

Molalla River Academy Newsletter

Winter 2019/2020



From the Executive Director

2019—2020 MRA Essential Question:

"How do I impact my culture and environment and how do my culture and environment impact me?"

Molalla River Academy Mission Statement

"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."

This year's school-wide theme is all about environments, cultures, and impact. The theme is purposeful; it fits into our mission statement and into our core values. Within this overarching theme, each classroom has their own curriculum and skills to learn along with their own developmentally appropriate themes. Thematic learning, along with project based learning, are the foundation of our charter agreement with the district, making us unique in our approach to education. Themes at MRA are broad, and are meant to create connections for students and make learning engaging. Many schools select their curriculum topics as their 'themes'. They might be studying a unit on Westward Movement or a unit on Volcanoes and call those their themes, but at MRA that is not our approach to or belief in thematic learning.

Our Cedars humanities curriculum for this year as a great example. The Cedars are our 7th and 8th grade students and their class theme for this year is Nonconformity. This year their humanities topics include Native Americans; Religion and Politics—Dark Ages to The Renaissance; War, Conflict and Survival; and Revolution and Independence. At quick glance these units don't have a lot to do with each other, but when connected to our school wide theme, and to the Cedars theme of Nonconformity, they make a lot of sense.

As mentioned above, our goal is to use school and class themes as an umbrella over class units to engage students and make connections. Engagement and connections include analyzing information, problem solving, thinking beyond rote memorization, etc. As our Cedars learn about and discuss the above topics, they are doing so with the following questions in mind. (Please notice the inclusion of environment, cultures, and the idea of nonconformity):

Continued page 11

THANK YOU

Kris and Lyndi Laib
David Lowder
Rachel Blythe
Terry Burley
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Melia Hayes
Jamie Navarette
Kelly Butler

Have Questions? Email:

- Executive Director Shelley Urben at surben@mra-k8.com
- Office Manager Deanna Marlatt at dmarlatt@mra-k8.com or info@mra-k8.com
- Boosters Chair K'yla DjoseLand at mraboosters@mra-k8.com
- Parent Connection Chair Elaine Line at parentconnection@mra-k8.com
- MRA Board Chair Lyndi Laib at llaib@mra-k8.com
- Auction Chair Melia Hayes at auction@mra-k8.com

Calendar of Events

- January 6th, No School, Teacher Workday
- January 7th, School Resumes
- January 7th, Taking Application for the 2020 School Year
- January 20th, MLK Day, No School
- January 24th, Renaissance Day at MRA
- January 24th, Evening, Robin Hood play performance
- January 28th, Last Day of the First Term
- February 3rd, First Day of the Second Term
- February 17th, President's Day, No School
- February 20th, 6:00 p.m. Open House for New Applicants
- March 4th, Dr. Seuss Read Across America
- March 6th, Family Bingo Night at MRA
- March 13th, MRA Spring Performance at the Molalla High School

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MOLALLA RIVER ACADEMY FUNDRAISERS

As most of you know, we have variety of fundraisers here at MRA. Our jogathon and our auction are our biggest money makers. We annually budget \$2000.00 of the jogathon money raised for fieldtrips, and the remainder to our playground/play space. With the exception of the Raise the Paddle in the live auction, all auction money raised goes directly into our general budget. This year's fundraisers:

- Jogathon: \$2000.00 for fieldtrips, \$12,500.00 from this year and remainder of last years—to be used for some maintenance and to complete the tree platform (may include a slide, climbing net, etc). To be completed summer of 2020.
- Wreath/Poinsettia Sale: Targeted for technology. The tech team is meeting in the middle of December to discuss funds and needs. We brought in over \$3000.00
- El Charrito: Music fundraiser raised just over \$500.00.
- Booster Bingo Fundraisers: Currently have about \$1500.00. Purchase TBD
- No Cost to You Fundraisers (Amazon Smile, Box Tops, Fred Meyer, etc): General Fund, projected about \$850.00 for the year
- Spring Plant Sale: Garden Fundraiser, projected \$400.00 to be spent on seeds, tool replacement and soil
- Book Fairs: Library Fundraisers to raise money for books for the library
- Spring Program Fundraiser: Music Fundraiser to support
- Auction: General Fund, budgeted \$25,000.00 in income

As always, please let me know if you have any questions.

Shelley Urben

2019/2020 CURRICULUM AND SCHOOL UPDATES

Literacy

As most of you know by now, MRA is the proud recipient of a \$75,000 grant from the Palmer Foundation. This grant money will be going to support literacy at MRA, which has been a topic of focus for Professional Development for the staff for the past two years. The grant money will be used to greatly support the work we've already done, and the work we plan to do this year and on into next year.

Literacy is a big topic. It includes reading, writing, grammar, spelling, handwriting, communication skills, and vocabulary. At MRA, the skills in these areas of study aren't just taught as separate units. They are integrated into all of our subjects and classes, into our themes, and into our projects. Literacy includes music, verbal and nonverbal communication, computers, mathematics, etc. In order to be a successful learner and to be successful in life, one must be literate.

The teachers and I are diving deep into all of the above on our Wednesday staff meetings. We are refining our practice, raising standards and expectations for your children, and holding each other accountable as we use new tools and strategies and work with some relatively new writing and reading (k-2) curriculum. We are very passionate about what we are doing and our progress. And we are extremely thankful to the Palmer Foundation for believing in our program and in our work enough to support us. Watch for more updates as the year progresses.

