



ARKANSAS DEPARTMENT OF EDUCATION -
CONVERSION CHARTER SCHOOL APPLICATION
2025 V2
Arkansas Department of Education



Organization Information

Organization Name

Titan Learning Academy - Jacksonville North Pulaski School District

Email

jowoh@jnpsd.org

Telephone

5012412080

Fax

Address

1414 West Main

Unit/Suite

Zip Code

72076

City

Jacksonville

State

Arkansas



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1. Applicant Profile Information

Q1.

Name of applicant

Dr. Jeremy Owoh

Superintendent

501-241-2080

jowoh@jnpsd.org

Q2.

Contact person

1. Full Name

2. Title/Relationship to Charter

3. Mailing Address

4. Primary Phone

5. Primary Contact Email



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Dr. Amanda Picard

Director of Curriculum and Instruction

1919 Northeastern Ave, Jacksonville, AR 72076

501-457-5051

or

April Carter-Turner

Principal of Titan Learning Academy

2300 Linda Lane, Jacksonville, AR 72076

501-457-8321

Q3.

Please list the names and roles of all persons in the applicant group, i.e., anyone with a role in drafting the substantive content of this application and is expected to have a significant role with the school, including any consultants or employees of an education service provider or management organization. Include the following information for each person listed:

1. Full Name

2. Current Role with Proposed School

3. Future Role with Proposed School

Dr. Jeremy Owoh, Superintendent

Dr. Janice Walker, Assistant Superintendent

Dr. Amanda Picard, Director of Curriculum and Instruction

April Carter-Turner, Principal of Titan Learning Academy



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Q4.

Projected Date of School Opening (Month/Year)

August 2026

Q5.

Type of Charter

- ☒ Conversion Charter
- ☐ Other. Please explain in the comment section:

Q6.

Educational Model

If your Educational Model is not listed, please use the comment section to write in your response and provide a brief explanation of the model and why you selected that model.

- ☐ Classical
- ☐ Traditional
- ☒ Virtual
- ☐ Career/CTE
- ☒ Hybrid Learning
- ☐ Performing Arts
- ☒ Special Populations
- ☐ Other: Please explain in the comment section.



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Section



Darrell Smith

Ratings

Meets

All elements are met.



Seth Seaton

Ratings

Meets

All elements are met.

Comments :

All questions were answered



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2. Executive Summary

Q7.

A.1 Vision and Mission

State the charter school's mission and vision for the proposed school. Provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes.

a. What specific needs or challenges within the district have led to the decision to pursue a district conversion charter school model?

Please describe the factors—academic, operational, or community-based—that support this request.

b. In what ways is the proposed district conversion charter school expected to positively impact student achievement, educational innovation, or overall district performance?

Include a description of anticipated benefits and how they align with district goals.



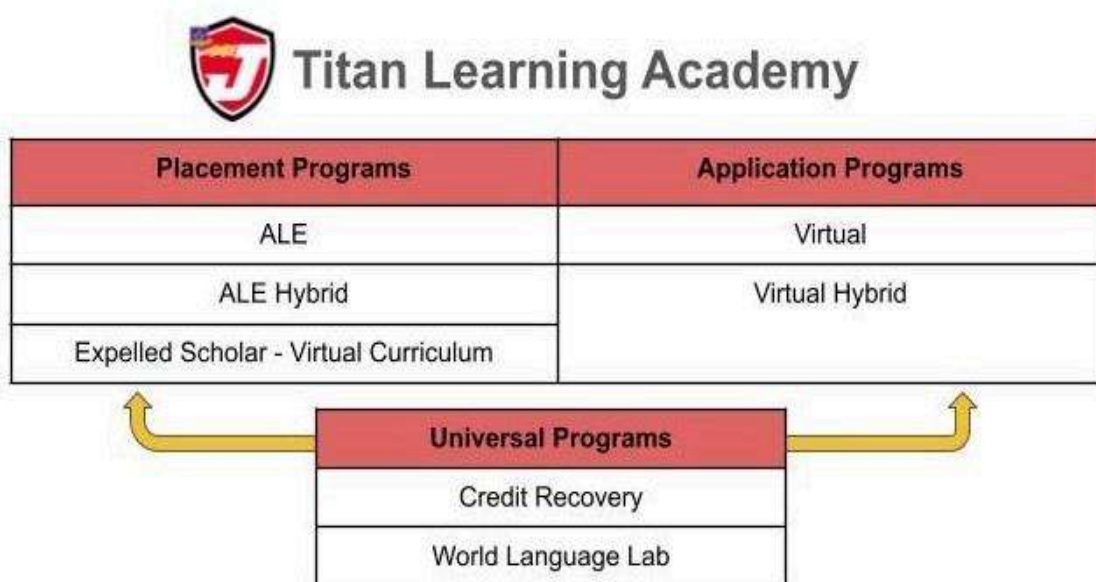
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VISION: Titan Learning Academy (TLA) is a learning community where all learners feel valued, empowered, and encouraged to achieve their fullest potential.

MISSION: The TLA will equip scholars with social and academic skills to excel in all environments.

The purpose of the Titan Learning Academy is to provide flexible nontraditional learning options for scholars that need an alternative placement due to qualifying factors and for scholars who choose to apply or are referred for nontraditional learning environments in order to reach their graduation goals and/or to accelerate their learning. We currently operate an ALE/HUB option and a Virtual option holding Act 1240 waivers. The emphasis of the conversion charter is to bring all nontraditional options under one umbrella of services in order to limit barriers for our scholars and increase their chances of graduation.



The Titan Learning Academy will offer a flexibility that is invaluable for our at-risk students. Within the choices of non-traditional options, scholars will progress at their own pace and move between programs more fluidly when they've demonstrated proficiency on assignments. This allows students to proceed at an accelerated pace and enables teachers to provide extra attention and options to



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those students who need extra support or services. In addition, the Titan Learning Academy scholars would have access to our Universal Programs that are currently in place at our traditional sites.

Current ALE Program Description (https://docs.google.com/document/d/1fUAz4opnQofAb1d-C4bUudG4Cu_cvrz6/edit?usp=sharing&ouid=101489703820107805020&rtpof=true&sd=true)

Current ALE Hybrid Program Description
(https://docs.google.com/document/d/1OJEHwix0yLoxTM30iE_1Wht8ARohnGY/edit?usp=sharing&ouid=101489703820107805020&rtpof=true&sd=true)

Current Act 1240 Waivers for Virtual Option
(https://drive.google.com/file/d/19yfSodRIKO8nl5N_O6KshgTt2-nR_OL4/view?usp=sharing)

Current MOU with Pulaski County Adult Workforce for GED
(<https://drive.google.com/file/d/1uluuNMmtujXdt5LOb0pc9CCF3YyM3z/view?usp=sharing>)

Current MOU with APRSC for Titan Home School Digital Academy
(<https://drive.google.com/file/d/1OMsRV9VZp262rT0C4gCthFqE5MzilbVR/view?usp=sharing>)

Q8.

B.1 Evidence of Need, Support, and Involvement

Describe the anticipated student population the school intends to serve. Provide a rationale for seeking to serve this population.

The purpose of the Titan Learning Academy is to provide flexible nontraditional learning options for secondary scholars (6th-12th grade) that need an alternative placement due to qualifying factors (ALE/ALE Hybrid) and for scholars who choose to apply or are referred for nontraditional learning environments (Virtual/Virtual Hybrid) in order to reach their graduation goals and/or to accelerate their learning. It is also to serve and engage with our expelled scholars (Virtual).

Q9.

