



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2022 Open-Enrollment Public Charter School Application

Paron Charter School

Name of Proposed Charter

- Initial Application - Deadline June 1, 2022 at 5:00 p.m.**
Applications will not be accepted after this time.
- Final Application - Deadline July 15, 2022 at 5:00 p.m.**
Applications will not be accepted after this time.

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 Division of Elementary and Secondary Education to provide a meaningful review.

Division of Elementary and Secondary Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501-683-5312

APPLICANT INFORMATION

Name of Proposed Charter:	Paron Charter School
Primary Contact for Application:	Elizabeth Graves
Primary Contact Phone:	501-594-6009
Primary Contact Cell:	501-691-4797
Primary Contact Email:	paroncharter@gmail.com

Name of sponsoring entity:

Paron Community Trust

The sponsoring entity is eligible to apply for a public school charter under the following category:

- A public institution of higher education
- A private nonsectarian institution of higher education
- A governmental entity
- An organization that is nonsectarian in its programs and operations and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code.

Name of Charter Management Organization:

n/a

Other Schools Managed by the CMO: n/a

Name of School	Location	Year Established

1. Describe the public hearing which was held for the purpose of assessing support for the establishment of this public charter school. Include the number of attendees and the feedback and/or public comments that were received.

The public hearing was advertised in the Benton Courier for 3 consecutive weeks leading up to the March 31, 2022 hearing. It was also advertised via social media- Face Book page. Paron Charter School is in a unique circumstance in that our campus is in the Bryant School District due to consolidation Act 60. The campus is not close to Bryant or the Bryant School District. We are located closer to Benton. Children that attend Bryant Schools board buses early and are dropped off close to 5 pm. It was more logistical to advertise the hearing in the Benton Courier than in the local Bryant paper. Emails to all surrounding district superintendents were sent announcing the public hearing details.

Public Hearing Description:

Although the public hearing was advertised, we knew the number of in-person attendees would be lower than desired. Many people who supported the Charter School reached out and requested another form of getting the information. Many were unable to be in person due to other school events, military obligations, and sports events in other towns. We held the in-person hearing and provided a recorded voice-over of the hearing and follow-up of the discussion during the hearing. This was posted on our social media page and linked to our school website. This video reached people at longer distances and caused an outreach of questions, donations, and additional support.

The hearing started at 7 pm. 21 people attended in person. First, we introduced the Board of Directors to the community and viewers. We discussed the updates from the time of our last meeting: a new banking account to separate funds, a new mailing address, a new phone number, a new website, upcoming fundraisers, and the addition of the Preschool and afterschool program on campus in Fall 2022. Next, we discussed common questions among people about charter schools. This included Paron Charter School being a public school and not having a school zone or tuition. It also addressed a timeline of events leading up to the submission of the application. The Paron Charter School 4I model was then introduced: Innovative, interest-based, Individualized, and Intervention. We discussed how the model was invented by the Director, all 4 I components are research-based as successful components of successful schools. It was discussed that Paron Charter School instruction, learning, and campus infrastructure will encompass one or more of the components of the 4I model. We went on to discuss campus highlights. A few of the campus highlights went in-depth about blended classrooms, outdoor classrooms, and community teachers. We spoke about how important these factors are at our school, how they tie into instruction and the day, and how they may look on our campus. We took some time to discuss campus needs. These needs included letters of support, sponsor dirt work, campus upgrades, workday participation, donations of materials and learning supplies, and becoming a community teacher. Finally, we discussed our next steps which were to submit the application, obtain sponsors, and start campus upgrades to prepare for students. Near the end, we had an open floor time for open discussion, questions, and concerns.

Discussion and Outcomes:

There was a rich discussion about transportation, class structure, community teachers, campus upgrades, school year schedule, sports additions, and honors classes for graduation. Children spoke up to ask questions about class structure. They asked if community teachers were to replace the classroom teachers. The answer was no, they will be available to teach their skill or talent to students that are interested in that field. The discussion grew into suggestions about community teachers in surrounding towns and resources available through state agencies. Questions surfaced from a state senator about

structural needs on campus. We went on to discuss The Harvest School on campus Fall of 2022. It was explained that it will be a preschool and afterschool program on campus in a shared space with the charter school.

2. Describe the educational need for the charter in the geographical area to be served. Include quantitative data related to academic achievement.

2020-2021 Reading - Students that <u>ARE</u> reading on grade level						
District	Elementary		Middle		High	
	All Students	Economically Disadvantaged	All Students	Economically Disadvantaged	All Students	Economically Disadvantaged
Perryville SD	38.27%	35.76%	High School (7-12) All: 30.86% ED: 35.76%			
Pulaski County Special SD Lawson Elementary	25.3%	25.3%				
Pulaski County Special SD Joe T Robinson	41.67%	36%	47.53%	47.43%	37.95%	26.19%
Benton SD (Angie Grant Elementary)	17.18%	14.15%	37.31%	22.77%	45.48%	25.71%
Fountain Lake SD	36.65%	32.93%	24.21%	22.22%	41.67%	32.28%

<https://myschoolinfo.arkansas.gov/>

According to the data, all surrounding schools and districts of Paron Charter School have lower than 50% of their students reading on grade level. This data is reflective of elementary, middle, and high school levels. Paron Charter School will provide an environment for learning that encompasses student-led and interest-based learning with a high emphasis on academic intervention in a skilled-based classrooms. Paron Charter School has a high focus on innovative learning, individualized instruction, interest-based learning, and intervention. The intervention component will be data-based instruction following the PLC

process: Plan, Do, Study, ACT, and the 4 essential questions. Specifically a focus on question 3: What do we do when the student does not learn the skills. Since students will be coming to us from surrounding districts, many, already reading below grade level, we will have intervention plans in place based on the beginning of the year data. The data above reveals an abundant deficit in reading. Through the rich innovative learning on our campus and systematic interventions, these deficit gaps can be narrowed. Reading comprehension and the ability to read is the core need that leads to success in all other subjects and follows students into their future career paths.

3. Describe in general terms, the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school.

The former Paron school campus is the intended facility and is located on Hwy 9 on approximately 9 acres. It is near the post office and across the street from the closed Head start building. The proposed charter school is in the far NW corner of the Bryant School District, formerly the Paron School district. The campus is in close proximity to timber company property and the Ouachita National Forest. The districts that are contiguous to Bryant's border are Perryville, Jessieville, and Fountain Lake to the north and west. PCSSD, Benton, Bauxite, Sheridan.....border the district to the east.

Parcel number/s: 001-12891-000 (7.11 acres), 001-12890-000 (1.85 acres)

SCHOOL INFORMATION

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Grades to be Offered	K-12	K-12	K-12	K-12	K-12
Enrollment Cap	150	200	250	300	300

Charter Site Address:	22265 Hwy 9
City:	Paron
Chief Operating Officer:	Elizabeth Graves, Director
Phone:	501-594-5622 or 501-691-4797
School District Where Charter Will be Located:	Bryant School District
List the districts from which the charter school expects to draw students:	Perryville SD, Bryant SD, Benton SD, Fountain Lake SD, PCSSD, Home Schooled Students

4. What type of educational model will the school follow?

- Traditional
- 100% Virtual
- College Prep
- Credit Recovery/ALE
- Community School

Other:

We will have a Virtual option for specific classes

5. Provide the mission statement of the proposed charter school:

Mission Statement:

The mission of the Paron Charter School is to ensure high levels of growth and learning for all students in innovative ways.

Paron Charter School will be unlike most public schools in the state. It infuses innovations, individualized instruction, interest-based learning, and data driven intervention to ensure students obtain high levels of growth and learning. The 4 I model was created to demonstrate the mission of Paron Charter School. All aspects of learning at PCS encompass one or more of the research-based methods in the 4 I model below. Research includes, yet not limited to the following supporting evidence.

Innovation

“There are many benefits of Project-Based Learning. It helps bring the school’s theoretical curriculum closer to real life, thereby motivating students. Project-Based Learning allows students to learn by doing and applying ideas. Students engage in real world activities that are like the activities that adult professionals engage in. (Pusztai, 2021).

Kovácsné Pusztai, K. (2021). Evaluation of Project-Based Learning. *Acta Didactica Napocensia*, 14(1), 64-75, <https://doi.org/10.24193/adn.14.1.5>
<https://files.eric.ed.gov/fulltext/EJ1309151.pdf>

Interest-Based

“The current educational system is based on the principle that school education should produce autonomous, critical, and thinking individuals. If we assume that every person is capable of his or her talents, it is important to recognize that the nature of these talents varies among individuals. A greater development of the intellectual capacity of children is a key objective for any region since it allows a possible future economic development of the country. (Aguayo, 2021)”

Aguayo, B., Ruano, C., Vallejo, A. (2021). Multiple intelligences: Educational and cognitive development with a guiding focus. *South African Journal of Education*. 41(2), 1-10
<https://files.eric.ed.gov/fulltext/EJ1304064.pdf>

Individualized

“DIR provides a foundational framework for understanding human development and how each person individually perceives and interacts with the world differently. It outlines the critical role social-emotional development has on overall human development starting at birth and continuing throughout the lifespan. The model highlights the power of relationships and emotional connections to fuel development.” (<https://www.icdl.com/dir>)

Intervention

“As the school moves forward, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? The answer to the third question separates learning communities from traditional schools.”
(https://greengold.uvu.edu/edsc/3050/12R_clark/lessons/12/docs/professional_community.pdf)

4 I Model- Paron Charter School

Innovation

Learning at Paron Charter School will be innovative. Students and staff will learn through agriculture, inventions, projects, and the community.

Each student is involved in setting the trajectory of their learning and path. Learning will be based on their individual strengths and needs.

Individualized

Interest-Based

Students at Paron Charter School will take an interest inventory regularly. They will learn based on their interests and life goals.

We will analyze formative and informative data to determine intervention needs for each student.

INTERVENTION

Our campus will include the utilization of community teachers, outdoor classrooms, project-based learning, agricultural components, individualized instruction, intense skill-based intervention, and instruction based on student interest and learning styles. We will teach all state required learning standards, yet in highly effective and innovative ways.

Vision:

The Vision of Paron Charter School is to function as a professional learning community and integrate individualized learning intelligence, intervention processes, and a naturalistic approach to learning.

As we progress in our journey at Paron Charter School, it is our vision that students learn in functional ways that help them on their life journey. The goal is not only to graduate, but to graduate with skills they can use and carry in whichever career path they choose. Functioning as a professional learning community reflects the strong emphasis we will put into planning and developing essential and supporting standards as a vertical team. This will include students and other stakeholders. We believe learning goes beyond the desk and purchased programs. We have an innovative plan to teach every state required standard, involve student in their own learning, create an innovative, hands-on campus, and intervene or extend students on specific skills when necessary.

We understand there may be the need for behavioral interventions. It is important to PCS that behavior and social-emotional needs are met, the same as academic needs. We have a systematic process for identifying social-emotional needs to be more proactive towards those needs instead of reactive. Our campus and daily routine is targeted at being a therapeutic approach and will prevent many behavior issues from arising.

Collective Commitments/Values

1. We will be positive, contributing members of our collaborative teams.
2. We will work interdependently with our colleagues to achieve our goals and hold each other mutually accountable.
3. We will teach the essential learnings of our agreed-upon curriculum, unit by unit.
4. We will develop local common formative assessments to monitor each student's learning.
5. We will use our common formative assessment data to drive intervention and extension opportunities.

6. We will use evidence of student learning to inform and improve our practices and to better meet the needs of individual students.
7. We will provide parents with resources, strategies, and information to help students succeed.

The Collective Commitments criteria may be adjusted as staff is hired and become part of the PCS team. These commitments are reflective of a healthy learning culture and commitment to ourselves, our students, and our community. We will systematically plan common and summative assessments, which will guide our instruction. This approach combined with student voice, and an innovative campus will be a dynamic piece to successful students and a successful school.

6. Provide a list and brief description of the programmatic features that the school will implement in order to accomplish the mission as it pertains to its educational model.

A. Professional Learning Communities (PLC)

1. Vertical and horizontal teams will be formed to determine essential/supporting standards, create common formative assessments, collect data, determine deficits in specific skills, implement intervention measures and extend students that have already mastered the skill.
2. Data will also be collected on state-wide standardized tests to guide the production of smart goals, objectives, and individualized needs of students

B. Periodic student surveys that identify individualized learning intelligence and interests that will mold and guide instruction

C. Unique Special Education Services that follow state and federal guidelines

1. Include therapeutic environments for learning.
2. Specifically, this will entail but is not limited to therapy pets, DIR Floortime, mentor program, and job corp opportunities

D. Naturalistic Approach to Learning

- 1) School-wide gardening/ greenhouse
- 2) Home-Economics
- 3) Outdoor classrooms
- 4) Community Teachers
- 5) Social-Emotional Learning Lab

E. Community Involvement for Learning

1. Life-skills classes
2. Adult Learning Classes (for parents, guardians, and community members)
3. Community Assets use for Workforce skills (National Forest, Timber Companies, Business Owners-Entrepreneurship) opportunities for learning
4. Community Teachers

F. Holistic Approach to Learning

- 1) Educators within this charter will seek to address the emotional, social, ethical, and academic needs of all students- in an integrated manner. The whole child will be taught in ways they learn best. They will have a voice in HOW they learn.
- 2) Project-Based Learning
- 3) Mentoring Program
- 4) Community Teachers- Members of the community, surrounding communities, and Universities that commit to teaching their skill to invested students
- 5) Student teachers- co-teaching skills they have mastered alongside licensed teachers

G. Other Innovative Ways

- 1) Equestrian therapeutic services- with a release from parents and highly trained equestrian staff students can receive therapeutic equestrian services. We will partner with 4H programs and extension services
- 2) Onsite, hands-on economic and vocational training in job areas that interest Students, along with life-functional skill training.
- 3) Blended classrooms- Students will be taught essential grade-level standards and also attend blended indoor and outdoor classrooms based on interests, deficit, and need.

Virtual/Hybrid Aspect

All students that are virtual/hybrid learners for any reason will have access to and be instructed by a certified teacher or therapist. Paron Charter School will use a virtual platform conducive to learning and success for classes that are not offered on campus, such as certain honors classes or electives. The virtual or hybrid classes are in addition to campus (in-person) classes, not in replacement. Parents and students will sign a virtual contract developed by district personnel. These classes will take place on campus under the direction and supervision of a certified teacher.

7. Establish performance criteria that will be used to measure the school’s progress in improving student learning and meeting or exceeding the state educational goals. The mission of the school should be reflected in the performance criteria.

