

# Memorandum

**To:** Walworth County Children with Disabilities Education Board (WCCDEB)

**Cc:** Mark Luberda, County Administrator

**From:** Tracy L. Moate, Director WCCDEB

**Date:** June 10, 2021

**Re:** WCCDEB June Agenda Items

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The agenda items are few on the June WCCDEB Notice. Perhaps this will make for an early evening. Please remember that the meeting will be held at Lakeland School. Signs will be up to guide you to the meeting room.

- With Unfinished Business, I would like to provide an update on the ESSER III Grant. We received good news that the Joint Finance Committee made the recommendation for Lakeland School's allocation be adjusted to \$700,000. Once this becomes official and the application portal opens, I will bring a proposed budget and budget amendment for your approval at a future CDEB meeting.
- Senate Bill 353 (Seclusion and Restraint) requires that "annually by September 1, the administrator shall submit to the governing body, a report containing the number of incidents of seclusion and restraint and the number of students involved in seclusion and restraint during the previous school year." I would like to present those numbers to you and answer any questions you may have regarding this subject. I have enclosed a copy of the form Lakeland School uses to document such incidents.
- One final piece to be completed is the approval of the ESSER II Grant budget amendment. This has been prepared and will be presented to the Finance Committee for approval. I would simply like to share the amendment and answer any additional questions you may have as we move forward with the summer activities we have planned in the utilization of these grant dollars.

- Every year at this time we have been fortunate to update you with the CEDB Designated Fund Balances. At this time, I have received the preliminary report from Finance of the dollars that may be available from the 2020 Budget for future designation. This is simply an information sharing opportunity, and we look forward to working with Jessica Conley and Mr. Luberdas as we make decisions about the usage of these fund balances.
  
- I would like to finish the meeting with some updates and reminders on a variety of school events.
  
- We have a student request to start a Chess Club. I will be sharing his correspondence.
  
- We will finish our evening with a short tour of the two capital projects that were completed this school year, the STEAM Lab and the LSYou Brew. We are excited to share these two new spaces.

**DRAFT**

**Walworth County Board of Supervisors  
Children with Disabilities Education Board Meeting Minutes  
Wednesday, May 19, 2021  
Walworth County Government Center, County Board Room 114  
100 West Walworth Street, Elkhorn, WI 53121**

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The meeting was called to order at 4:30 p.m. by Chair David Weber.

Roll call was conducted and the following members were present, either in person or by remote attendance: Chair David Weber; Secretary Brian Holt; Supervisors Kathy Ingersoll, Kenneth Monroe, and Joseph H. Schaefer. A quorum was declared.

**Others in Attendance:**

County Board Supervisors: Nancy Russell.

County Staff: County Administrator Mark W. Luberda; and Director of Special Education Tracy Moate

**On motion by Secretary Holt, second by Supervisor Schaefer, the agenda was approved with no withdrawals.**

**On motion by Supervisor Monroe, second by Secretary Holt, the April 28, 2021 Children with Disabilities Education Board meeting minutes were approved.**

**Public Comment – There was none.**

**Unfinished Business**

**7a. Lakeland School Calendar Revision, 2021-2022 School Year**

Director of Special Education Tracy Moate referred to Page 3 of the packet citing the previously approved calendar. Moate stated that having reflected on the past year and in researching practices of other school districts, she is looking to move all in-service days to Wednesdays. Moate disclosed that this change will not affect total number of school days and allows for uniformity and a consistent plan for in-services. Moate referred to the handout Proposed Calendar Changes 2021-2022 distributed at the meeting, noting the amended column reflects the requested changes. **Secretary Holt offered a motion, second by Supervisor Monroe, to approve the Lakeland School Calendar Revision, 2021-2022 School Year. Motion carried 5-0.**

