

MOLALLA RIVER ACADEMY



DRAFT

The 2021-2022 Parent Student Handbook Updated
Changes Currently Have Not Been Board Approved

**Parent and Student Handbook
2021-2022**

Our mission is to guide students in becoming responsible lifelong learners and compassionate community members through interdisciplinary studies in the arts and sciences within a safe and nurturing environment.

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MISSION

“Guiding students in becoming responsible lifelong learners and compassionate community members through interdisciplinary studies in the arts and sciences within a safe and nurturing environment.”

VISION

“Our vision is for successful graduates with the knowledge and confidence to pursue their dreams and enrich the community.”

OUR CORE VALUES

- We promote academic excellence through integrated, thematic curriculum
- We cultivate a safe and nurturing environment
- We foster a sense of community
- We practice authentic assessment
- We create ongoing opportunities in the Arts and Sciences
- We encourage problem solving through hands on experiences
- We promote activities and behaviors that develop physical, social and emotional wellness.

GENERAL INFORMATION:

Contact Information

16897 S. Callahan Rd., Molalla, OR 97038

503-892-6672

Fax: 503-759-6672

www.molallariveracademy.com

Executive Director

Dr. Melanie Marrone

mmarrone@mra-k8.com

Assistant Executive Director

Iva Quinlan

iquinlan@mra-k8.com

School Hours:

Monday, Tuesday, Thursday and Friday

Trillium, Huckleberry, and Clarkia

8:00 a.m. to 3:00 p.m.

Alders and Cedars

8:00 a.m. to 3:010 p.m.

Before and After Care Hours

7:00 a.m. to 7:50 a.m.

3:10 p.m. to 6:00 p.m.

(1:10 p.m. to 6:00 p.m.—Wednesdays)

Office Manager

Dawn Marie Powers

dpowers@mra-k8.com

info@mra-k8.com

Parent Cultivation Team (formerly Boosters)

PCT@mra-k8.com

Parent Connection

parentconnection@mra-k8.com

Facebook

Molalla River Academy Facebook - public

MRA Families Facebook – private page, ask to join

Wednesdays

Trillium, Huckleberry, and Clarkia

8:00 a.m. to 1:00 p.m.

Alders and Cedars

8:00 a.m. to 1:10 p.m.

WELCOME

Welcome to Molalla River Academy. MRA is an Arts and Sciences charter school that opened in the fall of 2009, providing students with an exceptional and unique educational experience. MRA offers integrated, thematic instruction with an emphasis on project-based learning with high standards for academic achievement. It is the belief at MRA that every child is a capable learner and that our job as educators is to encourage and foster each student's talents and abilities. It is the goal of MRA to provide an enriching and challenging environment in which that process can take place.

Molalla River Academy provides each student the opportunity for an exceptional education that acknowledges children's individual talents and needs. Classroom settings and our community minded environment allow us the opportunity to know each and every child. Our daily schedule is designed to be flexible to take advantage of spontaneous learning opportunities.

MRA develops a solid foundation in the basics, using themes/projects, integrated curriculum and developmentally appropriate instruction. Through the integration of subject matter into the various themes or projects, real-life experiential learning takes place. The curriculum is mapped to meet state and national standards, and is taught in a manner which provides students a meaningful, comprehensive education that is more easily retained by the learner.

Classroom curriculum is developed to teach and challenge every student. Teachers use an assortment of teaching methods such as Howard Gardner's eight identified intelligences (musical, verbal/linguistic, spatial, bodily/kinesthetic, mathematical/logical, interpersonal, intrapersonal, naturalist), project-based learning, cooperative and collaborative learning, student inquiry, and more in the regular curriculum. Students become well-rounded, life-long learners who enjoy and are enthusiastic about learning.

We encourage children to express their feelings, thoughts, and ideas, and to take responsibility for their choices. Group problem-solving is used to address situations that arise to help teach children community responsibility, diversity, cooperation, and communication skills.

Molalla River Academy supports the social, emotional, and academic needs of children. This positive environment encourages a well-developed self-esteem and an enthusiastic approach to learning for each child. The result is a high-quality education which includes providing children with the skills necessary to move into the future with confidence.

Education at MRA is exciting, challenging, and interesting. Whether in the classroom, on a field trip, or while developing a project, the enriched environment and curriculum provide students with developmentally appropriate opportunities to learn using both the brain and the heart.

THE COMMUNITY OF MRA

Teachers, staff, parents, visitors, and volunteers are expected to maintain the highest level of moral integrity, uphold, and promote the goals of the school, and demonstrate positive role model attributes for the students. Students are expected to observe good order, be diligent in study, and respect themselves, their classmates, and those in authority. Students are also expected to obey universal playground rules, individual classroom rules, and all school regulations at all times. Students at MRA make positive contributions to the school community.

At MRA all students understand:

- We care for our materials
- We care for our spaces
- We care for each other

MRA Administration and Board of Directors

The Executive Director of MRA manages the financial and daily operations of the school, oversees instructional program development, supervises and evaluates all staff, and guides the staff in ensuring the mission and core values of MRA continue to be at the foundation of our program and culture. The Executive Director maintains an open-door policy for communication and welcomes any questions, comments, or ideas that the community would like to share. The hard work and dedication of staff and families' working together allows MRA to provide an enriching and challenging environment in which learning can take place.

The Assistant Executive Director of MRA is responsible for building facilities and grounds, overseeing curriculum adoption processes, and assisting the Executive Director in the daily operations of the school. The Assistant Executive Director maintains an open-door policy for communication and welcomes any questions, comments, or ideas that the community would like to share.

As both a public charter school and a non-profit, the MRA Board of Directors governs Molalla River Academy. The board is composed of five to seven volunteers committed to upholding the mission and vision of the school by creating and implementing policies and procedures that will support the long-term sustainability of MRA and promote the overall educational vision for its students. MRA runs independent of the Molalla River School District, therefore concerns or questions about MRA policies should be directed to the Executive Director or the director of the MRA board. The board works closely with the Executive Director to ensure the successful implementation of such outlined goals and policies.

The Board of Directors encourages community attendance and participation at board meetings and invites families to make recommendations and suggestions regarding the governance and management of MRA. If you would like to learn more or become involved with the board you are welcome to attend a board meeting or email: board@mra-k8.com.

Parent Connection

The MRA Parent Connection has been established to assist parents in communication, information and integration into the MRA community in support of the school's mission. It is made up of a representative and/or group to help guide families throughout the year with day to day information. To contact the Parent Connection rep, email him/her at parentconnection@mra-k8.com.

Parent Cultivation Team (PCT)

The PCT (formerly Boosters) provides volunteer opportunities to MRA families, builds community within the school population by promoting and heading a variety of school events and fundraisers, and provides additional support to MRA staff. The PCT works with MRA Administration to uphold the mission statement and core values of MRA in all school related activities. For details about the PCT, refer to the PCT Handbook or email PCT@mra-k8.com.

Staff

MRA prioritizes the hiring of quality teachers who genuinely care about the well-being and educational development of each student. Our staff strives for consistency and fosters open lines of communication and accessibility with all parents. Staff members seek to align the policies and rules adopted by the MRA Board of Directors to the school's mission and vision and are committed to the successful implementation of those guidelines.

Students

Students contribute to the MRA community by producing quality work, actively participating in classroom and community events, and fostering positive relationships with others. Students are expected to come to school ready to learn (dressed appropriately, fed and homework completed.) We ask students to take care of and be kind to our spaces, our materials, and each other.

Please see the Rights and Responsibilities contract for parents to review with each student at the end of this handbook. We ask that this form is signed and turned in to the office annually the first week of school.

Parents

MRA is a school of choice, the success of which depends on parental involvement. Parents can make an investment in their children's education by volunteering their time, providing healthy lunches and snacks for their child, and creating an environment at home that is supportive of learning in which homework or other lessons can take place. Parents should make an effort to be aware of the educational process taking place in the classroom and engage in their child's homework whenever possible to ensure maximum educational potential. One of the easiest ways to be a part of your child's education and impact their learning is to ask them about school daily.

Building a respectful relationship between parents, students and staff fosters the sense of community that is at the core of Molalla River Academy. Parents should try to know their child's teacher and to monitor their child's progress and behavior through on-going dialogue with the teacher and child. The teacher should be considered the first resource for all needs pertaining to the student. Respect at school will be achieved more successfully when respect for the school and the teacher are demonstrated at home.

Should a student fall behind in class, parent support is critical in helping get the student back on track as quickly as possible. Additional homework may be assigned, or tutoring may be suggested. (See the Parent Contract in this handbook, which must be signed and handed in to the office during the first week of school.)

We are a close community at MRA and know that parents and friends want to do all they can to support us. We do ask, however, that you refrain from opening anything for MRA such as a special Facebook page, apply for a grant, contact an organization for funding or sponsorship (unless you are working under the guidance of the PCT), etc. without first clearly communicating with the Executive Director.

Parents are required to supervise their children before and after regular school hours. No child should be left unsupervised on campus before or after school without a parent unless arrangements have been made with MRA's before care, aftercare or after school enrichment provider or other designated responsible adult.

Philosophy

MRA aspires to deliver quality education in a safe and nurturing learning environment, and is accountable for ensuring that these objectives are achieved. MRA will continually strive to refine, update, and improve the whole school as we continue to grow.

At MRA we use skill-based grading rather than traditional grades. A variety of assessment tools, including the development of portfolios and use of rubric based reports, are used to track student progress throughout the year. Students are taught how to assess their own work, with their involvement in the assessment process increasing with their age and maturity.

Students will participate in the Smarter Balance testing as required by the State of Oregon in grades 3, 5, and 8. The teacher will collect work samples and provide on-going evaluation in each content area. The improvements and advancement of your child will be conveyed through online access to Synergy, parent-teacher conferences, portfolios and informal communications.

It is our goal that each student be challenged to achieve his or her maximum potential, and it is through everyone's collaborative efforts that those achievements will be reached. MRA classrooms are dedicated to nurture, motivate, and support the educational success of each student.

