

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

SSIP Overview

Institution ID

80000054415

1. Please enter the name of the person to contact regarding this submission.

Derek Svenson

1a. Please enter their phone number for follow up questions.

716-753-5891

1b. Please enter their e-mail address for follow up contact.

dsvenson@clake.org

2. Please indicate below whether this is the first submission, a new or supplemental submission or an amended submission of an approved Smart Schools Investment Plan.

Supplemental submission

3. All New York State public school districts are required to complete and submit a District Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include investments in high-speed broadband or wireless connectivity and/or learning technology equipment or facilities as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.**By checking this box, you certify that the school district has an approved District Instructional Technology Plan survey on file with the New York State Education Department.** District Educational Technology Plan Submitted to SED and Approved**4. Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.****By checking the boxes below, you are certifying that you have engaged with those required stakeholders. Each box must be checked prior to submitting your Smart Schools Investment Plan.**

- Parents
- Teachers
- Students
- Community members

5. Did your district contain nonpublic schools in 2014-15?

- Yes
- Yes, but they have all since closed, moved out of district or are declining use of SSBA funds
- No

5a. Please detail which nonpublic schools have closed or moved since 2014-15, including enrollments and physical locations.

Chautauqua Lake Central School currently have two non-public schools in our district, both are Amish religious schools:

- Burdick Road Amish School
- Pleasant View Amish School

Both schools have opted out of any participation in our Classroom Technology project for 1:1 Chromebooks.

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

SSIP Overview

6. **Certify that the following required steps have taken place by checking the boxes below: Each box must be checked prior to submitting your Smart Schools Investment Plan.**

- The district developed and the school board approved a preliminary Smart Schools Investment Plan.
- The preliminary plan was posted on the district website for at least 30 days. The district included an address to which any written comments on the plan should be sent.
- The school board conducted a hearing that enabled stakeholders to respond to the preliminary plan. This hearing may have occurred as part of a normal Board meeting, but adequate notice of the event must have been provided through local media and the district website for at least two weeks prior to the meeting.
- The district prepared a final plan for school board approval and such plan has been approved by the school board.
- The final proposed plan that has been submitted has been posted on the district's website.

6a. **Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website, along with any supporting materials. Note that this should be different than your recently submitted Educational Technology Survey. The Final SSIP, as approved by the School Board, should also be posted on the website and remain there during the course of the projects contained therein.**

Chromebook Budget Detail for Project 2020-2025.pdf
 Memo_from_SUNY_Contact_Chris_Givner_at_Fredonia.pdf
 SS-Chromebook Purchase Proposal for 20-25 SY.pdf

6b. **Enter the webpage address where the final Smart Schools Investment Plan is posted. The Plan should remain posted for the life of the included projects.**

<https://www.clake.org/District/News/3850-Technology-Proposals-Input-Invited.html>

7. **Please enter an estimate of the total number of students and staff that will benefit from this Smart Schools Investment Plan based on the cumulative projects submitted to date.**

330

8. **An LEA/School District may partner with one or more other LEA/School Districts to form a consortium to pool Smart Schools Bond Act funds for a project that meets all other Smart School Bond Act requirements. Each school district participating in the consortium will need to file an approved Smart Schools Investment Plan for the project and submit a signed Memorandum of Understanding that sets forth the details of the consortium including the roles of each respective district.**

- The district plans to participate in a consortium to partner with other school district(s) to implement a Smart Schools project.

9. **Please enter the name and 6-digit SED Code for each LEA/School District participating in the Consortium.**

Partner LEA/District	SED BEDS Code
(No Response)	(No Response)

10. **Please upload a signed Memorandum of Understanding with all of the participating Consortium partners.**

(No Response)

11. **Your district's Smart Schools Bond Act Allocation is:**

\$521,122

12. **Final 2014-15 BEDS Enrollment to calculate Nonpublic Sharing Requirement**

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	836	0	836.00	0.00

13. **This table compares each category budget total, as entered in that category's page, to the total expenditures listed in the category's expenditure table. Any discrepancies between the two must be resolved before submission.**

