MOLALLA
RIVER ACADEMY

Parent and Student Handbook
2024-2025

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.

Table of Contents

MRA Mission, Vision and Core Values **3**
General Information **3**
Welcome **4**
The Community of MRA **4**
Administration and Board of Directors
Classrooms, Facilities and Programs
Parent Connection
Parent Cultivation Team (PCT)
Parent Role
Philosophy
Staff
Students
School Information 7
Admissions
Arrival & Departure
Before/After Care
Breakfast/Snacks/Lunch
Carpool & Drop/Off/Pick Up Procedures
Change of Clothes
Celebrations and Parties
Eighth Grade Promotion
Emergency Closures
Fees
Field Trips
Fire, Earthquake, and Safety Drills
Kindergarten (Trillium) Registration
Lack of Payment
Leaving School
Lost and Found
Non-Profit Status
ParentVUE
Uniform Policy
Free Dress Fridays
Special Events
School Communication **13**
Complaint Procedure
Contacting Administration
Contacting the Board of Directors
Contacting the School
Contacting a Teacher
Parent Bulletin Board
Parent Night
Website
Parent Participation at MRA **15**
Fundraising
Parent/Teacher Conferences
School Visitors
Volunteers on School Grounds
Student Attendance **16**
Attendance Requirements and Expectations
Absentee Assignments

Extended Absences
Participation in Molalla Sports
Pre-Arranged Absences
Tardies
Student Health and Wellness **18**
Communicable Diseases and Excludable Illness
Head Lice
Medications
School Policies **19**
Every Student Belongs
Technology and Electronic Communication
Student Records
Student Retention and Acceleration
Tobacco Free Campus
Student Conduct **22**
School-Wide Emphasis
Social Imagination and the Culture of MRA
Homework Philosophy **24**
Expectations by Class
Consequences by Class
Independent Projects
Student Planners
Student Discipline Policy **27**
Levels of Behavior
Bullying and Harassment
Range of Consequences for Bullying/Harassment
MRA Academic Integrity and Plagiarism Policy **31**
Parent Annual Agreement **33**
Student Annual Agreement **34**

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
Iva Quinlan
iquinlan@mra-k8.com

Dean of Students
Luke Precourt
lprecourt@mra-k8.com

Grade Level Names
Trillium - Kindergarten
Huckleberry - 1st and 2nd Grade
Clarkia - 3rd and 4th Grade

School Hours

Monday, Tuesday, Thursday and Friday
Kindergarten-4th Grade
Drop Off: 7:55am; Tardy 8:05am
School Day: 8:00 am-3:00 pm
Pick-Up: 3:00 pm
5th-8th Grade
Drop Off: 7:45am; Tardy 7:55am
School Day: 7:50 am-3:10pm

Pick-Up: 3:10 pm
Wednesdays

Executive Assistant
Re'Anna Anderson
randerson@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

Alders - 5th and 6th Grade
Cedars - 7th and 8th Grade

Kindergarten-4th Grade
8:00am to 1:00 pm
Pick-Up: 1:00pm
5th-8th Grade
7:50 am to 1:10 pm
Pick-Up: 1:10pm

Before and After Care Hours
7:00 am to 7:50 am
3:15 pm to 5:00 pm
(1:15 pm to 5:00 pm—Wednesdays)

Breakfast
7:25 am to 7:45am every morning unless otherwise stated.

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 instruction, emphasizing 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.

Classroom curriculum is developed to teach and challenge every student and is aligned to meet state standards. 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. 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 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.

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 MRA Executive Director. 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 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.

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 recognize the tribal lands on which our building sits,.....

In the spirit of community and our local environment we have named our spaces to reflect the tribal lands on which our building sits and the historical significance of our property. Many of our events incorporate the learning of caring for land and people.

Owl's Nest	Executive Director
Eagle's Landing	Dean of Students
The Beekeeper	MRA's Executive Assistant
Trillium	Kindergarten
Huckleberry	First and Second Grade
Clarkia	Third and Fourth Grade

Alder	Fifth and Sixth Grade
Cedars	Seventh and Eighth Grade
Wild Woods	Gymnasium
The Great River	Music Room
The Mountain Meadow Library	Media Center
Robin's Ridge	Behavioral Instructional Assistant
The Fox's Den	Learning Specialist
Roots of Responsibility	MRA Garden
The Forest Floor	MRA Basement
Lily Pad	Outdoor Classroom
Green STEM Lab	Technology Coordinator
W'East Conference Room	

Parent Cultivation Team (PCT)

The PCT provides volunteer opportunities to MRA families, builds community within the school population by promoting and heading a variety of school events and fundraisers. The PCT also 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.

