

BOARD MEETING AGENDA
REGULAR BOARD MEETING
HIGH SCHOOL CONFERENCE ROOM
www.oostburg.k12.wi.us
July 15, 2020, at 6:00 pm

MISSION STATEMENT: "The mission of the School District of Oostburg is to prepare students to be positive contributors to our society and the world."

REGULAR BOARD MEETING AGENDA

- I. Call meeting to order
 - A. Pledge
 - B. Roll Call
 - C. Certify posting
 - D. Approve Agenda

- II. Public letters / comments: Members of the public wishing to address the board on any topic are requested to complete a public input form prior to the beginning of the meeting

- III. School Board President / Admin Team Reports
 - A. Board President
 - B. Superintendent
 - C. High School Principal
 - D. Middle School Principal
 - E. Elementary School Principal
 - F. Director of Special Education
 - G. Director of Finance/Personnel
 - H. Buildings and Grounds Coordinator
 - I. Technology Coordinator

- IV. Approval of Consent Agenda Items – Recommend approval of consent items below:
 - A. Minutes of the following school board meetings:
 1. Monthly board meeting of June 17, 2020
 - B. Finance
 1. Approval of June Expenditures of \$802,946.42
 2. Approval of June Receipts of \$9,746,768.78
 3. Approval of June computer check numbers 10013551 - 10013595, wire numbers 201900285 - 201900320, and ACH numbers 192000703 - 192000732

- V. Action Items
 - A. Consider initial approval of fall reentry/reopening plan with confirmation of action during August board meeting
 - B. Consider approval of specific support staff personnel compensation
 - C. Consider approval of academic standards per statute 118.30(1g)(a)
 - D. Consider approval of Professional Staff Handbook for 2020-21
 - E. Consider approval of 66.030 agreement with Random Lake for shared Occupational Therapist
 - F. Consider approval of facility rental fees/agreements
 - G. Consider approval of alternative open enrollment applications into and out of the district for 2020-21

- VI. Topics for Discussion
 - A. Legislative Report
 - B. Finance Committee Report
 - C. Buildings & Grounds Report
 - D. Transportation Committee Report
 - E. Negotiations Committee Report
 - F. Policy Committee Report
 - G. OCEF Report
 - H. Long Range Planning Committee

- VII. Future Board Meeting Dates: Regular Board Meeting – August 19, 2020, in the HS Conference Room

- VIII. Adjourn

Wendy DenBoer, Clerk

IT IS THE POLICY OF THE SCHOOL DISTRICT OF OOSTBURG TO COMPLY WITH REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT. IF YOU HAVE A DISABILITY COVERED UNDER THE ACT, AND REQUIRE AN ACCOMODATION TO ATTEND OR PARTICIPATE IN THIS MEETING, PLEASE CONTACT THE DISTRICT OFFICE AT 920-564-2346.

THIS MEETING IS A MEETING OF THE BOARD OF EDUCATION IN PUBLIC FOR THE PURPOSE OF CONDUCTING THE SCHOOL DISTRICT'S BUSINESS AND IS NOT TO BE CONSIDERED A PUBLIC COMMUNITY MEETING. THERE IS A TIME FOR PUBLIC PARTICIPATION DURING THE MEETING AS INDICATED IN THE AGENDA.

NO PERSON MAY BE DENIED ADMISSION TO ANY PUBLIC SCHOOL IN THE DISTRICT OR BE DENIED PARTICIPATION IN, BE DENIED THE BENEFITS OF, OR BE DISCRIMINATED AGAINST IN ANY CURRICULAR, CO-CURRICULAR, STUDENT SERVICES, RECREATIONAL OR OTHER PROGRAM OR ACTIVITY BECAUSE OF THE PERSON'S SEX, RACE, COLOR, NATIONAL ORIGIN, ANCESTRY, CREED, RELIGION, PREGNANCY, MARITAL OR PARENTAL STATUS, SEXUAL ORIENTATION, HANDICAP OR PHYSICAL, MENTAL, EMOTIONAL OR LEARNING DISABILITY IN THE EDUCATIONAL PROGRAMS OR ACTIVITIES OPERATED BY THE SCHOOL DISTRICT OF OOSTBURG.