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

SSIP Overview

	Sub-Allocations	Expenditure Totals	Difference
School Connectivity	0.00	0.00	0.00
Connectivity Projects for Communities	0.00	0.00	0.00
Classroom Technology	212,720.00	212,720.00	0.00
Pre-Kindergarten Classrooms	0.00	0.00	0.00
Replace Transportable Classrooms	0.00	0.00	0.00
High-Tech Security Features	0.00	0.00	0.00
Nonpublic Loan	0.00	0.00	0.00
Totals:	212,720	212,720	0

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

School Connectivity

- In order for students and faculty to receive the maximum benefit from the technology made available under the Smart Schools Bond Act, their school buildings must possess sufficient connectivity infrastructure to ensure that devices can be used during the school day. Smart Schools Investment Plans must demonstrate that:
 - sufficient infrastructure that meets the Federal Communications Commission’s 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed, or
 - is a planned use of a portion of Smart Schools Bond Act funds, or
 - is under development through another funding source.

Smart Schools Bond Act funds used for technology infrastructure or classroom technology investments must increase the number of school buildings that meet or exceed the minimum speed standard of 100 Mbps per 1,000 students and staff within 12 months. This standard may be met on either a contracted 24/7 firm service or a "burstable" capability. If the standard is met under the burstable criteria, it must be:

- Specifically codified in a service contract with a provider, and
- Guaranteed to be available to all students and devices as needed, particularly during periods of high demand, such as computer-based testing (CBT) periods.

Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

(No Response)

- If a district believes that it will be impossible to meet this standard within 12 months, it may apply for a waiver of this requirement, as described on the Smart Schools website. The waiver must be filed and approved by SED prior to submitting this survey.

By checking this box, you are certifying that the school district has an approved waiver of this requirement on file with the New York State Education Department.

- Connectivity Speed Calculator (Required).** If the district currently meets the required speed, enter “Currently Met” in the last box: Expected Date When Required Speed Will be Met.

	Number of Students	Required Speed in Mbps	Current Speed in Mbps	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	(No Response)	0.00	(No Response)	(No Response)	(No Response)

- Describe how you intend to use Smart Schools Bond Act funds for high-speed broadband and/or wireless connectivity projects in school buildings.

(No Response)

- Describe the linkage between the district's District Instructional Technology Plan and how the proposed projects will improve teaching and learning. (There should be a link between your response to this question and your responses to Question 1 in Section IV - NYSED Initiatives Alignment: "Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.")

Your answer should also align with your answers to the questions in Section II - Strategic Technology Planning and the associated Action Steps in Section III - Action Plan.)

(No Response)

- If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust Wi-Fi network in place that has sufficient bandwidth to meet user demand.

Please describe how you have quantified this demand and how you plan to meet this demand.

(No Response)

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

School Connectivity

6. Smart Schools plans with any expenditures in the School Connectivity category require a project number from the Office of Facilities Planning. Districts must submit an SSBA LOI and receive project numbers prior to submitting the SSIP. As indicated on the LOI, some projects may be eligible for a streamlined review and will not require a building permit.

Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

7. Certain high-tech security and connectivity infrastructure projects may be eligible for an expedited review process as determined by the Office of Facilities Planning.

Was your project deemed eligible for streamlined review?

(No Response)

8. Include the name and license number of the architect or engineer of record.

Name	License Number
(No Response)	(No Response)

9. Public Expenditures – Loanable (Counts toward the nonpublic loan calculation)

Select the allowable expenditure type. Repeat to add another item under each type.	PUBLIC Items to be Purchased	Quantity	Cost Per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

10. Public Expenditures – Non-Loanable (Does not count toward nonpublic loan calculation)

Select the allowable expenditure type. Repeat to add another item under each type.	PUBLIC Items to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

11. Final 2014-15 BEDS Enrollment to calculate Nonpublic Sharing Requirement (no changes allowed.)

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	836	0	836.00	0.00

12. Total Public Budget - Loanable (Counts toward the nonpublic loan calculation)

	Public Allocations	Estimated Nonpublic Loan Amount	Estimated Total Sub-Allocations
Network/Access Costs	(No Response)	0.00	0.00
School Internal Connections and Components	(No Response)	0.00	0.00

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

School Connectivity

	Public Allocations	Estimated Nonpublic Loan Amount	Estimated Total Sub-Allocations
Other	(No Response)	0.00	0.00
Totals:	0.00	0	0

13. Total Public Budget – Non-Loanable (Does not count toward the nonpublic loan calculation)

	Sub-Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
School Internal Connections and Components	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	0.00

14. School Connectivity Totals

	Total Sub-Allocations
Total Loanable Items	0.00
Total Non-loanable Items	0.00
Totals:	0

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

Community Connectivity (Broadband and Wireless)

1. Describe how you intend to use Smart Schools Bond Act funds for high-speed broadband and/or wireless connectivity projects in the community.

