

Parent 2020-2021 Handbook Addendum



**Comprehensive Distance Learning
Version 1, August 2020**

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This Addendum does not replace the Molalla River Academy Parent Handbook, it is meant as a guide to CDL specific protocols and guidelines.

Table of Contents

Mission, Vision and Core Values.....	3
Comprehensive Distant Learning.....	3
MRA School Culture in CDL.....	3
Roles and Responsibilities.....	4
Academic Information.....	5
Instruction.....	5
Assessment/Grading/Progress Reporting.....	6
Attendance.....	7
Special Education.....	7
Communication, Confidentiality and Concerns.....	7
Student Behavior.....	9
Safety, Wellness, Nutrition, and Mental Health.....	11
Counseling Services.....	11
Homework.....	11

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 successful graduates with the knowledge and confidence to pursue their dreams and enrich the community.”

Core Values

- We promote academic excellence through an 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.

Comprehensive Distant Learning

MRA is committed to providing your students with an academic program that meets state and federal standards. At the same time, we are committed to providing your students with mental, social, emotional, and physical support. Under a Comprehensive Distance Learning mode we will:

- Continue to focus on student identity and belonging, care, connection, wellbeing, and mental, social, and emotional health;
- Actively engage and nurture relationships with students, families, and our community;
- Center equity in all outreach and communication efforts with parents and caregivers;
- Provide high quality, well-rounded learning opportunities; and
- Encourage, support, and provide opportunities for active collaboration and communication among the MRA staff.

Please refer to the 2020-2021 Parent Handbook for information about the community of MRA including the Board of Directors and the Executive Director.

Schedule:

Students will attend online live classes with their teacher, and online recorded classes Monday through Thursday. They are expected to take their online specials courses and complete homework and unfinished coursework on Fridays. Please see the sample schedules at the end of this addendum. Please understand that your student’s small group times may change as their needs change. We will do our best to keep you informed, and to make as few alterations to schedules as possible.

MRA School Culture and Student Expectations in CDL

From the 2020-2021 MRA Parent Handbook, page 20:

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

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

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

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

The above holds true for Distant Learning. Students will be expected to be present during live instruction and to follow classroom expectations and rules. Remember, the basic tenets as listed above are: Be kind to each other, take care of our spaces (this includes your home learning environment), and take care of our materials (this includes your technology, books, school supplies, etc.).

Roles and Responsibilities for Distance Learning

Families are our partners in the education process. In order to ensure the success of every student, frequent and updated communication between the school and home is extremely important. All parents and guardians should make sure that our office has updated and active phone numbers and email addresses. We recognize that distance learning is a shift for all of us. It is also apparent that students learn best when the significant adults in their lives work together to encourage and support them. As we partner with you to provide the best possible learning experience for all students, please read each section below to ensure that your student is set to start CDL at MRA:

- Executive Director
 - Ensure all students have access to essential distance learning paper packets/work
 - Ensure teachers have access and training for essential tools, materials, and resources.
 - Be available to support teachers and families throughout the school day.
 - Provide regular and on demand professional development for teachers with distance learning tools/resources.
 - Work one-on-one to support teachers and connect with them individually
- Parents
 - Devices and internet connection:
 - Each student attending MRA must have their own device. We do not want students to share as each student has to continue their daily school online using the device.
 - Students are attending school every day. Check with your teachers for daily schedules.
 - If you need to check out an MRA Chromebook at any time, please contact the office at info@mra-k8.com.
 - Study Environment:
 - Create a routine for your students, ensuring that your student is present daily, adhering to their class schedule as much as possible. You are responsible for the daily attendance of your student.
 - Provide students with a workspace that maximizes learning and minimizes distractions.
 - Distance Learning Rules:
 - Ensure that Digital Citizenship rules and behaviors are followed. Review both of these with your student.
 - Monitor your student’s behavior online both during and outside the class time.
 - Grades and Academic Progress:
 - Monitor student grades using Jupiter. Please be aware this may change as we get into CDL.

