



ARKANSAS DEPARTMENT OF EDUCATION -
CONVERSION CHARTER SCHOOL APPLICATION
2025 V3



Arkansas Department of Education

Organization Information

Organization Name

Hall High School

Email

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6700 H St.

Unit/Suite

Zip Code

72205

City

Little rock

State

Arkansas



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1. Applicant Profile Information

Q1.

Name of applicant

Hall High School

Q2.

Contact person

1. Full Name

2. Title/Relationship to Charter

3. Mailing Address

4. Primary Phone

5. Primary Contact Email

Name of contact person: Dr. Jermall Wright

Title/Relationship to Charter: Superintendent

Mailing Address: 810 West Markham Street, Little Rock, AR 72201

Primary Phone: 501-447-1000

Primary Contact Email: jermall.wright@lrsd.org (mailto:jermall.wright@lrsd.org)

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



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2. Current Role with Proposed School

3. Future Role with Proposed School

Full Name	Current Role with Proposed School	Future Role with Proposed School
Dr. Jermall Wright	Superintendent	Superintendent
Dr. Shana Loring	Assistant Superintendent	Assistant Superintendent
Carlton McGee	Principal	Principal

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.



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



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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: Empowering every student to design their future through personalized learning, early college opportunities, and real-world experiences.

Mission: Hall High School's mission is to provide personalized pathways through a flexible blended learning model that combines in-person support with virtual instruction. We empower students to take ownership of their learning and graduate prepared for enlistment, enrollment, and employment.

Model Overview: Hall will operate as a grades 9-12 blended learning environment featuring:

- Students work in personalized pathways using digital platforms while receiving daily in-person instruction, mentoring, and support from teachers
- Project-based learning experiences that balance digital curriculum with hands-on application
- Success coaching for personalized student support throughout high school
- In-person and virtual course options through the digital platform to accommodate individual scheduling needs

Need for Conversion Charter Status: Conversion charter status is necessary to obtain waivers that enable the virtual learning component of the blended model and provide operational flexibility in staffing and scheduling that traditional school structures do not permit. This flexibility is essential to implement personalized pathways, accommodate early college schedules, and deliver a truly student-centered educational experience.

Expected Impact:

- Personalized Learning: Blended model combines teacher instruction with digital curriculum, allowing students to complete courses while receiving daily in-person support and intervention support as well as regular project-based learning experiences.
- Improved Graduation Rates: Success coaching, flexible scheduling, and college and career partnerships provide multiple pathways to graduation and postsecondary readiness
- Small School Environment: Tight-knit community ensures every student is known, supported, and connected to adults and peers
- Expanded District Options: Adds an innovative choice to LRSD, offering families personalized learning options and pathways in a small school community
- Virtual Learning Options: Students can access fully virtual courses to accommodate scheduling needs or pursue learning opportunities not available in traditional settings while maintaining a connection to the school community



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Alignment with District Goals:

These outcomes support LRSD's commitment to academic achievement, postsecondary readiness, and equitable access to high-quality educational pathways. The model serves families seeking alternatives while retaining them within the district.

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.

Hall High School will serve students in grades 9-12 from across the Little Rock School District. The anticipated student population includes:

- Students who want flexibility to balance education with work or family responsibilities
- Students interested in earning college credit while completing high school
- Students who thrive with more personalized learning and benefit from daily in-person structure and teacher support
- Students from any academic background—whether advanced, on grade level, or needing additional time in certain subjects—who prefer blended learning over traditional instruction

There currently isn't an option that offers this type of programming in a small, close-knit community environment in our area. Students who want an alternative to the traditional school environment that still provides opportunities for rigorous and challenging coursework and social interaction can find it here.

Q9.

B.2 Evidence of Need, Support, and Involvement

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



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Little Rock School District operates three traditional comprehensive high schools that provide quality education with established curricula, extracurricular activities, athletics programs, and diverse academic pathways.

Hall High School's conversion to a blended learning charter enhances LRSD's offerings by adding an innovative option for families seeking personalized learning. This model provides students with flexible pacing that allows those who grasp concepts quickly to move forward while ensuring students who need additional time receive targeted support, hands-on project-based learning experiences that connect classroom content to real-world applications, fully virtual course options for students who thrive in online learning environments, and success coaching for personalized academic and social-emotional support.

Hall High School's conversion strengthens LRSD's ability to serve diverse student needs and learning preferences. Traditional comprehensive high schools continue operating with their established models, athletics programs, and instructional approaches, while Hall offers families an additional choice within the district. Students seeking personalized, blended learning now have a public school option that meets their needs without leaving LRSD. This allows the district to serve more families effectively, providing the right educational environment for each student's learning style and goals while keeping students engaged in high-quality public education.

Parkview Arts & Sciences Magnet High School

Enrollment (2025): 1,072

Academic Performance:

- Graduation Rate (24-25): 96%
- ADE School Rating (24-25): C

LR Southwest Magnet School

Enrollment (2025): 2,045



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Academic Performance:

- Graduation Rate (24-25): 69%
- ADE School Rating (24-25): F

LR Central High School

Enrollment (2025): 2,371

Academic Performance:

- Graduation Rate (24-25): 85%
- ADE School Rating (24-25): C

Q10.

B.3 Evidence of Need, Support, and Involvement

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.



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Primary Challenges:

- One-size-fits-all pacing: Traditional instruction requires all students to move through content at the same rate, regardless of individual readiness or mastery level
- Need for individualized support: Students require personalized mentoring and guidance to navigate academic challenges, develop study skills, set goals, and plan for postsecondary success
- Engagement and relevance: Students need connections between classroom learning and real-world applications to maintain motivation and see purpose in their education

How Hall Addresses These Challenges:

- Blended learning model: Teachers deliver direct instruction, facilitate discussions, and provide one-on-one guidance while students access the digital curriculum for work with immediate feedback
- Virtual course options: Provide students who prefer or benefit from online learning the ability to complete coursework in a virtual setting, offering flexibility for students who thrive learning from home or in non-traditional environments. Students will have the option of virtual learning at home or a hybrid model of virtual and in-person instruction on campus.
- Success coaching: Every student has a dedicated coach providing personalized academic planning, goal-setting, study skill development, and social-emotional support throughout high school
- Project-based learning: Provides hands-on, collaborative experiences that apply academic content to real-world contexts, increasing engagement and demonstrating relevance
- Advanced Course options: Concurrent credit and advanced placement courses provide advanced learning opportunities for students ready to work beyond the high school curriculum

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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The district conducted multiple stakeholder engagement sessions to gauge interest and gather input.

- On September 18, 2025, separate meetings were held with students and staff to present the blended learning model.
- On September 23, 2025, and November 18, 2025, community and parent meetings provided families with information about personalized learning, virtual course options, and the daily school structure.

Students expressed an interest in flexibility and access to virtual learning options. Many expressed enthusiasm about personalized options, while receiving support when needed. Parents responded positively to small-group instruction, success coaching, and project-based learning that balance digital curriculum with hands-on experiences. Parents valued the personalized attention and connection between classroom content and real-world applications.

The stakeholder engagement process demonstrated a strong interest in an educational option providing flexible pacing, a small environment, and personalized support within a structured learning environment.



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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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Academic Focus: Hall High School provides personalized blended learning for grades 9-12 students, combining daily in-person teacher instruction with a digital curriculum.

Educational Philosophy: Students learn most effectively when instruction is tailored to their individual readiness levels, learning preferences, and goals. The model balances structure and flexibility—students attend daily and receive teacher-led instruction while also accessing digital content that adapts to their pace. This approach ensures differentiated options and support for students who grasp concepts quickly, and students who need additional time receive targeted support.

Instructional Methods:

- Blended Learning: Teachers deliver direct instruction, facilitate discussions, and provide one-on-one guidance while students access the digital curriculum for work with immediate feedback
- Project-Based Learning: Hands-on, collaborative projects apply academic content to real-world contexts, balancing screen time with authentic learning experiences
- Virtual Course Options: Fully online courses for students who thrive in virtual learning environments
- Advanced Learning Options: Concurrent Credit and advanced placement courses enabling students to earn college credits while completing high school

Innovations:

- Small school environment (grades 9-12), ensuring every student is known and supported
- Flexible pacing within courses rather than traditional whole-class instruction
- Success coaching provides personalized academic planning, goal-setting, and social-emotional support throughout high school
- Flexible scheduling that accommodates early college coursework, virtual learning, and individualized student needs

Academic Benchmarks (3-Year Goals):

- 95%+ graduation rate
- 80%+ CTE pathway completion



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- Above-average growth for the fourth quartile
- Above-average growth overall

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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School-Wide Plan:

Hall's blended learning model is designed to ensure that all students receive instruction matched to their readiness levels, addressing a fundamental challenge in traditional classrooms where some students struggle while others wait for the class to catch up.