B.2 Evidence of Need, Support, and Involvement

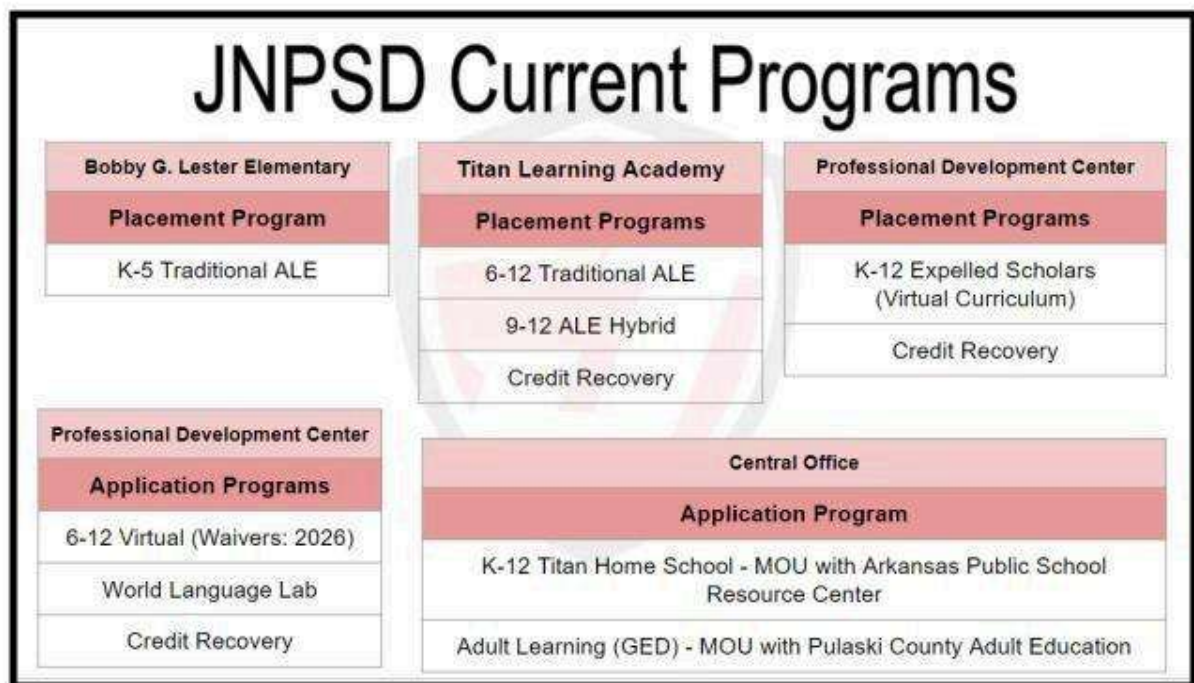


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Describe the current educational options available to your target population and how a new charter school will impact the available options.

We currently have the following programs in place. The programs are working for our scholars however it is disjointed, housed in different buildings, coordinated by different teams, and wait times occur when moving between nontraditional programs. We would like to house all nontraditional programs under the proposed charter in order to better serve our scholars and eliminate barriers. Scholars in Traditional ALE, ALE Hybrid, Serving Expulsions, Virtual, and Virtual Hybrid-will continue to have access to all special services provided by the district. The charter will house everything in the same building with the same team coordinating services for our at risk scholars.



Q10.

B.3 Evidence of Need, Support, and Involvement



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Based on your outreach, research, and knowledge of the student population and community, what are the primary challenges to student success in the area you seek to serve?

Describe how the proposed district conversion charter school will address these challenges through its academic model, support structures, or innovative practices.

- Expulsions - The Conversion Charter provides educational access to scholars during their period of assigned expulsion so they do not get behind in school.
- Teen Pregnancy - Provisions are made for young mothers who need flexible scheduling during the pregnancy and after giving birth, so they can take care of their children and/or work.
- Over-age, under-credited - The Conversion Charter provides access, acceleration and preparation for GED candidacy.
- Students behind on credits (1-2 years) - Teachers and admin focus to close the gaps in learning and assist scholars in earning the credits for a high school diploma.
- Alternative learning for students experiencing challenges in behavior and socialization. - These students will have the academic and emotional support from certified teachers and a behavior specialist to learn coping and self-regulation skills to overcome the challenges preventing them from experiencing success.
- Scholars who need to work to support themselves and/or their families. - Many of our scholars' experience poverty and displacement requiring them to work to help themselves and their families. These conditions challenge our scholars in making education a priority, and they need this additional support and flexibility that the traditional classroom does not offer. Scholars have a better opportunity to work courses into their schedules.
- Scholars who apply to virtual learning often have needs for acceleration, flexible scheduling, physical and mental health purposes, and difficulty having success in the traditional classroom. This is an option for parents rather than homeschool.

Q11.

B.4 Evidence of Need, Support, and Involvement

What evidence demonstrates community interest and support for establishing a district conversion charter school?

Please describe any meetings, surveys, focus groups, or other forms of outreach that indicate stakeholder engagement and community backing for the proposed school.



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A public hearing was held on August 15, 2024, from 6:00p.m.-7:00p.m. at the Pinewood Professional Development Center. It was advertised in The Leader newspaper on July 24, July 31, and August 7, 2024. Twenty people were in attendance with a mix of School Board members, staff, parents, community members, and the NAACP. The linked presentation (<https://docs.google.com/presentation/d/1gfLUmXqNdWbIf7ePe8avVjNWvLGZcED3HnUvs5BwoUo/edit?usp=sharing>) was used and feedback was collected on a digital form, paper forms, and in the question and answer portion of the presentation.

The feedback consisted of:

- I am interested in participating in Stakeholder Groups. I am a community member and a retiree of JNPSD.
- This is a great opportunity for our scholars through the matriculation process.
- Please contact me for more questions.
- Very good presentation that was understandable.
- Very good for first meeting. Might consider a microphone. Could follow all slides.
- It sounds like a positive idea. So, the school is targeting ‘at-risk?’ How about “home schooling” parents? Not necessarily “at-risk” or “expelled.” Is this directed toward the AirForce base, to give an alternate choice and not move to Cabot or Sherwood. “Homeschool in Jacksonville North Pulaski” If there are many applicants who will be given priority?”
- My concern with this charter is the ALE vs. general students? How will the safety of the students be assured?

A second public hearing was held on May 22, 2025 and followed the same format. It was advertised in The Leader on April 30, May 7, and May 14, 2025. Six people were in attendance. No additional feedback was collected.

A stakeholders meeting was held on May 29, 2025 at 6:00pm -7:00 pm at the Learning Academy. During this meeting, stakeholders were provided a copy of TLA’s school improvement plan. There was not any feedback or suggestions provided at this time. Teachers, administrators, parents, and scholars will make-up the team to discuss and determine a Titan Learning Academy school improvement plan and the identifying performance criteria. The plan will be re-visited at the beginning of the school year, end of the first semester, and at the end of the school year to monitor scholar growth or the lack of progress and revisit goals. The draft version of the school



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improvement plan for 25-26 is linked here: Titan Learning Academy School Improvement Plan (<https://docs.google.com/document/d/1FZd7Lc9hj8aS88ElkLM6RKsFsKx93xbPizlvVeNFaeE/edit?usp=sharing>).

Section



Darrell Smith

Ratings

Meets

All elements are met.



Seth Seaton

Ratings

Meets

All elements are met.



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3. Academic Plan

Q12.

A.1 Academic focus

Describe and outline the proposed school's academic focus. Include specific academic benchmarks, educational philosophy, instructional methods, and innovations.



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Virtual Scholars:

Academic Focus: The academic focus for expelled scholars is to provide access to grade level instruction but also to recover any credits they previously failed and still need to earn. The goal is that the scholar is no further behind and on track for graduation by the end of the expulsion period. The academic focus for EXCEL Virtual Scholars is to provide these scholars nontraditional virtual options for grade level instruction with the ultimate goal of graduating on time. Initial credits is our priority enrollment feature; however, we do provide credit recovery to a scholar who needs to make-up a credit(s).

Scholars have a flexible schedule with access to their courses seven days a week, twenty-four hours per day. If the family travels, the scholar can take their coursework with them. Our district is located near the Airforce Base, and this option has been an asset to our military families.

Academic Benchmark: The benchmarks for expelled scholars are to successfully complete any credit recovery they have and to continue earning initial credits for on track graduation requirements.

Instructional Methods: We use a digital platform that is aligned with the Arkansas State standards and approved by the Department of Elementary and Secondary Education.

