



**SCHOOL DISTRICT OF MILTON**  
**Milton, Wisconsin**

**BOARD OF EDUCATION MEETING AGENDA**

**Monday, August 14, 2017**

**District Office Professional Development Center – 6:30 PM**

- I. Approval of Agenda
- II. Approval of Minutes
- III. Approval of Vouchers
- IV. Public Comment
- V. Discussion and Possible Action on Children at Risk Report and Support Plan – Susan Probst
- VI. Second Reading and Possible Action on Revised Policy 8500 – Food Services
- VII. Discussion and Possible Action on Dairy and Bakery Bids for 2017-18 – Sheila Price
- VIII. Discussion and Possible Action on 2017-18 Student/Family Handbooks
  - A. 2017-18 K-6 Family Handbook – Sarah Stuckey
  - B. 2017-18 Milton Middle School Student Handbook – Matt Biederwolf
  - C. 2017-18 Milton High School Student Handbook – Jeremy Bilhorn
- IX. Finance Committee Report – Tom Westrick
  - A. Discussion on Financing Options for a Potential Capital Referendum
  - B. Discussion and Possible Action on Traffic Impact Study
  - C. Update on Milton East Elementary Parking Lot Project
  - D. Discussion and Recommendation on the Issuance of a Request for Proposal (RFP) for the Possible Hiring of an Owner’s Representative for a Potential Capital Referendum
  - E. Discussion on Budget Amendments to the 2016-17 Original Budget
- X. Referendum Update – Tim Schigur
- XI. Referendum Resolutions
  - A. Discussion and Possible Action on an Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$69,900,000
  - B. Discussion and Possible Action on a Resolution Providing for a Special Election on the Question of the Approval of an Initial Resolution Authorizing the Issuance of General Obligation Bonds in an Amount Not to Exceed \$69,900,000
- XII. Discussion and Possible Action on 2017-18 Open Enrollment Alternative Applications

XIII. Miscellaneous

- A. Staffing - Professional and Support Staff Hires, Resignations and Retirements
- B. Gifts and Donations
- C. Meeting Dates– Upcoming Board and Committee Meetings

This meeting notice may be supplemented in order to comply with Wisconsin's open meetings law. If this notice is supplemented, the final notice will be posted and provided to the media no later than 24 hours prior to this meeting or no later than 2 hours prior to the meeting, in the event of an emergency.

**SCHOOL DISTRICT OF MILTON**  
**Milton, Wisconsin**

BOARD OF EDUCATION MEETING MINUTES

Monday, July 17, 2017

District Office

Board President, Bob Cullen, called the meeting to order at 6:32 p.m. Board members present: Betsy Lubke, Shelly Crull-Hanke, Karen Hall, Don Vruwink and Brian Kvapil. Absent: Tom Westrick.

I. Approval of Agenda

A motion was made by Betsy Lubke and seconded by Don Vruwink to approve agenda as presented. Motion carried.

II. Approval of Minutes

A motion was made by Karen Hall and seconded by Betsy Lubke to approve the minutes for the regular meeting held on June 26, 2017 and the special meeting held on July 10, 2017 as presented. Motion carried.

III. Approval of Vouchers

A motion was made by Betsy Lubke and seconded by Don Vruwink to approve Bank of Milton vouchers totaling \$1,295,866.58 representing Funds 10, 20, 50, 80, and 90. Voids totaling \$4,853.68. Motion carried.

IV. Public Comment - General

V. ISTE Presentation – Ed Snow and Students

VI. Discussion and Possible Action on School District of Milton Student Academic Standards

A motion was made by Don Vruwink and seconded by Shelly Crull-Hanke to approve the School District of Milton Student Academic Standards as presented. Motion carried.

VII. Transportation Committee Report – Karen Hall

A. Discussion and Possible Action on Rate Adjustments and One Year Extension to the GO Riteway Transportation Contract

A motion was made by Karen Hall and seconded by Betsy Lubke to approve the rate adjustments and one year extension to the GO Riteway transportation contract as presented. Motion carried.

VIII. Policy Committee Report – Shelly Crull-Hanke

A. First Reading of Revised Policy 8500 – Food Services

IX. Public Comment – Specific to Item X.

X. Discussion and Possible Action to Draft Referendum Resolution

A motion was made by Betsy Lubke and seconded by Shelly Crull-Hanke to direct administration to draft wording for a capital referendum resolution in an amount not to exceed \$69.9 million that would encompass all the components of the presentation from the July 10, 2017 special meeting. This referendum is in draft form only and the resolution will go before the Board of Education on August 14, 2017 for possible approval. Polled vote: Shelly Crull-Hanke (yes), Karen Hall (yes), Betsy Lubke (yes), Bob Cullen (yes), Brian Kvpil (no), and Don Vruwink (yes). Motion carried 5-1.

A motion was made by Brian Kvpil to direct administration to draft a capital referendum question for facilities improvements not to exceed \$50 million and prohibit future capital referendums until the district generates an additional \$10 million in revenue from sources other than additional levies. The motion was dismissed for lack of a second.

XI. Discussion and Possible Action on 2017-18 Open Enrollment Alternative Applications

A motion was made by Betsy Lubke and seconded by Karen Hall to approve the 2017-18 open enrollment alternative applications as presented. Motion carried.

XII. Miscellaneous

A. Staffing – Professional and Support Staff Hires, Resignations and Retirements

A motion was made by Betsy Lubke and seconded by Shelly Crull-Hanke to approve the revised staffing report as presented, including the resignation of Joshua Weiss. Motion carried.

B. Gifts and Donations

A motion was made by Karen Hall and seconded by Don Vruwink to accept the following gifts and donations with gratitude:

Free & Accepted Masons	\$125.00	MRec-Baseball/Softball Sponsor
Motion carried.		

C. Meeting Dates

Aug. 14, 2017	School Board Meeting	6:30 p.m.	District Office-PDC
Aug. 28, 2017	School Board Meeting	6:30 p.m.	District Office-PDC

A motion was made by Betsy Lubke and seconded Karen Hall to adjourn the meeting at 8:50 p.m. Motion carried. Meeting adjourned.

Minutes approved August 14, 2017

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Bob Cullen  
President

School District of Milton

Memo: Children at Risk Report

To: Tim Schigur, District Administrator, Milton School Board of Education

From: Susan Probst, Director of Student Services, Tara Huber and Randy Bartels, Associate Principals MHS, Heather Slosarek, Director of Curriculum and Instruction, District-Wide Administrative Team

Subject: Children at Risk Report

Date: August 14, 2017

Each year, prior to August 15, a report is to be given to the Board of Education in an effort to inform the BOE about how students are responding or not responding to our current programming. In addition, this report is to include a plan to move forward in an effort to decrease the number of students who qualify, under state criteria, of being at-risk.