Goal	Measuring Instrument
<p>Achievement By the end of the 2023-2024 academic year, Paron Charter School will increase the number of students reading on grade level in each grade K-2 by 10% based on the DIBELS assessment, MAP (high avg. or higher range), and other curriculum-based Measures. (First Year based on BOY and EOY results)</p>	<p>NWEA/MAP, Dibels, common formative assessments (CFA) (Reading)</p>
<p>Achievement By the end of the 2023-2024 academic year, 10% more Paron Charter School students in each of grades 3-12 will achieve "Ready or Exceeding" levels in Reading on ACT-Aspire.</p>	<p>ACT Aspire (3-12) (Reading)</p>
<p>Achievement By the end of the 2023-2024 academic year, students at Paron Charter School in each grade K-2 will increase proficiency in math by 10% from the beginning of the school year as measured by MAP cut scores and other standards-aligned curriculum measures.</p>	<p>Map/NWEA (Math) Common Formative Assessments</p>
<p>Achievement By the end of the 2023-2024 academic year, students at Paron Charter School in grades 3-12 will increase proficiency in math</p>	<p>Map/NWEA (Math) Common Formative Assessments</p>

by 10% from the beginning of the school year as measured by ACT-Aspire and other standards-aligned embedded assessment results.	
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CURRICULUM

8. Will the school provide the required courses as outlined in the Standards for Accreditation and the 38 Required High School Course Offerings? If not, explain what changes will be made. What additional electives will be offered?

Yes

Please note that depending on how the school is structured, middle grades could be considered part of an elementary school, a middle school, or a high school.

COURSES GRADE(S): 6

YEAR OFFERED: 2023-2024

REQUIRED COURSES:

- Math 6
- Science
- English 6
- Social Studies
- Computer Science

ELECTIVE COURSES:

- Foreign Language
- Arts
- PE
- Career Exploration
- Interest - Scholar Classes (Community Teachers)

MIDDLE SCHOOL COURSES GRADE(S): 7

YEAR OFFERED: 2023-2024

REQUIRED COURSES:

- Math 7
- Science
- English 7
- Social Studies
- Computer Science

ELECTIVE COURSES:

- Foreign Language
- Arts
- PE
- Career Exploration
- Interest - Scholar Classes (Community Teachers)

MIDDLE SCHOOL COURSES GRADE(S): 8

YEAR OFFERED: 2023-2024

REQUIRED COURSES:

- Math 8/ Algebra 1
- Science

- English 8
- Arkansas History
- Computer Science

ELECTIVE COURSES:

- Foreign Language
- Arts
- PE
- Career Exploration
Interest - Scholar Classes (Community Teachers)

HIGH SCHOOL COURSES (9-12)

Language Arts (6 Units Required)

Course Name	Grades Offered	YR of Introduction	Credit Unit
English 9	9	2023	1
English 10	10	2023	1
English 11	11	2023	1
English 12	12	2023	1
ADE Approved Course (Speech, oral com, etc.)	11-12	2023	1
ADE Approved Course	11-12	2023	1
Total Language Arts Units: 6			

Science (5 Units Required)

Course Name	Grades Offered	YR of Introduction	Credit Unit
Physical Science	8-12	2023	1
Chemistry	9-12	2023	1

Biology	9-12	2023	1
English 12	9-12	2023	1
Environmental Science	9-12	2023	1
Physics	9-12	2023	1
Total Science Units: 5			

Social Studies (4 Units Required)

Course Name	Grades Offered	YR of Introduction	Credit Unit
Civics	9-12	2023	0.5
Economics	9-12	2023	0.5
US History	9-12	2023	1
World History	9-12	2023	1
ADE Approved History Course	9-12	2023	1
Total Social Studies Units: 4			

Fine Arts (3.5 Units Required) Additional ADE approved classes may be added depending on student interest. This list may be adjusted based on student enrollment.)

Course Name	Grades Offered	YR of Introduction	Credit Unit
Music Appreciation	9-12	2023	0.5
Band	9-12	2023	1

Intro To Piano	9-12	2023	1
Intro to Art	9-12	2023	1
Intro to Photography	9-12	2023	1
ADE Approved Fine Arts Course	9-12	2023	1
			Total Fine Arts Units Offered: 5.5

Mathematics (6 Units Required)

Course Name	Grades Offered	YR of Introduction	Credit Unit
Algebra 1	8-9	2023	1
Geometry	9-10	2023	1
Algebra 2	10-11	2023	1
Algebra 3	11-12	2023	1
Precalculus	11-12	2023	1
Calculus AB	11-12	2023	1
			Total Mathematics Units: 6

Career and Technical Education (9 Units Required)

Depending on enrollment, some of these courses may be offered virtual.

Course Name	Grades Offered	YR of Introduction	Credit Unit
Intro to Engineering	9	2023	1

Aerospace Engineering	9	2023	1
Personal Finance	9-12	2023	1
Computer Science Programming	9-12	2023	1
Keyboarding	9-12	2023	1
Computer Business Programming			1
Advanced Programming			1
Robotics			1
ADE Approved C &T Course			1
Total Career & Technical Course Units: 9			

Other Courses (4.5 Units Required)

Course Name	Grades Offered	YR of Introduction	Credit Unit
Principles of Engineering	8-12	2023	1
Physical Education	9-12	2023	1
Personal Fitness for Life	9-12	2023	1
Oral Communication	9-12	2023	1
Aerospace Engineering	9-12	2023	1
Total Units: 5			

High School Credit Checklist:

HS Course Requirement	Units Offered
Language Arts (6 units required)	6
Science (5 units required)	5
Fine Arts (3.5 units required)	5.5
Social Studies (4 units required)	4
Career and Technical Education (9 units required)	9
Mathematics (6 units required)	6
Other (4.5 units required)	5
Total HS Credits/Units (38 required)	39.5

Paron Charter School will employ 3 high school teachers. Depending on enrollment, the teachers will split courses and teach core classes for other grade levels. Some courses may be offered in a virtual or hybrid class, depending on student interest and need.

9. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards?

Paron Charter School will use research-based programs that align with state regulations and protocols for learning and align with state standards. Instruction will be woven into outdoor, agricultural, and hands-on learning:

- A. RISE trained educators and RISE instructional strategies
- B. Phonics Foundations Programs- Phonics First/RLAC
- C. Cognitively Guided Instruction (CGI)- Math Practices
- D. Team Led collaborative pacing from AR state standard-essential/supporting standards (Math, Literacy, Science, SS)
- E. A focus on the PLC process < four essential questions>
- F. Unit Plans, common formative assessments, common summative assessments, data analysis, intervention, extensions, interest inventories, progress monitoring
- G. Purchase of programs, professional development, materials, equipment will have an academic focus tied directly to the curriculum and aligned to the Arkansas Academic Standards. They will be suggested for Year 1 and used as supplemental material and instruction as we phase the PLC process over a 5 year implementation goal.

The PLC (Professional Learning Community) process is ongoing. Instead of purchasing programs to force staff to follow, it is important at PCS that staff have a voice in HOW they instruct. It is equally important that students have a voice in HOW they learn.

It is not conducive to the PCS mission to restrain students to a desk or classroom for learning. We believe students learn best in ways they took part in planning and through functional hands-on avenues. We will plan instruction with staff and students, instruct in ways that are innovative, assess and

intervene promptly when the skill is not learned, and extend the learner when the skill is already learned. Although this process is different than most schools, we believe it is more effective to ensure student success.

Year 1 of operation: Programs will be used as supplemental material or pacing guides as staff and students determine essential standards, supporting standards, smart goals, target goals, create common and summative assessments, determine proficiency, and create unit plans based on state essential standards for each grade-level. Staff will begin the PLC process with Reading. Programs below will be phased out or simply used as supplemental material as the PLC process continues with each content area. The phonics programs will sustain during the PLC process and Year 1.

	K-2	3-5	6-8	9-12
Phonics	Heggerty Phonics First RLAC	Heggerty Phonics First RLAC	Heggerty Phonics First RLAC	Heggerty Phonics First RLAC
Reading	PCS Units- Read Aloud, Shared Reading, Close Reads based on Essential Standards and the PLC process. Picture Perfect Science Curriculum uses Books as an instructional piece. These books will be the starting point for creating units K-5.	PCS Units- Read Aloud, Shared Reading, Close Reads based on Essential Standards and the PLC process. Picture Perfect Science Curriculum uses Books as an instructional piece. These books will be the starting point for creating units K-5	PCS Units- Read Aloud, Shared Reading, Close Reads based on Essential Standards and the PLC process.	PCS Units- Read Aloud, Shared Reading, Close Reads based on Essential Standards and the PLC process.
Writing	Write Reflections Curriculum	Write Reflections Curriculum	Write Reflections Curriculum	Write Reflections Curriculum
Math	GO Math Curriculum*Most math lessons will be in outdoor classrooms or learning labs* CGI	GO Math Curriculum*Most math lessons will be in outdoor classrooms or learning labs* CGI	GO Math Curriculum*Most math lessons will be in outdoor classrooms or learning labs* CGI	9-12 Math Courses will be based on class each student is enrolled in. Depending on need, students will follow a textbook guide (Pearson) or online platform year 1. Each lesson will be taught and led by a certified teacher.

				CGI
Science	Picture Perfect Curriculum *Most science lessons will be in outdoor classrooms or learning labs*	Picture Perfect Curriculum *Most science lessons will be in outdoor classrooms or learning labs*	6-8 Math Courses will be based on class each student is enrolled in. Depending on need, students will follow a textbook guide (Pearson) or online platform year 1. Each lesson will be taught and led by a certified teacher.	9-12 Science Courses will be based on class each student is enrolled in. Depending on need, students will follow a textbook guide (Pearson) or online platform year 1. Each lesson will be taught and led by a certified teacher.*most lessons will be project-based and outdoor classrooms*
Social Studies	myWorld Interactive Curriculum	myWorld Interactive Curriculum	myWorld Interactive Curriculum	9-12 Social Studies Courses will be based on class each student is enrolled in. Depending on need, students will follow a textbook guide (Pearson) or online platform year 1. Each lesson will be taught and led by a certified teacher.

PLC Process ImplimentationTimeline and Criteria

Year 1	Year 2	Year 3	Year 4	Year 5
<u>Grade Levels</u> K-12	<u>Grade Levels</u> K-12	<u>Grade Levels</u> K-12	<u>Grade Levels</u> K-12	<u>Grade Levels</u> K-12
<u>Focus Area/s</u>	<u>Focus Area/s</u>	<u>Focus Area/s</u>	<u>Focus Area/s</u>	<u>Focus Area/s</u>
<ul style="list-style-type: none"> • Reading Foundations • Reading Literature • Reading Informational 	<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Math 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Social Studies
<u>Content</u>	<u>Content</u>	<u>Content</u>	<u>Content</u>	<u>Content</u>
Determine Essential Standards	Determine Essential Standards	Determine Essential Standards	Determine Essential Standards	Determine Essential Standards
Create smart goals and targets	Create smart goals and targets	Create smart goals and targets	Create smart goals and targets	Create smart goals and targets
Create unit plans, common and	Create unit plans, common and summative assessments, determine proficiency scales,	Create unit plans, common and summative assessments, determine proficiency scales,	Create unit plans, common and summative assessments, determine proficiency scales,	Create unit plans, common and summative assessments, determine

<p>summative assessments, determine proficiency scales, Study data to determine intervention needs</p> <p>Incorporate SPED goals and objectives to align with grade-level essential standards and student need.</p>	<p>Study data to determine intervention needs</p> <p>CONTINUE AND IMPROVE THE READING PROCESS FROM YEAR 1.</p>	<p>Study data to determine intervention needs</p> <p>CONTINUE, IMPROVE, AND SUSTAIN THE READING AND WRITING PROCESS FROM YEAR 1-2.</p>	<p>Study data to determine intervention needs</p> <p>CONTINUE, IMPROVE, AND SUSTAIN THE READING, WRITING, AND MATH PROCESS FROM YEAR 1-3.</p>	<p>proficiency scales, Study data to determine intervention needs</p> <p>CONTINUE, IMPROVE, AND SUSTAIN THE READING, WRITING, MATH, AND SCIENCE PROCESS FROM YEAR 1-4.</p> <p>SUSTAIN AN INTERVENTION PROCESS FOR ALL CONTENT AREAS INTEGRATED INTO SKILL GROUPS EVERYDAY.</p>
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STUDENT SERVICES

10. Describe how the school will provide guidance and counseling services for all students.

Paron Charter School will hire a guidance counselor to fulfill K-12 counseling services for all students. The counselor of PCS will assist in enrollment, registration of classes, state testing mandates, outreach services for students, staff, and the community, guidance and counseling services for students, and guidance/counseling lessons to students on campus. The guidance and counseling services and program will target the following areas:

Personal/Social:

Beyond guidance counseling, the PCS school counselor will also provide personal and crisis counseling for students. Areas such as students dropping out, substance abuse, suicide, irresponsible sexual behavior, eating disorders, and pregnancy will be addressed by the guidance counselor.

Educational:

The counselor, through classroom guidance activities and individual and group counseling, will assist students in applying effective study skills, setting goals, learning effectively, and gaining test-taking skills. The PCS counselor will also provide guidance on note taking, time management, memory techniques, relaxation techniques, overcoming test anxiety, and developing listening skills when necessary.

Career:

The PCS guidance counselor will assist students in planning for the future and analyzing skills and interests. Career information will be made available to students. The counselor and director will work with representatives from business and industry to prepare students for the world of work.

11. Describe how the school will provide library media services for all students.

The school will use a waiver to hire a library media specialist or services will be provided by staff on campus. The library will be shared for grades k-12. It will also be the community center library shared with the community. There will be a learning lab shared among all students on the Charter campus. We are also seeking partnership to use local university and city library sources.

Instructional practices under the responsibility of a library media specialist will be conducted by classroom teachers and staff members to ensure all standards are taught.

12. Describe how the school will provide special education services for all students.

Paron Charter School will employ one special education teacher for the first year of operation unless there is need for a second teacher due to enrollment numbers. The special education teacher will report to the director about their caseload and legal obligations.

IDEA

- A. Within the PLC process, there are 3 tiers of intervention. Tier 1 is general instruction that all students receive. Tier 2 is an intervention within the classroom that the general education teacher or another certified teacher will deliver. Tier 3 is a level of intervention that addresses previous grade-level skills that need a more intense level of intervention. This process applies to ALL students.
- B. Students that enroll with an IEP or are identified as having a qualifying disability under IDEA will receive services in the least restrictive environment with modification and accommodations to help them be successful. These decisions will be made by the IEP team committee members outlined in IDEA guidelines. Related services such as speech therapy, occupational therapy, physical therapy, behavior intervention plans, specialized transportation, and any other need/s will be addressed and accommodated by the school.
- C. The major components of special education under IDEA will be followed in accordance with Federal and State guidelines
- D. Child Find: Paron Charter School will use collaborative efforts among surrounding school districts to determine any eligible students within our boundaries. The Charter will send out a notice to parents and the community regarding services provided. Non- English Language Speakers will be provided information in their native language.
- E. Due Process: Paron Charter School will ensure due process is followed
- F. FAPE-Free and Appropriate Education: All students identified with a disability, regardless of the severity, will be provided an education appropriate for their needs.
- G. LRE- Least Restrictive Environment: Students enrolled at the Paron Charter School will be educated to the maximum extent in the least restrictive environment with students with no disabilities. The Arkansas State LRE continuum will be followed.
- H. Referral Process (following all federal guidelines and timelines
- I. Evaluation: All students who are referred for special education services will be evaluated using all proper guidelines and timelines as set forth by IDEA. The comprehensive evaluations will be at no cost to families.
- J. IEP- Individualized Education Plan
 - 1. Every IEP created within the Paron Charter School will be created within the IEP committee team. Parents/guardians will be part of the committee.
 - 2. All IDEA guidelines will be followed in the development of the IEP and the IEP will be followed in its entirety throughout each school year.