(No Response)

2. Please describe how the proposed project(s) will promote student achievement and increase student and/or staff access to the Internet in a manner that enhances student learning and/or instruction outside of the school day and/or school building.

(No Response)

3. Community connectivity projects must comply with all the necessary local building codes and regulations (building and related permits are not required prior to plan submission).

I certify that we will comply with all the necessary local building codes and regulations.

4. Please describe the physical location of the proposed investment.

(No Response)

5. Please provide the initial list of partners participating in the Community Connectivity Broadband Project, along with their Federal Tax Identification (Employer Identification) number.

Project Partners	Federal ID #
(No Response)	(No Response)

6. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

7. If you are submitting an allocation for Community Connectivity, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
Tower Costs	(No Response)
Customer Premises Equipment	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	0.00

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

Classroom Learning Technology

1. In order for students and faculty to receive the maximum benefit from the technology made available under the Smart Schools Bond Act, their school buildings must possess sufficient connectivity infrastructure to ensure that devices can be used during the school day. Smart Schools Investment Plans must demonstrate that sufficient infrastructure that meets the Federal Communications Commission’s 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed, or is a planned use of a portion of Smart Schools Bond Act funds, or is under development through another funding source.

Smart Schools Bond Act funds used for technology infrastructure or classroom technology investments must increase the number of school buildings that meet or exceed the minimum speed standard of 100 Mbps per 1,000 students and staff within 12 months. This standard may be met on either a contracted 24/7 firm service or a "burstable" capability. If the standard is met under the burstable criteria, it must be:

1. Specifically codified in a service contract with a provider, and
2. Guaranteed to be available to all students and devices as needed, particularly during periods of high demand, such as computer-based testing (CBT) periods.

Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

Chautauqua Lake is currently part of the Erie 1 broadband network service and maintains that service each year to provide fast through-put to the internet and to other districts on the BOCES local area network. Internally our network switches are all 1,000 MPS to each computer connected with an ethernet network cable. Wireless access has been installed throughout the entire building and provides an average speed of 50 mps or greater to each student or device connected to a wireless access point. Chautauqua Lake upgraded existing network and wireless equipment over June, July and August of 2017 through a building project. Network switches will continue to provide 1 GPS to connected ethernet cables and wireless access point will be expanded to one access point per classroom or learning area. In addition access points will be put in common areas, hallways to ensure good wireless coverage around the entire school for not only instructional use but for our wireless phone system. This will enhance speed even further and allow for speeds of 100 or more MBS to each device connected to a wireless access point. Our 5 year building plan does include future projects for networking and wireless to ensure those systems are kept up to date to meet the growing needs of access speeds and wireless access. As of the 2019-2020 school year administration and the BOE are starting to talk about another building project, one of the main items on the list is technology and keeping those systems up to date.

1a. If a district believes that it will be impossible to meet this standard within 12 months, it may apply for a waiver of this requirement, as described on the Smart Schools website. The waiver must be filed and approved by SED prior to submitting this survey.

By checking this box, you are certifying that the school district has an approved waiver of this requirement on file with the New York State Education Department.

2. **Connectivity Speed Calculator (Required).** If the district currently meets the required speed, enter “Currently Met” in the last box: **Expected Date When Required Speed Will be Met.**

	Number of Students	Required Speed in Mbps	Current Speed in Mbps	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	817	81.70	1000	10000	Currently Met

3. If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust Wi-Fi network in place that has sufficient bandwidth to meet user demand.

Please describe how you have quantified this demand and how you plan to meet this demand.

