



2026 ARKANSAS DISTRICT CONVERSION  
CHARTER APPLICATION  
Arkansas Department of Education



Organization Information

Organization Name

Sheridan School District

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400 N Rock St

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Unit/Suite

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Zip Code

72150

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City

Sheridan

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State

Arkansas

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## 1. Applicant Profile Information

Q1.

### Name of applicant

Jacket Academy

Q2.

### District Name

Sheridan School District

Q3.

### Contact person

1. Full Name
2. Title/Relationship to Charter
3. Mailing Address
4. Primary Phone
5. Primary Contact Email

Dr. Leann Pinkerton

Director of Access and Accountability/Director of Jacket Academy

400 North Rock St. Sheridan, AR 72150

870-942-3135

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Q4.

**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



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Dr. Missy Walley

Current and Future Role: Assistant Superintendent

Cris Bolin

Current and Future Role: CFO

Dr. Leann Pinkerton

Current Role: Director of Educational Technology

Future Role: Director of Access and Accountability, Director of Jacket Academy

Dennis Wolfe

Current Role: Principal of Alternative Learning Academy

Future Role: Principal of Sheridan Jacket Academy

Allyson Pitts

Current and Future Role: Director of Counseling and CTE

Jennifer Almond

Current and Future Role: Director of Special Services

Candace Wilson

Current and Future Role: Principal of Sheridan High School

Q5.

**Projected Date of School Opening (Month/Year)**

August 2026



Q6.

**Type of Charter**

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

Q7.

**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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**Applicant Comments :**

Jacket Academy would incorporate three learning models: Fully virtual, hybrid - with students attending partially onsite and partially digitally, based on individual need, and our Alternative Learning Academy, which operates on a traditional schedule.



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## 2. District Conversion Application Questions

**Q8. Charter necessity statement and waiver justification** Explain why charter designation is necessary to implement this school model. Provide a waiver and autonomy table that includes each requested waiver, the exact district policy or requirement it modifies, the operational reason it is essential to the model, and what would happen if the waiver is not granted.

**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**



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Charter designation is necessary for Jacket Academy because the proposed school model relies on flexible instructional delivery, personalized pacing, virtual and hybrid learning opportunities, and shared-service staffing structures that cannot be fully implemented under traditional district requirements. The requested waivers provide the operational flexibility needed to serve students through individualized pathways while maintaining accountability for academic growth, graduation, and student engagement. Without these waivers, Jacket Academy would be limited in its ability to provide flexible scheduling, competency-based progression, digital learning opportunities, and innovative staffing models designed to meet the needs of students requiring nontraditional educational pathways.

| <b>Requested Waiver</b>        | <b>District Policy / Requirement Modified</b>               | <b>Why the Waiver Is Essential</b>  | <b>Impact if Waiver Is Not Granted</b>  |
|--------------------------------|---|---|---|
| Instructional Time / Seat Time | Traditional seat-time and instructional minute requirements | Allows competency-based progression, asynchronous learning, flexible pacing, and hybrid instruction | Students would be restricted to traditional pacing and scheduling, limiting personalized learning opportunities |



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|                              |   |   |   |
|------------------------------|---|---|---|
| Attendance                   | Daily physical attendance and seat-time monitoring requirements | Allows attendance to be measured through participation, assignment completion, and digital engagement | Students in virtual and hybrid settings could not fully participate under flexible instructional models |
| Class Size and Teaching Load | Traditional class size and teacher load limits                  | Supports digital instruction, shared-service staffing, and hard-to-fill courses                       | The academy could face staffing shortages and limited course availability                               |
| Licensure Flexibility        | Traditional licensure assignment requirements                   | Allows flexibility for specialized online courses, concurrent credit, and shared-service staffing     | Students would not have the same access to specialized coursework and expanded learning opportunities   |



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|                              |   |   |   |
|------------------------------|---|---|---|
| Report Cards                 | Traditional paper-based report card distribution requirements | Mastery-based coursework and credit recovery opportunities will not align with the district's traditional 9 week grading periods. Parents will still be able to monitor grades at any time digitally. | Grades will not align with marking periods of the district on paper-based reports.                          |
| Library Media Services       | Requirement for a dedicated onsite library media specialist   | Allows use of digital library resources and district library support services   | Jacket Academy would be required to duplicate services already available digitally and through the district |
| Gifted and Talented Services | Traditional GT delivery and scheduling requirements           | Allows flexible scheduling, blended delivery, and shared-service support for GT students  | GT services would be more difficult to provide within flexible virtual and hybrid learning environments     |



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Resources

  
EXAMPLE Charter Sc...