According to the Department of Public Instruction (DPI) children at risk, under 118.153 (1) as pupils in grades 5 to 12 who are dropouts, or are two or more of the following:

- One or more years behind their age group in the number of credits attained,
- Two or more years behind their age group in basic skill levels,
- Habitual truants, as defined in 118.16(1)(a),
- Parents,
- Adjudicated delinquents,
- 8th grade pupils whose score in each subject area on the examination administered under 118.30(1m)(qm) 1 was below the basic level,
- 8th grade pupils who failed the examination under 118.30 (1m)(am) 2 and
- 8th grade pupils who failed to be promoted to the 9th grade.

Recommended Motion: I recommend we approve the Student At-Risk Report and Support Plan as presented.

Thank you for your consideration.

Susan Probst



# **SCHOOL DISTRICT OF MILTON**

## **CHILDREN AT RISK REPORT AND SUPPORT PLAN**

**Presented by: Susan Probst**

**Director of Student Services**

**August 14, 2017**

## Single Factor Information

- **Dropouts**  
8 senior dropped out of school last year

- **Credit Requirements: End of 2016- 2017**

*Note: these are total credits deficit one year behind current grade*

Year in school	Number of Students
Freshman	0
Sophomore	1
Junior	5
Senior	12

- **Grade Level Benchmarks: Star Reading and Star Math end of year Benchmarks**  
*(Scores are compared to benchmarks from two grade levels below)*

Grade Level	Star Reading (number of students)	Star Math (number of students)
3	5	X
4	21	13
5	15	5
6	21	11
7	60	29
8	60	48
9	54	38
10	35	39
11	98	45

- **Habitual Truants**

According to Wis. Stat. sec. 118.16(5), if a student misses part or all of five (5) days without an acceptable excuse in a school semester, the student is "habitually truant". The chart below shows students who were truant in both semesters of the school year.

5th - 12th grade 2016 - 2017 School Year

5th	6th	7th	8th	9th	10th	11th	12th
3	2	3	1	4	2	14	5

- **Students as Parents** (*Students who are enrolled in school and become parents*)  
0 students were parents as students
- **Adjudicated Delinquents** (*An adjudicated delinquent is a youth who has been found guilty by a judge of committing a delinquent act*)  
Six (6) students at the high school met this criteria during the 2016 - 2017.
- **8th Grade Below Basic in Core Areas** (*These scores are based on the State Assessment - Wisconsin Forward - which is new in the 2016 - 2017 School Year*)

	Math	ELA	Science	Social Studies
Number of Students	67	38	5	43

- **Middle School - no retainees for the 2016 - 2017**



**Multiple Factor Information (meets state at-risk criteria)**

	Indicators considered	Number of students with 2 or more indicators
3rd grade	Reading, truancy	0
4th grade	Reading, math, truancy	8
5th grade	Reading, math, truancy	5
6th grade	Reading, math, truancy	7
7th grade	Reading, math, truancy	21
8th grade	Reading, math, truancy, below basic skill level on State exam, retention	67
9th grade	Credits, reading, math, truant, parent, adjudicated delinquent, dropout	26
10th grade	Credits, reading, math, truant, parent, adjudicated delinquent, dropout	23
11th grade	Credits, reading, math, truant, parent, adjudicated delinquent, dropout	42
12th grade	Failed to graduate/dropped out	8

**At-Risk Comparison Chart**

	2015 - 2016	2016 - 2017
Dropouts	3	8
Credit Requirements	11	18
Star Reading	370	369
Star Math	250	228
Adjudicated Delinquents	4	6
8th grade below basic	157	153
Attendance	73; 109*	34**
Multiple Factors total	209	207

\* Two number represent first and second semester; \*\* represent entire year

**Grade Level Benchmarks**

Class of:	Reading 2015 - 16	Reading 2016 - 17	Math 2015 - 16	Math 2016 - 17
2018	45	98	64	45
2019	78	35	51	39
2020	56	54	38	38
2021	45	60	25	48
2022	27	60	10	29
2023	13	21	6	11
2024		15		5
2025	9	21	x	13
2026		5		x

**Number of Students Qualifying both years**

Year	2018	2019	2020	2021	2022	2023	2024
Number of Students	20	20	16	20	7	4	5

## **Current District Support and Plans for 2017 - 2018**

- **Primary Goal: The School District of Milton's administrative team will continue to evaluate student growth through multiple lenses including the Mandatory Student At-risk Report and align, refine and create opportunities to support all students.**

### **Work-Based Learning Experience**

Wisconsin's Youth Apprenticeship program is a part of a statewide School-to-Work initiative. It is designed for high school students who want hands on learning in an occupational area at a worksite along with classroom instruction. This one or two year elective program combines academic and technical instruction with mentoring on-the-job learning. Youth Apprenticeship programs are in the following areas: Agriculture, Food & Natural Resources: Architecture & Construction; Art, AV Technology & Communications: Finance: Health Science: Hospitality & Tourism; Information Technology; Manufacturing, Science, Technology, Engineering & Mathematics (STEM); Transportation, Distribution & Logistics.

Any job/work experience that does not qualify for a Youth Apprenticeship certification, we list as Co-op and they still receive credit toward graduation. The YA program is increasing their requirements at the state level, so many of our students will qualify for the state-certified Co-op program instead of the YA program.

### **MECAS (Milton Edgerton Clinton Alternative School)**

MECAS is the alternative school in Milton. There are a variety of reasons students choose to attend MECAS. Many students need a smaller learning environment, credit recovery options, or social structures different from a large high school. Students must apply to attend MECAS. The teachers at MECAS, principal and counselors all make decisions about which students attend MECAS. There are 24 Milton students at MECAS each year. MECAS offers academic coursework equivalent to the high school at the student's pace, along with community service opportunities. Students receive a Milton High School diploma upon completion of their coursework at MECAS.

### **Next Step**

Students that are credit deficient starting their senior year are eligible for the NEXT STEP program. Students complete a Civics and Health course, attend field trips and guest speaker events, and pass all four academic GED tests. Students must also complete two of the following: complete applications to at least two post-secondary schools, complete a resume and application to at least two viable employers, 40 hours of community service OR proof of current employment at least 20 hours a week. Students must maintain at least 90% attendance in the program. Students receive a Milton High School diploma upon completion of all requirements.

**Summer School - Credit Recovery** Summer School is offered for 6 weeks. Each half credit is 45 hours. Listed below are the number of students who received credit.

	9th	10th	11th
.5 credit	17	15	7
1 credit	9	7	5
1.5 credits	-	1	-

\*61 students earned credit during summer school in the summer of 2017.

