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

    Dwayne Hoffmann

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

    914-245-1700

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

    dhoffmann@lakelandschools.org

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

    First 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

    4a.   If your district contains non-public schools, have you provided a timely opportunity for consultation with these stakeholders?

    ☑   Yes
    ☐   No
    ☐   N/A

5. **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 occured 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.

5a. **Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website. 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.**

Lakeland - Smart Schools Bond Investment Plan.pdf

6. **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.**

6,850

7. **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.

8. **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)

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

(No Response)

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

$3,648,705

11. **Enter the budget sub-allocations by category that you are submitting for approval at this time. If you are not budgeting SSBA funds for a category, please enter 0 (zero.) If the value entered is $0, you will not be required to complete that survey question.**

	Sub-Allocations
School Connectivity	0
Connectivity Projects for Communities	0
Classroom Technology	3,648,139
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	3,648,139.00

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.

   (No Response)

   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)**

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

3. **Briefly 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)

4. **Briefly describe the linkage between the district's District Instructional Technology Plan and the proposed projects. (There should be a link between your response to this question and your response to Question 1 in Part E. Curriculum and Instruction "What are the district's plans to use digital connectivity and technology to improve teaching and learning?)**

   (No Response)

5. **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)

6. **As indicated on Page 5 of the guidance, the Office of Facilities Planning will have to conduct a preliminary review of all capital projects, including connectivity projects.**

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. **If you are submitting an allocation for School 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)
School Internal Connections and Components	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	

10. **To the extent possible, 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)	(No Response)

Smart Schools Investment Plan -

Community Connectivity (Broadband and Wireless)

1. **Briefly 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. **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:	

7. **To the extent possible, 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)	(No Response)

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.

   Lakeland Central School District has "dark fiber" connecting all buildings throughout the district. Currently these connections are 2GB connections with the capacity to run 10GB. In November of 2013 the Lakeland community passed a school security and safety bond. Final approval for phase 2 of the project, the technology phase, was received in October 2015. One part of this bond is to upgrade all internal wiring closets within the Lakeland Central School District. This upgrade would allow for more available ports, every port capable of 1GB connections, power over Ethernet on every port, better throughput and performance and the ability to run 10GB between buildings. This work is scheduled to take place in the summer of 2016. The Lakeland Central School District uses the Lower Hudson Regional Information Center as its Internet Service Provider. The district has 2 1GB connections to the Lower Hudson Regional Information Center, each originating from a different building within the district to provide redundancy. Lakeland currently subscribes to 200MB of Internet. Internet usage is closely monitored and adjustments are made when necessary. As of October of 2015, the average Internet usage between the hours of 7:00am and 4:30pm (M-F) is 69.06MB. The average Internet usage during prime hours, 9:00am and 3:00pm (M-F), is 84.652MB. As additional devices are added and Internet usage increases, the district will increase Internet bandwidth accordingly with a final goal of maintaining at least 100Mbps per 1000 students . This increase is built into Lakeland's annual district budget. The Lakeland Central School District's infrastructure is well prepared for additional devices.

   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)**

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	5,737	573,700	573	200	600	10/1/2016

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.

   The Lakeland Central School District's wireless infrastructure consists of 2 access controllers. Each controller is capable of supporting 512 access points, 1024 access points total district-wide. Currently, Lakeland has 298 active access points throughout the district. In November of 2013 the Lakeland community passed a school security and safety bond. Final approval for phase 2 of the project, the technology phase, was received in October 2015. One part of this bond is to add additional wiring to accommodate extra access points. The plans call for approximately a drop for every 2 classrooms for the purpose of installing additional access points. This work will be scheduled to during the 2015-2016 school year and completed during the summer of 2016.

   The Lakeland Central School District uses the Lower Hudson Regional Information Center as its Internet Service Provider.   The district has 2 1GB connections to the Lower Hudson Regional Information Center, each originating from a different building within the district to provide redundancy. Lakeland currently subscribes to 200MB of Internet. Internet usage is closely monitored and adjustments are made when necessary. As of October of 2015, the average Internet usage between the hours of 7:00am and 4:30pm (M-F) is 69.06MB. The average Internet usage during prime hours, 9:00am and 3:00pm (M-F), is 84.652MB. As additional devices are added and Internet usage increases, the district will increase Internet bandwidth accordingly with a final goal of maintaining at least 100Mbps per 1000 students . This increase is built into Lakeland's annual district budget.

