Department of Education Race to the Top District competition which was designed to support personalized instructional plans. The definition used in the grants process of personalization of learning from the US Department of Education is "Instruction paced to the learning needs, tailored to the learning preferences and tailored to the specific interests of different learners". We felt that this definition did not focus enough on the role of the student in directing his or her own learning so we utilize the following definition of personalization of learning:

"The tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners, typically with the support of technology."

This definition emphasizes the learners' role as well as the importance of the system in providing differentiated and individual learning opportunities where the instruction selects the resources to support the students' differing needs. One of the most beneficial aspects of personalization of learning is the reengagement of students in their learning.

This innovative concept would be at the center of our charter design. It would mean that our charter school would establish a Personal Success Plan for every student. This paradigm shift would result in a realignment of resources, the use of data driven decision making and a focus on a heavy use of technology. Fountain Lake Middle School has prepared for this transition with the inclusion of Chromebooks in a 1:1 format for every middle school student. We believe that uniting technology with the principles of student-centered learning has the potential to transform our middle school.

Our participation in several initiatives has resulted in a new focus on technology and its application for instructional improvement. Our teaching staff has participated in professional development that was specifically designed to prepare them to utilize technology resources to create a personalized learning environment. We are committed to continuing their development and exploring how various technology supports can streamline our procedures and provide more effective learning opportunities for each of the students at our middle school.

This redesign is not just a new emphasis on technology or Common Core but it is the focus of all of our educational improvement efforts. We have examined our facilities to assure that the infrastructure is in place so that Personal Success Plans supported by technology can be the norm in every classroom and in each content area. We know state of the art technology is only as good as the infrastructure that supports it.

Our current curriculum has been enhanced with teacher designed Common Core lessons that are heavily dependent on the use of digital resources. As a participant in the Achieving by Changing initiative, we have access to high quality digital tools supporting the units of study aligned to the common core. We began the process two years ago of transitioning our curricular offerings to accommodate personalized learning by having an expectation that lesson plans had to be more interactive and include an assessment component.

The district would change the school day from the traditional school day to extended blocks of time in the morning to teach the core subjects as well as embedding keyboarding, technology, character education, music, art, and physical education. At each grade level the focus would be on skill mastery and progression. The afternoon hours would be reserved for electives, enrichment, and me

6. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Fountain Lake Middle School has an active Parental Involvement Advisory Committee which is also represented on the District Parental Involvement Advisory Committee. The written parental involvement plan specifies the Media Specialist as the Building Coordinator and defines her roles and responsibilities. The Advisory Committee is convened twice a year and provides their feedback while also serving as a set of building supporters within the community. On October 24th the committee is hosting a Technology Petting Zoo where parents have the opportunity to experience the new digital learning tools which are a significant part of our plan for personalized education.

As the Charter application and implementation strategies are developed, this Advisory Committee is available to assist with communication to all parents and serving as visible supporters of the charter process at the public meeting.

Teachers, parents, students, and other stakeholders will work together to utilize the Arkansas Comprehensive School Improvement Process to plan for school improvement. A Leadership Council with representatives from all stakeholder groups will be appointed to identify and address strengths, and weaknesses of the charter school. Building Parental Involvement Coordinator and District Volunteer Coordinator will work to provide all parents with opportunities for a variety of involvement activities.

B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

In the past, Fountain Lake Middle School has implemented numerous educational strategies that were designed to address the improvement of academic achievement. This conversion charter application is the district's attempt to align all of the educational strategies into a cohesive systems-based approach to secondary redesign. The focus of the design is based upon a rigorous analysis of the comprehensive data sets from all programmatic areas at Fountain Lake Middle School. One of the results from this analysis was the awareness that while Fountain Lake Middle School was meeting or exceeding the state achievement standards, there were specific segments of the student population (including TAGG groups) that were not as successful as anticipated.

Based on this data, Fountain Lake Middle School designed a plan to address the personalization of every student's educational needs.

Fountain Lake Middle School will continue its use of data driven decision making as it reviews academic assessment results annually and with formative assessment during the school year. Quarterly reviews of assessment data will be utilized to make decisions regarding instructional opportunities, student support services, and other adjustments to the instructional services.

By offering a structured, Personal Success Plan for each student, the significant changes in the student's curriculum will include access to the following:

- Chromebook for each student to use as their individual technology tool;
- Rigorous and relevant curriculum aligned to the Common Core State Standards;
- Opportunity to earn high school credit in Middle School;
- Access to Pre AP coursework in all 4 of the major content areas;
- Exposure to a variety of professions;
- Enrichment curriculum offered in their interest area across STEM, Fine Arts or Accelerated Academics;
- Character Education;
- Access to technology supporting 21st Century Skill development; and
- Experience extended learning time for Project Based Learning.

The Personal Success Plan will provide the student the support they need to full participate in the rich curricular offerings and allow the students to exercise their own choice in the enrichment areas they want to pursue.

By focusing on each individual student and designing a schedule that allows for personalized and focused instruction, we believe that the gap in learning will be closed. Every student will be prepared to pursue college and/or careers by being on or above grade level by the end of the 8th grade. The Personal Success Plan will be built for each student will address not only the individual student's academic needs, but also tailor the overall educational program to the student's area(s) of interest. Long-range district level plans include expanding opportunities through the eventual development of an academy structure in high school.

- C) List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

Fountain Lake Middle School's achievement goals in reading, reading comprehension, mathematics, and mathematical reasoning will be based on two assessment measures - the state mandated assessments under ACTAAP and then PARCC which will provide the date to reflect on gains measures to meet the Annual Measureable Objectives (AMOs) and the national normed Northwest Evaluation Association's Measures of Academic Progress.

Reading and Reading Comprehension

At grades 5 through 8, Fountain Lake Middle School will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments.

At grades 5 through 8, Fountain Lake Middle School will increase by 2 percent annually the number of students meeting their English Language Arts growth goal or meet the national average of RIT performance for appropriate grade level.

Mathematics and Mathematical Reasoning

At grades 5 through 8, Fountain Lake Middle School will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments.

At grades 5 through 8, Fountain Lake Middle School will increase by 2 percent annually the number of students meeting their Math growth goal or meet the national average of RIT performance for appropriate grade level.

Mathematics/Algebra

Fountain Lake Middle School will meet or exceed the state average for schools with similar demographic student populations on the End of Course Algebra Exam.

Career Readiness/Elective Courses

Fountain Lake Middle School will provide every student in grades 5 through 8 with a set of elective courses annually

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

In August 2011, the Fountain Lake Middle School Faculty began the year with curriculum (from state adopted textbook lists) and pacing guides aligned to the Arkansas Frameworks. During the 2011-12 school-year, Fountain Lake School District joined the Achieving by Changing Initiative. During this time middle school teachers and administrators attended regional and state wide meetings to learn more about Common Core. They then took this information back to their PLC's. PLC's and after school trainings (part of the district's professional development plan) were utilized to begin their journey of understanding the Common Core Standards and the process of selecting and designing a curriculum that would meet the rigorous demands of these new standards. During the time K-2 began the implementation, middle school teachers began having curriculum conversations among their building as well as including teachers from both the elementary and high school.

In order to make middle school a success, the staff and administration realized they must align with both elementary and high school. In addition to these district wide conversations, the middle school teachers learned about things such as the big shifts, text complexity and qualitative/quantitative rubrics. In order to be prepared for implementation in the 2012-13 school year, Fountain Lake Middle School Teachers worked two weeks in the summer of 2012 to write curriculum collaboratively.

Fountain Lake Middle School elected to follow the Common Core Curriculum Maps and utilized the expertise of the ABC Coaches and TLI Content Specialists. Beginning in the Fall of 2012, Fountain Lake Middle School began implementing the common core standards in grades 5-8. Throughout the school year, teachers worked collaboratively to plan weekly lesson plans and were given release time monthly to prepare curriculum to be utilized the following month with the assistance of an instructional coach. In addition to working with grade level colleagues, teachers worked to align their units vertically across grade spans 3-8. Each curricular unit was assessed utilizing the Tri-State Rubric to ensure each unit of study contained the appropriate rigor and relevance.

Beginning in Spring of 2013, all science, career-tech, social studies, PE and health teachers went through the Literacy Design Collaborative and began building their Common Core Units to align with the standards being taught in both the literacy and math classroom. To enhance the designed curriculum, the instructors utilized digital resources such as Compass Learning "Odyssey" and Study Island. Teachers also used data from the NWEA MAP assessments to design a differentiated group plan to utilize during the daily enrichment time. Teachers researched and selected resources such as the Writing Coach, Carnegie Math, Glencoe Mathematics and MDC Tasks.