While it is the responsibility of Molalla River School District to provide special education services, MRA will work closely with the district special education team to assist in meeting your child's needs to the greatest extent possible. If you have a concern that your child might require special education services, please consult your child's teacher and he/she will guide you through the process.

Classrooms, Facilities, and Program

At MRA we take pride in the fact that we reside in the Pacific Northwest and specifically in the community of Molalla. As our mission states, we also believe in the value of teaching our students how to interact with and effectively work in a community and in our environment.

We have two school-wide year-long themes which rotate every other year:

- Communities: “How do I impact my community and How does my community impact me?”
- Culture and Environment: “How do I impact my environment and How does my environment impact me?”

In the spirit of community and our local environment we have names for all of the rooms in our buildings:

Mt. Hood	Executive Director
Columbia Plateau	Assistant Executive Director
The Beekeeper	MRA's Office Manager
Trillium	Kindergarten
Huckleberry North and South	First/Second Grade
North and South Clarkia	Third/Fourth Grade
Alder East and Alder West	Fifth/Sixth Grade
East Cedar and West Cedar	Seventh/Eighth Grade
Wild Woods	Gymnasium
The Great River	Music Room
The Mountain Meadow Library	Media Center
The Owl's Nest	Child Development Specialist Room
The Fox's Den	Learning Specialist
Eagle's Landing	OT and Speech
Roots of Responsibility	MRA Garden
The Forest Floor	MRA Basement
Lily Pad	Outdoor Classroom

GENERAL INFORMATION

Admissions

MRA is open to all students who apply, complete all registration forms, and meet admissions requirements. Admission is defined as a student who has been enrolled through the registration process, successfully completed the lottery process, and has been formally accepted as a student by MRA Charter School.

To go through the admission process the pre-registration application must be filled out, the student must be accepted through the lottery, and then all written materials (Registration Forms, Parent Contract, Rights and Responsibilities Contract, etc.) must be completed in accordance with MRA policy. For additional discussion regarding admission policies or MRA's equitable lottery process, please refer to the MRA policy manual available in the BeeKeepers Office.

Kindergarten (Trillium) Registration

To become registered as a new Trillium student, the child must be five years old on or before September 1st. In addition to the standard application packet, materials that are needed are as follows:

- 1) Copy of the child's birth certificate.
- 2) Up-to-date immunization records according to legal guidelines.
- 3) Dental and Vision Screening Certification from students who are 7 years of age or younger and who are beginning an education program (new student) for the first time.

Leaving School

All students leaving school before the regular school schedule ends must check out through the office with an approved guardian. An approved guardian is a person who is listed on your child's Permission to Pick Up Form.

Emergency Closures

The safety of MRA students is our primary concern in dangerous weather conditions. If, in our opinion, it would be unsafe for the majority of our students and/or staff to travel the roads to and from school, we will close the school.

Information about school closures can generally be found on local TV and radio stations and their accompanying websites, including KATU, KOIN, KGW, and KOPB, as well as online at www.flashalert.net. We encourage all families to sign up to receive Flash Alert notifications. (The media stations usually begin broadcasting such information after 6:00 a.m. and update every 15 minutes.) When possible MRA will also post closures or school delay information on the school's website, through the MRA Facebook page, and through the MRA ParentVue email blast.

In the event that a storm develops during the school day, and it appears that travel conditions will deteriorate, children will be sent home early. Parents will be notified using the same avenues as listed above and by phone if possible. Radio stations may not necessarily carry news of early dismissal. It is the responsibility of the parent to see to it that a child is picked up in a timely manner in such a circumstance. You may also reference www.flashalert.net for up-to-date emergency school closures.

ParentVUE

ParentVUE is a secure website and mobile app which offers parents, guardians real time access to:

- Name Pronunciation
- School Messages/Class Announcements
- Calendar
- Attendance
- Grades
- Class Schedule
- Course History
- Grade Book
- School Information

The ParentVue App can be downloaded to your phone for easy access. Please visit our website to set up your ParentVue Account

Arrival and Departure

Your child's safety and happiness at school are very important to us. The following procedures help to facilitate smooth transitions.

- Occasionally it is difficult for a parent and child to separate during morning drop off. Our teachers understand this and are able to care for your child while reassuring you. Give your child a warm, but short, good-bye and make a confident exit. Feel free to phone later if you are concerned or need reassurance that your child has settled into their day.
- Please arrive on time; latecomers may feel uncomfortable joining an activity already in progress. See our policy on tardiness in this handbook.
- Please also pick your child up on time, or phone us if you will be late.

Parents and visitors must check in at the BeeKeepers Office and obtain a visitor or volunteer name tag prior to visiting or volunteering at the school during school hours. This will help us to ensure that your children are kept safe and secure.

Carpool and Pick Up

If an adult other than you is picking up your student, please notify the school Office Manager. We do require every family to complete a Permission to Pick Up Form and have it on file in the office. This form will provide us with a list of people you have authorized to pick your child/children up from school. Please note that we will check and confirm

the ID of any person on the list who is unfamiliar to us. If the person is not on your list, you must notify the office by email that they have your approval to pick up, and can be put on your pick up form.

Please remember that traffic can get backed up during pickup and drop off times. Our staff runs traffic control in the mornings. Please follow their lead and refrain from expressing traffic and parking frustrations to the students, and instead direct concerns to the Executive Director or to the Assistant Executive Director.

If you need your child walked out to your vehicle please arrange that service before the end of the day with the Bee Keepers Office. Your student will be brought out after all of the other students are gone, around 3:10 or 3:15.

Parking is somewhat limited during big events. We do our best to have parking attendants to direct traffic and want to thank you in advance for your patience and care during these times.

MRA Staff reserves the right to refuse to release a child into the custody of someone who is visibly impaired.

Parent Social Time

Parents are welcome to visit quietly in the courtyard or the garden after drop off or before pick up time. We do want to remind you that classes do begin with a soft start and end with a soft landing, so we ask that all conversations and activities on the school grounds be quiet and respectful.

If you have young children with you, please make sure that they follow the school expectations with regard to noise level and body awareness. Outside voices, running, and playful activities are allowed in the school play areas to the east and to the north of the Wild Woods Gym. Because all of our classrooms open directly to the breezeway, the courtyard, the garden and the labyrinth, we use inside voices in those spaces and we walk in those areas rather than run. For details about school wide expectations, see additional information in this handbook.

MRA Breakfast/Snacks/Lunch

We ask that a serious attempt be made to provide whole food snacks and lunches such as cut-up fruit, vegetables, cheese, etc. instead of overly sugared or overly packaged/processed snacks or lunches. Students are allowed to drink water only at any time on school grounds. This includes before school, after school, snack time, in class, and at recess. Students may drink milk, juice or water during lunch. Coffee, caffeinated drinks, soda, novelty beverages such as sparkling waters, energy drinks, and gum are prohibited at any time. Staff reserves the right to take any beverage, candy, etc. from your student if it is deemed to be a distraction. MRA does not provide students access to a microwave, so please pack accordingly. Student projects that involve food should be approved by your child's teacher. Please be aware that some of the students at MRA have severe food allergies.

MRA has contracted with Sodexo to provide healthy breakfast and lunch for our students. All of their meals follow the guidelines put out by the National School Lunch Program. Information about prices generally comes out right before the start of the school year. Free and Reduced Lunch applications are available on the MRA website; this information is kept strictly confidential and we encourage any family who needs this assistance to apply.

Celebrations and Parties

At MRA we love to celebrate learning, successes, and birthdays. We do believe that celebrations are about celebrating your child/children and therefore prefer to allow children to select a game to play or an activity rather than bring a snack or treat.

Fees

As a charter school, MRA receives only 85% of the funding that a traditional public school receives. Therefore, in addition to the fundraising efforts that take place at MRA to offset those costs, specialized program fees are collected to help sustain various curriculum programs.

The current activity fee per student is \$220 for kindergarten through 8th grade annually. We also assess a \$45.00 supply fee in lieu of asking families to purchase school supplies. This charge covers your child's supplies for the year, except for backpacks, water bottles, and other personal items. If you have questions about these fees, or would like to make payment arrangements, please contact the school office. Please note that fees are non-refundable.

In addition to the activity and supply fee, we do have a school library. Our library charges for lost or damaged books, and may charge late fees. All charges run through our Office Manager.

Statements will be emailed to you no later than the 20th of each month, starting in August. If you prefer a paper statement, please contact our Office Manager.

Lack of Payment

Molalla River Academy may withhold final report cards of any student who owes a debt for unpaid school fees, fines and charges. All such materials shall be released upon payment of money owed. Moneys not paid will follow the student to their next school or to high school. Fees, fines and charges owed to the charter school may be waived at the discretion of the Executive Director or designee if:

1. It is determined that the parent of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The creation of the notice of the debt owned would cost more than the potential total debt collected relating to the notice;
4. There are mitigating circumstances as determined by the director or designee that preclude the collection of the debt.

Field Trips

Field trips are an educational experience and are intended to further enrich the learning that takes place within the classroom, while providing a new opportunity and environment for that learning to take place. If you have agreed to chaperone a field trip, we appreciate the responsibility being taken seriously. You will receive an outline of responsibilities before each field trip. In order to be a driver you must be pre-approved. This includes the completion of a background check every year, and ensuring that the office has a copy of your driver's license and current insurance information on file. If these steps are not complete, you will not be allowed to drive. Please note that our school insurance does not cover children that are not registered at MRA (e.g. siblings that do not attend MRA).

Fire, Earthquake and Safety Drills

Fire, earthquake and safety drills will be held regularly at MRA in accordance with fire marshal regulations. Students will learn how to exit quickly and safely from school buildings. In addition, students will practice what to do in the event of an earthquake and in the event of a security/safety situation. If you are on campus during a drill, please follow protocol and participate in the drill with us.

Before/After Care

Please complete a registration form for Before/After Care if you think you may use it during the school year, this includes emergency information.

Hours: Before Care (BC): Monday through Friday—7:00 a.m. to 7:50 a.m.

