



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

**Reynolds School District
Board of Education Work Session**

February 11, 2026

6:00 PM

Building I, Edgefield Campus

2408 SW Halsey Street

Troutdale, Oregon 97060

I.	6:00p - Call to Order	2
	A. Roll Call	
	B. Land Acknowledgement	3
II.	6:05p - Review of Charter School Agreements	4
III.	6:30p - Early Entry to Kindergarten Process Update	31
IV.	6:45p - Adjourn	48



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Call to Order

Type: Action Item Report / Presentation

Policy: BDDF: Conduct of Board Meetings

Date: February 11, 2026

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development |

Summary / Background:

Position 1: Director Aaron Muñoz

Position 2: Vice Chair Joyce Rosenau

Position 3: Chair Michael Reyes

Position 4: Director Cayle Tern

Position 5: Director Patty Carrera

Position 6: Director Ana Gonzalez Muñoz

Position 7: Director Francisco Ibarra

Land Acknowledgement

Land Acknowledgement

We respectfully acknowledge that the land on which we are gathering today is the traditional homeland of a diverse array of indigenous tribes and bands. Multnomah County rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River, creating communities and summer encampments to harvest and use the plentiful natural resources of the area. Multnomah County is now home to a vibrant indigenous community representing over 400 different tribal nations.

We recognize Indigenous peoples as the traditional stewards of this land and acknowledge the enduring relationship between the land and the people since time immemorial. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students, families, and staff in our community.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Charter School Agreement Review

Type: Action Item Report / Presentation

Policy: LBE: Public Charter Schools

Date: February 11, 2026

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

This report provides a comparative review of Reynolds School District’s four charter school agreements, highlighting where contracts are aligned and where they differ. It identifies inconsistencies in areas such as funding passthroughs, special education, facilities, reporting requirements, and district supports, and offers recommendations for greater standardization to improve equity, clarity, and operational efficiency across charter schools.

Our current agreements range from five to ten year terms:

- HOLLA School has a five-year agreement through June 30, 2027
- MLA has a ten-year agreement through June 30, 2031
- Reynolds Arthur Academy has a ten-year agreement through June 30, 2034
- Rockwood Prep has a ten-year agreement through June 30, 2035

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

Not Applicable

Reynolds charter school contract analysis project

Kristen Miles, Ed.D

Oregon School Boards Association

February 2026

Scope of project

- **Non-legal review of all contracts**
- **Side-by-side comparison of all contracts, including:**
 - Each school's ADM passthrough percentage
 - Services provided to each school by the district
 - Each school's required deliverables and timelines
 - Contractual requirements of each school
 - Contractual obligations of the district
 - Other agreements and/or leases between schools and the district
- **Full report including:**
 - Summarization and findings
 - Analysis and options for aligning the terms of the contracts, including potential timelines, if possible

Findings

Overall, while the contracts share common elements in employment responsibilities and most aspects of insurance requirements, they differ substantially in the areas of ADM passthrough percentages, special education requirements, facilities requirements, deliverables, and expectations for academic performance.

Key recommendations

Low-effort amendments

- Deliverable due dates and adding certain financial deliverables
- Inclusion of renewal criteria

Moderate revisions

- Use of the district's SIS and standardization of payment
- Standardized insurance requirements
- Option to contract with the district for transportation
- Components of annual report

Substantive changes

- Standardized nutrition agreement
- Language about class size, adding/removing grades, lotteries, marketing
- Expectations for providing TAG services
- Equitable number of school-specific assessments

Major renegotiation items

- ADM passthrough (this is tied to building lease in one instance)
- Special education services and expectations
- Facilities leasing, locations, and expectations for approval

** These recommendations do not constitute legal advice. Before making any amendments to the charter contracts or implementing these recommendations, the district should seek legal counsel.*

Percent of Student Population

	HOLLA (80% passthrough)	MLA (95% passthrough)	RAA (92% passthrough)	RPA (91% passthrough)	RSD
Students with Disabilities	27%	21%	14%	11%	18%
Experiencing Poverty	67%	34%	30%	45%	51%
Ever English Learners	0%	20%	37%	53%	48%
Active English Learners	>10%	8%	19%	45%	35%

Percent of Student Population

	HOLLA (80% passthrough)	MLA (95% passthrough)	RAA (92% passthrough)	RPA (91% passthrough)	RSD
American Indian / Alaska Native	3%	1%	0%	1%	1%
Asian	0%	6%	10%	4%	8%
Black / African-American	47%	5%	2%	18%	11%
Hispanic / Latino	28%	30%	24%	54%	45%
Multiracial	22%	12%	9%	4%	7%
Native Hawaiian / Pacific Islander	0%	1%	0%	1%	3%
White	0%	46%	55%	19%	25%

Questions



COMPARATIVE ANALYSIS OF REYNOLDS SCHOOL DISTRICT CHARTER SCHOOL AGREEMENTS

Kristen Miles, Ed.D., Oregon School Boards
Association

February 2026

Executive Summary

At the request of Reynolds School District, I conducted a comparative analysis of the charter school contracts for Reynolds Arthur Academy Neighborhood Public School (Arthur Academy), HOLLA School (HOLLA), Multnomah Learning Academy (MLA), and Rockwood Preparatory Academy (RPA). The goal of this analysis is to identify areas of alignment and inconsistency between contracts and to make professional recommendations for standardization among contracts where possible and appropriate.

Overall, while the contracts share common elements in employment responsibilities and most aspects of insurance requirements, they differ substantially in the areas of ADM passthrough percentages, special education requirements, facilities requirements, deliverables, and expectations for academic performance.

Each charter contract was reviewed in full and analyzed by key features. This report summarizes these similarities and differences, organized by topic area, and concludes with recommendations for standardization and next steps.

Note that this report and the recommendations therein constitute a professional opinion and do not constitute legal advice. The district should seek legal counsel prior to making amendments to any charter contract.