During the current 2013-14 school year, teachers are working to integrate topics across courses to allow students a richer experience. It is apparent that while a solid curriculum is in place, students are in need of larger blocks of time in order to implement project based learning tasks with fidelity. While implementing the CCSS for the second year, teachers will continue to fine tune the curriculum adding the digital resources provided by the ABC Initiative and creating new assessments that align with both CCSS and met the expectations of the PARCC Assessment.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Fountain Lake Middle School has a fully certified counselor serving grades 5-8 with a caseload that meets the state standards. The Counselor is currently under a ALP but has made adequate progress and will finish her full certification prior to the initiation of the charter. Her credentials are currently 7-12 counseling and she is gaining specific expertise with middle school certification

B) Health services;

Applicant Response:

Fountain Lake School District employs two full time nurses who provide required health screenings and services on the Middle School campus. The Registered Nurse is housed at the middle school. The District's three campuses are all located on one site providing easy access to nursing services at all times. This arrangement meets the state standards.

C) Media center;

Applicant Response:

Fountain Lake Middle School has a state of the art media center with technology supports that include 6 computer stations with a connecting computer lab with 30 stations. In addition to the school media center, each classroom is supported with Promethean boards, document cameras, the 1:1 Chromebooks and classroom libraries of informational and literary texts.

D) Special education;

Applicant Response:

Fountain Lake Middle School utilizes the Arkansas Department of Special Education's co-teaching model. The Middle School is supported by two age appropriate self-contained classrooms providing services at either the elementary or High School campus. Every self-contained student attends Science and all electives on the Middle School campus to assure inclusion during the instructional day. Our aim is to educate students in the least restrictive environment. Within the redesign of the curriculum laid out for the Fountain Lake Middle School, students with special needs would continue to thrive and operate within the co-teaching instructional model that will be conducive to learning as documented in the individualized education plan (IEP). Fountain Lake Middle School has a full array of support services including on-site Speech Therapy, OT/PT, assessment by the District Psychological Examiner, and on-site mental health counseling provided by a community partner. The special education program meets all state and federal requirements and is in full compliance as documented by the recent special education monitoring.

E) Transportation;

Applicant Response:

Fountain Lake School District will provide transportation services to all eligible students in its district and will comply with all transportation guidelines.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Fountain Lake School District, in a consortium with the Jessieville School District, has established an alternative education program located at an off campus location. Fountain Lake School District purchases services from Teachers in the alternative education program are fully certified and receive specialized trained in the pedagogy and curriculum the needs of the students

G) English Language Learner (ELL) instruction

Applicant Response:

Fountain Lake Middle School has two fully certified ELL instructors serving this campus and they provide direct support services based on the educational needs of the students. Each student has their Personal Success Plan which details the services, duration, intensity and identifies the student's deficits and interventions.

H) Gifted and Talented Program.

Applicant Response:

Fountain Lake Middle School offers an academically enriched component for grades 5-8. The general curriculum provides ample opportunities for students to express their creativity and demonstrated academic mastery of content. The teachers assigned to the Accelerated Academic courses, have agreed in writing to complete the required training and have formally filed with the Principal a ATP (Additional Training Plan) and it is on file with the Arkansas Department of Education.

The Personal Success Plan proposed in our charter application will not only meet the needs of the student population allows for optimal differentiation in the classroom, which will greatly benefit gifted and talented students.

9. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.*)

Applicant Response:

The report will be posted to the Fountain Lake Middle School website. A copy of the report will be shared with the Superintendent to be included in his/her remarks at a local School Board Meeting. A copy of the board minutes and the written report will be mailed to the authorizer.

10. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

All students enrolled in grades 5 through 8 in the fall of 2014 will be served in the Fountain Lake Middle School Cobra Digital Prep Academy.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

Yes

No

11. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Principal Responsibilities:

- Lead the school in creating a professional learning community that focuses on the curriculum and instruction to prepare students for high school and college/career readiness.
- Act as chief executive officer of the school and carry out the school and district missions.
- Select, make recommendations to the superintendent for hiring and terminating faculty and staff.
- Carry out evaluations as set forth by the state-adopted teacher evaluation system (TESS).
- Monitor the status of resources in order to fulfill the school and district missions.

Assistant Principal Responsibilities:

- Act as support to the building administrator and assist in carrying out school and district missions.
- Assist building administrator with evaluations, interviews for new faculty and staff and other personnel-related matters.
- Assist building administrator in monitoring student academic achievement and overseeing the implementation of curriculum.

Counselor Responsibilities:

- Provide Academic, Social and emotional supports.
- Individual and group counseling and guidance lessons
- Developing positive concept with improving understanding of self and others
- Developing more effective communications skills, improving problem-solving and decision-making skills
- Consults with teachers to facilitate the infusion of counseling activities into the regular education curriculum

- Acts as support to the building administration in carrying out school and district missions

Instructional Facilitator Responsibilities:

- Provides site-visit support to the classroom teachers via coaching or modeling for the utilization of technology tools and resources to support student learning
- Studies recent technology curriculum/instructional trends and disseminates information
- Reviews data with leadership team to identify teacher and student needs
- Works closely with building leadership team to coordinate curriculum, instruction, assessment, professional development, resources, interventions, and partners with parents and communities
- Acts as support to the building administration in carrying out school and district missions

Teacher Responsibilities:

- Conduct classroom instruction utilizing best practices while maintaining an atmosphere conducive to learning
- Work collaboratively with colleagues in a PLC to plan and coordinate student learning
- Facilitate learning goals, assess, monitor and adjust for each student
- Communicate with parents on student progress and student need
- Acts as support to the building administration in carrying out school and district missions

12. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

- Yes
- No

13. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

“Fountain Lake Middle School currently serves approximately four hundred twenty (420) students in grades five (5) through eight (8). The Middle School's facility in which the school will continue to be located after its conversion to a charter school, opened in January, 2010. The facility contains thirty (30) classrooms, two (2) science laboratories, two (2) computer labs, an art room, library and various office spaces. The facility consists of two (2) stories and contains forty-seven thousand two hundred seventy one (47,271) square feet.

The facility is in full compliance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA)

The facility's ongoing maintenance and upkeep are part of the District's Facilities Plan, and the District has committed sufficient monetary and human resources to ensure the continued maintenance of the facility in a manner that will keep it in compliance with IDEA and ADA requirements, as well as all federal, state and local requirements.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
- No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The Fountain Lake School District is not in an area subject to zoning. There is one business that sells alcohol located within 1,000 feet of the school, but this business was granted their permits by the Alcoholic Beverage Control Division over the objection of the school district. Therefore, the Applicant believes it has done all that it can to ensure compliance with Ark. Code Ann. §3-4-206.” (see Appendix C for documentation)

14. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Fountain Lake Middle School's students have access for breakfast and lunch via the School Lunch Program with approximately 65% participating in the free/reduced lunch program. Fountain Lake Middle School complies with USDA and Food Services regulations. Fountain Lake School District will provide oversight from district food services directors to ensure all food services are in compliance.

15. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Fountain Lake Middle School has an active Parental Involvement Advisory Committee which is also represented on the District Parental Involvement Advisory Committee. The written parental involvement plan specifies the Media Specialist as the Building Coordinator and defines her roles and responsibilities. The Advisory Committee is convened twice a year and provides their feedback while also serving as a set of building supporters within the community. On October 24th, the committee is hosting a Technology Petting Zoo where parents have the opportunity to experience the new digital learning tools which are a significant part of our plan for personalized education.

As the Charter application and implementation strategies are developed, this Advisory Committee is available to assist with communication to all parents and serving as visible supporters of the charter process at the public meeting.

Teachers, parents, students, and other stakeholders will work together to utilize the Arkansas Comprehensive School Improvement Process to plan for school improvement. A Leadership Council with representatives from all stakeholder groups will be appointed to identify and address strengths, and weaknesses of the charter school. Building Parental Involvement Coordinator and District Volunteer Coordinator will work to provide all parents with opportunities for a variety of involvement activities.

16. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

a.) Section 9.03.3.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake High School is required to teach Oral Communication as a separate class.

The Applicant is asking for a waiver of that requirement in order that the curriculum meets requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students required coursework.

b.) Ark. Code Ann. §6-42-101 *et seq.* and §6-20-2208 (c) (6); Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funds (all concerning Gifted and Talented Programs):

The Applicant requests a waiver of the above listed statutes and rules, to the extent necessary to permit it to assign students who meet the requirements for placement in Gifted and Talented programs students in grades five (5) and six (6) into its “Accelerated Academies” program, and students in grades seven (7) and eight (8) into the appropriate pre-advanced placement courses.

The granting of this waiver will allow students receiving Gifted and Talented Program services to receive enhanced educational offerings of sufficient rigor to meet their needs within the context of the charter school's curriculum plan, as opposed to “pull-out” type programs.

The Applicant ensures that the students referenced above will receive Gifted and Talented educational services that will meet or exceed the services required by law and rule.

c.) Section 9.03.3.9 (“Career and Technical Education”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake Middle School is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation).