Makerspace

From www.makerspace.com: "A makerspace is a collaborative work space inside a school, library or separate public/private facility for making, learning, exploring and sharing that uses high tech to no tech tools. These spaces are open to kids, adults, and entre-

preneurs and have a variety of maker equipment including 3D printers, laser cutters, cnc machines, soldering irons and even sewing machines. A makerspace however doesn't need to include all of these machines or even any of them to be considered a makerspace. If you have cardboard, legos and art supplies you're in business. ... These spaces are also helping to prepare those who need the critical 21st century skills in the fields of science, technology, engineering and math (STEM). They provide hands on learning, help with critical thinking skills and even boost self-confidence. Some of the skills that are learned in a makerspace pertain to electronics, 3d printing, 3D modeling, coding, robotics and even woodworking."

At MRA we held our first Makerspace session for our students in October. The students all enjoyed the problems that were posed to them and the challenges of solving them. For more information visit Mr. Mahr's Blog at <https://www.molallariveracademy.com/copy-of-mountain-meadow-library>

Art

This year all of our teachers are making a more concerted effort to integrate art into their everyday curriculum. All of our students started with self-portraits, talking about self-identity and their personal role on impacting our school environment. The Cedars tied this in through emotional impact—see the examples on pages 7 and 8 of this newsletter. All self-portraits were displayed at Grandparents Day in November.

Please watch your teachers blogs in January and February for next lessons and artwork!

(continued on next page)

UPDATES CONTINUED

Charter Renewal

This is the year of our charter renewal with the Molalla River School District. The MRA Board of Directors sent our request letter to the district in December, and we will now wait to hear what they will need from us going forward. The renewal should be complete by June of 2020. We will make sure to notify families if we will be asked to conduct any kind of formal presentation to the MRSD Board. Your support is always needed and welcome!

MRA BOOSTERS

Join us for our next meeting where we will discuss future events, along with the school auction. The next meeting is January 14th at 6:30 p.m. We will be meeting at El Charrito in Molalla



**The Molalla River Academy
Logo/ Mascot Apparel
Store Is Always Open!!**



**Remember, the Explorer Owl
is our official mascot
WWW.PEPCODESIGNS.COM**

**Click on 'Order Online', find MRA Logo
Wear, and get what you want.
For free delivery have it sent to the school.**

MRA BOARD OF DIRECTORS

Molalla River Academy is a non-profit organization with our own 501c3 status and our own Board of Directors. We charter agreement is held and supported by the Molalla School District, but we do run separate from them. MRA board meetings are public, and you are welcome to attend at any time. If you have an issue that you would like the board to address, we do ask that you follow the proper channels, and contact our Board Chair. The MRA Board is currently made up of MRA parents. Please remember, they do wear two hats at MRA—board member and parent. As a result, they will likely not engage in conversation that is deemed harmful to the school, including employees and students/families. Instead, they will direct you to the appropriate channel for expressing concerns.

- ◇ Lyndi Laib, Board Chair—llaib@mra-k8.com
- ◇ K'yla Djoseland, Asst Chair—kdjoseland@mra-k8.com
- ◇ Kim Duvall, Secretary—kduvall@mra-k8.com
- ◇ Mindy Zasky, Treasurer—mzasky@mra-k8.com
- ◇ Ashley Cooper—acooper@mra-k8.com
- ◇ Karli Vidourek—kvidourek@mra-k8.com
- ◇ Rebecca Hendrickson—rhendrickson@mra-k8.com

Board meetings are typically on the third Tuesday of the month. But please watch the calendar on the website as dates sometimes do change.

MRA NO-COST-TO-YOU FUNDRAISING OPPORTUNITIES

MRA participates in a variety of fundraisers that are considered no-cost-to-you fundraisers. These are opportunities for us to make some money or earn points to purchase school supplies based on purchases you already make.

Fundraisers we are a part of include:

- Fred Meyers at www.fredmeyer.com/communityrewards NPO number 84912. **We typically bring in about \$400.00 a year on this program.**
- Coke at www.mycokerewards.com
- Escrip at www.escrip.com.
- AmazonSmile
- Box Tops for Education—sign up online at www.bboxtops4education.com and bring your box tops in to MRA
- Shoparoo
- Benefit

REMINDERS

DRESS CODE:

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

- Pants: Uniform color tailored or cargo pants/jeggings in twill or corduroy. Any color leggings and tights are to be worn under skirts or dresses and not worn as stand-alone pants. No jeans, denim, denim-like, fleece or athletic gear/track pants.
- Shorts/Capris: Uniform color tailored, cargo or plain athletic shorts - appropriate in length, mid-thigh is a generally acceptable guideline.
- Shirts: Uniform color collared, button down, or polo style shirts. No t-shirts unless Director approved MRA t-shirts. Cedars – any solid color top. For all students – no spaghetti straps or mid-drift style top.
- Skirts: Uniform color tailored skorts or skirts - appropriate in length, mid-thigh is a generally acceptable guideline. Any color shorts, tights or leggings should be worn under skirts.
- Dresses: Uniform color jumpers or polo style dresses - appropriate in length, mid-thigh is a generally acceptable guideline. Uniform colored shirts must be worn under jumpers. Any color tights or leggings should be worn under dresses.
- Sweater/Sweatshirts: Uniform color with or without simple logo or with the MRA logos. Included in this garment specification are sweaters, sweatshirts, vests, pullovers or cardigan sweaters. Cedars – any solid colored garment is acceptable, with or without a simple logo or MRA logo.
- Shoes: Please wear safe shoes, no heeled shoes or high heels. Some teachers may have additional requests for students to bring outdoor shoes or boots due to specific outdoor projects. All students must have appropriate tennis shoes for PE days.
- Outerwear: Any jacket is acceptable, as long as it complies with the general guidelines in the first paragraph above. Outside jackets and non-uniform sweatshirts or sweaters will not be allowed to be worn in the classroom.
- Accessories: Included but not limited to headwear, leggings, tights, scarves, jewelry and other accessories are permitted unless it is deemed as a distraction by the staff.