In an effort to help students recover credits when they fail classes, the summer school program has changed to an approach where students can take courses in an online format with coaching support during summer school. Students are allowed to complete their credits on their own timeframe. Helping students have more options to recover lost credits helps to keep them on track for graduation and allows them to take elective courses that are more in line with their interests, creating motivation to stay in school.

### **Special Education**

Our focus for professional development during the 2016 - 2017 continued in the area of literacy in ages 3 - 5 and grades k - 6. Researching and implementing co-teaching in reading/literacy and math at the Middle School with support from CESA 2 including co-partner data dives and time for data analysis and planning. High school implemented Strategy Instruction focusing on skill deficits. This next year we are expanding the co-teaching model at the middle school to include math. The high school will also add co-teaching; second semester of 2016-2017 two teams were trained and implemented co-teaching programming. Specially designed instruction in math will also be explored. Finally we will also be working on refining and aligning our support of positive behavior as well as finding ways to instruction those students who struggle emotionally and behaviorally.

### **Universally-Aligned Curriculum & Instruction**

Throughout the last four years, the district has prioritized aligned curriculum and instruction. This includes implementing a K-11 aligned mathematics curriculum (Math Expressions and Big Ideas Math), K-5 Guided Reading practices, and K-6 Lucy Calkins' Units of Study in Writing. Gr. 6-12 and Gr. K-12 department teams have also worked on developing aligned scope and sequences through the utilization of a Course Organizer. Staff have received in-depth professional development and coaching on the new curriculum to ensure fidelity and uniform implementation. The district administration and staff are committed to continually growing capacity.

### **Literacy Assessment and Instruction**

The District has implemented a new literacy assessment in Gr. K-6 that measures students literacy development and progress. In the past, assessments offered minimal benchmarking, while this new assessment provides instructional guidance to teachers working with students at all levels of literacy development. The district will be in Year 2 of providing job-embedded professional development and coaching to staff in Gr. K-6 on using data to drive their literacy instruction from a national guided reading coach.

### **Middle School Mathematics Instruction**

The district will be exploring short-term and long-term solutions to increase students meeting proficiency benchmarks in middle school mathematics, which is an identified area of concern. This review process will include looking at proper student placement in mathematics sections, monitoring the pacing of instruction, and highlighting the areas for greater emphasis or possible intervention. From a long-term perspective, the administrative team will be looking into ways to extend daily instruction in mathematics to allow for further depth of instruction and student understanding of the more complex math standards.

### **Learning Skills Program (NIS)**

Open to selected students who may be at-risk and recommended by their homeroom teacher or administration and is provided before or after school. Fourth grade focuses on transition to NIS, organization, and study habits. Support is provided for 8 weeks. Fifth grade students are matched with high school student. The focus is on mentoring and homework completion. This could go all year depending on the needs of the students. Sixth grade is focused on homework completion.

### **Support for Success (9th grade)**

This class is based on increasing literacy, study, organization skills and peer mentoring for freshman students. Each freshman student enrolled in Support for Success is paired with an upperclassmen to tutor them daily. Freshman students are identified by Milton Middle School Administration and counselor.

### **Alternative Education Committee**

A committee including the Director of Student Services, several associate principals and members of the student services team met periodically during the 2015 - 2016 school year to examine data and trends of students who are not being successful. The focus has been two fold - what can be done at the universal level in an effort to decrease students who might become at risk (early indicators example: concerns in earlier grades) and what are the needs at the students get closer to graduation (are there other alternative education options we should be exploring). As our universal instruction is strengthened, this team will focus on creating paths for success for those students whose needs cannot be met within the traditional program.

### **Professional Development**

The admin team with support of the directors continue to revise and create opportunities for professional development based on student need and teacher interest. All Teacher Compensation Professional Development is tied to the Strategic Plan, Director and Building goals. A responsive and more flexible model was created for the 2017 - 2018 Professional Development Day (five).

## **TSCC**

A focus last year during our district professional development days was on trauma sensitive compassionate classroom. We know children are able to learn more effectively and more efficiently when they feel connected to their classroom as well as feel they have a voice in what they learn. Through the work of the student services team and TSCC planning team, a survey was given to all students in second through twelfth grade. The information from this survey gave us the student's perspective on feeling connected to their classmates, their classroom, their teacher and their school. Focus for the 2017 - 2018 school year will be on strategies to use with specific students in cooperative/collaborative manner.

## **MTSS**

Multi-Tiered Systems of Support (Response to Intervention and Positive Behavior Intervention Support) continues to be reviewed, evaluated and revised in an effort to support students in the least restrictive environment as well as the most appropriate support provided when support is necessary. EduClimber (SDM student data warehouse) is providing a more efficient way of tracking students gains, growth and concerns.

## **Attendance Review**

Efforts were made during the 2015 - 2017 school years to improve consistency in attendance recording and communicating the importance of regular school attendance to parents and guardians. Increased efforts were given to working with families who struggled with regular attendance. Increasing consistent regular attendance will again be a district focus for the 2017 - 2018 school year.

## **MHS Student Services Meeting**

The Student Services team at the High School, consisting of Counselors, School Psychologist, District Social Worker, School Resource Officer, District Nurse and Administration meets weekly to review those students who might be at risk. Attendance, behavior, social and other factors are considered. Each student reviewed receives a plan of action that takes into account various district and building supports.

## **EL Program Plan**

The district conducts quarterly check-ins with the EL Committee (comprised of the Director of Curriculum and Instruction, EL Coordinators/Instructors, and Building Administration from WES, NIS, MMS, and MHS) to monitor the needs, progress, and strengths of the EL student population. The EL team works collaboratively with Special Education teachers, classroom teachers, interventionists, and Student Services personnel to support EL student development. The EL Program Plan is being updated to account for further expansions to programming options and family involvement.

## **Link Crew**

As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. Link Crew Leaders meet with their freshman groups weekly during the first semester of their freshman year.

**WEB**

Milton Middle School has an 8th grade student leadership committee comprised of WEB (“Where Everyone Belongs”) leaders that help transition the incoming 7th grade students to Milton Middle School with beginning of the year orientation activities. 8th grade leaders also go into 7th grade advisories throughout the school year to do community building activities.

**MMS Advisory Program**

MMS has a 26 minute per day advisory program that focuses on community building, character building, and social skills-related activities. The teacher to student ratio is kept as small as possible (typically about 1 teacher per 17 students) so that each student has a trusted, reliable, accessible, and consistent adult to turn to for when the need arises.

**MHS Academic and Career Plan Homerooms**

Starting in the class of 2018, all seniors must create an Academic and Career Plan as part of their graduation requirements. Students work on aspects of this plan in their homerooms throughout the four years of high school. The Homeroom Advisor work to connect to their small group of students and will use the relevance of the ACP to help create a motivation for the full high school program.

