

Federal Communications Commission  
Washington, DC 20554

Approved by OMB  
3060-0754

## FCC 398 Children's Television Programming Report

Report reflects information for the filing period ending: **12/31/2008**

| Call Sign   | Channel Numbers                               | Community of License               |   |                                 |              |
|---|---|------------------------------------|---|---------------------------------|--------------|
| <b>WBUF</b>                                       | <b>10</b> <i>(analog)</i><br><i>(digital)</i> | City                               | State   | County                          | ZIP Code     |
|   |   | <b>Ishpeming</b>                   | <b>MI</b>   | <b>Marquette</b>                | <b>49849</b> |
| Licensee Name                                     |   |                                    |   |                                 |              |
| <b>Lake Superior Community Broadcasting Corp.</b> |   |                                    |   |                                 |              |
| Network Affiliation                               |   | Nielsen DMA                        | Licensee World Wide Web Home Page Address (if applicable) |                                 |              |
| <b>Network ABC</b>                                |   | <b>Marquette</b>                   | <b>www.tv5and10.com</b>                                   |                                 |              |
| Facility ID                                       |   | Previous Call Sign (if applicable) |   | License Renewal Expiration Date |              |
| <b>76001</b>                                      |   |                                    |   | <b>10/05/2005</b>               |              |

### Analog Core Programming

2. State the average number of hours of Core Programming per week broadcast by the station. See 47 C.F.R. §73.671(c).

**4.0 hours**

3. (a) Does the Licensee provide information identifying each Core Program aired on its station, including an indication of the target child audience, to publishers of program guides as required by 47 C.F.R. §73.673?

**Y**

(b) Identify publishers who were sent information in 3(a).

**Tribune Media Services/TV Data, TV Guide, FYI Television (Titan), and TV Media**

4. Complete the following for each program that you aired during the past three months that meets the definition of Core Programming. Complete chart below for each Core Program.

|   |                        |   |                             |  |
|---|------------------------|---|-----------------------------|--|
| Title of Analog Core Program #1   |                        |   | Origination                 |  |
| <b>The Emperor's New School</b>   |                        |   | <b>NETWORK</b>              |  |
| Regular Schedule  |                        | Total Times Aired at Regularly Scheduled Time | Number of Pre-emptions      |  |
| <b>Saturdays 9-9:30 AM ET</b>   |                        | <b>13</b>                                     | <b>0</b>                    |  |
| Length of Program   | Age of Target Audience |   | E/I Symbol Used As Required |  |
|   | From                   | To  |                             |  |
| <b>30 minutes</b>   | <b>8 years</b>         | <b>11 years</b>                               | <b>Y</b>                    |  |
| Describe the educational and informational objective of the program and how it meets the definition of Core Programming |                        |   |                             |  |

Kuzco, a youth who is heir to the throne of a mythical Andean country, must graduate from Kuzco Academy before he can become Emperor of his land. He lives with a peasant foster family and faces the intellectual, physical and social challenges that all teens face, while also preparing to rule justly and well. Sometimes Kuzco wonders whether being Emperor for the rest of his days will be a pleasure or a trap. Kuzco thwarts attempts by the nefarious Yzma and her henchman, Kronk, to stop him from doing well in school. If Kuzco were to fail at his class work, Yzma would become Empress. Kuzco struggles to complete his assignments and stay on track. Only if he remains steadfast, studies hard, learns from his mistakes, and can relate to citizens at all levels of society, will he ascend the throne. His best friend Malina, an excellent student, attempts to help Kuzco stay out of trouble and achieve his goals. Series episodes explore issues such as coping with peer pressure, respecting authority, taking responsibility, adhering to family and school rules, accepting differences, building self-esteem and trust.