Parent Role

MRA is a school of choice, the success of which depends on parental involvement. As a charter school, our state school fund is 85% of what a typical public school receives. The additional 15% is retained by the district; they provide special education and nursing services. To both offset expenses, and to cultivate a sense of community amongst our families, **we ask that parents volunteer 20 hours per school year.** Volunteer opportunities are shared in our weekly parent newsletter and will be available on our website. Individual teachers will also regularly post classroom volunteer opportunities.

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 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 in grades 3-8 will participate in MAP Testing (Measure of Academic Progress) in the fall and spring each year. MAP and DIBELS testing helps us measure student academic growth over the course of a year and from year to year. This data helps us determine individualized interventions for students who may need additional support.

Students in grades 3-8 will also participate in annual state testing as required by the State of Oregon. State testing offers a snapshot of your child's academic progress, and provides our teachers with valuable insight into how skills and knowledge taught in our classrooms reflect an understanding of state standards.

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. This is attained with our commitment to the Responsive Classroom approach consisting of four essential domains: creating engaging academics, building positive community, using developmentally responsive teaching, using effective classroom management and the Character Strong SEL curriculum. .

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.

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. This form is electronically signed during the registration process each year.

SCHOOL INFORMATION

Admissions

MRA is open to all students who apply and complete all admission paperwork. 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 an application must be filled out, the student must be accepted through the lottery, and then all online 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 on the MRA website or in the BeeKeepers Office.
Equal Educational Opportunity Policy-JB

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.

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.

Before and After Care are intended for those families who are working and who need the service to accommodate their work schedule.

Hours: Before Care (BC): Monday through Friday—7:00 a.m. to 7:45 a.m.
After Care (AC): Monday, Tuesday, Thursday and Friday 3:10 p.m. to 5:00 p.m.
Wednesday 1:10 p.m. to 5:00 p.m.

Cost:

$10.00/hour per student. Billed monthly.
$1.00/minute after 5:00 p.m.

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.

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 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 water or energy drinks are prohibited at all times. Gum is also prohibited at MRA. 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. Free and Reduced Lunch applications are available HERE or on the MRA website; this information is kept strictly confidential and we encourage any family who needs this assistance to apply.

Meal Prices for 2024-2025

All Molalla River Schools will provide one breakfast and lunch to students without collecting fees. Molalla River Schools is eligible for the program because the percentage of students who qualify for reduced priced meals has grown to meet the requirements.
Community Eligibility Program (CEP)

Campus Visits

All 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.

DropOff/Pick Up and Parking Lot Procedures

If an adult other than you is picking up your student, please notify the school Executive Assistant. 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.

Each family will be given two name placards at the beginning of the school year. A placard should be placed in an easily visible location in each car used for picking up your child(ren). If you need more than two name placards, please request these in the Bee Keeper's Office.

Due to the limited number of parking places and to keep our community safe, we will continue our current drop off and pick up procedures. Parents may park and walk their children to class each morning. Afternoon pick-up will continue to be a drive through process. Please remember that traffic can get backed up during pickup and drop off times. Our staff runs traffic control in the mornings and the afternoons. Please follow their lead and refrain from expressing traffic and parking frustrations to the staff, and instead direct concerns to the Executive Director.
MRA Staff reserves the right to refuse to release a child into the custody of someone who is visibly impaired or who is not listed on the Permission to Pick Up form.

If you need your child walked out to your vehicle at the end of the day, 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 3:15 or 3:20.

Parking is very 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. We also encourage, whenever possible, that families arrive in one car and/or carpool with others.

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.**

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.

Certain holiday parties occur during the school year. Treats brought for class parties must be pre-packaged, store bought items.

