



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Fountain Lake Charter High School _____

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
2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Fountain Lake Charter High School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 800

Name of School District: Fountain Lake School District

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 17, 2015

Name of Superintendent: Darin Beckwith

Address: 4207 Park Avenue City: Hot Springs, AR

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

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission statement of the Fountain Lake Charter High School is "Graduate Every Student Prepared For Success".

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

Applicant Response:

- FLCHS students will be engaged in career pathways.
- Employability skills will be embedded into instruction.
- Every student will have a Personalized Success Plan (PSP).
- Students will earn college hours, industry certificate or both while in high school.
- Student will experience work-based learning that leads to life-long earning potential, future workforce development and economic benefits.

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.

Applicant Response:

Twenty-five people participated in a public meeting at Fountain Lake High School on August 25, 2014. Donald Westerman, High School Principal, presented the proposed charter to the assembly (See attached Power Point) Following the presentation, several patrons asked questions and made comments about the proposed charter. Darin Beckwith, Superintendent of Schools, Brad Sullivan, Director of Curriculum and Mr. Westerman fielded the questions and responded to comments. The majority of questions focused on curriculum, guidance and the development of the pathways to be included in the charter. Most comments were very supportive of the school's efforts to address needs of students. Some participants were enthusiastic about the possibility of the district creating a seamless transition from the Cobra Digital Academy to high school and beyond. Many comments from both parents and school personnel focused on the realization that change is needed and that students deserve the opportunities for success beyond high school that the proposed charter will create.

See Appendix "A" for school personnel meeting and power point.

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.

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

Applicant Response:

The mission statement of the Fountain Lake Charter High School is “Graduate Every Student Prepared For Success”.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Fountain Lake School District		
District Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	82.84	84.36	89.25
Targeted Achievement Gap Group	75.93	79.15	77.14
African American	70.00	60.00	
Hispanic	79.41	85.29	
White/Caucasian	83.42	83.43	89.29
Economically Disadvantaged	78.02	81.38	78.12
English Language Learners/ Limited English Proficient	72.73	83.33	
Students with Disabilities	39.53	50.57	

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Fountain Lake School District		
Campus Name	Fountain Lake High School		
Grade Levels	9-12		
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	76.00	89.04	89.25
Targeted Achievement Gap Group	59.09	85.45	77.14
African American			
Hispanic			
White/Caucasian	76.14	90.00	89.29
Economically Disadvantaged	60.98	86.54	78.12
English Language Learners/ Limited English Proficient			
Students with Disabilities		80.00	

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Jessieville School District		
Campus Name	Jessieville High School		
Grade Levels	9-12		
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	60.66	60.47	83.95
Targeted Achievement Gap Group	46.67	54.02	82.14
African American			
Hispanic		57.14	
White/Caucasian	60.00	59.77	84.51
Economically Disadvantaged	42.86	55.29	84.91
English Language Learners/ Limited English Proficient			
Students with Disabilities		33.33	84.62

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Fountain Lake School District		
Campus Name	Fountain Lake Middle School		
Grade Levels	5-8		
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	82.47	79.76	
Targeted Achievement Gap Group	76.31	73.54	
African American			
Hispanic	81.82	82.61	
White/Caucasian	82.69	79.72	
Economically Disadvantaged	78.95	76.69	
English Language Learners/ Limited English Proficient	75.00	82.35	
Students with Disabilities	39.29	35.71	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Fountain Lake High School is a traditional, comprehensive high school serving 425 students in grades 9-12 located in rural Garland County, Arkansas. The student population is 88 percent white, three percent black, five percent Hispanic and four percent other. 63 percent of FLHS students receive free or reduced lunches and ten percent are special needs.

As a participant in the Voluntary Universal ACT Assessment Program, FLHS gives the ACT test to all juniors during the spring semester. ACT data shows that only 17 percent of the FLHS graduating seniors in 2014 met all four of the ACT College and Career Readiness benchmarks. Only about a third of FLHS students met the math benchmark with half meeting the English benchmark. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college course.

Sixty percent of last year's graduating class was pulled in a random sample and given the High Schools That Work Assessment in the spring of 2014. This assessment showed it was discovered that only 40 percent of those taking the assessment met SREB's criteria for the HSTW Award of Educational Achievement (score at or above SREB's readiness goals in reading, mathematics and science on the HSTW Assessment and complete a college-preparatory curriculum consisting of at least two of the following: four courses in college-preparatory English/language arts, four courses in college preparatory mathematics and three courses in science with at least two courses at the college-preparatory level, and completion of a career/technical, mathematics/science or humanities concentration).

The Class of 2013 had 47 Career and Technical Program Completers. A follow-up survey in the fall of 2013 found 44 percent enrolled in post-secondary studies, 9 percent enlisted in the military, 11 percent employed in their field of study and 36 percent either unemployed or employed in a field outside their field of study.

The data emphasizes that Fountain Lake students need to be better prepared for entering college or the workplace upon graduation. We believe a hands-on, authentic approach to school will contribute to students being motivated to attain college and career readiness. We believe that as students select a career path of focus, are exposed to professionals working in the field and become engaged in "real-world" job activities, they will find

a purpose to school and improved academic performance. This model will not only provide rigorous course opportunities but also real-life application experiences. In order to implement this model, FLHS needs flexibility granted through waivers. Research supports that when students are actively engaged, true learning occurs. The Fountain Lake High School team believes in every student, every day. In order to move to the next level of educational personalization, flexibility is vital. Becoming a conversion charter will allow for the flexibility to meet each student's needs. We believe this approach will not only provide our students with a value-added high school diploma (college credit or certifications) , but will also assist them in making community connections that will put them a step ahead in their next phase of life.

If the requested waivers for embedding Oral Communications and Health standards into other classes are granted, additional time will become available for FLCHS students to participate in career pathway specific coursework.

Many students do not realize until the third year of college that their career choice is not good for them. Our career pathway based model, flexibility of scheduling, providing internship opportunities and embedding coursework experiences will assist our students in discovering those professions that are a good fit.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Data examined from border district high schools revealed that each school has an overall NEEDS IMPROVEMENT on ESEA Report.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

As we work toward graduating all students, prepared for success at the next level, we must ask ourselves what is success and what is the next level. Students in the traditional high school are often caught between a set of standards that teach and measure one set of skills while a rapidly evolving workplace that demands another. In considering success at the next level, we must take into account the needs of a changing workforce. FLCHS will utilize career pathways to provide the knowledge and skills necessary to increase college and career success. Each career pathway will follow the broad structure of the 16 career clusters identified by The Arkansas

Department of Workforce Education and organized in the National Career Clusters Framework®. FLCHS Career Pathways will be distinguished by a three part framework:

1. The Secondary Pathway(grades 9-12) component:

- Meet Arkansas academic standards
- Meet postsecondary (college) entry/placement requirements.
- Provide foundation knowledge and skills in a chosen career cluster.
- Provide opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.

