

BOARD MEETING AGENDA
REGULAR BOARD MEETING
HIGH SCHOOL CONFERENCE ROOM
www.oostburg.k12.wi.us
June 16, 2021, 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. Reorganization meeting of May 19, 2021
 2. Monthly board meeting of May 19, 2021
 - B. Personnel
 1. Approval of the resignation of Terry Hendrikse as high school science teacher
 2. Approval of the hiring of Terry Hendrikse as elementary school principal
 3. Approval of the hiring of Travis Obbink as high school science teacher
 4. Approval of the hiring of David Hickmann as School Social Worker
 5. Approval of the resignation of Caitlin Dreier as middle school math teacher
 6. Approval of the resignation of Kristen Hesselink as 2nd grade teacher
 - C. Finance
 1. Approval of May Expenditures of \$144,225.66
 2. Approval of May Revenue of \$1,296,630.32
 3. Approval of May computer check numbers 10013917 - 10013955, wire numbers 202000281 – 202000311, and ACH numbers 202100576 – 202100655

- V. Action Items
 - A. Consider approval of change to 2021-22 school calendar inservice date
 - B. Consider approval of annual contract with CESA 7

- 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
 - a. 2nd read on the following board policies: 0100, 0131.1, 0143.2, 0144.4, 0144.5, 0145, 1211, 1213, 2411, 2416, 2416.01 (deletion), 2430, 2522, 3112, 3213, 3220, 3340, 3425, 3531, 4112, 4213, 4340, 4425, 4531, 5113, 5511, 5517.01, 5540.01, 5830, 5895, 6320, 6605, 6610, 7230, 7550, 8405, 8451, 9130, 9700, 9700.01
 - G. OCEF Report

H. Long Range Planning Committee

VII. Adjourn to Closed Session per state statutes 19.85(1)(c)

A. Consideration of administrative contracts

VIII. Action Items from Closed Session Discussions

A. Consider approval of administrative contracts

B. Consider approval of administrative certification program enrollment

IX. Future Board Meeting Dates: Regular Board Meeting – July 21, 2021, in the High School Conference Room

X. 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 HEARING. THERE MAY BE A TIME FOR PUBLIC COMMENT 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: June 11, 2021

- Our overall COVID case counts since September 1st include:
 - Our final week included one additional positive case bring our year-end total known positive cases to 33 staff members and 86 students.
 - We closed our year with no students or staff quarantined, which allowed everyone to close their year together. This was certainly a positive for us.
- Graduation for our seniors and our 8th grade recognition both went very well. We avoided weather issues and enjoyed having both ceremonies outside as there was a large turnout of parents and family members for both events. Special thanks to our building and grounds staff for coordinating seating, parking, sound and stage details.
- I have continued to communicate concerns around the Joint Finance Committee's budget proposals to both Senator LeMahieu and Representative Katsma. The biggest concerns I have shared continue to focus on the large revenue limit disparity between school districts across our state. Oostburg, along with Random Lake and Plymouth, remain at or near the lowest revenue limits in Wisconsin with most of Sheboygan County schools in a similar position. We don't believe proposed increases to areas like sparsity aid, as currently proposed by the JFC, should be given without consideration of overall district revenue limits. I have also continued to push for increased special education reimbursement. Oostburg has a highly respected special education program, yet we find ourselves continually challenged to fund this area. The current increase in funding proposed by Joint Finance is minimal and should be reconsidered as a priority. Senator LeMahieu has responded allowing for good discussion on these topics. I have not had a response from Representative Katsma.
- Like many of our business partners, school districts are struggling to fill open positions. The concerning difference for schools is the reality that we are seeing very few high school graduates pursue education degrees. During the majority of my career, a significant percentage of our highest academic performing graduates would enter college to pursue education as a career. In the past 5-10 years we are seeing a dramatic decrease in students going in that direction leaving school districts unable to fill positions with qualified applicants. The continuing trend of low enrollment in undergraduate education majors means this situation will likely continue to be a major area of concern.
- We are excited to recommend David Hickmann for the recently approved school social worker position. David comes to us with very high recommendations and considerable experience including serving for the past four years as a school social worker for Howards Grove Schools. Prior to that, David worked for Child Protective Services in Rock County. In addition to his social worker role, David coaches tennis in Howards Grove and comes with a strong reputation for connecting with students and colleagues.