Board Update

Oostburg School District

To: Board Members and Administration

From: Kevin Bruggink

Date: July 10, 2020

- As of this board update we have 453 survey responses. This represents family responses and is a very good rate of return. I will have the final percentages after the survey closes on July 13. As shared in my last board update, there is a lot of information, and a lot of emotion, coming through in the survey, and we are reviewing the responses as they come in. We are also calling respondents where comments indicated questions or frustration. We did provide a general overview of our reentry plan (pre-entry screening, limited ability to social distance, some cohort isolation). Here are the updated response percentages in relation to several of the primary questions we are using to guide our plan:
 - 3.5% plan to keep their student home
 - 69% plan to have their student attend full time
 - 24% plan to have their student move in and out of on-site attendance based on circumstances
 - 0.4% are unsure at this time
 - 12% feel student masks are very necessary
 - 18% feel student masks are somewhat necessary
 - 70% feel student masks are not necessary
 - Staff mask feedback mirrored student feedback
 - Transportation continues to be mixed (this is likely a good thing in lowering our busing numbers) with close to 40% of bus eligible families expressing a willingness to transporting their child themselves.
- I have included a presentation version of our [reentry plan](#) for your review. I will be asking for board approval of this plan subject to potential revision based on local data related to the pandemic moving forward.
- We continue to investigate technology for individual classrooms which can support remote learning. Our learning management system adoption does provide some flexibility as we consider the amount of technology required for each room. Student privacy, classroom management, and instruction in a setting which would be virtually accessible in real time continue to be reviewed with staff and district counsel. Cost estimates for the solution we are currently considering remains between \$100-\$125,000 at \$2500 per classroom. Friday included order placement for 40 classroom audio / video solutions. We will begin installation next week and have had strong staff interest in piloting the implementation of this technology.
- We have purchased [Canvas](#) as our district learning management system (LMS). The learning curve for this implementation will be steep as staff transition existing learning resources to this new platform in addition to their ongoing adjustment of curriculum for a partially virtual classroom experience.

- Our agenda this monthly will include the following annual board considerations:
 - Approval of [professional staff handbook](#).
 - Approval of facility rental fees / agreements. We are not recommending additional changes to fee structure and recognize that we will be limiting facility use by outside groups based directly on guidance from the county health department. We are recommending the addition of the following language to the facility use agreement (located on our website under [Information and Forms / Facility Rental](#)).

This Agreement, and the waivers, releases and indemnifications herein, include but are not limited to, any claims or causes of action whatsoever related to or resulting from the Applicant, or any participant, guest, attendee, or other person on the Property during the Applicant's use of the Property, being exposed to or contracting any communicable disease, including, but not limited to, COVID-19. The Applicant further agrees and warrants that it shall take all precautions and measures reasonably necessary to prevent the transmission and spread of any communicable disease while using the Property, including adherence, and insistence on and enforcement of adherence by others on the Property during Applicant's use, to any and all orders and guidelines issued by local, state and federal authorities, including those issued by the National Centers for Disease Control and Prevention, and any policies of the School District, related to the prevention of the transmission and spread of communicable diseases, including COVID-19.

- Approval of academic standards per statute 118.30(1g)(a). The suggested motion language would be *Motion by _____, supported by _____, to approve adoption of student academic standards per Wis. Stat. §118.30(1g)(a).*

Board Update

Oostburg High School

To: Board Members and Administration
From: Scott Greupink
Date: July 1, 2020
Re: Monthly Updates—July

On my calendar each July 1st is a reminder to complete a report related to harassment and bullying that I believe is required by statute. It is a good process because it requires a rather formal series of investigative steps and follow up with all stakeholders regarding findings and actions. Bullying and harassment are really big deals in schools because the results can be so detrimental to learning, so these situations must be handled effectively and completely.

In the file where I keep my notes related to disciplinary situations each year, I have made a habit of putting a copy of an article from the School Leaders Now publication entitled, “Is it Bullying or Not? How to Make Sure Your School Community Understands the Difference.”

Currently, the term “bullying” is way overused and often applied to situations that simply do not meet its actual definition. The article provides me some good reminders a couple times each year as I run into it in the file and re-familiarize myself with a few important ideas. I thought I would share a few quotes from the article with you as Board members to provide a reminder of what the real scope and definition of the term “bullying” actually contains.

Conflict between students is inevitable, but it is not always easy for teachers to identify when kids are crossing the line. Is it just meanness or rudeness? Or is it bullying? Certainly, we need to teach students to be kind to each other, no matter the situation. But it is still important for everyone at your school to have a clear understanding of the difference between meanness and bullying.

Sometimes kids say or do things that inadvertently hurt one another, like saying, “It’s not fun to play tag with you. You’re too slow!” But if it is not a recurring issue, then this is often just rude behavior that results from thoughtlessness or bad manners. While mean and rude behaviors are wrong and need to be corrected, even disciplined, they do not raise to the level of bullying.