2. The Postsecondary Pathway component provides:

- Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.
- Alignment and articulation with baccalaureate programs.
- Industry-recognized skills and knowledge in each cluster area.
- Opportunities for placement in the chosen career clusters at multiple exit points.

3. The Pathway Partnerships

- Collaboration between FLCHS faculty, business/industry partners, and post-secondary partners in planning as well as decision-making.
- Ongoing dialog between secondary, postsecondary, and business partners will assist in determining course offerings, course content and learning outcomes.

Employability skills will be embedded into instruction. Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called employability skills. Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors their skills will be embedded into instruction. These same skills are necessary for completion of coursework at the postsecondary level and have a number of names -- soft skills, workforce readiness skills, career readiness skills. They all speak to the same set of core skills necessary for long-term success in career and/or college.

As FLCHS works to make sure all students graduate prepared, student buy-in is critical. It is our belief that well-developed career pathway courses will enable and encourage all students to:

- Discover if they enjoy doing the work that high-skill and middle-skill workers often do in particular career pathways.
- Deepen understanding of literacy, mathematics and science concepts by completing authentic projects.
- Increase motivation to take and succeed in advanced mathematics and science courses.
- Identify and explore newfound academic interests and pursuits.
- Complete an accelerated program of study with projects collaboratively planned and supported by academic and elective teachers.
- Deliver a fresh context for learning by using authentic, project-based experiences that allow students to develop the habits and behaviors of highly skilled and qualified workers.

Every FLCHS student will have a Personalized Success Plan (PSP). A PSP is a map of the pathway a student needs to follow to achieve learning goals commensurate with standards expected for all students. A PSP describes a clear destination for the student in terms of goals for learning. The PSP identifies the potential obstacles that might impede student attaining their goals, and charts assists in overcoming those obstacles. Fountain Lake Charter High School will develop strong partnerships with both business/ industry and higher education. Business/industry will initially be asked to serve in an advisory role as career pathways are developed and implemented. Eventually they will be invited to serve as training partners for internship placements. It is the goal of FLCHS that each student experience work-based learning that leads to life-long earning potential.

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, 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.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Meet or exceed the state average in ELA on the PARCC assessment	PARCC	Meet or Exceed State Average	Annually
Increase the number of students participating in internships	PSP – Personalized Success Plan documentation	Increase 3%	Annually
Meet or exceed the state average in Mathematics on the PARCC assessment	PARCC	Meet or Exceed State Average	Annually
Increase the number of students who earn college hours, or complete a program of study	PSP – Personalized Success Plan documentation	Increase 3%	Annually
Increase the number of students who reach all 4 college/career benchmarks	ACT	Meet or exceed National Average	Graduating Class of 2020

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Fountain Lake Charter High School will always set goals to meet or exceed those set by the state as demonstrating mastery. The district has an ongoing process of examining teacher and student accountability with the use of data-driven information. PARCC assessments will be used to measure the academic performance of students.

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

Applicant Response:

The Fountain Lake Middle School Cobra Digital Prep Academy opened in the Fall of 2014 with a mission to provide students with the knowledge and skills to prepare for high school, college and career success. The Fountain Lake Charter High School will provide a seamless transition from middle school to secondary school for those students who have developed and are immersed in a Personalized Success Plan. FLCHS will provide opportunities for an authentic academic experience to insure success in those plans. This authentic academic experience will be built on five pillars:

FLCHS students will be engaged in career pathways.
Employability skills will be embedded into instruction.
Every student will have a Personalized Success Plan (PSP).
Students will earn college hours, industry certificate or both while in high school.
Students will experience work-based learning that leads to life-long economic benefits.

A curriculum model like the Southern Regional Education Board's Advanced Careers will be utilized to ensure FLCHS students are being taught the correct content at a rigorous level. Advanced Careers is an academically rigorous, career focused curriculum, that shows students how learning connects to life and work outside the schoolhouse walls. Hands-on, minds-on projects where students test-drive careers in high-demand fields while they learn rigorous academic math, science, reading, writing, and technical skills are the hallmark of the Advanced Careers Curriculum.

Advanced Careers is currently available in four course sequences that cover a wide array of high demand, high skill career pathways. These sequences include: Aerospace Engineering, Innovations in Science and Technology, STEM Education and Training, Integrated Production Technologies, Informatics, Global Logistics,

Project Management, Automated Materials Joining Technologies, Health Informatics, Clean Energy Technology and Energy and Power.

After reviewing the trends in career interests and aptitudes, we believe an initial career pathway for FLCHS will come from the Health Science Career Cluster. The ACT Profile for the Class of 2014 revealed that 30 percent were interested in or had plans to earn a living in the medical professions. As students explore career pathways at the Cobra Digital Academy through Project Lead the Way's Launch program, many will develop an interest in the medical professions. Project Lead the Way's Biomedical Sciences program would be a natural transition for students moving from the Digital Academy to FLCHS.

Administrators and faculty at National Park Community College have agreed to further develop a strong partnership with Fountain Lake School District. NPCC will provide the opportunity for students to receive college credit for Advanced Placement coursework as well as providing more opportunities for FLCHS students to be enrolled in concurrent credit courses while in high school. FLCHS students will have the opportunity to receive Industry Certifications while enrolled at FLCHS and National Park Technology Center. FLCHS and NPTC will focus efforts to develop adult career training opportunities through a satellite campus on the FLCHS campus as well as traditional enrollment in on-site post-secondary training partnerships.

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Fountain Lake High School is a traditional, comprehensive high school serving 425 students in grades 9-12 located in rural Garland County, Arkansas. The school has undertaken a comprehensive restructuring of its curriculum in this charter application and would not be able to meet the needs of students and the workforce unless the waivers requested are granted. The greater flexibility would allow for the establishment of a comprehensive restructuring effort focusing on establishing and implementing career pathways for every student.