**7b. Elementary and Secondary School Emergency Relief (ESSER) II Grant Budget Recommendations**

Moate reiterated that the Board previously approved applying for the Elementary and Secondary School Emergency Relief (ESSER) II grant. The intention of the ESSER Grant is to address the effects of COVID-19 and how it impacted student learning and school operations. Moate stated the area needing the most immediate attention is the delayed start of many early learners. Due to the pandemic, many parents chose not to start their child in school as soon as they turned three years old. Those students have now lost a year of learning. Moate is recommending the implementation of an early learners boot camp outlined on Page 4 of the packet. Moate noted that this curriculum would also include classes for parents to attend. Moate then referred to Page 5 of the packet which includes items of small equipment that will be needed to help students be successful. Moate stated there is a total of \$100,000 of funds from the ESSER II grant and all monies must be used by 2024. **Secretary Holt offered a motion, second by Supervisor Monroe, to approve the Budget Recommendations. Motion carried 5-0.**

**New Business**

**8a. Seamless Summer Option (SSO) Waiver 2021-2022 School Year**

Moate shared this is a program that has been extended through the 2021-2022 school year; making all students and staff eligible for free lunch. It is a simple process to participate; submitting a waiver, entering the school enrollment numbers (including staff) and requesting to receive reimbursement for the meals. Moate stated that this program includes a summer program, but at this time the vendor providing lunches is unable to carry on through the summer. Moate is exploring whether a bag lunch containing pre-packaged items would qualify for reimbursement. **Secretary Holt offered a motion, second by Supervisor Schaefer, to approve the Seamless Summer Option (SSO) Waiver 2021-2022 School Year. Motion carried 5-0.**

**8b. Application for Elementary and Secondary School Emergency Relief (ESSER) III Grant Dollars**

Moate included in the packet Pages 7-11a, a table outlining guidelines of allowable activities for each of the three ESSER grants. Moate reiterated that the Department of Public Instruction (DPI) has recommended \$600,000 be allocated to Lakeland School through the ESSER III grant. Moate referred to the resolution that was distributed at the meeting, Accepting the Elementary and Secondary School Emergency Relief Fund (ESSERF) ESSER III Funds Allocation, stating it is a formal request for approval to proceed in pursuing the ESSER III fund allocations. Moate then detailed the specific activities and equipment that would be funded by the ESSER III grant dollars. Moate shared that it is unknown when the funds for ESSER III will become available; as it is still being reviewed at the state level, but an approval of this application request will allow for the application to be submitted as soon as the state opens the portal. **Secretary Holt offered a motion, second by Supervisor Monroe, to approve the Application for Elementary and Secondary School Emergency Relief (ESSER) III Grant Dollars. Motion carried 5-0.**

**Reports and Correspondence**

9a. CDEB Chair – There was none.

9b. CDEB Director

➤ Hold (Hold in Place) Emergency Drill

Moate referenced the Lakeland School Safety Drill (Page 12); noting that the Lakeland School police liaison from the Sheriff’s Department was asked to replicate the scenario of an intruder in the building resulting in hallways being closed. This drill assessed how quickly hallways could be cleared of students. The Sheriff’s Office has worked with Lakeland School to establish an evacuation plan in the event the school would need to be fully vacated. Moate believes Lakeland School is the first school in Walworth County to have such a plan in place. Moate expressed her gratitude to the Sheriff’s Office for their partnership with Lakeland School. **Secretary Holt offered a motion, second by Supervisor Monroe, to approve the Hold (Hold in Place) Emergency Drill. Discussion ensued relative to locked doors in the school. Motion carried 5-0.**

➤ Lakeland School Graduation

Moate shared that graduation will be in person on Wednesday June 2, 7:00 p.m. Moate stated it is helpful to know who will attend, but there will be planned seating for all board members.

➤ Lakeland School Summer School

Moate stated summer school will go for three weeks July 7-July 23; with approximately 50 students enrolled at this time.

**Confirmation of next meeting** – The next meeting was confirmed for Wednesday, June 16, 2021 at 4:30 p.m.

Moate prompted the Board to discuss holding the June 16, 2021 meeting at Lakeland School. The Board unanimously agreed to hold the June Board meeting at the school. The meeting will be held in the café. County Administrator Mark W. Luberda reminded that public access must be maintained during the meeting.

