

Present via video: James Anderson, Lester Oehler (note taker), Karen Steel, Erin McMullen, Megan Irwin, Jamie Hahn, Jennine Livengood, Blake McKinley, Karin, Shawnde Bausch, Elizabeth Runciman, Laura Foley, Christopher Sullivan, Emily Jacobberger, Angela Koning, [Pixel 3a](#)

**Call to order** 7:04

**Minutes:** July 9<sup>th</sup> minutes moved to be approved by James, Erin seconds (5,5,5,5,5)

**Waiting list:** [I missed this](#)

**Parent Survey:** ~35% Distant Learning, ~53% Hybrid learning, 86 responses.

**New Behavioral Specialist:** Highly qualified and experienced Jan Barr will be enthusiastically offered job with approval of board. It is a Classified position (candidate has degrees to be certified, but the job is classified and ~1.0 FTE.

**Cares Funds:** Chrome books it is. Pastega Foundation has donated \$1000 for online learning that we will use toward the Chrome Books. Books have been ordered. 90 devices @ \$200 per unit, 40 with touchscreens for K-1, 40@300. Bottom line with protection plan, licenses, \$43,689-per Laura's Cares Funding Narrative doc.

**Update on Staff Concerns from Laura:** Google classrooms, leadership, moving away from project-based learning, MC starting to look like other schools. Matching the protocols with the blueprint. Goal setting for each of them in August. Blueprint of the Safe Schools. Professional development-Google classroom-everyone was a first-year teacher in effect. Corvallis is continuing with Google Classroom/seesaw for younger kids.

**District Interaction:** Issues with non-first language students. Online programs do not serve them in equitable way. MC needs to address this in our own targeted way. First week in August deadline for Comprehensive distance learning-only so many slots. Hybrid model, Monday/Tuesday cohort A. Wednesday cleaning/training. Thursday-Friday cohort B. Masks required except for the exceptions; there will be no discipline for non-compliance/failures of protocol, just guidance and coaching on proper procedures.

**Checklist for opening:** If the school can't meet the checklist, then the school can't open and must be online only. Checklist will be distributed next week.

**Guidance for liabilities:** To come next week from State/District.

**Physical Building:** Water is up and running. Issue with covered area paving-that will cost an estimated \$50K, including \$9K for engineering. Heart of the problem is the asphalt will not drain and will channel water towards the door. Could be other options. Seismic budget is currently under budget.

**Library:** Working with Patricia to include diverse titles for kids so they see themselves in the books, including Holocaust curriculum related titles.

**Brainstorming Session:**

Charter schools can close by the ED, if the charter can't be honored.

Kids can go back and forth in a “flip classroom” with teacher teaches online, then back into the classroom for enhancements. When you are online you are interacting with classroom. Per ODE ~2 hours/day screen time.

Transportation Survey results: 68% no bus, 22% both am/pm

Kids that are doing distance learning can still peek inside the classroom and engage via web. When they are in the classroom it is enhancement.

Things to consider: Cross ventilation, playground, bathrooms, bathroom cleaning, extending/manipulating the school year, testing and tracking, liability, reporting to Benton County Health Department for guidance on outbreaks and closing, siblings in same cohort days (multiple grades), PPE-surgical ones vs. cloth (Melanie), Substitutes (pull specialist to be sub).

Rules on exposure: Defined as “contact with a person less than 6’ for longer than 15 min.”

Hybrid model-learning questions and issues: Students online-then do Covid-19 protocols to meet the teacher? Utilizing entire campus space. Using Remote locations-bathrooms, port-a-poties, how to work with Special Ed/ Special Need students, video tours for stakeholders to see firsthand before starting, need for a student phone book. What will the in-school component look like? Classroom is for “enhancement” learning. Weather conditions-heating, boots/raincoats, tents, handling cold and flu season. Physical outside structure. Flexibility to be fluid in the in-school/online system. Attendance -if the child comes down sick-there is no 10 day drop. Checking in online counts as attendance (guideline is 15min conversation with licensed teacher). Streaming classrooms, Love Your School like events as a way for families and students to interact.

Online only-families could build up outside spaces for future use. Starting school online thru January-work online now. Parents can choose online only. Streaming questions: do we have bandwidth for streaming classrooms to homes?-check with Leanne. Need for headsets for teachers. Why google classroom instead of Canvas, Blackboard, other platforms as options (School District recommendation)-

Bussing: Max on a bus is 20. Does mixing students on busses eliminate the advantage of cohorts?

Outdoor School style: Committee to discuss outdoor education-how do teacher’s feel about it. \

Behavioral specialist-what is that role in a hybrid/online model, and how to help in the lack of socialization (Jan has both counseling and social work degrees, also very savvy and experienced in use of technology). Laura- All of us are in trauma in some form or another. Also, Jeff has a degree in psychology and could assist.