|                                 |   |                        |                             |
|---------------------------------|---|------------------------|-----------------------------|
| Title of Analog Core Program #2 |   | Origination            |                             |
| The Replacements                |   | NETWORK                |                             |
| Regular Schedule                | Total Times Aired at Regularly Scheduled Time | Number of Pre-emptions |                             |
| Saturdays/9:30-10:00 AM ET      | 13  | 0                      |                             |
| Length of Program               | Age of Target Audience                        |                        | E/I Symbol Used As Required |
|                                 | From  | To                     |                             |
| 30 minutes                      | 8 years                                       | 12 years               | Y                           |

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Riley and Todd, siblings who were raised in an orphanage after the death of their parents, long to be adopted. They find a comic book advertisement for Fleemco, an agency that will provide "Replacement" parents or adults to substitute for certain individuals. Brother and sister decide to send in the \$1.98 fee in hopes of obtaining parents to replace their lost ones. They acquire an unorthodox pair of Replacement parents, Dick Daring and Agent K. Dick is a former daredevil stuntman and Agent K is a British super-spy. Neither seems to know much about parenting, although their intentions are good. Agent K's highly intelligent automobile, C.A.R., her former spy partner, also joins the household. Their attempts to forge a family and

adjust to a new school are both touching and comedic. Riley and Todd discover that they can call Fleemco to request replacement of any adult whom they dislike, who is overly strict, or who is merely uninteresting. The temporary Replacements for teachers, neighbors or other community figures never prove to be as exciting or fun as the siblings had hoped, and are often immature and obnoxious. As things go awry, Riley and Todd learn that they need adult leadership, discipline, role models, order and structure. By the end of each story they are eager to return the Replacement and reinstate the original adult. Stories revolve around issues such as cooperating with household/family rules, taking responsibility, fairness, building self-esteem, and trust.

|                                 |   |                        |                             |
|---------------------------------|---|------------------------|-----------------------------|
| Title of Analog Core Program #3 |   | Origination            |                             |
| That's So Raven                 |   | NETWORK                |                             |
| Regular Schedule                | Total Times Aired at Regularly Scheduled Time | Number of Pre-emptions |                             |
| Saturdays/10:00-10:30 AM ET     | 13  | 0                      |                             |
| Length of Program               | Age of Target Audience                        |                        | E/I Symbol Used As Required |
|                                 | From  | To                     |                             |
| 30 minutes                      | 10 years                                      | 13 years               | Y                           |

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Raven Baxter, who has inherited her grandmother's gift of clairvoyance, is a normal, happy young woman. Nonetheless, Raven sometimes worries that she is a freak because of her clairvoyant abilities. She has a ten-year old brother, Cory. They are typical siblings, with the tension and rivalry that most siblings experience. Raven and Cory's mother is in law school, and their father owns a small restaurant. Raven attends an ethnically diverse San Francisco public high school. She is responsible for the after-school safety and activities of Cory. Her closest friends, Chelsea and Eddie, are fiercely committed to environmental issues and sports, respectively. Raven dreams of a career in fashion design, and the new season's episodes revolve around her internship with an eccentric fashion designer. Raven's parents and close friends know about her "visions". These premonitions often prompt her to intervene before trouble occurs. Sometimes her interventions backfire, and at other times the foreseen events occur, bringing embarrassment or sadness. She learns valuable lessons from her transgressions.

"Visions" set up issues that the Core episodes of this series explore, among which are sibling rivalry, popularity, loyalty, self-acceptance, jealousy, dealing with authority, and consequences of lying or cheating.

|                                 |   |                        |                             |
|---------------------------------|---|------------------------|-----------------------------|
| Title of Analog Core Program #4 |   | Origination            |                             |
| That's So Raven                 |   | NETWORK                |                             |
| Regular Schedule                | Total Times Aired at Regularly Scheduled Time | Number of Pre-emptions |                             |
| Saturdays/10:30-11:00 AM ET     | 13  | 0                      |                             |
| Length of Program               | Age of Target Audience                        |                        | E/I Symbol Used As Required |
|                                 | From  | To                     |                             |
| 30 minutes                      | 10 years                                      | 13 years               | Y                           |