IMAGINE LEARNING for initial credits

- Scholar is assigned an Imagine Learning teacher of record. This teacher provides guidance with check-ins and a calendar available for the scholar to book individual appointments with the teacher for support. IMAGINE LEARNING instructors are certified instructors.
- Scholars have access to Tutoring on Demand seven days a week with morning and evening hours. Scholars are provided the tutoring schedule.
- The Titan Learning Academy Dean and/or the Counselor will also conduct check-ins on scholar progress and any hardware needs. The district provides each virtual scholar a Chromebook to use for coursework.
- The parent and scholar complete the district's Computer Use Agreement upon Chromebook check-out.
- The Titan Learning Academy Dean and/or the Counselor coordinates with the district's technology department for any maintenance needs on the Chromebooks.

Imagine Learning (Credit Recovery) 6-12



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- Is used for any credit or content recovery for scholars. These courses are ones previously attempted by the scholar and received a failing grade.
- Scholars have the option of pretesting at the onset of each unit, and if they earn a 80% or higher on the pre-test, they can move past that specific unit and move onto the next unit.

Q13.

A.2 Academic focus

Describe the school-wide, evidence-based plan that will drive academic improvement for all students and help close achievement gaps. Please provide any relevant research and evidence you used in developing the plan.



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We would like to house all nontraditional programs under the proposed charter in order to better serve our scholars and eliminate barriers. Scholars in Traditional ALE, ALE Hybrid, Virtual, and Virtual Hybrid-will continue to have access to all special services provided by the district.

EXCEL Virtual Program & Expelled Scholar Program:

Imagine Learning provides an online tutor available to students both morning and evening hours for Sunday through Monday.

Each course has an assigned, certified teacher who is available for support, weekly progress check-ins, complies with student accommodations or modifications and additional instruction is provided at the student's request. Instructors maintain calendars and students can schedule 30-minute increments with the instructor that is convenient with both the student and the instructor.

The Titan Learning Academy Dean and/or the Counselor conducts progress checks and communicates regularly with the parent and student concerning progress and grades.

Students are assessed at the beginning of the year, middle of the year, and at the end of the year. Student assessment data is reviewed for academic growth and student's grade level in reading. If a scholar is failing more than two core classes at the end of the first semester, they are required to return to onsite instruction in January. If a scholar is failing more than two core classes at the end of the second semester, they have to return to onsite instruction the next fall, unless they complete the credit recovery courses over the summer.

If students do not score 60% or higher or if they miss the 80% completion of the content, they are enrolled in credit recovery so that they can remain on track for graduation. In credit recovery, students take a pretest at the beginning of the unit, and if they score 80% or higher, they can skip the unit material and move to the next unit's pretest and repeat this process.

Traditional Alternative Learning Environment (ALE) and the Alternative Learning Hybrid program:

Traditional ALE has JNPSD certified teachers assigned to deliver direct instruction to students. They use the district's adopted highly qualified instructional materials approved by DESE. Students might receive their elective and/or CTE courses through Imagine Learning's virtual platform if they prefer an elective or CTE course that the Titan Learning Academy teachers do not offer.



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The ALE-Hybrid program has designated two certified teachers to facilitate onsite synchronous instruction. The ALE- Hybrid scholars are required to report onsite 20% of a school week for 51% of synchronous and 49% of asynchronous instruction. This program uses a mix of onsite certified teachers and virtual Imagine Learning certified teachers.

Students are required to complete all initial credit classes with 100% completion with a grade of 60% or higher.

If students do not score 60% or higher or if they miss the 100% completion of the content, they are enrolled in credit recovery, so that they can remain on track for graduation. In credit recovery, students take a pretest at the beginning of the unit, and if they score 80% or higher, they can skip the unit material and move to the next unit's pretest and repeat this process. Students work on credit recovery simultaneously while working on grade level coursework. Students will need to complete all credit recovery classes at 80% completion and a grade of 60% or higher.

Students are assessed at the beginning of the year, middle of the year, and at the end of the year. Student assessment data is reviewed for academic growth and student's grade level in reading. Instructors provided intervention time in their schedule to target each students' identified needs identified in weekly formative assessments.

Traditional ALE and ALE-Hybrid have a principal, a guidance counselor, and a behavior interventionist assigned who monitors students academically, their social and emotional needs, behavior challenges and provides the support needed for the students to be successful and graduate. The ALE traditional program has Para-Educators assigned to work with students in smaller groups sizes or one to one to help close gaps in their skills.

Q14.

A.3 Academic focus

Describe the school's curriculum and discuss how it will prepare students to meet or exceed Arkansas standards.

a. If the curriculum is fully developed, summarize curricular choices, and explain the rationale for selection. If the curriculum still needs to be fully developed, describe any



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curriculum decisions made to date, share any proposed curricular decisions that are pending, and explain the process for completion.

b. Provide evidence or documentation that the literacy curriculum chosen is based on the science of reading. Describe your strategy for students reading at or above grade level or higher and your strategy for students reading below grade level.



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The EXCEL Virtual program K-12 and the Expelled Scholar program K-12 use the Imagine Learning digital platform. Imagine Learning provides a curriculum that is approved by the Department of Elementary and Secondary Education Department, and all of the instructors are certified in the area they are instructing.

Additional Curricula for EXCEL Virtual and Virtual Expelled

- LEXIA is used throughout the district for all JNPSD scholars. It is a digital platform for reading skills. Thinkverse will also be used as a digital platform for math skills.
- Electives and CTE courses will be provided by Imagine Learning-Edgenuity.
- Imagine Learning (IL) will also serve as our credit recovery option for our middle and high school students.
- The Jacksonville-North Pulaski School District uses ATLAS and ATLAS interims for assessments in reading, math, and science.
- ATLAS assessment results are analyzed to enable the ALE teachers to further isolate areas of need for individual students in the program.

The ALE and ALE-Hybrid programs use highly qualified instructional materials (HQIM) for math, English Language Arts, science, and social studies delivered by JNPSD certified teachers. The curriculum was vetted and voted on by the Curriculum Coordinators, Curriculum Director, administration and teachers. There are also curriculum maps for all CORE subject areas in all grades. Whole group instruction, small group interventions, and individual remediation is also provided by JNPSD teachers to address individual student academic needs.

Additional Curricula for ALE and ALE-Hybrid

- LEXIA is used throughout the district for all JNPSD scholars. It is a digital platform for reading skills.
- THINKverse is used throughout the district for 3rd-12th grade scholars. It is a digital platform for math intervention.
- All core instruction will be provided by JNPSD certified teachers.
- Electives and CTE courses will be provided by a mix of onsite JNPSD certified teachers and Imagine Learning-Edgenuity.
- Edgenuity will also serve as our credit recovery option for our middle and high school students.
- In addition to Imagine Learning, our ALE students will be supported by a variety of instructional methods, such as direct instruction, cooperative learning, peer tutoring, and independent research.



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- Staff created behavioral lessons will be taught weekly, and all special education services will be available daily as well.
- The Jacksonville-North Pulaski School District uses ATLAS and ATLAS interims for assessments in reading, math, and science.

Curriculum programs must **meet or partially meet expectations in Instructional Design** and **meet expectations in Research-Based Components** to be included on the Arkansas Department of Education's Literacy Curriculum Approved List. Programs are evaluated by specific components aligned with state criteria.

Jacksonville North Pulaski School District's adopted core literacy programs **meet expectations in both Instructional Design and Research-Based Components**.