**Homework, Retakes and Grading Policy**

The administrative team revises a new homework and grading policy that also encompasses retakes and make up work. The focus is on learning and mastery vs behavior. It will provide the students with more opportunities to be successful and demonstrate learning. It focuses on the supportive environment for all students and will increase the empowerment of the students.

**Instructional Coaching**

The Instructional Coaches and Director of Curriculum and Instruction have been working on developing a District Coaching Plan based on a student-centered approach to instructional coaching. This includes identifying key areas for improvement, targeting specific classrooms in need of further support, and working through coaching cycles with administrative observations. Currently, the district has two full-time literacy coaches (one at EES and one at WES), a K-3 mathematics coach, 4-6 mathematics coach, and a 7-8 literacy coach. As an addition in 2017-2018, the district has created stipended positions for literacy coaches (2 at NIS and 1 at HES), to ensure all elementary and intermediate buildings have tiered supports.

**Instructional Technology**

The District utilizes instructional technology to provide differentiated instruction to students with identified needs or gaps in previous grade level proficiency benchmarks. This includes differentiated instruction in mathematics using Dreambox and online textbook features, differentiation instruction in literacy using RazKids, Reading A-Z, and Read 180, and assistive technology resources like Read&Write for Google to differentiated learning needs.

**Admin Review**

The Administrative Team is committed to reviewing the Student At-Risk data as well as gains specific initiatives are having on students who are not making gains. The team will schedule a midyear review that will include sharing strategies for overcoming barriers.

# School District of Milton

## Policy 8500 – Food Services

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The Board of Education shall provide cafeteria facilities in all school buildings where space permits, and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

The food service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;
- B. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- C. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. To qualify for such substitutions the medical certification must identify:



- A. the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;
- B. an explanation of how the condition or symptom affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who provide a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs, but which does not comply with the requirements above. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

The District may provide a student with a substitute meal without any certification provided that the meal still meets the USDA meal pattern for reimbursement.

For students who need a nutritionally equivalent milk substitute, only a signed request by a parent is required.

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

The operation and supervision of the food service program shall be the responsibility of the Nutrition Team Supervisor. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food service accounts shall be made by the Nutrition Team Supervisor. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable. District efforts to collect bad debt shall be in accordance with Policy 6152 - Student Fees, Fines, and Charges.

#### Negative Account Balances

Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions.

Students may be permitted to accumulate negative food service account balance as determined by the District Administrator. The District Administrator shall determine the manner of determining permissible account balances by grade level. A student shall not be permitted to purchase a la carte items without sufficient account balance or cash on hand.

This policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District of Milton during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies. The policy and guidelines will be posted on the District website.

The food service program may participate in the "Farm to School Program" using locally grown food in school meals and snacks.

No foods or beverages, other than those associated with the District's food service program, are to be sold during food service hours.

The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the school day shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550. Foods and beverages unassociated with the food service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540.

The District Administrator will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

The District Administrator is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually.

### **Non-discrimination Statement**

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- A. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- B. Fax: (202) 690-7442; or
- C. E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program

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Legal References:

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs  
SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program  
OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)  
Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.  
Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.  
42 U.S.C. 1758  
15.137, 93.49, 115.34 -115.345, 120.10(16), 120.13(10), Wis. Stats.  
7 C.F.R. Parts 15b, 210, 215, 220, 225, 226, 227, 235, 240, 245, 3015  
42 U.S.C., Chapter 13

Adoption Date: 6/12/17

Classification:

Revised Dates: 8/14/17

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## School District of Milton

*Opportunity · Achievement  
Community*

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**Timothy J. Schigur**  
District Administrator

**Mary Ellen Van Valin**  
Director of Business Services

**Susan L. Probst**  
Director of Pupil Services

**Heather N. Slosarek**  
Director of Curriculum & Instruction

**DATE:** August 14, 2017

**TO:** Tim Schigur, District Administrator  
Milton Board of Education

**FROM:** Sheila Price, Nutrition Team Supervisor

**RE:** Dairy and Bakery Request for Proposal Recommendations for the 2017-18 School Year

The dairy request for proposal (RFP) was submitted on behalf of the School District of Milton through the Wisconsin School Nutrition Purchasing Cooperative (WiSNPC). Two distributors provided pricing for Milton. Those distributors included Kemps and Prairie Farms (see attached spreadsheet).

Of the two responding distributors, the total extension for the RFP was as follows: Kemps, \$85,755.60, and Prairie Farms, \$95,651.28, for a difference of \$9,895.68, based on total anticipated volume of milk purchases for the 2017-18 school year.

It is my recommendation to accept the lowest pricing and remain with Kemps for the 2017-18 school year.

The bakery RFP was also submitted on behalf of the School District of Milton through the Wisconsin School Nutrition Purchasing Cooperative (WiSNPC). Pricing was requested from three distributors: Alpha Baking Company, Bimbo Bakeries USA, and Pan-O-Gold Baking Company. All three vendors responded with pricing.

In a comparison of the top three items based on volume (see attached spreadsheet), all three bids were within less than \$900.00 of one another. All three bids also quoted pricing with no increase from the 2016-17 RFP. Bimbo Bakeries, USA, which was our supplier for the 2016-17 school year, was low bid, at \$9,326.00.

Based on the good customer service and product quality offered by Bimbo Bakeries, my recommendation is to remain with them for the upcoming 2017-18 school year.

**A recommended motion would be “to accept the dairy and bakery bids for the 2017-18 school year as presented.”**

'17-'18 DAIRY RFP  
MSD NUTRITION TEAM

VENDOR	UNITS CHOC	COST PER UNIT	UNITS 1%	COST PER UNIT	UNITS SKIM	COST PER UNIT	TOTAL EXTENSION	
Prairie Farms	381,600	\$ 0.192	75600	\$ 0.193	43200	\$ 0.180		
		\$ 73,267.20		\$ 14,590.80		\$ 7,793.28	\$ 95,651.28	
Kemps	381,600	\$ 0.172	75600	\$ 0.173	43200	\$ 0.163		
		\$ 65,635.20		\$ 13,078.80		\$ 7,041.60	\$ 85,755.60	
							<b>DIFFERENCE FROM LOW BID</b>	\$ 9,895.68