Areas of Commonality

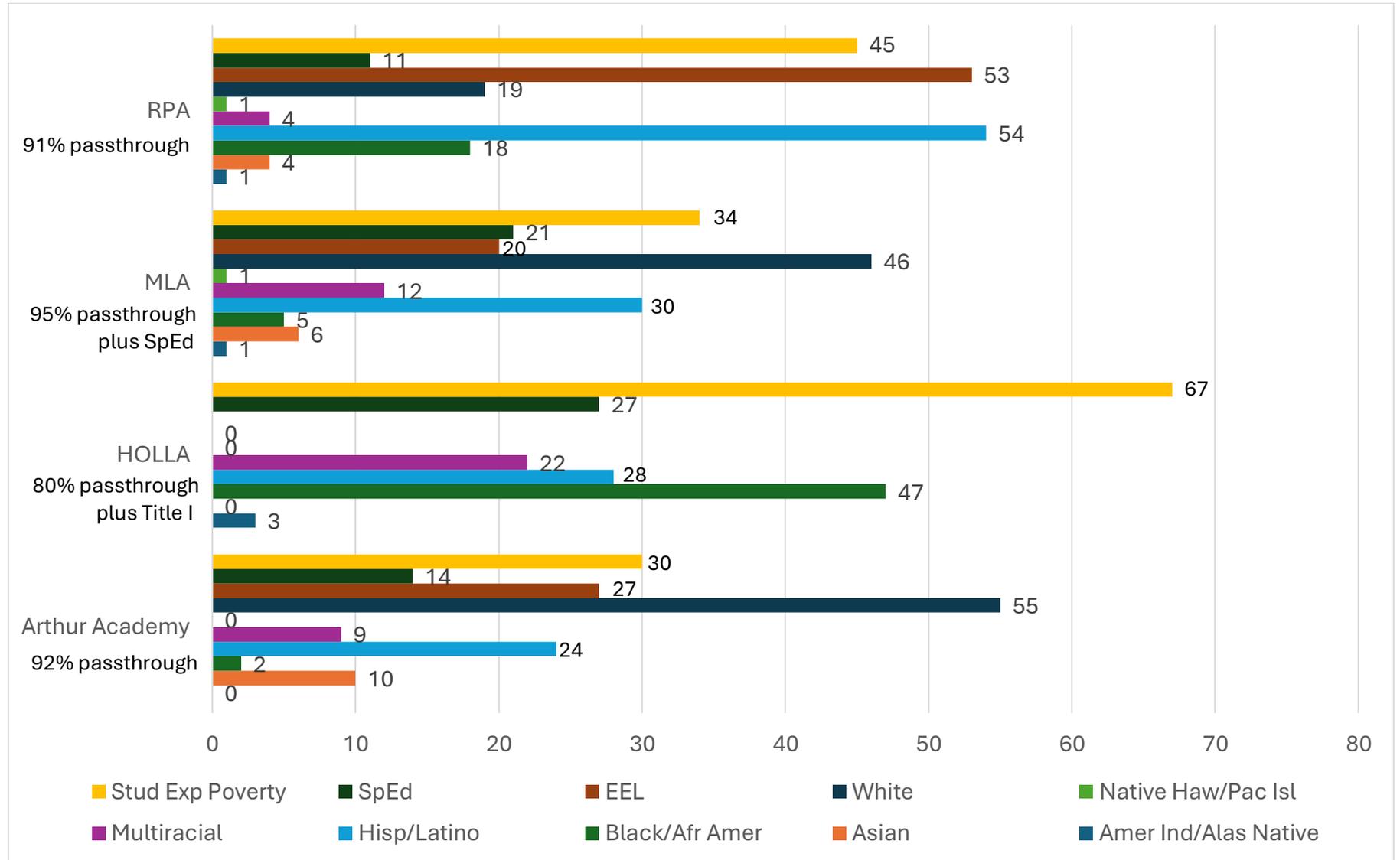
Across all four contracts, the following elements are addressed in identical ways:

- Requirement to participate in the Oregon Statewide Assessment System
- The charter school is the employer of staff
- Transportation may be provided by the district on existing bus routes (as per ORS 338.145(2))

Key Areas of Difference

Each subsection below highlights major areas of variation across the four charter contracts. For each topic, a brief summary is followed by a comparison table and an observation about implications for standardization.

2024-25 Demographic Overview



Financial

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
ADM passthrough percentage	92%	80% plus Title I funds	95% plus SpEd weighting	91%	Financial support from the district varies significantly between schools
Insurance	\$1M bodily injury and property damage, \$2M annual aggregate property and casualty, \$10K medical payments, \$1M D&O each loss and \$1M annual aggregate, \$1M auto, \$25K honesty bond	\$1M bodily injury and property damage, \$3M annual aggregate property and casualty, \$10K medical payments, \$1M D&O each loss and \$3M annual aggregate, \$1M auto, \$25K honesty bond	\$1M bodily injury and property damage, \$3M annual aggregate property and casualty, \$10K medical payments, \$1M D&O each loss and \$1M annual aggregate, \$1M auto, \$25K honesty bond	\$1M bodily injury and property damage, \$3M annual aggregate property and casualty, \$10K medical payments, \$1M D&O each loss and \$1M annual aggregate, \$1M auto, \$50K honesty bond	Inconsistencies in requirements, especially in annual aggregate property and casualty, D&O annual aggregate, and honesty bond.
Audits and financial reporting	Audit due November 1; budget due May 1	Audit due November 1; budget due May 1; must submit quarterly financial statements	No due date for audit; budget due June 1; district may charge up to 5% indirect fee for any grants it administers	Contract says audit due November 1, Exhibit B says December 31; contract says budget due May 1, Exhibit B says July 15; must submit quarterly financial statements	Inconsistencies in due dates and deliverables, one charter school has inconsistent dates within the contract itself. Due dates should be consistent between contracts.

District-provided programmatic and other supports

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
Special education	District provides. May contract for charter school to provide. Would keep 92% of SpEd weighting if charter school provides.	District provides. May contract for charter school to provide. Contract will be negotiated if charter school provides. Application form <u>cannot</u> ask about SpEd status.	Charter school provides but can renegotiate if needed. District recognizes ultimate responsibility.	District provides. May contract for charter school to provide. Application form <u>must</u> ask about SpEd status. Charter school rep at placement meeting must be the principal. Charter school must provide space for pull-out services. Charter school will provide during extended period if school is open when district is not.	Programmatic support varies between schools, as do requirements of schools regarding charter school application, facilities, and representation at placement meetings. Very little standardization between contracts in this section.
English learners	Charter provides services	Not addressed (except for funding at additional .5 ADM)	Charter provides services but will “collaborate” with district. May contract with the district for translation services	Charter provides services	One contract does not address requirements, another addresses components not covered in other contracts.
Student information system (SIS)	Charter uses the district’s SIS	Charter uses the district’s SIS but must contract and pay for it	Not addressed	Charter uses the district’s SIS	Inconsistencies between contracts in terms of how and if schools can access the district’s SIS
Extracurricular activities	No charge to the charter school for its students to participate.	May negotiate a separate agreement re: fees, eligibility, transportation, and student conduct	Not addressed	May negotiate a separate agreement re: fees, eligibility, transportation, and student conduct	Inconsistencies between access to activities for students, and the cost.