Key Components:

- Differentiated Pacing: Students work through the digital curriculum while teachers monitor progress through real-time dashboards, identifying immediately when students struggle with specific concepts and providing targeted small-group instruction
- Success Coaching: Every student receives personalized support for academic planning, study skills development, and goal-setting, ensuring no student navigates challenges alone
- Project-Based Learning: Hands-on collaborative experiences engage diverse learning styles and connect academic content to real-world applications, providing authentic learning opportunities beyond digital curriculum
- Virtual Options: Students who benefit from online learning environments can access fully virtual courses, meeting individual learning preferences and needs
- Advanced Academics: On-campus college courses provide advanced learning opportunities while eliminating transportation barriers that disproportionately affect students from lower-income families

Research Foundation:

Research demonstrates that blended learning significantly improves student outcomes. A meta-analysis of 84 studies involving 30,377 K-12 students found that blended learning produced moderate to large positive effects on student performance compared to traditional instruction (Li & Wang, 2022). The U.S. Department of Education's meta-analysis of 45 studies found that blended approaches—particularly those where 60-80% of learning is mediated through technology—produced significantly more positive effects than both fully online and traditional classroom instruction (Means et al., 2013).

Project-based learning shows significant achievement gains across racial and socioeconomic groups. Duke and colleagues (2020) found that second-grade students using PBL experienced a 63% gain in social studies learning and 23% gain in informational reading. Krajcik and colleagues (2023) found



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that third-grade students using PBL scored eight percentage points higher on state science tests than peers receiving traditional instruction, with consistent effects across racial and socioeconomic groups.

Closing Achievement Gaps:

The model addresses equity by providing flexible pacing that allows students needing additional time to receive intensive, targeted support without falling behind, while students who grasp content quickly can continue advancing. Multiple pathways to success through blended, virtual, and early college options ensure all students have access to learning environments that match their needs. Success coaching provides personalized support that helps students develop metacognitive skills and take ownership of their learning.

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 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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Hall High School utilizes Edgenuity as the primary digital curriculum platform for core academic courses. Edgenuity is fully aligned to the Arkansas Academic Standards and provides a comprehensive curriculum across all content areas required for graduation.

Rationale for Selection:

- Standards Alignment: Edgenuity courses are built to the Arkansas Academic Standards, ensuring students master the required content
- Self-Paced Learning: Digital platform provides immediate feedback and allows students to work through content at their own pace within courses
- Teacher Dashboard: Real-time data monitoring enables teachers to identify student struggles immediately and provide targeted intervention
- Multiple Learning Formats: Content presented through text, video, audio, and interactive elements to accommodate diverse learning styles
- Flexibility: Platform supports both blended and fully virtual learning environments

Supplemental Curriculum:

- Project-Based Learning: Teachers design and facilitate hands-on projects that apply academic content to real-world contexts, balancing digital curriculum with collaborative learning experiences
- Advanced Academics: Concurrent Credit provides a college-level curriculum for students ready for advanced coursework
- CTE Pathways: Career and technical education courses accessed through existing district partnerships

Teachers retain instructional autonomy to supplement the Edgenuity curriculum with additional resources, direct instruction, and differentiated materials based on student needs.

The Edgenuity platform curriculum will be supplemented and supported by live instruction and intervention from certified teachers at the traditional site. The high-quality instructional materials and curriculum used will be the same as what is implemented in our in-person classes. The materials were selected from the DESE-approved curriculum list for literacy (MyPerspectives for secondary literacy) and College-Board approved and provided AP curricular resources.

Virtual students will have access to the library curriculum through an online Schoology class provided by the school-based media specialist. Students will have access to the same lessons and activities as students in the brick-and-mortar schools. Virtual students can also come onsite and



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participate in the media specialist's lessons and activities.

Q15.

A.4 Academic focus

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

Teachers receive ongoing professional development focused on facilitating blended learning, using real-time data to drive instruction, and designing effective project-based learning experiences. Initial training occurs before the school year begins, covering the Edgenuity platform navigation, dashboard data analysis, and strategies for monitoring student progress in self-paced environments. Teachers learn to identify when students need intervention, how to pull targeted small groups based on real-time performance data, and effective one-on-one coaching techniques during class time.

Throughout the school year, collaborative planning time allows teachers to share effective practices, design cross-curricular projects, and problem-solve challenges specific to blended learning environments. Teachers are provided instructional coaching focused on creating project-based learning experiences that balance digital curriculum with hands-on application, and on developing success-coaching strategies to support individual student goal-setting and academic planning.

Professional development also addresses supporting diverse learners in blended environments, including students with disabilities, English language learners, and students working below or above grade level. Teachers develop skills in differentiating within self-paced models, providing appropriate scaffolding through the digital platform, and designing projects that engage students at multiple readiness levels.

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.



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The proposed master schedule provides flexibility for students to take courses completely virtually or to participate in both in-person and virtual courses. This format allows students to participate in extracurricular activities and electives that cannot be offered in a virtual setting, or to take core content classes in person if they so choose. Because of the virtual schedule, teachers have time to participate in professional learning around virtual instruction, schedule one-on-one or small group support sessions for students who need them, plan and provide interventions and extensions through differentiated tasks/assignments, and develop some clubs for students.

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

Applicant Evidence :

	
Master Schedule.xlsx	LRSD 2026-27 Stude...

Uploaded on 12/8/2025 by Carlton McGee

Uploaded on 12/8/2025 by Carlton McGee

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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Setting Academic Performance Goals: Hall High School establishes specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned to Arkansas Academic Standards, state accountability measures, and college readiness benchmarks. Goal-setting engages teachers, administrators, and students collaboratively to ensure alignment and buy-in. Leadership analyzes historical performance data, benchmark assessments, and student demographic information to set realistic yet challenging goals that address specific areas needing improvement.

Monitoring Academic Performance: Teachers monitor progress through regular formative assessments, including quizzes, assignments, projects, and standardized tests. The Edgenuity Learning Management System provides real-time data on student engagement, course completion rates, assessment scores, and concept-level performance. Teachers also utilize ATLAS interim and summative assessments to measure student growth and mastery of the Arkansas Academic Standards, as well as end-of-unit assessments from the High Quality Instructional Materials (HQIM) to evaluate student understanding of key concepts. Teachers analyze this data daily to identify trends, strengths, and areas requiring intervention.

Leadership conducts regular data team meetings with teaching staff to review progress using dashboards and reports that provide clear views of performance relative to goals. These meetings occur weekly at the classroom level and quarterly at the school-wide level, ensuring continuous monitoring and responsive support.

Revising Academic Performance Goals: When data indicates students are not meeting goals, leadership and teachers identify barriers and adjust strategies. This may involve providing additional resources, modifying instructional methods, implementing targeted interventions, or offering more intensive support to struggling students. The school establishes feedback loops encouraging input from teachers, students, and parents to understand instructional effectiveness and identify barriers to success.

Goals are revisited each semester to make necessary amendments based on current data and changing student needs, ensuring goals remain relevant, challenging, and responsive to student performance patterns.

Using Data to Improve Instruction: Teachers use assessment data to tailor instruction to student needs. When data reveals gaps in specific skills or concepts, teachers adjust pacing, provide targeted small-group instruction, and supplement digital curriculum with direct teaching. The blended model



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enables personalized learning plans addressing individual gaps and accelerating progress for students demonstrating readiness.

Informing Professional Development: Performance data identifies areas where teachers need additional training or resources. If students underperform in specific content areas, professional development focuses on effective instructional strategies for those topics. Teachers engage in reflective practice, using data to evaluate their facilitation effectiveness and identify professional growth opportunities aligned with instructional needs.

Evaluating Curriculum: Leadership, along with Teaching and Learning, use comprehensive performance data to evaluate curriculum effectiveness. Analysis examines whether students meet learning objectives, perform successfully on state assessments, and demonstrate college readiness. When data reveals curriculum gaps or areas where students consistently struggle, leadership and T&L work with teachers to enhance digital curriculum with supplemental resources, adjust project-based learning experiences, or revise instructional approaches to increase engagement and effectiveness.

Q19.

B.2 Academic Performance

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



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Hall High School follows a credit-based promotion policy aligned with Arkansas graduation requirements and Smart Core curriculum standards. Students advance to the next grade level based on the credits they earn.

Promotion Criteria:

- 9th to 10th grade: minimum 6 credits
- 10th to 11th grade: minimum 12 credits
- 11th to 12th grade: minimum 18 credits
- Graduation: all required credits per Arkansas Smart Core

Students who fall behind in credit accumulation receive intensive intervention through success coaching, targeted academic support, and personalized learning plans. The counselor monitors credit progress regularly and works with students and families to develop recovery plans.



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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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The intended school climate of the proposed charter school aims to be inclusive, supportive, and conducive to learning for all members of the school community. This environment will not only foster academic excellence but also support the social and emotional development of students. Here's how this climate will be established and maintained to benefit students, teachers, administrators, and parents:

Establish a Positive School Climate

Foundational Values: The school will promote values such as respect, integrity, inclusivity, and responsibility. These values will be embedded in the school's policies, taught explicitly in the classrooms, and modeled by staff and administration.

Community Building: Regular community-building activities will ensure that students, staff, and parents feel connected to the school. These activities might include assemblies, family nights, and community service projects that foster a sense of belonging and pride.

Open Communication: Establishing clear and open lines of communication among students, staff, and parents is critical. This will be facilitated through regular newsletters, parent-teacher meetings, and accessible platforms for feedback to ensure all voices are heard and valued.

Professional Development: Teachers and administrators will receive ongoing training not only in instructional strategies but also in creating and maintaining a positive school climate. This will help them support each other and their students effectively.