**Adjournment**

**On motion by Supervisor Monroe, second by Secretary Holt, Chair Weber adjourned the meeting at 5:09 p.m.**

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Submitted by Jennifer Stinnett, Administrative Assistant. Meeting minutes are not considered final until approved by the Children with Disabilities Education Board at the next regularly scheduled meeting.



Representative Born  
Senator Marklein

DEPARTMENT OF PUBLIC INSTRUCTION

Modify DPI ARPA Plan

Motion:

Move to modify the ARPA federal funding plan submitted by DPI on April 1, 2021, as follows:

1. Reduce funding for administrative costs by \$662,189, so that \$1,200,000 remains for administration of ESSER III.
2. Delete the \$600,000 minimum aid proposal provided under DPI's plan, except increase the minimum aid proposed under DPI's plan for the state's residential schools for blind pupils to \$300,000, the residential school for deaf pupils to \$400,000, the Syble Hopp School operated by the Brown County Children with Disabilities Board to \$700,000, and the Lakeland School operated by the Walworth County Children with Disabilities Board to \$700,000 (frees up \$37,261,355).
3. Delete the provision in DPI's plan that would allocate the funds earmarked for learning loss using a formula grant process (frees up \$77,039,242).
4. Provide a payment of \$781 per pupil to Lincoln Academy, a new independent charter school located in Beloit, based on its September, 2021, headcount.
5. Use the amounts resulting from (1), (2), and (3), less the amount in (4) (totaling an estimated \$114,642,576), to establish a per pupil minimum grant award of \$781 for any local educational agencies (LEAs) that provided in-person instruction in the 2020-21 school year for at least 50% of the total instructional hours offered by the LEA, using the definition of in-person instruction and the data collection methodology under the in-person incentive under the plan for ESSER II funds as modified by the Committee. (A portion of the funds equal to \$77,039,242 must be used to address learning loss, and must meet the other requirements for the earmark funds established under federal law.)

Under the Title I Part A formula used to allocate 90% of ESSER III funds, 153 LEAs receive less than \$781 per pupil and could be eligible for a portion of this funding depending on the number of in-person instructional hours provided by the LEA.

6. After funding the aid entitlement under (5), allocate any funds remaining according to the methodology used for the in-person incentive funding under the ESSER II plan, as modified by the Committee. Only LEAs that receive less than \$781 per pupil under the ESSER III Title I Part A allocation would be eligible to receive funding in this round. (Under this provision, LEAs are eligible to receive aid based on the number of in-person instructional hours provided to pupils in the 2020-21 school year. The amount of aid that will be received by each LEA will be calculated by dividing the

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number of in-person instructional hours provided by the LEA by the total number of in-person instructional hours provided by all eligible LEAs, with that proportion multiplied by the total amount of available funding.)

7. Establish a first round of funding for the after-school program and summer school earmark fund competitive grant program in DPI's plan under which only districts that met the eligibility criteria for sparsity aid in the 2020-21 school year would be eligible to apply. If funds remain after the first round of funding, any LEA would be eligible to apply.

8. Allocate the \$5,000,000 identified for a reading program under DPI's plan as follows:

- a. Allocate \$2,000,000 for reimbursements to school districts and cooperative educational service agencies (CESAs) for professional development in literacy. Require DPI to reimburse each school district and CESA up to \$4,000 for the direct course costs for staff to attend Voyager Sopris Language Essentials for Teachers of Reading and Spelling (LETRS) training or another program endorsed by the Center for Effective Reading Instruction as an Accredited Independent Teacher Training Program. Require that any funds within this allocation that are unused by June 1, 2022, are made available for use by districts or CESAs that have used their full \$4,000 training reimbursement allocation and wish to provide additional staff with the training.
- b. Allocate \$300,000 for grants for professional development for principals and administrators in early literacy. Require DPI to grant \$25,000 to each CESA that hosts the Leadership in Literacy Institute (a program used by other states and provided by Schools Cubed) or a similar evidence-aligned training that educates principals and administrators in evidence-based reading instruction and requisite structures and systems for increasing reading achievement within schools. To be eligible for a grant, require that a CESA contract with the provider to host the complete program free of charge to Wisconsin school principals and administrators. Specify that a provider may not be compensated more than \$18,000 for a complete program. The CESA may use the remainder of the grant to cover costs associated with hosting and expanding evidence-aligned, explicit, systematic structured literacy instruction initiatives.