After Care (AC): Monday, Tuesday, Thursday and Friday 3:10 p.m. to 6:00 p.m. Wednesday 1:10 p.m. to 6:00 p.m.

Hourly Rate: \$6.00 per child assessed by the quarter hour. As a courtesy, we do not charge for before care between 7:30 and 7:50 a.m. or after care between 3:10 and 3:30 p.m. (1:10 to 1:30 p.m. on Wednesdays). This is setup to encourage families to drop off early or pick up slightly late to alleviate traffic and parking issues.

SCHOOL COMMUNICATION

The success of MRA is due in part to positive, open communication between parents, teachers, and students. To maintain this positive learning environment, everyone needs to work together to communicate successes and concerns in a responsible and respectful manner. This can be done in writing, by scheduling a conference, or by phone. If possible, it is best to begin the communication process in person.

If concerns arise it is advised to attempt the resolution of these concerns as soon as reasonably possible. Taking concerns to the person or people involved first is advised. MRA staff will address students, other staff, and parents in a professional manner. All reciprocal correspondence and communications will be respectful and relayed in a businesslike and cooperative manner. Please do not use the MRA App, Facebook, social media of any type, or teacher's personal phone numbers (including texting) to contact teachers. We ask that instead you email or talk to them in person. Teachers will respond in a timely manner. You are encouraged to cc the Executive Director on any sensitive issues. Discussions about problems or issues generally take place during non-class time and always in a confidential setting. Please refrain from discussing concerns in open areas such as the school office or the school breezeway, the parking lot or the playground.

Contacting the School

The school telephone number is 503-829-6672. Our mailing address is: 16897 S. Callahan Rd., Molalla, OR 97038. The school's website address is www.molalariveracademy.com and our e-mail address is info@mra-k8.com. If you do not have internet access, please notify the school so that we can find an alternative way to communicate with you.

Contacting MRA Administration

We value open, direct, and constructive communication from the school community. We want the school to serve your needs. If you have any questions, concerns, or suggestions, please call, e-mail, send a note to schedule a personal appointment with the Executive Director, or come by the office at any time. **Specific questions regarding academic/curriculum concerns should be addressed initially with the classroom teacher. Serious concerns will be addressed in a professional and confidential conference with the teacher and the Executive Director in attendance. Please direct general concerns and/or questions about issues such as lunches, facility use, paperwork, etc. to our Office Manager.**

Contacting a Teacher

Everyday class interruptions such as leaving early for doctor appointments, etc., should be minimized and should be communicated with an email or a phone call to the office. Specific questions regarding academic/curriculum concerns should be addressed initially with the classroom teacher. **Serious concerns will be addressed in a professional and confidential conference with the teacher and the Executive Director in attendance.**

Parent/teacher conferences are scheduled for the fall and Student Led Conferences are held in the spring. Teachers are available to make personal appointments upon request. Our teachers are also accessible through e-mail or through a classroom website. Teacher email addresses and websites are located on the MRA website under Teacher Contacts and Blogs. Remember, open and honest communication is essential to a quality education for your child.

Parent Night

Parent Night is held at the beginning of the school year, usually during the week before school begins. We encourage you to attend this important event where we will be providing you with vital information to make the year as successful as possible.

MRA Website/Forum

MRA's website is located at www.molalariveracademy.com. The website is updated weekly and has links to weekly memos, school newsletters, teachers' pages, Synergy, Fundraising and Event flyers and other information. It includes most forms including the Bullying Complaint Form, Parent Packet paperwork, and Facility Use Form. Other important information such as the school's Safety Plan, Radon Plan, Wellness Policy, and the PSU Charter School Report are available on the site.

MRA Parent Bulletin Board

The wall by the school office door has an MRA Parent bulletin board. This board will be kept up to date with current information about the school including sign-up sheets for various school activities and a monthly school calendar.

MRA staff and students celebrate a variety of community events with the purpose of increasing the school community through working, playing and learning together. The bulletin board in the breezeway by the school office has been established to post events and celebrations at MRA. Please check this bulletin board to find out about various activities and opportunities in which you may participate. Events are also updated regularly on our website and on classroom websites.

Contacting the Board of Directors

If you have a concern or comment that needs to be addressed with the school's Board of Directors, please contact the school's chairman of the board to schedule time on the upcoming meeting agenda. Please check with the school's Office Manager to determine the best way to reach the chairman, or email the chair at board@mra-k8.com.

Concerns that are addressed with individual board members will be brought directly to the Board of Directors for clear and appropriate resolution.

Complaint Procedure

It is the expectation that parent, student and staff communication and complaints are handled and resolved as close to their origin as possible. Should a question, concern or complaint arise involving instruction, discipline, or learning materials at MRA, the Board advises the following steps as the preferred method of reaching a resolution:

1. Communication or meeting with Teacher
2. Communication or meeting with Executive Director
3. Team meeting with Teacher and Executive Director.

If following the steps outlined above does not resolve the matter, a formal complaint form may be obtained from the office or downloaded from our website on the 'From the Office' page.

Open and honest communication is essential for a successful experience at Molalla River Academy. It is therefore equally important that you as a parent know and understand who to talk to when a concern, comment, or question arises. If you are not clear about whom you should address, please speak with the parent connection representative (when available), the school Office Manager, or the Executive Director to find out who should be your initial contact. Any issue that is not resolved immediately to your satisfaction should be addressed with either the school Executive Director or the chairman of the Board of Directors as soon as possible. We do operate independently of the Molalla River School District. Concerns or complaints therefore should not be directed to the district.

MRA DRESS CODE

Students are expected to arrive at school well-groomed and in tasteful attire, without accessories that may serve as a distraction among students. Dress that disrupts school or school activities will not be tolerated. Any exceptions to the MRA uniform requirements will be determined on a case-by-case basis by the Executive Director for specific events, dates or activities.

Students arriving at school inappropriately dressed may receive a referral and will be asked to change their clothing, either by putting on clothing they have available or that's available in our uniform closet, or having a parent come and exchange what they are wearing.

Uniform appropriate clothing can be purchased from many stores including Walmart, Kohl's and Old Navy. MRA logo shirts and sweatshirts can be purchased through the school. See the website for an order form.

Uniforms-Please label all articles of clothing with your child's name.

The following are the guidelines for the MRA uniform. Uniform colors for grades K-6 are navy, light blue, royal blue, black, khaki, red and white. Other shades of blue such as turquoise are not uniform. Exceptions include MRA club or jog-a-thon shirts. Additional exceptions will be announced prior to the event.

Cedars are allowed to wear any solid color top that fits the guidelines below.

All clothing should be free of rips and tears.

- When masks are mandated and required:
 - They must contain no words except the MRA logo,
 - They must not promote violence, obscenity, or drugs/alcohol,
 - They must fit snugly over mouth and nose, along the side of the face, under the chin with no gaps,
 - Gaiters, if worn, must be doubled.

- Pants: Uniform color tailored or cargo pants/jeggings in twill or corduroy. Plain color leggings and tights are to be worn under skirts or dresses and not worn as stand-alone pants. No jeans, denim, denim-like, fleece or athletic gear/track pants.
- Shorts/Capris: Uniform color tailored, cargo or plain athletic shorts - appropriate in length, mid-thigh is a generally acceptable guideline.
- Shirts: Uniform color collared, button down, or polo style shirts. No t-shirts unless the Director approved MRA t-shirts.

Cedars – any solid color top. For all students – no spaghetti straps or mid-drift style tops.
- Skirts: Uniform color tailored skirts or skirts - appropriate in length, mid-thigh is a generally acceptable guideline. Plain color shorts, tights or leggings should be worn under skirts.
- Dresses: Uniform color jumpers or polo style dresses - appropriate in length, mid-thigh is a generally acceptable guideline. Uniform colored shirts must be worn under jumpers. Plain color tights or leggings should be worn under dresses.
- Sweater/Sweatshirts: Plain uniform color or with the MRA logos. Included in this garment specification are sweaters, sweatshirts, vests, pullovers or cardigan sweaters. Cedars – any solid colored garment is acceptable, with or without the MRA logo.
- Shoes: Please wear safe shoes, no heeies or high heels. Some teachers may have additional requests for students to bring outdoor shoes or boots due to specific outdoor projects. **All students must have appropriate tennis shoes for PE days.**
- Outerwear: Any jacket is acceptable, as long as it complies with the general guidelines in the first paragraph above. Outside jackets and non-uniform sweatshirts or sweaters will not be allowed to be worn in the classroom.
- Accessories: Included but not limited to headwear, leggings, tights, scarves, jewelry and other accessories are permitted unless it is deemed as a distraction by the staff.

Dress Up Fridays

MRA has extended to students the option of dress up on Fridays. The expectation on these days is that students who choose not to wear their uniform wear clothing that is neat, clean and in good repair and good taste. Clothing that is explicit, revealing, distracting or offensive to others may not be worn. This includes clothes that do not completely cover all undergarments and midriff, baggy pants, and high heels or heeies. Shorts on all students must be appropriate in length, mid-thigh is a generally acceptable guideline. All clothing must be clean, appropriately tailored, and without holes and rips. T-shirts and sweatshirts with slogans or logos are acceptable as long as they do not contain obscenities, vulgarity, or advertisements for products such as alcohol, tobacco, or illegal drugs. Children who come to school in clothing that does not meet these standards will be given a uniform referral and will be asked to change. The Executive Director will be the final arbiter of student dress.

Special Events

When attending special events at the school or representing the school on fieldtrips, etc., students are expected to dress to fit the event.

For example:

- Boys are expected to wear nice, well-fitted jeans or slacks and a dress or polo shirt. We prefer students refrain from wearing t-shirts and sweatshirts on event days.
- Girls are expected to wear nice, well-fitted jeans or slacks or a dress or skirt/skort, and a nice shirt. We prefer students refrain from wearing t-shirts and sweatshirts on event days.

Students are expected to wear dress up clothes for all performance events such as the Spring Program. Jeans, t-shirts, and sweatshirts will not be allowed. All attire should be well fitted and free of rips or tears.