APPLICATIONS/RETURNING STUDENTS—FALL 2020:

Applications—any student not currently attending MRA and interested in attending for the 2020-2021 school year must complete an application. Students with siblings who already attend MRA are automatically enrolled providing there is space for him/her. This includes kindergarteners. Applications will be available on the MRA website and in parent memos starting in January. If we have more applications than available slots, names will go into an equitable lottery in April.

Returning Students—Intent to Return Forms will be available on the MRA website and in parent memos starting in January. If you plan to return to MRA in the fall of 2020, please get your form in as soon as possible. The Executive Director needs a reasonably accurate count of enrollment by the first of March in order to begin work on the annual budget, which includes teacher salaries. These forms are essential in providing that count.

REPORT CARDS:

Report cards will be out around the second full week of February. If you have not yet logged in to Jupiter you will need to go to Jupiter and establish your parent account. The login is: <https://login.jupiterned.com/login/> Click on the parent tab, hit forgot password/username. Go to your email account and follow the set up directions. Students in grades 5 through 8 have student access to Jupiter and are able to check their status with each teacher as well.

At MRA our report cards are skill based, and some skills are taught year long. Skill based report cards are not the same as the traditional grading system. Students do not get letter grades.

Skill based report cards reflect student progress on the essential skills that they should have mastered by the end of the term or of the year. Scores are displayed as 1, 2, 3, and 4 and include .5's in some cases. These scores are defined as:

- 1—Beginning: This means the student is still in the early stages of grasping this skill. In some cases this means that the student is not participating or performing enough for the teacher to assess the skill. If that is the case the teacher will explain that in the comment section.
- 2—Emerging: The student is grasping the concept and making appropriate progress. The concept is not yet grasped fully. Many students will have 2's for most if not all of the year long skills this first term. They are not expected to master these yet, unless it is a skill that is only taught this term.
- 3—Proficient: The student demonstrates a strong understanding of the skill and is able to apply it. (continued next page)



COFFEE WITH THE COUNSELOR

A time to discuss your children, their changing minds and moods, behaviors, internet use, and ways to support their mental health and academic needs.

Every 3rd wednesday of the month in the Owl's Nest at 8:05.

For all parents/guardians.

REMINDERS CONTINUED—REPORT CARDS

In other words, they get it and are moving on.

- 4—Exemplary: This means that the student is going above and beyond this skill in their thinking, problem solving and application.

Classroom teachers will write comments on all of their students. Please keep in mind that teacher comments will vary in length, but all are carefully and thoughtfully written for your individual student.

Please let me know if you have questions about MRA report cards. I do read every report card before they go to print which is why they will come out to you the week of February 11th.