- I am asking the board to consider adjusting our 2021-22 calendar to accommodate some challenges around homecoming. The action item request would change our current Friday, October 1, inservice to Friday, October 8th. This would allow Homecoming to be held on Oct. 1 while students are in session. This change will not have a negative impact on our inservice scheduling as we are far enough in advance of the proposed change.
- We have had difficulties resolving some errors on the CESA 7 end of their contract with us. Although that contract approval is on the agenda for action, we do not have the revised contract from them at this point. If we do not receive the corrections prior to Wednesday, we will move this to our July agenda.

Board Update

Oostburg High School

To: Board Members and Administration
From: Scott Greupink
Date: May 26, 2021

From time to time at Board meetings we refer to our ACP program—Academic Career Planning—and how we see it as pretty central to our goals. I thought I would try to provide you a little more background and some specifics about what we are working on currently.

We see Academic Career Planning as an important piece in producing college and career ready students because we find that students with “real” career goals are more engaged and motivated in the learning process. This is probably true because they see how what they are learning now will be important in getting to their goals. Done well, the process also helps answer the specific question, college or career ready for what? Like anything else, if you know what you are preparing for, you will be much more focused in that preparation process. We sometimes refer to this process as “helping students find their why” for high school. We also see the opposite situation play out when students see no purpose in high school, because they only see it as something they are forced to do, and these students are always the hardest students to engage and motivate in the classroom.

ACP process seems to happen in predictable stages—and it often requires quite a bit of pushing from adults because it is uncomfortable for students to explore, experience and build a plan toward their career interests, and this fear of the unknown tends to cause many students to avoid the topic. Many students seem to want to believe that everything in their lives will magically fall into place as time goes by, but we know that is just not the case. Lack of a plan can have very real consequences. When we first talk to freshmen about their career interests, we often start with an aptitude and interest survey and try to build from their strengths and interests as they relate to future careers. The challenge we encounter is many of our students at this stage (Level 2 on our rubric) are really unrealistic and have what we have learned are “unexamined dreams.” Some of these unexamined dreams are hobby focused such as the young person who loves animals, and therefore, wants to be a veterinarian. Becoming a vet is not unlike becoming a doctor, it takes a lot of academic ability and years of commitment to schooling. Or boys who love hunting and want to be a DNR officer. Many times these sorts of students do not even know what a DNR officer does—basically a law enforcement person who has to deal with a lot of conflict, or they know little to nothing about the educational requirements for that career or the limited job market. Supporting students through this stage of career planning requires asking them a lot of questions and helping them find the answers. They need to learn more about the career in detail, and required preparation programs. They need to learn about the lifestyle realities provided by the career. They need to research the job market realities and consider how competitive it may be to enter that particular field. They need to start examining where they are currently as students and begin building a plan to that career, and at times they need to be supported in seeing that it may not be possible to get from where they are to where they want to go without some major changes. For example, there is not a bridge from a sophomore with a 2.5 GPA and a 16 ACT score to becoming a veterinarian no matter how much they like animals. It will be our goal in the future to get as many of the freshmen through this phase as possible so that when they are sophomores they can become increasingly informed about the career, and even start to experience what that career entails, and build understanding of the preparation that is required.

At the next stage (Level 3) the students begin building an informed plan to move in the direction of their chosen career. They address gaps where they may not be on track with that plan. Their academic career plan moves from dream land to reality, and they deepen their understanding of the career with first hand experiences, and what is required to enter that career successfully. They experience the career with job

shadows and maybe even job experiences with summer jobs, Co-ops, or YA. They start building bridges from where they are currently to where they are going to have to be after high school by researching preparation programs or college admission requirements. They begin to make decisions about what high school courses to take based on what is required of them by the college or technical school program they wish to enter, and they begin preparing to meet those requirements. Level 3 is where their plans are built, they start to address the gaps, and their actions show they are putting their plan in motion. It is our goal to get as many sophomores as possible strongly into this stage so that they can take full advantage of their junior and senior years in high school to be prepared for their careers.