Parents and students will be informed of the appropriate dress code prior to a field trip or event. Students who do not adhere to this dress code will not be allowed to participate in the event.

Please mark your student's name on jackets, sweaters, school t-shirts, outdoor shoes, etc.

Change of Clothes

All students are asked to bring to school a complete change of clothes for “emergency use”. Bathroom accidents are relatively rare, but children do forget to dress in uniform, fall in puddles or get muddy on the playground due to our Oregon weather. This set of clothes should include (1) underpants, (2) socks, (3) pants, and (4) a shirt. Bring clothes the first few days of school, and change them for larger sizes, if needed, halfway through the year. **When your child uses the clothing, please replace those items the next day your child attends school.**

Lost and Found

Check the office or lost and found area for lost items. Unclaimed items will be donated to charity throughout the year. If your student's name is on the lost item we will make every effort to return it.

PARENT PARTICIPATION AT MRA

At MRA we believe that parent involvement can be as simple as engaging in a conversation with your child about their school day, or more in depth if you choose to come to school and volunteer in or out of the classroom. Either way, you make a difference. MRA families are asked to put in 20 hours of volunteer time per year. If you are not able to volunteer, we ask that you financially assist at \$15.00 per hour. Please sign in and out on the Volunteer Form located in the BeeKeepers Office when you do any volunteer hours. If you want to volunteer in a classroom, we ask that you wait until after the first six weeks of school, when the classroom community and routines have been established.

We do invite parents to participate in the educational process and development of the school by becoming involved with school committees and fundraisers, through attendance and involvement in board meetings, and through supporting the teachers and their work in the classroom. We appreciate volunteer help at the school through a variety of avenues.

One of the less tangible but equally important ways parents can support their child is by mirroring the behavioral and academic expectations that MRA holds for the student. The partnership between the school/teacher and parent on behalf of the child is optimized when all parties share similar goals and are considerate and respectful in their relationships with one another.

Involvement in MRA

One way to complete volunteer hours is to become involved in one of the MRA committees. Some of the current committees at MRA are: Parent Cultivation Team, Technology, Facilities, Playground, Safety, Parent Connection and Strategic Planning. For more information about becoming involved in a committee, please contact the Executive Director or the Bee Keepers Office.

Fundraising

A community vision has guided the course of MRA since its inception, and community involvement will continue to be the biggest key to the success of MRA. As part of this involvement, fundraising is one of the most fundamentally crucial elements to the sustainability of the school. We invite all MRA families to participate in fundraisers whenever possible.

MRA is a Non-Profit

Molalla River Academy is a non-profit organization with 501c3 status. All donations are tax-deductible. Please visit the school's website or contact the office for a donation letter or a donation receipt form.

Parent/Teacher Conferences

Parent/Teacher Conferences and Student Led Conferences will be offered during the year to provide better understanding and cooperation between the teacher and the parents. Parents will be given ample time to sign up for their conferences. It is a parent's responsibility to sign-up for a conference time online.

School Visitors

Learning at MRA is characterized by a process of collaboration and sense of family. Guests and volunteers are a welcome and important part of the community. We do ask that visits to the classrooms take place at previously arranged times with the teacher's approval. Parents should not be in classrooms after 8:00 in the morning or before 3:00 p.m. unless they have been invited in as a helper by the teacher. **Check in is required at the office before going to the room, and you must obtain a badge.** We must have an account of who is in our buildings or on recess duty at all times for the safety of our students. Again, we do ask that you refrain from volunteering in the classroom until after the first six weeks of school.

Volunteers on the School Grounds

Prior to working at the school volunteers need to fill out the required paperwork. This includes a background check conducted by the state of Oregon, to be completed every other year, and a signed MRA Privacy Statement and Confidentiality Agreement signed annually. On the day/days you volunteer please sign in and out, pick up an ID badge, be trained by staff when applicable and follow the school code of conduct as would be expected by any student or employee.

Volunteering has many benefits. You set an example and enhance your child's self-esteem by becoming involved in his/her school. Volunteers also help us contain our costs and ensure a smooth-running facility.

Classroom volunteering allows you to watch your child grow and learn, as well as experience the classroom environment firsthand. This provides you with a better sense of how your child learns, which can then be extended into learning at home.

Volunteer time can be filled in a variety of ways including but not limited to:

- * help in the classroom (after the first 6 weeks)
- * assist with school events
- * clerical work
- * maintenance
- * attend school work days
- * chair a committee
- * run errands
- * teach a specialty art/craft
- * changing bulletin boards

Special talents and skills are welcome. We realize that today's families take many forms. Aunts, uncles, grandparents, and friends are welcome to volunteer instead of or in addition to members of the immediate family.

As a volunteer, please keep in mind that most information about students maintained by Molalla River Academy is confidential. Similarly, information about student families, school employees, school staff, school clients and school volunteers may be considered confidential. To protect the privacy of students, families, employees, staff, clients, and volunteers, information about any of the above may be disclosed only by an authorized administrator of the school.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. You are therefore asked to not share any information about a student with others, but direct them to the school Executive Director.

In addition to the Federal law set forth above, students, student families, employees, staff, clients and other volunteers in Molalla River Academy expect that information about them will be kept confidential. Therefore, please be respectful of their right to privacy. If another parent, volunteer or other community member asks about a student or staff member of MRA, please refer them to the school Executive Director or to the student's teacher.

STUDENT ATTENDANCE AND CONDUCT

Children with regular school attendance are most successful in school academically, socially and emotionally. Studies show that high attendance rates are linked to high student achievement. This is true for every grade – elementary, middle, and high school students.

Regular attendance is a responsibility shared by parents, students, and school. Student attendance is recorded on a daily basis by teachers. It is important for students to attend classes and to be on time to school. Students who are not in class not only fall behind in class work, but also may fail to meet state requirements for attendance. We prefer family vacations and trips be scheduled outside of school days so that children do not fall behind.

Please call the school and leave a message or send an email to dpowers@mra-k8.com if your child will be absent or tardy. You can also fill out the absent form online if you prefer.

Attendance Requirements and Expectations

- Students are expected to attend school unless they are ill or there is a family bereavement or serious family illness.
- Students are expected to arrive at school on-time and to stay the entire day.
- Students are expected to transition to classes, lunch and recess during the day in a timely manner.
- Parents are expected to get a doctor's note when requested by school staff
- Parents are expected to drop off and pick-up students at the designated times and to not take their child out of class a few minutes early to avoid traffic.
- Parents are expected to contact the school as soon as they know their child will be absent with a reason why and the estimated length of absence.
- Parents are expected to arrange health, dental, or other appointments outside school hours.
- The school staff is expected to contact parents by mid-morning of any absence for which there has not been a parental confirmation.
- Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious or cultural considerations.
- A student who must leave school during the day must bring a note, or the school must receive a phone call from his/her parent. A student who becomes ill during the school day should, with the teacher's permission, report to the office. Office personnel will decide whether the student should be sent home and will notify the student's parent, as appropriate.

Oregon Attendance Law States:

- Oregon law (ORS 339.065) requires regular attendance. Irregular attendance is defined by Oregon law as eight (8) unexcused one-half day absences, or the equivalent, in any four (4) week period school is in session.

- Excused Absences, under ORS 339.065, are not to exceed five (5) days in a term of three (3) months or not to exceed 10 days in any term of at least six (6) months.

As is mandated by the State of Oregon, a student may be excused by the parent/guardian for no more than (10) ten days in the school year if the absence is pre-arranged and the student so excused completes missed coursework. Parents of students with absences in excess of Oregon law (unexcused or excused) will automatically receive a written letter home from the Executive Director, will be expected to meet with the Executive Director and classroom teacher, and are subject to a citation for violations established under ORS 339.990.

Excusing Absences

Excused absences include:

- Personal illness, medical, psychological, and dental care
- Illness or death in family
- Family emergencies
- Release time for religious instruction
- Observance of religious holidays
- Pre-arranged absences approved by the classroom teacher and Executive Director
- School sponsored activities

Pre-Arranged Absences

For any anticipated absence that will be more than one day, students are expected to pick up a Pre-arranged Absence Form from the office and have it signed by his/her classroom teacher and the Executive Director.

Extended Absences

Per Oregon law, students absent for more than 10 consecutive days must be withdrawn from Molalla River Academy; if the student would like to return they must submit an application and follow the lottery process for admission.

Absentee Assignments

It is up to the parent to ensure that arrangements are made for the student to complete missed assignments when the child is absent. Please contact your child's teacher to make arrangements to pick up make-up assignments. When a student is absent from school due to family vacation, missed work will be provided upon return. Teachers are not required to provide assignments prior to absences, nor are they responsible to provide one-on-one assistance for the days missed. Failure to make up assigned work within a reasonable amount of time as allowed by the teacher will result in a grade of zero for the assignment. Absences may result in the reduction of grades. A student who is absent from school for any reason may not be allowed to participate in school-related activities on that day or evening.

Tardies

Tardiness causes the child to have a difficult time getting into the daily routine and interrupts the flow of the class. We request that children arrive on time. If your child is not in their classroom by 8:00 a.m., then he/she is considered tardy, and the student must sign in at the office before going to class. More than ten tardies in any week period will result in a parent meeting with the Executive Director and classroom teacher. A student is considered to have an unexcused tardy if they are not in class by 8:30 a.m. More than five unexcused tardies in any four-week period will result in a parent meeting with the Executive Director and classroom teacher.

Cedars (7th and 8th graders only) are expected to transition to classes in a timely manner. Tardies will be recorded by classroom teachers daily. Students who arrive after the start time without a note from a teacher, will be marked tardy. Five cumulative classroom tardies (not including morning tardies) in any two week period will result in a phone call home from the homeroom teacher, ten cumulative classroom tardies (not including morning tardies) in any four week period will result in a parent meeting with the Executive Director and homeroom teacher.