Section 504

Section 504 Rehabilitation Act of 1973

Any student enrolled at Paron Charter School that currently has or is ever in need of a 504 Plan will be determined on a case-by-case basis with the 504 team following OCR (Office of Civil Rights) guidelines and protocol. Upon obtaining the 504 Plan, the school staff will follow all components as set forth by the committee and plan. All components of FAPE regarding Section 504 will be followed.

Virtual Aspect

Students attending Paron Charter School virtually (for any reason), receiving services under

IDEA or Section 504 will be provided services according to their IEP virtually. Speech therapy or any related therapy service will be provided through teletherapy sessions or parents can opt to bring their students to campus for therapy sessions.

13. Describe how the school will provide dyslexia screening and services for all students.

Dyslexia Screening will be administered through the DIBELS and RAN Screeners at the beginning of the school year or upon enrollment. Students will also have a progress check with this screener mid-year and at the end of the school year. This will primarily be used for students in grades K-2. The Phonics Program utilized by the district is instructed to prevent dyslexia and will be used in grades K-2 for early prevention.

Paron Charter will ensure that at least one staff member is trained in Dyslexia intervention. Students that require services for dyslexia will receive them based on data from the dyslexia screener, Dibels assessments, ACT Aspire data, and other reading assessment data. Paron Charter Dyslexia Interventionist and ELA Teachers will review Dyslexia Programs for intervention.

14. Describe how the school will provide screening and instruction for English Language Learners.

Process:

- a. HLUS- Home Language Usage Survey- identification of further assessment
- b. HLUS-VF if HLUS indicates any other language than English is spoken in the home
- c. ELPA21 Screener to determine (emerging/ progressing, or Proficient)
- d. LPAC Committee (Language Proficiency and Assessment Committee)
 - consists of at least 3 educators (administration, ESL teacher, classroom teacher)
 - LPAC team will meet within the first 30 days of enrollment to determine placement, services, and any necessary accommodations.

Students will be tested using ELPA21 annually to determine progress and needs. There will be an ESL certified staff member to oversee all services and LPAC meetings.

15. Describe how the school will address the needs of gifted and talented students.

Paron Charter School offers a challenging rigorous curriculum that meets each students' individual learning styles. In addition, the PLC process allows for extension. Question 4 of the four essential questions is: What do we do when the student does learn the skills, how do we extend them? Every student's gift and talent will be cultivated through our individualized intelligence programs and daily campus activities.

We will assign a certified teacher the duty to teach GT lessons and pull a small group weekly in grades 3-12 if necessary. We are seeking a waiver to hire a certified GT teacher.

16. Describe how the school will address the needs of students who meet the criteria for an alternative learning environment.

It is our mission at Paron Charter School to be proactive instead of reactive with the needs of students pertaining to behavior and mental health needs. Our campus is conducive to a nurturing and therapeutic environment, but we are aware of extensive needs and will ensure those needs are met. We plan to outsource mental health therapists for students that require those services.

Students who meet the requirements for an alternative learning environment will also have gone through an extensive FBA(functional behavior assessment). These students will go through a mentoring program and be referred to school-based mental health services. The goal for students who meet the requirements for an alternative learning environment is that they return to the campus, not stay long-term in the ALE. If students have undergone an FBA, mental health counseling, and our mentor program- we will provide space for an alternative learning environment where students learn coping strategies and appropriate behaviors with specific functional and behavioral goals in place. These students, while still enrolled in Paron Charter School, will continuously be provided with a rich curriculum, and an IEP or 504 plan in place will continue to be followed along with related services and modifications.

A. Alternative Learning Environment Structure

1. The therapeutic setting within the school campus
2. Classroom within the campus designed for continuing instruction and implementing strategies and skills associated with the need of the student
3. DIR Floortime according to Dr. Greenspan will be utilized to build healthy relationships and teach appropriate behaviors while integrating academic structure simultaneously.
4. There will be a system of data collection over a specified time span to determine if students are equipped to be successful in a general education setting on campus

B. Mentoring Program

1. As part of the holistic approach to teaching, Paron Charter School will have a mentoring program to assist students who have a social-emotional deficit
2. The mentoring program will be led by Paron Charter School staff and managed through specific referral protocols and procedures in place

C. FBA- Functional Behavior Assessment

1. The FBA will be used in attempts to determine the function behind the behavior. It is beneficial to determine the function behind the behaviors that lead to the need for an ALE (alternative learning environment). We will examine A-B-C data, scatter plot data, and any other data collection specific to the student's needs- over a period of observation

time, then the appointed team will determine the next steps for replacement behavior to address the target behaviors, in return to get closer to the desired behaviors (all defined by the behavior committee).

2. The FBA can be used in other measures for purposes of the development of an IEP, evaluation process, Section 504 plan, or behavior intervention plans.

17. Describe the transportation services that will be provided by the school.

Transportation Options:

A. Selected Bus Stop Spots within the community and surrounding communities (parents drop/pick from these specified locations) Possibly 2 busses, 5 central stops for pick-up/drop-off

This is an option if we are able to obtain a bus Year 1

B. Related Services Special ED transportation only

C. Car Riders

D. Parent Alliance with local churches

Paron Charter School is currently seeking financial assistance, sponsorships, and/or leasing options in order to provide transportation. If our budget does not allow for transportation, students will need to be dropped off at school Year 1. Transportation would then be reassessed for Year 2.

18. Describe how parents and guardians will have opportunities to engage with school staff regarding school operations and the progress of their child.

A.

Parent Advisory Committee

Parents and community members will be included in the collaborative process of student needs, school goals, shared mission, and projected outcomes.

B.

Student Advisory Committee

This committee will be formed in order to guide the student body and be an example for the school. They will assist in events and planning.

C.

Community Outreach Team

This team will be formed to help outreach to the community for needs and concerns. They will help inform the community of events and updates. There will be planned community events after school and on weekends. These events will be a collaborative decision between charter committee members and

community committee members.

D. Parents are welcome to volunteer on campus for special events, curriculum supports, project-based learning, after-hours campus maintenance with greenhouses, gardens, and other areas of need.

E. Community Teachers- Community, surrounding community members, Universities, and others may become community teachers. Community teacher must pass a criminal background check and become a community teacher on campus. They will work with staff to teach their skill to interested students

F. The community center and Paron Charter School will partner for adult learning sessions at least monthly. These sessions will relate to such topics as:

1. Public services are available to families
2. Curriculum partnership training- bridging learning gaps from school and home
3. Innovative ways to assist school and home partnerships
4. Community needs and supports- learning
5. If necessary- ESL services to parents and families
6. Job search
7. Technology classes

G. PTO (Parent Teacher Organization)- This will be encouraged to be organized by parents within the Charter school

19. Describe how food services will be provided for students.

Food services will be provided in the existing cafeteria. The kitchen in the cafeteria is fully functioning and has a valid ADH food permit. The school will create the monthly menu for breakfast and lunch in accordance with federal meal pattern requirements and USDA guidelines. Breakfasts and lunches will be offered at a free or reduced-price to all students.

Paron Charter School will employ a Food Service manager and kitchen staff to provide nutritious breakfasts and lunches for all students every day within the allotted budget.

Paron Charter School will use an approved record-keeping system such as the FSS Reporting System and will ensure food service workers are able to maintain all standards and assurances of meeting the required child nutrition guidelines.

Paron Charter School intends to participate in the National School Lunch Program allowing students who qualify for free or reduced meals to receive them. The budget assumes more than 70% of the students enrolled would qualify for free and reduced-price meals as indicated in the calculation of NSLA funding and Title 1 funding. Students who do not qualify will be able to purchase lunch and breakfast.

<https://dhs.arkansas.gov/dccece/snp/NSLPInfoM.aspx>

Food and Nutrition Grant (free breakfast and lunch to all students)



SCHOOL GOVERNANCE AND OPERATIONS

20. Describe the governing structure of the open-enrollment charter school including board composition, selection process, length of term and responsibilities.

Charter Board of Directors

The Charter Board of Directors will consist of 5 members. There will be an additional board member selected for a sub position, in the case unforeseen circumstances occur. This person will be preselected by each board member in advance. The members will be selected by nomination by August 2022. The members must meet the following criteria:

- Must be 21 or older
- Must not have a felony charge or any other criminal background within last 10 years
- Must have an invested interest in the school and share the mission, and values of the school
- Must have general knowledge of the Charter School structure and expectations
- Must be able to work collaboratively with community members
- Must undergo professional development twice a year provided by appointed Charter staff
- Must stay up to date with State laws pertaining to education and charter matters

After the recruitment of the initial Board of Directors-The Board will be selected through a nomination and selection process. The community, including school staff and parents, and family members of charter students, will vote on board members. Additionally, 12th grade students will also be allowed to vote on board members.

- Board Members will serve a 3-year term with the option to renew or withdraw after the 3-year term.
- Board members that do not uphold Charter Board responsibilities may be dismissed from the board. At this time, the existing board will nominate and appoint a new board member until the next election cycle.

The Charter Board will work collaboratively with the Charter Director on important issues associated with budget, curriculum selection, process/protocol of events, and important decision-making matters. The Charter Board may also work closely with community groups and support services to be informed decision-makers.

Charter Coalition Board Responsibilities:

- Work collaboratively and under the guidance of the Charter Director
- Meet monthly with the community with proposals, decisions, and inform the community members
- Report directly to the Director about any school-related concerns or ideas
- Attend professional development 2 times yearly to stay up to date about school and charter matters
- Maintain a professional demeanor at all times in the community
- Adequately represent the Paron Charter School

Current Paron Charter School Board Members:

Terrance Hawkins (President)- Benton, AR

Sharon Howard (Secretary)- Benton, AR

Ray Davis (Vice-President)-Benton, AR

Eddie Tapia(Member)- Paron, AR

Candy Webb (Member)- Paron, AR

Charter Administrator/Director

The Charter director will be hired through the application process by the hiring committee and Charter Board. The charter director must have the following credentials:

- Master's degree in Leadership and Administration
- At least 3 years in administration or an educational setting

Length of term of the Charter Director/Administrator: 5 years with the option to renew or withdraw

Director Responsibilities:

- Report directly to the Board of Directors
- Supervise, support, and manage teachers and building staff
- Assist with behavioral needs on campus
- Complete TESS observations and input data for the Teacher Evaluation System
- Facilitate and lead monthly Board meetings with the community
- Inform the public on decisions about the school
- Inform the staff and public about state decisions and public safety
- Input data into E-school and complete reports to the OCR (Office of Civil Rights)

Administrative Assistant

- Assist in record keeping and input
- Assist with behavioral needs on campus
- Assist with scheduling, communications, and staff needs

General Education Teachers (certified, classified, or teachers with waivers), Special Education Teachers, Coach, other certified staff, or staff with waivers

Teachers and staff will be hired through the application process and by the hiring committee. Teachers and staff must hold the following credentials:

- Bachelor degree (4 years) or higher in education in the necessary grade level
- Criminal Background Check, Child Endangerment check

The length of the term of Charter teachers is one school year (July to July). Teachers will sign a contract for the school year. The charter committee will determine the eligibility for rehiring each year.

Teacher Responsibilities: Classroom Teachers, Special Education Teachers. Other certified educators

- Teachers will follow the Code of Conduct (set by the state)
- Teachers will supervise students at all time
- Teachers will collaborate with other educators and assist in curriculum creation
- Teachers will teach state standards to each student in their classroom
- Teachers will show professionalism at all times

21. Identify the positions that will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

The key personnel required to carry out business duties for the school will be the Director. The Director will verify the school's finances and approve purchases.

The Board of Directors will receive monthly reports to include:

- Beginning and Ending Balances
- Monthly revenue and expenses
- Monthly check registers report

The Director will ensure that the school follows all federal and state bidding requirements.

Decision Area	Position/Description of Process
Finance and purchasing	For everyday purchase decision, the Charter Director has decision-making authority. For major purchases or investments, the Director will propose the purchase to the Board of Directors, whom will have final decision-making authority.
Student Discipline	Student discipline policies will be created in collaboration of all stakeholders. These policies will be followed by all staff members and students. The Charter Director will ensure student discipline, based on the policies and procedures in place, are being followed.
Hiring/Firing of Staff	The candidates chosen for the position at PCS, will be presented to the Board of Directors for hiring approval. Staff that retires, resigns, or is terminated will also be presented to the board of directs for approval of departure.
Hiring School Director/Superintendent	The school Director will be hired through the existing director and selected staff members. The Board of Directors will be presented with the director and asked to approve the hire.

22. How will the charter ensure that there is a separation of power between the sponsoring entity, charter management organization, school board and superintendent?

Paron Charter School does not have a Charter Management Organization

- The charter board members or sponsoring entity board members will not be related (immediate family) to the superintendent/director
- A board member of the sponsoring entity may not sit dually on both the sponsoring board and the Charter board of Directors
- If a family member of the charter board is also employed by the Charter school, the charter board member of the related employee may not vote on matters pertaining directly to that employee.
- The sponsoring entity board meetings are held separately than the Charter Board meetings
- Decisions for the Charter School will be made by the Charter Board, not by the board of the sponsoring entity

23. Explain the charter's conflict of interest policy and identification procedures.

In order to comply with the obligations thus imposed, the Board and its members will adhere to the following recommended standards regarding conflict of interest.

1. A board member will not give the impression that he or she would represent special interests or partisan politics for personal gain.
2. A board member will not give the impression that he or she has the authority to make decisions or act on behalf of the Board or the school administration.
3. A board member will not use his or her position on the Board to promote personal financial interests or the financial interests of family members, friends or supporters.
4. A board member will not solicit or accept anything of value in return for taking positions on matters before the Board.
5. A board member will not give the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.
6. Board members will be familiar with, and adhere to, those provisions of Arkansas education law that define school board powers and govern board member compensation

Complaints of Conflict of Interest

When a conflict of interest claim against a board member is brought to the board in writing and is signed by another board member or a member of the public, and the board member against whom the claim is made does not concur that a conflict in fact exists, the following board procedures will be followed.