  
2526charterrequest\_...

Applicant Evidence :

  
Jacket Academy Wai...

Uploaded on **5/22/2026**  
by **Leann Pinkerton**

**Q9. Distinctiveness test and model comparison** Show how this school is meaningfully different from existing district options and from what the district could implement without charter status. Provide a before-and-after comparison of the current school model and the proposed charter model.



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The Jacket Academy is not a rebranded version of existing programs. Jacket Academy is meaningfully different from existing district options because it provides a comprehensive flexible-learning model that combines virtual learning, hybrid instruction, individualized scheduling, acceleration, intervention, and career-focused pathways within one district-operated school.

The current Sheridan School District model operates on fixed schedules, standard pacing, and seat-time expectations. Jacket Academy is designed around personalized learning plans, flexible pacing, mastery learning, and targeted student supports. The school emphasizes strong relationships, accountability, intervention, and individualized goal setting while maintaining rigorous academic expectations.

Before conversion, students needing flexibility often transferred to outside virtual schools or alternative programs, resulting in inconsistent monitoring and reduced district connection. After conversion, students will remain connected to Sheridan School District while receiving individualized support, flexible scheduling, intervention services, and postsecondary planning.

The proposed charter model allows:

- Flexible pacing and scheduling
- Hybrid and virtual instructional delivery
- Intentional intervention and progress monitoring
- Expanded work-based learning flexibility
- Stronger retention of students within the district
- Personalized support systems focused on graduation and postsecondary success

| Sheridan School District Traditional Model   | Jacket Academy Hybrid Charter Model   |
|--|---|
| Students primarily attend school through a traditional daily bell schedule with fixed instructional periods. | Students may participate through a combination of virtual, hybrid, synchronous, asynchronous, and flexible scheduling options based on individualized learning plans. |



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Instruction is generally delivered in a traditional face-to-face classroom environment during standard school hours.

Student pacing is primarily tied to seat time, instructional minutes, and traditional semester timelines.

Attendance is primarily measured through daily physical presence and traditional seat-time requirements.

Students generally follow a standard district calendar and fixed course start/end dates.

Traditional report cards are distributed on standard grading timelines and often sent home or mailed.

Intervention and acceleration opportunities are typically tied to the traditional school schedule and campus availability.

Advanced coursework and career pathways are generally scheduled within the traditional school day.

Library and instructional resources are primarily accessed on campus.

Staffing assignments and instructional delivery generally follow traditional class size and teaching load requirements.

Instruction may be delivered through blended learning, digital coursework, remote instruction, project-based learning, and in-person support opportunities.

Students may progress through coursework using competency-based progression and individualized pacing while still mastering Arkansas Academic Standards.

Attendance may be monitored through participation, assignment completion, digital engagement, teacher interaction, and progress within the learning management system.

Flexible enrollment windows, intervention periods, rolling course access, and individualized scheduling may be utilized to support student needs.

Families and students will have continuous digital access to grades, progress reports, attendance information, and academic updates through online systems.

Students may access intervention, tutoring, acceleration, and enrichment opportunities through flexible scheduling, virtual supports, and hybrid services.

Students may participate in concurrent credit, career pathways, internships, work-based learning, and virtual opportunities through flexible scheduling.

Students may access digital library resources, eBooks, online databases, virtual supports, and district resources both remotely and onsite.

Shared-service staffing, digital instruction, blended learning, and flexible instructional models may allow expanded access to specialized courses and supports.



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Students requiring alternative schedules often transfer to outside virtual or alternative programs.

Student supports are primarily delivered during the standard school day and on campus.

Students remain connected to Sheridan School District while accessing individualized hybrid and flexible learning pathways within the district.

Student supports may be delivered through virtual meetings, digital intervention systems, onsite support sessions, mentoring, and hybrid instructional services.

**Q10. Mission, outcomes, and performance commitments** State the mission and identify 3 to 5 measurable outcomes that define success. Include baselines or a baseline plan, annual targets, and how outcomes will be reported publicly.



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The mission of Jacket Academy is to provide a high-quality, student-centered educational experience that meets the diverse academic, social, and career needs of students through flexible learning pathways, individualized support, and rigorous academic expectations.