Many of our students do not attend college or receive training after high school. A significant number of our students enter the workforce before completing a post-secondary degree. Current data serves to identify the need for existence of a charter school that is able to assist students to acquire the real-world skills necessary to find success in a career.

Business and industry in our region is seeking individuals to fill vacancies. They are recruiting potential employees who are ready to make an immediate impact within their companies. Colleges and Universities are also looking for students who are leaving high school prepared for success. By creating personalized success plans for each student, the Fountain Lake Charter High School will be able to guide all students down a well-defined, broad career pathway. Students graduating from FLCHS will do so with goals, a plan and the skills to be successful in the first two years following high school graduation.

Fountain Lake is examining a variety of innovative curriculum models to be utilized in the Fountain Lake Charter High School. These models include Advanced Career from SREB, Project Lead the Way, Curriculum for Agriculture Science Education and the EAST Core Initiative. The adoption of new curricula will always be accomplished after making modifications that personalize it for our school and community.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A) Employing Personnel: Fountain Lake is seeking autonomy in the form of flexibility. Fountain Lake is working to partner with community and business leaders in order to offer student authentic instruction in specialty areas. In order to do this, the school needs the ability to hire skilled instructors regardless if they are Arkansas licensed.

B) Developing and controlling the charter school budget: Fountain Lake currently operates under site based budgets. Building level principals already have the ability to approve needed purchases. With the process already in place, Fountain Lake administrators are well equipped to utilize the autonomy of the charter budget to allocate resources to the area of greatest need.

C) Managing day-to-day charter school operations: Fountain Lake has a highly qualified, dedicated high school administration team already in place to manage the day to day operations. The principal and assistant principal will share the responsibilities of overseeing finances, discipline, evaluating faculty and facilities. In addition to the two building administrators, an instructional facilitator will oversee the project based instruction and the Development Facilitator will oversee the student internship placements. The guidance counselor and the Career Development Facilitator will lead a team of teachers serving as senior project advisors, assisting them as needed with career exploration, administration of student interest instruments and college applications.

D) Developing and controlling the school calendar: Fountain Lake High School being part of a K-12 district on one campus, sharing transportation, will not have as much autonomy in the school calendar. However, a flexible time within the school day will be the key to meeting the diverse needs of high school students. Exploration of early morning and evening classes would allow for more instruction conducive to student participation with college classes and internships. This type of scheduling could vary from year to year based on the needs of the current students.

E) Other areas of autonomy to be afforded to the charter:

Fountain Lake's autonomy will come in the form of flexibility. This flexibility will allow Fountain Lake High School to partner with the community college, other technical schools and local area businesses. This partnership will allow local professionals to instruct when needed and will allow students to spend time off campus for internship experiences.

8. 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 High School plans to utilize their parental advisory panel and licensed staff to develop goals and evaluate the school improvement plan to be submitted to ADE. Each year this group will determine needs, set goals and analyze results. These will be the stakeholder groups that will participate in the development and implementation of the ACSIP plan that also includes specific target groups (TAGG), Wellness and ELL.

- 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:

Fountain Lake High School will implement strategies such as project based learning (PBL) and leadership education to improve student learning which will increase student achievement. PBL will not only give the instructors a method to meet the Common Core State Standards but will allow for embedded authentic learning experiences for the students of FLHS. This program will not only give teachers and students flexibility to connect learning to work, but will also allow time to focus on ACT prep, concurrent coursework and AP coursework, thus preparing our students for success beyond high school.

9. Describe the process that will be used to ensure curriculum alignment 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:

A foundational piece of the Fountain Lake Charter High School will be the development of partnerships between the high school and industry and between the high school and post-secondary educational institutions. These partnerships will lay the ground work for each student to begin the high school experience focused on a 4+2 model. This model will consist of each student spending four years of high school immersed in a career focused pathway followed by two more years of career preparation beyond high school. The success of students moving into the two year post-high school experience is incumbent on students being college and career ready.

Arkansas has adopted the Common Core State Standards as the standard curriculum designed to move students to college and career readiness. Fountain Lake School District has adopted and implemented the CCSS. At FLHS, implementation of the standards is monitored closely during teacher team meetings, classroom observations and through formative assessments. The school district has contracted with the Arkansas Advanced Initiative for Math, English and Science to begin the process of vertical alignment of the district's science curriculum. Additionally, a project based instructional facilitator has been employed to assist FLHS staff develop Project Based Lessons aligned to the Common Core State Standards and the Arkansas Curriculum Frameworks.

FLCHS will partner with providers offering rigorous project based curriculum, professional development and instructional strategies aligned to Arkansas Curriculum Frameworks and Common Core State Standards. The Buck Institute for Education, Project Lead the Way, Cambridge Educational Services, Boy's Town and Southern Regional Education Board are organizations that have been identified as possible partners in the FLHS charter process.

10. 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:

The Fountain Lake Charter High School guidance program will maintain the focus on each student's Personalized Success Plan started at the Fountain Lake Middle School Digital Prep Academy. The digital PSP will follow each student to the high school where the college and career ready component will be recognized during the junior and senior years. The FLCHS guidance counselor and Career Development Facilitator will track each student's progress in the PSP and assist them in monitoring the acquisition of graduation requirements, college readiness, concurrent course work, career direction, community service involvement and all other options, such as internships and job training opportunities, available to the students

B) Health services;

Applicant Response:

Fountain Lake School District has a full time registered nurse that will continue to serve as full time nurse for Fountain Lake Charter High School.

C) Media center;

Applicant Response:

Fountain Lake High School currently houses a well-equipped media center containing a computer lab and multiple resources for student use. Fountain Lake Charter High School will continue to make use of the media center. In addition to the school media center, each classroom will serve as a media center with the use of technology (through chromebooks, interactive white boards and other resources) across the curriculum.

D) Special education;

Applicant Response:

Fountain Lake High School provide many opportunities to ensure that children with disabilities have the opportunity to receive a free appropriate public education in the least restrictive environment. Within the construct of the curriculum laid out for the Fountain Lake Charter High School, students with special needs would continue to thrive and operate within those proven effective settings and in methods that will be conducive to learning as laid out by the individualized education plan (IEP). Co-taught classes have proven effective in the past and will continue to be provided in the future. Students in need of more intensive services will be provided in-depth support, additional resources and classes that assist with the project assignments in other classes.

E) Transportation;

Applicant Response:

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

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Fountain Lake Charter High School will house its alternative education program on the campus of the Fountain Lake High School. Students will be assigned to the ALE based on academic need. Placement preference will be given to students who are chronologically juniors and seniors behind in credits to graduate. Teachers in the alternative education program will be trained to deliver instruction in non-traditional formats including Project Based Learning and digital courses.