Supporting a Variety of Students' Needs

Inclusive Practices: The school will implement universal design for learning (UDL) principles to accommodate

diverse learning styles and needs. Classrooms will be equipped with resources that enhance learning for all students, including those with disabilities, English language learners (ELLs), and gifted and talented students.



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Specialized Support: Students with specific needs will have access to tailored resources and support. This includes:

- **Special Education Services:** Skilled special education professionals will work collaboratively with classroom teachers to provide necessary adaptations and interventions.
- **ELL Programs:** English language learners will receive structured support to develop both language proficiency and academic skills.
- **Gifted and Talented Programs:** Enrichment programs will be available to challenge and engage gifted students, ensuring they are not left unchallenged.
- **Intervention Programs:** Students at risk of academic failure will have access to tutoring, mentoring, and other intervention programs to help them meet their academic goals.

Promoting Intellectual and Social Development

Academic Rigor and Support: The school will strive for a balance between high academic expectations and robust support systems. This balance will ensure that all students are challenged yet supported through their educational journey.

Social-Emotional Learning (SEL): SEL will be an integral part of the curriculum, helping students develop critical skills such as empathy, self-regulation, and conflict resolution. This focus on emotional intelligence is vital for academic success and overall well-being.

Student Leadership and Voice: Students will be encouraged to take on leadership roles within the school and to have a say in school policies and activities. This empowerment helps build self-esteem and leadership skills.

Culturally Responsive Teaching: Educators will employ culturally responsive teaching practices that recognize and honor the diverse backgrounds of students. This approach helps make learning more relevant and engaging for all students.

Monitoring and Adapting

Regular Assessments: The school will regularly assess the effectiveness of its climate initiatives through surveys, interviews, and focus groups. This feedback will guide ongoing improvements to ensure the school environment remains supportive and effective.



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By carefully crafting a school climate that values diversity, supports all learners, and promotes a community of respect and achievement, the proposed charter school aims to create an environment where every member thrives, both academically and socially. This holistic approach will not only elevate student outcomes but also enhance the overall school experience for the entire community.

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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The school's approach to discipline, behavior intervention, and classroom management is designed to foster a positive, inclusive, and safe learning environment that aligns with the nurturing, supportive climate described previously. This approach emphasizes preventive measures, constructive interventions, and restorative practices, ensuring compliance with Arkansas laws regarding student discipline and rights.

Key Policies and Systems

Positive Behavioral Interventions and Supports (PBIS):

- **Description:** PBIS is a proactive approach that uses evidence-based strategies and interventions to improve school climate and culture. This system supports positive behavior while preventing undesirable behavior.
- **Implementation:** The school will implement PBIS at multiple tiers, providing universal strategies for all students, targeted interventions for those at risk, and intensive support for those with ongoing behavioral issues.

Restorative Practices:

- **Description:** Focuses on repairing harm and restoring relationships rather than punitive measures. This approach helps students understand the impact of their behavior, take responsibility, and reintegrate into the school community.
- **Implementation:** The school will use circles, mediation, and conflict resolution strategies to address issues as they arise, fostering a sense of community and shared responsibility for the school environment.

Behavioral Expectations and Rules:

- **Description:** Clear, consistent, and fair rules will be communicated to all students, staff, and parents. These rules will align with the school's values and the goal of fostering a respectful and inclusive community.
- **Implementation:** Expectations will be taught through orientations and reinforced in classrooms. Recognition and incentives will be used to promote and reinforce positive behaviors consistently across the school.

Related Structures



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Behavior Management Team:

- **Role:** Composed of trained staff including educators, counselors, and administrators, this team will oversee the implementation of behavior policies, coordinate interventions, and ensure legal compliance.
- **Function:** The team will conduct regular assessments of behavior management strategies and their outcomes, making data-driven adjustments as needed.

Individualized Behavior Interventions:

- **Description:** For students with repeated behavioral issues or specific needs, such as those with disabilities, individualized plans will be developed.
- **Implementation:** These plans will include strategies tailored to the student's needs, developed in collaboration with parents and specialists, and will comply with legal requirements for student accommodations.

Professional Development:

- **Focus:** Training in classroom management, cultural competency, conflict resolution, and restorative practices will be mandatory for all staff.
- **Goal:** Equip staff with the tools and understanding necessary to manage classroom behaviors effectively and respectfully, ensuring that disciplinary actions are fair and culturally sensitive

Compliance with Arkansas Laws

- **Legal Adherence:** The school's policies will adhere to the Arkansas Student Discipline Act, which requires schools to use disciplinary methods that promote a safe and healthy learning environment without disrupting the educational process.
- **Rights and Responsibilities:** The school will ensure that all disciplinary procedures respect students' rights to due process. Clear procedures for addressing grievances and appealing disciplinary decisions will be established and communicated to students and parents.
- **Data Reporting:** Compliance with state reporting requirements for disciplinary actions will be strictly followed to ensure transparency and accountability.

By integrating these strategies, systems, and structures, the school aims to foster a climate of safety, respect, and mutual support, conducive to both academic success and personal growth. This comprehensive approach to discipline and behavior management will help cultivate a positive



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school culture that prepares students to be responsible, thoughtful, and engaged members of the community.

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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Engaging parents in school life and maintaining regular communication with them are crucial aspects of building a supportive educational environment. Here's a brief overview of the general plan to achieve these goals:

1. Parental Engagement Strategy

- **Parental Involvement Programs:** Implement programs that encourage parents to participate in various school activities, such as parent-teacher associations, volunteer opportunities in the classroom, and special event committees. This involvement not only enhances school operations but also strengthens the school community.
- **Workshops and Seminars:** Offer regular workshops and seminars on topics of interest, such as child development, digital literacy, and strategies to support learning at home. These sessions serve as a dual opportunity to educate parents and engage them actively in the school's academic culture.
- **Open House and School Events:** Schedule regular open house events, performances, and cultural celebrations that invite parents to visit the school and engage with staff and other parents, fostering a sense of community and belonging.

1. Communication Plan

- **Regular Updates:** Use a multi-channel approach that includes emails, newsletters, and a dedicated school app to deliver updates on school events, policy changes, and student progress reports. Ensuring that communication is consistent and predictable helps build trust and keeps parents informed.
- **Parent-Teacher Conferences:** Hold regular parent-teacher conferences to discuss students' progress, challenges, and successes. These meetings are critical for creating a collaborative environment between parents and educators focused on student achievement.
- **Feedback Mechanisms:** Establish clear and accessible channels for parents to provide feedback or express concerns. This could include digital forms, suggestion boxes, and regular surveys. Actively responding to feedback demonstrates the school's commitment to listening to and adapting to families' needs.
- **Language Support:** For schools with a diverse linguistic population, provide translation services or materials in multiple languages to ensure all parents have access to important communications and feel included in the school community.



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1. Technology Integration

- **Parent Portal:** Utilize a parent portal that allows parents to monitor their child's academic progress, view attendance records, and receive personalized communications from teachers. This tool keeps parents engaged in their child's education and facilitates ongoing communication between the school and home.

By implementing these strategies, the school aims to create an inclusive and collaborative atmosphere that actively involves parents in the educational process and keeps them informed about their children's schooling and school-wide matters. This engagement is essential for enhancing student achievement and building a strong, supportive school community.

Q24.

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

Hall High School will offer extracurricular activities based on student interest and available staffing. Athletic offerings may include basketball and other sports, subject to student participation and coaching availability. The school will maintain a smaller athletics program, consistent with its overall enrollment size, and will focus on personalized academics.

Co-curricular activities such as the National Honor Society, Student Council, and other student organizations will be available based on student interest and faculty sponsorship. These organizations provide leadership development, community service opportunities, and student engagement beyond the classroom.

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 school's policy for addressing grievances and complaints is designed to ensure that all concerns raised by students, parents, or staff are handled fairly, transparently, and efficiently. The policy outlines a structured process for the submission, review, and resolution of complaints, emphasizing the importance of communication and accountability.

Policy Overview

- **Initial Resolution:** The school encourages direct communication to resolve issues where possible. Students or parents are encouraged to first address concerns directly with the involved party (e.g., teacher or administrator).
- 1. **Formal Grievance Filing:** If the issue cannot be resolved informally, the aggrieved party can file a formal grievance in writing. The complaint should be submitted to the school principal or designated administrator, who will review the grievance and respond within a set timeframe, typically within 10-15 school days.
- 2. **Escalation:** If the response from the principal does not resolve the matter, the complainant can escalate the issue to the next level by submitting a written appeal to the district's superintendent or a designated district official.
- 3. **Governing Board Involvement:** In cases where the resolution is not satisfactory at the district level, the grievance may be brought before the governing board. The board may choose to review the grievance themselves, appoint a committee to investigate, or delegate the review back to district administrators with specific instructions.
- 4. **Final Decision:** The governing board has the final authority in the grievance process. Their decision is communicated to all parties involved and is considered binding, subject to any applicable state or federal laws.

Role of the Governing Board

The governing board plays a crucial role in the later stages of the grievance process, particularly in cases that escalate beyond the district administration. Their responsibilities include:

- Reviewing and adjudicating grievances that reach the final level of appeal.
- Ensuring that the grievance process is conducted in a fair, transparent, and impartial manner.
- Making decisions that uphold the policies and ethical standards of the school, while also considering the well-being of all stakeholders.