Participation in Molalla Sports

Seventh and Eighth grade students attending MRA may join any of the sports teams available at Molalla Middle School. Unfortunately, their practices generally begin at 2:30, during core classes here at MRA. For a student to participate, he/she needs parent permission, must be in good standing with regard to all homework and class work, and must agree to keep up with the core subject being missed as directed by the teacher.

Conduct

We expect students to behave in a manner that demonstrates kindness for others, themselves, and for their academic environment. Behavior that is detrimental to others or the classroom environment is handled on an individual basis. These conflicts and misbehaviors are viewed as opportunities to help students learn effective strategies for conflict resolution, self-management, and interpersonal communications. If conflict occurs with another person or group, those involved will be brought into the problem-solving process.

Eighth Grade Promotion

In an effort to help our Cedars be more successful, to help them develop and maintain good study habits and focus, and to provide a more structured transition from MRA to high school, the criteria for promotion participation are listed below (participation includes the promotion assembly and evening ceremony):

- Must complete and present an Independent Project as defined by the 7th/8th grade Language Arts Teacher
- Must have all major assignments completed and turned in (check with teachers on which assignments are considered major)
- Must have all school fines and fees paid in full

STUDENT BEHAVIOR

MRA was founded on the core principles of respectful learning, academic excellence, and creative exploration. We are dedicated to offering students the opportunity to work and learn in an environment that will support not just academic objectives, but also a student's development as an individual and as a productive member within a larger community. MRA utilizes a positive discipline philosophy that guides students to respect the guidelines established at the school. In addition to participating with the staff in developing how a code of conduct could best be implemented, students increase their sense of importance and belonging in their community by knowing and believing in the expectations at school.

It is the goal of the staff at MRA to teach children how to make responsible choices, rather than to discipline them or reward them. By allowing students the opportunity to be active participants in their own development, they are in turn able to contribute in a greater way to the school community. When students are empowered to be responsible for their actions, they are more likely to work with others to problem-solve, develop empathy for others and to self-reflect on their own impact within the greater community. It is with this premise in mind that a positive approach to discipline is found to be such a foundational component in the learning at MRA.

School-Wide Emphasis

MRA's approach to discipline supports our mission to guide students in becoming responsible lifelong learners and compassionate community members through interdisciplinary studies in the arts and sciences within a safe and nurturing environment. By establishing high expectations for student conduct we enable them to grow as valued community members, thereby empowering them to achieve their aspirations as life-long learners. When our standards for conduct include the expectation of practicing empathy, kindness, caring and sympathy, students have a greater potential for being compassionate community members. Therefore, our approach to discipline engages students and adults in the practice of the following community norms and develops what we call social imagination.

School Wide Expectations

At MRA:

- We are kind to and take care of each other

- We will take care of our spaces
- We will take care of our materials

Specifically:

Materials

- We use materials for their intended use
- We use materials properly and put them back

Spaces

- We use our spaces the way that they were intended
- We keep our spaces clean and orderly
- We move between and within spaces thoughtfully and with purpose

Each Other

- We keep our bodies to ourselves and always provide personal space
- We use a friendly tone of voice
- We act with a generous spirit

Specifically:

Classrooms:

- Are places of serious learning: we use indoor voices and calm bodies at all times
- Student supplies are kept organized and maintained
- Cubbies and personal items are kept orderly
- Throwing anything in class is unacceptable
- Running, pushing, yelling is unacceptable
- Students enter, exit and move between activities thoughtfully and purposefully

Outdoor learning spaces, Offices, etc.

- Outdoors learning spaces are learning environments - use calm bodies and voices at all times
- Stumps, benches, tables and handrails are used for their intended purpose only
- Walk on rocks and bark chips - do not kick, dig or throw
- Always WALK in common areas
- Approach and enter offices quietly and calmly

Wildwoods

- No sitting or climbing on bleachers or mats
- Follow lunchroom expectations - seated while eating, no tossing of lunch boxes etc.

Transitions

- Students walk calmly with teachers to recess, lunch and specials

Play Space

- Follow all play space expectations at all times - during, before and after campus hours year round.
- Play Space boundaries are defined by the fence that runs east/west through the parking lot and the west side of Wildwoods next to Lily Pad (the outdoor classroom).

Social Imagination and the Culture of MRA

At MRA we believe that student behavior is a direct reflection of us as teachers and the environment and culture that we establish. In order to create the MRA culture, we also believe that students and adults require explicit instruction and practice of social imagination. Our goals:

1. Be kind to each other, students and adults alike. This includes awareness of tone of voice, body language, and choice words.
2. Take care of our spaces. We have designated areas for walking and for running at MRA, as well as for quiet and loud voices. Everyone works together to keep the facilities and grounds clean, pick up trash and tend to the grounds as needed.
3. Take care of our materials. We take care to put materials back in their proper places. Instruments, equipment, books, furniture, etc. are used with regard for their intent and treated as appropriate.

In order to achieve the above goals, we start each year with careful and deliberate teaching and practice of social imagination and the culture of MRA. Social imagination is about empathy – it’s about developing a deep understanding of how your behavior affects another individual, a group, etc.; and how that behavior affects you. It includes body language, facial expressions, tone of language, and word choice.

Social imagination is a part of our emotional intelligence, having a huge impact on academic learning and social relationships. Teaching children social imagination helps with classroom management, increases successful collaboration among students, lessens behavior problems, and teaches children to problem solve on their own and as a group.

The Bee Keepers Office, the breezeway, the courtyard and the garden areas are to be treated with the same respect as our classrooms. Out of courtesy for each other and our classroom spaces students, staff and parents are expected to use inside voices in these areas and walk rather than run. Social imagination behaviors and language are used in all aspects of MRA. See the above School Wide Expectations for more information.

MOLALLA RIVER ACADEMY DISCIPLINE POLICY

Please read this document carefully. After you have read it, feel free to ask questions, and then sign and date the last page of this handbook. This last page will be kept in your child’s file to show that you have read, understood, and agreed to Molalla River Academy’s discipline policy. Thank you.

Goal: To ensure a safe environment for all students. A safe environment is a place where students’ self-image is enhanced, where they can feel free to make mistakes, and where they allow themselves to be challenged academically, socially, and emotionally. Discipline is not used as a means of control, but as a tool to promote responsibility, self-respect, self-discipline, respect toward others, and to enhance the child’s self-esteem.

Supervision: A staff member or parent helper will supervise students inside of the building and on the grounds at all times. Exceptions may occur for brief intervals at the discretion of the classroom teacher.

Behavior Consequences: Students will be involved in the discipline process. This initially will include discussion, decision-making, goal setting, and actively apologizing or making amends. This may also include calling parents as well as student/parent/teacher meetings.

To make an effective apology or to make amends/right a wrong:

1. Determine if you regret what you did. Some children may struggle with this. It’s our job to help them understand how their action affected others, their responsibility in the action, and their level of remorse.
2. To begin an apology start with an “I” statement. “I’m sorry...” “I apologize...”
3. Take responsibility without assigning blame or attempting to justify your actions. “I’m sorry I got angry...” “I behaved irresponsibly...”
4. Empathize with how your actions made the other feel. “I can see that your feelings are hurt.”
5. Make amends. Help students consider this step with care. Can they do something in the moment such as clean up a mess that was made as a result of his/her actions? What can they do to try to make it right? And what can they do next time something happens? “Next time I will take two deep breaths and talk calmly.” “Next time I will use my words when I want something.”

Teachers will initially work to handle the following situations at school through the use of a “reflection” in the classroom and/or a problem-solving conference with the students(s). If a student is exhibiting the behaviors listed under level one and has not responded to the teacher’s classroom discipline plan, the incident will be raised to a level two. See below for explanations of all four levels.

Mitigating circumstances may include:

- Age
- Self-defense
- Lack of knowledge of the rules
- Provocation
- Inability to reason
- Disability

Level 1. The student will be asked to complete a reflection form and attend a problem-solving conference with the teacher and possibly with any other students who are involved. Level one behaviors generally don't involve parent notification. Behaviors generally occur more than once in a class period and include but aren't limited to:

- Interrupting others including the teacher
- Distracting others
- Arguing
- Minor physical contact with another student
- Minor student conflicts

Level 2. If the student(s) behavior does not improve through classroom management and intervention, the student will receive a written referral. The student may be sent to the Executive Director, or will conference with the teacher. All written referrals will be placed in the Executive Director's box. The teacher and/or the Executive Director may contact the parent if deemed appropriate. Student behaviors under section two include but aren't limited to:

- Repeatedly arguing, teasing, pushing, etc., other students at random.
- Repeatedly disrupting the class by talking out of turn, bothering other students, disobeying classroom rules/expectations, or disrespecting the property of others.
- Defiantly refusing to complete homework or participate in classroom assignments and projects.
- Uses profanity or vulgar language or gestures (single incident)
- Displaying aggressive play/behavior in or out of the classroom

Level 3. The student will receive a referral to the Executive Director, be asked to make amends, and work with the Executive Director to solve the issue. The Executive Director will also phone home. Student behaviors under section three include but aren't limited to:

- Continuous aggressive behavior that is exhibited in aggressive play at recess, PE, etc.
- Repeatedly showing disrespect toward another student or adult through verbal "put downs" inappropriate or vulgar language, or disregard for student expectations.
- Bullying another student. (single incident\initial accusation)
- Telling lies, being deceptive, or is otherwise dishonest. This includes cheating and plagiarism.
- Violating the computer agreement.
- Running away from a teacher.
- A referral under Level 2 above and is continuing to make poor choices.

Level 4. The student will be given a referral to the Executive Director and will be suspended/sent home immediately, or withdrawn from class for an extended period of time; and the parent will be contacted by the Executive Director. Student behaviors under section four include:

- Exhibiting behavior that consistently or intentionally threatens the physical well-being of other students or themselves.