- **myPerspectives** will be used for **sixth-12th grade** core literacy instruction.
- Program Review of myPerspectives
(<https://sites.google.com/pdarkansas.net/myperspectives/home?authuser=2>)

myPerspectives	Serves Learning Company	2017	Core Program	face-to-face	8	Not Applicable	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Not Applicable	Yes	Yes
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Comprehension

Research Based

MEETS

Instructional Design

MEETS

Vocabulary

Research Based

MEETS

Instructional Design

MEETS

myPerspectives: Supporting Rigorous Instruction Through Student-Centered Learning

myPerspectives supports rigorous instruction by:

- Centering instruction around student agency and voice
- Equipping educators with research-based tools and resources
- Promoting a student-driven, collaborative learning environment
- Using diverse, relevant texts and a gradual release model to foster independence



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1. Student-Centered Learning

- Emphasizes student voice and choice
- Encourages personal connection to content
- Promotes critical thinking and reflective learning

1. Relevant and Diverse Texts

- Features a diverse range of contemporary literature
- Encourages student engagement and deeper comprehension
- Builds academic vocabulary and background knowledge

1. Gradual Release Instructional Model

- Develops student independence and accountability
- Promotes peer collaboration and ownership of learning

1. Integrated ELA Skills

- Combines reading, writing, speaking, and listening instruction
- Supports standards-aligned skill development
- Includes rigorous Performance-Based Assessments

1. Interactive Learning

- Incorporates digital tools and multimedia resources
- Supports differentiated instruction and personalized learning
- Enhances engagement through technology integration

1. Research-Based Strategies

- Utilizes field-tested, evidence-based instructional practices
- Backed by data showing gains in student performance
- Aligns with national and state literacy standards

1. Teacher Support

- Provides detailed instructional guides and planning tools
- Offers flexibility to tailor instruction to meet student needs

1. Robust Scaffolding



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- Teachers have access to differentiated instruction strategies and tools throughout *myPerspectives*.
- Supports include text complexity rubrics with leveled teaching suggestions, remediation opportunities, and targeted reading support for each text.

1. Multilingual Learner Support

- Instructional notes in the Teacher's Edition provide strategies aligned with WIDA® standards to support multilingual learners.
- Additional tools include a multilingual glossary, an eText translation tool supporting 100+ languages, Spanish audio summaries, and more.

1. Formative and Summative Assessments

- Readiness Checks in the Teacher's Edition include Exit Tickets designed to address student needs in real time.
- Language Support notes offer additional scaffolding as needed.
- Students may complete two Performance Tasks per unit and a culminating Performance-Based Assessment.
- Detailed reports from Savvas Realize provide actionable data to drive instruction and monitor student progress and mastery.

In addition to the utilization of an approved core literacy curricula, educators will embed **AVID WICOR Strategies** to enhance learning for scholars.

WICOR Strategies Supporting Rigorous ELA Instruction

AVID's WICOR framework promotes critical thinking, deep engagement with texts, and collaborative learning—essential elements of rigorous ELA instruction.

1. Writing

- Students engage in purposeful writing across genres to analyze, reflect, and synthesize ideas, deepening their understanding of texts and supporting the communication of complex thoughts.

2. Inquiry

- Through questioning, discussion, and problem-solving, students develop analytical thinking skills, driving deeper comprehension and critical engagement with literature and informational texts.



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3. Collaboration

- Structured academic discussions and peer interactions promote communication, teamwork, and idea exchange, essential for both ELA and STEAM learning.

4. Organization

- Organizational tools and strategies help students manage tasks, track progress, and take ownership of their learning—key for navigating complex ELA texts and long-term projects.

5. Reading

- Active reading strategies improve comprehension, vocabulary acquisition, and the ability to analyze diverse, rigorous texts—building foundational skills that transfer across STEAM disciplines.

Together, **WICOR strategies** prepare students to think critically, communicate effectively, and engage meaningfully with challenging ELA content in ways that align with the collaborative and inquiry-based culture of the alternative learning center designed at the Titan Learning Academy.

Lexia PowerUp Literacy is an approved literacy intervention program (https://docs.google.com/spreadsheets/u/5/d/e/2PACX-1vTdvdhPb_4tORv2ZSfAWw3D0pMLD6sUXJO_Ti9LlavwkbRXel3CTNx49nHxm1R-e4MjLoWTmwU34nR/pubhtml) and will be used to support scholars requiring additional literacy interventions.

Lexia PowerUp Literacy (Grades 6–12):

- **Target Audience:** Older scholars reading below grade level.
- **Purpose:** Strengthens **Word Study, Grammar, and Comprehension** to close literacy gaps while building higher-level skills.
- **Adaptive Learning:** Adjusts in real time to meet individual student needs and pace.
- **Engaging Content:** Uses age-appropriate themes and topics to boost motivation and confidence.

Teacher Tools: Delivers data and instructional materials to help educators provide targeted support.

Shared Benefits:

- **Data-Driven:** Tracks progress and provides actionable insights for teachers.
- **Equity-Focused:** Supports differentiated instruction and intervention.
- **Skill Mastery:** Promotes independence and mastery through practice and repetition



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In addition, Imagine Learning instructors are all trained and meet the requirements for the Science of Reading. These providers work closely with DESE and their curriculum meets Arkansas standards and requirements.

Any scholar who has been identified as having characteristics of dyslexia receive the required intervention in a virtual setting using structures curriculum. The intervention is provided live by a JNPSD reading specialist.

Q15.

A.4 Academic focus

Describe the professional learning opportunities and support provided to educators to implement the described academic plan.

EXCEL Virtual Option, Expelled Scholar Program, ALE, and ALE Hybrid

60 Professional Development hours are required by the district for each certified staff each school year.

- Onsite HQIM training and ongoing support provided by the District Curriculum Coordinators
- Imagine Learning training
- State required training programs for Bullying Prevention, Human Trafficking, Suicide (awareness and support), and Child Maltreatment
- AVID - Marzano strategies
- JAG training, TRIO, college experience, universities, community colleges, work corp section
- 100 Families (Social/emotional provisions, or juvenile justice system support) They actually go to expelled scholar's homes, go to court with them and provide transportation.)
- ALE Conference
- 5511 (a licensure code) is specific to ALE and for accreditation purposes to teach across subject areas and is reimbursable by JNPSD tuition policy.
- Handle w/Care training is provided to instructors and security. Security also has NARCON training and has plans for CPR.
- Counselor training opportunities include McKinney Vento, Ford NGL tour and training.
- SPED teachers are trained in inclusive practices, Take Flight and SoR awareness.



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Q16.

A.5 Academic focus

Explain the proposed master schedule. Describe why this schedule will be optimal for student learning. Summarize how the school will plan time for teacher development, tiered interventions, enrichment, tutoring, acceleration, and other academic activities.

EXCEL Virtual Option and Expelled Virtual programs follow the district calendar for back to school dates in the fall and school end dates in the spring and holidays, professional development days, spring break, and summer break. The IMAGINE LEARNING digital platform has FLEX scheduling. Scholars have 20-weeks from the date of enrollment to complete initial credit courses, and scholars have access to their courses seven days each week and 24 hours each day. They also have access during school holidays if they choose to work. Scholars' course completion is flexible and not based on the typical 9-week and semester calendar. Scholars can work ahead and finish courses prior to the twenty week deadline and then enroll in new courses allowing them acceleration. The IL platform providing credit recovery offers the same flexibility options with the exception that courses are not limited to the 20 weeks completion date. Imagine Learning offers CTE courses, electives and honor courses. Virtual scholars are provided special services by certified JNPSD instructors via Google Classroom meeting links for Dyslexia intervention, Special Education support, Gifted and Talented, Speech, Occupational Therapy and Physical Therapy. EXCEL Virtual scholars are also encouraged to participate in athletics, band, choir, and etc., as part of the virtual hybrid program students have to provide their own transportation for instruction and practices. Virtual Expelled scholars are not allowed on campus during their expulsion period and do not have access to participate in extracurricular activities.

Q17.

A.6 Academic focus

Upload a copy of the proposed annual academic calendar and proposed master schedule.


☒ Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 10



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Applicant Evidence :



Annual Academic Ca...

Uploaded on **7/9/2025**
by **Amanda Picard**



Master Schedule 25-...

Uploaded on **7/9/2025**
by **Amanda Picard**

Q18.

B.1 Academic Performance

Explain the process for setting, monitoring, and revising academic performance Include in your response how the proposed school will use data to improve instruction, inform professional development, and evaluate curriculum.