Baseline data will be established using district attendance, assessment, graduation, and student growth data. Annual targets will be reviewed regularly through leadership meetings, board reports, school improvement planning, and district accountability reporting.

| <b>GOAL</b>   | <b>Instrument for Measuring Performance</b>  | <b>When Attainment of the Goal Will Be Assessed</b> |
|---|--|---|
| By May 2028, 80% of Jacket Academy students will show growth on the Arkansas ATLAS Summative Assessment in English Language Arts, Mathematics, and Science. | Arkansas ATLAS Summative Assessment Results  | Annually  |
| Students will report a strong sense of belonging to the Sheridan School District as reported on the annual Sense of Belonging Assessment by May 2027.       | Sense of Belonging Assessment<br><br>Academic Performance (Report Cards and State Assessments) | Annually  |



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|   |   |          |
|---|---|----------|
| Jacket Academy students will maintain school connections and community involvement to support stronger engagement and course completion | Student attendance records, course completion rates, graduation tracking data, and student engagement reports | Annually |
|---|---|----------|

**Q11. Student population, access, and enrollment integrity** Describe who the school will serve and how students will be assigned or enrolled. Include: The student population and grade levels served, the boundary or eligibility rules that determine who can attend, How seats will be filled if more students apply than capacity allows, Access and access safeguards for students with disabilities, English learners, students experiencing homelessness, and advanced learners.

- If enrollment is zone or assignment-based: describe the boundary and assignment rules. If enrollment is application-based and may be oversubscribed: describe the lottery and waitlist process.
- Decision rights: identify what the school controls versus what central office controls for enrollment and assignment, and list any waivers requested.



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Jacket Academy will serve students in grades K-12 whose academic, scheduling, or personal circumstances may require flexible learning pathways. The school is intended to support students needing virtual instruction, hybrid schedules, intervention support, acceleration opportunities, credit recovery, or individualized pacing.

Enrollment will be application-based and remain open to Sheridan School District students including students who enroll through school choice without discrimination. If student applications exceed available capacity, the district will implement a random lottery system. Priorities will be given to siblings of currently enrolled Jacket Academy students, children of full-time Sheridan School District employees, and in-district students. Those not selected through the lottery system will be placed on a waitlist in order drawn and contacted when a seat becomes available.

Students with disabilities, English learners, students experiencing homelessness, and advanced learners will receive equitable access to all programs and required services. The school will coordinate closely with district departments to ensure students continue receiving accommodations, interventions, counseling, transportation, nutrition services, and instructional support.

The district will maintain oversight of district enrollment systems and reporting, compliance procedures, and district-shared service coordination while Jacket Academy leadership will manage the application processing, lottery execution, waitlist management, student placement, scheduling, individualized learning plans, student support structures and day-to-day decisions.

**Q12. Community demand and feedback-to-design changes Provide evidence of demand and stakeholder engagement, summarize key themes, and identify the specific model changes you made in response, with clear references to where those changes appear in the application.**



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The community's desire for increased flexibility in educational choices was first observed by the number of families seeking an external virtual provider. In April, the district surveyed the community asking respondents to complete an interest form if they were interested in a virtual option that kept their student connected to the Sheridan School District. The survey was posted on social media and has had over 100 families indicate they are interested in virtual options through Sheridan School District. Feedback from the community resulted in several design revisions including:

- Increased emphasis on accountability and progress monitoring
- Expanded intervention and MTSS structures
- Additional hybrid learning opportunities
- More frequent family communication expectations
- Stronger attendance and engagement monitoring systems
- Increased flexibility for work-based learning and internships

These changes are reflected throughout the application within the instructional model, intervention systems, assessment routines, student supports, and family engagement plans.

**Q13. Academic model overview and theory of action Describe the instructional model and the theory of action. Identify 3 to 5 high-leverage instructional routines and explain how they will be monitored.**



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Jacket Academy will implement a blended instructional model combining teacher-led instruction, digital curriculum resources, intervention supports, small-group instruction, and individualized learning plans.

The theory of action is that students are more likely to experience academic success when they receive flexible learning opportunities combined with strong relationships, individualized support, targeted intervention, frequent progress monitoring, and clear accountability expectations.

High-leverage instructional routines include:

- Weekly student progress monitoring
- Small-group intervention and reteach
- Student goal-setting conferences
- Frequent formative assessment cycles
- Individualized learning plan reviews

School leadership will monitor implementation through walkthroughs for onsite classes, frequent progress monitoring of online and hybrid students, student data reviews, intervention tracking, and collaborative planning meetings.