- Aggressively using profanity or vulgar language or gestures.
- Showing blatant disrespect, disobedience, or defiance to a staff member or any adult.
- Verbally or physically threatening a student or an adult.
- Using, or there is evidence of use, of drugs or alcohol.
- Bringing any kind of weapon to school, or anything that resembles a weapon. For example: knives, swords, guns, pocket knives
- Stealing
- Destroys, mars or damages any property belonging to the school, its personnel, or another student.
- Using, writing, drawing, or sharing vulgar language, pictures or gestures that are sexual in nature
- A referral under Levels 2 and 3 above and is consistently making poor choices in those behaviors
- See below for bullying behaviors and consequences.

Duration of suspension will be determined at the time. Parents are encouraged to follow up with consequences at home. Following any suspension, a parent/student meeting with the director for developing a reentry plan must be scheduled before the student is allowed to return to school. A reentry plan may include a behavior support plan.

A parent/teacher/Executive Director conference will also be requested for any student who has reached Level Two and/or Three twice in a period of one week.

A student who receives multiple Level 4 referrals during the school year may be expelled, depending on the offense. A student may be expelled for specified or repeated violations of the student code of conduct. No student may be expelled without a hearing unless the student's parent waives the right to a hearing, either in writing or by failure to appear at a scheduled hearing. Please refer to the MRA Policies and Procedures for details on expulsion and the student code of conduct.

The staff at Molalla River Academy believe that discipline alone will not always result in the best behavior. As a result, we hope to work closely with you, the parent, and with the child to get to the root of any serious discipline difficulties. We also believe that it is important for the child to be involved in most parent/teacher conferences, phone calling, written notifications, and in any decision-making or goal-setting processes. Occasionally we may find it necessary to recommend outside assistance in more severe behavior issues.

Staff members will always discuss behavior with the student to make certain that the student understands the reason for concern. Because we believe that acceptable behavior must sometimes be learned, and that all children learn differently, we understand that our discipline program must occasionally be tailored to individual students and classrooms. At times, it is therefore necessary to create individualized behavior plans to support struggling students. These are confidential plans, and may not be shared, even if your child is the recipient of the poor behavior. Please help us keep the lines of communication open as we continue to make Molalla River Academy a safe and comfortable learning environment for all.

Bullying and Harassment

At MRA we work hard to prevent bullying, harassment, and intimidation from happening with any of our students, staff or other parties regardless of "race, color, religion, gender, gender identity, sexual orientation, national origin, marital status, familial status, source of income, or disability." Bullying, harassment and intimidation can be subtle or obvious. As a staff we are specifically sensitive to the following behaviors:

- Spreading of negative/harmful rumors about others
- Keeping certain people out of a "group".
- Making fun of someone's looks or making negative comments about someone's gender, race, gender identity; the way they learn or act, or teasing someone about the way that they speak.
- Teasing in a mean way and name calling.
- "Ganging up" on others or encouraging others to gang up.
- Threats
- Punching, shoving, or hurting people physically

Oregon law (ORS 339.351(2)) defines “bullying, harassment, or intimidation” as any act that:

- Substantially interferes with a student’s educational benefits, opportunities, or performance;
- Takes place on or immediately adjacent to school grounds, at any school sponsored activity, on school provided transportation or at any official school bus stop; and has the effect of:
 - Physically harming a student or damaging a student’s property
 - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
 - Creating a hostile educational environment, including interfering with the psychological well-being of a student.

Bullying is usually defined as involving **repeated** acts of aggression that aim to dominate another person by causing pain, fear or embarrassment. However, one act alone may constitute bullying if the requisite intent and effect set forth in the definition are met. Bullying may be perpetuated by an individual or a group. It may be direct or indirect. Although a person may be repeatedly bullied, a different person might be bullying each time, which may make it difficult to recognize that bullying is occurring. An act is intentional if it is the person's conscious objective to engage in conduct of that nature. The actions listed below are some examples of intentional actions which may become bullying depending on their reasonably foreseeable effect:

Physical Bullying: Pushing, shoving, kicking, destruction of property, tripping, punching, tearing clothes, pushing books from someone’s hands, shooting/throwing objects including food at someone, gesturing, etc.

Verbal Bullying: Name calling, insulting, making offensive comments, using offensive language, mimicking, imitating, teasing, laughing at someone’s mistakes, using unwelcome nicknames, threatening.

Relational Bullying: Isolation of an individual from his or her peer group, spreading rumors.

Cyber-bullying: Bullying by using information and communication technologies. Cyber-bullying may include but is not limited to:

- Denigration: Spreading information or pictures to embarrass,
- Flaming: Heated unequal argument online that includes making rude, insulting or vulgar remarks,
- Exclusion: Isolating an individual from his or her peer group,
- Impersonation: Using someone else’s screen name and pretending to be them,
- Outing or Trickery: Forwarding information or pictures meant to be private.

Bullying incidents generally involve three parties: bullies, victims and bystanders. At MRA we teach our students to recognize these roles and to brainstorm strategies they can use when they find themselves in a bullying situation.

Sexual Bullying: Unwanted touch of a sexual nature, unwanted talk about private parts, unwanted comments about the target’s sexuality or sexual activities.

This list should be used by way of example only, and is by no means exhaustive. These actions become bullying if they meet the definition with regard to intent and reasonably foreseeable effect. This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the education environment.

RANGE OF CONSEQUENCES FOR BULLYING/HARASSMENT

All MRA employees are required to report bullying directly to the Executive Director or to SafeOregon. Students and volunteers are encouraged to report bullying immediately by talking to the Executive Director and/or completing the appropriate anonymous Bullying Complaint form located in the school office and on the school website. Complaints can also be logged on to SafeOregon’s website at www.safeoregon.com, or called in or texted to 844-472-3367. All complaints will be investigated by the school Executive Director and/or the child development specialist. Complaints about the Executive Director should be reported to the board chair. The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

The Executive Director will be responsible for ensuring notice of this policy is provided to students, staff and all others and the development of administrative regulations, including reporting and investigative procedures, as needed. Complaint procedures, as established by MRA, shall be followed.

Consequences may include the following but are not limited to:

- Verbal warning/reprimand
- Written warning/reprimand entered in student's file
- Suspension
- An apology to the victim
- Counselor referral
- A parent/student/administrator conference
- Police involvement
- Loss of privilege to participate in school activities for a specific period of time
- Community service

HEALTH AND WELLNESS

When Your Child Is Sick

Parents: Please, do not send your children to school when they have a fever.

To ensure a healthy environment at MRA, please keep your child at home for at least 24 hours if he/she has any of the signs and symptoms below:

- 1) Has a fever of 100 or higher.
- 2) Has diarrhea.
- 3) Is vomiting.
- 4) Has a severe cough.
- 5) Has skin lesions, eye lesions, or rashes that are severe, or weeping.
- 6) Complaint of a stiff neck and headache with one or more of the above symptoms listed above.
- 7) Has head lice or nits with lice.

As is noted in our attendance policy, if your child is absent more than 10 consecutive days your child will be disenrolled from MRA and you will need to reapply through the lottery. If your child is absent more than five days, we may ask for a doctor's note stating the reason for the absences and a list of the dates missed.

If a child becomes ill at school, we will call the phone numbers on the emergency enrollment papers. If needed, the child will be removed from contact with other children until picked up. Please call the school if you have any questions.

Communicable Diseases and Excludable Illness

The following are guidelines for exclusion per ODE:

Communicable Disease Control Measures

“Students should be excluded from school if they exhibit:

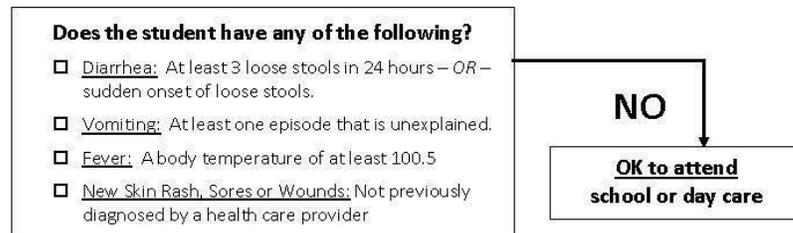
- Fever greater than 100.5;
- Vomiting;
- Stiff neck or headache with fever;
- Any rash with or without fever;

- Unusual behavior change, such as irritability, lethargy, or somnolence;
- Jaundice (yellow color of skin or eyes);
- Diarrhea (3 watery or loose stools in one day with or without fever);
- Skin lesions that are “weepy” (fluid or pus filled);
- Colored drainage from eyes;
- Brown/green drainage from nose with fever of greater than 100.5 F;
- Difficulty breathing or shortness of breath; serious, sustained cough;
- Symptoms or complaints that prevent the student from participating in his/her usual school activities, such as persistent cough, with or without presence of fever, or
 - Student requires more care than the school staff can safely provide”

The Tri-County Health Departments have developed the chart on the following page for illness exclusion (when your child will be sent home or when to keep your child at home):

 Clackamas Community Health Division
  Multnomah County Health Department
  Washington County Health and Human Services

Exclusion Guidelines for Schools and Child Care Settings
Clackamas, Multnomah and Washington Counties



YES

For Diarrhea or Vomiting
Stay at Home --
Until symptoms are gone for 24 hours
DO NOT handle any shared food until 72 hours after symptoms are gone.

For Fever
Stay at Home --
Until fever is below 100.5 for 24 hours **WITHOUT** the use of fever-reducing drugs.
(for example, Tylenol®, acetaminophen, Advil®, Motrin®, ibuprofen, aspirin)

For Skin Rash, Sores or Wounds:
Stay at Home --
If rash is increasing in size, or if new sores or wounds are developing day-to-day,
-OR- If rash, sores or wounds are draining and cannot be covered with a bandage.
No contact sports until sores or wounds are healed or no longer draining.

For a cough lasting 2 weeks or longer, call your school nurse or student’s health care provider.

For questions, concerns, or suspected outbreak, call your school nurse or health department.
Multnomah County Public Health Department: 503-988-3406
Clackamas County Public Health Department: 503-655-8411

References
 The County Health Department may issue specific recommendations for when an individual may return to school or daycare. If you have questions, contact your local health department.