Documentation



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The school's policies and procedures regarding grievances and complaints are detailed in the school's handbook. Unfortunately, I don;t have the capability to attach documents directly, but you can usually obtain a copy if the current handbook through the school's website or by contacting the school's administrative office. They should provide you with the most recent and relevant documentation outlining the detailed processes and guidelines for handling grievances and complaints.



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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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School Year	Grade Levels Offered	Total Projected Student Enrollment for all grades (min, anticipated, max)	Faculty projections based on anticipated enrollment	Non-faculty projections based on anticipated enrollment
Year one	9-12	100-200-260	10-15	5-7
Year two	9-12	100-200-260	10-15	5-7
Year three	9-12	100-200-260	10-15	5-7
Year four	9-12	100-200-260	10-15	5-7
Year five	9-12	100-200-260	10-15	5-7

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).



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As a district conversion charter, Hall High School's budget is developed and allocated through the Little Rock School District's standard budgeting processes. The school receives per-pupil allocations based on state foundation funding and categorical funding sources, with facilities, utilities, technology infrastructure, and central services provided by the district.

Revenue Projections

Enrollment: 200 students (grades 9-12) in all three years

State Foundation Funding:

- 200 students \times \$8,162 per student = \$1,632,400

Categorical Funding:

- Enhanced Student Achievement (ESA): 130 students (65% economically disadvantaged) - amount determined by state ESA calculation
- English Language Learners (ELL): 10 students (5%) \times \$375 = \$3,750
- Professional Development (PD): 200 students \times \$37.50 = \$7,500
- Special Education services: 60 students (30%) - funded through district special education allocation

District-Provided Services (no direct cost to school):

- Edgenuity digital curriculum platform
- Facilities and utilities
- Technology infrastructure and support
- Food service
- Transportation coordination
- Central administrative services

Expenditure Assumptions

Personnel Costs (Total: \$1,470,000)

Teaching Staff: 15 FTE

Average salary with benefits: \$70,000 per FTE = \$1,050,000



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Non-Teaching Staff: 7 FTE (administrative, counseling, support)

Average salary with benefits: \$60,000 per FTE = \$420,000

Salary and benefits assumptions include:

- Base salary per position
- 15% retirement contribution
- 7.65% Social Security
- \$3,840 annual health insurance
- Average teaching staff: \$70,000 with benefits
- Average non-teaching staff: \$60,000 with benefits

Operational Expenses (Total: \$60,000)

- Professional Development: \$20,000
- General Supplies & Materials: \$12,500
- Student Transportation (field trips/PBL): \$15,000
- Printing & Binding: \$5,500
- Supplies - Supply Center: \$4,000
- Postage: \$1,000
- Dues and Fees: \$1,000
- Furniture & Equipment: \$1,000

Total Annual Operating Budget: \$1,530,000

Budget Development Process

The Principal collaborates with LRSD fiscal services to develop annual budgets based on enrollment projections, staffing requirements, and programmatic needs. The district allocates foundation and categorical funding based on student counts and state formulas.

State Categorical Funding:

- Enhanced Student Achievement (ESA) funding for economically disadvantaged students (65% of enrollment)
- English Language Learner (ELL) funding for eligible students



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- Professional Development (PD) funding based on enrollment
- Special Education funding through district allocation for students with IEPs (30% of enrollment)

Federal Funding:

- Title I funding for schools serving high percentages of economically disadvantaged students (allocated by district)
- Title II funding for professional development
- IDEA funding for special education services (allocated through the district)

Potential Grant Funding:

The school may apply for federal Charter Schools Program (CSP) grants for conversion charters, which could provide additional support for startup and implementation.

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

Applicant Evidence :



Uploaded on **12/9/2025**
by **Carlton McGee**

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.

Not applicable

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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Fiscal Sustainability

As a district conversion charter, Hall High School operates within the Little Rock School District's financial management systems and benefits from district-level support structures. The school's budget is based on stable per-pupil foundation funding and categorical allocations rather than variable income sources. Monthly expenditure reviews through APSCN systems allow early identification and correction of budget variances.

The staffing model balances instructional quality with fiscal responsibility. With 15 teaching staff and seven non-teaching staff serving 200 students, the school maintains appropriate ratios while avoiding overstaffing. The budget includes operating fund balances (\$113,650 in Year 1) that provide a cushion for unexpected expenses or revenue fluctuations.

Emergency Response Plans

Lower-Than-Expected Enrollment

If enrollment falls below 200 students, Hall will implement immediate staffing adjustments aligned with actual student numbers. The blended learning model allows flexible consolidation of sections or adjustments to teacher assignments without compromising instructional quality. If enrollment drops to 175 students, the school could reduce teaching staff by 1-2 FTE through attrition or voluntary transfer to other LRSD schools, saving \$70,000-\$140,000 annually.

Budget Shortfall

In the event of a budget shortfall, Hall will prioritize expenditures to protect core instructional programs. Non-essential spending would be reduced or eliminated first.

For significant gaps, the district can provide short-term cash flow support through interfund transfers while Hall develops a corrective action plan, including specific expenditure reductions, implementation timeline, and monitoring metrics.

Cash Flow Challenges

As part of LRSD, Hall benefits from district-level cash flow management that addresses timing mismatches between revenue receipts and expenditures. The district manages payroll, benefits, and vendor payments through centralized systems and receives state foundation funding in monthly installments.



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If temporary cash flow issues arise from delayed categorical funding or state payment timing, the district provides short-term coverage using district reserves or interfund borrowing.

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.

Hall High School's annual operating budget is developed and allocated through the Little Rock School District's standard budgeting process, following the same procedures and timelines as other district schools. As a district conversion charter, Hall receives funding allocations from LRSD based on projected enrollment, staffing needs, and programmatic requirements.

The Principal works with district fiscal services to develop the annual budget in spring, submitting projections for enrollment, staffing, technology, and operational expenses. The district provides preliminary allocations, and the budget is refined before board approval. Monthly monitoring through APSCN systems allows for adjustments based on enrollment changes or programmatic needs.

Budget priorities align with the school's mission of personalized learning, early college opportunities, and real-world experiences. Funding supports technology platforms for blended and virtual learning, success coaching, and early college partnerships. These mission-critical priorities are evaluated annually based on their contribution to measurable student outcomes, including graduation rates, college enrollment, and student satisfaction.



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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.

Carlton McGee

Q32.

Type your job title.

Principal

Q33.

Verify the above statement by signing.



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Signature

[Handwritten signature]



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7. Addendum – Virtual or Blended Operator

Q34.

Will you be a virtual or blended operator?

☒ Yes

☐ No

Q35.

Explain the rationale for opening and authorizing the online school.



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The rationale for opening and authorizing the Hall High School likely includes several key factors:

- **Educational Access:** Hall High provides a flexible learning option for students who may benefit from a non-traditional approach to education, such as those with health concerns, unique scheduling needs, or those who thrive in a virtual learning environment.
- **Addressing Diverse Learning Needs:** Some students may require specialized or individualized learning plans that can be more effectively implemented in a virtual setting. The school could cater to these needs.
- **Expanded Course Offerings:** Blended and online learning often offer a broader range of courses than traditional schools, allowing students to pursue specific interests or access courses not available in their local schools.
- **Personalized Learning:** Blended and online learning can often be more tailored to individual students' pace and learning style, potentially leading to improved academic outcomes for some students.
- **Flexibility for Teachers:** Blended and online learning can provide teachers with more flexibility in how they deliver instruction, potentially allowing them to better meet the needs of diverse learners.
- **Preparation for the Future:** Providing students with experience in blended and online learning can help prepare them for higher education or careers that may involve remote work or online collaboration.
- **Efficiency and Cost-Effectiveness:** Blended and online learning can sometimes operate more efficiently than traditional schools, potentially reducing costs for the district while maintaining or improving educational quality.

Q36.

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



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Authorizing the Little Rock School District (LRSD) Hall High could benefit the current student population of Arkansas in several ways:

- **Flexible Learning Environment:** Hall High would offer a flexible learning environment that caters to students' individual needs and preferences, allowing them to learn at their own pace and in their own space.
- **Personalized Learning:** Blended and online learning can be more personalized, allowing students to receive tailored instruction and support based on their individual learning styles, interests, and abilities
- **Preparation for the Future:** Hall High would help prepare students for the increasingly digital and remote work environments of the future, equipping them with the skills and experience needed to succeed in a globalized world.
- **Improved Academic Performance:** Some students may thrive in a blended and online learning environment, leading to improved academic performance and outcomes compared to traditional schooling.
- **Support for Diverse Student Needs:** Hall High could provide specialized support and services for students with diverse learning needs, including those with disabilities or other challenges that may require individualized attention.

Q37.