Eighth Grade Promotion
Historically, 8th grade was considered the end of formal education for many, and the event was often marked by a "graduation" ceremony. Overtime, as high school completion became an expectation for all students, a shift was made to recognize 8th grade as symbolizing the completion of elementary school and a "promotion" to secondary school; aka high school. The completion of high school still marks the end of formal education for many and is recognized with a graduation ceremony. Likewise, additional earned degrees through post-secondary education are also recognized with a formal graduation ceremony.

At MRA, we celebrate our 8th grade students as they accomplish the first of many educational milestones through our annual promotion ceremony.

In an effort to help our 8th grade students 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 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. Unpaid fees/fines will transfer to the student's high school account.

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. **In most cases, we will follow the recommendation of the Molalla School District, however this is not always the case.**

MRA will communicate school closure or school delay information through our parent communication tool ParentSquare and through FlashAlert. Parents are encouraged to create accounts for both of these communication tools.

Information about school closures can also generally be found on local TV and radio stations and their accompanying websites, including KATU, KOIN, KGW, and KOPB (The media stations usually begin broadcasting such information after 6:00 a.m. and update every 15 minutes.)

In the event that a storm develops during the school day, and it appears that travel conditions will deteriorate, children may 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.

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 Enrichment/Activity fee per student is $250.00 for kindergarten through 8th grade annually. We also assess a $55.00 supply fee in lieu of asking families to purchase school supplies. This charge covers your child's basic classroom supplies for the year. Activity fees and supply fees cover the following but are not limited to:

-Soft cover year book
-Field Trips
-Class activities
-Supplies for the Integrated Arts/STEM/Garden/Music/PE Programs
-School assemblies
-Classroom supplies (pencils, notebooks, paper, cups, pens, etc.)
-Student body ID cards (6th-8th grade)

We ask parents to ensure your student also has the following:
–Rubber boots K-5 and middle school students in Gardening/Trail Building classes
–Tennis/athletic shoes for PE; all grades
–Headphones that are left at school; grades 3-8
–Chromebook Case Fee $10.00, grade 6 only (students will use the same case for three years and may keep the case after 8th grade promotion)

If you have questions about these fees, or would like to make payment arrangements, please contact the school office. Please note that supply fees are non-refundable and due upon registration. Activity fees may be prorated if a student(s) leaves the school before the end of the school year.

We have a school library at MRA. Our library charges for lost or damaged books, and may charge late fees. All charges run through our Executive Assistant.

Statements will be emailed to you no later than the 20th of each month, starting in September.

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 such as a lockdown or lockout. If you are on campus during a drill, please follow protocol and participate in the drill with us.

Kindergarten (Trillium) Registration

To become registered as a new Trillium student, your 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.No

Lack of Payment

Molalla River Academy may withhold certain activities or events 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; there are mitigating circumstances as determined by the director or designee that preclude the collection of the debt.
4. If unpaid fees are past 30 days due for before or aftercare, student(s)/families will be unable to use this service until fees are paid or a payment plan has been established.

*Student fees, fines, and charges - JN

Leaving School

All students leaving school before the end of day 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. If another person will be picking up your student, you must add that person to your list or submit a request in writing to add another person to your list.

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.

Non-Profit-501c3

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.

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
- Class Schedule (middle school only)
- 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

Uniform Policy

A core value of MRA is fostering a sense of community. We believe our school uniform supports our sense of community. Students can feel a sense of pride while wearing their MRA uniform and know that they belong to a group of caring students and staff. On May 23, 2022 the MRA Board of Directors adopted a uniform policy requiring that all tops have the MRA logo and that they be purchased through the school.

Students are expected to arrive each day dressed in their uniform. 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 will receive a referral and will be asked to change their clothing, either by putting on clothing they have available or that is available in our uniform closet, or by having a parent come and exchange what they are wearing. If an item is loaned to a student, it should be washed and returned to the school. **If, after three times, an item is not returned, a charge will be added to your student account.**

Uniform tops are available, at cost, through the MRA online store.

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

The MRA Uniform:

- **Tops**: Red, Navy, or White polo, t-shirt, long-sleeve shirt/sweatshirt with MRA logo (adopted 2022)
- Bottoms may be purchased anywhere but must meet guidelines below

  Bottoms: Pants, shorts, or skirts in **solid black, navy or khaki**
  Leggings may be worn but they must be solid black, navy or white.
  No jeans, pajamas or sweatpants
  Skirts and shorts must have a modest length and fit. They are considered too short if when fully extending one's arm and hand along one's side, the hem or cuff is higher than the fingertip of the index finger.