1. Upon a majority vote of the remaining board members, or upon order of the Secretary, the board will hold an informal hearing on the conflict-of-interest claim, giving both the board member and the person bringing the claim an opportunity to be heard.
2. At the conclusion of the informal hearing, the remaining board members will determine by majority vote whether to:
 - A. Issue a public finding that the conflict-of-interest charge is not supported by the evidence and is therefore dismissed;
 - B. Issue a public finding that the conflict-of-interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the board deliberations or decision related to that issue, as required by Arkansas statute; and/or
 - C. Issue a public finding that the conflict-of-interest charge is supported by the evidence and the board member should be formally censured or subjected to such other action as may be allowed by law.

Avoiding Conflicts

When a board member becomes aware that he or she is in a position that creates a conflict of interest or the appearance of a conflict of interest as defined in state law or this policy, he or she will declare the nature and extent of the conflict or appearance of conflict for inclusion in the board minutes and will abstain from voting or participating in the discussion of the issue giving rise to the conflict.

24. Describe the student recruitment process and timeline that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

A. The community and surrounding communities will be notified of the Charter opening and enrollment dates via our website, newspaper, mailers, and social media page. The process of applying will be provided

B. We will hold monthly keynote sessions informing parents and potential families about the schools' campus, structure, curriculum, and expectations. These keynote sessions will be advertised at least 2 weeks prior to the date of the session with a listed topic of learning for the session.

C. The charter will hold an open house campus visit 2 times before the enrollment start date. Parents and potential families can contact the school at any time for site visits or personal meetings for questions or concerns.

There will be a formal application process for families to complete to attend the charter.

25. Describe the procedures for conducting the annual single lottery enrollment process, including how students will be placed on waiting lists and how parents will be notified about each child's selection or order on the waiting list.

If necessary, a lottery to determine which applicants will be accepted to Paron Charter School will be held and conducted by a third party. Paron Charter School will host the live lottery from the Paron Community Center or Charter Campus, and it will be open to the public.

The lottery will be anonymous and random. Each student will be assigned a number, and the numbers will be selected electronically by a random number generator. After 80% of the seats (openings) have been filled, the lottery will stop. Siblings of those selected in the first 80% will be added, as well as children of Paron Charter School employees and founding members. (Siblings is defined as students who share one or both parent(s), guardian(s), or custodian(s).) The remainder of the openings will be selected by the random number generator until a total of 150 students have been selected. Any students not chosen will be placed on a waiting list according to the timestamps on their applications. Following the lottery, the selected applicants will be notified within one week. The results of the lottery will be posted on the Paron Charter School website. A representative from Paron Charter School will make up to three attempts to notify the applicants' parents and receive confirmation of their acceptance. After one week with no confirmation, the seat of the selected applicant will become available to the next student on the waiting list. As seats become available, students on the waiting list will be notified and given the option to enroll.

26. Will any of the enrollment preferences outlined in Ark. Code Ann. § 6-23-306(14)(C), will be utilized by the charter school. This includes children of founding members of the charter and siblings of enrolled students. If so, please explain the policy.

Siblings of students enrolled in the school, as well as children of founding members or staff of the charter, will be automatically accepted to accommodate the needs of families.

27. Explain how students leaving the charter during the school year will impact students on the waiting list.

Students will be added to the roster as slots become available.

If a student withdraws from the Charter during the school year, Paron Charter School feels this impact because they have lost a vital student in pursuing future opportunities. It is the responsibility of the Administration/Director to meet with the family to discuss the reason for the withdrawal. This is important, in that it determines, and drives change and improves the overall instruction, leadership, and effectiveness of the Charter.

For those students who are on the waitlist, the process of contacting their families is very precise. School officials will notify the next prospective student listed on the waitlist for possible enrollment. If the student accepts, the enrollment process begins by completing a required application with the required documents. If the student declines, the school will continue down the waitlist until the enrollment of a student has occurred.

28. Provide a list of staff positions that will be employed in the school business office. Include the responsibilities of each position.

The key personnel required to carry out business duties for the school will be the Director. The Director will work to verify the school's finances and approve purchases. Upon approval of purchases, invoices will be submitted to the outsourced bookkeeper for payout.

The Board of Directors will receive monthly reports to include:

- Beginning and Ending Balances
- Monthly revenue and expenses
- Monthly check registers report

The Director will ensure that the school follows all federal and state bidding requirements with the guidance of a CPA

29. Describe the plan for managing procurement activities. Specify the types of financial decisions to be made at the school level, board level and charter management organization level.

Financial Decisions

School Level

- outsourcing needs
- negotiating terms
- daily purchase orders under \$5000.00
- receiving and inspecting goods and services related to the school

	<ul style="list-style-type: none"> • approval of emergency renovation projects • record keeping of processes • Fundraising projects • Daily/weekly deposits of money into school bank account • reporting financial decisions and statements to the board of directors
Board Level	<ul style="list-style-type: none"> • Approval of purchases over \$5,000.00 • Approval of major renovation projects • Approval of staff salary

30. Describe the process by which the school governance will adopt an annual budget.

Each year, school funding is reviewed at the beginning and ending balance to determine the budget needs. Some funds are allowed as carry-over. The Board of Directors in conjunction with the Director will review the annual budget for approval by Oct.1st of each year. The School Board is provided with an extensive budget that outlines the staffing needs, resources, and curriculum needs for the current school year. Once the Board reviews and approves the budget, it is submitted to the ADE with timeliness and proficiency. The budget is reviewed monthly at each Board Meeting to determine that expenditures are within the approved spending.

31. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

An annual certified audit of the financial condition and transactions of Paron Charter School as of June 30 each year will be prepared by a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy Lisa Stephens and Company, 715 Front St., P.O. Box 1978, Conway, AR 72033: 501-327-2834; Fax: 501-327-6663 is the preferred auditor if the AR department of education does not complete our annual audit. The audit will be prepared in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and will contain any other data as determined by the Arkansas Department of Education. The audit will be completed and filed by the auditor with the Arkansas Department of Education and the Arkansas Division of Legislative Audit within nine (9) months following the end of the fiscal year.

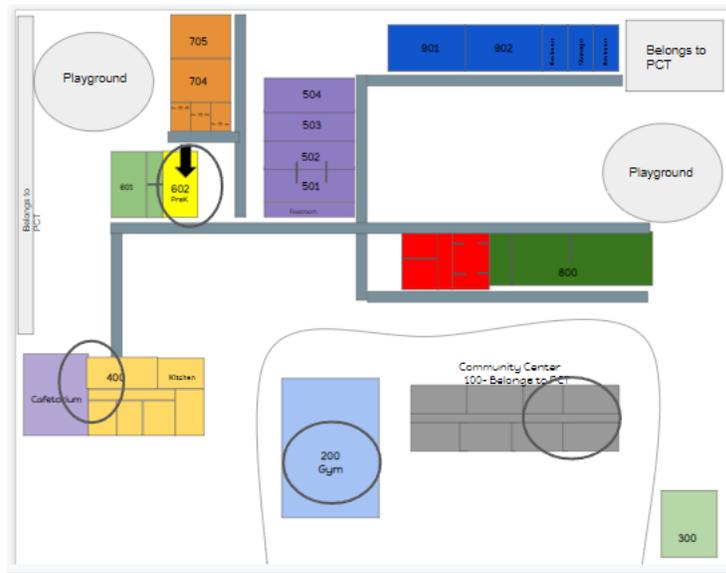
32. If the facility to be used by the school has been identified, list the owner(s) of the facility and describe their relationship with employees or directors of the sponsoring entity or charter management organization

The facility to be used by Paron Charter School is owned by the sponsoring entity, Paron Community Trust. There is no immediate relationship with the director of the charter school. The charter school is not using a charter management organization. The sponsoring entity is leasing the campus to the charter school for cost of utilities.

There will be shared space with an existing preschool on campus, The Harvest School. The daily schedule will allow the preschool students to use the playground and library as part of their routine, but not interfere with student routine from the charter school.

Paron Community Center/Trust will also claim portions of the campus to be shared space at times for field trips and learning stations with permission from parents of students attending the charter school.

The circle areas of the campus below are shared spaces with The Harvest School. Children from the Harvest School will also utilize the playground areas, but not at the same time as the children enrolled in the Charter School.



33. If the facility to be used by the school is not currently in compliance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA), provide a list of items that will need to be addressed to bring the facility into compliance.

There are no known areas of the campus that will be utilized by students that is not in compliance with ADA.

34. Are there any alcohol sales within 1,000 feet of the facility?

No

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

No student in Paron Charter School shall, on the grounds of race, color, religion, national origin, sex, age, or disability be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity sponsored by the school. Paron Charter School will not, in any manner, affect desegregation in any public school district in Central Arkansas or other areas of the state. Our campus is rural and will not affect the desegregation of any school district.

36. List the services that the CMO will provide to the charter and the annual cost of the services.

Paron Charter School does not have a CMO.

WAIVERS

Complete the following tables indicating all sections of Title 6 of the Arkansas Code Annotated, the Division of Elementary and Secondary Education rules, and 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.

Please use the wavier list below

Waiver #1 Topic	Library Media Specialist
Arkansas Code Annotated	<ul style="list-style-type: none"> ● 6-25-103 ● 6-25-104 (licensure)
Standard for Accreditation	4-F.1
ADE Rules	Licensure
Rationale for Waiver	The school is requesting a waiver in this area. The school will have access to Chromebooks to leverage programs such to enhance library and media lessons. The school will partner with the public library to ensure access to literary and media-related material. Additionally, all core teachers will participate in professional development to develop an ability to implement Arkansas Department of Education standards with the core curriculum. The curricula itself will provide opportunities for students to learn and apply library media practices.

Waiver #2 Topic	Health and Safety Services
Arkansas Code Annotated	● 6-18-706
Standard for Accreditation	2-E.1
ADE Rules	Rules Governing Public School Student Services RN must oversee LPN's according to the State Board of Nursing District does not have to employ RN but must have a contract with one to create Individual Health Plans an oversee LPN's
Rationale for Waiver	The school is requesting a waiver in the area of hiring a licensed registered nurse. The school plans to partner with a local health facility, retired nurse in the community or hire a part-time nurse that will provide an RN 2-3 days a week or ½ days, to administer health services to students,

	review health records and consult with certified staff to ensure the students daily health care needs are managed and all necessary student health plans are created and fulfilled.
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Waiver #3 Topic	Gifted and Talented
Arkansas Code Annotated	<ul style="list-style-type: none"> ● 6-42-101 ● 6-20-2208
Standard for Accreditation	2-G.1
ADE Rules	Rules Governing Gifted and Talented Program Approval Standards
Rationale for Waiver	Gifted and talented students will be served through the increased academic rigor in the core classes along with enrichment opportunities in an innovative campus.

Waiver #4 Topic	Teachers & Principals
Arkansas Code Annotated	<ul style="list-style-type: none"> ● 6-15-1004 ● 6-17-302 ● 6-17-309 ● 6-17-401 ● 6-17-902 ● 6-17-919
Standard for Accreditation	4-D.1
ADE Rules	Rules Governing Educator Licensure
Rationale for Waiver	A waiver for principal and teacher licenses is being requested. Although the school will hire licensed principals and teachers, due to the uniqueness of our curriculum and rural area, we would like to have the ability to consider highly qualified candidates who would be quality teachers and/or principals in our educational model to teach multiple subjects beyond their certified area, especially in for high school classes.

Waiver #5 Topic	School Superintendent
Arkansas Code Annotated	<ul style="list-style-type: none"> ● 6-13-109 - Superintendent ● 6-17-427 - Mentoring
Standard for Accreditation	4-B.1 4-B.2
ADE Rules	Rules of Governing Superintendent Mentoring Program
Rationale for Waiver	The school is requesting a waiver in this area. Paron Charter School will employ a principal to handle day to day operations of the charter school. The principal will report directly to the Board of Directors and absorb the role of the superintendent.

Waiver #6 Topic	Transportation
Arkansas Code Annotated	Standards for Accreditation
Standard for Accreditation	6-A.2 Each public school districts shall adopt and implement school safety policies and procedures in accordance with the laws of the State of Arkansas and the rules of the Division. (D/P)
ADE Rules	Standard 6: Facilities and Transportation
Rationale for Waiver	PCS will not provide transportation Year 1 unless we acquire sponsorship for a school bus or acquire additional funding. We will examine transportation need and financial ability Year 2. Parents will transport students, carpool, and partner with local churches for transporting their children to and from school. PCS will have a before school and afterschool program to accommodate parents working late and traveling to drop-off and pick-up students. PCS is also currently exploring the possibility of providing parents with gas vouchers for transporting students year 1.

Waiver #7 Topic	Standard 2-I Alternative Education Services
Arkansas Code Annotated	6-15-1005(b)(5)c 6-18-503(a)(1)(c)(i) 6-48-101 et seq
Standard for Accreditation	2-I.1 Each public school district shall provide appropriate alternative programs for students who are identified as requiring such programs to continue their education. (D/C)

ADE Rules	Standard 2 Student Support Services
Rationale for Waiver	<p>PCS will have an alternate learning environment for everyday use for students. We will use DIR Floortime, coping strategies, mentoring, and an extensive observation system to determine the functions of behaviors and address each students needs. This alternate learning environment will be available on the school campus and provided for any student in need. It will not be a separate program.</p> <p>We will provide counseling services through our school counselor and out service additional mental health counseling if it is needed for students.</p>

Waiver #8 Topic	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver #9 Topic	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver #10 Topic	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	

Rationale for Waiver	

If you have more than 10 Waivers, please delete this statement and copy the entire table above and paste it into the document.

REQUIRED ATTACHMENTS

1. IRS letter reflecting tax exempt status or a copy of the entity’s application for 501(c)(3) status.
2. Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:
 - a. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - b. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - c. The last publication date of the notice was no less than seven days prior to the public meeting.
 - d. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
3. Budget template
4. Statement of Assurance

Waiver Topic Names

178 Instructional Days – standard only

Acquisition of Commodities

Adopt School Calendar

Alternative Learning Environment

Arkansas History – Includes licensure and curriculum

Attendance

Board of Directors

Body Mass Index (BMI) Assessment – rules only

Class Size & Teaching Load

Classified Employee Minimum Salary

Clock Hours – Standard Only

Comprehensive School Counseling Program & School Counselor

Credit for College Courses

Curriculum – Advance Placement Courses

Curriculum – Career and Technical Education – standard only

Curriculum – Concurrent Credit

Curriculum – CPR

Curriculum – Fine Arts

Curriculum – Foreign Language 9-12

Curriculum – Visual Art or Music

Eye and Vision Screening

Financial Management – Business Manager

Flag Display

Flexible Schedule

Food Services

Gifted and Talented

Grading Scale

Health Services - School Nurse

Health and Safety Services – standards only (2-E.1, 2-E.2)

Immunization

Instructional Day (includes delay/early release of school and recess)

Instructional Materials (rules & statute)

Leased Academic Facilities

Library Media Services – includes standard for balance of instructional materials

Library Media Specialist

Maintain School Facilities – standard only

Parent & Family Engagement Plan

Period of Silence

Personnel Policies – Classified Employees Personnel Policies

Personnel Policies – Committee on Personnel Policies

Personnel Policies – Daily Planning Period

Personnel Policies – Duty-Free Lunch Period

Personnel Policies – Employment of Licensed Personnel

Personnel Policies – Grievance Procedure

Personnel Policies – Non-Instructional Duties

Personnel Policies – Personnel Policies Incorporated into Teacher Contracts

Personnel Policies – Public School Employees’ Fair Hearing Act

Personnel Policies – Requirements

Personnel Policies – Right to Join Professional Organization

Personnel Policies – School Employees’ Minimum Sick Leave

Personnel Policies – Teachers’ Minimum Sick Leave Act

Personnel Policies - Teachers’ Fair Dismissal Act

Personnel Policies – Teacher Excellence and Support System (TESS)

Personnel Policies – Use of Personal Leave

Personnel Policies – Website Requirements (Rules Only)

Physical Education

Pledge of Allegiance

Principal

Professional Development

Report Cards

Required Instruction K-4

Required Instruction 5-8

Required Instruction 9-12

Salaries and Compensation – separate employee and teachers?