At the highest stage, Level 4, their plans are solid and completely realistic, and they are executing them. They are literally doing the things that the plan requires and ideally advocating for themselves. We have had several students in the health care field provide excellent examples of work at this level. They took the Certified Nursing Assistant classes and got certified early so they could get jobs in health care to really experience their careers first hand. Then they got involved in YA (Youth Apprenticeships) and this allowed them to take classes related to their careers through LTC while they were working. These students also took AP classes and other classes like Anatomy and Physiology and Medical Terminology, so they were as prepared as possible and in the process made very good use of all of our class offerings in their career area. All of these experiences with their careers either strongly confirm their career choice or send them back to the exploration stage if they find it does not meet their expectations.

If we can guide and support students through these stages in meaningful and systematic ways, then of course they will be far more “college and career ready” which is our district goal. And they will be more college and career ready on a personal level too. The challenge is that this is not as easy as it may sound. Many students find thinking about the future to be a bit scary and prefer to live in the world of unexamined dreams and with the blind faith that everything will just magically work out. While it is a process that we can take groups through, when students struggle or resist out of fears of uncertainty about the future, or the encounter big gaps between where they are and where they will need to be to be successful, it is in those situations that they need a lot of one on one support.

Over the last few years we have tried to deliver our ACP process through mentor teachers guided by Josh Cole our guidance counselor. We mentored for two years—freshmen and sophomores—and then Josh meet with all of the juniors and their parents. This worked pretty well but the biggest problem was a lack of uniformity. Some mentors were really effective and others less so. This year, we took steps to try to correct this uniformity problem by teaching the initial phase of the ACP process to all freshmen in our health classes. Amy Antes worked directly with Josh to plan the lessons that would teach and guide the Level 2 learning for the ACP process. Amy, Keri Lauritsen and I had conferences with each of the freshmen where they presented about their strengths and aptitudes and the two careers that they researched. These presentations were better than we have seen in the past, more detail and depth, so that was encouraging. Terry Hendrikse has done some really effective stage 3 work in his Medical Terminology class, so we are going to continue to build the system by having Terry and Andrew Bauman work with students on the quarter career projects with Terry taking more of the college track and Andrew the technical school/workforce track. We will shift our mentors to a more supportive role focused much more on that one on one work in this process and not expect them to have the instructional expertise.

All of this is a work in progress and we are learning together. This update may have given you much more information than you wanted about our ACP process, but the process of writing the update was good for me in that it forced me to describe with more clarity how we are organizing our efforts in this program.