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Raven Baxter, who has inherited her grandmother's gift of clairvoyance, is a normal, happy young woman. Nonetheless, Raven sometimes worries that she is a freak because of her clairvoyant abilities. She has a ten-year old brother, Cory. They are typical siblings, with the tension and rivalry that most siblings experience. Raven and Cory's mother is in law school, and their father owns a small restaurant. Raven attends an ethnically diverse San Francisco public high school. She is responsible for the after-school safety and activities of Cory. Her closest friends, Chelsea and Eddie, are fiercely committed to environmental issues and sports, respectively. Raven dreams of a career in fashion design, and the new season's episodes revolve around her internship with an eccentric fashion designer. Raven's parents and close friends know about her "visions". These premonitions often prompt her to intervene before trouble occurs. Sometimes her interventions backfire, and at other times the foreseen events occur, bringing embarrassment or sadness. She learns valuable lessons from her transgressions. "Visions" set up issues that the Core episodes of this series explore, among which are sibling rivalry, popularity, loyalty, self-acceptance, jealousy, dealing with authority, and consequences of lying or cheating.

|                                 |   |                        |
|---------------------------------|---|------------------------|
| Title of Analog Core Program #5 |   | Origination            |
| Hannah Montana                  |   | NETWORK                |
| Regular Schedule                | Total Times Aired at Regularly Scheduled Time | Number of Pre-emptions |
| Saturdays/11-11:30 AM ET        | 13  | 0                      |

| Length of Program | Age of Target Audience |          | E/I Symbol Used As Required |
|-------------------|------------------------|----------|-----------------------------|
|                   | From                   | To       |                             |
| 30 minutes        | 10 years               | 13 years | Y                           |

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Thirteen-year-old Miley Stewart, recently moved from Tennessee to Malibu, CA, leads a double life. By day she attends public high school, along with her older brother Jackson, but by night she is emerging pop star "Hannah Montana". Except for her family, only her two best friends, Oliver and Lilly, and her bodyguard know about Miley's career as a singer, and she strives to maintain privacy, fearing that her new classmates would treat her very differently if they knew of her stage identity. Miley wears blonde wigs while performing, and manages to escape being recognized. Miley's mother died three years before the story begins, so her dad is now a single parent. He has just begun dating again. Miley misses her mother very much. One of the songs that she writes and performs is about the pain of growing up without her mother. Unlike her brother, Miley is a dedicated student. At school, her enemies are Amber and Ashley, two girls who constantly bully Miley. Oliver and Lilly are fiercely protective of their friend. Miley has ordinary teenage insecurities, but remains true to herself, despite the allure of concert life, the limos, parties, and glamorous clothes. This is in no small part due to the solid values that her father, Miley's manager (Billy Rae Cyrus), has imparted. Tension and sibling rivalry do occur, especially when Jackson feels that his talented sister is getting all the attention. Stories examine social issues such as peer pressure, integrity, family rules, jealousy, friendship, loyalty, and issues related to bereavement.

| Title of Analog Core Program #6 |   | Origination            |                             |
|---------------------------------|---|------------------------|-----------------------------|
| The Suite Life of Zack and Cody |   | NETWORK                |                             |
| Regular Schedule                | Total Times Aired at Regularly Scheduled Time | Number of Pre-emptions |                             |
| Saturdays/11:30 AM-12 noon ET   | 13  | 0                      |                             |
| Length of Program               | Age of Target Audience                        |                        | E/I Symbol Used As Required |
|                                 | From  | To                     |                             |
| 30 minutes                      | 11 years                                      | 13 years               | Y                           |