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
Transportation	Students can ride existing district bus routes	Students can ride existing district bus routes. Charter and district can consider contracting for additional transportation	Students can ride existing district bus routes but it is the “responsibility of parents and guardians” to provide transportation	Students can ride existing district bus routes but it is the “responsibility of parents and guardians” to provide transportation	It is the charter school’s responsibility to provide transportation, as per ORS 338.145(1), though students must be allowed to ride existing district bus routes, which each contract articulates. Two contracts name families as the parties responsible for providing transportation.
Nutrition services	District will provide training on food handling. Meals charged at current reimbursement rate for free meals as per Community Eligibility Program. Milk is \$.60 each. Admin charge is 10% rate for all meals provided. Meals that are sent back are charged: \$2.73 for breakfast, \$4.35 for lunch (23-24 year). Lunch counts should be called in by 11:30 the day before delivery.	District will provide training on food handling. Meals charged at current reimbursement rate for free meals as per Community Eligibility Program. Milk is \$.60 each. Admin charge is 10% rate for all meals provided. Meals that are sent back are charged: \$2.73 for breakfast, \$4.35 for lunch (23-24 year). Lunch counts should be called in by 11:30 the day before delivery.	District will provide training on food handling. Meals charged at current reimbursement rate for free meals as per Community Eligibility Program. Milk is \$.60 each. Admin charge is 10% rate for all meals provided. Meals that are sent back are charged: \$2.73 for breakfast, \$4.35 for lunch (23-24 year). Lunch counts should be called in by 11:30 the day before delivery.	District will provide meals Mon-Fri at \$54/hr. District will process all FRL applications. District will provide 2 cooks. Admin charge is 20% rate for all meals provided. School pays \$2,000 annual fee for nutrition management software.	Three schools’ nutrition agreements are identical. One school has an agreement which involves the district providing staff and licensing software.

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
Annual site visits and reviews	Not addressed	Will set specific dates for scheduled onsite reviews and annual site visit by September 30. Site visit between Jan 2-March 31. District will review academic performance and share report with charter school by May 31.	Not addressed	Will set specific dates for scheduled onsite reviews and annual site visit by September 30. Site visit between Jan 2-March 31. District will review academic performance and share report with charter school by July 15. At the August State Board Retreat, present the site visit report, SIP and final performance framework evaluation (unclear who presents this.)	Half of the charter schools' contracts do not address the site visit or annual review. It is unclear why one charter school's report and evaluation would be presented at the State Board retreat.

Contractual obligations of the charter schools

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
Facilities	Charter is responsible for its own facility	Charter is required to remain in or close to Rockwood. District leases facility to charter school and waives lease payments starting in Feb 2025 in lieu of making adjustments to the ADM	Charter may relocate, subject to district approval	Charter is responsible for its own facility	One school receives significant support in this area from the district, while the other three receive none. It is unclear whether there has been an analysis of the financial arrangement as described and whether

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
		passthrough through the end of the lease term, which is June 30, 2027 (See "Other agreements")			this is equitable with the fact that the other three charter schools receive more ADM funding but pay for their own facilities. One charter school must receive district approval if it relocates, while others do not.
Student enrollment cap	30 students per classroom	Max 160 students total. No limit per classroom. Must use weighted lottery and required to have lottery policy	K-5: 24 students per classroom. 6-8: 30 students per classroom. Can use discretion in enrollment, but no more than 26 students at K-5 and 32 at 6-8. Must provide prior notice to the district if number of grades served changes or enrollment changes by 10%. May offer online classes, but no more than 50% of instruction	Max 540 students total and 18 classrooms. 35 students per class. The school is K-5 but can add or remove grades up to 8 th with approval of the district with notification by April 1. Must target marketing to students "from low-income neighborhoods". May use a weighted lottery	Broad inconsistencies between class sizes, even between schools serving the same grades. Some schools are allowed to add new grades, but the process is different for each of these. Application and marketing requirements are different for contracts in which these are mentioned.
Employment	Charter school is employer	Charter school is employer. Must submit teacher qualifications, background checks, and	Charter is employer	Charter is employer. Must submit staff list with evidence of certification prior to school starting and	While the charter school is the employer in all cases, the deliverables requirement for evidence of certification and

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
		trainings to the district prior to school starting		background checks after school begins	background checks is inconsistent
TAG	Not addressed	Not addressed	Charter may contract with the district to provide TAG services. Charter appears to be required to provide TAG services	Not addressed	Only one charter school appears to be required to provide TAG services

Reporting and deliverables

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
Annual report	<p>Requirements:</p> <ul style="list-style-type: none"> Information relating to goals and evaluation Annual survey of parent satisfaction High levels of parent and community involvement Assessment results Implementation of SIP <p>Due: October 1</p>	<p>Requirements:</p> <ul style="list-style-type: none"> Information regarding performance according to the SIP Compliance with ORS 338 <p>Due: November 1</p>	<p>Requirements:</p> <ul style="list-style-type: none"> Compliance with ORS 338 Goals and evaluation described in section 9.3 of the contract <p>Due: December 15</p>	<p>Requirements:</p> <ul style="list-style-type: none"> Compliance with ORS 338 Goals and evaluation described in section 10.3 of the contract Goals for improvement Specific actions to achieve the goals Suggested changes to methods of 	Wide variance of expectations between schools. No due dates are the same and one has conflicting due dates in the contract. One school is not expected to show compliance with ORS 338.

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
				measurement and reporting Due: Contract says October 31, Exhibit B says December 1	
Assessments	<ul style="list-style-type: none"> OSAS Summative, nationally normed standardized tests Frequent formative curriculum mastery tests 	<ul style="list-style-type: none"> OSAS DRA MAPs Teacher-created summative assessments San Diego Quick Assessment Portfolios Student exhibitions 	<ul style="list-style-type: none"> OSAS Unidentified internal assessments (which may include portfolios) 	<ul style="list-style-type: none"> OSAS (with comparable schools listed) 	While it makes sense that all schools should report internal assessment data that is specific to their programs, one school is required to report only on OSAS data, while one school has at least 6 other assessments it must report on to the district. This appears to be an inequitable expectation between schools. Other schools fall within this range.