- Monitor student progress on Edgenuity/Jupiter and in Google Classroom. Spend time with your student to get familiar with what they are doing. Contact the teacher immediately if your child experiences any problems.
- Any inquiries received after work hours and on weekends will be addressed the next business day.
- Communicate with school staff if there are additional resources needed to support your child's academic success and overall wellness. If you have additional questions, please reach out to info@mra-k8.com
- Teachers
 - Connect with families on a weekly basis
 - Curate, develop, and provide distance learning lessons and packets/work with standards and/or goals for students
 - Virtually meet weekly with students in small groups to work on core content.
 - Provide and post office hours for easy parent/student access.
 - Teach and enforce virtual etiquette, including appropriate etiquette for student to teacher emails
- Students
 - Be present during all meetings.
 - Know and follow the expectations for CDL set by your classroom teacher.
 - Login using their MRA student credentials into Google Meet (4-8) and Zoom (K-3) and participate in morning meetings daily. Morning meeting is important for maintaining connections with peers and teachers and to learn about the lessons and small group sessions for the day.
 - Establish a daily routine, log on at the same time/s every day:
 - K-4 check for assignments at least once daily, Monday through Friday. Log into small groups when they are assigned to you.
 - 5-8 check assignments daily, log into lessons daily, complete, and turn in assignments on time.
 - Have a space in your home set aside to do your work i.e. kitchen table, desk.
 - Know your teacher's office hours and ask for help and explanations if needed. (Please be aware that the timeliness of email responses will vary.)
 - Submit completed assignments by the established deadline. If you are having difficulty submitting, let your teacher know.
 - If you have technical difficulties, ask your parents for help or have your parents contact kmahr@mra-k8.com.
 - If you are struggling socially or emotionally, please reach out to our counselor, Kevin Ferris at kferris@mra-k8.com.

Academic Information

Instruction

- Platform – Google Classroom
 - MRA will provide an online opportunity to walk parents and students through how to use Google Classroom at the beginning of the school year. All classrooms will set up in a similar format.
 - Grade level links will be set up as appropriate, and parents will have the same way to review student progress, work missed and completed, for all of their students
 - To log onto CDL, all students will...
 - All K-3 class, small group, and individual meetings will be scheduled through Zoom. All 4-8 grade class, small group, and individual meetings will be scheduled through Google Meets. Meeting links will be posted in your students Google classroom.

- Edgenuity lesson links will be posted in your students Google classroom.
- Time/Schedules – See attached sample student schedules
- Morning Meetings
All classrooms will hold morning meetings, Monday through Friday. Every student is expected to attend the morning meeting. If your student is not able to join due to family reasons (ie both parents work and there isn't anyone available to help the student), please let your teacher know and we will work with you.

Similar to the soft start, the length and format of morning meetings vary by developmental level. The benefits of morning meeting include:

- Increased attention
- Listening skills
- The development of expression
- Cooperative interaction

The purposes (also benefits) include:

- Setting a tone for respectful and engaged learning in a climate of trust
- Building and enhancing connections among students and between students and teachers
- Merging academic, social and emotional learning
- Motivating students by addressing the human need to feel a sense of significance and belonging, and to have fun
- The occurrence of extraordinary moments in your classroom

“Morning Meeting gives teachers concrete ways to make academics engaging, manage classrooms effectively, and create a positive classroom environment.” *The Morning Meeting Book*

In all of our classes, morning meetings last about 20 to 30 minutes and are made up of four components: greeting, sharing, group activity, and morning message.

- Curriculum
Every class will have a variety of synchronous and asynchronous learning for students. Synchronous learning is learning in which participants interact at the same time and in the same place. Asynchronous learning occurs in elapsed time, such as the lessons through Edgenuity. All students are expected to participate in both.

Teachers will put together resource bags to be picked up at MRA on a regular basis. These bags will provide students with needed materials to do some of the hands-on curricular work at home.