School Calendar – School Start Date

School Counselor – standards 4-E.1, 4-E.2 and waiver of plan implemented by school counselor (not waiver of entire plan) – 6-18-2003(2)(A)

School Lunch Program

School Property and Supplies – Rules

School Safety Policies and Procedures – Standards and Rules Only

Statewide Assessment System

Student Discipline Procedures (for discipline sections of Student Discipline & School Safety

Rules)

Superintendent

Teacher Excellence & Support System (TESS)

Teacher Licensure

Teachers' Salaries – Twelve-Month Contract for Vocational Agriculture Teachers

Tornado & Earthquake Safety Drills

Transportation

Website Requirements

Code Sections

Acquisition of Commodities

6-21-303 - Rules

Agri Teacher

6-17-802 – Twelve Month Contract for Vocational Agriculture Teachers

ALE

6-15-1005(b)(5) -

6-18-503(a)(1)(C)(i) -

6-48-102 -

6-48-103 –

Arkansas History

6-16-124(a)(2)

6-17-418

6-17-703

Attendance

6-18-213(a)(2)

Board of Directors

6-13-608
6-13-611
6-13-612(c)
6-13-613
6-13-615
6-13-616(a)
6-13-617
6-13-618
6-13-619(a), (c), (d)(1)(A), (d)(4)
6-13-620(5)
6-13-621
6-13-622(b)
6-13-624
6-13-628
6-13-620
6-13-631
6-13-634
6-13-635
6-13-1303
6-14-101, et seq.

Class Size & Teaching Load

6-17-812

Classified Employee Minimum Salary

6-17-2201, et seq.
6-17-2403

Comprehensive School Counseling Program

6-18-2002(2)(A)
6-18-2003(a)(2)(A)
6-18-2004(a)

Credit for College Courses

6-18-223

Curriculum – Advance Placement Courses

6-16-1204

Curriculum - CPR

6-16-143

Curriculum – Visual Art or Music

6-16-130(a) – elementary
6-16-130(b) – grades 7-8 and some 6th grade

Eye and Vision Screening

6-18-1501 – 1502

Financial Management – Business Manager

6-15-2302(b)

Flag Display

6-16-105

6-16-106

Flexible Schedule

6-10-106

6-16-102, except (a)(5)

Food Services

6-18-705 (breakfast program)

Gifted and Talented

6-20-2208(c)(6)

6-42-109

Grading Scale

6-15-902(a)

Health Services - School Nurse

6-18-706

Immunization

Ark. Code Ann. § 6-18-702

Instructional Day

6-16-102

6-10-126 – Delay or early release of school due to emergency circumstances

Instructional Materials

6-21-413

Leased Academic Facilities

6-21-117

Library Media Services

6-25-103

Library Media Specialist

6-25-104

Parent & Family Engagement Plan

Ark. Code Ann. § 6-15-1701, et seq.

Period of Silence

6-10-115

Personnel Policies – Classified Employees Personnel Policies

6-17-2301(c)

6-17-2301(c)(1) & (d)(2)

6-17-2302

6-17-2303
6-17-2304
6-17-2305

Personnel Policies – Committee on Personnel Policies

6-17-203
6-17-205
6-17-209
6-17-2303

Personnel Policies – Daily Planning Period

6-17-114

Personnel Policies – Duty-Free Lunch Period

6-17-111

Personnel Policies – Employment of Licensed Personnel

6-17-301

Personnel Policies – Grievance Procedure

6-17-208
6-17-210

Personnel Policies – Non-Instructional Duties

6-17-117

Personnel Policies – Personnel Policies Incorporated into Teacher Contracts

6-17-204

Personnel Policies – Public School Employees’ Fair Hearing Act

6-17-1701, *et seq.*

Personnel Policies – Requirements

6-17-201(a)
6-17-201(c)

Personnel Policies – Right to Join Professional Organization

6-17-202

Personnel Policies – School Employees’ Minimum Sick Leave Law

6-17-1301, *et seq.*

Personnel Policies - Teachers’ Fair Dismissal Act

6-17-1501, *et seq.*

Personnel Policies - Teachers’ Minimum Sick Leave Act

6-17-1201, *et seq.*

Personnel Policies – Teacher Excellence and Support System (TESS)

6-17-2801 – 6-17-2809

Personnel Policies – Use of Personal Leave

6-17-211

Physical Education

6-16-132

Principal

6-17-302(a) and (c)

Professional Development

6-17-704(f)(1)

6-17-705(a)(2)

Physical Education

6-16-132(b)(1)(A)(i)

6-16-132(b)(1)(A)(ii)

Pledge of Allegiance

6-16-108

Report Cards

Ark. Code Ann. 6-15-903

Salaries and Compensation

6-17-807

6-17-812

6-17-902

6-17-908

6-17-908(a)(4)(B)

6-17-919

6-17-2401

6-20-412

School Calendar – School Start Date

6-10-106

School Lunch Program

6-20-701, et seq.

6-18-705 – Breakfast Program

School Property and Supplies – Rules

6-21-303(b)

Statewide Assessment System

Ark. Code Ann. 6-15-2907

Superintendent

6-13-109

6-17-427

Teacher Licensure

6-15-205

6-15-1004
6-17-201(c)
6-17-202
6-17-203
6-17-204
6-17-209
6-17-211
6-17-301 (employment of licensed personnel)
6-17-309
6-17-401
6-17-418
6-17-902
6-17-919

Tornado & Earthquake Safety Drills

6-10-121

Transportation

6-19-101, et seq.

6-19-120(b)

Website Requirements

6-11-129

2022 Open-Enrollment Charter Applicant State of Assurances

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them.

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we expect to draw students.
2. The open-enrollment 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, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. If enrollment exceeds the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment 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.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.
7. Open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Ark. Code Ann.

§ 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the State of Arkansas.

- 8. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.**
- 9. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.**
- 10. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.**
- 11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.**
- 12. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.**
- 13. The open-enrollment 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.**
- 14. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to:**
 - (a) Monitoring compliance with Ark. Code Ann. § 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 Ark. Code Ann. § 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 state and local governmental entities.**

15. 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.
16. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.
17. To be eligible for a charter school license, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.
18. Any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.
19. The curriculum used in the school will be aligned to the Division of Elementary and Secondary Education curriculum standards.
20. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting systems of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.
21. Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.
22. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Department of Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Department of Education for all financial transaction

records and reporting (including, but not limited to, payroll processing and wage and tax reporting to IRS, ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

23. The Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).
24. The facility to be used will be in compliance 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.
25. **A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application.** Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students. Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any **applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.**



Applicant Signature

14 May 2022

Date

Curt Malone, PCT chairman

Printed Name

Pafford Medical Services offers brain injury prevention advice

Special to the Courier

The Brain Injury Association of America (BIAA) has designated March 2022 to raise awareness about what more than 5.3 million people in the U.S., including children live with permanent brain injuries, many of which are trauma induced. A large number of Arkansas, Oklahoma and Mississippi 9-1-1 callers request Pafford paramedics due to fall-related or forceful impact or penetration to the head injuries that result in traumatic brain injury.

Thus, Pafford Medical Services, deferring to the Brain Injury Association of America (BIAA), the CDC and EveryDay Health.com author Wyatt Meyers, hopes to help spread awareness about fall injury prevention with the intent of reducing these preventable and oftentimes life-altering traumas. Fall injuries make up seniors' number one cause of hip fractures, cuts, and serious and sometimes fatal brain injuries. Seniors are exponentially more likely to fall again while recovering from a fall-related injury. And, the fear and anxiety of falling again often causes many elderly people to restrict their activity. Such restrictions can lead to depression or a less than optimal quality of life. Therefore, fall prevention equates to injury prevention for seniors. Pafford Paramedic teams often respond to fall injury victims who have tripped over clutter, pets, electrical cords or other obstacles in poorly lighted rooms and hallways. Our first concern is to evaluate why the victim fell. A loss of consciousness prior to or during a fall always requires further and more sophisticated medical assessments. When possible, our team members interview bystanders or family members and the patient about their medical history, physical strength and balance as well as any impairments they experience with their gait, bone health, or depression. Reduced hearing and loss of vision acuity also contribute to falls as do the effects of a variety of medications and/or patients' Vitamin D deficiencies. Clearing off stairways and walkways, using handrails, tucking back electrical cords and using overhead lights or lamps even when you think you know the landscape is recommended. Preventing fall injuries also includes installing stair rails, handrails and grab bars for folks with mobility issues or arthritis especially in the bathroom near the toilet and in the bathtub/shower. Loose clothing (large drooping sleeves or openings in clothes) can also easily get caught on doorknobs or ornamental furniture and cause a spill. Wearing non-slip socks, slippers or shoes, and living on one level if possible are other recommendations by EverydayHealth.com. And, everyone can benefit by moving deliberately, slowly and with a priority for fall prevention. There are numerous resources for seniors to gain assistance in preventing falls. The CDC offers the following fall prevention free brochure: https://www.cdc.gov/homeandcommunity-safety/pd/falls/cdc_falls_compendium-2015-a.pdf

Top lawmakers reach deal on Ukraine aid, \$1.5T spending

Associated Press

WASHINGTON — Congressional leaders reached a bipartisan deal early Wednesday providing \$13.6 billion to help Ukraine and European allies plus billions more to battle the pandemic as part of an overdue \$1.5 trillion measure financing federal agencies for the rest of this year.

Though a tiny fraction of the massive bill, the money countering a Russian blitzkrieg that's devastated parts of Ukraine and prompted Europe's worst refugee crisis since World War II ensured the measure would pass with robust bipartisan support. President Joe Biden requested \$10 billion for military, humanitarian and economic aid last week, and Democratic and Republican backing was so staunch that the figure grew to \$12 billion Monday and \$13.6 billion just a day later. "We're going to support them against tyranny, oppression, violent acts of subjugation," Biden said at the White House.

Party leaders planned to whip the 2,741-page measure through the House on Wednesday and the Senate by week's end, though that chamber's exact timing was unclear. Lawmakers were spurred by the urgency of helping Ukraine before Russia's military might makes it too late. They also faced a Friday deadline to approve the government-wide spending measure or face a week-end election-year federal shutdown. As a backdrop against delays, the House planned to pass a bill Wednesday keeping agencies afloat through March 15.

Over \$4 billion of the Ukraine aid was to help the country and Eastern European nations cope with the 2 million refugees who've already fled the fighting. Another \$6.7 billion was for the deployment of U.S. troops and equipment to the region and to transfer American military bases in Ukraine and U.S. allies, and there was economic aid and money for

focused the energies of Congress to getting something done and getting it done fast," said Senate Majority Leader Chuck Schumer, D-N.Y.

Senate Minority Leader Mitch McConnell, R-Ky., said the measure would provide loan guarantees to Poland to help it replace aircraft it is sending Ukraine. "It's been like pulling teeth" to get Democrats to agree to some of the defense spending, he said. But he added, "It's an important step. It needs to be passed. It needs to be passed quickly."

The bipartisan rallying behind the Ukraine aid was just one manifestation of Congress' eagerness to help the beleaguered country, though not all of it has been harmonious. Republicans accused Biden of moving too slowly to help Ukraine and NATO allies and to impose sanctions against Russia and its president, Vladimir Putin. Democrats countered that time was needed to bring along European allies that rely heavily on Russian energy sources. And a bipartisan push to ban Russian oil imports had become nearly unstoppage before Biden announced Tuesday that he would do that on his own.

The huge overall bill was stocked with victories for both parties. For Democrats, it provides \$730 billion for domestic programs, 6.7% more than last year, the biggest boost in four years. Republicans won \$782 billion for defense, 5.6% over last year's levels.

In contrast, Biden's 2022 budget last spring proposed a 16% increase for domestic programs and less than 2% more for defense — numbers that were doomed from the start thanks to Democrats' slender congressional majorities. The bill was also fueled by large numbers of hometown projects for both parties lawmakers, which Congress had banned since 2011 but were revived this year. The spending — once called earmarks, now dubbed community projects — including money for transportation in

West Virginia. And it names a federal building in Tuscaloosa, Alabama, after Sen. Richard Shelby, the state's senior GOP senator, a chief author of the bill who's retiring after six terms. Democrats won \$15.6 billion for a fresh round of spending for vaccines, testing and treatments for COVID-19, including \$5 billion for fighting the pandemic around the world. That was below Biden's \$22.5 billion request. Republicans said they'd forced Democrats to pay for the entire amount by pulling back money from COVID-19 relief bills enacted previously. Much of the money was to go to help states and businesses cope with the toll of the pandemic.

There's added money for child care, job training, economic development in poorer communities and more generous Pell grants for low-income undergraduates. Public health and biomedical research would get increases, including \$194 million for Biden's "Cancer Moonshot" effort to cure the disease.

Citizenship and Immigration Services would get funds to reduce huge backlogs of people trying to enter the U.S. There would be fresh efforts to bolster renewable energy and curb pollution, with some of that aimed specifically at communities of color. There is added funding to build affordable housing. And the measure distributes billions of dollars initially provided by the bipartisan infrastructure bill enacted last year for road,

rail and airport projects. The bill "delivers transformative federal investments to help lower the cost of living for working families, create American jobs, and provide a lifeline for the vulnerable," said House Appropriations Committee Chair Rosa DeLauro, D-Conn.

The bill renews programs protecting women against domestic violence and requires many infrastructure operators to report significant cyber attacks and ransomware demands to federal authorities. The Defense Department would have to report on extremist ideologies within the ranks. The measure retains strict decades-old curbs against using federal money for nearly all abortions. It has \$300 million in military assistance for Ukraine and \$300 million to help nearby countries like the Baltic nations and Poland. Service members would get 2.7% pay raises, and Navy shipbuilding would get a boost in a counter to China.