- Oregon Disease Reporting Guidelines Online: <http://public.health.oregon.gov/diseasesconditions/communicabledisease/reportingcommunicabledisease/>
- Oregon Department of Education Guidelines: <http://www.ode.state.or.us/search/page/?id=397>

If for any reason, you are concerned about your child's health, please contact your physician. If your child develops a communicable disease, please call MRA so we can notify other parents that their child may have been exposed. MRA staff will not divulge the names of families, grade levels or students.

Head Lice

Currently Oregon recommends exclusion for live lice only, not nits. Please contact the MRA office immediately if you determine your child has live head lice. A notice will be sent out to MRA families making them aware of a case of live head lice in the school. Parents will be asked to check their students at home. The MRA staff will not divulge the names of families, grade levels, or students with head lice. Parents are expected to make an aggressive attempt to remove lice and nits before the student returns to school.

Medications

Personnel trained to give any medication (prescribed, natural or over the counter) are the only people at school who may dispense medicine. This procedure will be carried out only after parents complete and sign the annual written permission form which includes dispensing directions from the doctor if prescribed and written by the parent or guardian if not. All medication must be left at the office and not in the classroom or in a student's backpack, lunchbox, or on their person. Exceptions might occur with prescribed Epipens, inhalers, and diabetes medications. All paperwork must be completed in its entirety. All medication must come to the office in its original pharmacy or commercially prepared packaging with the student's name on it, the dosage/directions, and with the appropriate forms completed. Baggies of miscellaneous medicines or herbs will be refused or disposed of. This includes cough drops, decongestants, topical antibiotics, antacids, etc.

SCHOOL POLICIES

Listed below are a few of MRA's commonly referenced policies. For a copy of the complete adopted Policy Manual, or policies therein, please contact the Bee Keepers Office.

Non-Discrimination Policy

MRA admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to its students. It does not discriminate on the basis of race, color, and national or ethnic origin in administration of its educational policies, admissions policies and other school-administered programs.

Technology and Electronic Communication

MRA students may utilize school computers and personal flash drives at the teacher's and administration's discretion. Students may have access to the internet for educational purposes only. Checking personal emails or social networking sites is not allowed. MRA does not tolerate students utilizing school technology to access materials that are obscene, pornographic, contain explicit language, violence, discrimination, or advocate illegal activity. Students who do not adhere to this guideline may lose the privilege to access school computers and the ability to bring in flash drives.

Students should not attempt to gain unauthorized access, disrupt the performance, or hack into any system or server. This includes sharing password and account information with someone else.

Students should refrain from activities that might interfere with network performance such as downloading large files, watching online movies or television shows, and playing online interactive games. All students who access the computers at MRA must have a completed and signed Computer Agreement on file at the school.

Cell Phones, Electronic Devices and Toys

Students' cell phones should never be seen or heard during school hours. Students with cell phones should keep them in their backpacks with the volume silenced during school hours. If a student is carrying or utilizing his or her cell phone during campus hours or at school sponsored functions, the phone will be confiscated and the student's parent will need to come to the Executive Director's office to collect the cell phone. Campus hours are 7:00 a.m. to 6:00 p.m. Exceptions to this policy are up to the discretion of the individual teacher and/or Executive Director.

If a student utilizes a cell phone inappropriately or if a cell phone is utilized to harass or bully a fellow student the phone will be confiscated, disciplinary action will be taken, and a parent meeting will be scheduled with the Executive Director.

Other personal devices such as gaming devices, toys, etc should not be seen or heard during campus hours (7:00 a.m. to 6:00 p.m.) or at school sponsored functions. If any are seen or heard during campus hours or at school functions, the item will be confiscated and the student's parents will need to collect it after school. Exceptions to this policy are up to the discretion of the individual teacher and/or Executive Director.

MRA is not responsible for any property that is lost, misplaced, stolen, damaged or destroyed.

Student Records

Student records are confidential and are the responsibility of Molalla River Academy. They may be released to another independent or public school upon official request by that institution and with parental consent. Under Oregon law they may be released to another school without parental consent with appropriate release forms issued by that school. Parents and students may access their own official records in the presence of a Molalla River Academy teacher, Office Manager or the Executive Director.

Smoking Policy

MRA maintains a clean, smoke-free environment. Smoking and tobacco are prohibited at any time inside the building and on the school grounds, when transporting students or school equipment, and at any school sponsored on or off campus event. Tobacco includes any product made or derived from tobacco that is intended for human consumption, including any component, part, or accessory of a tobacco product. This includes, among other products, marijuana, cigarettes, cigarette tobacco, roll-your-own tobacco, and smokeless tobacco.

Student Retention/Student Acceleration

At MRA we take the retention and promotion of students very seriously. We believe that students should be with their age level peers, with the understanding that within one grade level we will have students with early September birthdays and with late August birthdays. Our program and curriculum have been developed with mixed age classrooms to better meet the needs of all students. As a result, we are able to challenge them to push themselves into projects and to show deeper understanding of their learning. Students are provided opportunities to extend and challenge their own learning, but only if the student embraces it.

Research has shown – conclusively – that students who see themselves as “hard workers” generally outperform, out-learn, and outpace students who see themselves as “smart”. The reason being that “smart” is seen as innate, uncontrolled, unchanging, and turns out to be very fragile when challenged. Whereas “hard work” is seen as an element within our control, success is within our grasp, and a challenge simply means a need for harder work, (which I can do) not more smarts (which I can't get).

Our approach to education is a change from the traditional. We expect more out of our students, and while acceleration or retention may be beneficial for a very small number of students, we firmly believe it is generally in the student's best interest to remain with their assigned grade level.

For details about our retention/acceleration policy, please visit our website, or ask in the office for a paper copy.

MRA HOMEWORK PHILOSOPHY

Much research has been done about the purpose, function, and benefit of homework. The philosophies range from not giving homework at all to giving a significant amount of homework, with data backing each side. At MRA we have crafted a philosophy based on what we feel is in the best interest of the child based on the mission and philosophy of Molalla River Academy along with our study of the research.

As a school that values academic, social and emotional growth and development, we believe that our homework policy must reflect this. We appreciate the fact that after a day of quality learning which requires children to focus and stretch

their brains, there is a need for down time. We want children to relax and unwind at home, participate in extracurricular activities, and spend time with family and friends. We also believe that as students get older, expectations and the importance of personal responsibility increase. As with everything in life, there needs to be a balance, and we feel that this philosophy reflects that approach.

We believe that homework helps to reinforce lessons and to encourage responsibility and time-management. Homework promotes good study habits, helps students recognize that they can learn at home, and fosters independent learning and responsible character traits. In addition it provides parents an opportunity to see what's going on at school and express positive attitudes toward achievement.

Our approach to homework is guided by the following points:

- Homework should not be “busy work”—homework is thoughtfully assigned to build skills and understanding and to give time for reflection.
- We want our students to understand the reasons behind their assignments.
- Assignments are given to help students to develop the habits of organization and responsibility, developing an even greater sense of ownership.
- All homework is developmentally appropriate, both in amount and in what it demands; this differs by grade level.
- We recognize that there's a tipping point. Homework can become counterproductive to learning and to helping children develop their understanding—we strive to find the right balance.
- We want to work in partnership with you. We recognize that kids differ and that how they and you approach the homework process can be quite unique to families.

Homework will consist of:

- Work not finished in class.
- A question, reading piece, or activity relevant to the next day's class work.
- A larger project that requires more time than the classroom can provide.
- Practice work to help reinforce the day's lesson.
- The expectation that students are reading or being read to nightly.

The purpose of homework can consist of:

- Applying what was learned in school to a real life situation outside of school.
- Reinforcing skills learned in class.
- Teaching students levels of responsibility.
- Completing a well done piece of work to put into a student portfolio.
- Preparing students for the next day's lesson.

The parent's role in the homework process is:

- To provide a quiet area in the home for homework to be done.
- To help your child organize his/her work after completion of homework.
- To be supportive of your child when frustration is exhibited.
- To inform your child's teacher when your child is exhibiting frustration with homework or when your child does not understand the material.
- To gauge if your child is spending too much time on homework and doesn't have enough down time and play time.
- Check the planner and sign off (grades 3 through 8), know deadlines as appropriate, and keep up with Synergy.
- Read with and to children at all grade levels, especially in the younger grades.

The school does not expect parents to help their children actively with homework, with the exception of reading. We do, however, recognize that parent involvement can vary from family to family. We do ask that families:

- Notify your child's teacher if your child is having difficulty with a homework assignment. Either many students in the class will be having difficulty or your child may be one of a few children experiencing difficulty. Either way, the teacher needs to know that he/she will need to review the material and/or come up with a different strategy that would ensure understanding and comprehension.

- Encourage your child to take ownership over the homework. The idea is for your child to be proud of his/her work. This prepares your children for real life when you will always be there to support them, but not to do the work for them.
- Recognize, as we do, that we all come from different backgrounds with different areas of expertise. We do not expect parents to be fully knowledgeable of the content or the philosophy and methodology. Therefore, we convey to our teachers the message that parents are not expected to actively assist with homework, unless they want to and feel comfortable doing so.

Homework Assignments

- It is the responsibility of the students to record all homework assignments in their student planner, grades 3 through 8. Planners should come home daily for Alders and Cedars, weekly at a minimum for Clarkia. If your child isn't bringing their planner home, please contact your child's teacher as soon as possible.
- Teachers help instill that responsibility with each student. In addition, parents and students may access their online Synergy account and/or classroom website where teachers in grades 5 through 8 may post homework assignments.

Any questions regarding student homework should be addressed to the teacher.

Please note that most class work and completed homework are kept at school and not sent home. All of our students create portfolios that reflect yearlong learning and progress and therefore student work must be accessible to students. If you wish to view your student's work prior to Student Led Conferences, please notify your child's teacher and they will set up a time for you to come in.

Expectations by Class:

Trillium and Huckleberry: Parents of students in kindergarten, first, and second grade are encouraged to read with their children on a daily basis. Occasional projects may be assigned with specific instructions provided by the teacher. Any homework at these grade levels is created with the purpose of initiating parental involvement. Educational games and family activities to do at home may occasionally be posted on the teacher's blogs and are presented as optional.