- An optional MRA jacket in available for purchase through the school store

Additional Dress Code Rules

- Stocking hats worn outside are allowed; no other hats, including baseball caps;
- During Spirit Week, hats that are part of the costume may be worn inside if they do not distract the learning environment (i.e. cowboy hat on western day)
- No "animal ears" unless part of a costume during Halloween or Spirit Week
- No ripped clothing, spikes, chains, tails, or other accessories that distract from the learning environment
- Shoes: Please wear safe shoes, no heelies or high heels. **All students must have appropriate tennis shoes for PE days.**
- Rubber boots are required for outdoor learning

- Outerwear: Any jacket is acceptable, as long as it complies with the general guidelines in the first paragraph above. **Jackets, that do not have an MRA logo will not be allowed to be worn in the classroom. MRA uniform sweatshirts must be worn on campus (inside and outside) at all times.**
- Accessories: Included but not limited to headwear, 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 for students who choose not to wear their uniform on Fridays, is that they 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 heelies. 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. **Pajamas and sweatpants are not allowed on free dress days.**

Special Events/Performances

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

Students are expected to wear dress up clothes for all performance events such as the Integrated Arts performances. . 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.

School Dances

The PCT may sponsor a school dance each year. In this event, the following applies:

School and district rules and policies apply to all school dances.

- All School Rules and Policies are in effect for the duration of all school-sponsored activities.
- Students and guests must be dressed appropriately for school activities, including dances.
- Students and guests are expected to refrain from inappropriate dancing. Failure to comply with a chaperone's directive may result in further disciplinary action, including removal from the dance.
- Anyone who fails to comply with a reasonable request from a chaperone will be asked to leave the dance and may lose any future privileges to attend dances.

- When attending school functions, students who leave the function may not re-enter. The school dances begin at 5:00pm and conclude at 8:00pm.
- All participants must be MRA students or family. There are no outside guests allowed at the dance.
- The dance will take place in the gymnasium, all other parts of the school will be closed. The playspace is closed.
- Students in grades 5 and under must be accompanied by an adult. Middle school parents are encouraged to attend but not required. Parents are always welcome to attend school dances as chaperones.

If there has been a decision to allow outside guests (non-MRA students), the following will also apply:

- All students wishing to bring a guest who is not a MRA student to a dance will be required to have a valid guest agreement. This must be signed by the administrator of the school where the non-MRA student attends. These forms will be available the week prior to the tickets going on sale. No guest tickets will be sold without a valid guest agreement at the time of purchase.
- MRA students inviting a guest must be in good academic and behavior standing and must have 80% attendance or higher.
- All non-MRA students must present a picture ID at the door or they will be turned away from the dance.

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 Facebook, social media of any type, or teacher's personal phone numbers (including texting) to contact teachers. We ask that instead you use ParentSquare, 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 or via social media sites.

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 asks that you follow the procedures outlined in the policy below.
Public Complaint - KL
Public Complaint - KL AR

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 Executive Assistant, 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 operate independently of the Molalla River School District. Concerns or complaints therefore should not be directed to the school district.**

Contacting 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 Executive Assistant.**

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 Board chair to schedule time on the upcoming meeting agenda. Please check with the school's Executive Assistant to determine the best way to reach the chairman, or email the chair at board@mra-k8.com. Concerns brought to the attention of other board members, will be shared with the entire board for response.
Complaints should follow the MRA Complaint process prior to contacting a Board member. (see above)

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.mollalariveracademy.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 a Teacher

Everyday class interruptions such as leaving early for doctor appointments, etc., should be minimized and should be communicated in advance with an email or a phone call to the office. Specific questions regarding academic/curriculum concerns should be addressed initially with the classroom teacher through ParentSquare messaging.. **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 scheduled in the spring. Teachers are available to make personal appointments upon request. Our teachers are also accessible through ParentSquare or email. Remember, respectful, open and honest communication is essential to a quality education for your child.

Parent Bulletin Board

There is an MRA Parent bulletin board located by the school office door. 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. All information is also regularly posted on ParentSquare and the MRA Facebook and Instagram pages.