G) English Language Learner (ELL) instruction

Applicant Response:

The Fountain Lake School District recognizes the opportunities for differentiated instruction that can be provided through the Fountain Lake Charter High School for students who are English Language Learners. ELL services which are appropriate for the needs of students enrolled and are in accordance with each student's ELL program will be provided. One Highly Qualified ELL teacher will continue to provide services. The district and the FLCHS will comply with all aspects of ELL regulations.

H) Gifted and Talented Program.

Applicant Response:

A wide array of Advanced Placement courses will be offered and GT Students will be encouraged to engage in enrichment projects by a campus GT facilitator.

11. 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:

At the conclusion of the school year, a report outlining progress toward meeting the mission of the charter will be published on the district webpage and made available in paper form to all patrons.

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

Applicant Response:

All high school aged students living within the boundaries of the Fountain Lake School District who meet requirements set forth by the State of Arkansas will be served.

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

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Darin Beckwith, Superintendent, Brad Sullivan, Director of Curriculum, and the district administration support staff have been involved in the planning and implementation process of the Fountain Lake Middle School Cobra Digital Prep Academy.

14. 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:

I. Superintendent (District Administrator) Responsibilities:

- Act as chief executive officer of the district and carry out the district's mission.
- Make recommendations to the school board for hiring and terminating faculty and staff.
- Carry out evaluations as set forth by the state-adopted principal evaluation system (LEADS).
- Monitor the status of resources in order to fulfill the district mission.
- Prepare an annual budget to be presented to the board.
- Ensure building maintenance and safety as well as oversee custodial services.

Qualifications: The qualifications of superintendent will meet state requirements for a district level administrator and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education

II. Assistant District Administrators Responsibilities:

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

Qualifications: The qualifications of assistant district administrators will meet state requirements for a district level administrator and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education

III. Administrator (Building Administrator) Responsibilities::

- 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.
- Prepare an annual budget to be presented to the board.
- Ensure building maintenance and safety as well as oversee custodial services.
- Oversee the implementation for the curriculum.
- Monitor student academic achievement regularly.

Qualifications: The qualifications of an administrator will meet state requirements and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education.

IV. Assistant Administrators 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.

Qualifications: The qualifications of an assistant administrator will meet state requirements and have significant, substantive and strong experience in education and an advanced terminal degree in the field of education.

V. Counselor Responsibilities:

- Provide academic, social and emotional supports.
- Disseminate and clarify graduation requirements.
- Coordinate post-secondary opportunities.
- Coordinate internship opportunities in conjunction with seminar classes and school leadership.
- Aid in student scheduling and creating of master schedule and course catalog.

- Facilitate state-mandated assessments.

Qualifications: The counselor qualifications will be a Master's degree and experience within the field of education.

VI. Instructional Facilitator Responsibilities: (included in teacher salary on budget)

- On-going professional development for teachers.
- Provide demonstrations to strengthen the instructional process.
- Provide content development for teachers in regards to technology.
- Plan and conduct professional team meetings.
- Collect data, analyze results, and report findings.
- Evaluate student achievement and assist with placing students in appropriate intervention and support services.
- Identify needs and make recommendations for appropriate materials.
- Meet regularly with the principal to report on progress and plan next steps.
- Network with other district instructional facilitators, co-op specialists and trainers in developing, researching, and implementing programs and to further develop their own knowledge, skills, and confidence.

VII. Career Development Facilitator:

- Support Career and Technical Education (CTE) and coordinate career development services for students participating in CTE.
- Works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services.
- Facilitates linkages with parents, business/industry, postsecondary institutions and community organizations to support students' transition to postsecondary education and employment.

VIII. Teacher Responsibilities:

- Conduct classroom instruction.
- Work collaboratively with colleagues to plan and teach courses.
- Maintain an atmosphere conducive to learning.
- Reach as many different levels and kinds of learners as possible.
- Attend professional development, implement new learning and share with colleagues.
- Continually teach, assess and modify for each student.

15. 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

16. 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 High School currently serves approximately four hundred twenty (425) students in grades nine (9) through twelve (12). The current high school facilities containing 9 permanent buildings with 128,160 square feet will continue to serve students after the conversion to a charter school.

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:

See Attached Appendix "D"

17. 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 Charter High School will utilize existing school facilities, staff, National School Lunch Program and other federal nutrition programs.

18. 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:

Parents, guardians and other community members will play a key role in the development and implementation of Fountain Lake Charter High School's educational programs. FLCHS will include parents and guardians in developing each student's personalized success plan. Parents and guardians will be involved in making decisions about Career Pathways and course selection inside the Career Pathway.

Other members of the community will be asked to serve in an advisory capacity for different program areas. FLCHS will actively seek the input of community members who have been recognized as leaders in business, industry, education and service to serve on Career Pathway specific advisory panels. The input of these community members will influence course offerings and course content.

19. 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:

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

The Fountain Lake School District is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation) to its seventh (7th) and eighth (8th) grade students.

To prepare students for the Charter High School experience, 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, and/or teach certain courses in the manner listed below.

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. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Middle School curriculum; introduce the Family Consumer Science course at the eighth (8th) grade level; and introduce the Survey of Ag Science course at the eighth (8th) grade level.

This waiver is needed to help students in the seventh and eighth grades be better prepared to participate in, and derive the most educational benefit from, the Fountain Lake Charter High School. Although the seventh and eighth grades are not part of this application, the applicant strongly believes that the ability to present the Career and Technical Education curriculum to those students in the manner set forth in the waiver request will help provide a valuable link from the Charter Middle School to the Charter High School.

2. Section 9.03.4.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake School District is required to teach Oral Communication as a separate class to its ninth (9) grade students.

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 Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

3. Section 9.03.4.9 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake Charter High School is required to provide a one-half unit Health and Safety Education course to the 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 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 Education 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 Biology course.

4. Section 10.01.4 ("Planned Instructional Day") of the ADE Rules Governing the Standards for Accreditation:

Due to the unique nature of the Fountain Lake Charter High School's educational offerings as outlined in this application, the applicant is requesting a waiver of the Planned Instructional Day requirements. The curricular offerings of the high school, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.