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

d.) Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation; and the ADE Rules Governing Education Licenses (all concerning Teacher Licensure):

“The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary, for certified staff to teach courses outside of their area of certification. As noted in waiver request c.) above, the Applicant wishes to have the flexibility to embed Career Orientation and Keyboarding into career focus units, and thus potentially not use a licensed Career and Technical Education instructor as a stand-alone instructor. The Applicant may desire to teach High School credits in the conversion charter Middle School, such as Oral Communication , with the need for a waiver from secondary certification.”

e.) Section 10.02.4 (“Class Size and Teaching Load”) of the ADE Rules Governing Standards for Accreditation and specifically subsections 10.02.4 and 10.02.5:

“In order to fully implement its conversion charter curriculum, the Applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the charter school is truly an example of the “exceptional case” worthy of a waiver under Section 10.02.5 of the Standards.

A waiver is being specifically requested for our teachers to be able to instruct no more than 185 students, with a maximum of no more than 37 students per class. With the implementation of the charter's new curriculum delivery system, it is anticipated that some elective courses may lend themselves to having more students in one particular section of coursework. With the new track system to be implemented by the charter school, some teachers may need to have a class load of 185 students in the fall semester.”

f.) Section 9.03.3.6 (“Fine Arts”) of the ADE Rules Governing Standards for Accreditation:

“The Fountain Lake Middle School is required to provide Fine Arts coursework in order to meet the requirements of this Standard.

The Applicant is asking for a waiver of that requirement in order that students who participate in the STEM track of the charter school may be able to choose and complete the coursework in their areas of interest as opposed to Fine Arts courses. All courses which may be provided to such students in substitution of Fine Arts coursework shall meet or exceed all State curriculum requirements.”

g.) Section 9.03.3.7 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation:

“The Fountain Lake Middle School is required to provide a Health and Safety Education course to meet the requirements of this Standard.

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all other applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the course content from the Health and Safety class within its Science coursework offerings.”

17. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

“The Fountain Lake School District, along with the six (6) other school districts in Garland County, is a party to the “Garland County School Desegregation Case Comprehensive Settlement Agreement” executed in 1991. The Arkansas State Board of Education is a signatory to the Agreement, and the Agreement imposes various requirements upon the Arkansas Department of Education.

After a careful review of the Agreement, the Applicant believes that the conversion of the Fountain Lake Middle School into a charter school will not inhibit its ability to comply with the Agreement, nor will it cause the remaining Garland County school districts or any other Arkansas school districts to be hindered or negatively affected in their efforts to operate desegregated school districts.”

APPENDIX A

From: Frank Janaskie
Sent: Tuesday, October 29, 2013 7:46 AM
To: Bradley Sullivan
Subject: FW: Charter School stuff

From: Sarae Martin [mailto:martin.sarae@gmail.com]
Sent: Tuesday, October 29, 2013 6:48 AM
To: Frank Janaskie
Subject: Charter School stuff

As a parent with five children in the Fountain Lake School District, I have an interest in what the schools are looking to do. The reaction of many people, including myself, when they hear the words “charter school” seems to be negative. I was grateful that the administrators at the Fountain Lake Middle School were willing to give me an afternoon of their time to answer my many questions about the direction they are headed in pursuing becoming a charter school. I walked away from that meeting with a changed perspective and excited about the changes to come.

Recently I have begun to ask Fountain Lake Graduates that have pursued college how college is going for them. The reaction I have heard multiple times is that they were not prepared for college. As a student at Ft. Lake they graduated with good grades, but never had homework, never had to read classic novels, never were taught how to study. This has been a grave concern for me. In talking with the administrators about the change to charter, I was excited to hear them say that they recognize that what we are doing now is not getting our students college and career ready. We have to stop what we are doing and look at doing something new. The pursuit of become a conversion public charter school is really based on the desire by our administrators to revamp Ft. Lake’s education system so that kids are better prepared for their futures. We need to do something different for the kids.

I also heard in the meeting the administrators emphasize that this pursuit of change is about the kids and their success. The administrators are not looking for change for their glory, or just for the sake of change. They really have a heart to help every kid be successful in their future. Ft. Lake’s pursuit of becoming a charter school is not to just get away from the rules set by the state. They desire the freedom to adapt education to fit the child; they hope to individualize students’ schedule to match their needs and goals. While they understand that this is a huge task to endeavor, they are willing to put in the time because it is about the kids and their readiness to be adults.

Not only am I a parent, but I am an educator by training as well. I understand what it takes to develop new curriculum. This is not an easy task that Ft. Lake is endeavoring. They are asking the faculty to not just get out of the box, but to get rid of the box. What they are purposing is a brand new paradigm that is not being

done anywhere else in the state. I love the new and innovative, but I also understand that this change will take time. The new systems will need years to be tweaked and worked out. As a parent who will have a child in the Ft. Lake Middle School for the next ten years, I am looking forward to seeing what the Ft. Lake School District becomes.

Our current education system was developed at the beginning of the industrial age and was geared towards preparing people to work in factories. We are in a new age termed the “digital age” or “the twenty first century.” We talk about change, but it is time to actually change. The step towards becoming a charter school is our school district saying, “Enough talk, it is time to actually change.” This is no easy task set before our educators at Ft. Lake, but if it can be pulled off could make for an innovative school that is changing how educators look at education.

Sarae Martin

Parent at Ft. Lake Middle School

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Michelle Durmon

From: Bradley Sullivan
Sent: Thursday, October 31, 2013 9:08 AM
To: Michelle Durmon
Subject: FW: Ft. Lake Middle School Charter School Application

From: Frank Janaskie
Sent: Thursday, October 31, 2013 9:06 AM
To: Bradley Sullivan
Subject: Fwd: Ft. Lake Middle School Charter School Application

Sent from my iPad

Begin forwarded message:

From: Kirby Needles <k2n@att.net>
Date: October 30, 2013, 11:48:58 PM CDT
To: Frank Janaskie <fjanaskie@flcobras.com>
Subject: Ft. Lake Middle School Charter School Application

Mr. Janaskie,

My family and I support Fountain Lake Middle School in their application process to become a Public Charter School.

We have seen a vast improvement in facilities and programs for the Fountain Lake Schools under this dedicated school board, administration and teaching staff and we support them 100% in their endeavors. As a taxpayer and parent of two advanced level Fountain Lake students, I am pleased with the direction we're headed in but expect more.

My wife and I attended the presentation to the public on Tuesday, October 22, 2013 about this application. We were able to ask all of our questions and receive satisfactory answers about the intended goals for our school and the process involved in this application.

We personally feel that America must continue to improve its education system to prepare and equip our youth to compete in the global economy and to continue America's role as leaders of the free world. We are concerned when surveys show us behind any other nation in science, technology, engineering or mathematics. We know that the only way to stay ahead is to teach our students the skills they need earlier so that they can move on to more advanced subjects. We want to see our students in Arkansas perform as well or better than any other state in America.

One example I personally see is of our youth using computers at earlier ages each year. They should be given keyboarding instruction at a very early age. Otherwise, they learn bad habits that will stay with them throughout their lives that will hold them back. I want to see them comfortably able to tackle more advanced math and science courses. None of our students should have to take remedial courses in college (at their own expense) to catch up on material that they should have received in high school.

I want to see our students prepared for the realities of life and the ups and downs of an ever changing economy. These students are our future. We must equip them for competition. We must not fail them. My family petitions the Arkansas Department of Education to decide in favor for the Fountain Lake Middle School in their application process to become a Public Charter School.

Thank you,

Kenneth K. & Rodonna R. Needles
91 Medina Way
Hot Springs Village, Arkansas 71909-4313
501-922-6905
K2n@att.net

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Bradley Sullivan

From: [REDACTED]
Sent: Tuesday, October 22, 2013 8:37 PM
To: [REDACTED] Bradley Sullivan
Subject: Charter School Meeting

This excites me! I am one of those students that gets done with their work quickly. I like this idea...that I could be able to go to extra curricular activities when I get done, instead of doing extra work or reading a book. I am motivated to learn about civil engineering and music. I know that that is an odd pair, but that is how I roll. Thank you for giving students this opportunity to customize their learning. I hope that the state will allow our school to be a charter school.