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 ParentSquare, the MRA Facebook page, MRA Instagram and the weekly Family Newsletter.

Parent Night

A mandatory Parent Night is held at the beginning of each school year, usually during the week before school begins. We ask you to attend this important event where we will be providing you with vital information to make the year as successful as possible. **This event is for parents only; no students should attend.**

Website

MRA's website is located at www.molallariveracademy.com The website is updated regularly and has links to ParentVue, the MRA Store, School Meal Service, Payment Portal, etc. It includes most forms including the Bullying Complaint Form, Parent Packet paperwork, Volunteer Background Check Forms, and more. Other important information such as the school's Safety Plan, Radon Plan, and Wellness Policy.

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 complete20 hours of volunteer time per year**. Please sign in and out using SchoolPass, located in the Bee Keepers Office when you volunteer.

Volunteer hours can also be counted for those who donate items for various MRA events (i.e. food for the back-to-school BBQ. One hour is equivalent to approximately $10 in donations.

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.

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. Please see pctfundraising@mra-k8.com

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, which is good for three years and is conducted by the state of Oregon. Additionally, a signed MRA Privacy Statement and Confidentiality Agreement signed annually. ***Beginning in 2022-2023, volunteers who have direct contact with students will also be required to complete an online "Reporting Suspected Child Abuse" training.***

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
* help with art projects
* chair a committee
* run errands
* teach a specialty art/craft
* changing bulletin boards
* help in library
* laminating or class material projects

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.

Please reach out to the PCT Volunteer Coordinator at volunteercoordinator@mra-k8.com

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

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 randerson@mra-k8.com if your child will be absent or tardy.

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(s). 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.
  Attendance Policy - JE

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.

Per Oregon law, **students absent for more than 10 consecutive days must be withdrawn from Molalla River Academy.** We understand there may be circumstances that require an extended absence; please proactively speak with the Executive Director to determine if your child will be readmitted or will need to complete the application/lottery process again.

Excusing Absences

Excused absences include:

- Personal illness, medical, psychological, and dental care
- Illness or death in family
- Family emergencies
- Release time for religious instruction or observance of religious holidays
- School sponsored activities
  Student Absences and Excuses JED

Family vacations, birthdays, and other events not listed above are considered unexcused absences.

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 potentially not be allowed to participate in school-related activities on that day or evening.

Participation in Molalla Sports

Seventh and Eighth grade students attending MRA may join any of the sports teams available at Molalla Middle School. Practices generally begin at 2:30, during class time 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 subject being missed as directed by the teacher.

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.

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. Repeat tardies in any week period may result in a parent meeting with the Executive Director and classroom teacher.

All students 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 unexcused 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.

STUDENT HEALTH AND WELLNESS

The health of students and staff is a priority for MRA. **While regular attendance is important, we also recognize there are times when it is in the best interest of all, that a sick child remains home.** Please see the guidelines below for when a child should not attend school.

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 or 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).

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.
Pediculosis Policy - JHCCF & JHCCF-AR