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



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Teachers play a crucial role in the online learning environment, taking on several key responsibilities to ensure that students receive a high-quality education. Here are some of the key roles and responsibilities of teachers in an online learning environment:

- **Facilitation of Learning:** Teachers facilitate learning by guiding students through the course material, providing explanations, answering questions, and facilitating discussions and collaborations among students.
- **Personalized Support:** Teachers provide personalized support to students, identifying their individual learning needs and providing additional help or resources as needed.
- **Assessment and Feedback:** Teachers assess student learning through assignments, quizzes, exams, and other assessments, providing timely and constructive feedback to help students improve their understanding and performance.
- **Technology Integration:** Teachers integrate technology into the learning environment, using various tools and platforms to deliver instruction, facilitate communication, and enhance learning experiences.
- **Monitoring Progress:** Teachers monitor student progress throughout the course, identifying areas where students may be struggling and providing additional support or intervention as needed.
- **Communication and Collaboration:** Teachers communicate regularly with students, parents, and other stakeholders, keeping them informed about course expectations, progress, and upcoming events. They also collaborate with other teachers and instructional staff to improve the quality of blended learning and online instruction.
- **Professional Development:** Teachers engage in ongoing professional development to stay current with best practices in blended and online education, technology, and teaching methods, enhancing their ability to teach in the online environment effectively.

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



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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 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.



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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.
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

[Handwritten signature]

Final Status

☐ Reject ☐ Approve

Approver Comments

HALL HIGH SCHOOL CONVERSION CHARTER

Required Waivers & Rationales

Board Presentation | November 13, 2025

OVERVIEW

Hall High School requests permission to pursue the following waivers to implement a personalized, competency-based learning model. All waivers are standard for conversion charters implementing similar educational models. These waivers remove regulatory barriers to innovation while maintaining all state accountability requirements, assessments, and graduation standards.

CATEGORY 1: TEACHER LICENSURE & STAFFING FLEXIBILITY

Waivers Requested:

- Arkansas Code § 6-15-1004 – Qualified Teachers in Every Classroom
- Arkansas Code § 6-17-309 – Teacher Licensure Waivers
- Arkansas Code § 6-17-401 – Teacher Licensure Requirements
- Arkansas Code § 6-17-919 – Salaries - Warrants Void Without Valid License and Contract
- Standard 4-D.1 – Teacher Licensure (Standards for Accreditation)

Rationale:

Allows flexibility to employ content experts for specialized instruction, including CTE pathway instructors with industry credentials, internship coordinators with business/career expertise, college liaison roles requiring higher education experience, and project-based learning facilitators with specialized skills. All staff will complete background checks and meet appropriate qualifications. Teachers remain on the path to full licensure within three years per state law.

CATEGORY 2: SCHEDULING & INSTRUCTIONAL TIME

Waivers Requested:

- Arkansas Code § 6-16-102 – School Day/Instructional Time
- Standard 1-A.4 – Adopt School Calendar
- Standard 1-A.4.1 – Student-Teacher Interaction Days (178 days)
- Standard 1-A.4.2 – Instructional Day

Rationale:

Enables flexible scheduling to accommodate college class attendance (students taking courses at local colleges), internship participation during school hours, and competency-based progression rather than seat time requirements.

CATEGORY 3: CLASS SIZE & MULTI-COURSE INSTRUCTION

Waivers Requested:

- Arkansas Code § 6-17-812 – Teaching Load
- Standard 1-A.5 – Class Size
- DESE Rules Governing Class Size and Teaching Load

Rationale:

Supports personalized learning model where one teacher facilitates multiple courses simultaneously (e.g., Algebra I and Geometry students in the same classroom), students work at individual pace on Edgenuity platform, and the teacher provides targeted small-group instruction rather than whole-class lectures. Traditional class-size rules assume that all students receive the same lecture at the same time. Our model personalizes instruction while maintaining appropriate student-to-teacher ratios for support.

CATEGORY 4: PERSONNEL POLICIES

Waivers Requested:

- Arkansas Code § 6-17-203 – Licensed Personnel Policy Committee
- Arkansas Code § 6-17-902 – Teacher Definition

Rationale:

Accommodates redefined staff roles, including teachers as facilitators and success coaches rather than traditional instructors, non-traditional job descriptions (internship coordinators, college liaisons), and a collaborative staffing model with shared responsibilities. All employees retain appropriate due process protections under district policies.

WHAT REMAINS UNCHANGED

Hall High School will continue to comply with ALL non-waived state and federal requirements:

- Arkansas Academic Standards
- State assessment system (ATLAS, etc.)
- Graduation requirements (Smart Core)
- Special education services (IDEA)
- English Language Learner supports (ESOL)
- Background checks for all employees
- Health and safety codes
- Desegregation compliance
- Financial accountability and APSCN reporting

Teacher	A1	A2	A3	A4	B1	B2	B3	B4
Career ED	Nutri Science I 49320	Nutri Science II 493130	Food Safe Nutri 493110	plan	PLC CTE	Food Safe Nutri 493110	Nutri Science I 493200	Nutri Science II 493130
Career ED	Intro Computer 465070	plan	Intro Computer 465070	Software Dev 465080	PLC CTE	Software Dev 465080	Intro Computer 465070	Intro Computer 465070
Career ED	Jag Multi I & II 493780-90	plan	Jag WBL 493800	Jag WBL 493800	PLC CTE	Jag Multi I & II 493780-90	Jag WBL 493800	Jag WBL 493800
World Lang	PLC Fine Art	Academ Reading 419160	Spanish I 440000	Spanish II 440020	Spanish II 440020	Spanish I 440000	CC Elem Spanish 549900	plan
Fine Art	PLC Fine Art	Band I 451000	Band III/IV 451050/451060	Band II 451040	Band II 451040	plan	Band III/IV 451050/451060	Band I 451000
Fine Art	PLC Fine Art	Credit Recov 970190	Credit Recov 970190	Visual Art I 450000	AP Studio Art 559040	plan	Visual Art I 450000	Credit Recov 970190
Fine Art	PLC Fine Art	Choir IV 452060	Choir III 452050	Choir I/II 452000/452040	Choir III 452050	Choir I/II 452000/452040	plan	Choir III/IV 452050/452060
Physical Ed	Study Hall 999000	plan	Health/PE 480000/485010	Rec Sports 485020	PE/Health 485010/480000	Study Hall 999000	plan	PE/Health 485010/480000
Math	Pre-Cal 433000	Coll Alg 539900 CC Q Reas 539150	PLC Math	Rec Sports 485020	plan	AP Statistics 539030	Advance Geo 431000	Quant Reason 439121
Math	Algebra II 432000	Algebra I 430000	PLC Math	Geometry 431000	Quant Reason 439121	Advanced Alg I 430000	plan	Advanced Alg II 432000
English	English II 411400	English IV 413000	English I 410400	English III 412000	Advanced Eng I 410400	AP Eng Lang 517031	English IV 413000	PLC Eng
English	AP Literature 517041	plan	Advanced Eng II 411400	plan	Strat Read 419110-180	English III 412000	Comp 1/Comp2 519930-40	PLC Eng
Social Studies	Civics/Econ 472000/474300	plan	Pscy/Soc 474400/474500	AP Human Geo 759081	AP African Hx 574700	CC World Hist 579910	PLC SS	Econ/Civis 474300/472000
Social Studies	US History 470000	World Hist 471000	plan	CC US Hist 579920	APUSH 570021	Transit Lit Ready 496030	PLC SS	AP World 571021
Science	Biology 420000	Chemistry 421000	Pys Science 423000	PLC Sci	Biology 420000	plan	Physics 422010	Enviro Sci 424020
Science	Ana/Phy 424030	CC Biology 529910	Enviro Sci 424020	PLC Sci	AP Biology 520031	plan	Chemistry 421000	Pys Science 423000
CBI Teacher 1	plan	Transition work 971560	Explore Science 929000-20	Explore English 910000-913000	Expl Oral/Health 914000/980000	plan	Explore Math 939000-30	Explore SocStud 972000-971000
CBI Teacher 2	Explore Science 929000-20	plan	Transition work 971560	Explore Math 939000-30	Explore English 910000-913000	Expl Oral/Health 914000/980000	plan	Explore SocStud 972000-971000
CBI Teacher 3	plan	Transition work 971560	Explore SocStud 972000-971000	Explore Science 929000-20	Explore English 910000-913000	plan	Explore Math 939000-30	Expl Oral/Health 914000/980000

Sped	Transition Work 971570-80	Engish 9-12 972100	Math 9-12 972300	plan	Transition Work 971570-80	Math 9-12 972300	Engish 9-12 972100	PLC Eng
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Category	Year 1	Year 2	Year 3
Enrollment	200	200	200
Foundation Funding	\$1,632,400	\$1,632,400*	\$1,632,400*
Categorical Funding	~\$11,250	~\$11,250	~\$11,250
Personnel	\$1,470,000	\$1,499,400**	\$1,529,388**
Operations	\$60,000	\$61,200	\$62,424
Total Expenses	\$1,530,000	\$1,560,600	\$1,591,812
Projected Balance***	\$113,650	\$83,050	\$51,838



Board Meeting - Nov 20 2025 Minutes

Thursday, November 20, 2025 at 5:30 PM

810 West Markham Street, Little Rock, Arkansas

Attendees: Melissa Gude, Anna Strong, Kelsey Bailey, Joyce Wesley, Dr. Jermall Wright, Vicki Hatter, Norma Johnson, Greg Adams, Valerie Hudson, Greta Freeman, Stefanie Vestal, Osyrus Bolly, and Tony Rose

Late Attendees:

Page

1. Welcome & Greetings - Joyce Wesley, Board President

1.1 Call to Order

2. District Celebrations - Dr. Jermall Wright, Superintendent

Ms. Tammy Blaylock, VIPS and PIE Coordinator, celebrated:

- The Reading Day readers - over 340 readers
- Acknowledged media specialists and principals for their part with Reading Day

LRSD Partners in Education:

Watson Elementary School:

- UALR Community Programs
- Goodfellas Barber College
- LR Water Reclamation & Authority

LR Southwest High School:

- Frequency Youth Leadership & Empowerment

Donations of Property was read allowed by Ms. Jackie Merrell, VIPS Specialist, who thanked all donors on behalf of LRSD

Dr. Jermall Wright celebrated:

Thank You Community Volunteers:

- VIPS and Jane Mendel Readers

Elementary School Spotlight:

- Congratulations to Jefferson, Forest Park and Roberts Elementary Schools for earning top honors from the Arkansas Department of Education for outstanding academic performance and growth
- Carver-Washington STEAM Magnet staff hosted a fun-filled STEAM Literacy Night

Middle School Spotlight:

- Forest Park Rangers made a difference in the community by collecting non-perishable food items for the District's Stock the Rock drive
- Forest Heights STEM Academy, school families donated to the school's food pantry

Hamilton Learning Academy Spotlight:

- Hamilton Learning Academy staff teamed up with the City of Little Rock and City Connections to "give back together," preparing Thanksgiving Meal Boxes for students

Middle School Spotlight:

- Mabelvale Middle, 8th grade AVID students received lessons on budgeting, bill-paying, and big decision-making at their Financial Literacy Fair from partners Up Federal Credit Union
- Congratulations to Horace Mann Multimedia Arts & Digital Innovations Magnet Middle School - Bearcats - 2025 LRSD Middle School Football Champions, following an 8-1 season

High School Spotlight:

- Congratulations to LRSD Ken Hatfield Sportsmanship Award recipients recognized for their integrity, leadership, and character:
Tetyuana Heard – Little Rock Central High School
Zinn Carrigan – Hall- West High School of Innovation
Jaiden Mayweather – Parkview Arts/Science Magnet High School

Matthew Ron Young – Little Rock Southwest High School

- Congratulation to LRSD 46 talented students who earned the Arkansas Seal of Biliteracy
- Congratulations to Micah Moore, Hall-West High School of Innovation Warrior (basketball), who signed to UALR
- Congratulation to Central's Journalism students whose Labyrinth Literary Magazine and the Tiger Newsmagazine earned 7th Place Best of Show at the National High School Journalism Conference in Nashville
- Congratulations to the SECME QSE VEX Robotics team who earned the Excellence Award at the Bears Fall Blowout
- Congratulations to Little Rock Southwest High School Band. They took the national stage at the US Bands STATS Grand Championships in Memphis; the band earned 1st Place in the Group 2 Division, 1st Place in Music, and 1st Place in Color Guard and 2nd Place finish in the Group 2 Division finals
- Congratulations to seniors honored as National Merit Semifinalists, Commended Scholars and Principal's Scholars at our Scholars Reception

Community Partner Spotlight:

- Partners from the Arkansas Martin Luther King Commission and First Missionary Baptist Church, treated Dr. Martin Luther King, Jr. Leadership and Language Magnet Academy staff to a heartwarming lunch. Senator Chesterfield and Pulaski County Judge Barry Hyde were in attendance
- The City of Little Rock kicked off a new partnership through the Career Climb Program, giving students access to job shadowing, internships, mentorships, and department tours
- Members of the St. Peter Missionary Baptist Church and Pastor Billy Burris did a faith-based prize patrol at 6 of our elementary schools. Each school received \$1000 grant to support students

New School Spotlight:

- We got a sneak peek inside the latest phase of construction at Pinnacle View High School this week, as we made a special announcement

In the News Spotlight:

- The Arkansas Democrat-Gazette featured the Spookbot Tournament hosted by LRSD's Advanced Academics Department
- Metro students supported Reading in the Rock to emphasize the importance of reading
- LRSD is wrapping up phase two of enrollment
- Java with Jermall event was hosted at Terry Elementary
- Congratulations to Dr. Jermall Wright who is the recipient of the Dwight Jones Courageous Leadership Award

3. Public Comment

This is the place in the Agenda when we hear from the public, parents, stakeholders and friends of LRSD. We like to hear Public Comment regarding LRSD issues.

We allow 3 minutes for public comment. Our responsibility is to listen to your comment. We are not allowed to respond or have discussion.

Ms. Latoya Morgan - Theft of Personal Property at Carver

Ms. Nicki Dawson - Hall High School

Angela Rankins-Jones

Hall High School Conversion Charter

4. District Committee Reports

4.1 Superintendent's Student Advisory Board

- Student Advisory met on November 11, 2025. The next meeting will be held on the week before the holiday break
- Discussed: formalizing the advisory board, issues from previous meetings, created jobs, and the mission and vision statement
- Created an advisory board logo, web page, and discussed the idea of an Instagram page.
- Focused on the Student Leadership Institute

4.2 Certified PPC

Theresa Knapp Gordon, Library Media Specialist at Terry Elementary school, spoke on behalf of the Certified PPC Chairperson, Lakeitha Austin:

- Stipend proposal is on the agenda for approval tonight
- Tuition reimbursement is also on the agenda for approval tonight
- Compensation Committee met yesterday
- Classified Policies Committee met

4.3 Classified PPC

Tongela Jacobs, Chairperson for Classified PPC, spoke on:

- Classified Policies Committee met and worked on Board approved policies
- Discussed proposals for salary reviews for nurses and Safety and Security staff
- Discussed bi-lingual stipends and developing a proposal for staff eligible for this support
- Classified PPC Agenda uploaded to LRSD website for public viewing
- Next meeting on December 12, 2025

4.4 Principals Roundtable

5. Consent Agenda Items (All Action Items)

5.1 Personnel Changes

Background:

Human Resources Vision: We aspire to recruit and retain a diverse workforce dedicated to excellence, continuous improvement, and working as a team to make LRSD the institution of choice for students, parents, and employees.

Rationale:

To staff allocated positions within the District

Strategic Plan Alignment:

Excellence in Our Talent – Theme D

Financial Impact:

Operating Fund

Recommendation:

It is recommended that the following personnel changes be approved.

A.C.A. 6-17-1502 allows school districts that hire teachers who have taught for three years in another district in Arkansas to add one additional year of probationary status for those teachers. LRSD has done this routinely for decades because it allows the District to assess the teacher's performance before they become non-probationary employees. It is therefore recommended that Arkansas teachers who have achieved non-probationary status and who are hired into the Little Rock School District will be provided one (1) additional year of probationary status. Teachers new to the District who have not completed three (3) successive years of employment will be probationary until the completion of three (3) successive years within the Little Rock School District.

Teachers employed with LRSD after the first student contact day of the school year are declared "Interim Teacher" and must reapply at the end of the school year.

PREPARED BY: Shawn Burgess, Chief Human Resources, Culture, and Compliance Officer

Supporting Documentation:**Personnel Changes:**

[Personnel Changes](#)

Personnel Recommendation:

[Personnel Recommendations](#)

Approval of School Board Meeting Minutes for:

October 30, 2025 Board Meeting Minutes

[Board Meeting - Oct 30 2025 - Minutes - Public.docx](#) 

5.3 Community Service Learning Applications

-

Background:

Pursuant to Act 237 of 2023, AR LEARNS, all current 9th grade students who are set to graduate in the academic year 2026-2027 or beyond, are required to complete a minimum of seventy-five (75) clock hours of documented community service (CS) prior to graduation. [ADE Commissioner's Memo - COM-24-021 - Community Service Requirement for Graduation Guidance \(arkansas.gov\)](#) A student must receive community service hours/credits from certified organization(s) and each student must also be able to connect their service to a learning experience based on preparation and reflection.

Rationale:

Community Service-Learning Partners are vetted through LRSD staff members, the superintendent and school board. Once the partner is approved, they can be added to LRSD Community Service Partner list. The current list has been approved by ADE and partners will be added as the superintendent and school board approve them. Information is attached for four potential vendors to add to the LRSD CSL partner list.

Strategic Plan Alignment:

(Theme/Objective): Theme B: Meaningful Student Learning Experiences

Financial Impact: N/A

Recommendations:

Approve the following community service-learning partners to expand opportunities for CSL credit for LRSD students:

- Celebrate! Maya Project
- First Baptist Church (Chillin' With Christ Summer Camp)
- Hope Dealers and World Changers
- Rocktown Realness - Rocktown Real Fund
- Saint Mark Baptist Church

Prepared by: LeQuieta Grayson, Coordinator of Counseling and College Readiness; Stefanie Vestal, Director of Strategy and External Affairs

Supporting Documentation:

[Celebrate! Maya Project CSL.docx](#) 

[FBCMS](#)

[Community Service Learning Community Partner Application 31224.docx.pdf](#) 

[Hope Dealers CSL.docx.pdf](#) 

[Rocktown Realness- Community Service Learning Application.pdf](#) 

[St Marks CSL.docx](#) 

5.4 Purchasing Reports

-

Background:

Board Policy 7.5.1 requires the Procurement Department to provide monthly reports to the Board for: purchase orders over \$50,000 and MBE/WBE spend activity.

Rationale:

The attached reports provide the required information.

Strategic Plan Alignment: (Theme/Objective): NA

Financial Impact: Various

Recommendation:

It is recommended that the attached reports be approved and accepted in accordance with the policies of the Little Rock School District.