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EXCEL Virtual Option and Expelled Virtual Program

Scholars enrolled in Imagine Learning initial credits will be assigned a teacher for each subject. The teacher monitors their scholars and makes weekly check-ins on each student, which is typically multiple check-ins per week. They call and/or email scholars and parents if they have questions or concerns. Scholars have access to request an appointment with their teachers in 30-minute increments for more support.

The Titan Learning Academy Dean and/or Counselor also conducts progress and performance check-ins and sends comments to both the scholar and the parent on the scholar's progress.

The goal for 9-10 scholars in either program is for them to be on track to graduate on time.

The goal for 6-8 scholars in either program is to pass all CORE subjects successfully each semester to be promoted to the next grade level and comply with district policy.

The virtual scholars in these programs are expected to come onsite to complete ATLAS interim and summative assessments at the end of each quarter. The data from the assessments will indicate scholar growth and areas of need.

Process: Administration and the school improvement team will use the following processes in using data to monitor scholar progress and performance.

1. For grades 6-8, data will be collected on the number of courses completed successfully at the end of the first semester and end of the second semester.
2. For grades 9-12, data will be collected on the number of successful completions of credits. (Both initial credits and credit recoveries)
3. Expelled scholar progress and growth will be compared with where they began in the program and where they have progressed at the end of the expulsion period.
4. Alternative Learning (ALE) scholar progress and growth will be compared with where they began in the program and where they have progressed at the time of their transition back to the building.
5. Hybrid Alternative Learning (HUB) scholar progress and growth will be compared with where they began in the program and where they have progressed to at the end of each semester.
6. Number of alternative learning scholars earning transitions back to the building and the time spent in the program from start to end.
7. Scholar engagement and progress is monitored by the administration, counselor, and teachers.



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8. Quantitative data will be monitored for ATLAS interim and summative assessments. (End of first and end of second semesters)
9. Formulate survey data on why scholars are placed or have chosen these non-traditional options.
10. Maintain documentation on strategies and/or interventions used to address scholar challenges.

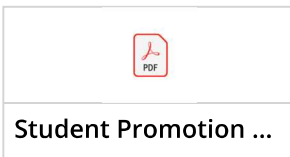
Q19.

B.2 Academic Performance

Describe the grade-level promotion/retention policies for students.

See attached policy

Applicant Evidence :



Student Promotion ...

Uploaded on **7/9/2025**
by **Amanda Picard**

Section



Darrell Smith

Ratings

Meets

All elements are met.



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Seth Seaton

Ratings

Meets

All elements are met.



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4. School Climate

Q21.

A.1 Describe the intended school climate/environment. Explain how that climate will promote a positive academic environment and reinforce student intellectual and social development.

1. Include in your explanation how the climate for students, teachers, administrators, and parents will be established.
2. Include in your explanation how the school climate will be supportive of students with a variety of needs, including students receiving special education services, English language learners, gifted and talented students, and students who are at risk of academic failure.



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1a. The district's goal in all learning environments is to provide a rich, safe and nurturing learning environment where scholars' physical, emotional and academic needs are met, and scholars feel safe to communicate and collaborate with the instructors and his/her peers. Rich involvement and communication with parents/guardians is an essential component in achieving and maintaining this goal. This goal will be the same expectation for the conversion charter.

A positive and welcoming environment is the expectation, and each member of staff will treat scholars and parents as valued stakeholders in our conversion charter, and other staff as valued and respected professionals regardless of any personal differences. This is the requirement for all staff when the front door opens in the mornings and is locked in the evenings with accountability checks.

1b. All scholars regardless of physical or academic abilities, diverse cultures, living circumstances will be welcome and the conversion charter staff will make a priority any needs the scholar or his/her family may have.

- Special education services will be provided to scholars using the same district procedures as scholars learning onsite.
- Identification and enrichment for gifted scholars will be provided using the same district procedures as scholars learning onsite.
- Scholars will be identified and services provided for ESOL scholars speaking English as a second language using the same district procedures as scholars learning onsite.

Scholars identified "at risk" will have the same priority as those scholars learning onsite, and their academic success will be a priority for staff in this conversion charter.

Scholars in the Gifted and Talented program will have access to services in a Google classroom provided by a certified GT instructor. All scholars with the exception of expelled scholars have the opportunity to attend the GT classroom on campus, but they are responsible for their own transportation.

EXCEL Virtual Option and Expelled Virtual Program

- All scholars in these programs have access to an online tutor available seven days a week with hours scheduled in both the morning and evening hours.



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- All scholars in these programs have access to schedule support with the teacher of record for each particular subject in 30-minute increments.

Expelled Virtual Scholars

Expelled virtual scholars are considered as “at risk” of failing or dropping out of school. Virtual enrollment for these scholars begins with any credit recovery they have to complete. Once they only have no more than two courses of credit recovery, they are enrolled in initial credit courses required for graduation. The goal for the “at risk” scholar is to earn their high school diploma. Our virtual scholars have access to their current grades and progress every day, and parents/guardians are included on the feedback from the Titan Learning Academy Dean and/or Counselor’s progress checks

ALE and ALE-HUB

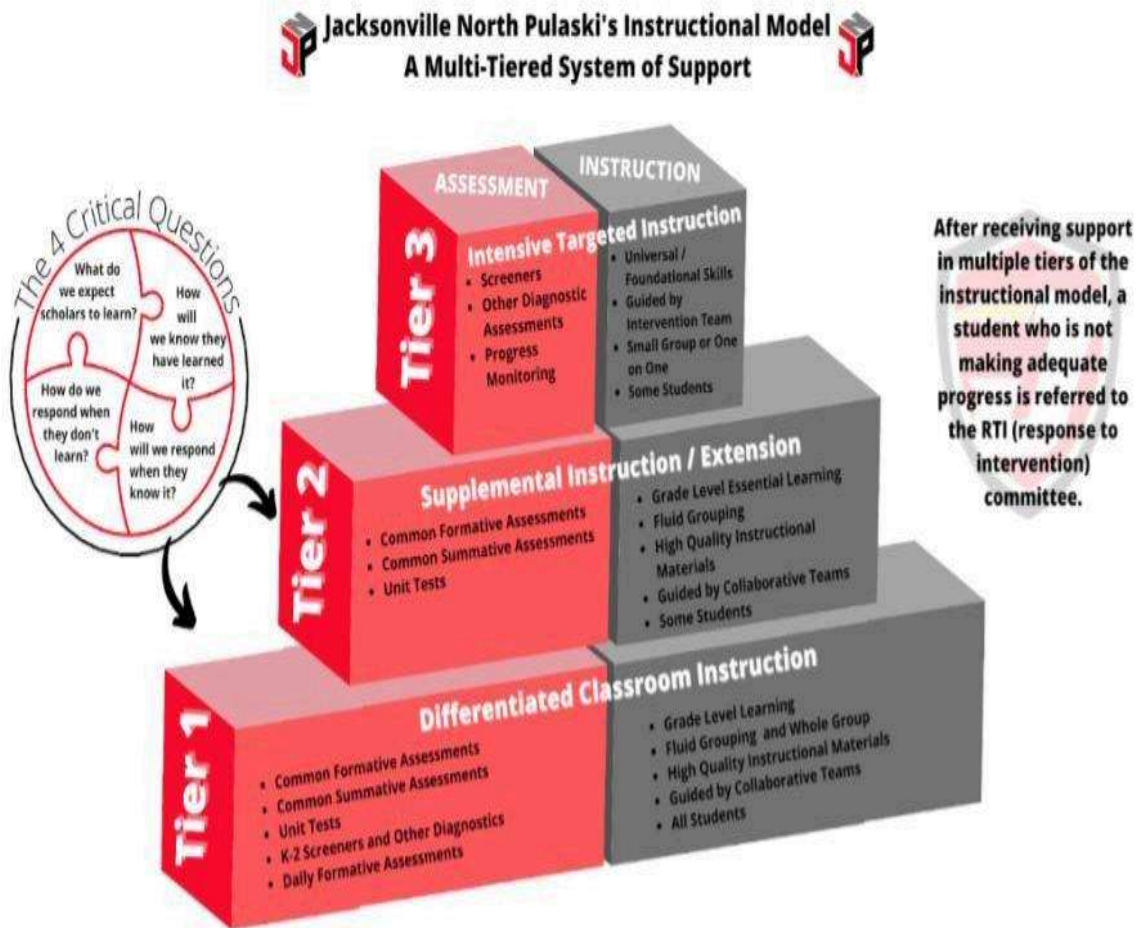
- All scholars in these programs have access to an online tutor available seven days a week with hours scheduled in both the morning and evening hours.
- All scholars in these programs have access to schedule support with the teacher of record for each particular subject in 30-minute increments.
- Scholars in these two programs also have classroom teachers who instruct and provide support in areas they are struggling with.