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Those episodes of "The Suite Life of Zack and Cody" that air on ABC as Core Programming deliver life lessons tailored for

the older child and "tween" audience. Stories take place in a luxury hotel in Boston, where twelve-year-old identical twins Zack and Cody live with their divorced mom, a lounge singer for the Tipton Hotel. The boys attend a local public middle school. One of the twins is polite and shy and excels in academics, while the other, athletic and extroverted, barely scrapes by in school, due to lack of effort. He often instigates wacky plans for outwitting hotel authorities, caregivers, and their mother. The boy's mother dates and would like to remarry. Their father is a professional rock musician who is on the road much of the year, but stays in touch with his sons. This sets up occasional parental conflicts about discipline and expectations. Parallel stories involve two teenage girls: heiress London Tipton, whose father owns the hotel, and Maddie, a girl who works after school at the hotel snack bar. Unlike London, Maddie attends a parochial girls' school and comes from a working class Boston family. Series episodes explore sibling rivalry, conflicts with parents, divorce, household and hotel rules, family budget limitations, responsibility, self-esteem, and peer pressure.

### Non-Core Educational and Informational Programming

- 5. Complete the following for each program that you aired during the past three months that is specifically designed to meet the educational and informational needs of children ages 16 and under, but does not meet one or more elements of the definition of Core Programming. See 47 C.F.R. §73.671. Complete chart below for each additional such educational and informational program.

*[There are no analog non-core program reports.]*

### Sponsored Core Programming

- 6. List Core Programs, if any, aired by other analog stations that are sponsored by the Licensee and that meet the criteria set forth in 47 C.F.R. §73.671. Also indicate whether the amount of total Core Programming broadcast by another station increased.

*[There are no analog sponsored core program broadcast reports.]*  
*[There are no analog sponsored core program detail reports.]*

### Digital Core Programming

- 7. (a) State the average number of hours of Core Programming per week broadcast by the station on its main program stream.
- (b) Did the Licensee broadcast on its main digital program stream the same Children's Core Programming provided on its analog channel?
- (c) If Yes to 7(b), the Licensee certifies that the representations and children's program information provided with respect to its analog channel apply equally with respect to its main digital program stream.

|       |
|-------|
| hours |
|       |
|       |

If No to 7(c), submit as an Exhibit a Statement of Explanation.

- 8. (a) State the average number of hours per week of free over-the-air digital video programming broadcast by the station on other than its main program stream.
- (b) State the average number of hours per week of Core Programming broadcast by the station on other than its main program stream. See 47 C.F.R. §73.671.
- 9. (a) Does the Licensee provide information identifying each Core Program aired on its station, including an indication of the target child audience, to publishers of program guides as required by 47 C.F.R. §73.673?
- (b) Identify publishers who were sent information in 9(a).

|       |
|-------|
|       |
| hours |
| hours |
|       |

10. Complete the following for each program that you aired during the past three months that meets the definition of Core Programming. Complete chart below for each Core Program.  
*[There are no digital core program reports.]*

11. Does the Licensee certify that at least 50% of the Core Programming counted toward meeting the additional programming guideline (applied to free video programming aired on other than the main program stream) did not consist of program episodes that had already aired within the previous seven days either on the station's main program stream or on another of the station's free digital program streams?  
 If No, submit as an Exhibit a Statement of Explanation setting forth the number of repeats in excess of the repeat limit and the times and dates the episodes involved were aired.

### Non-Core Educational and Informational Programming

12. Complete the following for each program that you aired during the past three months that is specifically designed to meet the educational and informational needs of children ages 16 and under, but does not meet one or more elements of the definition of Core Programming. See 47 C.F.R. §73.671. Complete chart below for each additional such educational and information program.  
*[There are no digital non-core program reports.]*

### Sponsored Core Programming

13. List Core Programs, if any, aired by other stations that are sponsored by the Licensee and that meet the criteria set forth in 47 C.F.R. §73.671. Also indicate whether the amount of total Core Programming broadcast by another station increased.  
*[There are no digital sponsored core program broadcast reports.]*  
*[There are no digital sponsored core program detail reports.]*