**Q14. Curriculum and standards alignment** Identify the curriculum the school will use in each core subject and explain how it aligns to Arkansas Academic Standards. Then explain how the curriculum will be implemented and monitored, including:

- How teachers will plan units and lessons (unit internalization or an equivalent process)
- How pacing will be managed
- How quality will be monitored (walkthroughs, student work review, assessments)

**If the curriculum is district-adopted: name the district curriculum and focus on what will be different at this conversion school in how it is implemented, including pacing,**



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**internalization routines, supplemental resources, and how interventions are integrated.**

- **Decision rights:** identify what is set by district adoption versus what the school can decide, and list any waivers requested.

Jacket Academy will utilize Sheridan School District approved curriculum aligned to Arkansas Academic Standards across all core content areas. The academy will continue implementation of the district's High-Quality Instructional Materials (HQIM), including UFLI Foundations for K-3 foundational literacy instruction, Benchmark Workshop for elementary literacy instruction, and StudySync ELA for secondary literacy instruction. District-approved math curriculum, intervention resources, and digital instructional tools will also be utilized to ensure continuity with district instructional expectations.

Teachers will participate in collaborative planning, unit internalization, pacing discussions, and data review processes aligned with district instructional expectations. Because Jacket Academy operates within a flexible hybrid model, pacing may be individualized based on student progress, intervention needs, credit recovery requirements, acceleration opportunities, and mastery of standards.

Instructional quality will be monitored through walkthroughs, student work reviews, assessment analysis, MTSS meetings, intervention documentation, and progress monitoring systems. Digital instructional platforms will allow staff to monitor assignment completion, engagement, and student mastery in real time. Supplemental intervention resources and flexible instructional delivery methods will be integrated into daily instruction to support struggling learners while maintaining access to grade-level standards.

**Q15. Literacy science of reading and screening to intervention Describe your literacy approach and how it will be delivered, including:**

- How the approach aligns to science of reading
- When and how students will be screened
- How interventions will be assigned and intensified when students are not making progress



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· How progress will be monitored and how often decisions will be reviewed If the district mandates the screener or intervention program: name the district tools and focus your response on school-level delivery, including staffing, protected time in the schedule, and the specific triggers that require a change in support.

- Decision-rights tag: Identify which literacy tools are district-controlled versus school-controlled and any waivers requested.



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Jacket Academy's literacy instruction is rooted in the Science of Reading and delivered through UFLI Foundations and Amplify ELA both state-approved High-Quality Instructional Materials ensuring structured, evidence-based literacy instruction across the virtual and hybrid learning environment. Core instruction is delivered synchronously and asynchronously, supported by recorded live lessons, built-in check-ins via the Remind App, email, and phone outreach to students and families, dedicated intervention blocks, and study hall through an open Zoom link for real-time teacher access.

Screening is conducted using the state-mandated ATLAS screening tool and DIBELS 8 at district-established intervals. These are district-controlled tools administered at the school level, with results reviewed by the Student Intervention Team (SIT) following each screening window.

Intervention assignment and intensification are managed through the SIT, which meets regularly to review academic and behavioral data for each student. Interventions are assigned based on screening results and progress-monitoring data, then intensified in frequency, duration, or modality when a student is not demonstrating adequate growth. Triggers for a change in support include data points below the growth target, chronic attendance concerns, or significant drops in engagement data.

Progress monitoring is conducted on a schedule aligned to intervention intensity. Students receiving Tier 2 or Tier 3 support are monitored more frequently with SIT decision reviews occurring regularly. Wrap-around supports addressing academic, behavioral, and attendance needs are coordinated through the SIT to ensure a whole-student response.

Decision-Rights: ATLAS and DIBELS 8 are district-controlled tools used with fidelity at the school level. UFLI Foundations and Amplify are district-approved and school-delivered. Jacket Academy utilizes protected intervention blocks within the virtual schedule to ensure staffing and time are dedicated to literacy support. No waivers are currently requested for district-mandated screeners or intervention programs.



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**Q16. Acceleration for students below grade level Provide the acceleration plan for students below grade level. Include minutes per week, group size, staffing roles, entry and exit criteria, growth targets, and protected schedule time.**

Students performing below grade level will receive acceleration support through targeted intervention blocks, small-group instruction, individualized learning plans, tutoring opportunities, and progress monitoring systems to help them reach or exceed grade-level expectations.

Intervention placement decisions will be based on assessment data, classroom performance, attendance trends, and MTSS team recommendations. Growth targets and progress monitoring schedules will be established for each student receiving intervention support.