5. Section 10.02 ("Class Size and Teaching Load") of the ADE Rules Governing the Standards for Accreditation and specifically subsection 10.02.5:

In order to obtain the flexibility to fully implement the Fountain Lake Charter High School experience, 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 High School is truly an example of an "exceptional case" worthy of a waiver under Section 10.02.5 of the Standards Rules.

A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.

6. Section 14.03 of the ADE Rules Governing the Standards for Accreditation (concerning required clock hours for units of credit):

The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

7. 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 the Standards for Accreditation; and the ADE Rules Governing Educator Licensure (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 to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Charter High School, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community.

As a specific example of the use of this waiver, the applicant would wish to serve its Charter High School Gifted and Talented (GT) students with a teacher who is not certified in GT.

8. Ark. Code Ann. §§6-20-2208(c)(6) and 6-42-109; Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Gifted and Talented Program Approval Standards (concerning Gifted and Talented Students):

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 the Gifted and Talented (GT) programs to students

in grades (9-12) into appropriate pre-advanced placement and advanced placement courses. All roles and responsibilities of this position will be addressed by the Advanced Placement (AP) Coordinator to ensure the needs of all GT students are covered through AP courses and their Personalized Success Plan.

20. 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 Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant hereby confirms that the operation of a conversion charter high school would not inhibit its compliance with the Agreement. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The Fountain Lake Administrative Team and School Board has been planning to change the way students are educated for the past four years. The District desires to prepare every student for success after high school. In order to accomplish that goal the district saw the need to begin this change at the middle school focusing on individual success at the 5th grade and continuing that focus until two years after high school. The School Board is committed to provide the resources for this change. The district understands the need to make this change as our students are finishing high school without the skills and experience needed for success in the world of work. We as a district understand that this change process is a long-term commitment that will be directed by the needs of our students and the workforce.

Appendix A

Mid-Summer Professional Development

Thursday July 24, 2014

8:00-8:30...General Comments and Agenda Review

8:30-9:45...Fountain Lake Charter High School Announcement (Westerman, Beckwith, Sullivan)

- What is a charter?
- Mission of the FLCHS
- Five pillars supporting the charter mission
- School's responsibilities if granted a charter
- State's responsibilities if a charter is granted
- Timeline
- Questions

9:45-10:00... Monday Reads (Vice)

10:00-10:15...Break

10:15-10:30...Team Assignments (Bennett, Craver)

High School 101 (9th Grade)... *Nancy Yarberry, Debbie Tripp, Michelle McCullough, Steve Masters, Carrie Bloomquist, Karen Vice/Joyce Hendrix (**Media Center**)

Life 101 (10th Grade)... *Danton Robertson, Carroll Mercer, Josh Wesson, Susan Mangrum, Matt Kinsinger, Laura Mills (**Media Center**)

CCR (11th Grade)... *Julie Wade, Mary Kate Crumpler, Celeste Byrd, Jennifer Cox, Jolie Wang, Doug Rountree (**High School Principal's Office**)

Capstone (12th Grade)... *Mike Wiles/Carmen Keys, Dana Smith, Melody Gilleran, Lynn Janaskie, Susan Newcomb, Katie Wesson (**Counselor's Outer Office**)

10:30-11:30...

High School 101 and Life 101 (Craver)... Research and Develop list of "soft-skills" necessary for success in school, employment and in life relationships. Identify top 10 most important for students to learn this school year. Select three from the list to teach during first 9 weeks of the school year. Answer the question,

"How will students be motivated to participate and complete assignments-will we use a carrot or spurs"

CCR (Westerman)...Introductory webinar with Cambridge Educational Services. "How will students be motivated to participate and complete assignments-will we use a carrot or spurs?"

Capstone (Wiles/Keys)...Review Capstone Goals and Process. "How will students be motivated to participate and complete assignments-will we use a carrot or spurs?"

11:30-12:30...

Lunch in FACS Classroom

12:30-2:30...

High School 101 and Life 101...Project Design

CCR... Scope and Sequence

Capstone...Calendar of Activities with a semester storyboard

2:30...

Wrap-up in Media Center

Meeting Dates: #1: 7/24/2014 8:00 am - 2:00 pm at H/S Media Center

Hours: 6 hr

Enrollment: 37 / 50

	Name	Signature	Building
1.	<i>CB</i> Bennett, Candiss	<i>Candiss Bennett</i>	Administration
2.	<i>CB</i> Bloomquist, Carrie	<i>Carrie Bloomquist</i>	FL High School
3.	Bristow, Samuel		FL High School
4.	<i>CB</i> Byrd, Celeste	<i>Celeste Byrd</i>	FL High School
5.	<i>JC</i> Cox, Jennifer	<i>Jennifer Cox</i>	FL High School
6.	<i>LC</i> Craver, Larry	<i>Larry Craver</i>	FL High School
7.	<i>MKC</i> Crumpler, Mary K	<i>Mary K Crumpler</i>	FL High School
8.	Davis, Glenn		FL High School
9.	Dearmon, David		FL High School
10.	East, Sarah		FL High School
11.	Faulkner, Leslie		FL High School
12.	<i>mg</i> Gilleran, Melody	<i>Melody Gilleran</i>	FL High School
13.	Gray, William		FL High School
14.	<i>PL</i> Janaskie, Lynn	<i>Lynn Janaskie</i>	FL High School
15.	<i>CK</i> Keys, Carmen	<i>Carmen Keys</i>	Administration
16.	<i>AK</i> Kinsinger, Andrea	<i>Andrea Kinsinger</i>	FL High School
17.	Kinsinger, Matthew		FL High School
18.	<i>SM</i> Mangrum, Suzanne	<i>Suzanne Mangrum</i>	FL High School
19.	McCullough, Michelle		FL High School
20.	<i>WC</i> Mercer, Carroll	<i>Carroll Mercer</i>	FL High School
21.	<i>JM</i> Mills, Laura	<i>Laura Mills</i>	FL High School
22.	<i>JPD</i> Perdrix-Wang, Jolie	<i>Jolie Perdrix-Wang</i>	FL High School
23.	<i>AR</i> Robertson, Amanda	<i>Amanda Robertson</i>	FL High School
24.	<i>DR</i> Robertson, Danton	<i>Danton Robertson</i>	FL High School
25.	<i>DB</i> Rountree, Doug	<i>Doug Rountree</i>	FL High School
26.	<i>MS</i> Sarqo, Mary	<i>Mary Sarqo</i>	FL High School
27.	Shelton, Kenny		FL High School