### Other Matters

14. Complete the following for each analog and digital program that you plan to air for the next quarter that meets the definition of Core Programming. Complete chart below for each Core Program, identifying whether it is to be broadcast on the station's analog or digital channel or both channels.

|   |                        |                         |  |
|---|------------------------|-------------------------|--|
| Title of Planned Core Program #1  |                        | Origination             |  |
| The Emperor's New School  |                        | NETWORK                 |  |
| Regular Schedule  |                        | Total Times to be Aired |  |
| Saturdays 9-9:30 AM ET  |                        | 13                      |  |
| Length of Program   | Age of Target Audience |                         |  |
|   | From                   | To                      |  |
| 30 minutes  | 8 years                | 11 years                |  |
| Describe the educational and informational objective of the program and how it meets the definition of Core Programming |                        |                         |  |
| Kuzco, a youth who is heir to the throne of a mythical Andean country, must graduate from Kuzco Academy before he       |                        |                         |  |

can become Emperor of his land. He lives with a peasant foster family and faces the intellectual, physical and social challenges that all teens face, while also preparing to rule justly and well. Sometimes Kuzco wonders whether being Emperor for the rest of his days will be a pleasure or a trap. Kuzco thwarts attempts by the nefarious Yzma and her henchman, Kronk, to stop him from doing well in school. If Kuzco were to fail at his class work, Yzma would become Empress. Kuzco struggles to complete his assignments and stay on track. Only if he remains steadfast, studies hard, learns from his mistakes, and can relate to citizens at all levels of society, will he ascend the throne. His best friend Malina, an excellent student, attempts to help Kuzco stay out of trouble and achieve his goals. Series episodes explore issues such as coping with peer pressure, respecting authority, taking responsibility, adhering to family and school rules, accepting differences, building self-esteem and trust.

|                                  |                        |                         |  |
|----------------------------------|------------------------|-------------------------|--|
| Title of Planned Core Program #2 |                        | Origination             |  |
| The Replacements                 |                        | NETWORK                 |  |
| Regular Schedule                 |                        | Total Times to be Aired |  |
| Saturdays 9:30-10:00 AM ET       |                        | 13                      |  |
| Length of Program                | Age of Target Audience |                         |  |
|                                  | From                   | To                      |  |
| 30 minutes                       | 8 years                | 12 years                |  |

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Riley and Todd, siblings who were raised in an orphanage after the death of their parents, long to be adopted. They find a comic book advertisement for Fleemco, an agency that will provide "Replacement" parents or adults to substitute for certain individuals. Brother and sister decide to send in the \$1.98 fee in hopes of obtaining parents to replace their lost ones. They acquire an unorthodox pair of Replacement parents, Dick Daring and Agent K. Dick is a former daredevil stuntman and Agent K is a British super-spy. Neither seems to know much about parenting, although their intentions are good. Agent K's highly intelligent automobile, C.A.R., her former spy partner, also joins the household. Their attempts to forge a family and adjust to a new school are both touching and comedic. Riley and Todd discover that they can call Fleemco to request

replacement of any adult whom they dislike, who is overly strict, or who is merely uninteresting. The temporary Replacements for teachers, neighbors or other community figures never prove to be as exciting or fun as the siblings had hoped, and are often immature and obnoxious. As things go awry, Riley and Todd learn that they need adult leadership, discipline, role models, order and structure. By the end of each story they are eager to return the Replacement and reinstate the original adult. Stories revolve around issues such as cooperating with household/family rules, taking responsibility, fairness, building self-esteem, and trust.

|                                  |                        |                         |  |
|----------------------------------|------------------------|-------------------------|--|
| Title of Planned Core Program #3 |                        | Origination             |  |
| That's So Raven                  |                        | NETWORK                 |  |
| Regular Schedule                 |                        | Total Times to be Aired |  |
| Saturdays/10:00-10:30 AM ET      |                        | 13                      |  |
| Length of Program                | Age of Target Audience |                         |  |
|                                  | From                   | To                      |  |
| 30 minutes                       | 10 years               | 13 years                |  |