FOUNTAIN LAKE SCHOOL DISTRICT 2014-2015 CALENDAR

JULY 2014

S	M	T	W	Th	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		

AUGUST 2014

S	M	T	W	Th	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 2014

S	M	T	W	Th	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				

OCTOBER 2014

S	M	T	W	Th	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	

NOVEMBER 2014

S	M	T	W	Th	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						

DECEMBER 2014

S	M	T	W	Th	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			

1st Day TEACHERS – August 11th, 2014
 Last Day TEACHERS – May 29th, 2015
**** Aug. 18 – FIRST Day – Students**
**** May 29– LAST Day – Students**

STAFF DEVELOPMENT

June (4 days Teacher Evaluation Training)
 August 13-15 (3 Days) ****12th & 16th - OFF**
 2nd Monday of every month 3:30-5:30 (3 Days)
 (09/9/13; 10/14/13; 11/11/13; 12/9/13; 01/13/14;
 02/10/14; 03/10/14; 04/14/14; 05/12/14)

HOLIDAYS/NO SCHOOL (IF IT IS NOT NEEDED FOR SNOW)

Sept. 1st, 2014 (Labor Day)
 October 24th, 2014
 Nov. 26th-28th, 2014 (Thanksgiving)
 Dec. 22nd - Jan. 2nd, 2015 (Christmas Break)
 Jan. 19th, 2015 (MLK Day)
 February 16th, 2015 (President's Day)
 March 23rd – 27th, 2015 (Spring Break-includes Friday before)
 April 17th, 2015 (Good Friday)
 May 25th, 2015 (Memorial Day)

PARENT/TEACHER CONFERENCES

October 21st & 23rd, 2014 ****3:30 PM to 6:30 PM**
 March 17th & 19th, 2015 ****3:30 PM to 6:30 PM**

End of 1st 9 Weeks:

Oct. 17th, 2014
 49-Teacher Days
 42-Student Days

End of 2nd 9 Weeks & 1st Semester:

Dec. 19th, 2014
 45-Teacher Days (9 weeks)
 43-Student Days (9 weeks)
 94-Teacher Days (Semester)
 85-Student Days (Semester)

End of 3rd 9 Weeks:

March 13th, 2015
 47-Teacher Days
 46-Student Days

End of 4th 9 Weeks & Second Semester:

May 29th, 2015
 49-Teacher Days (9 Weeks)
 47-Student Days (9 Weeks)
 96-Teacher Days (Semester)
 93-Student Days (Semester)

190 Teacher Days
178 Student Days

MAKE-UP DAYS If needed**

1/20/2014; 2/17/2014; 4/18/2014; 5/29/2014; 5/30/2014

****Act 1469(2009) requires public school districts to include 5 make-up days in addition to student interaction days. These days will be used as needed. If not needed, school will end on the 178th day of school.**

JANUARY 2015

S	M	T	W	Th	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

FEBRUARY 2015

S	M	T	W	Th	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

MARCH 2015

S	M	T	W	Th	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				

APRIL 2015

S	M	T	W	Th	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		

MAY 2015

S	M	T	W	Th	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						

JUNE 2015

S	M	T	W	Th	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				

				Middle School 2014-2015	Charter Idea			
7th grade	8:00-12:00	8:00-12:00	8:00-12:00	8:00-12:00	12:00-12:30	12:35-3:30	12:35-3:30	12:35-3:30
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Enrich/GT-8	Enrich/GT-7	Elect/Inter
8th grade	8:00-12:00	8:00-12:00	8:00-12:00	8:00-12:00	12:00-12:30	12:35-3:30	12:35-3:30	12:35-3:30
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter
	Core	Core	Core	Core	Lunch	Elect/Inter	Elect/Inter	Elect/Inter
5th grade	8:00-10:30	8:00-10:30	10:30-11:00	11:00-11:30	11:35-12:55	11:35-12:55	1:00-3:30	1:00-3:30
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core
6th grade	8:00-10:30	8:00-10:30	10:25-11:05	11:00-11:30	11:35-12:55	11:35-12:55	1:00-3:30	1:00-3:30
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core
	Core	Core	Enr/GT/Elec	LUNCH	Enr/GT/Elec	Enr/GT/Elec	Core	Core

APPENDIX B

FOUNTAIN LAKE SCHOOL DISTRICT
 LICENSED SALARY SCHEDULE
 2013-14

APSCN STEP	STEP	BACHELORS	MASTERS	SPECIALIST	DOCTORATE
1	0	\$38,255.00	\$42,380.00	\$44,442.50	\$46,505.00
2	1	\$38,765.00	\$42,890.00	\$44,952.50	\$47,015.00
3	2	\$39,275.00	\$43,400.00	\$45,462.50	\$47,525.00
4	3	\$39,785.00	\$43,910.00	\$45,972.50	\$48,035.00
5	4	\$40,295.00	\$44,420.00	\$46,482.50	\$48,545.00
6	5	\$40,805.00	\$44,930.00	\$46,992.50	\$49,055.00
7	6	\$41,315.00	\$45,440.00	\$47,502.50	\$49,565.00
8	7	\$41,825.00	\$45,950.00	\$48,012.50	\$50,075.00
9	8	\$42,335.00	\$46,460.00	\$48,522.50	\$50,585.00
10	9	\$42,845.00	\$46,970.00	\$49,032.50	\$51,095.00
11	10	\$43,355.00	\$47,480.00	\$49,542.50	\$51,605.00
12	11	\$43,865.00	\$47,990.00	\$50,052.50	\$52,115.00
13	12	\$44,375.00	\$48,500.00	\$50,562.50	\$52,625.00
14	13	\$44,885.00	\$49,010.00	\$51,072.50	\$53,135.00
15	14	\$45,395.00	\$49,520.00	\$51,582.50	\$53,645.00
16	15	\$45,905.00	\$50,030.00	\$52,092.50	\$54,155.00
17	16	\$46,415.00	\$50,540.00	\$52,602.50	\$54,665.00
18	17	\$46,925.00	\$51,050.00	\$53,112.50	\$55,175.00
19	18	\$47,435.00	\$51,560.00	\$53,622.50	\$55,685.00
20	19	\$47,945.00	\$52,070.00	\$54,132.50	\$56,195.00
21	20	\$48,455.00	\$52,580.00	\$54,642.50	\$56,705.00
22	21	\$48,965.00	\$53,090.00	\$55,152.50	\$57,215.00
23	22	\$49,475.00	\$53,600.00	\$55,662.50	\$57,725.00
24	23	\$49,985.00	\$54,110.00	\$56,172.50	\$58,235.00
25	24	\$50,495.00	\$54,620.00	\$56,682.50	\$58,745.00
26	25	\$51,005.00	\$55,130.00	\$57,192.50	\$59,255.00
27	26	\$51,515.00	\$55,640.00	\$57,702.50	\$59,765.00
28	27	\$52,025.00	\$56,150.00	\$58,212.50	\$60,275.00
29	28	\$52,535.00	\$56,660.00	\$58,722.50	\$60,785.00
Schedule is based on 8 hours per day 190 days per year.					

**Public Charter School Application
Personnel Salary Schedule**

Line#	Administrative Positions: List Positions	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
1	Principal	1	\$76,849.47	1	\$80,691.94
2	Asst. Principal	0.91	\$72,722.84	0.91	\$76,358.98
3	Special Ed. Sup.	0.33	\$42,000.00	0.33	\$44,100.00
4	Curriculum Spec.	0.33	\$83,666.32	0.33	\$87,849.64
5					
6					
7	Subtotal:		\$184,497.14		\$193,721.99
8	Fringe Benefits (rate used 24%)		\$44,279.31		\$46,493.28
9	Total Administration:		\$228,776.45		\$240,215.27
	Regular Classroom Instruction:	2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	22.5	\$46,703.55	22.5	\$49,038.73
11	Aides				
12	Subtotal:		\$1,050,829.88		\$1,103,371.43
13	Teacher Fringe Benefits (rate used 24%)		\$252,199.17		\$264,809.14
14	Aide Fringe Benefits (rate used 24%)		\$0.00		\$0.00
15	Total Regular Classroom Instruction:		\$1,303,029.04		\$1,368,180.57
	Special Education:	2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	2.75	\$50,400.91	2.75	\$52,920.96
17	Aides	1	\$16,317.22	1	\$17,133.08
18	Subtotal:		\$154,919.72		\$162,665.72
19	Teacher Fringe Benefits (rate used 24%)		\$33,264.60		\$34,927.83
20	Aide Fringe Benefits (rate used 24%)		\$3,916.13		\$4,111.94
21	Total Special Education:		\$192,100.46		\$201,705.49
	Gifted and Talented Program:	2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers	0.33	\$59,642.42	0.33	\$62,624.55
23	Aides				
24	Subtotal:		\$19,682.00		\$20,666.10
25	Teacher Fringe Benefits (rate used 24%)		\$4,723.68		\$4,959.86
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:		\$24,405.68		\$25,625.97

**Alternative Education Program/
Alternative Learning Environments:**

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

	2014-2015 No. FTEs	2015-2016 No. FTEs
34 List Positions		
35		
36		
37		
38		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
42 List Positions		
43 Counselor	1	1
44		
45		
46		
47 Subtotal:		
48 Fringe Benefits (rate used <u>24%</u>)		
49 Total Guidance Services:		

Health Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
50 List Positions		
51 RN	0.33	0.33
52 LPN	0.33	0.33
53		
54		
55 Subtotal:		
56 Fringe Benefits (rate used <u>24%</u>)		
57 Total Health Services:		

Media Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
58	Media Specialist	1	\$51,589.47	1	\$54,168.94
59	Media Aide	1	\$15,442.22	1	\$16,214.33
60					
61					
62					
63	Subtotal:		\$67,031.69		\$70,383.27
64	Fringe Benefits (rate used <u>24%</u>)		\$16,087.61		\$16,891.98
65	Total Media Services:		\$83,119.30		\$87,275.25