LOW BID

'17-'18 BAKERY RFP  
MSD NUTRITION TEAM

VENDOR	30 CT Hamb Bun	COST PER UNIT	24 CT Hoagie Bun	COST PER UNIT	12 CT Dinner Roll	COST PER UNIT	TOTAL EXTENSION
Alpha Baking Co	2,000	\$ 3.25 \$ 6,500.00	900	\$ 3.30 \$ 2,970.00	500	\$ 1.20 \$ 600.00	\$ 10,070.00
Bimbo Bakeries	2,000	\$ 2.95 \$ 5,900.00	900	\$ 3.14 \$ 2,826.00	500	\$ 1.20 \$ 600.00	\$ 9,326.00
Pan-o-Gold	2,000	\$ 3.25 \$ 6,500.00	900	\$ 3.36 \$ 3,024.00	500	\$ 1.32 \$ 660.00	\$ 10,184.00
<b>DIFFERENCE BETWEEN HIGH AND LOW BID</b>							\$ 858.00

**LOW BID**

## K-6 Handbook Proposed Changes for 2017-18

1. Updated Dates, included Early Release on May 25
2. Updated personnel and contact information
3. Updated artwork
4. Absence Days information added
5. Statutory Required Notices added:
  - a. Child Find
  - b. Homeless Children/Unaccompanied Youth
  - c. IDEA Complaint Procedures
6. Current Bullying and Harassment Policies linked
7. Homework/Grading updated to reflect revisions to policies/procedures
8. Human Growth and Development- changed "Mailed to parents" to "communicated to parents"
9. Nutrition updates
  - a. Prices adjusted
10. Pledge of allegiance- changed weekly to daily, reflects state statute requirement
11. Reporting student progress- Report Cards are quarterly for 4-6, and at semester for K-3
12. Included Illness Guidelines provided by school nurse related to fevers and vomiting.
13. Indoor recess for rain and temps/windchills zero or below added
14. Linked 1:1 AUP vs. sending link to website to access it.

# Milton Middle School

## 2017-2018 Student Handbook

### Summary of Additions / Revisions

Page Number (as listed in 2016-17 Handbook)	Addition/ Revision
1	<ul style="list-style-type: none"> <li>● Changed names of administrators</li> </ul>
2	<ul style="list-style-type: none"> <li>● Changed dates to reflect 17-18 school calendar</li> </ul>
3	<ul style="list-style-type: none"> <li>● Changed Table of Contents to reflect 17-18 additions / revisions</li> </ul>
4	<ul style="list-style-type: none"> <li>● Updated to current 17-18 staffing and School Board seats</li> </ul>
5	
6	
7	
8	<ul style="list-style-type: none"> <li>● Changed exploratory offerings to current 17-18 programming</li> <li>● Changed Human Growth and Development to add 8th grade as well as 7th grade (16-17 was 7th grade only)</li> </ul>
9	<ul style="list-style-type: none"> <li>● Changed Grading, Reporting, and Homework Procedures to reflect 17-18 District philosophy changes</li> </ul>
10	<ul style="list-style-type: none"> <li>● Changed Grading, Reporting, and Homework Procedures to reflect 17-18 District philosophy changes</li> </ul>
11	<ul style="list-style-type: none"> <li>● Changed Grading, Reporting, and Homework Procedures to reflect 17-18 District philosophy changes</li> </ul>
12	
13	<ul style="list-style-type: none"> <li>● Changed summer school requirement to 4-6 weeks (16-17 was 4 weeks only)</li> </ul>
14	<ul style="list-style-type: none"> <li>● Changed name to new school nurse to reflect staffing change</li> </ul>



15	
16	
17	
18	
19	
20	
21	
22	<ul style="list-style-type: none"><li>• Changed Bullying / Harassment language</li></ul>
23	<ul style="list-style-type: none"><li>• Changed Bullying / Harassment language</li></ul>
24	
25	<ul style="list-style-type: none"><li>• Changed food program prices to reflect 17-18 changes</li></ul>
26	
27	
28	<ul style="list-style-type: none"><li>• Added Child Find Notice section</li><li>• Added Annual Notice - Homeless Children / Unaccompanied Youth</li></ul>
29	<ul style="list-style-type: none"><li>• Added IDEA Complaint Procedures section</li></ul>
30	<ul style="list-style-type: none"><li>• Added Release of Student Information section</li></ul>

# Milton High School

## 2017-2018 Student Handbook

### Summary of Additions/Revisions

Page Number (as listed in 2016-17 Handbook)	Addition/ Revision
1	
2	Table of Contents updated
3	Staff names updated
4	School Calendar updated
5	
6	New language for MHS Homework, Grading and Reporting Procedures. (See new pages 7- 10 - all new language)
7	
8	Class Rank information will be included in the new section on MHS Homework, Grading and Reporting Procedure started on page 7.
9	<ul style="list-style-type: none"> <li>● (New Page #12)</li> <li>● Updated Graduation Policy number</li> <li>● Updated language that included the ACP presentation language <ul style="list-style-type: none"> <li>○ <i>Seniors must present their Academic and Career Plan Electronic Portfolio in the spring of their senior year as part of requirements for graduation. (modifications can be made to the portfolio requirements via an IEP Team meeting and 504 plan team meeting, or IEP.</i></li> </ul> </li> <li>● <i>Seniors must also pass the required Wisconsin State Civics Exam (minimum 60%), as part of the requirements for graduation. This exam is taken in Senior Civics Courses or AP American Government.</i></li> </ul>
10(	<ul style="list-style-type: none"> <li>● (New Page #14)</li> <li>● PLC Procedures</li> <li>● Revision of the Open PLC language to reflect students ability to leave school at 2:15 on Wednesdays if they qualify for Open PLC and have parent permission.</li> </ul>

	<p>The last 35 minutes of the day on every Wednesday will be reserved as time for teachers to collaborate. Students are assigned to one of two areas during this period, either PLC Study Hall or Open PLC.</p> <ul style="list-style-type: none"> <li>● PLC study hall <ul style="list-style-type: none"> <li>○ Students on the Low Grade List from the previous quarter (having one or more F) OR have more than three total tardies from the previous quarter, will be assigned a PLC study hall.</li> <li>○ Attendance will be required during PLC period.</li> <li>○ This will be a quiet study hall - students will all be assigned to the auditorium during this time.</li> </ul> </li> <li>● Open PLC <ul style="list-style-type: none"> <li>○ Students who are on the Responsibility List will be allowed to go to any open PLC area designated for that time (Cafeteria or Library). Students may not be in hallways other than the main lobby area.</li> <li>○ Students may lose these privileges prior to the end of the quarter due to excessive unexcused absences or discipline referrals.</li> <li>○ Students may choose to leave school during this time ONLY if they are on the Responsibility list and have written parent permission on file at the main office. If they do not need to sign out, they will only need to turn in a permission form once per year with a parent/guardian signature.</li> </ul> </li> </ul>
11	Child Find Information Addition; IDEA Compliance Information Addition
12	Homeless/Unaccompanied Youth Information Addition
13	
14	<i>New Language added - pages 14-16 on IDEA Complaint Procedures, Child Find, and Homeless Children/Unaccompanied Youth</i>
15	
16	
17	
18	
19	
20	
21	●
22	
23	● "(ew page 23-24)