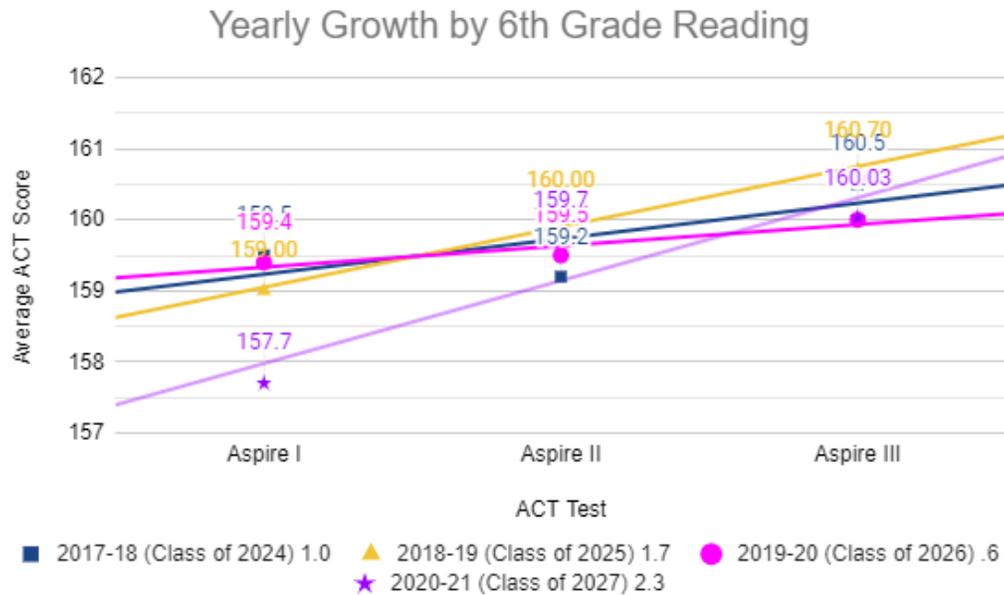
Board Update

Oostburg Middle School

To: Board Members and Administration
From: Sherri Stengel
Date: June 11, 2021

- 1. 8th Grade Recognition Ceremony:** Our 8th grade recognition ceremony went extremely well, even though we had the venue outside on the football field for the first time. The weather cooperated and it felt so good to be able to celebrate with students and families their accomplishments from middle school. A special thank you to Jay VanEss, Bob Launer, and the 8th grade team for the work that went into making the evening a success.
- 2. Summer School:** Summer school starts June 14. Staff came in this morning to pull together the final pieces so we are prepared for 32 OMS students to join us for 8 days of summer school. Along with teaching reading and writing, we are incorporating executive functioning into our curriculum this year. These are mental skills that include working memory, flexible thinking, time management, and self-control. We want to help students with metacognition, or learning how to learn. Our plan is to teach some of this first thing in the morning and have students practice these skills while reading and doing math. I'm excited to see how this goes!
- 3. 5 days/week all year = student learning:** I couldn't be more proud of students and staff for not only "making it through" the school year, but making progress and growth during a school year that brought with it many challenges and changes from our typical day to day operations. Students and staff alike handled a really tough year with flexibility, grace, and grit. Aspire results over the course of the school year reveal that most OMS grade level averages in the Fall in the areas of reading, math, language and science were the lowest (or close to the lowest) they have in the past several school years, largely due to asynchronous virtual learning that happened in the spring of last year. Over the course of the school year, grade level growth in most grade levels and subject areas exceeded average growth in previous years. In other words, we were able to close some of the learning gaps created by COVID. In fact, 3 of the 4 subject areas in 8th grade, 4/4 in 7th grade, and 2/4 in 6th grade ended the year meeting our end of the year "on track to 24" benchmark as a grade level.

One prime example of student learning toward our district mission is 6th grade reading, although there are similar examples I could use from throughout the building. As you can see below, this group entered OMS much lower than the incoming groups the previous several years. Their growth (represented by the slope of the line), exceeded the growth of prior classes, making them end the year meeting our target. This is exciting stuff!



A piece of making this happen was reading volume, a key component to reading growth in young people. Sixth grade together read a total of 2,521 books this school year. In fact, look at this group that met our 40 book challenge. Yes, they read at least 40 books in a variety of genres this school year! See the three ladies kneeling in the front? They doubled that goal and read over 80 books this year Unbelievable!!



This was all possible through being in school 5 days per week for the entire school year. We have so much to be thankful for!

4. **Resignation:** On the agenda you will see that Caitlin Dreier has resigned from her position as OMS math teacher. Ms. Dreier received a job offer in her home town and elected to accept that position. Thus, the search continues for an OMS math teacher.

