



Greetings from Tiffany, and a bit of Mind-Full background...

Mind-Full Education has been a part my approach to working with children and families for many years. I came to education not through a family history of teaching and school success, but from a place of burning curiosity and confusion tinged with frustration. My natural curiosity resulted in lots of questions, many of which were not well received by my teachers. Those that welcomed my inquisitive nature are bright spots along my educational path. Wanting all curious children to find support as they pursue answers, I chose to step into the classroom as a teacher. My instructional experiences are wide-ranging, including K-9, 6th, 7th, K & 6th, 4th/5th, and K-5 multi-age, with homeroom, all-subject, Social Studies, PE, ELA support and extension, and PBIS instruction; all a good fit for the K-8 structure of Mind-Full Meadows STEAM-Powered Learning Farm. The focus of my educational background is also well-suited for such a small, robust FARM STEAM program.

- BS in Elementary Education, WOU, Integrated Sciences, Geography, and Music
- MEd. in Integrated Teaching Through the Arts, Lesley University
 - Current Oregon Legacy Teaching License
- Educational Leadership and Administration, U of O
 - Current Oregon Principal License

Thoughtful questions from parents and adventurous interactions with children at my first Mind-Full Meadows summer camps over the summer of 2020 shifted my plans from simply leading camps to altering my career path. Circumstances in our world and our state are such that all of us have taken the time to think very creatively about how we will best meet the educational and social-emotional needs of the children in our lives. The benefits of of an education founded in developing a robust relationship with the natural environment are many, and the integration of FARM* concepts with a rigorous STEAM framework results in highly engaged learning.

- **Science** is all around, and includes application of scientific principles, experiment design, data collection and analysis, and presentation of results.
- **Technology** takes many forms, from solar panels to augmented reality and 3D printers. Students interact with technology in collaborative and creative ways.
- **Engineering** concepts are applied as we move bridges across the creek and in Lego landers. From lashing rafts to constructing parachute forts, we make things!
- **Art** is a part of life. Lyrics are poetry, painting captures mood, and beats get you moving. Students explore and create art in many forms, from animation to cooking and music.
- **Mathematics** weave through all we do. From the schedules guiding our days to budgets and recipes. We notice math both inside and outdoors, connecting nature to technology.

After teaching K-9 public school for almost three decades, with the last ten years immersed in a multi-age, project-based, child-focused K-5 school, I left my public school position over the summer of 2020, and began the process of designing my own instructional program for the 20/21 academic year. I chose to integrate my interest and experiences in STEAM education with the natural and FARM resources available at Mind-Full Meadows (MFM).

When I first arrived on the property, I knew the location and site layout of MFM was ideal for children, so my approach to developing the site is through the eyes of a child. My FARM concept includes these actions we all focus on in some way:

- **Farming Practices** - Children help select crops, plant and harvest in our organic gardens.
- **Animal Care** - Children care for chickens, rabbits, Muscovies, goats, and a Great Pyrenees.
- **Responsible Choices** - Children are taught expectations, guided as they grow, and trusted.
- **Making Things** - Children learn to think creatively and use available resources.

Mind-Full Meadows is a beautifully diverse 2.8 acre site, rich with opportunities for immersive, hands-on exploration of native plants and animals. It has been populated with a variety of kid-friendly small farm animals, including both the smallest and largest breeds of chickens, with many fluffy friends in between. The property and its inhabitants lend themselves to experiences both whimsical and real-world, magical and scientific thinking often running side by side. The property includes both Douglas Fir and Oregon White Oak forest, as well as a seasonal creek and open meadow. There are four bridges across the creek, an adventure trail, and a clubhouse in the woods. We have a greenhouse on site, as well as both raised bed and meadow gardens. Student interests are supported as they integrate what is outside with the high-caliber technology applications within the main building.

- **3D Design and Construction**, including 3D pens and both filament and resin printers
 - Students can learn to design, print, and market their ideas.
- **Modular Robotics and Coding**, including Cubelets robotics and an Artie robot
 - Students can learn to build, test, and program functional robots.
- **Augmented and Virtual Reality** learning, including Merge cubes and VR headsets
 - Students can interact virtually with CCSS-aligned content in ELA, sciences, music & math.
- **High-Caliber, CCSS-Aligned Content** designed to meet student need. These include:
 - Math-U-See, Tinker Math, eSpark Math & Reading, Generation Genius, Explode the Code
- **Engineering Challenges**, including marble courses, domino races, Lego design, and solar cars
 - Students can design, test, and improve upon times in side-by-side trials.

Skills and their applications take place in many settings. These are examples of some of what we've been exploring this year. Aspects will change as learning opportunities arise.

- **Outdoor Math and Science**, including Wild Math and the National Curriculum Outdoors
 - Students explore math in the natural world and learn practical outdoor skills.
- **Hands-On Physics**, including the use of winches, levers, wedges, screws, and ramps
 - Students learn by doing, and see simple machines in use on a daily basis.
- **Native Edible and Medicinal Plants**, including Herb Fairies and Wildcraft
 - Students develop an understanding of the uses of 15 or more native plants.
- **Self-Regulation, Self-Advocacy, and Public Speaking**, including The Zones of Regulation
 - Students are given opportunities to gain insight into their strengths and challenges.