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The Titan Learning Academy will have a licensed special education teacher on staff and follow the district's current processes for all Special Education Services. The Charter, Titan Learning Academy, will follow district policy and the IDEA law and regulations on scholar placement and services.

English Learners will be provided services by an ESOL Specialist employed by the district. The Charter, Titan Learning Academy, will advise the ESOL Coordinator of the scholar's enrollment status, and an ESOL teacher will be assigned to the scholar and provide services either onsite or via live meets in Google classroom.



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Dyslexia interventions will be provided services by a Reading Specialist employed by the district. Any scholar, in grades 3-12, experiencing difficulty in fluency or spelling as documented by a classroom teacher, a parent or legal guardian of the student, or another individual with knowledge of the student's academic performance, will be assessed to measure oral reading fluency and encoding. If a student exhibits deficits in fluency or spelling following the screening, a level II dyslexia screening will be administered by a staff member trained in level II assessment administration. Level II screeners will be administered on-site following parent/guardian consent.

To meet the unique needs of our identified scholars with characteristics of dyslexia, JNPSD will provide explicit, direct, systematic, sequential, cumulative, multisensory and research-based phonics interventions, which will be delivered in an in-person small group setting or live virtual sessions to support the components of reading instruction.

Dyslexia interventions will be delivered with integrity as the author of the program intended by trained dyslexia interventionists and tailored to the specific needs of each scholar. Scholars will be serviced by a trained JNPSD Reading Specialist and/or dyslexia interventionist. The assigned Reading Specialist and/or dyslexia interventionist will travel between school sites if needed and/or provide the sessions virtually.

Reading specialists will create small groups and set an intervention schedule for each group, determining the set time and frequency in which interventions will occur. On-site learners will engage in in-person small group dyslexia interventions and virtual scholars will engage in live virtual sessions. Structures and Rite Flight will be used for 6th-12th grade scholars.

Q22.

A.2 Describe the school's approach to discipline, behavior intervention, and classroom management. Highlight key policies, systems, and related structures and address how they will support the climate described in question 1 and will comply with Arkansas laws.



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Discipline, Behavior Intervention, and Classroom Management at Titan Learning Academy

Titan Learning Academy adopts a restorative, proactive, and structured approach to discipline and behavior intervention to promote a safe, supportive, and student-centered learning climate. Our systems are designed to foster positive behavior, reinforce accountability, and provide individualized behavioral and social-emotional support to meet the needs of students enrolled in alternative learning environments (ALEs). This approach aligns with our commitment to cultivating a climate of high expectations, mutual respect, and academic and social-emotional growth.

Key Policies and Systems:

1. Restorative Discipline Model:

Titan Learning Academy implements a restorative discipline model that emphasizes relationship-building, conflict resolution, and student ownership of behavior. Restorative practices such as restorative conferences, restorative circles, and structured re-entry meetings allow students to repair harm and reflect on the impact of their behavior.

2. Tiered Behavior Intervention System (MTSS-B):

Our Multi-Tiered System of Supports for Behavior (MTSS-B) includes three tiers:

- **Tier 1:** School-wide expectations (e.g., Respect, Responsibility, and Readiness), explicit behavior instruction, and positive reinforcement.
- **Tier 2:** Targeted supports such as Check-In/Check-Out (CICO), behavior contracts, and social skills groups for students with emerging behavioral concerns.
- **Tier 3:** Intensive, individualized interventions such as Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and referrals to mental health or wraparound services.

1. Positive Behavioral Interventions and Supports (PBIS):

PBIS is embedded into daily practice. Students are acknowledged for meeting behavioral expectations through a structured point system and incentives. Regular data review ensures interventions are effective and equitable.

2. Win-Win Discipline and Trauma-Informed Practices:

Faculty are trained in the Win-Win Discipline framework and trauma-informed strategies to de-escalate behavior, maintain classroom engagement, and respond to students with empathy and consistency. These strategies reduce out-of-class time and increase instructional access.



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3. Staff Roles and Monitoring:

The Behavior Interventionist, Dean of Students, and classroom teachers collaborate regularly to monitor discipline data, implement interventions, and provide coaching. Classroom walkthroughs, behavior data reviews, and intervention team meetings support fidelity and continuous improvement.

Alignment with Arkansas Law:

Titan Learning Academy ensures compliance with Arkansas Code § 6-18-502 and Act 1108, which mandate that school discipline policies:

- Promote positive behavior and safety.
- Incorporate behavior supports and alternatives to exclusionary practices.
- Include due process, documentation, and parental involvement.

All suspensions, behavior plans, and disciplinary actions are documented in eSchool and reviewed for procedural compliance. Additionally, students with IEPs or 504 plans receive behavior supports in accordance with IDEA and Section 504 regulations.

Conclusion:

By combining a restorative and proactive framework with Arkansas-mandated protocols, Titan Learning Academy maintains a structured yet supportive climate where students feel valued and held to high expectations. This cohesive system promotes consistency, equity, and student growth across both academic and behavioral domains.

Q23.

A.3 Briefly explain the general plan to engage parents in school life and communicate with them regularly about school matters.



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Titan Learning Academy maintains a proactive and inclusive plan to engage parents in school life and ensure regular, meaningful communication. The school fosters strong partnerships with families by providing consistent updates, two-way dialogue, and multiple opportunities for involvement in both academic and behavioral supports. Parents actively participate in each scholar's placement conference, where individualized learning plans and goals are developed collaboratively.

To strengthen family engagement, Titan offers second-generation counseling, supporting both students and their parents with strategies to improve home-school relationships and promote emotional well-being. Communication channels include weekly newsletters, Thrillshare alerts, personalized phone calls, parent-teacher conferences, and updates via the school's website and social media platforms.

Parents are regularly invited to engage in student support team meetings, intervention planning, school events, parent workshops, and stakeholder input surveys. To accommodate varying family schedules, Titan provides flexible meeting options, including in-person and virtual formats.

This comprehensive approach ensures transparency, builds trust, and cultivates a strong home-school connection, critical to advancing student success within the alternative learning environment.

Q24.

A.4 Will the school offer any extra and/or co-curricular activities? If so, please describe.

The conversion charter will operate as part of the JNPSD, and scholars with the exception of Expelled scholars, will have access and may participate in district or zoned building activities, events, athletics, band, choir, CTE courses etc., but they are responsible for their own transportation to and from campus, practice and the game events.

Q25.

A.5 Briefly explain and describe the school's policy concerning how the school will address grievances and complaints. Include what role the governing board may have in complaints. Upload a copy of the current handbook (if possible) describing those policies and procedures.



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The District Student Handbook and guidance of due process will also apply for the district's conversation charter. The expectations, levels of behavior and consequences will apply to the conversion charter staff and scholars.

JNPSD Student Handbook (<https://www.jnpsd.org/page/student-handbook>)

Section



Darrell Smith

Ratings

Meets All elements are met.



Freddie Scott

Ratings

Meets All elements are met.



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Seth Seaton

Ratings

Meets

All elements are met.