Require that a training offered by a provider other than the Leadership in Literacy Institute meets the following requirements: (1) provide evidence of at least five years of experience conducting evidence-aligned, systematic structured literacy trainings specifically for school principals, administrators and their literacy teams; (2) demonstrate that training content is aligned with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences; (3) require that the training include a substantial focus and understanding on direct instruction of the findings from the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences; (4) deliver training over at least six days spread over the course of the 2021-22 school year; (5) provide participants with activities to implement evidence-aligned systems and structures that effectuate change at the school/district site; and (6) deliver a training that allows for a minimum of 30 participants.

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- c. Allocate \$150,000 for grants of \$75,000 each to the Literacy Center housed at CESA 8 and the Academy of Foundational Literacy housed within CESA 9 by July 31, 2021, for expanding training in evidence-based practices in literacy instruction aligning with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences, English language arts program adoption and implementation support, literacy intervention systems and coaching for sustainable implementation, and collaborative team coaching through continuous improvement cycles.
  - d. Allocate \$650,000 for up to ten competitive grants of no more than \$65,000 each to CESAs or consortia of CESAs not receiving funding under (c). Specify that grants must be used for the following purposes: (1) building capacity for CESAs to assist schools in conducting evidence-aligned early literacy audits and subsequent adoption of comprehensive, evidence-aligned systems and structures to facilitate effective reading instruction for all pupils; and (2) building capacity for CESAs to provide evidence-aligned training and coaching in explicit, systematic structured literacy.

Require that an eligible CESA or consortia of CESAs meet the following criteria: (1) employs an individual who has successfully completed a training program endorsed by the Center for Effective Reading Instruction as an accredited independent teacher training program and possesses at least two years of experience creating and implementing professional learning for teachers; and (2) has formed a partnership with one or more schools or districts to conduct a comprehensive audit of literacy programs.

Specify that to be eligible for a grant, an eligible CESA must contract with a qualified vendor to do all of the following: (1) assist a school or district in conducting an evidence-aligned early literacy audit to determine to what extent evidence-aligned, systematic, explicit, cumulative early literacy instruction that aligns with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences is present; (2) assist schools in adopting comprehensive, evidence-aligned systems and structures to facilitate effective reading instruction for all pupils; and (3) train and advise CESA staff to do the following: (A) conduct and replicate evidence-aligned audits of early literacy programs; (B) assist schools in adopting comprehensive evidence-aligned systems; and (C) provide subsequent coaching and follow-up services. Specify that a qualified vendor must possess all of the following: (1) a minimum of three years of experience conducting research-aligned audits of early literacy programs to determine to what extent evidence-aligned, systematic, explicit, cumulative early literacy instruction that aligns with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences are present, and providing a strategic plan for implementation of such instruction; and (2) a minimum of three years of experience assisting schools in implementing system-wide evidence-aligned, systematic, explicit, cumulative early literacy instruction that aligns with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences.

Specify that if a CESA has worked with a vendor for at least six months and an initial



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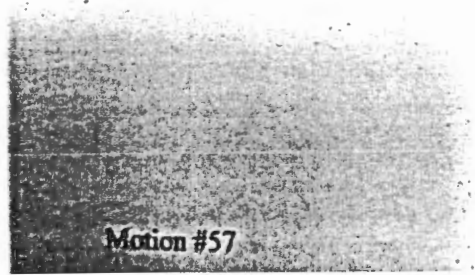
audit is completed and a strategic plan is in place, a CESA could use any remaining grant funding to expand training in evidence-based practices in literacy instruction aligning with the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences, English language arts program adoption and implementation support, literacy intervention systems and coaching for sustainable implementation, and collaborative team literacy coaching through continuous improvement cycles.