- Specials – Specials will include PE K-8; Health 7-8; Music K-5; and Computers 3-8. Computers will start later in the fall. Mrs. Quinlan will be working with the teachers to collaborate on some library and garden classes. Grades 7-8 will also have an elective option through Edgenuity. Specials classes and teachers are essential to the success of MRA. Student are expected to login to these classes and complete the assigned work. If a student is struggling with any specials work, they should reach out to the appropriate teacher. Staff emails are located on the MRA website.

Assessment/Grading/Progress Reporting

Comprehensive Distant Learning is required for all children. MRA will be holding all students accountable for completing coursework, engaging with the teacher/teachers, and attending class. Teachers will be using a variety of tools to score student work and you as a parent will have access to view progress and complete or incomplete work. Please see individual classrooms for specific information. All teachers will have set office

hours where you can make an appointment to meet with them to check in on your student's progress. We will also have at least two parent-teacher conferences during the school year. See the school calendar for those dates.

Attendance

Attendance is mandatory. Per ODE: "Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes. Interaction can be evidenced by any of the following or reasonable equivalents:

- Participating in a video class;
- Communication from the student to the teacher via chat or email;
- A phone call with the student, or, for younger students, with the parent;
- Posting completed coursework to a learning management system or web-based platform or via email; or
- Turning in completed coursework on a given day.

When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent. A day present for attendance may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students."

Per ODE:

- Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
- Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).

If a student is absent for a full week, you will receive a wellness check phone call home.

Special Education

We will be deferring to the district with regard to special education. David Hill, our learning specialist, will reach out to families accordingly.

Communication, Confidentiality and Concerns

Please also refer to pages 10 - 12 of the Parent Handbook for specific communications expectations

- Training for Parents

Teachers and the school will provide training and support for parents with the online curriculum and with the classroom platforms. Training will occur in small groups, and support throughout the school year will occur individually, and possibly with additional small group interaction.

- Before school starts

Each classroom teacher will hold two parent night type events the week before school starts. These are essential for parents to attend in order to get classroom information for the school year. Information will include class and school community expectations, an introduction to the distance learning tools we will be using, class schedules, specials interactions for that class, attendance, late work, and much more.

- Teacher/ Parent

- Teachers will maintain a bi-weekly blog in their Google Classroom, where you will find information about thematic studies, projects, materials to pick up from the building, and much more.

- Teachers may also use their classroom Forum for quick communications with parents. Make sure you sign up if/when your teacher shares the Forum signup information with you.
- Teachers will have office hours as well, where parents may sign up to talk directly with the teacher.
- Please remember to follow professional etiquette when talking with teachers, especially about concerns. Teachers have been instructed to end any conversations that feel heated or unsafe, and refer the person to the Executive Director.
- Morning meetings and class/small group lessons are safe places where students and teachers connect with each other. We ask that parents refrain from participating in any of these platforms.
- Please refrain from bringing concerns regarding the online platform, curriculum, or technical issues to teachers, to other parents, or to any social media platform. See below for the best route for addressing those issues.

- Executive Director/Parent

The executive director sends a Parent Memo out every Friday. This memo contains important information about the coming week and school news. It is generally sent via email and posted to the MRA website. It also may be posted on the MRA Family Facebook page. The office may use the Forum to send quick details of information to parents. Please make sure you go to the website and sign up for the MRA Forum.

Throughout the school year, the executive director will also post informative videos to convey updates on MRA and Covid 19 via ODE and anything else that becomes relevant for that platform.

Parents can always email or call the executive director with concerns, questions, or just to check in.

- Student/Teacher

Students and teachers will have multiple opportunities to interact with each other in a large group, small group, and one on one meetings. Students are asked to follow MRA's expectations of the classroom and school culture and student behavior. See page... of the Parent Handbook and the Student Behavior section below for details. Students who don't follow these expectations will be referred to the executive director and the parent will be notified.

Guidelines for Emails or Computer Chats:

- Educators will adhere to the staff expectations relayed in the MRA staff handbook when interacting with students.
- Communication with students may occur via email, video conferencing, and phone calls.