	<ul style="list-style-type: none"> <li>For more information regarding bullying and harassment, please see the Milton School Board Policies linked here: <a href="#">Bullying and Harassment Policies</a></li> </ul>
24	
25	
26	<p><i>New "Breakfast and Lunch Program Language on New Page 26</i></p> <p>The lunchroom is the only place in school where students may eat breakfast and/or lunch. The Milton High School, in accordance with school district policy, operates a closed campus. Students may not leave the campus for lunch unless they can walk home and they have specific written parental permission, and administrative approval. Those students are required to sign out and back in at the office. Students may not go to the parking lot at lunch. Students may not order lunch from a local restaurant or store and have it delivered to school.</p> <p>In order to keep the cafeteria clean, students should observe the following rules:</p> <ul style="list-style-type: none"> <li>* Deposit empty milk cartons, food waste, and other refuse in the proper waste containers.</li> <li>* Return trays to the receiving window.</li> <li>* Keep tables, chairs, and floors clean.</li> <li>* Put chairs back after you eat.</li> <li>* Talk in a normal tone of voice.</li> <li>* Keep the cafeteria lines orderly. Do not run, push, shove or cut in line.</li> <li>* Clean up food you drop or spill.</li> <li>* Eat all food you selected or brought.</li> </ul>
27	
28	
29	
30	
31	New Page 31 - Updated Clubs and Organizations List
32	
33	
34	
35	



## School District of Milton

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**Timothy J. Schigur**  
District Administrator

**Mary Ellen Van Valin**  
Director of Business Services

**Susan L. Probst**  
Director of Pupil Services

**Heather N. Slosarek**  
Director of Curriculum & Instruction

### MEMORANDUM

TO: Tim Schigur, District Administrator  
Mary Ellen Van Valin, Director of Business Services  
Finance Committee  
Board of Education

FROM: Stephen Schantz, Buildings and Grounds Supervisor

DATE: August 14, 2017

RE: Recommendation on Proposal for Traffic Impact Study

Due to a potential capital referendum, the scope of the traffic impact study would be analyzing the proposed new high school located on High Street west of the existing high school building. As part of this analysis, the traffic impact study will include the repurposing of the existing high school as a new grade 6-8 middle school.

The traffic impact study would examine traffic conditions on High Street, Hilltop Drive, Municipal Drive, and John Paul Road when the proposed new high school would open in 2020, and at the horizon year of 2030 to evaluate the required improvements to public roadways. The scope of services would include: data collection and traffic forecast development, traffic analysis, preliminary improvement layout, and Saturday High Street analysis. Upon completion of the traffic impact study, Strand Associates, Inc. will present their findings to District administration and the Board of Education.

A recommended motion would be **“to approve the proposal for a traffic impact study with Strand Associates, Inc. in an amount not to exceed \$35,000.00.”**



Strand Associates, Inc.®

910 West Wingra Drive

Madison, WI 53715

(P) 608-251-4843

(F) 608-251-8655

August 1, 2017

Mr. Stephen Schantz  
School District of Milton  
448 E. High Street  
Milton, WI 53563

Re: Proposal for Milton High School Traffic Impact Study

Dear Mr. Schantz:

On behalf of Strand Associates, Inc.®, thank you for the opportunity to express our interest in providing professional services for the Traffic Impact Study (TIS) for the proposed Milton High School. Our qualifications fit this project well because of the following:

- **Extensive experience with TIS standards, having completed many of these studies in several states.**
- **Traffic operations analysis expertise with extensive experience in urban intersection analysis.**
- **Urban intersection design expertise.**

### **Project Understanding**

Based on our initial conversations, we have developed a scope for analyzing the proposed new high school located on High Street west of the existing high school. As part of this analysis, we will include the repurposing of the existing high school as a new grade 6-8 middle school.

This analysis will examine traffic conditions on High Street, Hilltop Drive, Municipal Drive, and John Paul Road when the proposed high school would be anticipated to open in 2020, and at a horizon year of 2030 to evaluate the required improvements to the public roadways.

An evaluation of the railroad crossing on Municipal Drive is also included in this analysis, with coordination with the railroad company to determine the level of improvement required for that grade crossing.

### **Scope of Services**

Our proposed Scope of Services includes the following.

- **Data Collection and Traffic Forecast Development**
  - Collect 2-hour AM peak-hour and 2-hour PM peak-hour turning movement counts at the following locations:
    - John Paul Road and High Street
    - John Paul Road and Municipal Drive
    - High Street and Rainbow Drive/High School Driveway
    - High Street and Hilltop Drive
    - Hilltop Drive and High School Driveway
    - Hilltop Drive and Municipal Drive

Mr. Stephen Schantz  
School District of Milton  
Page 2  
August 1, 2017

- Evaluate nearby Wisconsin Department of Transportation (WisDOT) historical traffic counts to develop base 2020 and base 2030 traffic volumes.
- **Traffic Analysis**
  - Perform a trip generation for the proposed grade 6-8 middle school using the Institute for Transportation Engineers (ITE) *Trip Generation Handbook, 9th Edition* using the number of students projected for the school.
  - Determine the number of existing trips generated by the high school by evaluating driveway count data.
  - Distribute and assign proposed high school and middle school traffic to the local roadway network.
  - Develop Synchro traffic models to evaluate the following traffic scenarios:
    - Base (without new school) 2020
    - Base (without new school) 2030
    - Base (with new school) 2020
    - Base plus improvements (with new school) 2020
    - Base plus improvements (with new school) 2030
    - Future improvements (with new school) 2030
- **Preliminary Improvement Layout**
  - Develop a 20 percent planning-level layout improvement for up to five intersections. Improvements may include changes in striping, addition of lanes or turn bays, or reconfiguration of intersection.
  - Develop a planning-level Opinion of Probable Construction Cost (OPCC) for up to five intersections.
  - Evaluate the existing typical section of Municipal Drive. Develop improved typical section for Municipal Drive to accommodate new school traffic and develop planning-level OPCC.
  - Coordinate with the railroad regarding the grade crossing on Municipal Drive. Determine the required grade crossing improvements based on traffic volumes and operations.
  - Prepare final exhibits showing anticipated public roadway improvements.
- **Traffic Impact Study**
  - Complete and submit to the School District of Milton a TIS incorporating the trip generation and distribution information, traffic analysis information, intersection layout and cost information, and recommendations.
  - Attend one meeting with School District of Milton Finance Committee.
  - Attend one meeting with School District of Milton School Board.
  - Revise the draft TIS after the meetings with the School District and submit the final TIS.
- **Saturday High Street Analysis (Optional)**
  - Collect 2-hour turning movement data during peak usage time of Schilberg Park at the following locations:
    - High Street and Schilberg Park Entrance
    - High Street and Schilberg Park Exit
    - High Street and Rainbow Drive/High School Driveway

Mr. Stephen Schantz  
 School District of Milton  
 Page 3  
 August 1, 2017

- Use traffic growth information to develop 2030 Saturday peak-volume data.
- Evaluate the improved High Street Synchro model with the forecasted 2030 Saturday peak-traffic volume data.