- e. Allocate \$600,000 for a landscape analysis of educator preparation programs. Require DPI to select an independent organization for the analysis that can demonstrate recent experience conducting statewide, multi-institution studies of early literacy courses in educator preparation programs to ensure adequate coverage of evidence-based content and practices, as documented by the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences. Require that the organization demonstrates that it has done at least all of the following when conducting previous studies: (1) conducted a thorough review of all course materials; (2) conducted classroom observations through which reviewers determined to what extent course instruction matches syllabi; (3) reviewed how well evidence-based practices are modeled for pre-service candidates and opportunities are provided for candidates to connect knowledge to practice; and (4) extensively used interviews and focus groups to gather other relevant information about evidence-aligned program content and delivery. Require DPI to issue a request for bids or proposals for the purpose of retaining an organization within 30 days of the approval of the state's application for funds.

Require that the organization conducting the landscape analysis do all of the following: (1) invite all 13 UW System educator preparation programs to participate in the analysis; (2) analyze educator preparation program required reading courses, including syllabi and course schedules, textbooks, assignments, and exams, to ensure adequate coverage of evidence-based content and practices, as documented by the National Reading Panel Report and subsequent updates of the research by the Institute for Education Sciences, and to determine to what extent programs connect reading knowledge to instructional practice and prepare pre-service candidates to be effective reading instructors for all pupils, especially those who have fallen behind or struggle to read; (3) after completing the landscape analysis, provide the Department and the committees of the Legislature tasked with oversight of K-12 education and higher education with an aggregate report on the overall effectiveness of Wisconsin educator preparation programs in providing candidates with evidence-based practices and explicit, systematic instruction of the five essential components (phonological/phonemic awareness, phonics, fluency, vocabulary, reading comprehension) that prepare them to be effective teachers of reading for all pupils, along with recommendations for improving educator preparation program reading content and clinical experiences statewide; and (4) after completing the landscape analysis, provide each participating UW System educator preparation program with a confidential written report that includes institution-specific findings and ways to integrate evidence-based instruction in early literacy course work and clinical experiences for pre-service candidates.

Specify that DPI will use the recommendations from the landscape analysis to review and update state licensure and certification standards in the area of literacy instruction in early education through grade 12 in collaboration with teachers and institutions of higher education, and coordinate with educator preparation programs to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.

- f. Allocate \$1,300,000 for grants to UW System educator preparation programs. Require DPI to award programs participating in the analysis under (e) with up to two grants of \$50,000 each for the purposes of addressing and implementing recommendations in the report within 24 months. Require DPI to award the first grant upon successful completion of the landscape analysis, as determined by the organization conducting the landscape analysis. Require DPI to award the second grant upon certification by the independent organization that the educator preparation program has adopted an adequate plan to implement the recommendations in the individual educator preparation program report.
  
- g. Specify that any funds described allocated under the reading program under (8) that are not allocated within one year of receipt, are not approved upon federal review, or remain unused and not earmarked for an alternate purpose after one year must be used for these purposes, in the following order: (a) reimbursement to school districts and CESAs for direct course costs for successful completion of an accredited independent teacher training program as endorsed by the Center for Effective Reading Instruction in accordance with this section; and (b) competitive grants for CESAs to expand evidence-based audits, instruction and coaching. Specify that if possible, after an additional year has passed, any remaining funds would be allocated to LEAs using the allocation described under the in-person incentive under (6).



**Lakeland School**

**Seclusion/Restraint Incident Summary F**

2020-21 School Year

**CONFIDENTIAL**

**Total by Student**

	Department	Seclusion	Restraint	Total S/R	District
1	High School	0	1	1	Badger
2	High School	13	3	16	Badger
3	High School	2	7	9	Badger
4	High School	0	1	1	Badger
5	Elementary	2	0	2	Beloit Turner
6	High School	2	1	3	Big Foot
7	Elementary	0	1	1	Brookwood
8	Elementary	3	2	5	Delavan-Darien
9	High School	1	7	8	East Troy
10	Elementary	26	6	32	East Troy
11	Elementary	34	4	38	East Troy
12	High School	1	0	1	Elkhorn
13	Elementary	5	0	5	Elkhorn
14	Elementary	0	1	1	Elkhorn
15	High School	4	7	11	Elkhorn
16	Elementary	4	9	13	Elkhorn
17	Elementary	2	4	6	Elkhorn
18	Elementary	11	22	33	Traver
19	Elementary	1	1	2	Walworth
20	High School	1	1	2	Whitewater
21	Elementary	2	6	8	Whitewater
22	High School	1	1	2	Whitewater