	Name	Signature	Building
28.	DMS Smith, Dana	Dana M. Smith	FL High School
29.	Smith, Rebecca		Administration
30.	DO Tripp, Debra	D Tripp	FL High School
31.	KV Vice, Karen	Karen Vice	FL High School
32.	AO Wade, Juli	Juli Wade	FL High School
33.	Wesson, Joshua		FL High School
34.	Wesson, Katy	Katy Wesson	FL High School
35.	Westerman, Donald		Administration
36.	Wiles, Mike	Mike Wiles	FL High School
37.	Yarberry, Nancy	Nancy Yarberry	FL High School
38.	SIV Douxome, Susan	Susan Douxome	
39.	SMASKIS, Steve	Steve Maskis	
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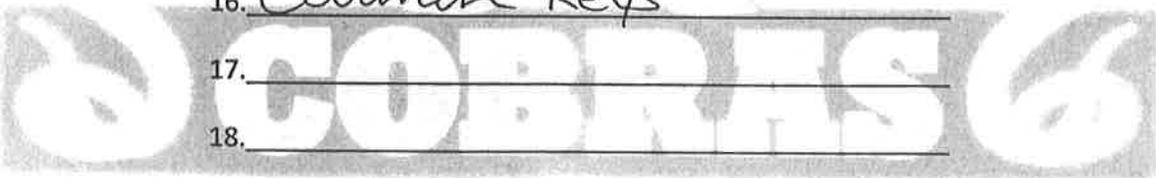
**FOUNTAIN LAKE CONVERSION CHARTER
HIGH SCHOOL PUBLIC MEETING**

AGENDA

August 25, 2014 – 6:30 PM

AUDITORIUM

1. Tony Garnen
2. Amy Garnen
3. Jodya Sechurn
4. D. B. Smith
5. Mark & Christy Hrivik
6. Candis Bennett
7. Jody Coover
8. Dana M. Smith
9. Lisa Bruce
10. Sarah Westerman
11. Solide Thomas
12. Alyn Florini
13. Greg Frank
14. Ashley Twigg
15. Salem Twigg
16. Carmen Keys
17. _____
18. _____
19. _____
20. _____



**FOUNTAIN LAKE CONVERSION CHARTER
HIGH SCHOOL PUBLIC MEETING**

AGENDA

August 25, 2014 – 6:30 PM

AUDITORIUM

1. Selma Westerman

2. Grace Westerman

3. Eusebia Vasquez

4. Paul Vasquez

5. _____

6. _____

7. _____

8. _____

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11. _____

12. _____

13. _____

14. _____

15. _____

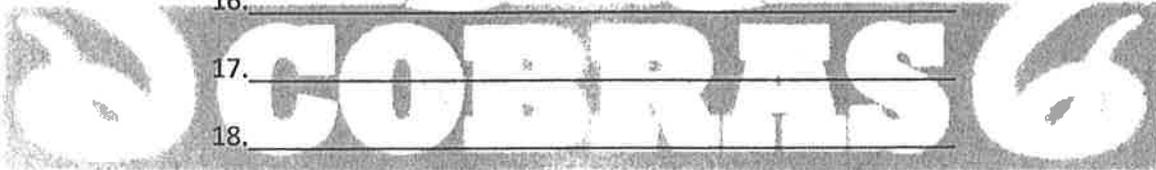
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17. _____

18. _____

19. _____

20. _____



**FOUNTAIN LAKE CONVERSION CHARTER
HIGH SCHOOL PUBLIC MEETING
AGENDA
August 25, 2014 – 6:30 PM
AUDITORIUM**

ITEM 1: INTRODUCTION

ITEM 2: PRESENTATION

ITEM 3: QUESTIONS

News and Announcements ^{Website}

High School Charter Public Meeting

Fountain Lake School District will hold a Public Meeting – Monday August 25, 2014

at 6:30 PM in the Fountain Lake High School Auditorium located at 4207 Park Avenue, Hot Springs, AR. Purpose of this meeting is to inform the public of Fountain Lake School District's plans to file an application with Arkansas State Board of Education for a Conversion Charter School for grades 9th through 12th; to be called Fountain Lake Conversion Charter High School. All interested persons are invited to attend. Contact person: Brad Sullivan at (501)



Official Fountain Lake School District

Posted by Cobra Gold Rain

3 hours ago · 

Fountain Lake School District will hold a Public Meeting – Monday August 25, 2014 at 6:30 PM in the Fountain Lake High School Auditorium located at 4207 Park Avenue, Hot Springs, AR. Purpose of this meeting is to inform the public of Fountain Lake School District's plans to file an application with Arkansas State Board of Education for a Conversion Charter School for grades 9th through 12th; to be called Fountain Lake Conversion Charter High School. All interested persons are invited to attend. Contact person: Brad Sullivan at (501) 701-1700.



Like



Comment



Share

Stepie Trowie and 9 others like this

I, Debe Johnson

Manager, of The Sentinel-Record a newspaper of general circulation published, and having bonifide circulation in Hot Springs, Garland County, Arkansas, hereby certify that the legal notice hereto attached was published in said newspaper for

NOTICE
Fountain Lake School District will hold a Public Meeting - Monday August 25, 2014 at 5:30 PM in the Fountain Lake High School Auditorium located at 4207 Park Avenue, Hot Springs, AR. Purpose of this meeting is to inform the public of Fountain Lake School District's plans to file an application with Arkansas State Board of Education for a Conversion Charter School for grades 8th through 12th, to be called Fountain Lake Conversion Charter High School. All interested persons are invited to attend. Contact person: Brad Sullivan at (501) 701-1700.

1 consecutive insertions and that the
First Insertion was on the 30th Day of July 2014
Second Insertion was _____ Day of _____ 2014
Third Insertion was _____ Day of _____ 2014
Fourth Insertion was _____ Day of _____ 2014
Fifth Insertion was _____ Day of _____ 2014
and the last insertion was 30th Day of July 2014

Debe Johnson
Manager

Sworn before me this 4th Day of August A.D. 2014

Merry Bellomy
Notary Public

Merry Bellomy
County Of Garland
Notary Public - Arkansas
My Commission Exp. 03/10/2015

Fountain Lake Charter High School



What is a Charter?

Charter schools are public schools that operate under a "charter," or "charter contract" which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results.

A charter is simply an agreement between the school and the state that school will be done differently.

**It's all about beginning with the end
in mind...**

What will different look like?