Prepared by: Darral Paradis, Director of Procurement

Supporting Documentation:

[Oct 2025 Minority.pdf](#) 

[Oct 2025 PO.pdf](#) 

5.5 **Donation of Property**

-

Background:

The Little Rock School District receives donations from businesses and individuals on a regular basis. It is the policy of Little School District that donations are not formally accepted until they are approved by the Board of Directors.

Rationale:

District policy states that, in order to maintain the centralized fixed asset property accounting system, all property donation requests are forwarded to the Director of Procurement. The Procurement Department forwards the requests, along with the appropriate recommendations, to the Board of Directors for acceptance and approval. In order for proper recognition and appreciation to be conveyed to the donor, donor's name and current mailing address should be included in the donation memo.

Strategic Plan Alignment: N/A

Financial Impact: None

Recommendation:

It is recommended that the attached donation requests be approved and accepted in accordance with the policies of the Board of Directors of the Little Rock School District.

Prepared By: Darral Paradis, Director of Procurement

Supporting Documentation:

[Donation Chart.docx](#) 

[Donation Memos.pdf](#) 

On the Consent Agenda, if we could pull out the Principal and Director position to be voted on separately 5.1 Personnel Recommendations

-

Moved by: Vicki Hatter

No votes were taken

I move that the LRSD Board of Education approve 5.1 Personnel Recommendations

-

Moved by: Anna Strong

Seconded by: Tony Rose

FOR Anna Strong, Joyce Wesley, Norma Johnson, Greg Adams, Osyrus Bolly, and Tony Rose

AGAINST Vicki Hatter

Carried 6-1

I move that the LRSD Board of Education approve the Consent Agenda items as follows

-

- 5.1 – Personnel Changes (only component)
- 5.2 – Approval of School Board Meeting Minutes
- 5.3 – Community Service Learning Applications

- 5.4 – Purchasing Reports
- 5.5 – Donation of Property

Moved by: Anna Strong

Seconded by: Norma Johnson

FOR Anna Strong, Joyce Wesley, Vicki Hatter,
Norma Johnson, Greg Adams, Osyrus Bolly,
and Tony Rose

Carried 7-0

6. Schools and Academics

6.1 Hall High School Conversion Charter - Approval to Apply

Background:

The LRSD Board of Education previously approved the district administration to explore plans to launch a small non-traditional high school for the 2026-27 school year. School officials from Hall-West and district personnel have engaged in three meetings working to develop the specifics of the plan.

Rationale:

After finalizing the type of non-traditional academic program we want to offer and the innovative way in which we wanted to structure course offerings and staffing, we realized we cannot do so under ADE's accreditation standards that govern traditional public schools. Nevertheless, we can do so if we pursue a district-run conversion charter status for Hall High School.

Strategic Plan Alignment:

Meaningful Student Learning Experiences - Theme B

Excellence in Our Talent – Theme D

Financial Impact:

TBD. However, the goal is to substantially decrease personnel expenditures with the small, non-traditional program offerings. The district will be in a better position to provide a cost estimate once the conversion charter is approved, with the necessary staffing waivers, and after we have a clearer idea of enrollment projections for the 2026-27 school year.

There is also funding available for newly approved district conversion charter schools.

Recommendation:

That the LRSD Board of Education permit the district to submit an application for a district-run conversion charter for Hall High School for the 2026-27 school year.

Prepared By: Jermall D. Wright, Superintendent

Supporting Documentation:

[District Conversion Charter School Information](#)

[Draft - Strategic Design Framework for Hall High School of Innovation](#)

[Initial List of Possible Application Waivers](#)

I move the LRSD Board of Education authorize the district to submit an application for a district-run conversion charter for Hall High School for the 2026-2027 school year.

Moved by: Anna Strong

Seconded by: Tony Rose

FOR Anna Strong, Joyce Wesley, Norma Johnson,
Greg Adams, and Tony Rose

AGAINST Vicki Hatter and Osyrus Bolly

Carried 5-2

Executive Summary:

Partnership Proposal Between the Academies of Central Arkansas Foundation and Little Rock School District

Background:

Since 2018, the Academies of Central Arkansas, originally convened by the Little Rock Regional Chamber, has partnered with four Pulaski County school districts to implement the college and career-themed academy model. This model integrates academic and technical instruction with real-world learning experiences through business and community partnerships. To ensure long-term sustainability, the Academies of Central Arkansas Foundation has been established as an independent nonprofit to continue coordinating these efforts regionally.

Rationale:

The Foundation's proposal seeks to formalize and expand LRSD's partnership to ensure every high school student has access to high-quality, career-connected learning opportunities. The academies model has demonstrated measurable improvements in:

- CTE pathway enrollment
- Industry credential attainment
- Graduation rates and student engagement
- Reductions in behavioral incidents and discipline referrals

The Foundation's structure allows shared regional costs for professional development, marketing, and employer engagement, while leveraging business and higher education partnerships that enhance LRSD's postsecondary and workforce pipeline.

Strategic Plan Alignment:

This partnership directly aligns with LRSD's strategic goals to:

- Strengthen college and career readiness
- Expand equitable access to high-quality CTE pathways
- Increase student employability through work-based learning and industry-recognized credentials
- Foster partnerships that connect students to local economic and workforce needs

Financial Impact:

Proposal/Option 1 - All LRSD high schools - \$209,405

Proposal/Option 2 - Parkview, Hall, & LRSW Only - \$117,320

Proposal/Option 2.5 - Parkview, Hall & LRSW Only - \$57,925.

- The LRSD suggested amendments to the scope of services and compensation of Proposal/Option 2. Scope and services amendments were accepted. The compensation amendment was rejected.

Proposal/Option 3 - One School Only - Cost TBD

Option 4 - LRSD will pause partnership with the AoCA Foundation until a time TBD - \$0

- LRSD will continue to implement school-specific Academy models and make progress on College and Career Readiness indicators, without partnering with the Academies of Central Arkansas Foundation.

Recommendation:

Due to costs, inflexibility, misalignment, and questions concerning the ROI, the LRSD administration recommends Option 4: LRSD will pause partnership with the AofCA Foundation until a time in the future, TBD.

Supporting Documentation:

- [AoCA Annual Report 2025](#)
- [Slide Deck Presentation](#)
- [Proposal/Option 1](#)
- [Proposal/Option 2](#)
- [Proposal Option 2.5](#)
- [Letter to the Academies of Central Arkansas Foundation Board of Directors](#)

Prepared by:

Shameka Montgomery, Director of Career & Technical Education

Dr. Shana Loring, Assistant Superintendent, Network 1

Jermall D. Wright, Superintendent

I'd like to move that we (the District) pause the formal partnership with the Academies of Central Arkansas for the 25-26 school year, and report back to the Board quarterly on efforts to formally partner in the 26-27 school year and beyond in a way that meets the needs of both the Academies of Central Arkansas and the District (modified version of #4)

Moved by: Anna Strong

Seconded by: Greg Adams

FOR	Anna Strong, Joyce Wesley, and Greg Adams
AGAINST	Vicki Hatter, Norma Johnson, Osyrus Bolly, and Tony Rose

Denied 3-4

I move to amend the motion to read, LRSD will pause partnership with the AoCA Foundation until a time in the future to be determined

Moved by: Tony Rose

Seconded by: Norma Johnson

FOR	Norma Johnson and Tony Rose
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AGAINST Anna Strong, Joyce Wesley, Vicki Hatter, Greg Adams, and Osyrus Bolly

Denied 2-5

I will make that motion that we accept option 4 and we pause our relationship with Academies of Central Arkansas at this time

Moved by: Greg Adams

Seconded by: Tony Rose

FOR Anna Strong, Joyce Wesley, Vicki Hatter, Norma Johnson, Greg Adams, Osyrus Bolly, and Tony Rose

Carried 7-0

7. Finance and Operations

7.1 Solar Energy Project Update **Background:**

-

LRSD Board requested an update on the solar project.

Rationale:

Entegrity Partners will provide the Board of Directors with an update on the district's solar project, which was approved in August 2023. The upcoming presentation will outline progress to date, highlight key milestones, and review current construction and implementation timelines.

Strategic Plan Alignment: N/A

Financial Impact: None

Recommendation: None

Prepared by: Kelsey Bailey, Chief Deputy Finance & Operations Officer

Supporting Documentation:

[LRSD Board Presentation Entegrity 2025-11-18.pdf](#) 

7.2 Post-Issuance Compliance Policy Manual (Bonds) and Resolution

-

Rationale:

These written policies are intended to assist treasurers, bookkeepers, chief financial officers, and other responsible officials of the District in developing procedures and systems which will ensure that the Bonds remain tax-exempt and that future Bonds may be bid on. Because most tax-exempt Bonds will remain outstanding for many years, it is important to have procedures which can be understood and implemented over time even as the responsible officials may change.

Most important is to assign responsibility for post-issuance compliance and to be sure that sufficient information is routinely identified and maintained to allow those who later inherit that responsibility to successfully continue the job.