**Total by School District**

School District	Seclusion	Restraint	TOTAL BY DISTRICT
Big Foot	2	1	3
Delavan-Darien	3	2	5
East Troy	61	17	78
Elkhorn	16	21	37
Fontana	0	0	0
Brookwood/Genoa City	0	1	1
Lake Geneva Jt1	0	0	0
LG Badger	15	12	27
Reek	0	0	0
Sharon	0	0	0
Traver	11	22	33
Walworth	1	1	2
Whitewater	4	8	12
Williams Bay	0	0	0
Woods	0	0	0
<i>Beloit Turner</i>	2	0	2
<i>Ft. Atkinson</i>	0	0	0
<i>Mukwonago</i>	0	0	0
<b>TOTALS</b>	<b>115</b>	<b>85</b>	<b>200</b>

**Children with Disabilities Education Board  
2020 Yearend Fund Balance Estimate  
As of 03/25/2021**

	<u>2019</u>	<u>2020</u>
PY Ending Fund Balance Total (per F/S)	\$ 6,257,700	\$ 7,236,623
CY Net Income (Loss)	<u>978,923</u>	<u>384,777</u>
	7,236,623	7,621,400
<b>Nonspendable</b>		
Prepays and Inventory	<u>180,120</u>	<u>193,739</u>
	(180,120)	(193,739)
<b>Restrictions</b>		
Grant Encumbrances	-	-
School Donations	<u>212,837</u>	<u>193,878</u>
Total Restrictions	(212,837)	(193,878)
<b>Commitments</b>		
Debt service	-	-
Equipment/Building Maintenance	3,551,515	4,097,428
Encumbrances	37,913	21,250
General Donations	78,346	83,792
Severance	<u>200,462</u>	<u>212,477</u>
Total Commitments	(3,868,236)	(4,414,947)
<b>Assignments</b>		
Carryforwards	480,899	82,703
Subsequent Years Budget	<u>-</u>	<u>-</u>
Total Assignments	<u>(480,899)</u>	<u>(82,703)</u>
 Total Estimated Non Specific Assigned Fund Balance	 <u>\$ 2,494,531</u>	 <u>\$ 2,736,133</u>
 Total Fund Balance		\$ 7,621,400
Total Non Specific Assigned Fund Balance		2,736,133
CDEB Revenues without Property Tax and Transfers		5,596,502
Non Specific Assigned Fund Balance as a % of Revenues		48.89%

<b>Funds Available for Appropriation:</b>	<u>Minimum Balance</u>	<u>Available for Appropriation</u>
15% of CDEB Revenues (less Tax Levy and Transfers)	\$ 839,476	\$ 1,896,657
20% of CDEB Revenues (less Tax Levy and Transfers)	1,119,301	1,616,832

The minimum unassigned fund balance for the Children with Disabilities Education Board fund shall be 15 to 20 percent of the total of the fund's revenues not including the tax levy allocation or transfers/capital contributions.