Board Update

Oostburg Elementary School

To: Board Members and Administration

From: Aaron White

Date: June 11th, 2020

Re: Board Update

- At the onset of the 2020-21 school year, it was clear that we would need additional supervision due to mitigation strategies around cohorting, recesses, and lunch periods. This need was filled by Sherri Nelson, whose role involved supervising K-2 recesses in the morning, being part of the lunch/recess supervision team, and eventually taking a Kindergarten WIN group. Sherri's flexibility was an asset to the building and helped to keep kids safe. Unfortunately, Sherri resigned and will not be returning next year. She was able to find a job that better suited her family and her needs. The design of this position was to be for one school year, but I feel strongly that this position should remain for the 2021-22 school year, with some minor adjustments to the responsibilities. The lunchroom and recess supervision will need to either be replaced or continued, as Sherri's role was crucial to being able to service all grade levels. At the same time, with 4 sections of Kindergarten next year, one of the Kindergarten teachers will need support during Reading (30 minutes daily), Writing (30 minutes daily), and Math (30 minutes daily) that mirrors the support that our interventionists provide for the existing three sections of Kindergarten. By re-purposing the morning recess supervision that Sherri did as support for the new Kindergarten class, this would be beneficial to students and staff. Therefore, I recommend that this position should be posted to find a suitable replacement.
- Prior to the end of May, both Melissa Leaman and Kristen Hesselink handed in their resignations. Melissa spent 13 years in the district, serving as both a Special Education Aide and Interventionist. Kristen spent nine years in the elementary school, teaching in Kindergarten and 2nd grade. Kristen was slated to move to our Junior Kindergarten team next year. As it stands, we will be able to move forward with three sections of Junior Kindergarten, with Faith and Terry keeping an eye on enrollment numbers over the summer. The numbers could support a fourth section, but we have not reached that threshold yet. Here are the corresponding teaching assignments related to Junior Kindergarten rosters, and Kristen Hesselink's and Melissa Leaman's resignations:
 - JK Morning and Afternoon teacher - Beth Rauwerdink (supported by Brittany Reindl)
 - JK Morning only - Rachel Wensink (supported by Brittany DeTroye)
 - Interventionists - Regina Hartman, Vicki Swart, Laura Behm
 - 2nd Grade - Kris Rogers, JoAnn Basky, Sheenah Swoverland (now full time)
- I started meeting with Terry Hendriske two weeks ago, finding about an hour per day over the last two weeks of school. These meetings were beneficial for discussing schedule, class placements, intervention protocols, and staff culture. Terry was also able to meet with some students, get exposure to some behavior issues, and check in with other staff members. We will continue to touch base over the next three weeks, focusing on transitional pieces and systems that are currently in place.

Board Update

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

To: Board Members and Administration
From: Ashley Hinze
Date: June 11, 2021

- **Resignation of Traci Brill**

I received a resignation from Traci Brill for the 2021-2022 school year, effective June 9th. We are grateful for the years of support she has provided our students with Intellectual Disabilities. Her love and care for those that she supported shined through her interactions with our students and their families.

As we move forward we will look to fill her position, as the support for Linda, our new high school special education case manager, and students is crucial to the level of high caliber programming we strive to provide.

- **Grant Acquisition:**

Thank you to OCEF for the grant acquisition for our Middle and High School Intellectual Disabilities classroom. Jodi Hilbelink and Ashley TeBeest will be using the \$500 grant for a new KitchenAid mixer, springform pans, and aprons to support our independent life skill and transition work within our iBake program.

In addition to the grant received from OCEF, Jodi and Ashley received a Kohler Foundation Grant for \$1,000 to bolster our iBake program. They are in the beginning stages of designing a portable cart to sell the iBake goods produced within the transition and life skill practice.

- **End of Year Celebration:**

I am grateful to be back in the buildings and have the ability to celebrate the culmination of the school year alongside our staff. Each year is certainly a celebration, however, this year feels heightened. It is amazing as we look back and reflect on all that we truly accomplished as a district, during a global pandemic, for our students. Our staff is exceptional and I am grateful to be working alongside each of them.

Board Update

Oostburg School District: Finance

To: School Board Members, Administrators

From: Kris De Bruine

Date: 6/10/2021

Cash Position:

	Current Year 5/31/21		Prior Year	
	Balance	Interest Rate	Balance	
OSB - Checking	\$115,379.53	0.35%	\$10,371.64	0.35%
OSB - VANCO	\$17,460.83	0.00%	\$745.78	0.00%
Cash Boxes / Petty Cash	\$250.00	0.00%	\$100.00	0.00%
OSB - Dental Acct	\$10,687.92	0.15%	\$5,111.37	0.20%
OSB - Officials	\$4,387.74	0.00%	\$3,292.94	0.00%
OSB - Money Market	\$2,089,469.87	0.65%	\$1,965,225.57	0.80%
OSB - Bond Acct	\$214,562.62	0.35%	\$479,687.62	0.60%
OSB - Capital Imp	\$1,188,975.18	0.45%	\$0.00	0.20%
PMA - Capital Imp	\$1,348,830.26	Various	\$1,368,061.62	various
LGIP - Capital Imp	\$1,989.93	0.06%	\$486,706.06	0.51%
PMA - Referendum	\$6,645,449.28	Various	\$0.00	0.00%
TOTAL CASH	\$11,637,443.16		\$4,319,302.60	
Fund 10/27 cash	\$1,874,075.31		\$1,683,121.00	
Fund Balance (10/27)	\$1,775,557.32		\$1,596,423.82	

- An updated (through May) report is attached as a separate document in addition to the monthly cash flow reports. Please let me know of any questions or concerns.