Fiscal Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
66	District Level	0.67	\$91,410.12	0.67	\$95,980.63
67	Building Level	1	\$40,920.17	1	\$42,966.18
68					
69					
70					
71	Subtotal:		\$102,164.95		\$107,273.20
72	Fringe Benefits (rate used <u>24%</u>)		\$24,519.59		\$25,745.57
73	Total Fiscal Services:		\$126,684.54		\$133,018.77

Maintenance and Operation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
74	Director	0.33	\$82,149.89	0.33	\$86,257.38
75	Maintenance	0.331	\$131,493.00	0.331	\$138,067.65
76	Janitors	0.33	\$42,474.16	0.33	\$44,597.87
77					
78					
79	Subtotal:		\$84,650.12		\$88,882.62
80	Fringe Benefits (rate used <u>24%</u>)		\$20,316.03		\$21,331.83
81	Total Maintenance and Operation:		\$104,966.15		\$110,214.45

Pupil Transportation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
82	Bus Mechanics	0.33	\$32,359.56	0.33	\$33,977.54
83	Bus Drivers	5.33	\$13,211.94	5.33	\$13,872.54
84					
85					
86					
87	Subtotal:		\$81,098.29		\$85,153.23
88	Fringe Benefits (rate used <u>24%</u>)		\$19,463.59		\$20,436.77
89	Total Pupil Transportation:		\$100,561.89		\$105,590.00

Food Services:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
90	0	\$0.00	0	\$0.00
91	0	\$0.00	0	\$0.00
92	0	\$0.00	0	\$0.00
93				
94				
95	Subtotal:			
		\$0.00		\$0.00
96	Fringe Benefits (rate used <u>24%</u>)			\$0.00
		\$0.00		\$0.00
97	Total Food Services:			\$0.00
		\$0.00		\$0.00

Data Processing:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
98	0.33	\$72,691.12	0.33	\$76,325.68
99	0.33	\$155,550.47	0.33	\$163,327.99
100				
101				
102				
103	Subtotal:			
		\$75,319.72		\$79,085.71
104	Fringe Benefits (rate used <u>24%</u>)			\$18,980.57
		\$18,076.73		\$18,980.57
105	Total Data Processing:			\$98,066.28
		\$93,396.46		\$98,066.28

Substitute Personnel:

	2014-2015 No. FTEs		2015-2016 No. FTEs	
106				
107				
108	Subtotal:			
109				
110				
111	Total Substitute Personnel:			

112	TOTAL EXPENDITURES FOR SALARIES:	\$2,350,986.08	\$2,468,536.02
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
2014-2015			
1	No. of Students 440 x \$6,521.00 State Foundation Funding	\$2,869,240.00	
2	No. of Students 440 x \$44.00 Professional Development	\$19,360.00	
3	No. of Students 281 x \$517.00 eligible rate* NSL Funding	\$145,277.00	
4	No. of Students 11 x \$4,305.00 Other: Explain Below	\$47,355.00	
5			
2015-2016			
6	No. of Students 455 x \$6,521.00 State Foundation Funding		\$2,967,055.00
7	No. of Students 455 x \$44.00 Professional Development		\$20,020.00
8	No. of Students 291 x \$517.00 eligible rate* NSL Funding		\$150,447.00
9	No. of Students 11 x \$4,305.00 Other: Explain Below		\$47,355.00
10			
11	Total State Charter School Aid:	<u>\$3,081,232.00</u>	<u>\$3,184,877.00</u>
Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (Specifically Describe)		
15	Tax Revenue over Foundation Funding Amount	\$405,975.90	\$450,000.00
16	Total Other Sources of Revenues:	<u>\$405,975.90</u>	<u>\$450,000.00</u>
17	TOTAL REVENUES:	<u>\$3,487,207.90</u>	<u>\$3,634,877.00</u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	\$228,776.45	\$240,215.27
	Purchased Services - List Vendors Below		
19	V - AD 1		
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	\$12,000.00	\$12,600.00
25	Equipment	\$2,000.00	\$2,100.00
	Other (List Below)		
26	Fees	\$3,000.00	\$3,150.00
27	Travel Expenses	\$8,000.00	\$8,400.00
28			
29			
30			
31	Total Administration:	<u>\$253,776.45</u>	<u>\$266,465.27</u>

Regular Classroom Instruction:		2014-2015 Amount:	2015-2016 Amount:
32	Salaries and Benefits	\$1,303,029.04	\$1,368,180.57
	Purchased Services - List Vendors Below		
33	V - CI 1 63220-Subteach	\$45,000.00	\$47,250.00
34	V - CI 2 63590- Other Services	\$1,500.00	\$1,575.00
35	V - CI 3 63900-Other Purchases Prof. Services*	\$50,000.00	\$50,000.00
36	V - CI 4 *Responsive Ed Solutions, Franklin Covey		
37	V - CI 5 Education and Renzulli		
38	Supplies and Materials	\$115,000.00	\$120,750.00
39	Equipment		
	Other (List Below)		
40	Dues/Fees	\$8,000.00	\$8,400.00
41	Travel Expenses	\$8,000.00	\$8,400.00
42	Misc. Expenses	\$17,000.00	\$17,850.00
43	Technology (Apple Computer Lab)	\$75,000.00	\$75,000.00
44			
45	Total Regular Classroom Instruction:	\$1,622,529.04	\$1,697,405.57
Special Education:			
46	Salaries and Benefits	\$192,100.46	\$201,705.49
	Purchased Services - List Vendors Below		
47	V - SE1 63220	\$7,000.00	\$7,350.00
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54	Travel Expenses	\$200.00	\$210.00
55			
56			
57			
58			
59	Total Special Education:	\$199,300.46	\$209,265.49
Gifted and Talented Program:			
60	Salaries and Benefits	\$24,405.68	\$25,625.97
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials	\$5,000.00	\$5,250.00
67	Equipment		
	Other (List Below)		
68	Travel Expenses	\$2,500.00	\$2,625.00
69	Dues/Fees	\$5,000.00	\$5,250.00
70			
71			
72			
73	Total Gifted and Talented Program:	\$36,905.68	\$38,750.97

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
75	V - ALE1 Fountain Lake/Jessieville	\$26,100.00	\$27,405.00
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)	_____	_____
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$26,100.00</u>	<u>\$27,405.00</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
89	V - ELL1	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)	_____	_____
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	_____	_____

Guidance Services:

102	Salaries and Benefits	\$65,302.12	\$68,567.23
	Purchased Services - List Vendors Below		
103	V - GS1	_____	_____
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	\$300.00	\$315.00
109	Equipment	_____	_____
	Other (List Below)	_____	_____
110	Travel	\$300.00	\$315.00
111	Dues/Fees	\$300.00	\$315.00
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$66,202.12</u>	<u>\$69,512.23</u>

Health Services:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits	\$28,644.00	\$30,076.74
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124	Supplies	\$2,667.00	\$2,800.35
125	Equipment	\$0.00	\$0.00
126	Fees	\$333.00	\$349.65
127	Travel	\$67.00	\$70.35
128	Purchase Services	\$833.00	\$874.65
129	Total Health Services:	<u>\$32,544.00</u>	<u>\$34,171.74</u>

Media Services:			
130	Salaries and Benefits	\$83,119.30	\$87,275.25
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	Supplies	\$11,000.00	\$11,550.00
139	Equipment	\$1,000.00	\$1,050.00
140	Fees	\$2,000.00	\$2,100.00
141	Travel	\$1,000.00	\$1,050.00
142	Purchase Services	\$0.00	\$0.00
143	Total Media Services:	<u>\$98,119.30</u>	<u>\$103,025.25</u>

Fiscal Services:			
144	Salaries and Benefits	\$126,684.54	\$133,018.77
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$126,684.54</u>	<u>\$133,018.77</u>

Maintenance and Operation:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	\$104,966.15	\$110,214.45
	Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1 Custodial Contract	\$97,374.00	\$102,243.00
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials		
165	Equipment		
	Other (List Below)		
166	Purchase Services	\$75,706.00	\$79,491.00
167	Utilities	\$202,333.00	\$212,450.00
168	Supplies	\$30,000.00	\$31,500.00
169	Equipment	\$4,500.00	\$4,725.00
170	Fees	\$1,167.00	\$1,225.00
171	Total Maintenance and Operation:	\$516,046.15	\$541,848.45

Pupil Transportation:			
172	Salaries and Benefits	\$100,561.89	\$105,590.00
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment	\$36,559.00	\$38,387.00
	Other (List Below)		
180	Purchase Services	\$2,833.00	\$2,975.00
181	Rental	\$19,833.00	\$20,825.00
182	Travel	\$267.00	\$281.00
183	Supplies/Diesel	\$45,000.00	\$47,250.00
184	Fees	\$500.00	\$525.00
185	Total Pupil Transportation:	\$205,553.89	\$215,833.00

Food Services:			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1		
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194		\$0.00	\$0.00
195		\$0.00	\$0.00
196		\$0.00	\$0.00
197			
198			
199	Total Food Services:	\$0.00	\$0.00