**Walworth County**  
**Children with Disabilities Education Board**  
 Building/Equipment Reserve Account Analysis  
 Estimates as of 06/07/2021

**Building/Equipment Reserve: (230-35335)**

	2020	2021	2022	2023	2024	2025	2026
Beginning Reserve	\$ 3,551,515	\$ 4,097,428	\$ 5,599,260	\$ 5,549,260	\$ 6,049,260	\$ 6,549,260	\$ 7,049,260
Projects Funded from Reserves	(850,000)	(115,000)	(550,000)	-	-	-	-
Add to Fund Balance	1,395,913	1,616,832	500,000	500,000	500,000	500,000	500,000
Ending Reserve	\$ 4,097,428	\$ 5,599,260	\$ 5,549,260	\$ 6,049,260	\$ 6,549,260	\$ 7,049,260	\$ 7,549,260

*Assumptions: - All excess funds lapse to the building/equipment reserves.*

Projects Funded:

	2020	2021	2022	2023	2024	2025	2026
Aquatic Pool Upgrade	\$ (125,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
STEM Sensory Lab & Storage	(675,000)						
Corridor Flooring Replacement	-		(500,000)				
Physical Education Equipment Upgrade	(50,000)						
Network Infrastructure Upgrade		(115,000)					
Appliance Upgrade	-	-	(50,000)	-	-	-	-
Flooring Replacements	-	-	-	-	-	-	-
	\$ (850,000)	\$ (115,000)	\$ (550,000)	\$ -	\$ -	\$ -	\$ -

Future Projects Currently On Levy

Building Infrastructure Assessment	\$ (25,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Parking Lot Maintenance	-	-	-	-	-	-	-
Flooring Replacements	(40,000)	(40,000)	(40,000)	(40,000)	(40,000)	(40,000)	(40,000)
Gym Dividing Wall Repair							
Key Management System	-	-	-	-	-	-	-
	\$ (65,000)	\$ (40,000)	\$ (40,000)	\$ (40,000)	\$ (40,000)	\$ (40,000)	\$ (40,000)





Emergency Drill Reporting Form

School: <b>Lakeland School</b>	Date: <b>5.28.21</b>
Individual Completing Form: <b>Matt Conrardy</b>	Title: <b>Principal</b>
Time Alarm Sounded: <b>12:02PM</b>	Time Drill Concluded: <b>12:15PM</b>

Type of Drill:	Notification/Alert Method:	Weather Conditions:	Participants:
<input type="radio"/> Fire/Evacuation <input checked="" type="radio"/> Lockdown <input type="radio"/> Soft Lockdown <input type="radio"/> Tornado <input type="radio"/> Other _____	<input type="radio"/> Bell/Alarm <input checked="" type="radio"/> Intercom <input type="radio"/> Vocera <input type="radio"/> Phone <input type="radio"/> Megaphone <input type="radio"/> Siren <input type="radio"/> Other	<input type="radio"/> Clear <input type="radio"/> Cloudy <input checked="" type="radio"/> Rain <input type="radio"/> Windy <input type="radio"/> Snow/Sleet <input type="radio"/> Hail	<input checked="" type="checkbox"/> School Admin. <input checked="" type="checkbox"/> Teachers/TAs <input checked="" type="checkbox"/> Custodial <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Police <input type="checkbox"/> Fire <input type="checkbox"/> Other
Timing of Drill:	Problems Found:	Check All That Apply:	Lockdown:
<input type="radio"/> Before School <input checked="" type="radio"/> During Classes <input type="radio"/> Passing Time <input type="radio"/> Recess <input type="radio"/> Lunch <input type="radio"/> Assembly <input type="radio"/> After School <input type="radio"/> Other _____	<input type="radio"/> Alarm not heard <input type="radio"/> Students Confused <input type="radio"/> Congestion in Hallways <input type="radio"/> Prolonged Evacuation <input type="radio"/> Other _____	<input type="radio"/> Staff unsure of responsibilities <input type="radio"/> Weather Issues <input type="radio"/> Students Unaccounted <input type="radio"/> Noise Issues <input type="radio"/> Vocera Communication <input type="radio"/> Other	<input type="radio"/> Unable to lock doors <input type="radio"/> Doors left open <input type="radio"/> Lights left on <input type="radio"/> Staff and students visible <input type="radio"/> Blinds left open <input type="radio"/> Other _____

Brief Summary of the Emergency/Drill:

We administered a "Secure Drill" so that both staff and students could familiarize themselves with our current plan of action. Using the intercom, we shared with the school that we were beginning a "Secure" drill. We reminded everybody that this drill allowed for staff and students to move around the school freely, but nobody could enter or exit the building. These practice drills allow for staff and students to familiarize themselves with how they should respond so that in the case of an emergency, they can all respond safely and appropriately.