Chautauqua Lake upgraded existing network and wireless equipment over June, July and August of 2017 through a building project. Network switches will continue to provide 1 GPS to connected ethernet cables and new wireless access point will be expanded to at least one access point per classroom or learning area. This will enhance speed even further and allow for speeds of 100 or more megabytes per second to each device connected to a wireless access point. In the recent project new wireless access point were also installed in common areas like the gyms, auditorium, cafeterias as well has hallways to provide uninterrupted network access for students and staff. The school district also has put networking and wireless into the longer term building plan so the next major project will once again include upgrades to networking and wireless equipment so we can keep up with the future demands for network speeds and wireless access.

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

Classroom Learning Technology

4. **All New York State public school districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations.**

Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

By checking this box, you are certifying that the school district has an approved Instructional Technology Plan survey on file with the New York State Education Department.

5. **Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems. Specifically address the adequacy of each facility's electrical, HVAC and other infrastructure necessary to install and support the operation of the planned technology.**

The 1:1 plan overview summary: For this 2020-2025 1:1 project request we are planning to annually purchase mobile device laptops, specifically Chromebook laptops from Dell and supporting cases, bags and licenses for both Secondary and Elementary students.

At the Secondary school this will provide incoming 7th grade students moving from the Elementary school to the Secondary school an assigned Chromebook device to use in their classes during the school day and outside the school (home, library, etc) until they graduate 6 years later. The device is assigned to them in 7th grade and they take it with them until 12th grade and graduation. After graduation the older devices will most likely be at end of life (per Google's new policies) and will be recycled. Because of this estimated life span of 6 years we will need to purchase a new round of devices for each new incoming 7th grade class. As long as we continue the 1:1 initiative with Chromebook devices we will need to plan for this purchase every summer.

The Elementary school will continue to receive enough Chromebooks each year in a mobile cart to provide each grade level homeroom a device for each student. The end goal being all students in grades 3 to 6 have a device to use in their classes. Since this is a five year rollout and replacement project for Chromebook devices we are going to average our class sizes to around 50 per grade level at the Elementary School. Once we have purchased enough devices for the students in those grade levels we will work on keeping up with replacements of older machines at the Elementary school. The goal being replacing devices every 5 to 6 years at the most to keep them current. The carts at the Elementary school will stay with the grade level teachers, they are not assigned to students and will not travel with those students to the next grade levels. Due to have 4 grade levels there might be a year where we do not need to spend money on replacement Chromebooks depending on the age of those devices.

Supporting items that will be purchased with the Chromebook devices are:

1. Google Management License - Allows us the ability to manage the device from Google Admin Console. This is a necessity to this project's success.
2. For Secondary students a protective "always on" carry case will be purchased for each new Chromebook for protection.
3. Elementary Chromebooks will be provided a thin, snap-on type protective cover. These Elementary devices do not go home with students so they do not need the larger protective cases purchased for Secondary students.

Electrical needs will be met by existing building infrastructure without any issues, the existing charging carts at our Elementary are designed to be used on regular 120 Volt outlets and cycle the charging of devices automatically so as not to overload the existing circuit. Each cart will be plugged into a storage area with plenty of clean or filtered power outlets to use. The carts will only be located in our Elementary building, students in the Secondary school will mainly charge their devices at their own home or in the mini-labs currently next to each classroom in the Secondary building.

Our building was constructed in 1999 and has a modern HVAC systems to maintain a constant temperature in the classrooms. The building project of 2016-2018 saw the upgrade and replacement of all the HVAC heat pumps and related equipment in the building. We do not foresee any issues with excessive heat generation from the charging cart or the actual laptops. We currently have similar Chromebook carts plugged into similar locations around the district and do not see any issues with power or heat generation from the carts or charging process. The building also has air conditioning for the summer months to protect devices from overheating if being used for summer school activities.

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

Classroom Learning Technology

6. Describe how the proposed technology purchases will:

- > enhance differentiated instruction;
- > expand student learning inside and outside the classroom;
- > benefit students with disabilities and English language learners; and
- > contribute to the reduction of other learning gaps that have been identified within the district.