Bullying is when someone repeatedly and purposefully says or does mean or hurtful things to a person who has a hard time defending themselves. Different than ordinary conflict, bullying has three distinguishing characteristics: Bullying is an intentional, negative act. Usually bullying involves a pattern of behavior repeated over time. And, bullying involves an imbalance of power. (Sometimes bullies create an imbalance of power by involving/encouraging others to gang up on an individual and in these cases the group actions create the imbalance of power.)

I have experienced a lot of situations where a student or parent have told me they were being bullied but in fact it was really that they were being treated in a mean manner. That is not to dismiss the situation but as the title of the article suggests—our whole school community has to know that harassment and bullying are much higher level offenses and should be treated as such. Labeling every mean act as bullying is common, but it is not an accurate use of the term. Real bullying involves an ongoing pattern of behavior that is intentional, and it involves an imbalance of power which can be very intimidating and disruptive to the victim. Reviewing this article from time to time is a good reminder for me of the difference between mean behavior and bullying.

Board Update

Oostburg Middle School

To: Board of Education

From: Sherri Stengel

CC: Kris DeBruine, Scott Greupink, Kevin Bruggink, Aaron White, Ashley Hinze

Date: 7/10/20

1. As Scott indicated in his report, this month we submit our annual report to the board of formal bullying investigations done throughout the school year. While I am grateful we don't have a large number of formal investigations, one, in my opinion, is too many. I thought I would take time in this month's report to tell you ways that the OMS staff and I had responded to some of the incidents that occurred in the fall of the year. Last year, before COVID-19 sent us all home to work and attend school, OMS formed a committee to start brainstorming ways to address bullying and other disrespectful and unkind behaviors and words we were experiencing at OMS. As a result of this committee, we started "Unity Groups" where a small group of students met with a staff member during Dutchman Daily to have a mini-lesson, small group discussion, and/or an activity that they did together. In conjunction with the Youth Pastors and the PTO, we were scheduled to have Bob Lentz present to the OMS student body on 4/23/20. He came to Oostburg a few years ago and his message was meaningful and well-received. The message this year was to be "Dignity Revolution: Value, Courage, Respect." Unfortunately, this never transpired due to COVID-19. Another idea that came out of this committee was to have a more regular, intentional, and proactive approach. After researching options, we are going to use the Character Strong curriculum during high interest classes at OMS. This means that most OMS students will have the equivalent of 6 weeks of instruction around topics such as Empathy, Healthy Habit Development, Growth Mindset, Resilience, Emotional Intelligence, Mindfulness, Kindness, Respect, Acceptance, & more in 6, 7, and 8th grade. OMS' school counselor, Keri Lauritsen, will be teaching these classes instead of the careers classes she was teaching. Edgar Torres will be teaching the career classes.
2. Planning for the fall is in full swing. I appreciate the administrative team and staff that have been willing to discuss, brainstorm, problem solve, and learn around best practice. I find myself working hard, but feel like I am spinning in circles as current reality is ever changing as we learn more about the virus, recommendations coming forward from the CDC, public health, and the AAP, and what that all may mean for us starting school in the fall. Keeping grounded in our pillars of learning, safety, equity, and capacity have been very helpful as we plan and prepare.

Board Update

Oostburg Elementary School

To: Board Members and Administration

From: Aaron White

Date: July 10, 2020

- Over the course of the last month, a significant amount of my time and energy has been placed towards problem solving and brainstorming around how to welcome back students and staff safely this fall. The collaboration within the administrative team has helped immensely as we discover blindspots and challenges by discussing ideas and scenarios. As Kevin alluded to in his update, the information provided by parents with the community survey has played a valuable role in understanding the concerns and thoughts of our stakeholders in the community. From this survey, I have had the chance to speak with parents around some of their comments and concerns. The majority of these conversations have centered upon how to ensure that students will be able to return to in-person learning. It is clear that parents value this type of instruction from a learning lens and a social emotional, developmental lens. Taking information from the survey, admin team, and from staff has helped me to frame up some of the logistics that will need to be addressed to welcome staff and students back. Currently, I am reviewing student schedules, passing times, hallway usage, lunch service, and shared staff schedules. Having a handle on these issues will help to ensure we can problem solve issues that arise later in summer and as the year begins.
- As Kevin mentioned in his update, the shift to Canvas will take place this fall and impact any distance learning that takes place at the district and building level. The decision to migrate to Canvas was bolstered at the elementary level around parent input to have a consistent platform and teacher input around transitioning from Seesaw (grades JK - 2nd) to Canvas. Input from some key teacher leaders helped to make the decision to move from Seesaw to Canvas, based upon the use of Seesaw in the spring and capabilities of Canvas moving forward. In the coming months, I will join the admin team in reviewing ways to implement and utilize Canvas at the elementary level.
- Upon our return to school this fall, we will need to be proactive around our approach to supporting students and identifying areas of need, both academically and socially. I am currently working on transition documents that will guide conversations between grade levels in late August during in-service. It will be vital for grade level teams to discuss the content that was covered during distance learning, concepts that will need review, students that need academic support and/or emotional support, and knowledge of students who did not fully participate in the distance learning process. The goal of these meetings will be to help teachers formulate plans to bring students up to speed with their current grade level expectations, to provide general and specific supports, and to help students that thrived during online learning to continue growing. Some of the key players in this process will be Jill Davies and Kristin Stapel for math and reading supports, respectively, and Ashley Holzer for social-emotional support groups and sessions.