Shelley Urben
MRA Executive Director

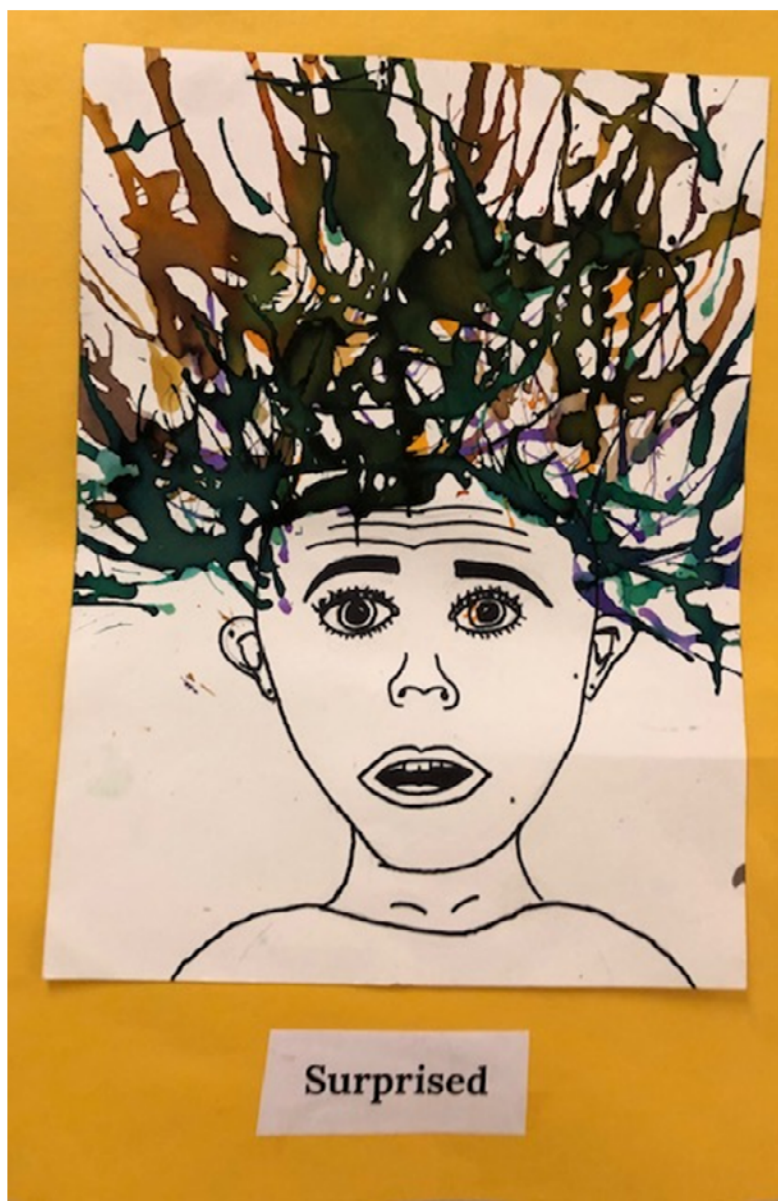
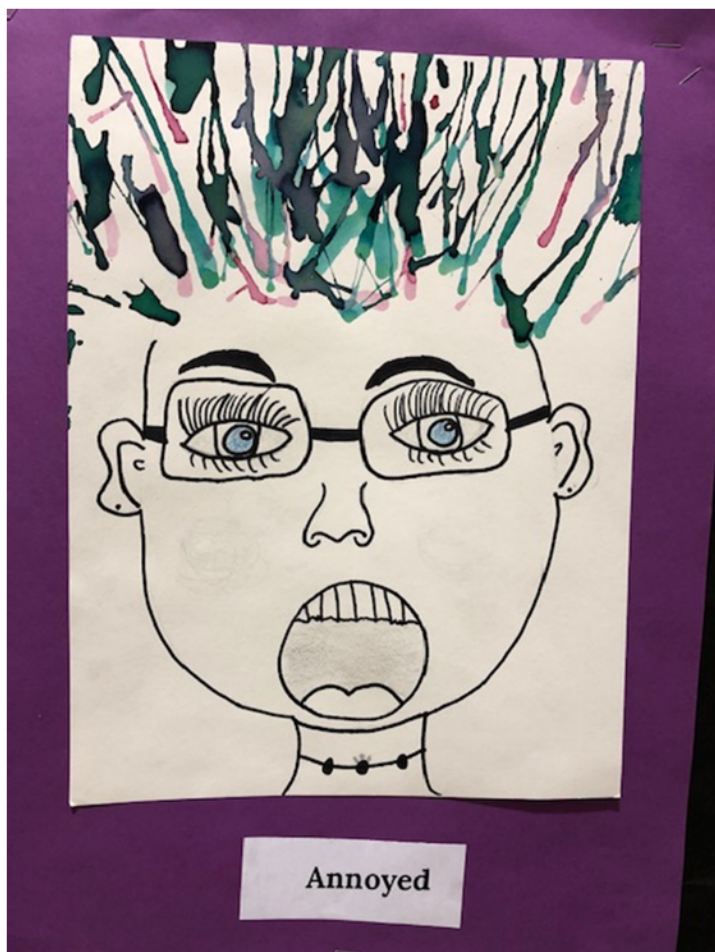
MRA Core Values

- We promote academic excellence through integrated, thematic curriculum.
- We create a safe and comfortable learning 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.