Other requirements

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
Laws applicable to charter schools	<p>Laws applicable to the charter school other than what is listed in 338.115:</p> <p>Sexual harassment (ORS 342.700, 342.704); (b) Pregnant and parenting students (ORS 336.640); (c) Special English classes for certain children (ORS 336.079); (d) Student conduct (ORS 339.250); (e) Alcohol and drug abuse program (ORS 336.222); (f) Oregon Report Card (ORS 329.115); (g) Recovery of costs associated with property damage (ORS 339.270) and withholding records until property damage or fees are paid (ORS 339.260); and (h) Use of school facilities (ORS 332.172).</p>	Not addressed	Not addressed	Not addressed	Only one charter contract articulates legal expectations beyond ORS 338.
MOU with district for	Not addressed	Not addressed	Has MOU in contract	Not addressed	An MOU with the district for services with OSBA allows charter schools to use OSBA for training and policy

Feature	Arthur Academy	HOLLA	MLA	RPA	Comments / Implications
services from OSBA					services, seek free advice, and attend conferences.
Renewal	Not addressed	Not addressed	Not addressed	The included performance framework will be the most important indicator of success and the district may consider previous annual evaluations. The school must report how it has met legislative goals	Only one charter school has specified renewal criteria in the contract

Recommendations for Analysis

While differences between schools and their programs may necessitate certain differences between contracts (school goals and performance expectations, types of assessments, and school/classroom size, for example), many other components of the contracts should be standardized to ensure equity across the system, common expectations, and ease of operations for district staff collecting and analyzing charter school deliverables. Below are recommendations for analysis and discussion grouped by each section of the report.

These recommendations reflect a programmatic review of the four charter contracts, focused on ensuring equity across the system. They are provided for professional guidance only and are not legal advice; the district should seek legal counsel before making any contract modifications.

Financial

- Insurance requirements should be standardized
- All due dates for financial deliverables should be the same
- ADM passthrough percentage should be examined. MLA provides its own SpEd services and receives payment for that, which is covered in more detail below. HOLLA is paid the statutory minimum in exchange for a \$0 lease agreement. Arthur Academy and RPA receive more than the statutory minimum of 80% ADM passthrough, but it is unclear how their respective amounts (92% and 91%) were arrived at. If the district is interested in equitable funding, this model will need careful examination, planning, and consultation with each charter school to amend each contract.
- Staff interviews noted that charter schools are paid on ADM, but recommended that this be consistent with how the district is paid, which is ADMw.

District-provided programmatic and other supports

- Special Education:
 - The requirements that RPA have a principal at the placement meeting and provide space for pullout services should be reviewed, as other charter schools do not have this requirement. Extended period may not need to be included in this contract anymore.
 - MLA provides its own SpEd services; other charter schools do not but appear to have the option. The district should determine if it wants to continue to allow any charter schools to provide their own SpEd services.
 - Staff interviews revealed a desire for clarification about the relationship between the charter school and the district, including staff positions and their responsibilities, to the extent possible.
- Standardize the expectations and contract language for ELL services, the district's student information system (and whether charter schools pay for its use), and extracurricular activities.
- Only HOLLA is offered the option to contract with the district for additional transportation. The district should consider whether it wants to extend this offer to all charter schools. Two contracts state that it is the responsibility of parents and guardians to provide transportation; this should likely be stricken from the contracts as it does not appear to align with ORS 338.145(1).
- The district should consider whether it wants to consider providing nutrition services to RPA through FTE. Three other schools follow a different model.
- Annual site visits and reviews should be addressed for all charter schools. Some contracts have clear tables with timelines as part of their academic performance exhibits; these should be added to all contracts and dates should be standardized across all schools.

Contractual obligations of the charter schools

- Only HOLLA leases a facility from the district and does so at no cost in exchange for receiving only the statutory minimum ADM passthrough of 80%. If the district is interested in equitable funding across charter schools, there should be a financial analysis of the value of the building vs. the ADM passthrough.
- While it would not be expected that school size would be standardized, Arthur Academy and MLA do not appear to have total enrollment caps. All schools have classroom size limits except HOLLA. HOLLA is required to use a weighted lottery and have a lottery policy. MLA's contract specifies class size limits, but then authorizes the school to exceed them by creating an alternate, higher ceiling to be used at the school's discretion. MLA and RPA can add or remove grades with prior notification. RPA is required to target marketing in specific areas. The district should carefully consider which of these terms could be standardized across schools.
- The charter school is the employer for all schools, but the requirement to submit teacher qualifications and proof of background checks should be standardized across contracts.
- Only MLA is required to provide TAG services, which is not a requirement in ORS 338. The district should consider whether this should stay in the contract.

Reporting and deliverables

- Components and due dates of annual reports should be standardized across schools
- The requirements for assessments vary widely between schools. While these may not be standardized across schools due to the nature of their programs, there should be equity in the number of assessments required in the contracts.

Other requirements

- Only Arthur Academy has articulated applicable laws in the contract other than what is listed in ORS 338.115. This should either be replicated in all contracts, or the district should consider removal. Additionally, when laws change, contracts often need to be amended. It may be more helpful to refer broadly to laws or rules that apply to charter schools or other broad categories if the district wishes to obligate the charter schools to other requirements.
- An MOU with the district for use of OSBA services does not obligate the charter school or the district financially; it allows the charter school to use OSBA for training and policy services, seek free advice, and attend conferences. If a charter school does not have an MOU with the district for the use of these services, the charter school cannot access any paid or free services from OSBA under IRS rules. Only MLA has an MOU with the district.
- Only MLA has specified renewal criteria in the contract. The criteria in this contract should be replicated across all contracts.

Next Steps and Programmatic Recommendations

Some recommendations in this report constitute simple or technical amendments to the charter contracts which would likely be noncontroversial and easy to implement in the near term. While it is not ideal to amend a contract several times, some recommendations may require negotiation or longer lead times to effect. The next steps are grouped based on their complexity or likelihood of negotiation. It should also be noted that HOLLA's contract is up for renewal in 2027, so some changes to their contract could be implemented in the new contract (if it is renewed) instead of amending the current contract.