Teachers: What if a teacher can’t, won’t be in a classroom-difficulties managing two curriculums. Pair a teacher with an E.A.-so they have a team. In-classroom can be flexible in terms of hours-it’s up to us.

Laura’s opinion: Will need some kind of both- hybrid and online models for equity reasons... we’ll have to try both. Introverts can do well with distant learning, extroverts generally do much better in person. The situation is fluid, so we’ll have to be ready for all.

Public Comments: Blake-very concerned about cleaning. How to handle all the guidelines related to sanitation-Chromebooks are good direction, google classroom is where the district is going, so we can leverage their tech support. Worried that MC staff doesn’t have the tech training to thrive well with

what is essentially two classes. We collectively missed opportunities for training, and there is a lot still needed. Lots of components that need to come together, and if we miss on one aspect, we'll have to scrap the whole hybrid model. Even with one extra month would be a challenge. Misses the old Muddy Creek.

Shawnde: Online-hybrid model-how to prep and pull off?

Board Comments:

Karen: Can't fathom how teachers and families can make a decision.

James: Does not understand how guidelines match with what we know about the virus...country has poor track record of dealing with this so far. Leaning more towards remote learning. Uncomfortable with indoor setting. Worried about workload for staff. Worried about staff getting sick. --Should probably be remote. Really wants some socialization-without the risk of being indoors. Could be mitigated to large degree by being outdoors. Sees a possibility of one teacher to volunteer to work with kids full time-as one cohort. Could be the most at risk/highest-need students. Slippery slope because increasingly, many students will fall into this category in a variety of ways.

Megan: Concerned about staff-don't think own kids will go to school in fall-but certainly doesn't want to lose muddy creek spots. Need a way to welcoming new kids and staff.

Erin: Favoring comprehensive online as primary. Concerned about our families that are less able to do what own family can do. Should be doing everything we can to make it possible to learn for everyone. Excited to have Laura guiding us. Agreeing with Jamie-has a very social kid- that struggles without the social interaction. Would like to see some sort of in-person outside component. Hunker down thru January and plan for spring going toward outdoor model. Likes idea of really cultivating a space for students to learn...project-based and outside, possibly reconfiguring our whole grounds to an excellent and safe learning environment. One key element we are missing is the input from teachers and staff-would love their perspective. Laura is going to put together their thoughts.

Lester: Frustrated we're at this point as a school, State and Country. Watched for nearly 8 months while other countries dealt with this, and are now working with much more normal situations, we're forced to look at considerably less-desirable options, and managing the damage to our education system. Like James, struggling to connect the guidelines with the current research. Does not feel comfortable sending students, teachers, and staff indoors while the virus is so prevalent and knowing what we know so far about how the virus spreads. Feels the inside learning if not unsafe now, will become very unsafe-and it is not just a live/die virus, lots of health damage to heart, brain, spleen, etc. Really likes the idea of planning for long-term viable education outside like Erin brainstormed. Leveraging our strengths and facilities to give a unique and uncompromising learning environment-Muddy Creek-style... using technology to manage weather, cold/flu season ...Concerned for parents that lack flexibility in all the uncertainty.

Jamie: Preschool perspective and special-needs parent. Playing it very safe right now. Working on how to manage work and parenting through this, concerned for other parents. For very social kids-it's hard to adjust to the Google Classroom, but experienced good support from teachers and specialist. Want to be on-board with what parents, The Board, ED, and other stakeholders need. Concern for special needs kids. If cleaning and prepping the space can be done, open to hybrid, open to outdoor, open to

committees to seeing what we can pull off together as a community. Can we even possibly do a hybrid? We need to be safe with our staff and kids. Interested in seeing the new checklist-if we can pull it off then we should. We may need some kind of parent -teacher conferences to prep/coach parents through the instructions and dealing with challenges.

Laura: One option is an “all teachers on deck”-take over school as a grade-certain kids one day, other kids on another. Will put together something to show how that might work. \*concern for teachers overlapping the cohorts and becoming a vector was expressed.

Goals for the year from Laura...will send out for board to consider...but in short:

Keep the school going.

Work towards the vision of Muddy Creek, long-term perspective-focus on the *Why*.

Capacity building, professional development, update school policies, procedures, and policies.

Update student and staff handbook including welcoming protocols for new teachers and students. - Teachers expressed feel they are on their own at each grade level.

Support all staff with personal and team goals. Coaching and mentoring.

Strong partnership with parents, district, and community.

Adding Measurability to goals?

Policy and Procedures next week meeting special session. Limited discussion.

Adjourned 9:43