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Raven Baxter, who has inherited her grandmother's gift of clairvoyance, is a normal, happy young woman. Nonetheless, Raven sometimes worries that she is a freak because of her clairvoyant abilities. She has a ten-year old brother, Cory. They are typical siblings, with the tension and rivalry that most siblings experience. Raven and Cory's mother is in law school, and their father owns a small restaurant. Raven attends an ethnically diverse San Francisco public high school. She is responsible for the after-school safety and activities of Cory. Her closest friends, Chelsea and Eddie, are fiercely committed to environmental issues and sports, respectively. Raven dreams of a career in fashion design, and the new season's episodes revolve around her internship with an eccentric fashion designer. Raven's parents and close friends know about her "visions". These premonitions often prompt her to intervene before trouble occurs. Sometimes her interventions backfire, and at other times the foreseen events occur, bringing embarrassment or sadness. She learns valuable lessons from her transgressions. "Visions" set up issues that the Core episodes of this series explore, among which are sibling rivalry, popularity,

loyalty, self-acceptance, jealousy, dealing with authority, and consequences of lying or cheating.

|                                  |  |                         |          |
|----------------------------------|--|-------------------------|----------|
| Title of Planned Core Program #4 |  | Origination             |          |
| That's So Raven                  |  | NETWORK                 |          |
| Regular Schedule                 |  | Total Times to be Aired |          |
| Saturdays/10:30-11:00 AM ET      |  | 13                      |          |
| Length of Program                |  | Age of Target Audience  |          |
| 30 minutes                       |  | From                    | To       |
|                                  |  | 10 years                | 13 years |

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Raven Baxter, who has inherited her grandmother's gift of clairvoyance, is a normal, happy young woman. Nonetheless, Raven sometimes worries that she is a freak because of her clairvoyant abilities. She has a ten-year old brother, Cory. They are typical siblings, with the tension and rivalry that most siblings experience. Raven and Cory's mother is in law school, and their father owns a small restaurant. Raven attends an ethnically diverse San Francisco public high school. She is responsible for the after-school safety and activities of Cory. Her closest friends, Chelsea and Eddie, are fiercely committed to environmental issues and sports, respectively. Raven dreams of a career in fashion design, and the new season's episodes revolve around her internship with an eccentric fashion designer. Raven's parents and close friends know about her "visions". These premonitions often prompt her to intervene before trouble occurs. Sometimes her interventions backfire, and at other times the foreseen events occur, bringing embarrassment or sadness. She learns valuable lessons from her transgressions. "Visions" set up issues that the Core episodes of this series explore, among which are sibling rivalry, popularity, loyalty, self-acceptance, jealousy, dealing with authority, and consequences of lying or cheating.

|                                  |  |                         |  |
|----------------------------------|--|-------------------------|--|
| Title of Planned Core Program #5 |  | Origination             |  |
| Hannah Montana                   |  | NETWORK                 |  |
| Regular Schedule                 |  | Total Times to be Aired |  |
| Saturdays/11-11:30 AM ET         |  | 13                      |  |

|  |          |          |
|--|----------|----------|
|  | 10 years | 13 years |
|--|----------|----------|

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Thirteen-year-old Miley Stewart, recently moved from Tennessee to Malibu, CA, leads a double life. By day she attends public high school, along with her older brother Jackson, but by night she is emerging pop star "Hannah Montana". Except for her family, only her two best friends, Oliver and Lilly, and her bodyguard know about Miley's career as a singer, and she strives to maintain privacy, fearing that her new classmates would treat her very differently if they knew of her stage identity. Miley wears blonde wigs while performing, and manages to escape being recognized. Miley's mother died three years before the story begins, so her dad is now a single parent. He has just begun dating again. Miley misses her mother very much. One of the songs that she writes and performs is about the pain of growing up without her mother. Unlike her brother, Miley is a dedicated student. At school, her enemies are Amber and Ashley, two girls who constantly bully Miley. Oliver and Lilly are fiercely protective of their friend. Miley has ordinary teenage insecurities, but remains true to herself, despite the allure of concert life, the limos, parties, and glamorous clothes. This is in no small part due to the solid values that her father, Miley's manager (Billy Rae Cyrus), has imparted. Tension and sibling rivalry do occur, especially when Jackson feels that his talented sister is getting all the attention. Stories examine social issues such as peer pressure, integrity, family rules, jealousy, friendship, loyalty, and issues related to bereavement.