### Schedule

If a signed agreement is in place by August 18, 2017, we estimate the following schedule.

Task	Completion Date
Data Collection	September 7, 2017
Traffic Analysis	September 15, 2017
Preliminary Improvement Layout	September 22, 2017
Draft Traffic Impact Study	September 27, 2017
Final Traffic Impact Study	October 13, 2017

### Fee

Our proposed fee for the above services is as follows.

Task	Fee
Project Administration	\$2,100
Data Collection and Traffic Forecast Development	\$6,800
Traffic Analysis	\$4,900
Preliminary Improvement Layout	\$9,900
Traffic Impact Study	\$8,300
<b>Total</b>	<b>\$32,000</b>
Saturday High Street Analysis (Optional)	\$3,000
<b>Total with Option</b>	<b>\$35,000</b>

Please let me know if you would like to discuss the services proposed or any other aspects of the TIS. We look forward to working with the School District of Milton on this project.

Sincerely,

STRAND ASSOCIATES, INC.®



Kyle R. Henderson, P.E.  
 Project Manager

P170.671/KRH:mah





August 3, 2017

Scott Kramer, AIA, NCARB  
**Plunkett Raysich Architects, LLP**  
209 South Water  
Milwaukee, WI 53204  
[skramer@prarch.com](mailto:skramer@prarch.com)

**Re: Milton High School – Vertical Expansion Review**

PRA Project Number: R150084-03

RASN Project Number: 1170391

Scott:

Pursuant to previous discussions with Devin Kack of your office, I have completed my cursory review of the original building construction drawings from 1963 and an drawings for an addition in 1963 to determine if any portion of the existing building was designed to have or can accommodate a vertical expansion. This letter summarizes my findings.

The 1993 addition is fairly easy to assess. Overall the single story addition consists of a metal roof deck on bar joists bearing on concrete block walls or beam and column lines. Backing out of the original design we were able to determine that the roof was designed for ~55 pounds per square foot (psf) and where the addition abutted the higher adjacent building, the roof was designed for ~75psf. A review of the individual spread footings support this assessment with spread footings having no reserve capacity. The concrete block were placed on footing widths based on overall wall width and minimum footing dimension parameters meaning that they have capacity to support an additional level but in order to do so the existing roof would first have to be removed. After placement of a structural floor, and then either the old roof relocated overhead or a new roof placed. Since would the old roof needs to be removed to complete this work, footings, columns and beams could be upsized at that time to address loads that they were not intended to support.

The '63 original construction is a little bit more complicated to review due to the mixed of 1 and 2 story areas, multiple building systems involved and an irregular column grid system. Setting aside the gym and pool areas from consideration, the single level portion of the building starting at the expansion joint and going south was not setup for any sort of vertical expansion with an overall assessment being similar to that above for the 1993 addition. The remainder of the building still in consideration (excluding the central auditorium and coral/band areas) has horizontal roof areas sized for roughly a 55 psf loading meaning that to convert to a floor area these areas would need to be removed and replaced with a properly sized structural floor system and then again either a new roof or relocated existing roof would need to be placed overhead. Unlike the 1993 addition however, the footings and columns in these areas are oversized for the current loads that they are being subject to meaning that they do have reserve capacity to take on load from an added level.

Based on a detailed review of a couple of locations it appears that if a new floor were to be introduced, its total applied load would have to be between 70 and 80psf. However, a new floor coming in within that total weight range would be very difficult to achieve in light of classrooms requiring a minimum of 40psf and the need for 10 to 15psf for flooring, MEPs, etc. which only leaves 20 to 25psf for a structural system weight which could only be done with lightgauge framing and plywood on metal deck floor system.

In conclusion, it is my opinion that neither of these building projects were originally designed for vertical expansion and while portions of the original 1963 building are more suitable to receive an expansion, one could

Deliver excellence, vision, and responsive service to our clients.

Scott Kramer, AIA, NCARB  
Milton High School – Vertical Expansion Review  
Page 2 / August 3, 2017

not be made without major structural revisions versus that of a truly planned vertical expansion. Again this review is based a global assessment of the existing drawings initially and then a detailed review of a number of column and load bearing wall conditions but a more thorough review/examination would need to be completed of all locations to see if results would be different than the randomly selected locations reviewed. A complete lateral loading assessment would have to be completed at this time also.

It is my hope that this information meets with your expectations and understanding. Please call me if you have any questions regarding this review.

Sincerely,

R.A. SMITH NATIONAL, INC.



---

Steven J. Roloff, PE, LEED AP  
Structural Group Leader

c: Devin Kack - [DKack@prarch.com](mailto:DKack@prarch.com)

INITIAL RESOLUTION AUTHORIZING GENERAL OBLIGATION  
BONDS IN AN AMOUNT NOT TO EXCEED \$69,900,000

BE IT RESOLVED by the School Board of the School District of Milton, Rock and Jefferson Counties, Wisconsin that there shall be issued pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$69,900,000 for the public purpose of paying the cost of a District-wide school building and improvement program consisting of construction of an addition at East Elementary School; conversion of the current high school to the middle school; construction of a new high school and related site improvements on land adjacent to the current high school owned by the District; renovations and improvements to provide for reconfiguration of grade levels; and acquisition of furnishings, fixtures and equipment.

Adopted and recorded August 14, 2017.

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Robert L. Cullen  
District President

ATTEST:

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Shelly Crull-Hanke  
District Clerk

(SEAL)

RESOLUTION PROVIDING FOR A SPECIAL ELECTION ON THE QUESTION OF  
THE APPROVAL OF AN INITIAL RESOLUTION AUTHORIZING THE ISSUANCE OF  
GENERAL OBLIGATION BONDS IN AN AMOUNT NOT TO EXCEED \$69,900,000

WHEREAS, the School Board of the School District of Milton, Rock and Jefferson Counties, Wisconsin (the "District"), has heretofore duly adopted a resolution entitled: "Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$69,900,000" (the "Initial Resolution"); and

WHEREAS, the School Board deems it to be desirable and in the best interest of the District to direct the District Clerk to call a special election for the purpose of submitting the question approved in the Initial Resolution to the electors for approval or rejection.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District as follows:

Section 1. Special Election Date. The District Clerk is hereby directed to call a special election to be held in the District on November 7, 2017 for the purpose of submitting to the qualified electors of the District the proposition of whether the Initial Resolution shall be approved.