The expectation is that districts will place a priority on addressing the needs of students who struggle to succeed in a rigorous curriculum. Responses in this section should specifically address this concern and align with the district's Instructional Technology Plan (in particular Question 2 of E. Curriculum and Instruction: "Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials and assessments?" and Question 3 of the same section: "Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?")

In addition, describe how the district ensures equitable access to instruction, materials and assessments and participation in the general curriculum for both SWD and English Language Learners/Multilingual Learners (ELL/MLL) students.

There are many examples in each category but we attempted to list a few for each, having one device per student allows for options when it comes to the following categories:

Differentiated Instruction: Students who lack skills in particular areas could work on tutorials offered through various apps and programs for review and re-teaching of concept areas. Example: students who need additional review may spend time on test day reviewing with a specific teacher led technology application while others who are ready, begin the test- at the end of the test session those who did not require review may use technology to complete an enrichment activity while the other students are finishing their test. Students who enjoy working on Castle Learning or other software learning applications could choose between a Castle Learning assignment or paper / book work assignment. This offer in choice is also a form of differentiated instruction. Additionally, in the Integrated Co-Taught sections, teachers could differentiate entire class instruction by using technology and teaching groups of students based on their level of need. Example: English class students may be working in one group on one assignment while others in the second group are ready to move on with another teacher to work on finding their evidence and completing their graphic organizers.

Expansion of Student Learning: Teachers like to assign research projects and in working on such a project individualized independent learning occurs using technology. Students are able to research a topic independently and the expansion of what they are able to learn and discover increases if the project is individualized using technology rather than a group project with limited technology. Also, the benefit of providing students with access to a great deal of learning tools and programming available to teachers and students online. Additionally, connections to other cultures and experiences through cross culture and virtual learning opportunities available through a myriad of teaching resources. Foreign language and social studies classes availability of virtual tours of historical sites, artifacts, etc.

Benefit for Students with Learning Disabilities and ELL Learners: Beyond the benefit of word processing for students with writing difficulties, individualized technology provides apps and programs that may be geared toward specific reading or writing remediation and accommodations. Word prediction programs and application such as Co-Writer Universal offer students the ability to dictate their writing and listen to it being read back in order to write short responses and essays. Students with reading difficulties can individually access programs such as Snap Type Pro to take pictures of their worksheets and then word process their answers. Also for reading difficulties or ELL students accounts with Book share and Read2Go are accessible and available on an individualized basis for all students in the classroom. The math capabilities include programs that offer tutorials on solving math problems. Example: Students solving radical problems get an additional individualized re-teaching through programs such as mathhelp.com or youtube.com. These tutorial programs can be utilized by students to re-teach concepts that require additional instruction and they provide an independent learning opportunity.

Reduction of Learning Gaps in District: Additional opportunities for response to intervention implementation. Through data driven instruction, student need areas can be addressed through technology. This in turn results in better performance on state testing. Through the response to intervention teaching, weak areas are identified and the technology provides individualized or group re-teaching and remediation to address the specific need area and therefore improves the overall gap in learning. Individualized technology may also be used within a PBIS program to motivate reluctant learners who need additional motivational strategies beyond the typical strategies provided in the classroom setting. This in turn results in addressing a learning gap demonstrated by state testing data.

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

Classroom Learning Technology

7. **Where appropriate, describe how the proposed technology purchases will enhance ongoing communication with parents and other stakeholders and help the district facilitate technology-based regional partnerships, including distance learning and other efforts.**

Chautauqua Lake Central School district has been a GAFE (Google Apps for Education) school since 2010 and has been enhancing our professional development to provide training with Google systems. Google, by design, is designed to collaborate and teachers are collaborating with students on a daily basis through the GAFE systems. Parents have always been invited to see what their students are doing at school through the Google systems because those files, documents, assignments can be shared within and without the school domain to further enhance that collaboration. Google released some new features in the summer of 2018 that include a parent or guardian portal so parents can get notifications about assignments, communicate with teachers directly about student progress or issues. The challenge we have right now is that our district has plenty of Google users but not enough devices for teachers to use in each class with students. Some departments have Chromebooks carts and there is intense usage for some teachers in those departments which means everything they are doing with Google applications is all online and paperless to this point. Being paperless and having everything in an online system allows for the ability to setup sharing and include parents in the educational process. The more devices we can get for students the more teachers will be able to go paperless in their classrooms and engage more parents across more subject areas. We continue to look to Google to enhance their systems to meet the needs of schools, teachers, students and parents and they continue to surprise us with relevant upgrades to their system.