Medications

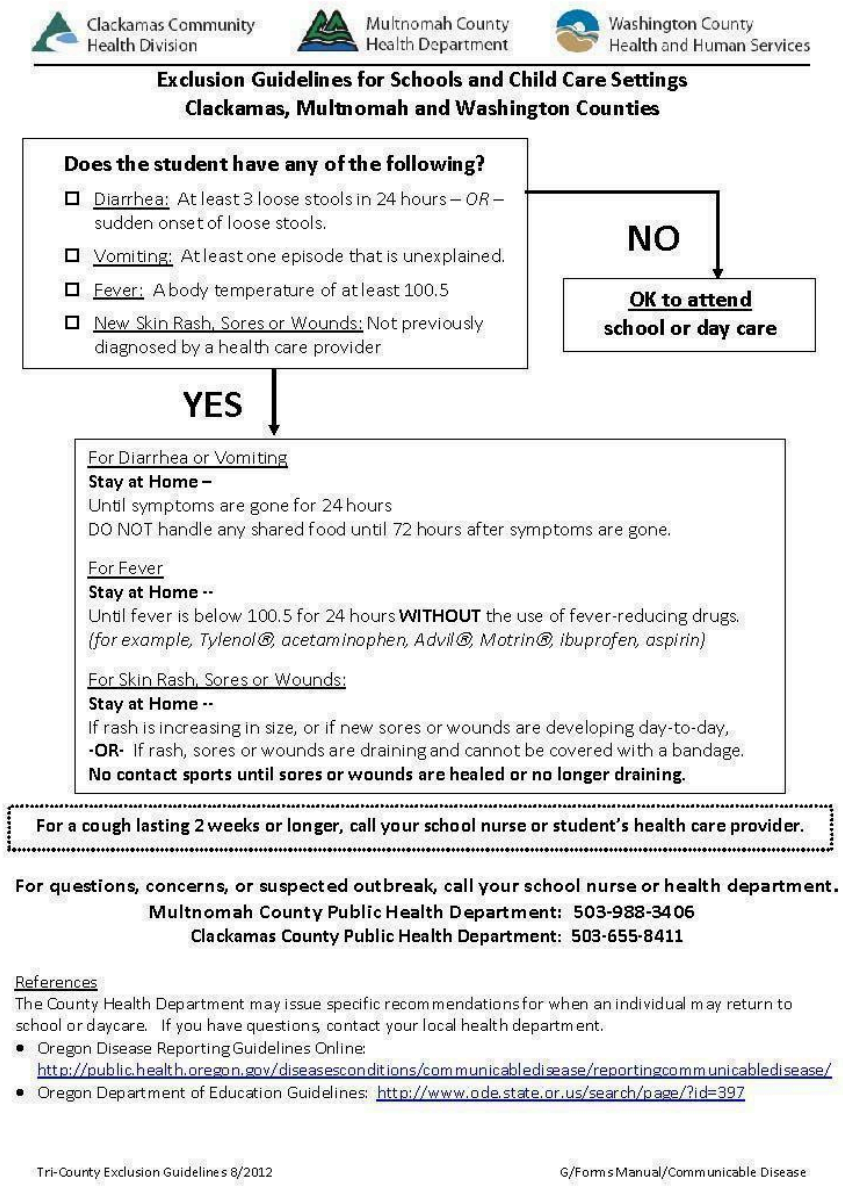
Personnel trained to give any medication (prescribed, natural or over the counter) are the only people at

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.
Policy-Medications JHCD & JHCDA(- AR)

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 may 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.

SCHOOL POLICIES
Listed below are a few of MRA's commonly referenced policies. For a copy of the complete adopted Policy Manual, please visit the Board of Directors page on our website at www.molallariveracademy.com



Every Student Belongs

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.
Policy-Every Student Belongs-ACB & ACB-AR

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.

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 5:00 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.

Smart watches should be left in school mode with WiFi turned and only used for checking time.

Parents should refrain from texting their students during the school day. If you must contact your students, please call the main office and a message will be delivered.

Other personal devices such as gaming devices, toys, etc should not be seen or heard during campus hours (7:00 a.m. to 5:00 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.
Policy-Personal Electronic Devices and Social Media JFCEB & JFCEB-AR

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, Executive Assistant or the Executive Director.
*Education Records/Records of Students with Disabilities-JO/IGBAB and JO/IGBAB-AR

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.

Tobacco Free Campus

MRA maintains a clean, smoke-free environment. **Smoking, vaping 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.
Policy-Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems-KGC/GBK

STUDENT CONDUCT

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 and restorative 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, kindheartedness, 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.

All MRA staff are trained in Responsive Classroom strategies that emphasize engaging academics, a positive community, developmentally responsive teaching and effective management.

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

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.

- Outdoor learning spaces are learning environments - we 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 Gym

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

Transitions between Spaces

- Students walk calmly and quietly with or without 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.

In order to achieve this, 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.

Outside Recess Expectations

Associate teachers and recess monitors will actively and continuously move around the playspace so that students can be monitored in all areas.