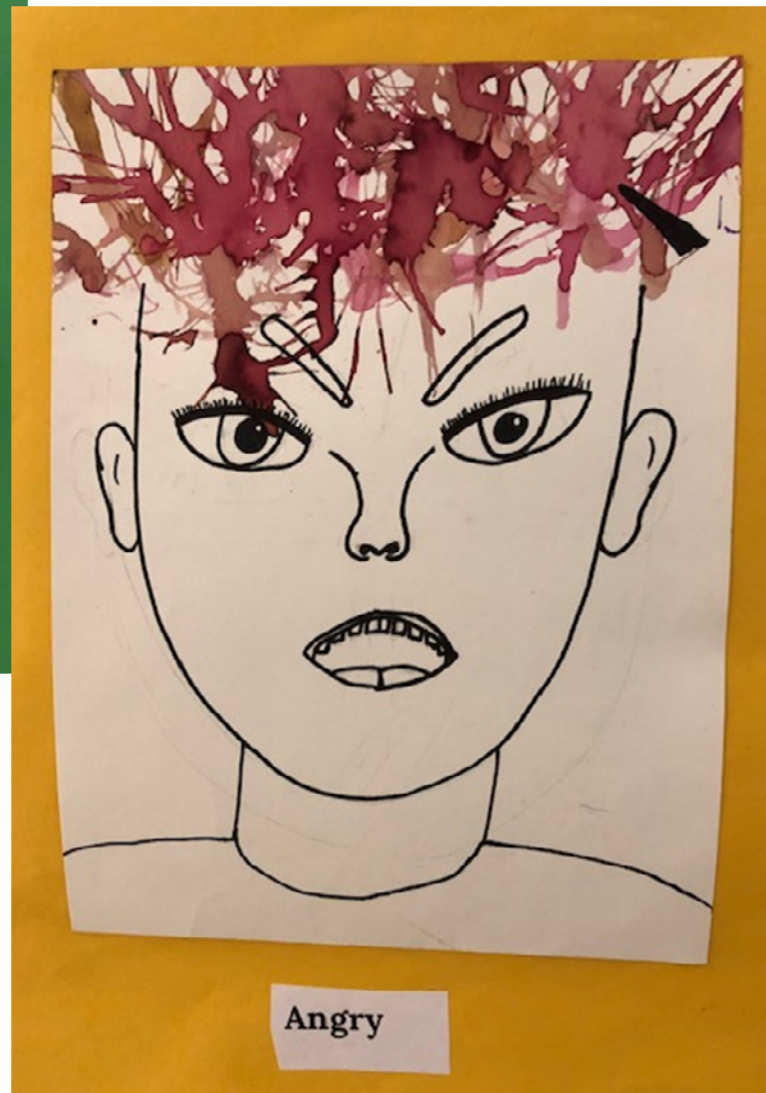
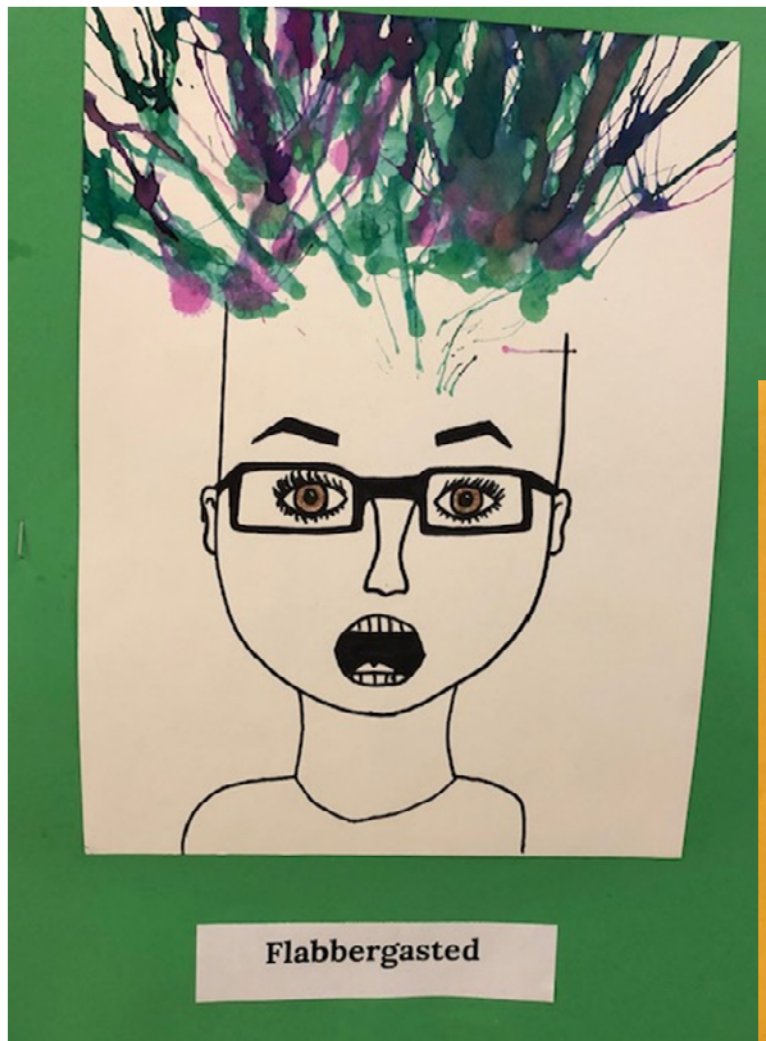
CEDARS ARTWORK

Expressionist Self-Portraits by Cedars Students

The Cedar students have been studying a style of art called, "Expressionism" in health class. This particular style expresses powerful emotions by distorting shapes and by using strong colors, loose brushstrokes, and bold, simplified lines. The students started their project by examining their own faces in the mirror as they expressed different emotions - happiness, excitement, pleasure, fear, anger, and sadness. Then they created self-portraits by drawing realistic features and used liquid watercolors for their hair. They were inspired by the famous painting, "The Scream" by Edvard Munch. Their work was displayed in the gym for Grandparents Day.



CEDARS ARTWORK Continued



DEVELOPMENTALLY APPROPRIATE TEACHING

At MRA we believe that all children learn at their own rate and in their own unique way, and that it is vital for us to keep developmental levels in mind when we plan and implement lessons. A first grade student who turns six that year is in a very different place than a first grade student who doesn't turn six until August of the following summer. And our mixed age classes add another dimension, requiring us to be particularly sensitive. Through careful consideration of the developmental level of each student we can adjust expectations and deliver content thoughtfully and appropriately.

Below are some very general developmental descriptors of children ages 5-14 taken from the book Yardsticks by Chip Wood. While this list is quite simplified, we would encourage you to find a copy of this book for your reference. The insights provided are extremely helpful when approaching children at different developmental stages. The book not only discusses child development in general, but it also provides descriptors for growth patterns and classroom and curricular expectations and interests for each level.

Keep in mind that while children of a certain age tend to show the behaviors listed below, a 6 year old could show behaviors from the list of 5 year old or 7 year old behaviors, and so on and so forth.