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits	\$93,396.46	\$98,066.28
	Purchased Services - List Vendors Below		
201	V - DP1 63490-64320	\$10,666.67	\$11,200.00
202	V - DP2 Bandwidth-65331	\$23,680.00	\$24,864.00
203	V - DP3 Travel 65420	\$1,000.00	\$1,050.00
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$82,333.33	\$86,450.00
207	Equipment		
	Other (List Below)		
208	Dues/Fees	\$6,600.00	\$6,930.00
209			
210			
211			
212			
213	Total Data Processing:	<u>\$217,676.46</u>	<u>\$228,560.28</u>
Substitute Personnel:			
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 Subteach	\$64,152.00	\$67,359.60
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$64,152.00</u>	<u>\$67,359.60</u>
Facilities:			
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222			
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year		
231	Total Facilities:		

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
	Debt Expenditures:		
	List Debts Below		
232	_____	\$0.00	\$0.00
233	_____		
234	_____		
	Total Debts:	<u>\$0.00</u>	<u>\$0.00</u>
	 Other Expenditures:		
	List Other Expenditures Below		
235	_____		
236	_____		
237	_____		
238	_____		
239	_____		
240	_____		
241	TOTAL EXPENDITURES:	<u>\$3,465,590.08</u>	<u>\$3,632,621.62</u>
242	 Net Revenue over Expenditures:	<u>\$21,617.82</u>	<u>\$2,255.38</u>

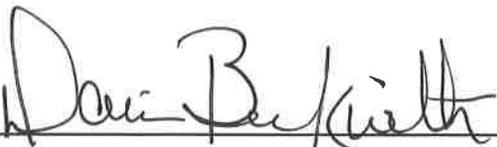
Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**2013 APPLICATION
DISTRICT CONVERSION AND LIMITED
PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

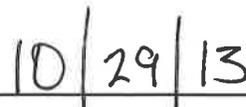
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion or limited public school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion or limited public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion or limited public charter school is ~~subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:~~
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District



Date



Printed Name

APPENDIX C



Fountain Lake School District

Home of the Cobras

[District Information](#) | [CAFETERIA](#) | [Parents & Community](#) | [Resources](#) | [Schools](#) | [Sports Center](#) | [Home](#) | [State-Required Information](#)

Quicklinks

- [Current Openings](#)
- [Faculty Email Access](#)
- [NutriKids - Pay for School Lunches Here](#)
- [Remote Apps](#)
- [State-Required Information](#)
- [High School Student-Parent Handbook 2013-2014](#)
- [Technology SysAid Trouble Ticket](#)
- [2013-2014 FREE AND REDUCED LUNCH APPLICATION](#)
- [GT](#)
- [2013/2014 SCHOOL CALENDAR](#)

Schools

[Fountain Lake Elementary](#)

News

SCHOOL CHOICE INFORMATION

[Regular Board Meeting - November 14th, 2013 @ 5:30PM](#)
Board Room - Administration Bldg

2013/2014 SY CALENDAR

New Online Job Applications

Fountain Lake School now has a fast easy way to submit your job application. Click here to go to the application page.

Snow Bus Routes

Arkansas 21st CCLC Grant Notice

Fountain Lake Elementary applying for Arkansas 21st CCLC Grant Fountain Lake Elementary School is applying for the Arkansas 21st Century Community...

EBD Insurance Presentation

[PUBLIC Meeting on Charter School for Middle School - October 22, 2013 at 6:00 PM](#)
Administration Board Room



Fountain Lake School District

Home of the Cobras

[District Information](#) | [CAFETERIA](#) | [Parents & Community](#) | [Resources](#) | [Schools](#) | [Sports Center](#) | [Home](#) | [State-Required Information](#)

Administration Board Room

4207 Park Ave, Hot Springs, Ar 71901 Ph: 501-701-1700 Fax: 501-623-6447

Public Meeting

Proposed Fountain Lake Middle School Cobra Digital Prep Academy

6:00 p.m.-October 22, 2013

Agenda

- Introduction of Administration
- Explanation of the need for the proposed charter school
- Presentation of the proposed charter school
- Questions and Comments

Minutes

Presentation

Brad Sullivan, Director of Curriculum welcomed guests and introduced administrators. There were fifteen guests present that consisted of parents of middle school students and current students. Mr. Sullivan, Frank Janaskie, Middle School Principal, and Steve Campbell, Middle School Assistant Principal presented information of the need for a change in the way we educate our students as we prepare them for college, career and life after high school. Information presented included data from the NWEA assessment and the district ACT composite from last year. This data showed that our students are lacking in skills that are needed in the 21st century. Also, information was presented on the implementation of the CCSS and the new PARCC assessment and how the proposed charter school structure would create a platform to address these changes. Mr. Sullivan explained how students in the middle school would have extended blocks of time in the morning to teach the core subjects as well as embedding keyboarding, technology and character education. Career focus

units would also be developed and the district would utilize the retirement community in Hot Springs Village to help in exposing the students to specific career fields that are of interest to students. Students, parents, and a school advisor/mentor would develop an personalized learning plan starting at the 5th grade to address the students interest, aptitude and plans for high school and beyond. Additional information was presented on how the new charter school would continue to give students the opportunity to take electives in the afternoon such as choir, band and athletics.

Questions and Comments

Participants asked the following questions:

What will the school day look like and will students be dismissed at 3:30?

How would the charter school address the needs of the low and high performing students?

When will we know if we are approved?

Explain what waivers the district would be seeking and will the school have certified teachers?

What is the difference in the charter school in Arizona, where my husband taught and this model?

What are the plans for the high school if the charter is approved?

Final comments were made by each administrator that included Mr. Campbell sharing how the new charter school will give educators the opportunity to address each student's needs and how that over the years he feels like our current structure has allowed students to fall through the cracks. Mr. Sullivan talked about his experience as a high school principal where students realized during their senior year they did not have the skills needed to pursue a career of choice. He went on to say that he was excited about how the new charter school would help ensure that students were

informed in middle school of the skills that are needed and an individualized learning plan developed to give direction each year in pursuing their career goals. This direction will give students the motivation and confidence to self-guide their life in the 21st century. Mr. Janaskie closed the comments by explaining, how educators have talked about teaching 21st skills for over fifteen years and that this new structure would give us the platform to change the way we are educating our students beginning next year. Mr. Sullivan closed the meeting by stating that there is much planning left to be done before school starts next year and that he invites anyone with questions or concerns to email or come see him. The meeting was adjourned at 7:25 after all questions had been answered and final comments were made.

Fountain Lake School District

CHARTER SCHOOL PUBLIC MEETING

10/22/13
Date

6:00 pm
Time

1. Kenneth K. & Rolanda R. Needles

2. CHAD & JENNIFER Cook

3. Cheryl Mason

4. Tiffany Glover

5. Beeth + Erinn Graves

6. Phonda King

7. E. Westerman

8. Sarae Martin

9. Laura Keese

10. Jackson Keese

11. Donn Brewer

12. Hayley Glover

13. _____

14. _____

15. _____

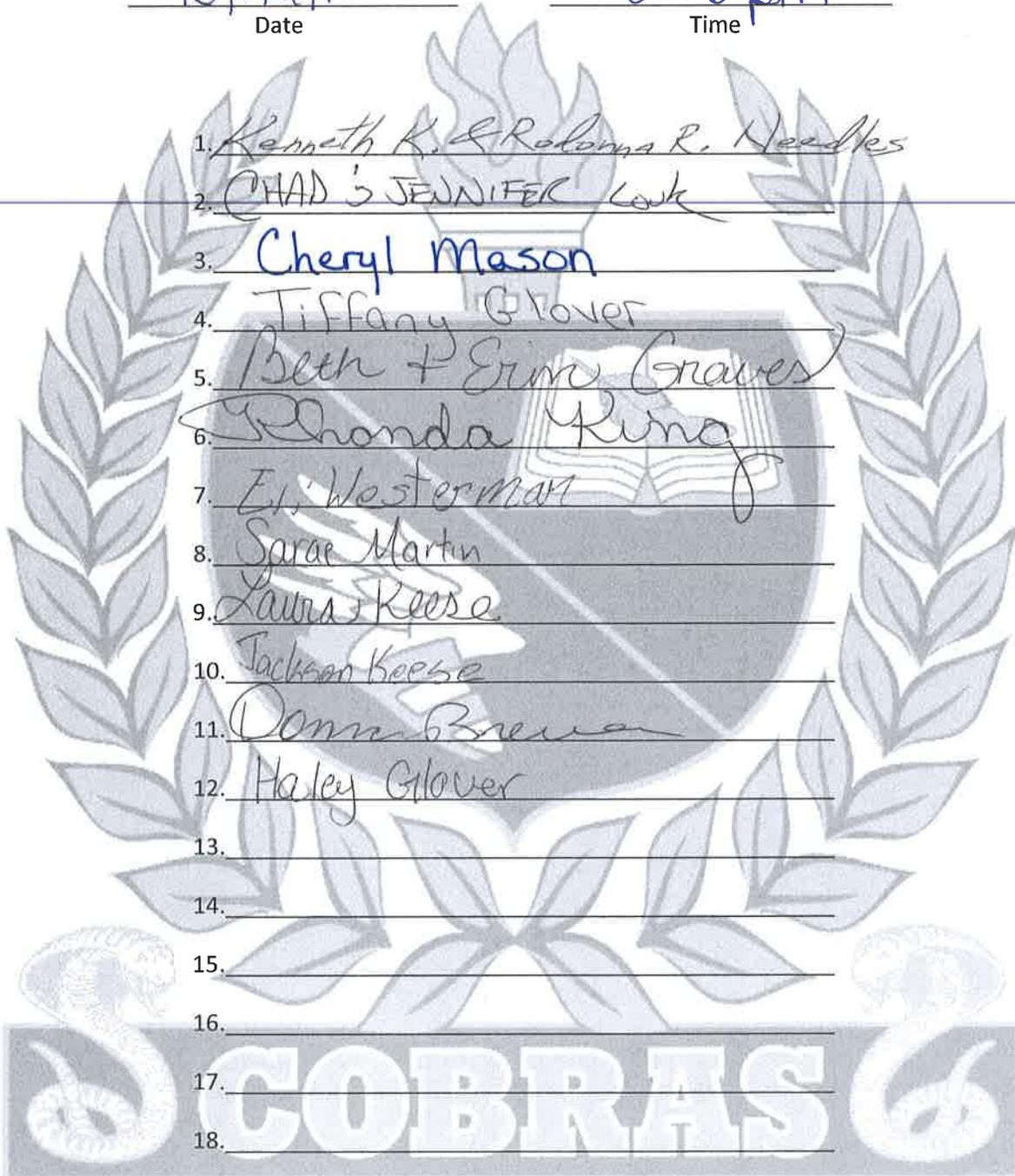
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18. _____