These procedures and guidelines described in this Policy Manual will help identify on a timely basis the facts relevant to the continued tax exemption of outstanding Bonds and the continued compliance with continuing disclosure. The following aspects of post-issuance compliance practices are covered:

1. Written procedures or guidelines- Post-issuance compliance;
2. Record keeping and retention policies;
3. Arbitrage yield restriction and rebate requirements;

4. Bond expenditures and asset management procedures;
and
5. Private business use monitoring procedures.

Strategic Plan Alignment: N/A

Financial Impact: NONE

Recommendation:

It is recommended that the Board approved the attached resolution and Post-Issuance Compliance Policy Manual.

Prepared by: Kelsey Bailey, Chief Deputy Finance & Operations Officer

Supporting Documentation:

[LRSD \(\\$76730000\) Post Issuance Compliance.pdf](#) 

I move the LRSD Board of Education approve the attached resolution and Post-Issuance Compliance Policy Manual.

-

Moved by: Norma Johnson

Seconded by: Tony Rose

FOR

Anna Strong, Joyce Wesley, Vicki Hatter,
Norma Johnson, Greg Adams, Osyrus Bolly,
and Tony Rose

Carried 7-0

7.3 Proposed Budget of Expenditures for Fiscal Year 2028

-

Background:

AR Code Ann. § 26-80-102(a)(2). The board of directors of each school district shall prepare, approve, and make public not less than sixty (60) days in advance of the annual school

election a proposed budget of expenditures deemed necessary to provide for the foregoing purposes, together with a rate of tax levy sufficient to provide the funds therefore, including the rate under any continuing levy for the retirement of indebtedness.

AR Code § 6-13-622 (2016). (a) The requirement of Arkansas Constitution, Amendment 40, for publication of the budget shall be discharged by the board of directors of each school district by publication of its budget one (1) time in some newspaper published in the county in which the school district lies or, if the school district lies in more than one (1) county, in the county in which the school district is administered.

(b) The publication shall be made not less than sixty (60) days before the school election at which the annual ad valorem property tax for the school district is decided by the electors.

Rationale:

The Administration is seeking your approval of the attached Proposed Budget of Expenditures with Tax Levy for Fiscal Year Beginning July 1, 2027 to and including June 30, 2028 and to approve all related election documents in order to comply with the above referenced requirements. The total proposed tax levy represents the same rate presently being collected.

Strategic Plan Alignment: N/A

Financial Impact: None

Recommendation:

It is recommended that the Board adopt the attached Proposed Budget of Expenditures with Tax Levy for Fiscal Year Beginning July 1, 2027 to and including June 30, 2028 and to approve all related election documents.

Prepared by: Kelsey Bailey, Chief Deputy Finance & Operations Officer

Supporting Documentation:

[FY 2028 Proposed Budget.pdf](#) 

[March 2026 Election Guidance and Proposed Budget.pdf](#) 

I move the LRSD Board of Education adopt the attached Proposed Budget of Expenditures with Tax Levy for Fiscal Year Beginning July 1, 2027 to and including June 30, 2028 and to approve all related election documents.

-

Moved by: Anna Strong

Seconded by: Greg Adams

FOR Anna Strong, Joyce Wesley, Vicki Hatter,
Norma Johnson, Greg Adams, Osyrus Bolly,
and Tony Rose

Carried 7-0

7.4 October 2025 Financial Report

-

Background:

Policy 7.2 states that the District Treasurer shall present a statement on the general financial condition of the District monthly to the Board.

Rationale:

Financial reporting is designed to keep the Board and the public informed regarding the District's current financial position. Financial reports are submitted for review and approval.

Strategic Plan Alignment: N/A

Financial Impact: None

Recommendation:

It is recommended that the October 2025 Board Financial Report be accepted as submitted.

Prepared by: Kelsey Bailey, Chief Deputy Finance & Operations Officer

Supporting Documentation:

[LRSD Board Financial Presentation October 2025 Report.pdf](#)



I move the LRSD Board of Education approve and accept the October 2025 Board Financial Report as submitted.

-

Moved by: Tony Rose

Seconded by: Anna Strong

FOR

Anna Strong, Joyce Wesley, Vicki Hatter,
Norma Johnson, Greg Adams, Osyrus Bolly,
and Tony Rose

Carried 7-0

8. Communications and Community Engagement

9. Policy, Personnel and Legal

9.1 Revised Tuition Reimbursement Program for Certified Staff

Background:

The Little Rock School District's tuition reimbursement program was initially established to support professional development and higher education pursuits for district employees. This program aims to enhance staff qualifications,

improve instructional quality, and ultimately elevate student achievement. Over time, evolving educational demands and budget considerations necessitate a thorough review and update of the program to ensure it remains effective and sustainable.

Strategic Plan Alignment:

Excellence in Our Talent – Theme D

Financial Impact:

The proposed revisions are inclusive of a manageable budget impact, with anticipated long-term returns through improved educator performance and reduced turnover.

Recommendation:

It is recommended that the Board of Education approve the revision of the tuition reimbursement program. These updates will enhance the program's alignment with district priorities, ensure prudent financial stewardship, and reinforce the district's commitment to employee growth and student success.

Prepared By: Shawn Burgess, Chief Human Resources, Culture, and Compliance Officer

Supporting Documentation:

[Revised Tuition Reimbursement Program Requirements](#)

I move that the Board of Education approve the revision of the tuition reimbursement program.

Moved by: Vicki Hatter

Seconded by: Norma Johnson

FOR Anna Strong, Joyce Wesley, Vicki Hatter,
Norma Johnson, Greg Adams, Osyrus Bolly,
and Tony Rose

Carried 7-0

9.2 Updated Stipend Schedule and Manual 2025-26

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Background:

The Little Rock School District (LRSD) recognizes the importance of attracting, retaining, and motivating high-quality certified staff to support student achievement and organizational excellence. Over the past several years, the District has expanded programs and initiatives that require additional responsibilities, time commitments, and professional expertise beyond the standard contract. To ensure equitable compensation and to remain competitive with surrounding districts, the LRSD is proposing new stipends for the 2025–2026 school year.

Strategic Plan Alignment:

Excellence in Our Talent – Theme D

Rationale:

The new proposed stipends address several key needs within the District:

1. **Recognition of Additional Duties** – Many certified employees are taking on leadership roles, specialized instructional support, and extracurricular responsibilities without supplemental compensation.
2. **Recruitment and Retention** – Providing stipends for these positions will enhance the District’s ability to attract and retain talented staff, particularly in high-demand and hard-to-fill areas.
3. **Support for District Priorities** – These stipends directly support district goals in academic excellence, equity, and operational effectiveness by rewarding staff who contribute beyond their regular assignments.

Recommendation:

It is recommended that the Little Rock School District Board approve the implementation of the proposed new stipends for the 2025–2026 school year. The stipends will be applied to designated positions and responsibilities as outlined in the accompanying schedule, effective July 1, 2025.

Prepared By: Shawn Burgess, Chief Human Resources, Culture, and Compliance Officer

Supporting Documentation:

[New Proposed Stipends for Certified Employees.pdf](#) 

I move that the Board of Education approve the proposed new stipends for the 2025-2026 school year.

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Moved by: Vicki Hatter

Seconded by: Anna Strong

FOR Anna Strong, Joyce Wesley, Vicki Hatter,
Norma Johnson, Greg Adams, Osyrus Bolly,
and Tony Rose

Carried 7-0

9.3 New Position Proposal - Principal in Residence

Background:

The administration of Central High School requested an additional administrative position to address the increased supervision needs with the new science building. The request was approved with the condition that the new position will also serve as a Principal in Residence (PIR) to address succession planning needs. The PIR role is a unique leadership opportunity designed for an experienced, visionary educator who will collaborate with the current principal during a

structured transition period before assuming full leadership responsibility.

Rationale:

The Principal in Residence position aims to ensure a seamless leadership transition that preserves the school's legacy while advancing its mission of achieving equitable student outcomes and fostering social responsibility. This role requires an educational leader with extensive experience in diverse urban school settings, a strong record of improving student outcomes, and a deep appreciation for the school's historic significance. The ideal candidate will demonstrate courageous, equity-centered leadership, fostering a positive and inclusive school culture, and building teacher capacity to maintain and expand the school's reputation for excellence. The PIR will support all aspects of school leadership, including academic programming, organizational management, community engagement, and ethical governance.

The candidate selected for the PIR position will begin serving in this role in the 2026-27 school year.

Strategic Plan Alignment:

Excellence in Our Talent – Theme D

Financial Impact:

Operating Fund - Depending on the candidate's experience and qualifications, a specific weight would be applied to the Assistant Principal's Salary Schedule or to the Elementary Principal Salary Schedule to determine the recommended salary for the candidate chosen for this position.

Recommendation:

It is recommended that the LRSD Board of Education approve the creation of a Principal-in-Residence position for the 2026-27 school year.

Prepared By: Shawn Burgess, Chief Human Resources,
Culture, and Compliance Officer

Supporting Documentation:

- [Principal in Residence Vacancy Announcement & Job Description](#)

I move that the Board of Education approve the creation of a Principal-in-Residence position for the 2026-2027 school year.

Moved by: Anna Strong

Seconded by: Tony Rose

FOR Anna Strong, Joyce Wesley, Norma Johnson,
Greg Adams, Osyrus Bolly, and Tony Rose

AGAINST Vicki Hatter

Carried 6-1

10. Board Resolutions

11. Executive Session

12. Board Comments

13. Superintendent Comments

14. Adjournment

Without objection we are adjourned (Board President)