Five Year Olds

Need lots of physical activity, including free play
Fall out of chair sideways
Paces self well
Need routines, along with consistent rules and discipline
Likes to help; cooperative, wants to be "good"
Need verbal permission from adults
Express themselves in few words: "Play" and "good" favorite words
Think out loud—they talk their thoughts
Often does not communicate about school at home
Like to copy and repeat activities
Bound cognitively by their senses
Learns best through active play and hands-on activities
Think intuitively rather than logically

Six Year Olds

Good visual tracking from left to right
Noisy and sloppy; in a hurry
Falls backwards out of chairs
Tire easily; frequently ill
Wants to be first
Competitive; enthusiastic
Sometimes a "poor sport" or dishonest; invents rules
Thrive on encouragement
Easily upset when hurt
Can be bossy, teasing or critical of others
Enjoys explaining things; sharing about things they like helps develop their language skills
Loves jokes and guessing games
Learns best through discover
Enjoys process more than product

Seven Year Olds

Like confined spaces
Written work tidy, neat
Sometimes tense
Inward looking; sometimes moody, touchy, depressed
Needs security, structure
Sensitive to others feelings but sometimes tattle
Likes one-to-one conversation
Vocabulary development expands rapidly
Like to work by themselves slowly and finish what they start
Like to be read to
Enjoy hands-on exploration

Increasingly able to reflect on their learning

Eight Year Olds

Full of energy, do things in a hurry
Needs physical release through time to play outdoors
Somewhat awkward
Enjoy socializing and sharing humor
Love group activities and cooperative work
Like to talk, explain ideas, and use rapidly expanding vocabularies
Tend to exaggerate
Limited attention span but do become engrossed in the activities at hand
Industrious, impatient and full of ideas

Nine Year Olds

Better coordinated
Complain about aches, pains, injuries and hurt feelings
More individualistic
Impatient
Often complain about fairness issues
Critical of self and others (including adults)
Enjoy exaggeration, "dirty" jokes, and graffiti
Beginning to see the "bigger" world, including issues of fairness and justice
Have trouble understanding abstractions, such as large numbers, long periods of time, or vast areas of space

Ten Year Olds

Large muscles are developing quickly
Desperately need outdoor time and physical challenge
Often write more sloppily
Friendly, generally happy; quick to anger and quick to forgive
Usually truthful; developing a more mature sense of right and wrong
Listen well
Expressive and talkative
Increasingly able to think abstractly
Can concentrate for long periods

Eleven Year Olds

Restless and very energetic
Need lots of food, physical activity, and sleep
Moody, self-absorbed and sensitive
Like to challenge rules, argue and test limits

DEVELOPMENTAL LEVELS CONTINUED

Like to be left alone when at home
moody and sensitive; anger can flare up suddenly
Worry about school work
Feel and exert a lot of peer pressure concerning what to wear, how to talk, what music to listen to
Want to know and use current peer language
Answer parents with a single word or loud, extreme language
Like to challenge intellectual as well as social authority

Twelve Year Olds

Very energetic, generally healthy
Need lots of exercise and sleep
Need adults to listen and negotiate rules and requirements
Like to cram as much into each day as they can
Typically loud and rambunctious
Can be a pain at home and a star at school
Will engage more in group discussion
Better at doing cause and affect and more abstract thinking
Very aware of problems in the larger world and generally still invested in learning more and finding solutions.

The characteristics I listed are just a snapshot of the growth indicators for each age level. As mentioned, the book and the research also include specific classroom expectations for all of the levels along with curriculum expectations and suggested units/themes.

At MRA, as we continue to improve our curriculum, our themes, the novel studies the students participate in, the writing topics, the learning strategies and study habits we teach and expect... we consider all of the developmental levels of our students. The result is an integrated and engaging curriculum with high standards that are attainable for each individual student.

As a thematic, project-based school our themes help to focus the big ideas for each class. And as mentioned, those themes have been created with the developmental levels of our students in mind.

Shelley Urban
MRA Executive Director
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Executive Director Continued from Page 1

Native American:

- How do geographic characteristics define and affect a culture and its religion?
- What factors cause a culture to develop and change?
- How do I decide what to believe, and how do I stand up for my beliefs?

Religion and Politics—Dark Ages to Renaissance

- How has religion affected cultural shifts in the world?
- What factors can cause one idea to disperse (diaspora)?

War, Conflict and Survival

- How do humans survive conflict? How does the natural environment survive conflict?
- How can one individual make lasting change?

Revolution and Independence

- What is power? Who should have it?
- What is independence?
- What defines a revolution and how is it different from war?
- In what ways does environment contribute to revolutions?

Cedars Science and Language Arts have similar questions to explore with similar connecting, and often overlapping ideas. This age group are students who are developing into young adults. They are seeking independence, grappling with their own identity, and making initial attempts to maneuver through a world that contains less pretend play and more real-life social and emotional experiences. They connect with and are questioning words such as 'power', 'survival', and 'beliefs'. If we use those big ideas to pull middle school students into learning, we will be more successful in teaching them the skills and tools they need to move into high school and into facing real world situations.