The following student rules apply during recess/free time:

- Please keep your hands and feet to yourself.
- Forts and Sticks:
    - All forts are built for the school community
    - Sticks and pine/fir cones may be used for explorative play, walking sticks, building forts or non-aggressive pretend play such as digging.
    - Rocks, bark chips, etc. need to stay on the ground and must remain in the Play Space
- Please treat all wildlife – trees, bushes, snakes, etc.with respect.
- Trees can be for climbing, with the expectation that your feet stay at the painted white lines or below. (Your feet should never be higher than the white line.)
- Landscaped areas such as berms, flower beds, rock borders etc. are for your observations only and should not be walked on.
- Play equipment is to be used for its intended purpose only. This also applies to all play structures, red house, monkey bars, swings, wall ball structure, etc. **Students should never jump off of any of these structures.** Students should be sitting upright on swings at all times.
- Students should get up in “high” places **without** help from other students, staff, or other objects such as rocks, stumps, balls etc. This allows for skill building, muscle development, student independence, and to ensure that students are safe when up there on their own.
- All balls, jump ropes, jackets, etc. must be picked up and put away before coming inside from recess.
- Games and sports are to be no contact or two finger contact activities (when distancing is no longer required). Pool Noodles may be used for tag games.
- Tag will always be played while feet are on the ground and in large, open spaces. No tag in or around the red house. (See also Additional Expectations for Play Structures.)
- The use of profanity, vulgar gestures, blatant disrespect, verbal threats, etc. will result in an immediate referral to the Executive Director.
- Play by MRA rules. Wall Ball and Four Square rules are posted on the wall ball structure.
- At the designated time, all students line up to be escorted into their classrooms/lunchroom by a teacher. **When the whistle blows all students must look to their classroom teacher/associate and listen for their class to be called if multiple classes are using the play space.**

For detailed expectations for each play structure, please visit Play Structure Rules or ask for a printed copy from the main office.

HOMEWORK PHILOSOPHY

Much research has been done about the purpose, function, and benefit of homework. 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 each night.

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 6.
- Students in grades 7-8 may also access their assignments through Google Classroom.

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.

Alders: 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.

Cedars: 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 for Non-Completion of Homework

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.

STUDENT DISCIPLINE POLICY

Please read this section 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: The Dean of Students will facilitate the discipline process, using restorative practices. 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/director meetings.

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

1. Determine if you realize what you did was wrong and how it impacted another person. 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

Discipline Referrals

A student may receive a discipline referral for a variety of reasons. Level one and level two behaviors are typically handled by the teacher or associate teacher. More serious behaviors will be addressed by the Dean of Students or Executive Director.

Academic 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 including AI sites (Chat GPT, etc), 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 and Plagiarism 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.
8. Students will not use AI (artificial intelligence) sites to solely produce work. AI may be implemented under the direction of the teacher. Specific guidelines for using AI will be determined for specific assignments.

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.
Academic Integrity and Plagiarism Policy-IKI

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.
Policy-Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student -JFCF & JFCF-AR

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.safeorgon.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

Policy-Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student -JFCF & JFCF-AR

MRA Levels of Disciplinary Referrals

A behavior referral for violation of an MRA expectation is written for students and given to the MRA Dean of Students and Executive Director. Consequences of the referral are dependent on the level of concern as defined below.

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. A written referral is completed by the adult for data collection. Level one behaviors generally don't involve parent notification unless behavior continues. Behaviors generally occur more than once in a class period and include but aren't limited to:

- Disrupting class (interrupting, blurting, distracting)
- Arguing/Defiance
- Minor physical contact/student conflict
- Work refusal
- Not following routines/expectations

Level 2. 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. A written referral is completed by the adult for data collection. Level two behaviors generally don't involve parent notification unless behavior continues. Behaviors generally occur more than once in a class period and include but aren't limited to:

- Repeatedly arguing
- Teasing others
- Pushing/minor physical contact
- Repeatedly disrupting class
- Defiant refusal to participate
- Vulgar/profane language (single event)
- Roughhousing/Play wrestling play inside/outside classroom
- Misuse of technology
- Insubordination
- Leaving without permission
- Cheating/copying (K-5)
- Low level threat

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 behaviors
- Repeated disrespect/verbal put downs

- Bullying another student (single/initial incident)
- Lying/dishonest (includes plagiarism)
- Violating technology agreement (includes cell phones/Smart watch use)
- Running from an adult
- Plagiarism/cheating (Middle school)
- Has 3 or more Level 1 or 2 referrals and continues to make poor choices

Level 4. The student will be given a referral to the Executive Director and may be suspended/sent home immediately, or withdrawn from class for a 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
- Stealing
- 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
- 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
- Has repeated Level 1, 2 or 3 behaviors and continues to make poor choices

It is the expectation that teachers and the Executive Director work with parents on all behaviors that reach a Level 3. This might include a behavior plan with breaks to other classrooms or the Executive Director, daily notifications to parents, etc. Discipline beyond what has been laid out in Level 1 or 2 should never occur without notification of the behavior to the Executive Director and the parent.