Students will receive protected time for acceleration support within their flexible hybrid schedule. Interventions will be delivered both onsite and remotely through virtual tutoring, small-group synchronous sessions, and digital platforms. Intervention intensity and grouping will be adjusted frequently (at least every 4–6 weeks) based on student progress, mastery of standards, and data from progress monitoring tools.

Acceleration supports will be fully aligned with Sheridan School District's established MTSS/Response to Intervention processes. Student placement into intervention services will be determined by multiple data points, including universal screening and diagnostic assessment results, classroom performance, attendance/engagement trends, and teacher recommendations.



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**Q17. Advanced learners including Gifted and Talented services** Describe how advanced learners will be identified and served through acceleration and enrichment. Include how services are scheduled and how access and outcomes will be monitored across student groups.

- Conditional: If the district uses a uniform gifted identification process, reference it and focus your response on service delivery and scheduling at this school.

Jacket Academy will serve advanced learners through a combination of acceleration and enrichment opportunities tailored to the virtual and hybrid model. Advanced learners and students identified for Gifted and Talented (GT) services will continue to be identified through Sheridan School District's uniform gifted identification procedures and state requirements. Multiple measures including assessment data, classroom performance, teacher recommendations, and student achievement indicators will be used to identify students.

Students identified as gifted or advanced learners will have access to acceleration opportunities, enrichment activities, concurrent credit coursework, project-based learning, career pathways, and individualized pacing options. Flexible scheduling and virtual learning opportunities will support expanded access to advanced coursework.

GT services will be delivered flexibly using requested Waiver #7 (Gifted and Talented Services). Advanced learning opportunities will be incorporated into students' individualized weekly learning plans with dedicated protected time for synchronous sessions, asynchronous advanced modules, and small-group enrichment activities. The hybrid model allows students to access these opportunities both onsite and remotely.

The academy will actively monitor participation and outcomes to ensure equitable access and strong results across all student groups. Progress will be reviewed quarterly through achievement data, course completion rates, growth metrics, and student/parent feedback. Adjustments to services will be made as needed through MTSS or GT committee processes.



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**Q18. Assessment-to-action cycle and data routines** Describe your assessment plan and how results will be used to change instruction, including:

- What assessments you use and when they are given
- How quickly results are reviewed
- How often teams meet to regroup students and plan reteach
- How coaching priorities are selected based on the data
- The red flags that require a change in plan

**If assessments are district-selected: name the district assessments and focus your response on school-level routines, including turnaround time, meeting cadence, documentation, and decision rules.**

Jacket Academy will use ATLAS interim and summative assessments, as well as district and teacher-created formative assessments, to monitor student performance, academic growth, engagement, and intervention effectiveness throughout the school year.

Teachers and administrators will meet regularly to review:

- Attendance data
- Course completion
- Student growth
- Assessment performance
- Intervention progress
- Engagement indicators

Data meetings will guide regrouping decisions, reteach planning, intervention adjustments, and instructional coaching priorities. Students identified as off-track academically or behaviorally will receive additional support and monitoring.

**Q19. MTSS integrated supports and service delivery** Describe MTSS for academics, behavior, and attendance. Include triggers, tiered supports, dosage, owners, and documentation.



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Jacket Academy will implement a comprehensive MTSS framework integrating academic, behavioral, attendance, and social-emotional supports. The academy's MTSS structure will align with Sheridan School District systems while utilizing additional flexibility available through the hybrid learning model.

Tiered supports may include:

- Academic intervention
- Attendance intervention
- Counseling and mental health services
- Behavior support systems
- Credit recovery support
- Mentoring and check-ins
- Small-group intervention
- Virtual tutoring and digital supports

Student progress will be documented and reviewed regularly through MTSS meetings and intervention tracking systems. Academy staff will maintain communication with families when intervention or additional support is needed. Flexible scheduling and hybrid delivery methods will allow supports to be delivered both onsite and remotely.

**Q20. Special populations services readiness Describe how students with disabilities and English learners will be identified and served, including:**

- How identification and referrals happen
- How services will be delivered while keeping students in Tier 1 core instruction as appropriate
- Staffing roles and qualifications, including caseload assumptions
- How you will schedule service minutes and track compliance

**If special education, EL services, or related services are managed centrally: name what the district provides and focus your response on building-level delivery, including scheduling, service minutes, staff responsibilities, case management routines, and how**



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access to Tier 1 instruction is protected.

- Decision-rights tag: Identify what services are centrally provided versus school-level responsibilities. Identify any waivers requested.