We polish our learning lens with **AEIOU** actions: Asking questions, Engaging fully in the learning process, Integrating new information, Opening our mind to diverse views, & Utilizing what we learn

The asking of questions is what brought MFM from idea to reality, and as more questions are asked, more answers will be added to the list below. If after reading these you have any questions, please send them my way. The website will be updated with this information as soon as possible.

- ◆ What is the tuition for Mind-Full Meadows STEAM-Powered Learning Farm (MFM)?
 - ◆ \$900/mo/child, full-time
 - ◆ \$800/mo/child if enrolling two or more children from the same family
 - ◆ Depending on enrollment requests, part-time enrollment options are possible.
 - ◆ The monthly tuition is based upon a 10-month academic year, September-June.
 - ◆ Director/teacher and assistant year runs September 1st - June 30th.
 - ◆ Student year runs 2nd Monday in September through third Friday in June. TBD
 - ◆ The 20/21 academic year runs Monday, September 14th - Friday, June 25th.
 - ◆ Tuition includes all instructional materials EXCEPT personal electronic device (tablet/laptop).
 - ◆ Loaner tablets and chrome books are available for use at MFM.
 - ◆ Meals are provided by families.
 - ◆ Snack and lunch subsidies available.

- ◆ Is MFM accredited with the state of Oregon to allow my child's middle school (6th-8th grade) work to transfer to a public or other high-school?
 - ◆ The accreditation process is only accessible to schools at the high school (9th grade) level and above. Although students are given credits resulting in a GPA at most middle schools, those credits are not part of a student's permanent record.
 - ◆ Students who attend a private school can enroll in a public high school by transferring their student information and progress file from any previous educational setting.
 - ◆ Starting fall of 2021, MFM will provide graded report cards for students in grades 6-8.

- ◆ Would MFM follow Oregon's education framework including state testing, and Common Core?
 - ◆ All instruction, including public, charter, private, and homeschooling, in the state of Oregon is required to adhere to the state instructional guidelines. The foundation is the Common Core State Standards (CCSS), which guide the development of complexity of thought and shape the curriculum progression as students move K-12. The CCSS framework is a guideline I will use in evaluating, designing, and organizing instruction, as well as three others:
 - ◆ FARM - Farming practices, Animal care, Responsible choices, and Making things
 - ◆ STEAM - Science, Technology, Engineering, Arts, and Mathematics
 - ◆ AEIOU - Ask questions, Engage fully in the learning process, Integrate new information, Open your mind to diverse views, Utilize what you learn

- ◆ What does instruction time look like between age groups at MFM, and are all of the students together during instruction from time to time?
 - ◆ Most days this year, the instructional cohorts are organized K-2, and 4-6, based upon those currently enrolled. As the cohorts advance, we will have K-2, 3-5, and 6-8, generally.
 - ◆ Student instructional groups are organized to address the needs of the currently enrolled students. This allows us to base the size and composition of the groups on student's present levels, and the flexibility to respond to their rate of development.
 - ◆ Most of the direct academic instruction is scheduled for a time when the student:teacher ratio is 7.5:1 or less. The ratio will never exceed 15:1, as overall enrollment at MFM will not exceed 15 students, K-8, at any given time.
 - ◆ Those students not receiving direct instruction work on an independent activity where they are demonstrating understanding, such as math application, are working in a station model, with a variety of activities arranged in the learning space, or working on a choice project.
 - ◆ There are opportunities every day for students at the different age and grade levels to learn from each other. Every Friday, we have community sharing time, and there are group or partner time when we have multi-age collaboration on projects or to discuss experiments.

- ◆ What is the enrollment age and grade range be at MFM?
 - ◆ Maximum enrollment at Mind-Full Meadows is 15 full-time students K-8th grade.
 - ◆ Kindergarten enrollment is for children who turn five on or before September 1st of that year.
 - ◆ For the 2020/2021 school year, the grade range is kindergarten through 6th grade.
 - ◆ For the 2021/2022 school year, we open enrollment to students in K through 8th grade.
 - ◆ For the 2022/2023 school year and beyond, we will remain at a K- 8th grade configuration.

- ◆ Do students at MFM have access to additional resources or support services as needed?
 - ◆ The types of services available in a public school, such as Counseling, Special Education, Speech and Communication, English Language Learning, Social Skills, and Occupational Therapy, are accessible to private school students, but may not be provided on site at Mind-Full Meadows. The arrangements to provide those services are a collaboration between the family, the school, and the local Education Service District.
 - ◆ If it is determined additional services will be provided off site, transportation is provided.

- ◆ Do students at MFM have access to curriculum based on their own ability and understanding of the material? So for instance, would a student have the option to complete curriculum above or below what would be typical at their grade level in a public school?
 - ◆ If a student is doing work above grade level, they will be supported to proceed forward at the pace at which they demonstrate mastery.
 - ◆ One of the gifts of a small school is I can to the best of my ability design instruction to meet each individual student's needs. Student, teacher, and family can collaborate to find best fit.