Board Update

**Oostburg School District:
Director of Special Education**

To: Board Members and Administration
From: Ashley Hinze
Date: July 10, 2020

- PATH Support:

The Oostburg School District works hand in hand with Mental Health America (MHA) and PATH to provide counseling services to our community's youth. The unique nature of this partnership allows for these services to occur right in our buildings. We are extremely fortunate for this, as it alleviates numerous burdens placed on families in need of services for their children, such as parent transportation and missing work/school. Eliminating these struggles allows for all students to have equal access to these services.

During the 2019-2020 school year, our PATH counselors supported a total of 18 Oostburg School District students. Eleven students are currently enrolled in the program and seven students met the requirements to be dismissed from services. Prior to closure, PATH was in the process of hiring a third therapist to support our students, which will allow for further reach during the 2020-2021 school year. In addition to the in-person services students received, COVID-19 required therapists to shift their current mode of service delivery and offer digital teletherapy during the closure. Five students took advantage of the digital platform, the remainder paused services until we reconvene in the fall.

- Aide Support:

We will be posting for the open elementary school aide position in the upcoming weeks. This position will support the new learners previously discussed at last month's board meeting. I am optimistic we will find a highly qualified candidate to support our students.

Board Update

Oostburg School District: Technology

To: Members of the Oostburg School District Board
CC: Kevin Bruggink, Scott Greupink, Aaron White, Sherri Stengel, Peter Scheppmann, Kris DeBruine, Ashley Hinze
From: Lucas Allen
Date: 7/10/2020

- My priorities currently are the evaluation and consideration of:
 - A formal, paid and formally adopted learning management system district-wide
 - Key for our ability to transition the most smoothly from onsite to offsite instruction
 - One stop shop for learning content
 - Teachers build everything here or at the least is the springboard where everything starts classroom-wise
 - Deeper analytics into who is doing what, how much and when from an e-learning standpoint
 - Lays framework for expanded course offerings, virtual charter school, unique learning opportunities for more students in more locations in, hopefully near, post-COVID world
 - District wide adoption of classroom telepresence technologies which includes hardware and software pieces
 - We are looking for presence, not just attendance. We want students and teacher not physically present to be as much a part of learning as we possibly can
 - Our painted picture looks like a camera that can be steered locally and remotely, robust audio transmission and reception, and a dedicated display that is mounted to the room or to a mobile cart.
 - We are likely leaning toward Zoom as it is the most developed for our needs at the moment

Board Update

Oostburg School District: Buildings and Grounds

To: Board of Education
From: Peter Scheppmann
Date: 7-10-2020

- With limited public access to district buildings, this summer we have been taking advantage of doing some painting in classrooms, hallways, door frames and window frames.
- The custodial department has completed scrubbing, applying floor finish and burnishing hallways and classrooms. The last area of flooring to be done is the high school cafeteria.
- One area tied to reopening in fall is making adjustments to the district's HVAC system to change the percentage of outside air intake and increase the dampers that control (cfm/zone volume). This will increase the utility cost for both electrical and natural gas for either air conditioning or heating due to treating increase percentage of outside air, however, this will help with the particle concentration in the room air.
- Another area of concern from the CDC before opening in fall are the district's drinking fountains. We will be working on disconnecting the drinking portion of the fountains, but leaving any bottle filling stations functioning. This will enable students and staff to fill water bottles or cups with water.
- To assist with public communication regarding recommended social distancing, the district has been working with Brady Corporation on selecting floor, window and door decals for 6 feet distancing, washing hands, directional arrows and more. This is all in an effort to stop the spread of germs.