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5. Financial Plan and Fiscal Sustainability

Q26.A.1 Indicate the number of students the charter school intends to serve for each year of the initial charter term. What data and factors were used to determine the demand for the school and the projected enrollment provided? For each school year in the initial charter term please provide the following

1. School Year (e.g. Year One, Year Two, etc.)
2. Grade Levels offered per school year
3. Total projected Student Enrollment for all grades per school year (min, anticipated, max)
4. Faculty projections based on anticipated enrollment per school year
5. Non-faculty projections based on anticipated enrollment per school year



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- The ALE Traditional and Hybrid programs operate in alignment with approved program descriptions and designated staffing allocations.
- Allocations for the Excel Virtual Option are determined by historical enrollment trends.
- Staffing for the Virtual Expelled program is based on decisions made by the JNPSD School Board.

EXCEL Virtual Option

School Year	Grade Levels offered	Total projected Student Enrollment for all grades	Faculty projections based on anticipated enrollment	Non-faculty projections based on anticipated enrollment
Year one 2025-2026	Grades 6-12	50-75	3	Digital platform for initial credits and credit recovery
Year two 2026-2027	Grades 6-12	50-75	3	Digital platform for initial credits and credit recovery



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Year three 2027-2028	Grades 6-12	50-75	3	Digital platform for initial credits and credit recovery
Year four 2028-2029	Grades 6-12	50-75	3	Digital platform for initial credits and credit recovery
Year five 2029-2030	Grades 6-12	50-75	3	Digital platform for initial credits and credit recovery

Expelled Virtual Program

School Year	Grade Levels offered	Total projected Student Enrollment for all grades	Faculty projections based on anticipated enrollment	Non-faculty projections based on anticipated enrollment
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Year one 2025- 2026	Grades 6-12	60 student cap	3	Digital platform for initial credits and credit recovery
Year two 2026- 2027	Grades 6-12	60 student cap	3	Digital platform for initial credits and credit recovery
Year three 2027- 2028	Grades 6-12	60 student cap	3	Digital platform for initial credits and credit recovery
Year four 2028- 2029	Grades 6-12	60 student cap	3	Digital platform for initial credits and credit recovery



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Year five 2029- 2030	Grades 6-12	60 student cap	3	Digital platform for initial credits and credit recovery
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Traditional Alternative Learning Environment

School Year	Grade Levels offered	Total projected Student Enrollment for all grades	Faculty projections based on anticipated enrollment	Non- faculty projections based on anticipated enrollment
Year one 2025- 2026	Grades 9-12	60-87	10	Digital platform for initial credits for elective classes and credit recovery



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Year two 2026- 2027	Grades 9-12	60-87	10	Digital platform for initial credits for elective classes and credit recovery
Year three 2027- 2028	Grades 9-12	60-87	10	Digital platform for initial credits for elective classes and credit recovery
Year four 2028- 2029	Grades 9-12	60-87	10	Digital platform for initial credits for elective classes and credit recovery



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Year five 2029- 2030	Grades 9-12	60-87	10	Digital platform for initial credits for elective classes and credit recovery
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Alternative Learning Environment-Hybrid

School Year	Grade Levels offered	Total projected Student Enrollment for all grades	Faculty projections based on anticipated enrollment	Non- faculty projections based on anticipated enrollment
Year one 2025- 2026	Grades 6-12	60	3	Digital platform for initial credits and credit recovery
Year two 2026- 2027	Grades 6-12	60	3	Digital platform for initial credits and credit recovery



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Year three 2027- 2028	Grades 6-12	60	3	Digital platform for initial credits and credit recovery
Year four 2028- 2029	Grades 6-12	60	3	Digital platform for initial credits and credit recovery
Year five 2029- 2030	Grades 6-12	60	3	Digital platform for initial credits and credit recovery

Q27.

A.2 Provide a startup budget and a three-year budget forecast beginning July 1 of year 1, necessary to sustain the successful startup of the school. Include revenue projections, expenses, and anticipated fund balances. Upload a copy of the startup and three-year projected budgets.

a. Include in your budget analysis the line-item revenue and expenditure assumptions on which the operating and start-up budgets are based. This description should include



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the basis for revenue projections, staffing levels, and expenses. Provide sufficient information to guide a full understanding of how budgetary figures were determined.

b. Describe any anticipated state and federal funding sources the school expects to receive in addition to per-pupil foundation funding. In addition to these alternative income sources, clearly explain the degree to which the school budget will rely on variable income (grants, donations, fundraising).

The three year budget is attached. The revenue is based off of per-pupil foundation funding.

☒ Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 10

Applicant Evidence :



Uploaded on **7/10/2025**
by **Amanda Picard**

Q28.

A.3 If the budget is contingent upon funding sources beyond those typically provided by the state and federal government, provide evidence of such funding.

N/A

Q29.A.4 Explain how the school will remain fiscally sustainable and describe the school's emergency plan for cash flow challenges, a budget shortfall, lower-than-expected enrollment, or other financial challenges in the early years of operation.



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Historically the district has kept a roll-over balance of \$2,500,000 in the operating fund. Given the uncertainty of the current economic environment, the district will be raising the rollover to approximately \$6,000,000. The district will be monitoring student enrollment and adjusting staffing needs accordingly.

Q30.

A.5 Describe how the annual operating budget will be developed and refined each year in accordance with Ark. Code Ann. §6-23-306 (10). Please include how resource allocation decisions are aligned with organizational improvement priorities, student achievement data, and mission-driven priorities.

This will be a conversion charter school targeting our most at risk scholars. A budget will be developed each year by a district team based on projected enrollment and projected revenue from state and federal sources. Additional resources will be discussed among the district's guiding coalition and depending on the amount either approved by the superintendent or the school board. We have an annual legislative audit and an annual action research process for determining needs based on academic data sources. The facility being used is a district owned facility. The only cost to the district will be maintenance and operation.

Section



Darrell Smith

Ratings

Meets

All elements are met.



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Seth Seaton

Ratings

Meets

All elements are met.



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6. Appendix A ARKANSAS STATEMENT OF ASSURANCES FOR CHARTER SCHOOLS

Please review the Statement of Assurances (see Appendix A) and acknowledge with your signature that they will be addressed through policies adopted by the charter school or sponsoring entity.

As an authorized representative of the applicant group, I hereby certify that under the penalties of perjury, the information submitted in this application is true to the best of my knowledge and belief. Further, I understand that if awarded a charter, the school and its charter school board will address the assurances listed below through policies adopted by the sponsoring entity and charter school board. In addition, if the application is approved, the charter school board, administration, staff of the charter school, and educational service provider shall comply with all relevant state and federal laws in addition to the assurances listed below.

1. The 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 charter school may adopt admissions policies that are consistent with state and 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.
2. If applications exceed the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed by notifying parents of the enrollment status of all applicants. The waiting list generated by the lottery is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection in accordance with Ark. Code Ann. §6-23-306 (14) (B)(b)(2).
3. The charter school shall comply with all applicable laws concerning the recruitment, hiring, promotion, retention, or termination of its employees.
4. The 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.
5. The charter school shall not use the money that it receives from the state for any unlawful sectarian program, obligations, or activity or as collateral for debt except as allowed by law.
6. Charter schools may enter public-private partnerships where they enter into a lease-purchase agreement for the acquisition or construction of a school building or related facilities built or acquired by private entities exempt from federal taxes under 26 U.S.C. 142(a)(13) as allowed by Ark. Code Ann. 6-20-402(a)(1)(B).
7. The charter school shall not impose taxes or charge students' tuition or fees that are not allowable by law.
8. The charter school shall not be religious in its operations or programmatic offerings in accordance with Ark. Code Ann. 6-23-401(a)(7) or as otherwise allowed by law.
9. The 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 are covered under those systems to the same extent required by law.
10. Under applicable state laws, the employees and volunteers of the charter school are immune from liability to the same extent as other public school district employees and volunteers.