Our school mission is expressly centered around lifelong learning, which fundamentally includes thinking outside of the box and using analytical skills. All of our classrooms approach content similar to the above Cedars example. Through our approach to thematic instruction we are able to raise the bar in learning and meet the objective of building lifelong learners. Education becomes rich and meaningful, and all of that learning extends into Garden, Computer, Music, PE, Library and Health classes. It takes an incredible amount of work and dedication on behalf of our teachers to make our approach to learning successful. Collaboration, communication, trust, honesty, and commitment are required of each of them, and they all step up to that plate and give beyond 100%.

The teachers and I are passionate about the mission of MRA, about thematic instruction and about holding your children close, keeping them safe, and helping them open their minds and hearts to thoughtful learning. We help them gain tools to problem solve, advocate for themselves and each other, and to make educated decisions. It is our goal to create an academic environment that promotes engagement and connections, and one way we do that is through the use of themes.

As the school's Executive Director my job is to ensure that everything we do lines up with our mission statement, which encompasses the goal of helping students build those skills needed to be lifelong learners. I am here to support parents, staff and students as we step into the year 2020 and continue to deliver and grow a top quality educational environment and culture for your children. I'm excited about our continued progress and I'm excited about our future goals. Your children bring enthusiasm, laughter and a love of learning that inspires their teachers and me.

Remember—My door is always open. Please don't hesitate to contact me if you ever have a question, concern, or idea.

All my best,

Shelley Urben—MRA Executive Director
503-829-6672
surben@mra-k8.com



Dear Community Business Leader,

Molalla River Academy (MRA) is an Arts and Sciences focused non-profit charter school. We are currently in our 11th year of operation serving more than 215 kindergarten through 8th grade students. As a charter school, we receive approximately 20% less funding than our public-school counterparts. We make up the funding shortfall by holding an annual auction, jog-a-thon, selling produce from our school garden, applying for grants, and coordinating other fundraising events throughout the year.

Auction proceeds are vital to enrich our students' academics, personal growth and sense of community. In the past, we have built an outdoor classroom, updated technology, paid teacher salaries and more! This year, the funds raised will cover the outdoor patio area in the center of our campus. This will make the space usable year-round for our students.

We would like to invite business owners to become partners with us for our "A Night at the Derby" Auction" on May 2, 2020 at the Willamette Valley Country Club. Your support ensures we that we will reach our fundraising goals, serving to strengthen our community and shape our young generations in the years to come. Here is how you can help.

- Become an event sponsor
- Contribute an item(s) or service(s)
- Purchase a table or tickets and attend the event

Our event is expected to draw 200 supporters and participating sponsors will be featured in the auction program, and on other printed materials at the event. Your business will also be highlighted in school displays, on our website, social media and newsletters leading up to the auction. Please complete the enclosed sponsorship and advertising form and return it by April 1, 2020.

If you have any questions or need further assistance, please email me at auction@mra-k8.com or give me a call at 971-409-9862.

Thank you for your support!
Sincerely,

Melia Hayes, Auction Chair

The mission of Molalla River Academy 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.

MRA ANNUAL AUCTION

MAY 2, 2020

“A NIGHT AT THE DERBY!”



A Quick Auction Note from the Auction Committee

This year's auction is already gearing up to be our best yet! The committee is meeting and we have begun to check things off of our list. Classroom art projects are being planned and we are excited to see what our students will create this year.

Do you have a business, or do you work for a business who would like to support MRA? Contact us about becoming a sponsor or make a donation. It's not too early to start! There are many ways to help out and many volunteer opportunities that can be done on your own time and do not require meetings. Please let us know what you would like to do to help.

LET'S PROCURE!

THE TIME IS NOW!!!

The auction may be a few months away, but it is time to start procuring donations. Businesses tend to become more generous in giving as their year ends, which for many is December 31st. All MRA families can help procure donated items. This is a job that everyone can do. Many requests can be done on line or by phone from the comfort of your own home. Others can be done when you are out and about running errands. Or you may have a business or a talent and are able to donate.

This year we are offering the following:

- If you get a sponsor outside of MCC you will get:
 - 4 dinner tickets to the auction for a Gold Sponsor
 - 2 dinner tickets for a Silver Sponsor

Please see our note about procurement on page 3.

SPONSORSHIP AND ADVERTISING OPPORTUNITIES:

Gold Sponsor* \$1000

Full page ad in program. Logo on MRA's website and event flyers. Banner placed at the event, and pens placed throughout the event, on registration, silent auction tables, and dinner tables. Sponsorship of the VIP table.

Silver Sponsor* \$500

Full page ad in the program, logo on MRA's website. Sponsorship of a teachers table including a special appetizer for the teachers.

Bronze Sponsor* \$250

Half page ad in the program. Sponsorship of a raffle item or large basket with sponsor information attached.

Basket Sponsor* \$100

We will build a basket for you. Acknowledgement in our program. Advertising included inside basket. Advertising on bid sheet.

Bar Sponsor* (Provide keg of beer, or 24 bottles of wine)

Half page ad in the program. Banner or signage at the bar.

*Sponsor to provide marketing materials (logos, ads, banners, pens etc.)

Advertising in Event Program

Back Cover	\$250	Approximately 4" w x 7.5" Color
Full page	\$100/200	Approximately 4" w x 7.5" B&W/Color
Half page	\$50	Approximately 4" w x 3.5" Black and White

- Advertisers will be included in a listing on our website.
- Ad copy is due by April 1, 2020.
- Ad copy should be submitted in electronic format if available.
 - If no ad copy is available, we can create one. Advertiser will supply logo and information to be included.