If a student is suspended, the duration of any suspension will be determined at the time of incident or after further investigation. 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 may be scheduled before the student is allowed to return to school. A reentry plan may include a behavior support plan.
Suspension Policy JGD; JGDA; and JGDA-AR

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 for details on expulsion and the student code of conduct.
Expulsion Policy – JGE

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.

Parents will electronically sign the agreements below through the MRA Online Registration Portal. You may also print the agreement below and bring a signed copy to the Bee Keepers office.

Parent Contract: 2024-2025 Annual Agreement

We have read the Student Handbook and shared its contents with our child/children.

We understand and agree to abide by MRA Charter School's policies and procedures.

We understand and agree that our child will abide by the uniform dress code at all times or staff may give them proper attire to wear.

We agree to the following:

- We understand and agree that there may be daily homework and we will help ensure that our student finishes his or her assigned work. If there is an area where the student needs help then we will actively engage with the teacher to seek out additional learning opportunities.
- If we have a complaint, we will follow the MRA policy on complaint and communication procedures.
- We understand and agree that our child's education is not the sole responsibility of the teacher. It is a partnership created between the school and the family responsible for the care of the student. Therefore, we are responsible to help our child and the classroom teacher whenever possible.
- We understand and agree that when our child is absent, it is our responsibility to ask the teacher for homework in a timely manner and let the Bee Keepers Office know.
- We understand that it is our responsibility to have our child (children) at the school on time (any time after 8:00 a.m for middle school and 8:05 a.m. for elementary is considered late).
- We understand and agree that charter schools can only successfully operate if they have volunteers and we commit to take an active role in at least one fundraising event per year. We commit to at least twenty hours of volunteerism per family per year.
- We understand and agree that all records (behavioral evaluations and academic) from all previous schools will be released as required by law to MRA Charter School.
- We commit to attend our children's conferences.

We understand the policies and expectations detailed in the parent/student handbook. We agree to comply with and follow the policies and procedures as detailed in the parent/student handbook.

_____	_____
Parent/Guardian Signature	Parent/Guardian Signature
_____	_____
Date	Date

Student Names:

_____ _____

_____ _____

Student Rights and Responsibilities: 2024-2025 Annual Agreement

MRA students, like members of any community, have both rights and responsibilities. It is the obligation of the school to protect those rights and insist upon those responsibilities. The purpose of these behavior guidelines is to ensure that all students understand their rights and responsibilities.

I have the right to an education. I will listen, learn and complete assignments, and ask for help when needed. I also will behave in a manner that does not disrupt the academic environment.

I have the right to be safe and secure in school. I will not hurt anyone physically, spiritually, or mentally. It is my responsibility to treat others the way I want to be treated. It is my responsibility to tell an adult if I am being harmed.

Bullying, intimidation, harassment or any menacing to personal safety will not be tolerated. The classroom and school environment is a place for cooperative inquiry in which everyone's voices are recognized, free from bullying, intimidation and manipulation.

I have the right to be an active member in a school community. I will act and speak with kindness and respect throughout the school community. I will value the property of all others. I will not steal or vandalize any property. I will not borrow without permission.

I have the right to be treated with dignity and kindness. I will treat all others with dignity and kindness. It is my responsibility to care for others as individuals even though they may look, act or think differently than I do. MRA represents a diverse community. It is my responsibility to listen to and respect the thoughts, ideas and feelings of others.

I agree to abide by the school policies and have read the MRA Parent Student Handbook with an adult.

_____ _____
Student Name Printed or Signed Date

_____ _____
Student Name Printed or Signed Date

_____ _____
Student Name Printed or Signed Date

_____ _____
Student Name Printed or Signed Date

_____ _____
Parent/Guardian Signature Date