**CONGRATULATIONS TO THE FOLLOWING STUDENTS  
FOR THEIR ACHIEVEMENTS! KEEP UP THE GREAT  
WORK!**

<b>Male Athlete of the Year</b>	<b>Stephen Ajamian</b>
<b>Female Athlete of the Year</b>	<b>Ashley Seidell</b>
<b>Volleyball MVP</b>	<b>Gabe Zepeda</b>
<b>Volleyball Most Improved</b>	<b>Antonio Huerta</b>
<b>Volleyball Sportsmanship</b>	<b>Xander Achilli</b>
<b>Basketball MVP</b>	<b>Stephen Ajamian</b>
<b>Basketball Most Improved</b>	<b>Madison Olsen</b>
<b>Basketball Sportsmanship</b>	<b>Luke Heidenreich</b>
<b>Mike Neinow Memorial Award</b>	<b>Paige Heniff</b>
<b>Track MVP</b>	<b>Gabe Zepeda</b>
<b>Track Most Improved</b>	<b>Leah Harkins</b>
<b>Track Sportsmanship</b>	<b>Christian Walker</b>
<b>Winter Sports MVP</b>	<b>Ashton Ramirez</b>
<b>Winter Sports Most Improved</b>	<b>Stephen Ajamian</b>
<b>Art Creativity Award</b>	<b>Kristin DeMint</b>
<b>Art Ingenuity Award</b>	<b>Dominick Antol</b>
<b>Art Excellence Award</b>	<b>Dameon Monsanto</b>
<b>Dennis Yaeggi Music Award</b>	<b>Dameon Monsanto</b>
<b>Self-Advocate Leadership Award</b>	<b>Bella Lazzaroni</b>



**HAVE A GREAT SUMMER—ENJOY AND HAVE LOTS OF FUN!**



**Club Request Information Form**

**Name of Club:** Lakeland Chess Club

**Student Submitting Request:** Chris Krueger

**Students School Email:** ckrueger@lakelandschool-walco.org

**Students Homeroom Teacher (2020 / 2021 School Year):** Mrs. McBride

**Description of Chess Club:**

Lakeland Chess Club would be an organized club that would meet on a regular basis during the school day. Chess Club would provide a casual environment in which students and staff can play the game of chess while socializing with each other, or learn to play the game of chess from other classmates or staff members.

**Frequency of Meetings:** Once a week

**Meeting Times:** Depending on class schedule

**Meeting Location:** Anywhere within the school. (Coffee Shop)

**Faculty Member/Advisor's Name:** Officer Nelson  
Kyle Harding , Ryan Kitzmiller

**Eligibility Requirements for Club Participants:**

To be in Chess Club, all you need is a desire to play chess! There is no prior experience needed , we'll teach you! Chess Club would be available to all students and staff members of Lakeland School.

**Equipment Needed:** Chess Boards

**Cost:** No fees or costs associated with the club

**List three measurable goals of the club:**

1. Meet weekly to socialize while learning to play Chess.
2. Improve thinking and strategizing skills.
3. Provide equal skill levels of players to play together, with the opportunity to play against higher skill leveled players.

**State how each goal will be measured:**

1. Advisors will mentor the quality of play as well as the interaction between the students.
2. Progress will be documented by the advisors.
3. Participants are encouraged to improve their skills by playing against tougher opponents.

**Additional Comments:**

The game of chess helps young people learn to concentrate, think logically, overcome obstacles, spot patterns and categorize information. It helps with the development of problem-solving skills, planning, patience, focus on thought and self-discipline. Please contact Chris Krueger with any questions.

Requesting Students Signature: Cherie Krueger

Students Homeroom Teacher Signature: Dawn McBride

Chess Club Advisors Signature: [Signature]  
[Signature]  
[Signature]

Date of Request: \_\_\_\_\_