|                                  |                        |                         |  |
|----------------------------------|------------------------|-------------------------|--|
| Title of Planned Core Program #6 |                        | Origination             |  |
| The Suite Life of Zack and Cody  |                        | NETWORK                 |  |
| Regular Schedule                 |                        | Total Times to be Aired |  |
| Saturdays/11:30 AM-12 noon ET    |                        | 13                      |  |
| Length of Program                | Age of Target Audience |                         |  |
|                                  | From                   | To                      |  |
| 30 minutes                       | 11 years               | 13 years                |  |

Describe the educational and informational objective of the program and how it meets the definition of Core Programming

Those episodes of "The Suite Life of Zack and Cody" that air on ABC as Core Programming deliver life lessons tailored for the older child and "tween" audience. Stories take place in a luxury hotel in Boston, where twelve-year-old identical

twins Zack and Cody live with their divorced mom, a lounge singer for the Tipton Hotel. The boys attend a local public middle school. One of the twins is polite and shy and excels in academics, while the other, athletic and extroverted, barely scrapes by in school, due to lack of effort. He often instigates wacky plans for outwitting hotel authorities, caregivers, and their mother. The boy's mother dates and would like to remarry. Their father is a professional rock musician who is on the road much of the year, but stays in touch with his sons. This sets up occasional parental conflicts about discipline and expectations. Parallel stories involve two teenage girls: heiress London Tipton, whose father owns the hotel, and Maddie, a girl who works after school at the hotel snack bar. Unlike London, Maddie attends a parochial girls' school and comes from a working class Boston family. Series episodes explore sibling rivalry, conflicts with parents, divorce, household and hotel rules, family budget limitations, responsibility, self-esteem, and peer pressure.

15. Does the Licensee publicize the existence and location of the station's Children's Television Programming Reports (FCC 398) as required by 47 C.F.R. §73.3526(e)(11)(iii)?

Y

16. Identify the licensee's children's programming liaison.

|                       |       |                  |
|-----------------------|-------|------------------|
| Name                  |       | Telephone Number |
| Stephen Marks         |       | 989.356.3434     |
| Address               |       | E-mail Address   |
| 1390 North Bagley St. |       |                  |
| City                  | State | ZIP Code         |
| Alpena                | MI    | 49707            |

17. Include any other comments or information you want the Commission to consider in evaluating your compliance with the Children's Television Act (or use this space for supplemental explanations). This may include information on any other non-core educational and informational programming that you aired this quarter or plan to air during the next quarter, or any existing or proposed non-broadcast efforts that will enhance the educational and informational value of such programming to children. See 47 C.F.R. §73.671, NOTES 2 and 3.

**WILLFUL FALSE STATEMENTS MADE ON THIS FORM ARE PUNISHABLE BY FINE AND/OR IMPRISONMENT (U.S. CODE, TITLE 18, SECTION 1001), AND/OR REVOCATION OF ANY STATION LICENSE OR CONSTRUCTION PERMIT (U.S. CODE, TITLE 47, SECTION 312(a)(1)), AND/OR FORFEITURE (U.S. CODE, TITLE 47, SECTION 503).**

I certify that the statements in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

|                  |           |
|------------------|-----------|
| Name of Licensee | Signature |
| Stephen Marks    |           |
| Date             |           |
| 01/06/2009       |           |

FCC Form 398  
March 2006