When telephone communication is used, the guidelines are as follows:

- Teachers will adhere to the staff expectations relayed in the MRA staff handbook when interacting with students.
- Consideration should be given to the time of day for telephone communication. Contacting students outside of school or working hours is discouraged.
- Home or parent telephone numbers are encouraged to be used when contacting students.
- Staff are encouraged to engage the parent/guardian when making a telephone call, noting the purpose of the call and addressing any concerns the parent/guardian may have.

- Concerns

This has been amended from the Parent Handbook:

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

If concerns arise it is advised to attempt the resolution of these concerns as soon as reasonably possible. Taking concerns to the person or people involved first is advised. MRA staff will address students, other staff, and parents in a professional manner. All reciprocal correspondence and communications will be respectful and relayed in a businesslike and cooperative manner. Please do not use the MRA App, Facebook, social media of any type, or teacher's personal phone numbers (including texting) to contact teachers. We ask that instead you email or arrange talk to them in person via Google Meet. 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 or public areas including Facebook and other types of social media.

We also have a complaint procedure written in the Parent Handbook and complaint forms in the school office and on the school website.

If at any time a teacher feels uncomfortable when engaged in a discussion with a parent or guardian, the teacher has been instructed to close the meeting and invite the executive director to contact the parent/guardian.

- Confidentiality and Online Privacy

During live online lessons Keep in mind your home is open to view. You as a parent may witness or overhear interactions between parents and children, teachers and students, or background events. Sharing witnessed or overheard events in public or on social media is strictly prohibited. Any concerns should be reported ASAP to the teacher, Ms. Shelley, or Mr. Ferris.

- Technical Issues

If you are having difficulties accessing any of the MRA programs or platforms, please contact Kevin Mahr at kmahr@mra-k8.com or Shelley Urben at surben@mra-k8.com. Please do not contact your child's teacher.

Student Behavior – Please read the Student Behavior Section of the Parent Handbook for our philosophy and additional information.

Digital behavior

- Try to create a study zone that is clear from distractions. Set it up with your school supplies and digital device. Try to select a backdrop that is neutral in color.
- When on a video call such as Google Meets, be aware that everyone can view your surroundings. Remind other people in the house you are on a call.
- Try not to dominate any discussion.
- Allow other students to join the discussion.
- Practice academic integrity. Use appropriate and academic language. Present your ideas appropriately.
- Be cautious in using internet language. For example, do not capitalize all letters- this suggests shouting.
- Popular emoticons, such as a smiley face, can be helpful to convey your tone but do not overuse them.
- Never make fun of someone's ability to read, write, express themselves, etc..
- Share tips with other students.
- Keep an "open-mind" and be willing to express your opinion. All opinions should be respected.
- Think and edit before you hit the "send" button.

- Do not hesitate to ask for feedback.
- Using humor is acceptable but must be appropriate.
- Participation builds rapport with both your teachers and other students.
- Activities not related to classroom assignments are considered inappropriate use. Messaging, videoconferencing, social networking not connected to the classroom activities should NOT be done during school hours.
- MRA reserves the right to suspend account access for students demonstrating inappropriate digital behavior. If a student has lost access due to inappropriate use, a school work packet will be provided until use is reestablished.

Discipline

Please thoroughly read the Discipline Policy in the MRA Parent Handbook. During CDL, teachers will follow MRA protocol and they will initially work to handle behavior concerns with the student (student and parent for students in grades K-2) before contacting the executive director with a referral. At MRA we utilize a “reflection” approach and/or a problem-solving conference with the students(s).