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Jacket Academy will meet all federal (IDEA, Section 504, Title III, McKinney-Vento) and state requirements for students with disabilities, English learners, and other special populations.

Identification will follow Sheridan School District processes. Teachers, families, or staff may refer students for evaluation. The district handles initial evaluations and eligibility determinations. Jacket Academy staff will actively monitor student performance and make timely referrals when needs are observed.

Students will receive services outlined in IEPs, 504 plans, and EL plans while remaining in Tier 1 core instruction to the maximum extent appropriate. Accommodations, modifications, and specially designed instruction will be embedded in virtual and hybrid core classes. Pull-out services will be minimized and scheduled to protect access to Tier 1 instruction.

Special education and EL services will be delivered by appropriately licensed district staff. The academy will utilize licensure flexibility (via requested waivers) for hard-to-fill positions and shared staffing with ARESC. Caseloads will follow state guidelines and be monitored to ensure manageable loads for case managers.

Service minutes will be scheduled within each student's individualized weekly learning plan, using a mix of synchronous virtual sessions, asynchronous supports, and onsite sessions as needed. Compliance will be tracked through the district's student information system, IEP management software, and regular case management meetings. Academy staff will monitor delivery of minutes and student progress.

- **District-Controlled:** Initial evaluations, eligibility determinations, and central compliance oversight.
- **Jacket Academy-Controlled:** Daily scheduling of services, instructional delivery and accommodations in the virtual/hybrid model, intervention implementation, case management routines, and progress monitoring.

The academy will use requested waivers (licensure flexibility, instructional time, and class size) to support effective service delivery in a flexible learning environment.



**Q21.School culture, discipline system, and removal reduction plan** Describe the learning environment system as routines. Include tiered discipline supports, restorative timelines, and how you reduce removals while maintaining safety.

- **Conditional:** If the district discipline code applies uniformly, reference it and focus on implementation routines, tiered supports, and removal reduction strategies within that code.

Jacket Academy will maintain a safe, supportive, relationship-centered school culture aligned with Sheridan School District priorities for student belonging, attendance improvement, and reduction of discipline referrals.

The academy will implement proactive behavior supports, restorative practices, mentoring opportunities, attendance interventions, counseling supports, and social-emotional learning opportunities. Staff will regularly review attendance, engagement, and discipline data to identify students needing additional support before concerns escalate.

The district's safety procedures, emergency preparedness training, safety audits, and behavior systems will continue within the academy setting. Flexible scheduling and individualized support systems will help reduce student disengagement and disciplinary removals while maintaining high expectations for behavior, accountability, and student success.

**Q22.Family engagement and two-way communication** Describe engagement strategy with cadence, accessibility, and feedback-to-action. Include how you will measure engagement and respond to concerns.



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Jacket Academy will prioritize strong family partnerships through consistent communication, accessibility, and individualized student support. Families will receive regular updates through digital communication systems, phone calls, progress reports, virtual conferences, parent meetings, and intervention conferences.

Parents and guardians will have continuous access to grades, attendance information, academic progress, and intervention updates through the district's digital platforms and learning management systems. Academy staff will maintain regular communication with families when attendance, academic progress, or engagement concerns arise.

Stakeholder feedback will be collected through surveys, communication logs, meetings, and family engagement activities. Feedback will be used to improve academy systems, intervention supports, and student services.

**Q23. Decision rights and approval pathways** Because this is a district-run conversion charter, describe the decision-making and approval process for the specific flexibilities your model requires. Identify which decisions are delegated to the school, which require central office approval, and which require board approval. Include timelines and thresholds for budget reallocations.



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As a district conversion charter, Jacket Academy will operate through shared decision-making between school leadership, district administration, and the Sheridan School Board.

School leadership will oversee instructional delivery, scheduling, intervention systems, student support structures, and day-to-day operational decisions. Central office leadership will continue overseeing compliance, budgeting, human resources, transportation, food service, and district-wide operational systems. The school board will maintain authority over major policy, budgetary, and charter-related approvals.

Budget reallocations and operational adjustments will follow established district procedures and approval timelines. The Director of the district conversion charter creates the request and justification to present to the district leadership team for consideration. Based on the need and requested budget, the timeline varies from one week to 30 days.