Low-Effort Amendments:

- Amend contracts to align the following:
 - Due dates:
 - Audit (recommended November 1)
 - Budget (recommended June 1)
 - District site visit (recommended January 2-March 31)
 - District completion of annual review (recommended May 31)
 - Submission of staff certification and background checks (recommended by June 1 or 14 days after hire)
 - Annual Report (recommended December 15 for previous year)
 - Require all charter schools to submit quarterly financial reports
 - Determine whether to remove the reference to charging an indirect rate for grant administration services in one charter school contract or insert it in the other three
 - Include an option for charter schools to contract with the district for translation services if needed
 - Align language around extracurricular activities
 - Determine whether or not language around presenting one school's annual review to the State Board during its retreat is appropriate and if this language will be removed or standardized across all contracts
 - Determine whether to include language regarding having an MOU with OSBA in the contract. If included, execute an MOU between the charter schools and the district.
 - Include renewal criteria in all contracts.

Moderate Revisions:

The recommendations and steps below involve modifications to the contract that have potentially greater impacts on the charter schools' budgets, external contracts, or programs and/or may require additional consideration or time to implement.

- Standardize insurance requirements for all charter schools.
- Ensure each charter contract addresses the expectations for providing EL services and what supports (if any) will be provided by the district.
- Determine whether all schools will use and pay for the use of the district's SIS and standardize all contracts. (Recommend requiring all charter schools to use it, but the district covers the cost)
- Determine whether or not the district will offer the option to all charter schools to contract with the district for transportation services and standardize all contracts to reflect this decision. All contracts should have language removed that indicates that transportation is the responsibility of parents and guardians, as this may not align with the requirements of ORS 338.145.
- The components of each charter school's annual report vary widely. Recommend the attached Appendix A as the template for the Annual Report for each charter school. If the district instead wishes to keep the components of what is already in one charter school contract, this should be standardized across all contracts.
- The laws applicable to Arthur Academy (other than ORS 338.115) should be standardized across all contracts if the district desires to keep them.

Substantive Changes:

The recommendations and steps below involve modifications to the contracts that may have sizable impacts on the charter schools' programs, budgets, and other aspects that will require additional consideration, negotiation, and time for planning and implementation for both the charter schools and the district.

- Only RPA has a nutrition agreement that involves the district providing meals at an hourly rate, two FTE, and nutrition management software for a fee. All other charter schools have identical agreements for purchasing meals. The district should consider whether it wants to keep this unique agreement with RPA (if there is a reason to do so) or standardize it with the other three charter schools.
- Standardize language about class sizes. Recommend that all schools have:
 - Total school enrollment caps
 - Class size ranges, not specific limits
 - No allowance of adding/removing grades. Adding and removing grades is a major programmatic adjustment, which could also impact the school's facility. The contracted grade bands of each charter school should be specified in the contract. If a charter school wishes to add grades during the contract period, the district and charter school can address that individually.
 - The district should determine whether there is a programmatic reason to require only HOLLA to use a weighted lottery. If not, standardize this requirement across all charter schools, or make this a recommendation for all charter schools. It is highly recommended that the district seek legal review of the weighting within the lottery and how it is conducted.
 - Determine whether there is a school-specific or programmatic reason to require RPA to target "students from low-income neighborhoods" in its marketing. If not, remove this provision.
- Only MLA appears to be required to provide TAG services. This is not a requirement of charter schools in ORS 338 and is not federally or state funded. The district should either assist in providing those services or consider removing the requirement from the contract, though the charter school could still continue to provide services to students.
- SB 141 will guide the requirements and performance metrics for charter schools at the state level, many of which will be useful in assessing the performance of the charter school by the district. ODE established a separate accountability track for charter schools within the statewide framework, so they will be independently reported, set their own performance growth targets, and get to select a local metric. Given that this is still a shifting landscape, if there are still school-specific assessments that both the charter school and the district would like to name in the contract for evaluation, then each contract should have no more than two.

Major Renegotiation Items:

The recommendations and steps below will involve major revisions to each charter school contract and likely involve significant negotiations between the district and the charter schools.

ADM Passthrough:

- Unless there is a programmatic reason for paying Arthur Academy, MLA, and RPA different ADM passthrough percentages, standardize the contracts to create equity in the system. MLA receives 95% passthrough; the district should consider matching Arthur Academy and RPA to 95%. The other option would be to reduce MLA and Arthur Academy to the lowest paid charter school—RPA at 91%—but this would have a negative impact on the budgets of the other two schools, and would likely be especially difficult for MLA.

- HOLLA currently receives the minimum 80% ADM passthrough and pays no facility lease under its contract. If aligning all charter contracts results in a standard passthrough rate of 95%, then HOLLA's agreement needs to be adjusted so the total value of its arrangement is equivalent. In other words, the combination of the lease terms and the ADM passthrough should match the value of a 95% passthrough. If the \$0 lease plus 80% passthrough gives HOLLA more than the 95% recommended standard, the lease should be adjusted upward. If it gives them less, the ADM passthrough should be increased.

Special Education:

- MLA is the only charter school currently providing its own special education services, with the district passing through the additional weighting. Unless there is a compelling and documented programmatic reason to maintain this exception, the district should centralize special education services and provide them directly to all charter schools. This ensures consistency and supports the district's responsibility for legal compliance.
- If the district adopts a centralized service model, the contracts should remove any option for charter schools to contract independently with the district to provide their own special education services.
- The RPA contract includes a unique requirement specifying who must participate in placement meetings. There is no operational justification for this to differ from district practice. This provision should be removed to maintain consistency and avoid creating school-specific procedural obligations.
- Define "related services" in all contracts.

Facilities:

- Determine whether to offer the opportunity for every charter school to lease an available building from the district.
- Remove the provision that MLA must seek district approval before relocating, as this is in no other contract
- Remove the provision that HOLLA must remain in or close to Rockwood, as this is in no other contract.

Conclusion

I appreciate the opportunity to conduct this analysis and provide recommendations to support the district in managing its charter school portfolio. This review focused on identifying areas where contracts and operational practices can be made more consistent and equitable across all charter schools. Aligning agreements in a transparent and fair manner not only strengthens relationships with individual schools but also supports the district's broader focus on equity, accountability, and excellence for all students.

These recommendations are intended to guide the district in evaluating and standardizing contractual and operational provisions. They reflect a professional, systems-focused perspective on equity, alignment, and effective governance and do not constitute legal advice. Before making any amendments to the charter contracts or implementing these recommendations, the district should seek legal counsel. I look forward to continuing to support the district and helping ensure equitable outcomes across all charter schools.