It "rejects liberal policies and effectively addresses Republican priorities," said Shelly, top Republican on the Senate Appropriations Committee. Since the government's fiscal year began last Oct. 1, agencies have been rinning on spending levels approved during Donald Trump's final weeks in the White House. Congress has approved three short-term bills since then keeping agency doors open.

Sex abuse lawsuit against Prince Andrew formally dismissed

Associated Press

NEW YORK — A U.S. judge dismissed the sex abuse lawsuit against Britain's Prince Andrew on Tuesday, three weeks after lawyers for the American woman who filed it reached a deal calling for the prince to make a substantial donation to his accuser's charity and declare he never meant to malign her character.

U.S. District Judge Lewis A. Kaplan signed court papers dismissing the August lawsuit after lawyers on both sides asked him to do so earlier in the day. The judge had given them until March 17 to complete the deal or he would set a trial date. The lawsuit cannot be refilled.

The lawyers revealed three weeks ago that they had tentatively agreed to a settlement in which the prince would donate to Virginia Giuffre's charity and make the declaration about her character. "Andrew strenuously denied Giuffre's allegations after she sued him, accusing the British royal of sexually abusing her while she traveled with financier Jeffrey Epstein in 2001 when she was 17."

Giuffre, 38, reached the settlement with Andrew after the judge rejected the prince's bid to win early dismissal of the lawsuit earlier this year.

In a letter to the judge last month from Giuffre attorney David Boies, a statement was included that said, in part: "Prince Andrew intends to

make a substantial donation to Ms. Giuffre's charity in support of victims' rights. Prince Andrew has never intended to malign Ms. Giuffre's character, and he accepts that she has suffered both as an established victim of abuse and as a result of unfair public attacks."

According to the statement, Prince Andrew acknowledged that Epstein trafficked "countless young girls" over many years and said the prince "regrets his association with Epstein, and commends the bravery of Ms. Giuffre and other survivors in standing up for themselves and others."

He also pledged to support the victims of sex trafficking as part of demonstrating his regret.

In a statement Tuesday, Boies said the settlement was "an important step, but it should not be the last step in holding Jeffrey Epstein's enablers and participants to account."

A lawyer for the prince declined comment. The Associated Press does not typically identify people who say they are victims of sexual assault unless they choose to come forward publicly, as Giuffre has done.

The settlement stopped the lawsuit before the start of evidence gathering, including depositions that would have forced Andrew to answer questions posed by attorneys.

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NOTICE OF PUBLIC HEARING

to start the application process for an

OPEN-ENROLLMENT CHARTER SCHOOL

in Paron, Arkansas

Meeting date: Thursday March 31, 2022
Time: 7:00pm
Location: Paron Cafeteria, 22265 Hwy 9, Paron

Please come to ask questions and provide input

Man suspected of stalking, killing homeless people arrested

Associated Press

WASHINGTON — A man suspected of stalking and shooting homeless people asleep on the streets of New York City and Washington was arrested early Tuesday. Police said at least two people were killed and three others wounded in the attacks.

The suspect, Gerald Brevard was arrested in Washington on murder, assault and other charges after news of the killings had added new fears to people spending nights on the streets of the two cities and elsewhere.

The 30-year-old man, who lives in the Washington area, was charged Tuesday only in connection with the Washington cases and has not been charged in the New York attacks. Brevard has a criminal history that includes assaulting a police officer and assault with a deadly weapon and was in custody Tuesday. He was being questioned by both New York and Washington detectives.

Police in the two cities earlier released multiple surveillance photographs, including a closeup showing the suspect's face that was obtained from an ATM surveillance camera in Washington, and urged people who might know him to come forward. Investigators used ballistic evidence and tips to help link the shootings, and a lister called police with information about the suspect's identity, officials said.

Police are now contacting other cities to determine whether or not the suspect might be responsible for attacks elsewhere. Though he hasn't been charged yet in the New York cases, police feel "very confident" they have identified the correct suspect, Metropolitan Police Chief Robert Contee said.

All of the shootings involved 22-caliber bullets, and surveillance photos and video, along with witness statements, all pointed to a single suspect — a man wearing distinctive sneakers, black pants and the same face mask, New York Police Department Chief of Detectives James Esqig told reporters.

Police on Tuesday identified the Washington victim who died as 54-year-old Morgan Holmes. The New York victim was not identified.

New York detectives were in Washington and participating in interviews with the suspect, Esqig said. But investigators did not immediately find anything further connecting the suspect to New York beyond surveillance video and ballistic evidence or any social media postings or other evidence explaining a motive.

Brevard hasn't offered any

linking of a motive during interviews with detectives, and authorities believe he may have been randomly targeting the victims, Contee said.

D.C. Mayor Muriel Bowser and New York City Mayor Eric Adams credited the swift coordination between the two police departments and the federal Bureau of Alcohol, Tobacco, Firearms and Explosives. ATF agents took Brevard into custody around 2:30 a.m. Tuesday morning before handing him over to detectives in Washington. They have not yet recovered a gun.

"This man targeted those experiencing homelessness with no regard for life, but this criminal is now off the streets," Adams said Tuesday. "Gun violence against anyone, let alone our most vulnerable populations, is sick, but thanks to the coordination between different levels of law enforcement and the public's help, those experiencing homelessness can breathe a sigh of relief today."

Court records show Brevard was arrested in July 2018 on assault charges and later pleaded guilty to attempted assault with a deadly weapon. He was found mentally incompetent to stand trial in June 2019. Records show Brevard was sent to St. Elizabeths Hospital, a psychiatric facility in the District. A month later, he was deemed competent to stand trial. Soon after, records show, he pleaded guilty and was sentenced to a year in prison. That sentence, however, was suspended.

Investigators also are trying to determine why Brevard was out on the streets around 2:30 a.m., when he was arrested. Advocates for the homeless found comfort in the arrest but urged officials in both cities, which have significant populations of people without permanent shelter, to provide more assistance.

"The urgency of helping people move in off the streets most remain, because this is only the latest example of the risks faced by people without housing," said Jacquelyn Simone, policy director for the Coalition for the Homeless in New York City. "It's not the first time that people have been the victims of violence or even homicides because of their housing status."

Investigators in the two cities began to suspect a link between the shootings on Sunday after a Metropolitan Police Department homicide captain, a former New York City resident, saw surveillance photos that had been released on Saturday night by the New York Police Department while scrolling through social media.

DAILY DISPATCH

Daily Dispatch is published in The Saline Courier as reports are received from local law enforcement agencies. Daily Dispatch articles are edited for brevity and relevancy, and contain only information provided by law enforcement. Content written by Destin Davis, staff reporter.

Benton Police Department

March 11

10:02 a.m. Dustin Tuberville reported theft of property at Big Lots on Military Road.

12:20 p.m. Steven Bridges was cited for public intoxication at Kum and Go on Lincoln Road.

1:12 p.m. Tim McElroy reported theft of property on Alcoa Road.

2:23 p.m. Bonnie Carter reported theft of property at the Capri Inn on Interstate 30.

3:14 p.m. Hunter Hentorne reported theft of property on Arkansas 35.

March 12

1:47 p.m. Jenna Pinkerton reported theft from motor vehicle on Henry Street.

4:07 p.m. Amanda Vance was arrested for possession of controlled substance, possession of drug paraphernalia and no liability insurance on Pamela Drive.

4:45 p.m. Michael Sawyers reported a person violated an order of protection and was harassing him on Bridgewater Drive.

5:38 p.m. Joe Jackson reported a theft of property and fraudulent use of credit card at Big Red Valero on Edison Avenue.

5:47 p.m. Michael Leu reported a theft of property on Military Road.

7:41 p.m. Benton police responded to an overdose on Congo Road.

March 13

12:12 p.m. Gina Baker reported a theft from motor vehicle on West Maple Street.

2:26 p.m. Robert Howard was arrested for possession of drug paraphernalia, possession of controlled substance schedule II, possession of controlled sub-

stance schedule VI and furnishing prohibited articles at Walmart on Interstate 30.

2:53 p.m. Marlana Idom reported a first-degree criminal mischief incident on Hope Lane.

6:02 p.m. Benton Police responded to an overdose on Congo Road.

8:12 p.m. Anthony Hackler reported a shoplifting incident at Academy Sports on Interstate 30.

9:03 p.m. Courtney Rogers reported a theft of property on River Street.

11:27 p.m. Benton police responded to assault on family or household member third degree, first degree assault and theft of property.

March 14

3:35 p.m. Benton Police responded to a disturbance at Oak Forest Village Office on Scott-Salem Road.

4:37 p.m. Joe Deases reported a theft of a motor vehicle part or accessories at the Greens at Longhills Apartment Complex.

9:06 p.m. Frederick Rodriguez was arrested for possession of controlled substance and possession of drug paraphernalia on Church Street.

10:39 p.m. Vernon Woodall was arrested for possession of drug paraphernalia and furnishing prohibited articles on Jackman Street.

Saline County Sheriff's Office

March 11

Saline County deputies responded to a suicidal person on Vimy Ridge. Katherine Reynolds reported first degree criminal mischief on US 67. Chastity Drennon reported a theft of property on Mountain View Road. Nancy Nahlen reported a theft of property on Chicot Road.

Saline County deputies responded to possession of controlled substance, no proof of insurance and driv-

ing on suspended license on West Lilac Drive.

Angela Simington reported the unauthorized use of a vehicle on Bragg Lane.

Ronald Simington reported a violation of an order of protection on North Springlake Road.

Jimmy Oliver reported an accident on Chicot Road.

Jimmy Thomas reported a verbal disturbance on Richards Lane.

Maria Tubbs reported a disturbance on Tubby Road.

Saline County deputies responded to an overdose. William Robinson reported a single vehicle accident at All Season's Mobile Home Park on Season Road.

Ronald Ebbert reported a theft of property on Sonnenshine Blvd.

March 12

Billie Jean Howard reported theft of property on Big Red Valero on West Sardis Road.

Saline County deputies responded to failure to comply with sex offender registration.

Ronald Depart reported theft of property on Meadow Acres Drive.

Alex Blankenship reported a hit and run accident on Congo Road.

Saline County deputies responded to a disturbance on North Sardis Road.

Cody Brooks reported a theft of property at Saline County Jail.

Kim Hammer reported criminal trespassing of land in unincorporated areas on Shaw Wash-Out Road.

Matthew Fee reported a theft of property on Oakley Drive.

Chase Daily reported aggravated assault upon a law enforcement officer at Saline County Sheriff's Office.

Zander Burks reported an accident on Shaw Bridge Road.

Judith Simpson reported a theft of property on McClendon Loop.

Levinia Robertson reported an accident on US 67.

Nicholas Singleton reported a disturbance on Springhill Road.

March 13

David Woods reported breaking or entering on Chicot Road.

Robert Maertans reported property damage on Steel Bridge Road.

Kim Miller reported an animal problem on Terrace Drive.

Kenneth Carr reported information on Brooke Cove.

Saline County deputies responded to a domestic battering incident and endangering the welfare of a minor in the second degree.

Kati Jones reported a theft of property on White Oak Lane.

Jenna Jones reported a dog bite on Gregory Road.

Bobby Carberry reported a disturbance on North Nick Lane.

Kim Miller reported a suicidal person on Terrace Drive.

March 14

Richard Hensley reported an open door on Snow Lane.

Ashley Carson reported a theft of property on Kentucky Road.

Mike Labouve reported a vicious dog on Mallard Circle.

William Wallace Jr reported terroristic threatening at Saline County Jail.

Saline County deputies responded to a death investigation on Kayce Lane.

Rebecca Sisk reported second-degree criminal mischief incident on Carla Drive.

Jimmy Baxley reported recovered property on Steel Bridge Road.

Saline County deputies responded to fictitious license plate, driving with suspended or revoked registration, no liability insurance and obstructing governmental operations.

Debbie Aunt reported a scam on Aunt Lane.

Brenda Hubble reported a disturbance on Scottie Drive.

Brad Dreher reported information on Hilltop Road.

Stephen Blair reported an accident on East Sardis Road.

Ricky Shores reported theft of property and residential or commercial burglary on Danville Road.

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NOTICE OF PUBLIC HEARING

to start the application process for an

OPEN-ENROLLMENT CHARTER SCHOOL

in Paron, Arkansas

Meeting date: Thursday March 31, 2022

Time: 7:00pm

Location: Paron Coliseum, 22265 Hwy 9, Paron

Please contact us for questions about this public hearing.

OBITUARIES

Christy Ann Durham-Smyth

Christy Ann Durham-Smyth, 58, went to be with her Lord and Savior on March 18, 2022.

She was a graduate of Bryant High School in 1981. She was the most beautiful, most generous and happiest person. She was so full of life, and a bright light to all who knew her. She always had a big smile on her face, and her infectious laugh left everyone who crossed her path feeling better. James, Brandi and Montana were Christy's whole life, but she loved everyone. Everyone she met she called a friend.



Durham-Smyth

She was preceded in death by her precious grandson, Hunter Jade Allen Adcox; paternal grandparents, Armor and Nettie Durham; and maternal grandparents, Tom and Eulala Ashcraft.

She is survived by her loving husband of 30 years, James Glee Smyth; daughters, Brandi A. Smyth and Jenni L. Pittman; three beautiful grandchildren, Makenzie Pittman (granddaughter), Montana Smyth (grandson) and Lane Pittman (grandson); wonderful parents, Ken and Faye Durham; sisters, Lynnette Durham and Tammy Lawson (Chuck); brother, Mike Durham (Vickie); adopted sister, Teresa Taylor Heil; nieces and nephews, Shauna Russell (Kelly Joe), Traci Cole (Brett), Allen Lawson (Ashlea), Dallas Pettus, Cole Durham (Emily), Hailey Luckett (Jacob); eight great-nieces and -nephews, and so many wonderful friends. Pallbearers: Montana Smyth, Kolbe Russell, Allen Lawson, Cole Durham, Joseph Lawson and Drake Pettus.

A funeral service will be 11 a.m., Friday, March 25, 2022, at Hurricane Lake Baptist Church, 2516 Springhill Road, Bryant. Interment will follow in Ebenezer Cemetery in Tall.

Visitation will be from 6 p.m. until 8 p.m. Thursday, March 24, 2022, at Roller-Alcoa Funeral Home, 6700 Alcoa Road, Benton.

Please sign the online guestbook at www.rollerfuneralhomes.com/bryant.

Death Notice

Joshua Allen Finley

Joshua Allen Finley, 36, of Little Rock, passed away March 19, 2022.

He was born June 21, 1985, in Little Rock.

Services entrusted to Smith-Benton Funeral Home.

Charge

From page 1

Beaswell is reportedly on federal parole and has previous narcotics charges out of North Carolina, according to the report.

John Hayden Peters, 26, of Little Rock, was arrested after a traffic stop Sunday on South Atwood Road in Mabelvale.

According to a Saline County Sheriff's Office report, the vehicle Peters was driving was reported stolen in Pulaski County.