**Q24. Governance-level monitoring and intervention triggers Provide the board and district monitoring system, including dashboards, thresholds, red flags, escalation steps, and timelines. Define what intervention looks like without micromanaging instruction.**



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District intervention at the governance level addresses systems, structures, and outcomes, not day-to-day instructional decisions. District leadership may require changes to scheduling structures, staffing allocations, reporting practices, or student support systems when data warrants. Instructional methodology, pacing, and delivery decisions remain within the professional purview of Jacket Academy's school-level leadership and teachers, provided performance thresholds are maintained.

District leadership and the Sheridan School Board will monitor Jacket Academy through regular review of attendance, academic growth, graduation progress, intervention effectiveness, discipline, compliance, and financial reporting.

Red flags include declining attendance, insufficient academic growth, staffing concerns, compliance issues, or financial instability. When concerns are identified, district leadership will implement corrective action plans, increased monitoring, additional support, and clearly defined improvement timelines.

Oversight systems will focus on accountability, continuous improvement, and student outcomes while preserving school-level flexibility in instructional implementation.

**Q25. Staffing plan, recruitment, and leader capacity**

- Describe your staffing plan and hiring timeline, including:
  - Key leadership roles and reporting structure
  - Staffing ratios and critical positions
  - How staffing supports the model, especially acceleration, MTSS, and services for students with disabilities and English learners

**If hiring is constrained by district HR rules, bargaining constraints, or standard pay scales: describe the constraints and identify any specific flexibilities you are requesting and why.**

- Decision-rights tag: Identify what staffing decisions are school-level versus district-level and any waivers requested.



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Jacket Academy staffing will include a Director, a Principal, a counselor, interventionists, virtual teachers, onsite teachers, special education staff, paraprofessionals, and support personnel necessary to implement the flexible learning model.

Hiring priorities will focus on staff experienced in blended learning, intervention, relationship-building, MTSS implementation, and individualized student support systems. Staffing decisions will align with enrollment projections, intervention needs, and compliance requirements.

Sheridan School District administration will continue supporting HR processes, licensure, payroll, and district-level staffing systems while school leadership manages day-to-day instructional assignments and support structures.

**Q26. Budget, sustainability, and separation of funds Provide a three-year budget summary and the key assumptions behind it. Clearly separate:**

- Baseline district funding already committed to this school
- Additional resources required specifically to operate the conversion charter model
- Any grant funding and how it would be used
- Identify any funding that is uncertain or variable and describe the specific contingency actions you will take if those funds are reduced or not received.

**If budgets are centrally managed: provide a school-level budget view that shows staffing allocations, incremental costs unique to this model, and the charter-dependent resources needed to sustain the model.**

- Decision-rights tag: Identify what the school can reallocate versus what is centrally controlled and any waivers requested.

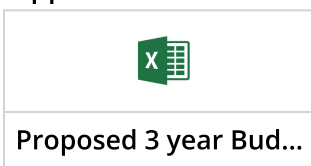


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Jacket Academy will operate through district funding allocations combined with any approved grant or supplemental funding supporting hybrid learning, intervention services, digital instructional platforms, counseling supports, and student engagement initiatives. The district will continue maintaining financial oversight while allowing academy leadership flexibility in allocating resources necessary to support the hybrid instructional model and individualized student pathways. On the attached proposed budget, year 1 staffing is based on current Alternative Learning Academy staffing with the addition of a Director, and staffing will be adjusted as enrollment increases.

**Applicant Evidence :**



Uploaded on **5/22/2026**  
by **Leann Pinkerton**

**Q27. Stress test and emergency plan Describe one realistic “what could go wrong” scenario and how you will respond. Include:**

- The trigger that activates the plan and the date or decision point when action will be taken
- The specific actions you will take
- The board or district approvals required
- What you will protect first, including core instruction and compliance services

**If enrollment is stable due to zoning: use a more relevant scenario such as a mid-year funding reduction, a staffing shortage in a critical role, or an unexpected facility cost, and clearly state the decision rules and actions.**

- Decision-rights tag: Identify who can enact contingency actions at school level versus district level and required approvals.



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One realistic challenge for Jacket Academy would be lower-than-expected academic performance resulting in a low state letter grade. Because the academy will serve students in the Alternative Learning Academy, as well as those needing flexible pathways, student achievement, attendance, engagement, and course completion data will be closely monitored throughout the year.

If data show students are not meeting growth or achievement expectations, district and school leadership will implement additional intervention supports, increase instructional coaching and progress monitoring, and dedicate additional staffing positions as needed to support student success. Sheridan School District is committed to protecting core instruction, intervention services, special education services, and student supports while ensuring Jacket Academy maintains strong academic performance and accountability outcomes.