Appendix A

ANNUAL REPORT

ACADEMIC

- Oregon report card information:
 - Student performance data per grade reported by:
 - Race/ethnicity
 - Disability status
 - Socioeconomic status
 - ELL status
 - Graduation data (reported same as above)
 - 5th year completer data
 - 9th grade on track data (reported same as above)
 - Drop out data (reported same as above)
 - Credits earned per year (reported same as above)
- School-specific assessment data. This should show growth as well as performance and be reported with the same disaggregation as the data above
- Non-academic indicators of student success
 - Discipline rates (reported same as above)
 - Attendance rates (reported same as above)
- Action on any corrective action plans and/or recommendations from evaluations (if applicable)
- Results of goals set for the previous year

FINANCIAL

- The school's municipal audit
- Cash flow statement
- Budget-to-actual report
- Results of any corrective action plans and/or recommendations from evaluations (if applicable)
- Results of goals set for the previous year

OPERATIONAL

- Names and positions of all board members
- Results of any corrective action plans and/or recommendations from evaluations (if applicable)
- Policies adopted that have not yet been sent to the district
- Results of any goals set the previous year

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

Subject: Revisions to the Early Entry to Kindergarten Process

Type: Action Item Report / Presentation

Policy: JEBA: Early Entry into Kindergarten

Date: February 11, 2026

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input type="checkbox"/> Professional Development |
-

Summary / Background:

Updates to the process for early entry to kindergarten include a revised timeline for families, moving to a school-based evaluation and decision-making model, and a new academic assessment that provides school teams quantitative data and is free of charge to families.

The existing AR will be deleted and replaced with new resources for parents including a parent letter outlining the timelines and processes, family and pre-k teacher checklists, an application, and a frequently asked questions (FAQ) sheet. Principals will also receive a new checklist.

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

Not Applicable

Early Entrance to Kindergarten

Dear Parent/Guardian:

You have requested information regarding early entry to kindergarten in the Reynolds School District. Oregon law states that, "children who have reached their fifth birthday on or before September 1st shall be admitted to kindergarten." Reynolds School District allows the parents of a child whose birthday falls between September 2 and September 30 to apply for early entrance to kindergarten if the child's academic readiness, social, and physical development indicate kindergarten readiness.

The skills and maturity level of a student are determined using the following instruments: a parent checklist and questionnaire, a preschool teacher checklist, and a school readiness assessment.

Attached, please find information that will assist you with your request for early entrance:

1. Frequently asked questions about early entrance
2. Reynolds School District Policy JEBA regarding early entrance to kindergarten
3. Application for early entrance to kindergarten
4. Parent/guardian checklist and questionnaire
5. Preschool teacher checklist

Please note that the completed application must be returned to your Reynolds School District neighborhood school no later than April 15th. **Applications received after April 15th cannot be considered.**

The assessment and screening process is performed by a team of education professionals. The team will review the assessment results and screening materials, and a district representative will contact you no later than July 15 whether or not your child meets the criteria for early entrance. The team's decision is final.

Please contact the principal at your Reynolds School District neighborhood school for any questions or clarifications regarding this process.

Thank you,
Reynolds School District



Frequently Asked Questions about Early Entrance to Kindergarten

Is early entrance right for my child?

There are many factors to consider when deciding on early entrance to kindergarten. This packet describes the process used in Reynolds School District and can help you determine if early entrance may be appropriate for your child.

What is the age requirement for kindergarten?

In Oregon, a child must be five years old on or before September 1 of the school year they wish to enter kindergarten.

Are there any exceptions?

Early entry into kindergarten will be allowed for a child whose fifth birthday occurs between September 2 and September 30 and who is sufficiently advanced to succeed in the educational program based on analysis by qualified professional staff of the child's academic readiness, social, and physical development.

How do I apply for early entrance?

Visit your child's neighborhood school and ask for an 'Early Entrance Packet' or download and print the packet from the district or school website. Complete the **application, parent checklist and questionnaire**, and ask your child's preschool teacher to complete the **preschool teacher checklist**. Submit all three completed documents to your school's office anytime between February 1 and April 15. You will be contacted to schedule an assessment appointment for your child to take a school readiness assessment.

Requests received after April 15 for any given school year cannot be considered.

What are the assessment criteria?

The school-based team will review the submitted application, parent checklist and questionnaire, preschool teacher checklist, and Bracken School Readiness Assessment scores. These factors will be considered to determine if your child qualifies for early entrance.

What happens next?

A representative from the school will contact you to review the findings. If your child meets criteria and there is consensus that early entrance is appropriate for your child, you may register your child for school. Results of the assessment and determination will be made available to parents no later than July 15.

Is there a cost for the assessment?

There is no cost for the assessment.

Can I appeal the decision of the school team if my child is not accepted for early entrance?

No, decisions cannot be appealed. Every effort is made to ensure that the screening process is fair and equitable. Decisions on kindergarten/first grade readiness will be made by a team of professionals. The team's decision is final.



Application for Early Entrance

Applications for early entrance must be submitted between February 1 and April 15. **Late applications will not be accepted.**

Please complete this application if you feel your child demonstrates academic readiness, social, emotional, and physical maturity appropriate for kindergarten placement, and should be considered for early placement in kindergarten. **Your child's birth date must be between September 2 and September 30.** Please return completed forms to your neighborhood school's office.

Neighborhood School:	
Child's name:	Date of birth:
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-Binary	
Address:	
Parent/Guardian name:	Phone number:
Parent/Guardian name:	Phone number:
Email:	
In what language would you prefer to receive communication?	
In what language would your child prefer to receive test instructions?	

Preschool Experience:

List the preschools, Head Start, special education program, or other childcare programs attended. Include the dates of attendance and the approximate number of hours per week attended.

Name of School or Program	Dates of Attendance		Number of Hours per Week
	From	To	

Application continued on the next page.



Application for Early Entrance

Please initial each statement agreeing that you have considered the following items when applying for early entrance to kindergarten:

_____ My child may be among the youngest in their class.

_____ My child may be less physically mature than other students in the classroom. (Physical maturation issues may become even more evident during adolescence when many children struggle with social and emotional issues.)

_____ My child may be at a real disadvantage if they are interested in competitive sports. Age cut-off dates for different sports may put them in a different league than their classmates.

_____ My child may be 16 or 17 when they graduate from high school and leave home for further education.

Parent/Guardian Signature: _____ Date: _____



Parent Checklist and Questionnaire

This checklist will help in determining your child's readiness for kindergarten. Please read each statement and indicate your child's abilities by checking the appropriate column.