The levels have been adjusted from the Parent Handbook to the following to fit CDL:

Level 1. The student will be asked to complete a reflection as defined by the teacher on the behavior and attend a problem-solving conference with the teacher and possibly with any other students who are involved. Parent notification of level one behaviors will occur based on student age. Behaviors generally occur more than once and include but aren’t limited to:

- Distracting others
- Arguing
- Minor student conflicts
- Repeatedly teasing other students at random.
- Repeatedly disrupting the class by talking out of turn, bothering other students, or disobeying classroom rules/expectations
- Defiantly refusing to complete homework or participate in classroom assignments and projects.
- Uses profanity or vulgar language or gestures (single incident)

Level 2. The student will receive a referral to the Executive Director, be asked to make amends, and work with the Executive Director and parent to solve the issue. Student behaviors under section two include but aren’t limited to:

- Repeatedly showing disrespect toward another student or adult through verbal “put-downs” inappropriate or vulgar language or disregard for student expectations.
- Bullying another student. (single incident\initial accusation)
- Telling lies, being deceptive, or is otherwise dishonest. This includes cheating and plagiarism.
- Continuation of behavior exhibited under Level 1 that has not stopped.

Level 3. The student will be given a referral to the Executive Director and will be suspended immediately. The parent will be contacted by the Executive Director. Student behaviors under section three include:

- Violating the computer agreement.
- Exhibiting behavior that consistently or intentionally threatens the physical well-being of other students or themselves.
- Aggressively using profanity or vulgar language or gestures.
- Showing blatant disrespect, disobedience, or defiance to a staff member or any adult.
- Verbally or physically threatening a student or an adult.

- Using, or there is evidence of use, of drugs or alcohol.
- Using, writing, drawing or sharing vulgar language, pictures or gestures that are sexual in nature
- A referral under Levels 2 and 3 above and is consistently making poor choices in those behaviors
- See the Parent Handbook for bullying behaviors and consequences.

See the Discipline Policy in the Parent Handbook for more information on suspensions and on expelling students.

Safety, Wellness, Nutrition, and Mental Health

- Food:

MRA will be serving breakfast and lunch through Fresh and Local again this school year. Families can apply for free/reduced lunch and breakfast using the form located on the MRA website. Meals must be ordered by the week and will be picked up on a specified day at MRA for that week. Our goal is to work with Fresh and Local to make sure all of our students are nourished and ready to learn each day.

- Counseling:

MRA has a full-time counselor this year. See the Counseling section of the addendum for more detail.

Counseling Services (more defined)

Our school counselor will be working with staff, families, and students to ensure the safety, belonging, and mental health of each student as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity. The counselor will connect with every classroom through synchronous learning experiences that will include support for students in social-emotional learning skills. We recognize the trauma of Covid 19 on students and families and have already developed a trauma-informed, evidence-based approach to the student's mental health in addition to a comprehensive school counseling program.

MRA will hold a webpage devoted to providing families and students with mental and social health resource materials. ...

Our counselor will hold virtual one on one and small group meetings with students who request time with him. When we are allowed to have small groups of students on campus, he will hold meetings in person following all Covid 19 guidelines as laid out in the MRA Blueprint.

Erin's Law requires instruction on sexual abuse and assault awareness/prevention education in schools. Per Oregon Law, we are required to "Provide health education that includes social-emotional learning skills, including bullying, violence, sexual assault, and child abuse prevention. Meet the requirements of Erin's Law." ODE has provided resources and tools for educators, which MRA will be using. If you are interested in reviewing these materials, please go to: https://www.oregon.gov/ode/educator-resources/standards/Documents/Comprehensive_Distance_Learning_Erin's_Law_Toolkit.pdf

Homework

Check with your classroom teacher regarding homework, asynchronous learning (learning without a face to face with a teacher), and late work.

*This addendum may change as our blueprint with ODE changes.
Please make sure you are watching emails, our website, and our MRA Family Facebook page for all updates.*

Nondiscrimination / Americans with Disabilities Statement

It is the policy of the Molalla River Academy that no discrimination or harassment on the grounds of race, color, national origin, religion, sex, sexual orientation, age, marital status, veterans' status, genetic information, or disability shall occur if the employee with or without reasonable accommodation, is able to perform the essential functions of the position. These protections apply to students, employees, and other members of the public. Molalla River Academy is committed to equal access and equal opportunity in all activities/services, educational programs, and employment. Persons having questions regarding equal opportunity and nondiscrimination should contact the Title IX Coordinator, Shelley Urben at surben@mra-k8.com or 503-829-6672.