**Every Student Graduates-
Every Student Prepared**

- **Every Student will have a**

- **Person Plan**

- **Every Student Graduates-**

- **Every Student Prepared**

- **Every student will have a College Hour, Certificate or Both while in High School**

- **Every Student will experience work-based learning leading to career success.**

- **Every Student will be**

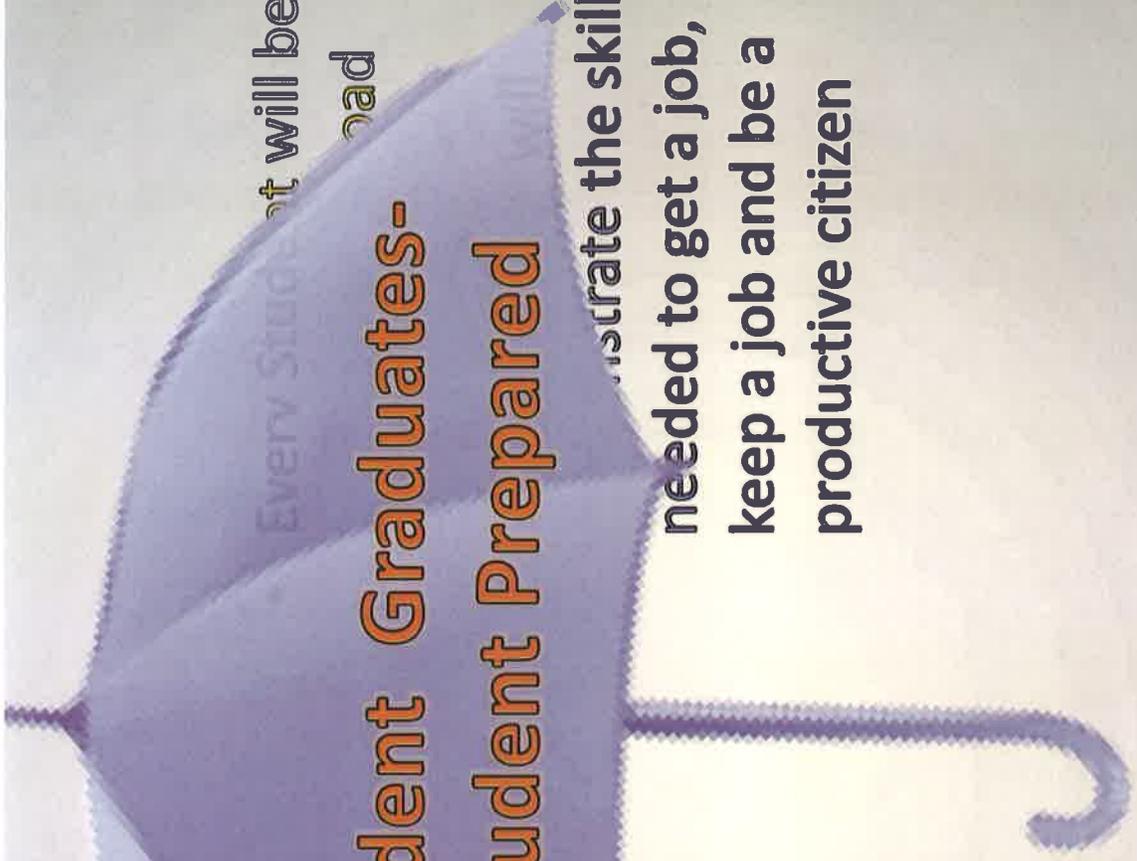
- **road**

- **acquire the skills**

- **needed to get a job,**

- **keep a job and be a**

- **productive citizen**



As part of the agreement

The School Will...

- Request waivers on certain standards i.e. Teacher Certification, Start and End Dates for School Year, Grading Scale, Course Offerings, etc.
- Develop Partnerships with Business and Industry and Post-Secondary Education
- Engage in Professional Development and Training for Implementation of Best Practices
- Provide relevant and innovative programs of study based on the needs of students, community and workforce

The State Will...

- Grant waivers for certain standards.
- Provide funding for Professional Development and Training for Implementation of Best Practices
- Provide funding for new and innovative programs of study

Phase 1-Timeline

July 21	Letter of Intent to Apply for Charter-ADE	X
July 24	Presentation-High School Faculty	X
August 5	Presentation-High School Faculty	X
August 25	Public Hearing for High School Charter	X
Sept 5	Completion of District Conversion Public Charter School Application	
Sept 9	Submit District Conversion Public Charter School Application -ADE	
Nov TBA	Presentation to Charter Authorizing Committee-ADE	

Questions?



Appendix B



101 College Drive • Hot Springs National Park, Arkansas 71913
(501) 760-4222 • Fax (501) 760-4100 • www.npcc.edu

Office of the President

August 25, 2014

The Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Dear Madam/Sir:

I'd like to offer the full support of National Park Community College to the Fountain Lake School District's effort to implement an innovative charter school. Please consider this letter as our highest endorsement. We are confident that this effort will result in better preparing students for lifelong learning, professional success, and academic attainment.

I am personally very encouraged by the advocacy for students in which this effort will result, and I know student success lies at the center of this innovation. National Park enjoys a robust partnership with the leadership at Fountain Lake, and we intend to leverage our relationship in order to develop appropriate educational and workforce pathways for the students of Garland County.

This approach is innovative, cutting edge, designed for student success, and will result in more students ultimately achieving their workforce and human potential. Moreover, this will build a foundation for future synergy and growth of our local educational enterprise.

If we can offer further support, please let me know.

Best regards,

John A. Hogan, Ph.D.
President

September 4, 2014

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Dear Sir/Madam:

Express Employment Professionals is in full support of the Fountain Lake Conversion Charter School application. As a staffing agency, we see a humongous need for an improved workforce in our market on a daily basis. We believe the implementation of the conversion charter school at Fountain Lake High School will help tremendously in preparing students in their upcoming job search. There is a consensus among the hundreds of companies that we work with in our community that a better trained and educated pool of potential employees is desperately needed. The job openings are here, but many go unfilled due to the lack of technical and career skills.

As Hot Springs continues to grow, so will the need to have graduates that are prepared to work. Our local economy will benefit as more students can be hired by companies in our market. I wholeheartedly support this application for a Fountain Lake Conversion Charter School.

Please feel free to contact me if I can be of further assistance in this process.