- ◆ Are there any types of special electives or interest classes offered at MFM?
 - ◆ All students are offered opportunities for choice STEAM projects. As project management is a learned skill, this aspect of the program is developing and is more highly structured at K-2. Currently, students in the 3-6 cohort have STEAM projects focused on:
 - ◆ The design, printing, and marketing of 3D toys
 - ◆ The development of an herbal compendium, including illustrations
 - ◆ The planning and development of a treehouse adventure park
 - ◆ The incubation, raising, and sale of Serama and Silkie chickens
 - ◆ The creation of a guided herb walk, including teaching materials and path markers
 - ◆ Starting in 3rd grade, all students at MFM choose a focus for their studies in Musicality and Second Language. Time is built into the schedule for students to practice, apply new

- ◆ Second Language

- ◆ Spanish
- ◆ Greek
- ◆ ASL

- ◆ Musicality

- ◆ Guitar
- ◆ Piano
- ◆ Percussion
- ◆ Electronic music

- ◆ The frameworks described above outline some of the specialized aspects of the program, and in addition to the core subjects, I have extensive experience in teaching:
 - ◆ Science (particularly biology, native botany, astronomy, and geology of Oregon)
 - ◆ Technology (3D design, augmented reality, block programming, animation)
 - ◆ Arts (choral and rhythmic music, visual, performing, poetic)
 - ◆ Geography (world, historical, and cultural)
 - ◆ Social Sciences (K-9th grade history and world cultures)
 - ◆ Circus Arts (AcroYoga, partner acrobatics, aerial hoop, performance)
- ◆ Do you facilitate all facets of learning at MFM? Do you have an assistant? What is the plan if you have to be absent?
 - ◆ My 25+ years of K-9 teaching experience, the work for and application of my principal's license, and the last ten year working in a multi-age learning structure has prepared me well for this position. I am confident in my ability to provide meaningful instruction in all core content areas, as well as in my ability to supplement our program with robust electives.
 - ◆ Most foundational academics are scheduled for when the teaching assistant is teaching too.
 - ◆ The budget accounts for a 20 hour/week teaching assistant, and that position banks up hours from no-student days to account for the potential of an absence. Thankfully, I'm someone who rarely uses sick leave, and have a concrete plan in place to have a person who is already been a part of the MFM community and knows the children available to fill in if necessary.

- ◆ One aspect of Mind-Full Meadows that is very helpful is that I do have additional support humans on site and very near by. Paul is my caretaker, and lives on site in the cabin between the house and the bridge to the meadow. He is generally on the periphery taking care of projects, and is someone available to support if there was a need. As a parent of five, he has managed a variety of kid support needs. There is also a couple, Erika and John, who live in the off-grid tiny home on site. They assist with farm tasks and projects, and are available to support as needed. These adults do not direct instruction, but if their were an emergency, the site is quite well supported by capable people who could back me up if needed.
 - ◆ All adults on site have comprehensive background checks on file.
- ◆ Is the MFM school day schedule and annual calendar on a typical timeline?
 - ◆ The 20/21 annual calendar follows the 4J calendar, with the exception being the only non-student days are federal holidays.
 - ◆ For the 20/21 academic year, before-care starts at 7:45, welcome at 8:45, School starts at 9:00, dismissal is 3:30, and after-care ends at 5:30.
 - ◆ The annual calendar and start and stop times are reviewed in May of each year by the parents/guardians of students enrolled for the following academic year.
- ◆ Would you close if 4J closes due to Covid?
 - ◆ MFM follows recommended Covid protocols for attendance and admittance. Mask wearing, hand washing, physical spacing while eating, outdoor spaces or open windows, high MERV air filters, hand sanitizer, temperature and wellness checks.
 - ◆ Unless someone directly involved with our "Learning Farm bubble" contracts Covid-19 or another such communicable disease, my plan is to continue high-quality, individualized, in-person instruction unless families decide that distant learning is preferable. If there is not a consensus about how to proceed, I am prepared to meet individual family preferences.
 - ◆ I will have a plan in place to offer meaningful distant learning, if that is what families prefer.
- ◆ What is the enrollment timeline and process for enrollment?
 - ◆ As the 21/22 school year is my first with a timeline of this nature, please understand this is a work in progress and my goal is to be as clear and communicative as possible.
 - ◆ February 1 - Current families informed of enrollment renewal timeline
 - ◆ March 1 - Enrollment Renewal Form available to current families.
 - ◆ March 31 at 5:00 pm - Deadline for current families to submit an Enrollment Renewal Form
 - ◆ April 1 at 8:00 am - Enrollment Application available for prospective families
 - ◆ April 16th at 5:00 pm - First round of Enrollment Applications processed
 - ◆ April 17th and 18th - First round applicants contacted
 - ◆ April 19-30 - Family interviews for first round of Enrollment Applications
 - ◆ April 30 at 5:00 pm - Second round of Enrollment Applications processed
 - ◆ May 1st and 2nd - Second round applicants contacted
 - ◆ May 3rd-14th - Family interviews for second round of Enrollment Applications
 - ◆ May 21st - 21/22 enrollment and waiting list confirmed, all families notified