Clarkia: Third and fourth graders are expected to read out loud to a family member or to themselves for 20-25 minutes every evening. Additionally, students may occasionally get extra practice or work to complete in math, spelling, or writing. Project work such as an interview, survey or some other activity related to the thematic unit they are studying in class will be sent home as needed. Homework will be communicated through teacher blogs and homework packets. At times, students are asked to create their own homework.

Alder: Our fifth and sixth grade Alders may have up to 45 to 60 minutes of homework every evening, which includes 20 to 30 to minutes of reading. Students may be asked to do internet research as part of their homework or will need to type up their writing. Most of their homework will be designed to check for understanding, inform curriculum, and prepare students for activities and discussions during the class period. Teachers will also work closely with students to help them budget their time and break down larger projects into manageable pieces.

Cedar: By the time students reach the Cedar class they may have up to 75 minutes of homework nightly, which includes 20 to 30 to minutes of reading. Because this figure is variable, teachers coordinate due dates for larger assignments so that no one has too much due at the same time. Homework will always be meaningful and meant to reinforce concepts covered in class, prepare for discussions, provide adequate practice where necessary, and complete long term projects or assignments that range over a few class periods. Students are expected to keep and maintain their short term and long term homework assignments in their appropriate planners and notebooks. Students may be able to access assignments through their Synergy account and on the class website in addition to their daily planner. In addition, teachers will be giving students checklists to help them get organized and develop a useful tool to assist with time and work management.

Some assignments will be given several weeks beforehand. With long term projects time management will be a factor. In most cases teachers provide students with check-in points to confirm progress and ask questions. These projects are generally related to real-life experiential learning, and are created to provide students with opportunities to learn and practice life skills such as organization, meeting deadlines, self-advocacy, etc. Students who put projects off until the last minutes will generally receive a low score.

Consequences

At MRA we believe that homework expectations should be developmentally appropriate and should increase incrementally. By the end of eighth grade, MRA students will have a variety of tools to help them manage their time and complete homework effectively and efficiently. Our goal is to eliminate consequences altogether as completing homework becomes a routine part of everyone's day.

Trillium and Huckleberry: At the Trillium and Huckleberry levels we rely on parents to read with students nightly and complete projects in a timely manner as assigned by teachers. When the teacher notices a pattern that homework is not getting completed (the student is not reading at home) the teacher emails the parent. After three emails the teacher sets up a conference with the parents and student to determine why they aren't reading. Is the book coming home? Is there no time? No place? Is there a lack of understanding of the importance of reading at home?

Clarkia: The habit of homework should be solidly developed at the Clarkia level. Students who choose not to complete homework at this age level advance to the Alders with poor habits in place and are set up to struggle. Therefore, in Clarkia incomplete homework, or homework not done by a student, will be tracked by the classroom teacher. If a teacher begins to notice a pattern, parents will be notified by email. After the third notification a parent, student, teacher conference will be held. Homework is reflected on the student's report card under Intrapersonal Skills.

Alders: By the time students reach the Alders they should have already established homework habits and some strategies for time management. Incomplete or homework not done will be recorded in Synergy. In the Alders some homework is assigned to help students prepare for the next day's lesson. If this homework is not done, the student will struggle in class the following day. Teachers will let students know if homework can be turned in late. If students develop a pattern of incomplete or no homework, or are missing 3 or more assignments in any class, the parent will be notified via email or a phone call and a conference may be requested. Parents are encouraged to stay on top of assignments recorded in Synergy.

Cedars: In Cedars the completion of homework is imperative for student success. Students should have all the tools needed at their disposal to get their homework done and turned in on time. Supports are in place to assist students, and it is their responsibility to utilize those supports and complete their work. If students develop a pattern of incomplete or no homework, or are missing 3 or more assignments in any class, the parent will be notified via email or a phone call and a conference may be requested. Parents are encouraged to stay on top of assignments recorded in Synergy.

Students in extracurricular activities such as Leadership are expected to manage their time in class and after school in a way that allows them to complete assignments. If a student doesn't understand the work, they should be encouraged to advocate for themselves and talk to the teacher to get extra help. Self-advocacy is an essential skill going into high school and helps the teacher have a better grasp of a student's understanding.

Independent Projects:

All students at MRA are expected to complete an Independent Project, to be presented at the end of the school year. Independent Projects, or IPs, allow students to choose a topic based on their own curiosity or interest, conduct some amount of research, learn relevant skills, create visual aids, develop written reports, and share findings with classmates and parents through an oral presentation. The overarching goal is to allow students the opportunity to share their own interests, creativity and strengths without teacher directed constraints. Projects, written work, and demonstrations are structured as developmentally appropriate for each age group. Project standards and expectations vary by grade level. Eighth graders who chose not to do an Independent Project will not be allowed to walk at the eighth grade promotion assembly or evening ceremony.

Student Planners

Students in grades 3-8 use a print or digital planner to help them organize classwork and homework. It is important for parents to be aware of what kind of planner their student is using. Parents can use planners to check in on student work.

MOLALLA RIVER ACADEMY PHILOSOPHY ON MATHEMATICS

At Molalla River Academy we believe that all students are capable math learners. The teaching of mathematics is approached from a variety of avenues to reach all styles of learning and challenge students where they are developmentally. In addition to arriving at the correct answer, students are engaged in a meaningful practice of solving mathematical problems. Math teaching is based on research which has shown that critical thinking, analysis and communicating about thinking processes result in excellence in student performance in math. MRA uses Bridges in K-5th grade and CPM (College Preparatory Math) in grades 6 to 8.

The Bridges curriculum “focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.” Bridges teaches students the skills of problem solving, communication, critical thinking, and analysis. Hands-on activities and math games deepen and enrich student understanding and application of math concepts. Oral and written communication of mathematical ideas as well as metacognitive behaviors in analyzing problems are important in developing a deep understanding of math and transitioning into the more abstract math concepts.

Students enter the sixth grade math class with a strong foundation in mathematical learning, allowing them to go more deeply into advanced creative analysis and sequential thinking. Most math concepts are learned collaboratively in order to facilitate a broader and deeper understanding. The mission of CPM includes, “engaging all students in learning mathematics through problem solving, reasoning, and communication.”

All math classes at MRA are busy. Students talk about math, solve problems together, explore concepts, and manipulate math. Mathematical learning is approached with respect to each student’s developmental level. The result gives students the deep understanding, knowledge and skills necessary for them to be successful in high school math programs.

Because math concepts and strategies build on each other from year to year, we keep students in their current grade of math through 5th grade. This prevents creating holes in a student’s math knowledge base. Students do have the opportunity to test out of 6th grade math by taking the 7th grade pre-test at the beginning of their 6th grade year. These students will then take 7th grade math, 8th grade math, and in 8th grade they will take Algebra. A second opportunity for advancement is available for seventh graders who did not skip 6th grade math but who still wish to take Algebra in 8th grade. These students must show proficiency on the 8th grade math pre-test prior to enrolling in Algebra. In order for a student to receive Algebra 1 credit at Molalla High School the student must:

- Receive a grade of A, B, or C for both terms.
- Pass the final exam.

If those criteria are met, the student will be assigned 1.0 credit of mathematics in high school. The credit will be applied to the transcript in September of the freshman year. If the student receives math credit, the grade earned will be reflected in the GPA. Parents have the option of choosing not to have the course placed on their child’s transcript. This request must be made in writing and submitted to the high school registrar prior to the end of the first week of

school. Requests received after this date will not be honored. Additionally, students who do not meet the above criteria will not receive high school credit of any kind, and will be required to enroll in Algebra 1 their freshman year.

MOLALLA RIVER ACADEMY INTEGRITY AND PLAGIARISM POLICY

Purpose:

MRA strives to create an environment of academic integrity. All students are therefore expected to produce original work and cite sources for information as appropriate. Academic dishonesty is a serious offense, and plagiarism will not be tolerated.

Defined:

Plagiarism is the use of another person's words, ideas, or facts as if they are your own, without giving credit to the original source. Even if it is unintentional, plagiarism is theft. It includes but is not limited to works, internet sources, works of art, music, photographs, and the spoken word.

Guidelines for maintaining academic integrity:

The staff will:

1. Instruct students in the definition of plagiarism and on the methods of properly citing course
2. Use age-appropriate bibliographic methodology
3. Monitor incremental progress of the completion of projects when appropriate

The students will:

1. Demonstrate an understanding of academic integrity by not plagiarizing
2. Properly cite sources and use appropriate bibliographic methodology
3. Provide further clarification of the submitted assignment upon request
4. Provide all original sources for the assignment upon request

The MRA Academic Integrity Policy includes, but is not limited to, the following:

1. Students will not copy an idea, cut and paste online sources, or use references without quoting a source.
2. Students will not copy homework or project materials, change a grade on a paper, or turn in another student's work as their own.
3. Students will not use their cell phone, email or any other electronic device to share testing information.
4. Students will not cheat or misrepresent their knowledge on an exam by copying, using cheat sheets, writing answers on their skin or clothing, stealing an exam, or providing student information about the exam.
5. Students will not let another person copy their work, take an exam or complete an assignment for them (including adults - parents are encouraged to help and support students with their schoolwork).
6. Students will not make up information on an assignment to prove their ideas.
7. When correcting work in class, students will correct classmate's work honestly and to the standards set forth by the teacher.

Failure to maintain academic integrity including plagiarism:

Failure to comply with MRA's academic integrity and/or plagiarism policy will result in the following disciplinary actions, which may include, but are not limited to:

1. A mandatory conference with the student, parents, teacher/s and school Executive Director
2. Requiring the student rewrite the assignment

3. A zero, or failing grade for the assignment
4. Loss of participation in extracurricular activities such as Leaderfit
5. A letter of reprimand placed in the student's permanent file
6. The loss of the privilege to participate in 8th grade promotion including the assembly and the evening ceremony

Disciplinary action will be determined based on the severity of the infraction. Repeat violators of this policy will be dealt with more severely.