Physical Well-Being and Motor Development	Frequently	Sometimes	Never
Performs self-help tasks independently (dressing, undressing, zipping, and tying)			
Uses hand-eye coordination to perform fine motor tasks (drawing, writing, and cutting with scissors)			
Uses balance and control to perform large motor tasks (walking, jumping, and skipping)			
Toileting: Consistently communicates the need to use the bathroom and can use restroom without adult assistance			

Personal and Social Development	Frequently	Sometimes	Never
Shows eagerness to learn (is curious, likes to investigate)			
Follows rules and routines (cleans up after play time)			
Handles change and transition (dinner time to bedtime)			
Interacts easily with one or more children			

Language and Literacy	Frequently	Sometimes	Never
Listens for meaning in stories, discussions, and conversations			
Speaks clearly to share ideas and thoughts			
Recognizes/names all upper/lower case letters			
Reads simple words			
Uses letters and words to write			
Writes first name correctly			



Parent Checklist and Questionnaire

Mathematical Thinking	Frequently	Sometimes	Never
Recognizes numbers 0-20			
Orally counts forward to 20			
Can recognize, duplicate, and extend simple patterns (circle-triangle, circle-triangle)			
Can recognize and describe attributes of shapes (color, size, shape)			

Scientific Thinking	Frequently	Sometimes	Never
Identifies, describes, and compares properties of objects			
Describes characteristics and basic needs of living things (food, water, shelter)			

Social Studies	Frequently	Sometimes	Never
Recognizes self and others as having same and different characteristics			
Describes roles and responsibilities of people (firefighters put out fires)			
Recognizes the reasons for rules			

The Arts	Frequently	Sometimes	Never
Likes to paint and draw			
Likes to sing and dance			
Can share ideas about a drawing or painting			



Parent Checklist and Questionnaire

Please answer each question below.

1. Why do you feel your child should be considered for early entrance to kindergarten?
2. How long does your child maintain interest in a play activity or game at any given time? What activities does your child enjoy doing?
3. What responsibilities does your child have at home? What do you do when your child does not follow through with their responsibilities?
4. How does your child respond when they try to do something but are not successful?
5. What types of reading activities does your child engage in at home?
6. What kinds of experiences has your child had with writing tools, such as crayons, pencils, and markers?
7. What does your child know about numbers, shapes, and patterns?



Parent Checklist and Questionnaire

8. How does your child handle transitions and new situations?

9. How does your child interact with other children? Does your child share, take turns, and cooperate with peers?

10. Are there any development concerns such as vision, hearing, speech, sensitivity to touch, sight, sound, smell, sleep concerns, feeding concerns, or toileting accidents?

11. Please provide any additional information about your child.



Early Entrance to Kindergarten Preschool Teacher Checklist

Introduction

Families requesting early entrance to kindergarten are asked to have their child's preschool teacher provide information on this checklist about the child's skills, abilities, and behavior as it relates to readiness for kindergarten.

This checklist, along with the application, parent checklist and questionnaire, and academic readiness assessment conducted with the child, is considered by the team when determining eligibility for early entrance to kindergarten.

Child Information

Child's name	
Date of birth	
Today's date	
Name of person completing checklist	
Your relationship to the child	
How long have you known the child?	
Name of preschool	

Instructions

This checklist will help in determining the child's readiness for kindergarten. Please read each statement and indicate the child's abilities by checking the appropriate column.

Behavior	Frequently	Sometimes	Never
Observes rules and follows directions without requiring repeated reminders			
Attempts new or challenging tasks			
Concentrates when working on a task; is not easily distracted by surrounding activities			
Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property			



Preschool Teacher Checklist

Behavior	Frequently	Sometimes	Never
Fairly independent of adults. Does not require a high level of adult attention to problem solve social situations or to make positive choices.			
Has multiple friendships with peers			
Has a positive, successful approach in meeting new children			
Appropriately self-assertive; able to communicate needs and wants with language			
Takes turns with others			
Uses words to appropriately express frustration and anger			
Communicates effectively with adults and children (i.e., uses the same words to refer to concepts and ideas as others, adjusts communication to increase understanding)			
Can be separated from parents without being upset			

Physical Well-Being and Motor Development	Frequently	Sometimes	Never
Performs self-help tasks independently (dressing, undressing, zipping, and tying)			
Uses hand-eye coordination to perform fine motor tasks (drawing, writing, and cutting with scissors)			
Uses balance and control to perform large motor tasks (walking, jumping, and skipping)			
Toileting: Consistently communicates the need to use the bathroom and is able to use restroom without adult assistance			

Personal and Social Development	Frequently	Sometimes	Never
Shows eagerness to learn (is curious, likes to investigate)			
Follows rules and routines (cleans up at play time)			



Preschool Teacher Checklist

Personal and Social Development	Frequently	Sometimes	Never
Handles change and transition (dinner time to bedtime)			
Interacts easily with one or more children			

Language and Literacy	Frequently	Sometimes	Never
Listens for meaning in stories, discussions, and conversations			
Speaks clearly to share ideas and thoughts			
Recognizes/names all upper/lower case letters			
Reads simple words			
Uses letters and words to write			
Writes first name correctly			

Mathematical Thinking	Frequently	Sometimes	Never
Recognizes numbers 0-20			
Orally counts forward to 20			
Can recognize, duplicate, and extend simple patterns (circle-triangle, circle-triangle)			
Can recognize and describe attributes of shapes (color, size, shape)			

Scientific Thinking	Frequently	Sometimes	Never
Identifies, describes, and compares properties of objects			
Describes characteristics and basic needs of living things (food, water, shelter)			

Social Studies	Frequently	Sometimes	Never
Recognizes self and others as having same and different characteristics			



Preschool Teacher Checklist

Social Studies	Frequently	Sometimes	Never
Describes roles and responsibilities of people (firefighters put out fires)			
Recognizes the reasons for rules			

The Arts	Frequently	Sometimes	Never
Likes to paint and draw			
Likes to sing and dance			
Can share ideas about a drawing or painting			

Credit: Bronson, MB., Goodson, B.D., Layzer, J.I. & Love, J.M. (1980). Child behavior rating scale. Cambridge, MA: Abt Associates
 Adapted from South Umpqua School District Early Entrance to Kindergarten and First Grade

Please provide any additional information about the child that may be helpful to the school team in the decision-making process.