The deputy noted in the

report that Peters allegedly threw a "small white bag of an unknown substance" out of the car window.

The item suspected to be methamphetamine was then collected by another deputy.

Peters was also reportedly named in an active warrant from the Arkansas Board of Parole.

Peters was taken into custody and booked into the Saline County Detention Center on charges of possession of a controlled substance, tampering with physical evidence, theft by receiving and driving on a suspended license.

It will offer direct access from the airport to Interstate 30 once the roadway is built.

Policy

From page 1

tion authorizing the Saline County Regional Airport Commission to sell property to the city of Bryant for the Bryant Parkade expansion.

Justice of the Peace Pat Bishop, who sponsored the resolution, told the rest of the JP's that the money received from the purchase will be used by the commission to build additional storage space

DAILY DISPATCH

Daily Dispatch is published in The Saline Courier as reports are received from local law enforcement agencies. Daily Dispatch articles are edited for brevity and relevancy, and contain only information provided by law enforcement. Content written by Destin Davis, staff reporter.

Benton Police Department

March 18

12:11 p.m.
Amy Reggiani reported theft from motor vehicle and theft of property at Saline Memorial Hospital.

12:45 p.m.
Rebecca Dominguez reported theft of property at EZ Mart on Military Street.

9:51 p.m.
Anthony Sander was arrested for possession of controlled substance and possession of drug paraphernalia on Arkansas 35.

11:58 p.m.
Anderson Whitworth was arrested for possession of controlled substance schedule II meth, possession of drug paraphernalia and fleeing on West Ashley Street.

March 19

12:38 a.m.
Preston Johnson was cited for possession of drug paraphernalia at the Big Red Valero on Edison Avenue.

2:22 a.m.
Justin Ledbetter was arrested for possession of controlled substance and possession of drug paraphernalia on North Wright Avenue.

6:28 p.m.
Harrison Kanai, assistant manager at Tractor Supply Company reported burglary/breaking or entering on Interstate 30 North.

8:28 p.m.
John Ashley was arrested for DUI at Big Red Valero on West South Street.

March 20

3:46 a.m.
Joniah Foster was cited for DWI drugs, possession of controlled substance schedule VI, driving the wrong way on a one way, failure to register vehicle, no proof of insurance and improper turn signal at Shiny Car Wash.

ing next month to discuss changes to definitions within the subdivision rules and regulations. The meeting is set for April 14 beginning at 5:30 p.m. at the Saline County Courthouse. Ultimately, the court will vote on any changes proposed by the board.

They also told the JP's that

7:05 a.m.
James Culberston reported harassing communications on Gray Street.

11:27 a.m.
Joyce Brazell reported burglary and first degree criminal mischief on Valley Street.

6:40 p.m.
Carlos Martinez was cited for public intoxication on South Hoover Street.

Saline County Sheriff's Office

March 18

Saline County deputies responded to a K9 sniff request on West Providence Road.

Saline County deputies responded to a death investigation.

Saline County deputies responded to a death investigation on Russwood Lane.

Hank Mashburn Jr reported fraud on Dub Grant Road.

Candy Mesa reported fraud on Congo Road.

Sharon Mak reporter fraud on South Silverthorne Drive.

Robert Cullison reported an accident on Mulberry Salem Road.

Penny Wilson reported theft of property on Narrows Road.

Arlie Magby reported criminal mischief at Rural Dale School on U.S. 70.

Daniel Kohl reported harassing communications and terroristic threatening on Foxrun-East End Drive.

Saline County deputies responded to a civil dispute on Bauxite Pump Road.

Theresa Graves reported a four vehicle accident on Interstate 30 East Bound.

Jessica Brown reported theft of property at Distillers Wine and Spirits on US 67.

March 19

Saline County deputies responded to possession of a controlled substance on Holy Ridge road.

Dalton Garner reported criminal mischief on Montague Lane.

Guy Gill reported a

medical emergency on Wildfire Lane.

Tammy Carter reported harassment on Avilla Vincintage Road.

Victoria Heffington reported a vehicle vs deer accident on Styles Road.

Eric Swiney reported a single vehicle accident on West Buffington Road.

Saline County deputies responded to domestic battering in the third degree on 12th Street.

March 20

Saline County deputies responded to possession of controlled substance, tampering, driving on suspended license and theft by receiving on South Atwood Road.

M&J Food Mart reported theft of services on North Sardis Road.

Melissa Barnes reported a disturbance on Graham Road.

Kenneth Langham reported a death on McPherson Road.

Dollar General reported theft of property on Chicot Road.

Richard Ramsey reported trespassing on U.S. 67.

Donald Hill reported information at Arkansas Health Center on U.S. 67.

March 21

Walter Evans Jr reported information at Arkansas Health Center on U.S. 67.

Tammy Plummer reported a grass fire on Hensley Mail Route Road.

Cathy Treat reported a disturbance on Hester Road.

William E. Jenkins reported theft of property at Superstop Shell Gas Station on Arch Street Pike.

Saline County deputies responded to a child custody issue.

William Harrell reported an accident on Salem Road.

Stephanie Williams reported second degree

criminal mischief, terroristic threatening and residential or commercial burglary on Taylor Road.

Saline County deputies responded to domestic battering in the second degree.

Mary Jane Donigan reported a fraud.

Larry Wallis reported an accident on Carrie Drive.

Adrian Robertson reported first degree criminal mischief and residential or commercial burglary on Springhill Road.

Millsa Spann reported criminal mischief on Ryan Drive.

Tara Tidwell reported first degree criminal mischief and breaking or entering on Season Road.

Bryant Police Department

DWI accident on Arkansas 5

Traffic stop that led to an arrest for possession of controlled substance

Two traffic stops that led to DWI arrests

Disturbance call on Amalie that resulted in a domestic battery arrest

Accident on Bryant Parkway that resulted in DWI and endangering the welfare of a minor arrest.

Shoplifting call at Walgreens

Agency assist with Arkansas State Police when a suspect fled on foot. The subject was located near Walmart and taken into custody.

Terroristic threatening report on Arrowhead Road.

Two traffic stops that led to arrests for possession of controlled substance.

Traffic stop that led to a recovery of a stolen firearm.

A commercial burglary at Hibbett Sports.

NOTICE OF PUBLIC HEARING
to start the application process for an
OPEN-ENROLLMENT CHARTER SCHOOL
in Paron, Arkansas
Meeting date: Thursday March 31, 2022
Time: 7:00pm
Location: Paron Cafeterium, 22265 Hwy 9, Paron
Please come to ask questions and provide input.

Bryant School District

Compose

Inbox 67

- ★ Starred
- 🕒 Snoozed
- Sent

Meet

- 📺 New meeting
- 📅 Join a meeting

Hangouts

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4 of 229 < >

From: Paronpride@aol.com
Date: March 16, 2022 at 11:11:35 AM CDT
To: kwalters@bryantschools.org
Subject: Paron CharterLOI
Reply-To: paronpride@aol.com

Dr. Walters,

Attached is the Letter of Intent for the proposed Paron Charter School. As is required by the Arkansas Department of Education, we are notifying school districts that could be effected by the draw of the charter school.

We will be holding a public hearing on Thursday March 31, 2022 at the Paron cafetorium at 22265 Hwy 9 in Paron for comments and questions.

Respectfully,

Jamie Mullins,

Inbox 67

- ★ Starred
- 🕒 Snoozed
- Sent

Meet

- 📺 New meeting
- 📅 Join a meeting

Hangouts

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No recent chats
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From: Karen Walters <kwalters@bryantschools.org>
Date: May 22, 2022 at 9:20:39 AM CDT
To: paronpride@aol.com
Subject: Re: Paron CharterLOI

Thank you, Ms. Mullins. Your LOI has been received.

Karen

On Fri, May 20, 2022 at 2:38 PM paronpride@aol.com wrote:
ADE requires acknowledged receipt of the notice of Paron Charter Letter of Intent.

An acknowledgement of this email is sufficient.

Thank you,

Jamie Mullins

Perryville School District

Compose

Inbox 67

- ★ Starred
- 🕒 Snoozed
- Sent

Meet

- 📺 New meeting
- 📅 Join a meeting

Hangouts

Paron ▾ +

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[Start a new one](#)

From: Paronpride@aol.com
Date: March 16, 2022 at 11:07:22 AM CDT
To: walt.davis@perryvilleschool.org
Subject: Paron Charter LOI
Reply-To: paronpride@aol.com

Dr. Davis,

Attached is the Letter of Intent for the proposed Paron Charter School. As is required by the Arkansas Department of Education, we are notifying school districts contiguous to the Bryant School District where the Paron campus is located.

We will be holding a public hearing on Thursday March 31, 2022 at the Paron cafetorium at 22265 Hwy 9 in Paron for comments and questions.

Respectfully,

Jamie Mullins

Inbox 67

- ★ Starred
- 🕒 Snoozed
- Sent

Meet

- 📺 New meeting
- 📅 Join a meeting

Hangouts

P Paron +

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[Start a new one](#)

From: Walt Davis <walt.davis@perryvilleschool.org>
Date: May 20, 2022 at 2:43:30 PM CDT
To: paronpride <paronpride@aol.com>
Subject: Re: Paron Charter LOI

Thank you. I received this email.

On Fri, May 20, 2022 at 2:38 PM paronpride <paronpride@aol.com> wrote:
 ADE requires acknowledged receipt of the notice of Paron Charter Letter of Intent.

An acknowledgement of this email is sufficient.

Thank you,
 Jamie Mullins

Fountain Lake School District

Inbox 67

- ★ Starred
- 🕒 Snoozed
- Sent

Meet

- 📺 New meeting
- 📅 Join a meeting

Hangouts

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No recent chats
[Start a new one](#)

From: Paronpride@aol.com
Date: March 16, 2022 at 10:55:46 AM CDT
To: mmurphy@flcobras.com
Subject: Paron Charter LOI
Reply-To: paronpride@aol.com

Good morning,

Attached is the Letter of Intent for the proposed Paron Charter School. As is required by the Arkansas Department of Education, we are notifying school districts contiguous to the Bryant School District where the Paron campus is located.

We will be holding a public hearing on Thursday March 31, 2022 at the Paron cafetorium at 22265 Hwy 9 in Paron for comments and questions.

Respectfully,
 Jamie Mullins

Inbox 67

- ★ Starred
- 🕒 Snoozed
- Sent

Meet

- 📺 New meeting
- 📅 Join a meeting

Hangouts

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No recent chats
[Start a new one](#)

From: Michael Murphy <mmurphy@flcobras.com>
Date: May 20, 2022 at 3:13:44 PM CDT
To: paronpride <paronpride@aol.com>
Subject: Re: Paron Charter LOI

Yes, We are aware.

On Fri, May 20, 2022 at 2:47 PM paronpride <paronpride@aol.com> wrote:
 ADE requires acknowledged receipt of the notice of Paron Charter Letter of Intent.

An acknowledgement of this email is sufficient.

Thank you,
 Jamie Mullins

Jessieville School District

Inbox 67

- ★ Starred
- 🕒 Snoozed
- ▶ Sent

Meet

- 📺 New meeting
- 📅 Join a meeting

Hangouts

P Paron +

No recent chats
[Start a new one](#)

From: Paronpride@aol.com
Date: March 16, 2022 at 10:57:22 AM CDT
To: melissa.speers@jssdlions.net
Subject: Paron Charter LOI
Reply-To: paronpride@aol.com

Good morning,

Attached is the Letter of Intent for the proposed Paron Charter School. As is required by the Arkansas Department of Education, we are notifying school districts contiguous to the Bryant School District where the Paron campus is located.

We will be holding a public hearing on Thursday March 31, 2022 at the Paron cafetorium at 22265 Hwy 9 in Paron for comments and questions.

Respectfully,

Jamie Mullins

Inbox 67

- ★ Starred
- 🕒 Snoozed
- ▶ Sent

Meet

- 📺 New meeting
- 📅 Join a meeting

Hangouts

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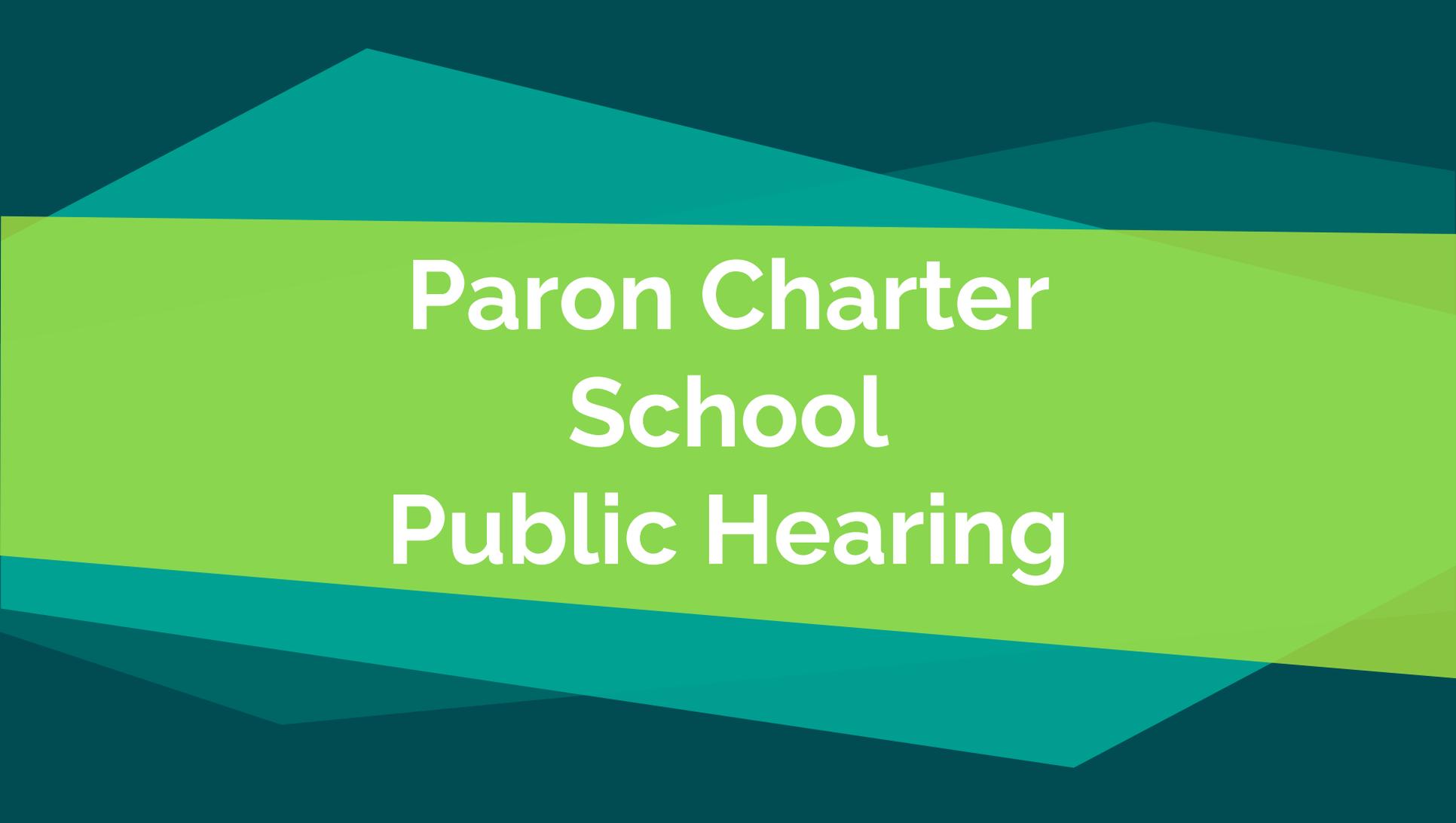
From: Melissa Speers <Melissa.Speers@jssdlions.net>
Date: May 24, 2022 at 10:27:07 AM CDT
To: paronpride <paronpride@aol.com>
Subject: Re: Paron Charter LOI

I acknowledge receipt of the LOI.