**Q28. Facilities, safety, and readiness gates Provide facility status, site readiness milestones, safety compliance plan, and operational readiness timeline.**

- **Conditional:** If this conversion remains in an existing district facility, focus on facility readiness and model fit, including space for acceleration and small groups, security requirements, and required upgrades rather than site acquisition.
- **Decision-rights tag:** Identify what facilities and safety decisions are centrally controlled versus school-level responsibilities.

Jacket Academy will operate within the existing Alternative Learning Academy building and comply with all district safety procedures, accessibility requirements, and state regulations.

The district will continue overseeing facilities maintenance, transportation, security systems, technology infrastructure, and operational readiness. School leadership will ensure instructional spaces appropriately support intervention groups, counseling services, blended learning, and individualized student supports.



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**Q29. Student access logistics** Describe transportation, food service, and any access supports needed so all students can enroll and attend regularly without barriers.

- Conditional: If transportation and food service are district-operated or centrally contracted, confirm the district provision, identify any incremental needs of this model, and describe how barriers will be monitored and resolved.
- Decision-rights tag: Identify what is centrally provided versus school-level responsibilities and any waivers requested.

Transportation and food services will continue to be provided through Sheridan School District for those attending onsite daily.. Students who attend Jacket Academy onsite will maintain access to district meals, transportation services, counseling, extracurricular opportunities, intervention programs, and support services as appropriate.

The school will monitor barriers related to attendance, transportation, technology access, scheduling, and family support needs to ensure students can fully participate in the program.

District departments will oversee transportation and food service operations while school leadership coordinates student-specific supports, attendance interventions, and communication with families.



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### 3. 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.

Q30.

**Type your name.**

Dr. Leann Pinkerton

Q31.

**Type your job title.**

Director of Access and Accountability

Q32.

**Verify the above statement by signing.**



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Signature

*Leann Pinkerton*



#### 4. Addendum – Virtual or Blended Operator

Q33.

**Will you be a virtual or blended operator?**

- Yes
- No

Q34.

**Explain the rationale for opening and authorizing the online school.**

Jacket Academy is being proposed to provide Sheridan School District students with a flexible online and hybrid learning option that supports individualized learning pathways while maintaining high academic expectations and district accountability systems.

The online school is designed to meet the needs of students who may benefit from flexible scheduling, virtual instruction, credit recovery, acceleration opportunities, intervention supports, or alternative learning environments due to academic, medical, family, social-emotional, or work-related circumstances.

Authorizing Jacket Academy will allow students to remain connected to Sheridan School District while accessing personalized instruction, MTSS supports, concurrent credit opportunities, career pathways, and digital learning resources. The model also supports district goals related to attendance, engagement, graduation improvement, and student success through increased flexibility, progress monitoring, and individualized support.



Q35.

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

Authorizing Jacket Academy will benefit Arkansas students by expanding access to flexible, high-quality learning opportunities within a public school setting. The online and hybrid model will support students who may struggle in a traditional environment due to scheduling conflicts, medical needs, work responsibilities, social-emotional challenges, or the need for accelerated or individualized instruction.

The school will provide students with access to personalized learning pathways, virtual and hybrid instruction, intervention supports, concurrent credit opportunities, career-focused coursework, and flexible pacing while maintaining alignment to Arkansas Academic Standards and accountability requirements.

Jacket Academy will also help increase student engagement, improve graduation outcomes, reduce the need for students to leave their local district for outside virtual options, and provide families with an additional public school choice designed to meet diverse student needs.

Q36.

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



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Teachers within the Jacket Academy online and hybrid learning environment will serve as instructors, mentors, facilitators, and interventionists who actively monitor student learning and engagement. Teachers will provide synchronous and asynchronous instruction, deliver individualized support, monitor student progress, communicate regularly with students and families, and implement intervention strategies when students demonstrate academic or attendance concerns.

Teachers will utilize digital learning platforms, assessment data, and progress monitoring systems to personalize instruction and ensure students remain on track toward mastery of Arkansas Academic Standards and graduation requirements. In addition to providing direct instruction, teachers will facilitate small-group support, tutoring, goal-setting conferences, and regular check-ins to strengthen student engagement and accountability.

Teachers will also collaborate with counselors, intervention staff, special education personnel, and families to provide comprehensive academic and social-emotional support within the flexible learning environment.

Q37.

**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 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



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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.

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.



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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.

**Signature**

*Leann Pinkerton*

**Final Status**



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