Sincerely,



Neal Harrington

Owner

Express Employment Professionals

Phone: 501-520-0333

Neal.Harrington@Expresspros.com



Respecting People. Impacting Business.™

www.expresspros.com

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CM205 2/12



Growing Hot Springs

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, Arkansas 72210

Dear Sir/Madam:

On behalf of the Greater Hot Springs Chamber of Commerce and the Hot Springs Metro Partnership, we fully support and endorse the efforts of the Fountain Lake Charter High School and its program of "Graduate Every Student Prepared For Success" mission.

We manage a robust program of gauging the needs of our region's employer base as to workforce both now and in future years. The program proposed by the Fountain Lake Charter High School will prepare Garland County and Hot Springs future employees to be productive and successful leading to the general lifting of the area's economy.

We enthusiastically support the efforts of this outstanding group of education professionals.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jim Fram", is written over the word "Sincerely,".

Jim Fram, CEcD, CCE, FM
President & CEO
Greater Hot Springs Chamber of Commerce
Hot Springs Metro Partnership

JF;s

ALAN CLARK
SENATOR
13TH DISTRICT
OFFICE: 501-262-3360
alanclark4statesenate@yahoo.com

POST OFFICE BOX 211
LONSDALE, ARKANSAS 72087



**THE SENATE
STATE OF ARKANSAS**

MEMBER
JOINT BUDGET
JOINT AUDIT
EDUCATION
JOINT RETIREMENT & SOCIAL SECURITY
RULES, RESOLUTIONS & MEMORIALS
AGRICULTURE, FORESTRY & ECONOMIC DEVELOPMENT

August 28, 2014

Arkansas Department of Education
Charter School Office
4 Capitol Mall, Room 302-B
Little Rock, Arkansas 72201

TO WHOM IT MAY CONCERN:

Please accept this letter as the Fountain Lake School District applies to establish the Fountain Lake Charter High School. I am writing to express my wholehearted support for this project.

I believe the school, if approved, will provide students increased opportunities for learning and encourage more involvement from parents and the community. Equipping our young people with a quality education is essential if they are to succeed in the future, and establishing Fountain Lake Charter High is an opportunity to do that.

Thank you for your time and attention in this matter. I would ask those with the power to do so to give the school district's application every possible consideration. If I can be of further assistance in this matter, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Alan Clark".

Alan Clark
State Senator
District 13

AC:lag

Fountain Lake School District

Michelle Durmon <mdurmon@flocobras.com>

FW: Letter

1 message

DONALD WESTERMAN <dwesterman@flocobras.com>

To: Michelle Durmon <mdurmon@flocobras.com>

Cc: Brad Sullivan <BSullivan@flocobras.com>, Darin Beckwith <DBeckwith@flocobras.com>

Wed, Sep 3, 2014 at 11:01 PM

Michelle,

A copy of this email needs to go in the supporting evidence section of the charter application.

Thank You!

DWW

From: Ashley Twiggs

Sent: 9/3/2014 7:17 PM

To: dwesterman@flocobras.com

Subject: Letter

We are writing in support of Fountain Lake High School converting to a public charter school. As parents of 5th and 8th graders, we are already familiar with the benefits and changes regarding Fountain Lake's recent middle school conversion.

We are impressed with the progressive and positive plans for restructuring the teaching methods; and we would like for this model to continue at the high school level. The faculty and staff at Fountain Lake is capable of leading this type of change successfully and with a positive energy.

Fountain Lake is not changing what they teach. They are changing how they teach. By providing more project based instruction; the teachers are not only instructing for audio and visual learners, but for kinesthetic learners, as well. With this shifting focus, they are actively encouraging students (and their parents) to remain partners in their educational process through high school.

By identifying each student's intellectual strengths, as well as their interests, a charter Fountain Lake will be better able to guide students in achieving their potential. Discerning their students' purpose beyond high school--whether that involves four year college/university, community college, trade school, or the work force--is a key component to a successful high school experience.

Exciting and interesting electives designed to engage students will also encourage them to remain in school. Vocational arts are just as important as traditional electives. Bridging the gap between academics and industry should begin at the high school level.

9/4/2014

FOUNTAIN LAKE SCHOOL DISTRICT Mail - FW: Letter

It is not just about good grades. It's about connecting with students and the community and producing graduates who are equipped with a bigger picture and a plan on how to succeed in their chosen path. Fountain Lake understands this, and we are proud to be a part of their plan for our children's future.

Many thanks,
Ashley & David Twiggs

Sent from my iPad

Appendix C

2015-2016 SY PROPOSED (PRELIMINARY) CALENDAR

1st Day TEACHERS -- August 10th, 2015

Last Day TEACHERS -- May 31st, 2016

**** Aug. 17th, 2015 -- FIRST Day -- Students**

**** May 31st, 2016 - LAST Day -- Students**

STAFF DEVELOPMENT

July/August (3 days to be set by Principals)

August 11th-13th, 2015 (3 Days) **10th & 14th -- OFF

January 4th, 2016

February 12th, 2016

Monday 3:30-5:30 (2 Days) on the following dates:

(10/12/15; 11/9/15; 12/7/15; 3/7/16; 4/11/16; 5/9/16)

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

Sept. 7th, 2015 (Labor Day)

October 23rd, 2015

Nov. 25th-27th, 2015 (Thanksgiving)

Dec. 21st - Jan. 2nd, 2016 (Christmas Break)

Jan. 18th, 2016 (MLK Day)

February 15th, 2016 (President's Day)

March 21st -- 25th, 2016 (Spring Break)

May 30th, 2016 (Memorial Day)

PARENT/TEACHER CONFERENCES

October 20th & 22nd, 2015 **3:30 PM to 6:30 PM

February 11th, 2016 **3:30 PM to 8:30 PM(HS CAP included)

190 Teacher Days

178 Student Days

MAKE-UP DAYS If needed**

1/18/2016; 2/15/2016; 6/01/2016; 6/02/2016; 6/03/2016

**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.

High School Bell Schedule

First Bell---7:55

1st Period---8:00-8:50

2nd Period---8:55-9:45

3rd Period---9:50-10:40

4th Period---10:45-11:35

5th Period---11:40-12:30

Lunch---12:30-1:00

6th Period---1:05-1:55

Enrichment---2:00-2:35

7th Period---2:40-3:30

Appendix D

**2014 APPLICATION
DISTRICT CONVERSION 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 public charter 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 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 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 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 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 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 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 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 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 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

9 / 4 / 14

Date

Darin Beckwith

Printed Name

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