Section 2. Notice to Electors. The District Clerk is directed to give notice by:

- (a) causing a Notice to Electors in substantially the form attached hereto as Exhibit A to be published in the Milton Courier within ten days after the date hereof.
- (b) causing a Notice of Special Election in substantially the form attached hereto as Exhibit B to be published in the Milton Courier in the issue published immediately prior to the fourth Tuesday before the referendum election.
- (c) causing a Notice of Referendum (which includes the facsimile of the sample ballot) in substantially the form attached hereto as Exhibit C to be published in the Milton Courier in the issue published immediately preceding the special election. Said notice shall also be posted in each polling place positioned so that it may be readily observed by electors entering the polling place or waiting in line to vote.

If any of the municipalities within the District use an electronic voting system employing a ballot label and ballot card, the Notice of Referendum set forth in Exhibit C shall also include a true, actual-size copy of the ballot label and ballot card in the form in which they will appear on election day.

Section 3. Polling Places and Hours. The District electors must vote in the special election at the times and in the polling places as described in the election notice attached hereto as Exhibit C.

Section 4. Special Election Officials. The election officials appointed in each of the municipalities within the District shall conduct the election in each such municipality in which the special election is held.

Section 5. Official Referendum Ballot Form. The ballot to be used at the referendum election shall be prepared in accordance with the provisions of Sections 5.64(2) and 7.08(1)(a), Wisconsin Statutes. The ballot shall be substantially in the form attached hereto as Exhibit D.

The District Clerk shall cause to be printed sufficient ballots for use at said referendum election, both as actual ballots in those polling places which do not use voting machines and as absentee ballots where voting machines are used and as specimen ballots (the latter to be of a different and easily identifiable color from the actual ballot). The form of the ballot shall be filed with the official responsible for providing the ballots for the election, and the District Clerk shall file a copy of the ballot with the clerk of each county having territory within the District, as soon as possible after the date hereof but in no event later than 70 days prior to the election, as provided in Section 8.37, Wisconsin Statutes. If the District prepares the ballots, they should be delivered to the municipal clerks running the election at least 25 days prior to the election, to allow the municipal clerks to comply with their obligation to provide absentee ballots under Section 7.15, Wisconsin Statutes.

The municipal clerks of the municipalities within the District shall receive applications for absentee ballots and initial the same when issued to qualified absentee voters.

Section 6. Canvass. The returns of the special election shall be canvassed by the Board of Canvassers of each municipality within the District in which the special election is held. Each Board of Canvassers shall certify the returns of the special election to the District Clerk. The District Clerk and two other reputable citizens appointed by the District Clerk prior to the date of the special election shall act as the District's Board of Canvassers for this special election. This Board of Canvassers shall meet in open session no later than 9:00 a.m. on the Tuesday after the election to determine the result of the special election. The canvass shall be open to the public and the District Clerk is directed to give due notice of said meeting.

Section 7. DPI Notice. Pursuant to the provisions of Section 120.115(1), Wisconsin Statutes, the District Clerk shall notify the Department of Public Instruction of the date of the referendum election and shall provide the Department with copies of the Initial Resolution within 10 days after the adoption of the Initial Resolution and shall further notify the Department of the results of the referendum within 10 days following the election using the method prescribed by the Department.

Adopted and recorded August 14, 2017.

---

Robert L. Cullen  
District President

ATTEST:

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Shelly Crull-Hanke  
District Clerk

(SEAL)

# Staffing Updates for August 14, 2017

## 1. Contracts/Letters of Employment:

- Barnett, Clarissa K. – Reading Specialist – East Elementary
  - *Updated Contract*
- Kenyon, Amy K. – Career to Work Coordinator – High School
  - *Updated Contract*
- Beil, William B. – 8<sup>th</sup> Grade Literature and Language – Middle School
  - *Updated Contract*
- Nevins, Samuel – Second Grade Teacher – East Elementary
  - *Replacing Shainie Elliott*
- Smith, Matthew J. – Alternative Education Teacher – MECAS
  - *Replacing Joshua M. Weiss*

## 2. Resignations:

- Elliott, Shainie K. – Second Grade Teacher - East
  - *Effective: June 7, 2017*
- Molloy, Melinda S. – Administrative Assistant (level 1) – High School
  - *Effective: July 21, 2017*
- Penrod, Krista M. – 8<sup>th</sup> Grade English Teacher – Middle School
  - *Effective: June 7, 2017*
- Cass, Shelby L. – Special Education Aide – Northside
  - *Effective: July 25, 2017*
- Conklin, Mary E. – English Learner Instructional Aide – Northside
  - *Effective: July 31, 2017*
- Perkins, Lisa M. – Elementary Reading Specialist /Title 1 Literacy Coach – West
  - *Effective: August 9, 2017*

## 3. Retirement Notices:

## 4. Vacancies Posted, Not Yet Filled:

- Nutrition Team Staff Member (part-time)– West
  - Instructional Aide - West
  - Kindergarten Teacher – West
  - Elementary Reading Specialist/Title 1 Literacy Coach – West
  - Nutrition Team Staff Member (part-time)– Harmony
  - Instructional Aide (part-time) – Harmony
  - Instructional Aide (part-time) – Northside
  - Special Ed Aide (part-time)- Northside
  - Evening Custodian (part-time) – Northside
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- Art Teacher (.42 FTE) - Northside
- 8<sup>th</sup> Grade English Teacher – Middle School
- Administrative Assistant (level 1) (part-time) – High School
- Nutrition Team Staff Member (part-time) – High School
- Long-term Substitute Cross-Categorical Teacher – High School
- Boys’ Assistant Hockey Coach – High School
- Boys’ Assistant Basketball Coach – High School
- Freshman Boys’ Soccer Coach – High School
- Assistant Cross Country Coach – High School
- Technology Support Specialist (level 1) – District Wide
- English Learner Instructional Aide - District Wide

**5. Leave of Absence:**



SCHOOL DISTRICT OF MILTON  
Milton, Wisconsin

2017-2018 SCHOOL YEAR

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**GIFTS & DONATIONS FOR BOARD APPROVAL/ACCEPTANCE**  
Monday, August 14, 2017

<u>From</u>	<u>Amount</u>	<u>For</u>
Ace Hardware	\$200.00	MHS Band/Paint

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