19. _____

20. _____



Fountain Lake School District

SPECIAL/WORKING SESSION MEETING

10/21/13
Date

12:00 pm
Time

1. John D. Lands

2. Becky Fornos

3. Bob McCroskey

4. Akenda Sellers

5. Lisa Clanton

6. [Signature]

7. Stephen C. Campbell

8. Brand Sullivan

9. Dee Beckwith

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

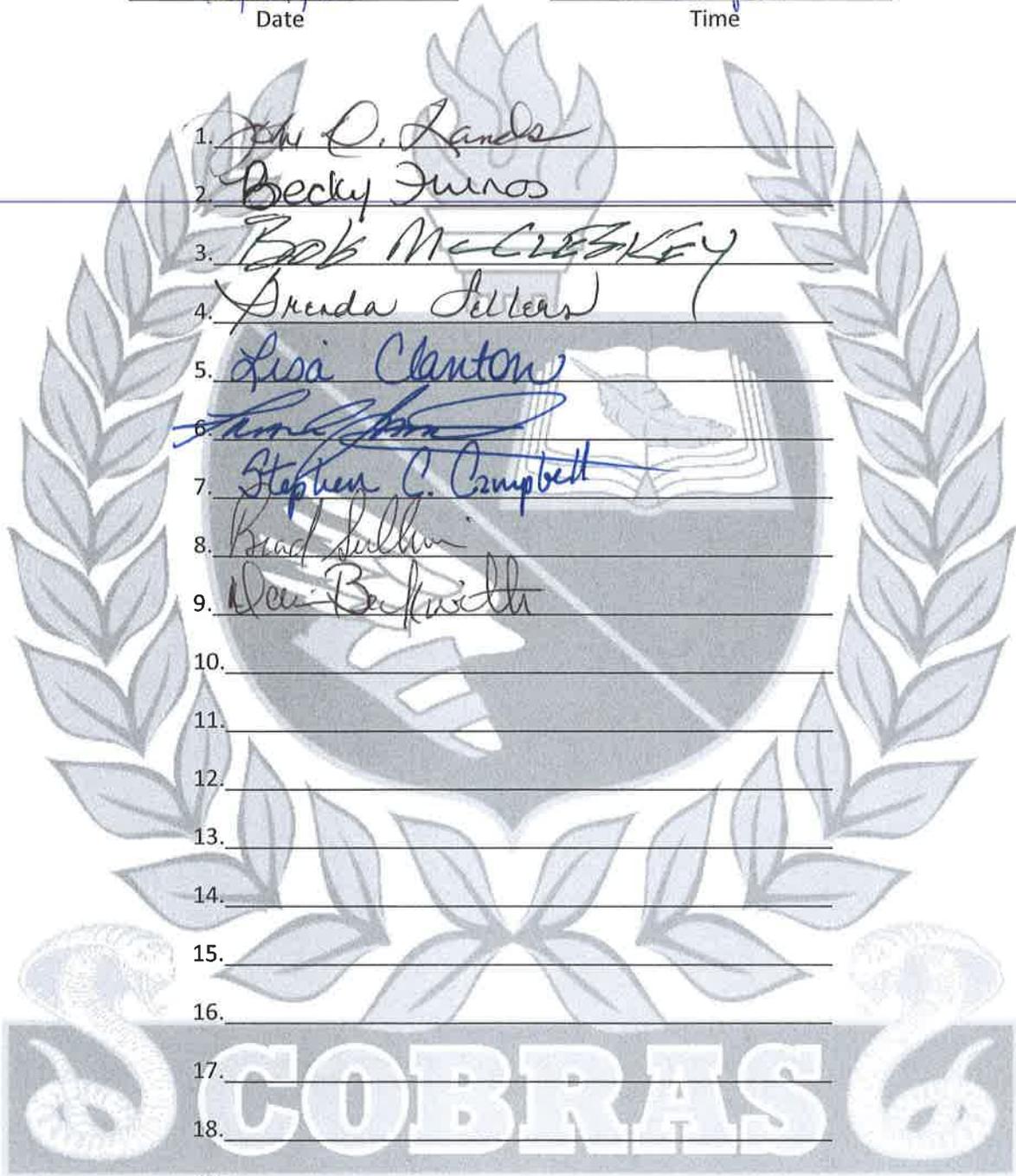
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17. _____

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20. _____



**FOUNTAIN LAKE SCHOOL DISTRICT
BOARD OF EDUCATION AGENDA**

October 21, 2013

12:00 PM

Board Room – Administration Building

Special / Working Session Meeting

ITEM 1: Charter School Application

ITEM 2: Legislative Update

ITEM 3: PARCC Assessment

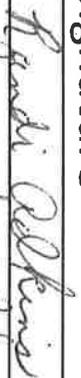
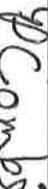
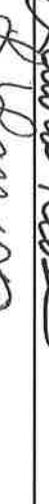
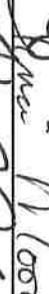
Middle School PLC Agenda

16 October 2013

Charter School

PGP

Wednesday October 16, 2013

Name	Position	Signature
Randi Adkins	5 th Literacy + Soc. St.	
Brandy Blee	10 th Math/Science	
Caren Bowen	8 th Grade Math	
Patrick Combs	Band	
Cindy Crook		
Jake Dettmering	PE/Health / Coach	
Thomas Gilleran	CAREERS	
Tandy Gray		
Jeff Hedges		
Ginger Henson	8 th English	
Becky Hobby		
Jennifer Hughes	7 th Story	
Nancy Hull		
Jeff James		
Laura Keese	5 th -8 th LMS	
Lori Lampo	5 th Math/Sci	
Anne McCallum	Title	
Jewell Miller	6 th Lit.	
Tina Moore	5 th -6 th PE 7 th -Math	
Chris Mungle	PE/Health / Coach	
Barbara Oliver	5 th M/S	
Kim Richard	7 th Science	
Leann Robertson	7 th Lit	
Carol Rocconi		

Jayne Ann Rountree	Jillie T. Math	Jayne Ann Rountree
Chris Schroeder	5-8 Art	Chris Schroeder
Kathleen Scrimshire	6 th Math/Science	6 th Scrimshire
Kalynn Smith	Kalynn Smith	8 th Social Studies
Linda Webb	Linda Webb	Language
Sharon Westerman	Sharon Westerman	5 th SPED
Pam Harshfield	Art. Fac.	Pam Harshfield

District: FOUNTAIN LAKE SCHOOL DISTRICT Superintendent: DARIN BECKWITH
 School: FOUNTAIN LAKE MIDDLE SCHOOL Principal: FRANK JANASKIE
 LEA: 2602007 Grades: 05-08
 Address: 4207 PARK AVE. Enrollment: 414
 HOT SPRINGS, AR 71901 Attendance (3 QTR AVG): 97.61
 Phone: 501-701-1730 Poverty Rate: 58.21

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

ACHIEVING

ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	422	424	99.53	444	446	99.55
Targeted Achievement Gap Group	276	278	99.28	284	286	99.30
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	10	10	100.00	10	10	100.00
Hispanic	23	23	100.00	24	24	100.00
White	363	365	99.45	383	385	99.48
Economically Disadvantaged	254	256	99.22	262	264	99.24
English Language Learners	16	16	100.00	17	17	100.00
Students with Disabilities	60	60	100.00	60	60	100.00