Melissa G. Speers, Ed.S.
Jessieville School District
Superintendent
501-984-5381

[#TheresNoPlaceLikeJessieville](#)

Treat every child as if they are your own.



**Paron Charter
School
Public Hearing**



Hello!

**Welcome to The Paron
Charter School Public
Hearing**

**Terrance
Hawkins
President**

Meet the Board

**Candy
Webb
Member**

**Ray Davis
Vice-President**

**Sharon
Howard
Secretary**

**Eddie
Tapia
Member**

**Our Intent
to Apply
Form has
been
Submitted**



**The
Harvest
School
Fundraisers**

UPDATES

**Charter
Bank
Account**

**Mailing
Address**
PO Box 2
Paron, AR

Website

www.paroncharter.net

Pizza & Pie
Bingo
T-Shirt Sale
Go Fund Me

**New Phone
Number**
501-594-5622

Timeline of Events



Upon approval, we will start the enrollment process within 60 days. We will begin to prepare the campus for students to arrive in August 2023.

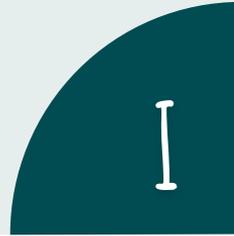
Questions you may have...

- ◆ Can anyone enroll in Paron Charter School?
- ◆ Will there be a tuition?
- ◆ How many students will we accept year 1?
- ◆ What grades will we have?
- ◆ Will there be transportation?
- ◆ What will the campus be like?

4 I Model- Paron Charter School

Innovation

Learning at Paron Charter School will be innovative. Students and staff will learn through agriculture, inventions, projects, and the community.



Interest-Based

Students at Paron Charter School will take an interest inventory regularly. They will learn based on their interests and life goals.



Each student is involved in setting the trajectory of their learning and path. Learning will be based on their individual strengths and needs.

Individualized



We will analyze formative and informative data to determine intervention needs for each student.

INTERVENTION



Campus Highlights

Blended Classrooms



Community Teachers

Community teachers are part of the community or surrounding communities that commit to the school and teaching their skill.



Outdoor Classrooms



What We Need?

Letter of
Support

Sponsor
for Dirt
Work

Help
painting

Participation
on campus
work days

Donations of
items,
service, or
funds

Gardening
projects

Become a
Community
teacher



Next Steps

**Submit
Application**

**Seeking
Donations
and
Sponsors**

**Campus
Improvements**

Open Floor



**Paron Charter School
Estimated Revenues - Year 1**

Source of Funds	# Students	Amount Per Student	Total Yr 1
Foundation Funding	100	\$7,414.00	\$741,400.00
Grants/Other Funding:	Federal Funding- from Title/s, SPED, Child Nutrition		\$319,000.00
Grants/Other Funding:	State Funding- ESA, ALE, PD, ESL		\$134,812.00
Total Budgeted Revenues			\$1,195,212.00

2022/2023

Foundation Funding

\$7,414 per student X 100 students= \$741,400

Name of School
Estimated Salaries to be Paid from State/Local Funds - Y

Position	#	Salary	Subtotal	Fringe
Director/Administrator	1	\$65,000	\$65,000	\$16,900
Admin Assisstant	1	\$30,000	\$30,000	\$7,800
Teachers	6	\$42,000	\$252,000	\$65,520
Aides	2	\$20,000	\$40,000	\$10,400
Sped Teacher	1	(Included)	\$1	\$0
Kitchen Manager	1	\$25,000	\$25,000	\$6,500
Kitchen Staff	1	\$16,128	\$16,128	\$4,193
Janitorial Staff	1	\$16,128	\$16,128	\$4,193
Substitute Teacher	1	\$12,000.00 (Classified)	\$1	\$0
Community Teacher(s)	8	\$18,000.00 (Stipend)	\$8	\$2
Accounting Services	1	\$25,000 (Service)	\$1	\$0
Secretary	1	\$25,000	\$25,000	\$6,500
Guidance Counselor	1	\$42,000	\$42,000	\$10,920
School Nurse P/T	1	\$25,000	\$25,000	\$6,500
			\$0	\$0
			\$0	\$0
			\$0	\$0
			\$0	\$0
			\$0	\$0

Total Budgeted Salaries and Benefits

ear 1

Total Expense
\$81,900
\$37,800
\$317,520
\$50,400
\$1
\$31,500
\$20,321
\$20,321
\$1
\$10
\$1
\$31,500
\$52,920
\$31,500
\$0
\$0
\$0
\$0
\$0

\$675,696

**Add Certified and Stipends:
\$55,000
Total: \$730,696**

Name of School
Estimated Expenditures - Year 1

Administration:	Explanation
Purchased Services	
Supplies and Materials	Dues and Services
Equipment	
Material	copy paper, supplies
Advertisement	Mailers, website fees, etc
Classroom Instruction:	Explanation
Purchased Services	
Supplies and Materials	Classroom supplies and curriculum materials
Equipment	
Special Education:	Explanation
Purchased Services	Programs, curriculum, materials
Supplies and Materials	
Equipment	
Gifted & Talented Program	Explanation
Purchased Services	
Supplies and Materials	
Equipment	
ALE Program:	Explanation
Purchased Services	
Supplies and Materials	Classroom and curriculum materials
Equipment	
ELL Program:	Explanation
Purchased Services	
Supplies and Materials	Curriculum Materials
Equipment	
Guidance Services:	Explanation
Purchased Services	

Supplies and Materials	
Equipment	
Health Services:	Explanation
Purchased Services	
Supplies and Materials	Supplies for nurse station and classrooms
Equipment	
Library Media Services:	Explanation
Purchased Services	
Supplies and Materials	
Equipment	
Fiscal Services:	Explanation
Purchased Services	Services (Included in salary schedule above)
Supplies and Materials	
Equipment	
Pupil Transportation:	Explanation
Purchased Services	\$0 at this time, we will reassess as funds become available. We are also looking into Gas Vouchers for staff and family for traveling expenses.
Supplies and Materials	
Equipment	
Maintenance & Operations:	Explanation
Purchased Services	
Supplies and Materials	
Equipment	
Phone	Existing (\$60.00/Monthly)
Gas	Based on school operation cost in the past.
Electric	Based on school operation cost in the past.
Water	Based on school operation cost in the past.
Sewer	
Food Services:	Explanation
Purchased Services	We will staff our own cafeteria (Salaries Above)
Supplies and Materials	Food Cost

Equipment	The cafeteria is fully equipped and permitted at this time.
Data Processing:	Explanation
Purchased Services	(included in facility upgrades)
Supplies and Materials	
Equipment	
Substitute Personnel:	Explanation
Supplies and Materials	(Included in salary above)
CMO Fee (if applicable):	Explanation
Annual Fee	NONE
Advertising/Marketing	
Legal Services	
Facilities:	Explanation
Lease/Purchase Contract Per Yr	
Facility Upgrades	
Property Insurance Per Yr	
Content Insurance Per Yr	
Debt Expenditures:	Explanation
Materials/Equipment	Lease of Copier/s and Printer/s
Other Expenditures:	Explanation
Materials	Paper, Advertising, Mailers

TOTAL BUDGETED EXPENDITURES

Amount
\$1,000.00
\$5,000.00
\$2,000.00
Amount
\$30,000.00
Amount
\$1,000.00
Amount
\$0.00
Amount
\$0.00
Amount
\$0.00
Amount
\$0.00

(Title 1)

(Title 1)

ALE Funding

(Federal Funding)

Amount
\$1,000.00
Amount
\$0.00
Amount
Amount
\$0.00
Amount
\$20,000.00
\$15,000.00
\$15,000.00
Amount
\$75,000.00

Child Nutrition-
Federal Funding

Amount
Amount
\$0.00
Amount
\$0.00
Amount
\$0.00
\$50,000.00
\$7,500.00
\$0.00
Amount
\$6,000.00
Amount

\$228,500.00

Name of School
Year 1 Ending Balance

REVENUE

\$1,195,212.00

EXPENDITURES

Salaries & Benefits \$675,696.42

Other Expenses \$228,500.00

\$904,196.42

ENDING BALANCE

\$291,015.58

Name of School
Estimated Revenues - Year 2

Source of Funds	# Students	Amount Per Student	Total Yr 1
Foundation Funding	120	\$7,414.00	\$889,680.00
Grants/Other Funding:	Federal Funding- from Title/s, SPED, Child Nutrition		\$319,000.00
Grants/Other Funding:	State Funding- ESA, ALE, PD, ESL		\$134,812.00
Total Budgeted Revenues			\$1,343,492.00

Name of School
Estimated Salaries to be Paid from State/Local Funds - Year 2

Position	#	Salary	Subtotal	Fringe	Total Expense
Director/Administrator	1	\$65,000	\$65,000	\$16,900	\$81,900
Admin Assisstant	1	\$30,000	\$30,000	\$7,800	\$37,800
Teachers	7	\$42,600	\$298,200	\$77,532	\$375,732
Aides	2	\$20,000	\$40,000	\$10,400	\$50,400
Sped Teacher	1	(Included)	\$1	\$0	\$1
Kitchen Manager	1	\$25,000	\$25,000	\$6,500	\$31,500
Kitchen Staff	1	\$16,128	\$16,128	\$4,193	\$20,321
Janitorial Staff	1	\$16,128	\$16,128	\$4,193	\$20,321
Substitute Teacher	1	1,000.00 (Classif	\$1	\$0	\$1
Community Teacher(s)	8	8,000.00 (Stiper	\$8	\$2	\$10
Accounting Services	1	\$25,000 (Service	\$1	\$0	\$1
Secretary	1	\$25,000	\$25,000	\$6,500	\$31,500
Guidance Counselor	1	\$42,000	\$42,000	\$10,920	\$52,920
School Nurse P/T	1	\$25,000	\$25,000	\$6,500	\$31,500
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0

Total Budgeted Salaries and Benefits

\$733,908

Add Certified and Stipends:
\$55,000
Total: \$788,908

Name of School
Estimated Expenditures - Year 2

Administration:	Explanation
Purchased Services	Dues and Services
Supplies and Materials	
Equipment	
Material	copy paper, supplies
Advertisement	Mailers, website fees, etc
Classroom Instruction:	Explanation
Purchased Services	
Supplies and Materials	Materials and Supplies
Equipment	
Special Education:	Explanation
Purchased Services	
Supplies and Materials	Supplies and Materials
Equipment	
Gifted & Talented Program	Explanation
Purchased Services	
Supplies and Materials	
Equipment	
ALE Program:	Explanation
Purchased Services	
Supplies and Materials	
Equipment	
ELL Program:	Explanation
Purchased Services	
Supplies and Materials	
Equipment	
Guidance Services:	Explanation
Purchased Services	

Supplies and Materials	
Equipment	
Health Services:	Explanation
Purchased Services	
Supplies and Materials	
Equipment	
Library Media Services:	Explanation
Purchased Services	
Supplies and Materials	
Equipment	
Fiscal Services:	Explanation
Purchased Services	
Supplies and Materials	Services (Included in salary schedule above)
Equipment	
Pupil Transportation:	Explanation
Purchased Services	\$0 at this time, we will reassess as funds become available. We are also looking into Gas Vouchers for staff and family for traveling expenses. **If funds are available, we will consider leasing a school bus (Cost \$10,000.00 annually)
Supplies and Materials	
Equipment	
Maintenance & Operations:	Explanation
Purchased Services	
Supplies and Materials	
Equipment	
Phone	Existing (\$60.00/Monthly)
Gas	Based on school operation cost in the past.
Electric	Based on school operation cost in the past.
Water	Based on school operation cost in the past.
Sewer	
Food Services:	Explanation
Purchased Services	We will staff our own cafeteria (Salaries Above)

Supplies and Materials	Food Cost
Equipment	The cafeteria is fully equipped and permitted at this time.
Data Processing:	Explanation
Purchased Services	
Supplies and Materials	If funding permits, we will consider buying a promethean board year 2. We will also be working on sponsors for this purpose. (\$10,000.00)
Equipment	
Substitute Personnel:	Explanation
Supplies and Materials	Included in salary schedule above
CMO Fee (if applicable):	Explanation
Annual Fee	n/a
Advertising/Marketing	
Legal Services	
Facilities:	Explanation
Lease/Purchase Contract Per Yr	
Facility Upgrades	
Property Insurance Per Yr	
Content Insurance Per Yr	
Debt Expenditures:	Explanation
Materials/Equipment	Continued Lease of Copier and Printers
Other Expenditures:	Explanation

TOTAL BUDGETED EXPENDITURES

Amount
\$1,000.00
\$5,000.00
\$2,000.00
Amount
\$40,000.00
Amount
\$1,000.00
Amount
\$0.00
Amount
\$0.00
Amount
\$0.00
Amount
\$1,000.00

Amount
\$1,000.00
Amount
\$1,000.00
Amount
\$0.00
Amount
\$0.00
Amount
\$20,000.00
\$15,000.00
\$15,000.00
Amount

\$75,000.00
Amount
Amount
Amount
Amount
\$0.00
\$50,000.00
\$7,500.00
\$0.00
Amount
\$6,000.00
Amount

Child Nutrition-
Federal Funding

\$240,500.00

Name of School
Year 2 Ending Balance

REVENUE

\$1,195,212.00

EXPENDITURES

Salaries & Benefits \$675,696.42

Other Expenses \$228,500.00

\$904,196.42

ENDING BALANCE

\$291,015.58

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **NOV 05 2008**

PARON COMMUNITY TRUST INC
C/O JAMIE MULLINS
PO BOX 44 22265 HWY 9 BLDG 100
PARON, AR 72212-0044

Employer Identification Number:
20-8633480
DLN:
17053240334028
Contact Person:
ZENIA LUK ID# 31522
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
June 1, 2007
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)