DPI Update:

- The Transportation Report is due July 22nd.
- The School Calendar and the School Census reports are due August 13th.

Finance Update:

- The next month is very busy for Kami, Gretchen and I as we close out this year (Kami does the summer teacher payrolls in June, so they get into this fiscal year and Gretchen is finishing up all the invoice payments for 20-21), and I am busy working to close funds as the final information is received. We have not received our final aid worksheet, where I get the final details as to Open Enrollment income and expense. That should be here shortly so I can get the final details worked out for 20-21 and then close. Our audit is tentatively scheduled for the last week of July, so that gives us enough time to receive and process all the final invoices for this school year.
- I'm also very close to having a detailed budget for review with Kevin. With all that is going in regard to the state budget and the federal funding available to schools, it has been a challenge to try to keep up with. I meet monthly with the Business Managers in Northeast Wisconsin and Southeast region. That has been very helpful in trying to keep pace with our surrounding districts in regard to how they are budgeting their revenues from the state.

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: 6/9/21

- We are still working with our data conversion to the new helpdesk and asset tracking software. Consolidating 3000 assets with the appropriate details has been a large task.
- Chromebook collections went smoothly and we are now sorting, repairing and storing the units in the appropriate manner.
- Our security software trial has ended and we are looking at pricing and comparable products

Board Update

Oostburg School District: Buildings and Grounds

To: School Board
From: Peter Scheppmann
Date: June 11, 2021

- I am currently putting together the summer school cleaning and staffing schedules for all the buildings. To be honest, I usually have this done in April but am just a little behind due to focusing on different phases of our construction project. I have been working with Sherri Stengel for summer school in the middle school and Kristin Stapel for the elementary school. Buildings and grounds will schedule around the dates and times of classes. We discussed what classrooms will be used along with any additional spaces that might be required, for example library, gym, art rooms, cafeteria, etc. We will also shift scheduled hallway cleaning and waxing floors around those dates.
- By the time you read this, the high school graduation will have been completed. We have had planning meetings with Rachel Navis and Scott Greupink concerning the graduation program and for the first time this event will be conducted outside. The forecast looks to make it a great outside event. We will set up the stage, seating, etc., on Thursday, and check the sound system. We will also clean and restock the restrooms after the scheduled baseball games, along with communicating with the high school track coach about track equipment and practices through Monday when the 8th grade graduation ceremony will take place. We will pick up and clean all the bleacher areas and have the football field grass cut for families to place their lawn chairs out. Kevin Bruggink has spoken with Mark Haese of Jos. Schmitt & Son's to clean up the football parking lot as best as they can for additional parking.
- We are preparing for the storage shed to be moved after graduation. Our plan is to move the lawn equipment items first out of the football storage building, then remove all the items we have stored in the track storage side. We can then place the track hurdles, high jump pit, along with other items, back in the sports shed. In planning for moving items out of the rented storage container units, we are getting quotes on additional pallet racking to use more vertical space in the shed for ease of retrieving and stocking items. This will also assist in tracking inventory. This will be a large undertaking, but time spent on planning and organizing on the front end will make us more efficient in our daily duties.
- The district's construction project is moving along on schedule. Mark Haese of Jos. Schmitt & Son's is doing an excellent job scheduling each subcontractor for each phase of their contract and scope of work, along with checking on the quality of work performed. All work so far has been completed at the highest level of craftsmanship. Mark keeps Kevin and I informed daily on the progress and asks for district input as needed. I thought it would be difficult to match a site foreman with the experience of Lee Voskuil from the elementary school project, but Mark has matched Lee's skills and professionalism. This makes for a great working relationship and comfort level.