STUDENT PERFORMANCE -- LITERACY

ACHIEVING

ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY			GROWTH PERFORMANCE -- LITERACY		
	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage
All Students	320	388	82.47	294	355	82.82
Targeted Achievement Gap Group	190	249	76.31	182	233	78.11
Three Year Average Performance	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage
All Students	924	1140	81.05	866	1057	81.93
Targeted Achievement Gap Group	534	722	73.96	511	672	76.04
ESEA Subgroups	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage
African American	5	8	62.50	6	7	85.71
Hispanic	18	22	81.82	17	20	85.00
White	276	334	82.63	251	305	82.30
Economically Disadvantaged	180	228	78.95	175	219	79.91
English Language Learners	12	16	75.00	12	14	85.71
Students with Disabilities	22	56	39.29	18	43	41.86

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT		STATUS PERFORMANCE -- MATHEMATICS				GROWTH PERFORMANCE -- MATHEMATICS			
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
ESEA Flexibility Indicators	327	410	79.76	79.59	92.00	258	355	72.68	78.69	81.00
All Students	189	257	73.54	77.36	92.00	154	233	66.09	75.97	81.00
Targeted Achievement Gap Group	994	1260	78.89	79.59	92.00	773	1059	72.99	78.69	81.00
Three Year Average Performance	575	781	73.62	77.36	92.00	453	674	67.21	75.97	81.00
All Students										
Targeted Achievement Gap Group										
ESEA Subgroups										
African American	5	8	62.50	66.67	2013 AMO	5	7	71.43	2013 AMO	66.67
Hispanic	19	23	82.61	77.28		16	20	80.00		70.59
White	282	354	79.66	79.50		218	305	71.48		78.48
Economically Disadvantaged	181	236	76.69	79.08		149	219	68.04		77.50
English Language Learners	14	17	82.35	62.97		12	14	85.71		62.97
Students with Disabilities	20	56	35.71	51.83		12	43	27.91		48.72

Report created on August 15th, 2013 - 11:00AM

District: FOUNTAIN LAKE SCHOOL DISTRICT
 School: FOUNTAIN LAKE SCHOOL DISTRICT
 LEA: 2602000
 Address: 4207 PARK AVE.
 HOT SPRINGS, AR 71901
 Phone: 501-701-1700

Superintendent: DARIN BECKWITH
 Principal:
 Grades: K-12
 Enrollment: 1284
 Attendance (3 QTR AVG): 95.48
 Poverty Rate: 56.85

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	717	726	98.76	717	726	98.76
Targeted Achievement Gap Group	441	448	98.44	462	470	98.30
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	12	12	100.00	11	12	91.67
Hispanic	37	37	100.00	37	37	100.00
White	618	626	98.72	615	623	98.72
Economically Disadvantaged	410	417	98.32	431	439	98.18
English Language Learners	22	22	100.00	24	24	100.00
Students with Disabilities	90	91	98.90	91	92	98.91

STUDENT PERFORMANCE – LITERACY

LITERACY STATUS: ACHIEVING

ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY			GROWTH PERFORMANCE -- LITERACY		
	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage
All Students	555	670	82.84	360	443	81.26
Targeted Achievement Gap Group	306	403	75.93	218	284	76.76
Three Year Average Performance	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage
All Students	1592	1943	81.94	1078	1311	82.23
Targeted Achievement Gap Group	896	1184	75.68	646	834	77.46
ESEA Subgroups	# Achieved	# Tested	Percentage	# Achieved	# Tested	Percentage
African American	7	10	70.00	6	7	85.71
Hispanic	27	34	79.41	20	24	83.33
White	482	578	83.39	311	385	80.78
Economically Disadvantaged	291	373	78.02	209	267	78.28
English Language Learners	16	22	72.73	14	17	82.35
Students with Disabilities	34	86	39.53	22	52	42.31

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		NEEDS IMPROVEMENT		STATUS PERFORMANCE -- MATHEMATICS				GROWTH PERFORMANCE -- MATHEMATICS			
		# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
ESEA Flexibility Indicators		554	665	83.31	82.05	92.00	320	443	72.23	77.64	81.00
All Students											
Targeted Achievement Gap Group		326	420	77.62	79.58	92.00	188	284	66.20	74.91	81.00
Three Year Average Performance											
All Students		1754	2162	81.13	82.05	92.00	950	1313	72.35	77.64	81.00
Targeted Achievement Gap Group		1027	1338	76.76	79.58	92.00	563	836	67.34	74.91	81.00
ESEA Subgroups					2013 AMO					2013 AMO	
African American		6	10	60.00	79.17		5	7	71.43	58.33	
Hispanic		29	34	85.29	78.26		20	24	83.33	71.02	
White		445	542	82.10	81.86		274	385	71.17	77.41	
Economically Disadvantaged		314	392	80.10	81.02		181	267	67.79	77.15	
English Language Learners		20	24	83.33	77.28		15	17	88.24	70.24	
Students with Disabilities		37	87	42.53	58.73		18	52	34.62	45.83	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT		2012 SCHOOL GRADUATION RATE			
		# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL	
ESEA Flexibility Indicators		83	93	89.25	86.25	94.00	
All Students							
Targeted Achievement Gap Group		27	35	77.14	83.33	94.00	
Three Year Average Performance							
All Students		246	298	82.55	86.25	94.00	
Targeted Achievement Gap Group		83	109	76.15	83.33	94.00	
ESEA Subgroups					2012 AMO		
African American		2	2	100.00	100.00		
Hispanic		4	5	80.00	72.23		
White		75	84	89.29	85.96		
Economically Disadvantaged		25	32	78.12	84.85		
English Language Learners		0	1	0.00			
Students with Disabilities		5	7	71.43	73.96		

Fountain Lake School District

Darin Beckwith • Superintendent

September 23, 2011

ABC Administration
1515 West 7th Street
Suite 503
Little Rock, AR 72201

RE: Application – Dollar General Store #12461

Please accept this document as a formal letter of opposition to the application made by Dollar General Store #12461 at 4310 Park Avenue, Hot Springs, AR 71901. As the representative for the Fountain Lake School Board, we declare our opposition to the granting of this license request due to the potential negative impact relating to the store's proximity to Fountain Lake School's location and population. While we appreciate the location of this store for many reasons – including convenience and value, we are equally concerned about the safety of our students.

Please review our request and notify us of your decision when it does come available. Should you have any questions or need further information, please do not hesitate to contact me at the number below. Thank you in advance for your help in this matter.

Sincerely,



Darin Beckwith
Superintendent

DB:cs





STATE OF ARKANSAS
ALCOHOLIC BEVERAGE CONTROL DIVISION

1515 West 7th Street, Suite 503
Little Rock, Arkansas 72201
Telephone (501) 682-1105
Fax (501) 682-2221

Michael W. Langley
Director

Donald R. Bennett
Attorney

Milton R. Lueken
Attorney

March 9, 2012

BOARD MEMBERS:

Thomas P. Powell, Jr., Chairman
Ron Fuller
Tony Ellis
Jean Hervey
Martin B. Silverfield

Mr. Darin Beckwith, Superintendent
Fountain Lake School District
4207 Park Avenue
Hot Springs, Arkansas 71901

Dear Mr. Beckwith:

In reviewing the file on Michael Anderson, d/b/a Dollar General Store #12461, 4310 Park Avenue, Fountain Lake, we find that you have voiced objections to his application for a retail beer permit.

We have scheduled a hearing before the Alcoholic Beverage Control Board on this matter for Wednesday, March 21, 2012, at the hour of 11:00 a.m., in the Fifth Floor Conference Room of the 1515 Bldg., 1515 West 7th St., Little Rock, Arkansas. It would be helpful in the Board's determination if you or a representative could appear at this hearing and state your reasons why this application should not be approved.

Documents may be submitted into the record as exhibits at the hearing, and should consist of an original and six (6) copies in order to facilitate Board Member review.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael W. Langley".

Michael W. Langley, Director
Alcoholic Beverage Control Division

MWL/jkc

Fountain Lake School District

Darin Beckwith • Superintendent

March 13, 2012

State of Arkansas
Alcoholic Beverage Control Division
1515 West 7th Street
Suite 503
Little Rock, AR 72201

RE: HEARING – Michael Anderson d/b/a Dollar General Store #12461

We are in receipt of the letter of notice for the hearing on the application for a retail beer permit for the Dollar General Store #12461. The letter states that the hearing is scheduled for March 21, 2012. Due to the short notice of the scheduled hearing and the fact that all public schools in Arkansas will be on Spring Break, (i.e.-vacation plans have been made well in advance) we will be unable to attend the hearing.

We would like to submit a copy of our original letter of opposition and hope this information alone will suffice in having this application denied. We are sorry for any inconvenience this may have caused.

Sincerely,



Darin Beckwith
Superintendent

DB:cs