Tickets - Get your tickets early and save!

Individual Tickets	\$45	\$35 if purchased before March 31, 2020*
Reserved Table for 8	\$325	\$300 if purchased before March 31, 2020*

- Tickets and tables will be available to purchase online after the start of the New Year.
- Register online and vault your credit card to make check in and check out quick and easy.

*Regular pricing begins on April 1, 2020. There will be no tickets available at the door. All tickets must be purchased before April 19, 2020.

Committee Members/Helpers:

Melia Hayes, Auction Chair
Stephanie Bozanich
Ashley Cooper
K'yla Djoseland
Rebecca Hendrickson
Amy Jensen
Ashlynd Kincaid
Missy Marshall
Barbara Wildhaber

Needs:

- Procurement, advertisers and sponsorships.
- Event help with Check In and Check Out, raffle ticket sales, desserts and more!

A Note About Procurement:

You can pick up procurement packets and receipts in front of the office, on the website, and in this letter. Please send an email letting us know which businesses you are able to approach. Please drop off any physical items in the basement (there will be a sign indicating where to put items). Gift cards can be turned in to the office for safe keeping.

We need to have the receipt with any extra information you may have regarding the donation, taped to the item to keep things organized.

Even little donations are valuable. If you need some coaching on how to ask for donations, please contact someone on the auction committee, or email auction@mra-k8.com. We are all happy to assist anyone who takes their time to help.

We had a successful auction last year. With your help, we look forward to raising even more money for our fabulous school this year. We are still looking for auction items to appeal to our guests. **Families are encouraged to drop off procured items before April 1.**

Procurement Wish List:

- Fishing or hunting guide excursion/service
- Rafting trip
- Popular home accessories
- Use of vacation home
- Yard/home/garden services
- Rock or bark donations and deliver
- Sporting event tickets (college and professional)
- Hotel Stays
- Autographed memorabilia
- Concert tickets
- Golf
- Amusement parks
- Restaurant Certificates
- Beer/wine/distillery Tastings
- Original Artwork
- Private catered party or meal

Basket ideas:

Spa Basket

- Bath bombs
- Bubble bath
- Candles
- Robe
- Cozy socks
- Eye mask
- Body brush
- Lotions

Gardening

- Wheelbarrow
- Garden gloves
- Seeds
- Miracle grow
- Kneeling pad
- Hand tools
- Planter/pot
- Hose

Camping

- Tent
- Cooler
- Sleeping bags
- Lantern
- First aid kit
- Water bottles
- Playing cards
- Table cloth
- Jiffy pop
- Table top grill
- Flashlight/headlamps
- Camp chairs
- Air mattress /sleeping pads
- Waterproof fire starter
- Bug spray

Legos

- Lego sets
- Lego storage
- Lego books
- Lego table

Nerf

- Nerf guns
- Extra darts/discs
- Nerf balls

Game Night

- Board games
- Card games
- Puzzles
- Poker chips
- Playing cards

Dog basket

- Dog bed
- Leash
- Toys
- Food/treats
- Brush

Kids Cooking

- Measuring cups and spoons
- Wooden spoons
- Apron, potholders, mitts
- Rubber Spatula
- Small cutting board
- Cookie sheet
- Muffin & cake pans
- Kids cookbooks
- Blank recipe book/cards

Summer Fun

- Pool
- Pool noodles
- Floaties
- Goggles
- Bubbles
- Sidewalk chalk
- Towels
- Sun Screen
- Water bottles
- Popsicle molds
- Dive toys

Derby/Horse Basket

Beavers Basket

Ducks Basket

Blazers Basket

Timbers/Thorns Basket

MRA AUCTION FAQs:

- What is the auction?
 - It is the most important single fundraiser at MRA; and is open to all parents, staff, and guests. Reservations are required. The evening opens with 3 tables in our silent auctions, by dinner and the exciting live auction.
- When is this year's auction?
 - Saturday, May 4, 2020 at The Willamette Valley Country Club in Canby.
- What kind of items will be at the auction?
 - There will be showcase items in both the silent and live auction as well as class artwork, baskets, overnight vacation packages, dinner parties, gift certificates, and much more.
- What are the goals for the auction?
 - To raise money to help benefit our children's school.
 - To provide an opportunity for all MRA families and friends to come together and celebrate our school community and our common interest in the education of our children.
- Who coordinates and organizes the auction?
 - The Auction Committee, special teams, and a host of MRA family volunteers organize it. This year's auction chair is Melia Hayes.
- Where does the money go?
 - Directly to support the school and help make our budget work. As a charter school we receive approximately 20% less funding than our public counterparts.
- How can I help?
 - Donate
 - Help procure donations
 - Volunteer your time before, during and/or after.
- What is expected of me?
 - Please plan to attend if possible. Bring family and friends (adults only, please) to join in the fun.
- How do I make a donation?
 - Fill out a donation form describing the item and showing its market value, along with the donor information. The donor keeps the yellow copy for their records, and the white copy is brought into the school with the donation (cash, gift certificate or physical item).
- Where can I find extra fliers and donor forms?
 - Check in the school office. You can also find the entire auction packet on the school's website. www.molallariveracademy.com.

Molalla River Academy
16897 S. Callahan Rd.
Molalla, OR 97038
phone: (503) 829-6672
www.molallariveracademy.com