8. **Describe the district's plan to provide professional development to ensure that administrators, teachers and staff can employ the technology purchased to enhance instruction successfully.**

Note: This response should be aligned and expanded upon in accordance with your district's response to Question 1 of F. Professional Development of your Instructional Technology Plan: "Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience and method of delivery within your summary."

Professional development at CLCS will be provided to administrators, teachers and other relevant faculty and staff in a variety of formats including small and large group presenter-led sessions, on-line learning platforms, webinars and one-to-one support. Professional development will be provided to support district adopted student management platforms (ie. Google Classroom, PowerSchool), instructional applications (ie. Castle Learning, STAR, ReadingLive, Learning A-Z), instructional tools (ie. Interactive Smart Panels, Chromebooks, iPads) and instructional methods to support the use of technology to foster 21st century learning practices in the classroom.

In every school year we are utilizing Staff Development days, after school training sessions, summer training classes, one on one PD with teachers who request additional assistance and also utilize Erie 1 BOCES CSLO technology training days to have trainers come to the district and run classes on various systems. Attempts are made to not remove teachers from the classrooms during the normal school day but some PD can occur during the school day as well if properly planned out. Just this summer we held two days of training with a BOCES CSLO trainer on Google Classroom and Drive for the 7th and 8th grade teachers. PD will be offered and provided for everyone but focused on those teachers and grade levels who will be getting students with the new Chromebooks.

In the 2018-2019 school year we enhanced our school technology integration positions from one for the entire district to the position being split between two teachers, one at Secondary and one at Elementary. These teachers are responsible for taking time to help teachers with technology integration, professional development, basic helpdesk, etc. These positions have helped our technology program greatly at the district, especially with the 1:1 program rolling out from grades 3 to 12. At no other time in my tenure at the district have we been so focused on education with a few important systems to ensure all teachers are using these systems to their fullest potential. If teachers are interested in other systems we assist but to have the "base" knowledge of using Google in the classroom is important to the programs success.

9. **Districts must contact one of the SUNY/CUNY teacher preparation programs listed on the document on the left side of the page that supplies the largest number of the district's new teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.**

By checking this box, you certify that you have contacted the SUNY/CUNY teacher preparation program that supplies the largest number of your new teachers to request advice on these issues.

- 9a. **Please enter the name of the SUNY or CUNY Institution that you contacted.**

SUNY Fredonia

- 9b. **Enter the primary Institution phone number.**

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Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

Classroom Learning Technology

9c. Enter the name of the contact person with whom you consulted and/or will be collaborating with on innovative uses of technology and best practices.

Chris Givner

10. To ensure the sustainability of technology purchases made with Smart Schools funds, districts must demonstrate a long-term plan to maintain and replace technology purchases supported by Smart Schools Bond Act funds. This sustainability plan shall demonstrate a district's capacity to support recurring costs of use that are ineligible for Smart Schools Bond Act funding such as device maintenance, technical support, Internet and wireless fees, maintenance of hotspots, staff professional development, building maintenance and the replacement of incidental items. Further, such a sustainability plan shall include a long-term plan for the replacement of purchased devices and equipment at the end of their useful life with other funding sources.

By checking this box, you certify that the district has a sustainability plan as described above.

11. Districts must ensure that devices purchased with Smart Schools Bond funds will be distributed, prepared for use, maintained and supported appropriately. Districts must maintain detailed device inventories in accordance with generally accepted accounting principles.

By checking this box, you certify that the district has a distribution and inventory management plan and system in place.

12. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Laptop Computers	Dell Chromebook 11	728	250.00	182,000.00
Other Costs	Google Management License	680	24.00	16,320.00
Other Costs	Protective Carry Bags - 7th Grade Chromebooks	420	25.00	10,500.00
Other Costs	Protective Snap On Covers - Elementary Chromebooks	260	15.00	3,900.00
		2,088	314.00	212,720

13. Final 2014-15 BEDS Enrollment to calculate Nonpublic Sharing Requirement (no changes allowed.)

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	836	0	836.00	0.00

14. If you are submitting an allocation for Classroom Learning Technology complete this table.

	Public School Sub-Allocation	Estimated Nonpublic Loan Amount (Based on Percentage Above)	Estimated Total Public and Nonpublic Sub-Allocation
Interactive Whiteboards	(No Response)	0.00	0.00
Computer Servers	(No Response)	0.00	0.00
Desktop Computers	(No Response)	0.00	0.00
Laptop Computers	182,000.00	0.00	182,000.00
Tablet Computers	(No Response)	0.00	0.00
Other Costs	30,720.00	0.00	30,720.00

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

Classroom Learning Technology

	Public School Sub-Allocation	Estimated Nonpublic Loan Amount (Based on Percentage Above)	Estimated Total Public and Nonpublic Sub-Allocation
Totals:	212,720.00	0	212,720

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

Pre-Kindergarten Classrooms

1. Provide information regarding how and where the district is currently serving pre-kindergarten students and justify the need for additional space with enrollment projections over 3 years.

(No Response)

2. Describe the district’s plan to construct, enhance or modernize education facilities to accommodate pre-kindergarten programs. Such plans must include:

- Specific descriptions of what the district intends to do to each space;
- An affirmation that new pre-kindergarten classrooms will contain a minimum of 900 square feet per classroom;
- The number of classrooms involved;
- The approximate construction costs per classroom; and
- Confirmation that the space is district-owned or has a long-term lease that exceeds the probable useful life of the improvements.

(No Response)

3. Smart Schools Bond Act funds may only be used for capital construction costs. Describe the type and amount of additional funds that will be required to support ineligible ongoing costs (e.g. instruction, supplies) associated with any additional pre-kindergarten classrooms that the district plans to add.

(No Response)

4. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process by the Office of Facilities Planning.

Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. If you have made an allocation for Pre-Kindergarten Classrooms, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Construct Pre-K Classrooms	(No Response)
Enhance/Modernize Educational Facilities	(No Response)
Other Costs	(No Response)
Totals:	0.00

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

Replace Transportable Classrooms

1. Describe the district’s plan to construct, enhance or modernize education facilities to provide high-quality instructional space by replacing transportable classrooms.

(No Response)

2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process by the Office of Facilities Planning.

Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

3. For large projects that seek to blend Smart Schools Bond Act dollars with other funds, please note that Smart Schools Bond Act funds can be allocated on a pro rata basis depending on the number of new classrooms built that directly replace transportable classroom units.

If a district seeks to blend Smart Schools Bond Act dollars with other funds describe below what other funds are being used and what portion of the money will be Smart Schools Bond Act funds.

(No Response)

4. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

5. If you have made an allocation for Replace Transportable Classrooms, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Construct New Instructional Space	(No Response)
Enhance/Modernize Existing Instructional Space	(No Response)
Other Costs	(No Response)
Totals:	0.00

Smart Schools Investment Plan - Revised - 1:1 Chromebooks 5 Year Rollout and Replacement Plan 2020-2025

High-Tech Security Features

1. Describe how you intend to use Smart Schools Bond Act funds to install high-tech security features in school buildings and on school campuses.

(No Response)

2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Smart Schools plans with any expenditures in the High-Tech Security category require a project number from the Office of Facilities Planning. Districts must submit an SSBA LOI and receive project numbers prior to submitting the SSIP. As indicated on the LOI, some projects may be eligible for a streamlined review and will not require a building permit. Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

3. Was your project deemed eligible for streamlined Review?

- Yes
- No

4. Include the name and license number of the architect or engineer of record.

Name	License Number
(No Response)	(No Response)

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. If you have made an allocation for High-Tech Security Features, complete this table. Enter each Sub-category Public Allocation based on the the expenditures listed in Table #5.

	Sub-Allocation
Capital-Intensive Security Project (Standard Review)	(No Response)
Electronic Security System	(No Response)
Entry Control System	(No Response)
Approved Door Hardening Project	(No Response)
Other Costs	(No Response)
Totals:	0.00