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11. The charter school shall carefully review the potential impact of its application 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 in accordance with Ark. Code Ann. §6-23-106 (a).
12. The charter school shall comply with all applicable federal, state, and local health and safety laws, rules, and regulations regarding the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The 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; (g) Health and safety codes as established by the State Board of Education and state and local governmental entities, pursuant to Ark. Code Ann. 6-23-401(b).
14. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the state or its political subdivisions. No debts of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions, pursuant to Ark. Code Ann. 6-23-503. Upon dissolution of the charter school or nonrenewal or revocation of the charter, all net assets of the 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 charter school. If the charter school used state or federal funds to purchase or finance personal property, real property, or fixtures for use by the 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.
15. The school's curriculum will be aligned with the Arkansas Academic Standards.
16. The school will operate within the statewide assessment system.
17. 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 system 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.
18. The charter school shall comply with Ark. Code Ann. §6-24-105-107 concerning contracting with charter school board members, administrators, and employees.
19. 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).
20. The facility to be used will comply with all applicable accessibility requirements in accordance with the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and all other state and federal laws and local zoning ordinances.
21. Should your charter school application be approved, the charter school board must be incorporated as a nonprofit corporation in the State of Arkansas . Additionally, the charter school board will be expected to obtain Federal 501(c)(3) status. A copy of the charter school board's application for Federal 501(c)(3) status must be included with the application. The charter school board 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.



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To the best of my knowledge, I certify that the information and data contained in the application are true and correct. The applicant will comply with the Arkansas Statement of Assurances for Charter Schools and all State and Federal laws guiding Charter Schools in Arkansas unless granted a waiver. The charter school board and any educational service providers affirm and acknowledge the information and affirmations presented in this application.

Q31.

Type your name.

Jeremy S. Owoh

Q32.

Type your job title.

Superintendent

Q33.

Verify the above statement by signing.



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Signature

Section



Darrell Smith

Ratings

Meets

All elements are met.



Seth Seaton

Ratings

Meets

All elements are met.



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6. Waivers

Q30.

Will you be requesting waivers for this school year? If yes, please provide the following information for each waiver. Each waiver request must include a rationale. Failure to provide a rationale will result in your application being marked as incomplete.

Please include the following:

- a. Waiver Topic**
- b. Arkansas Code Annotated**
- c. Standard for Accreditation**
- d. ADE Rules**
- e. Rationale for Waiver**


☒ Yes

☐ No

Applicant Comments :

We are currently under Act 1240 waivers for virtual. These waivers will expire on June 30, 2026. We are requesting waivers for our conversion charter implementation for 2026 so that we can continue virtual instruction without any disruptions. The waiver request is attached.

Resources


2024_charter_waiver...



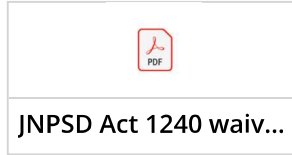
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Applicant Evidence :



Uploaded on **8/5/2025**
by **Amanda Picard**



Uploaded on **8/5/2025**
by **Amanda Picard**

Section



Darrell Smith

Ratings

Meets

All elements are met.

Comments :

submitted waivers have been reviewed and edited by SFA



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7. Addendum – Virtual or Blended Operator

Q34.

Will you be a virtual or blended operator?

- ☒ Yes
☐ No

Applicant Comments :

We will be using Imagine Learning as our virtual option.

Q35.

Explain the rationale for opening and authorizing the online school.

The rationale for the **EXCEL Virtual Option** is to provide scholars a nontraditional learning option for those who prefer to learn at home, those scholars wishing to accelerate, graduate early, scholars who need to work, scholars who are physically, mentally, or emotionally fragile and families, especially military, who need the flexibility the program offers.

The **Expelled Scholar Virtual program** is an excellent way to provide educational access to the expelled scholars who are not allowed on campus or school events.

Q36.

How will authorizing the online school benefit the current student population of Arkansas?



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The **EXCEL Virtual Option** provides scholars the opportunity to participate in a virtual learning option within their own community, have local support, and still maintain relationships with district staff and their peers. Scholars can still participate in school activities, athletics, and walk at graduation opposed to the limitations of other independent virtual options outside the community.

The **Expelled Scholar Virtual program** is an excellent way for the district to provide educational access to the expelled scholars who are not allowed on campus or school events. Without this program, the district would have to seek out another virtual option outside the community with minimum or no local control. We want our scholars to feel and know that they can move past decisions they've made and still be successful in the future. Expulsion should only be perceived as a temporary means of student learning, and scholars deserve to be ready to reunite with their teachers, peers, and coursework upon re-entry.

Q37.

Describe the role of the teachers within the online learning environment.

The **EXCEL Virtual Option** and the **Expelled Virtual Scholar program** uses a digital platform for initial credits. The courses are aligned to Arkansas standards, and the platform is an approved digital platform by the Arkansas Department of Elementary and Secondary Education. Each course has an assigned and certified teacher (background checked) to provide the scholar guidance and support. Teachers meet with the scholar one-to-one upon the scholar's request. OnDemand tutoring is also available to scholars on each assignment for quick support seven days a week with hours of availability for morning and evening hours. The assigned teachers check-in on the scholars progress and success rate weekly. They make phone calls and send emails to scholars and parents for both progress and concerns.

Q38.

Verify by your signature below that the proposed school will abide by the following high-quality standards for online instruction:

1. The Online School involves representatives of the Online School's community, as well as staff, in a collaborative process to develop and communicate the Online School's vision, mission, goals and results in a manner appropriate to the online model for that



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program. The Online School provides leadership, governance, and structure to support this vision, and these supports are used by all staff to guide the decision-making.

2. The Online School has a plan and timeline to accomplish the technological infrastructure capable of meeting the needs of students and staff and supporting teaching and learning. The Online School uses a variety of technological tools and has a user-friendly interface. The Online School meets industry-accepted accessibility standards for interoperability and appropriate access for learners with special needs. Technological support structures and programs are in place to reduce barriers to learning for all students.

3. The Online School has and implements a technology plan that includes (but is not limited to) documentation that all students and Parents know and understand the acceptable use of the Internet in accordance with all federal and state statutes. When providing direct services (for example, ISP, computer equipment or "at location") to students, the Online School will use filtering software to prevent access to inappropriate materials.

4. Online Schools must comply with all statutory requirements, including the existing budgetary reporting procedures under state law, as well as being consistent with the format required by the authorizing entity. Budgets and accounting records must be transparent, open to the public, and demonstrate support for student academic achievement.

5. Online School demonstrates levels of attainment of statewide performance indicators that Meet expectations established by the Department's annual performance review.

6. The Online School's Teachers use ongoing, research-based formative and summative assessments to measure student academic performance. Students have varied opportunities to demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their learning.

7. The Online School has a policy regarding course completion.

8. The Online School follows policies for tracking attendance, participation, and truancy. The policy includes documentation of Teacher/student interaction.

9. The Online School has a policy and the infrastructure to store, retrieve, analyze, and report required student, teacher, financial, and other required data collections.



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10. The Online School has a policy of providing guidance counseling services as appropriate to grade level and student needs.

11. The Online School has a policy guiding school/home communication about student and program progress, school governance, and school accountability that is relevant, regular, and available in the native language where reasonable.

12. Instructional strategies, practices, and content address various learning needs and styles of students. The Online School uses a body of evidence to identify advanced, under performing, economically disadvantaged, or other special needs students. The Online School will work to ensure that support structures and programs, including but not limited to Title I, ESL, Special Ed. and Gifted and Talented are integrated into the school's instructional program to promote and support student learning.

13. The Online School evaluates the degree to which it achieves the goals and objectives for student learning. There is a systematic process for collecting, disaggregating, managing, and analyzing data that enables the Online School's leadership, teachers, parents, students, community members, and other stakeholders to determine areas of strength and challenge. The data collected are analyzed using a systems approach, and the analysis includes the use of the school performance reports.

14. The Online School shall ensure that background checks in accordance with law are performed on all volunteers and paid staff, including but not limited to mentors, teachers, administrators or any other persons in unsupervised contact with the student, except parents supervising their children's educational program.

15. The Online School has an established policy to conduct virtual home visits to enhance school-family engagement.



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Signature

Section



Darrell Smith

Ratings

Meets

All elements are met.



Seth Seaton

Ratings

Meets

All elements are met.

Final Status



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☐ Reject ☐ Approve

Approver Comments