Bracken School Readiness Assessment (BSRA-4)

The BSRA-4 is a comprehensive assessment used to assess children's understanding of basic concepts including colors, letters, numbers and counting, sizes and comparisons, shapes, and self- and social awareness. Information provided by the assessments is especially important for professionals assessing young children for school readiness. The test is designed to match state standards for early childhood curriculum.

Administration

- The BSRA-4 is administered using an iPad through the Q-Assess app and the Q-Interactive Dashboard.
- Proctoring the BSRA-4 does not require specific qualifications.
- Completion time: 15-20 minutes
- The assessment is pictorial and does not require children to read other than recognizing letters.
- Scores: School Readiness Composite standard score, percentile ranks, age equivalents, descriptive classifications, and percent correct by subtest
- Proctor instructions are available in Spanish.

Cost

- The cost for a single license is \$124. This license may be shared across schools as long as two assessments are not being administered at the same time.
- Six subtests will be administered and the base price is \$1.90 per subtest, though for pricing purposes, only three subtests count.
- Total cost per student is \$5.70 for the full administration with a digital score report.
- Subtests do not expire.

More information

- [BSRA-4 Flyer](#)
- [BSRA-4 Infographic on the benefits of digital administration](#)
- [BSRA-4 Q-Global Sample Score Report](#)

Introduction and Board Policy

[Reynolds School Board Policy JEBA](#) states that early entry into kindergarten may be allowed for a child whose needs would best be met in school based on analysis of the child's academic readiness, social, emotional, behavioral, and physical development.

Important Details

1. To be considered for early entry, children must turn five between September 1 and September 30.
2. Parents may apply for early entry for fall between February 1 and April 15 of each school year.
3. There is no cost to families to apply for early entry.
4. The principal oversees the early entry process at their school.
5. Early entry packets for parents containing a parent letter, FAQ, board policy, application, parent checklist and questionnaire, and preschool teacher checklist are available for parents to download and print from the district and school website. Schools should have a few printed copies available for parents in their office.

Checklist for Principals

- Accept and date stamp completed applications from February 1 through April 15 which must contain:
 - Application for Early Entry (2 pages)
 - Parent Checklist and Questionnaire (4 pages)
 - Preschool Teacher Checklist (4 pages)
- Determine who will proctor the Bracken School Readiness Assessment. No specific training required.
- Contact the family to schedule time for the child to come to school for testing.
- Administer the Bracken School Readiness Assessment to the child.
- Principal evaluates the test results.
- Meet with the building-based team (SST, CST, etc.) and review evidence from the application, parent checklist and questionnaire, preschool teacher checklist, and test results of the school readiness assessment.
- The building-based team makes the final determination.
- Notify parents no later than July 15.
 - If child is determined eligible, guide parents to register for kindergarten.
 - If child is determined ineligible, suggest resources such as [Preschool for All](#).
- Send an approval or denial letter to parents.
 - [EEK Parent Letter Approval.docx](#)
 - [EEK Parent Letter Denial.docx](#)
- If the child is accepted for early entry, add documentation to the child's cumulative file.
- If the child is not accepted for early entry, documentation should be secured in a working file for one year then destroyed.



Code: JEB
Adopted: 1/04/07
Revised/Readopted: 4/13/11; 6/26/13; 4/13/16;
6/08/16; 8/28/24
Orig. Code: JEB

Early Entrance**

Kindergarten Transfer

A student will be admitted to kindergarten if their fifth birthday occurs on or before September 1, is a kindergarten student transferring from a public school in another district, or is recommended for early admission through the Early Intervention Program.

First Grade Transfer

A student will be admitted into the first grade if their sixth birthday occurs on or before September 1. In addition, the student whose sixth birthday occurs after that date may be admitted to the first grade if they:

1. Are a first-grade student transferring from a public school or from a district-approved private school;
2. Completed a successful year in a district-approved public kindergarten the previous year and would be continuing their formal education.

Early Entry for Kindergarten or First Grade

Early entry into kindergarten or first grade may be allowed for a student whose needs would best be met in the school program based on an analysis by qualified professional staff of the student's:

1. Academic readiness;
2. Social development; including emotional development and behavioral development; and
3. Physical development.

The superintendent shall identify the screening processes and instruments, which will provide a dependable assessment of the preceding criteria.

Parent(s) may be required to pay the cost of the special testing involved.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 332.107](#)
[ORS 336.092](#)

[ORS 336.095](#)
[ORS 339.010](#)
[ORS 339.065](#)

[ORS 339.115](#)
[ORS 343.395](#)



Code: JEBA-AR
Revised/Reviewed: 4/13/11; 6/26/13; 4/13/16;
8/28/24
Orig. Code: JEBA-AR

Early Entrance into Kindergarten/First Grade**

If a request for early admission to kindergarten or first grade is received by the building principal of the student's home school, the following guidelines will be used:

1. A child attaining age five or six after September 1 but prior to September 30, qualifies for consideration of admittance to kindergarten or first grade, respectively. Requests for early entry will be taken from May 1 to June 15 of each school year;
2. The Request for Early Entrance forms must be filled out by a parent(s). The completion of these forms will activate an early entry referral. Members of the early entry committee are: kindergarten and/or first-grade teachers, building principal and any other identified professional, as appropriate;

The parent(s) will be informed that the child will be assessed in the following areas:

- a. Academic readiness;
- b. Social development, including emotional and behavioral development; and
- c. Physical development.

Parent(s) will be informed that test scores should be in the 80th percentile for their age in order to be considered for early admission into kindergarten/first grade. The child's advanced development in academic readiness, social, including emotional and behavioral development and physical functioning are taken into consideration in the evaluation. Opportunities in social settings are an important part of the consideration for early entry. This can be done in a variety of ways including preschool, daycare, Sunday school, play-dates with peers, Early Kindergarten Transition, etc.;

3. The early entry committee will review the test information and parent interview forms by July 31;
4. The early entry committee will make recommendations for early school admission to the superintendent and parent(s) will be notified by August 15. In addition, a letter with the decision information, and directions for appeal will be mailed to the parent(s) within ten (10) school days of the decision;
5. A written appeal can be made by the parent(s) to the superintendent who may affirm, reverse or modify the early entry committee's decision. A subsequent hearing may be held with the board if the respective decision does not meet with the approval of the parent(s).



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Adjournment of Meeting

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: February 11, 2026

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development |

Summary / Background:

The Board Chair will adjourn the meeting.

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

Not Applicable