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 Lakeland Central School District currently incorporates Chromebooks, I-Pad carts, iMacs and MacBook Pro laptops at various levels in different departments throughout the district.   We would like to expand upon and upgrade devices that we feel would benefit our students most. Our decision to invest the majority of the Smart Schools Bond Funds on Chromebooks is a result of much discussion with our Technology Committee as well as the implementation of a pilot program at the Elementary, Middle, and High School levels.   The Chromebook also appears to be the best device at its current market value. Chromebooks would be utilized by students in grades 2-12.

   Additional i-Pad carts would be purchased for students to utilize in grades K-1. A touch screen device is more appropriate for students in the lower grades.

   There is a need to upgrade the 20" Apple iMacs and MacBook Pro laptops in our Music and Art departments. Our current devices have reached their limits and need to be replaced.

   The District is fortunate to have SmartBoard interactive whiteboards in 99% of its classrooms. The majority of projectors that accompany the boards are in need of replacement. These new HDMI projectors would need a mounting plate as well as a HDMI cable to complete the installation.

   In order to securely store and charge these devices, we would like to purchase charging carts for all new Chromebooks, Apple laptops and I-pads.

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?"

Providing students with access to technology allows teachers to proactively respond to their individual needs through many different channels. Ongoing assessment is facilitated through the ability to infuse informal checks of student understanding using digital tools such as Padlet, Socrative, Quia, Castle Learning, and Google Classroom, to name a few. Teachers can see where each student is in their learning progression instantly and can then adjust instruction to the whole group, small groups and even individual students, as needed. While this type of ongoing formative assessment is doable using traditional assessment tools (paper and pencil, oral feedback, etc.) the process is cumbersome and time consuming, whereas with technology, the feedback is immediate. Student needs can be addressed right away, allowing those who "get it" to move ahead, while providing additional support to those who need reinforcement or repetition of the material. With a wide array of digital tools available to facilitate the differentiation, some students will access teacher-assigned sites such as Khan Academy, SAS Curriculum Pathways, or Learn Zillion to either move ahead or revisit material and the teacher can work with other students individually or in small groups. The flexibility of technology supports differentiated instruction in very powerful ways. Teacher training, of course, is critical to insure the success of this effort.

The same flexibility offered by technology supports learning both inside and outside of the classroom. Many of the digital tools that students access at school can also be accessed at home on their own devices through district subscriptions and through our Google Apps for Education domain. Our district conducted a survey to all students, teachers and parents in the district and this survey revealed that 98% of our students have access at home. We recognize that devices may be shared by several individuals in a household, so we plan to allow some students to take devices home.

For quite some time the district has been meeting the needs of our students with disabilities and our English language learners through technology. We have a Assistive Technology Assessment Protocol in place that includes referral, needs assessment, identification of desired outcomes, device trials, staff training to assist students, implementation plans and follow up assessment and evaluation. Devices are configured to meet students' individual needs in order to provide multiple means of representation (e.g., visual, auditory supports), action and expression (e.g., alternate means for response and navigation), and engagement. Devices are procured and provided when existing devices cannot be modified.

Our ESL teachers have been using devices for several years and have identified apps that help our English language learners. As we add more devices, these efforts will be bolstered and staff training will develop strong reliance on the tools and strategies that have proven to help these learners. For instance, sound and visuals help ELL's access text and understand it better. Technology provides quick and easy access to tools that support audio and visual learning. Even hypertext is a strong way for students to understand text; clicking on a word on a device appropriately configured can provide a definition, and can have the word recited for the student. Videos and interactive websites help ELL's understand concepts and processes that are complex when expressed verbally, but come to life when shown in pictures and animation.

The district's RTI plan calls for many different interventions at both the Tier 2 and Tier 3 levels, and many of these are technology-based. The district utilizes the computer based diagnostic testing tool, Renaissance STAR to assess our students in reading and math and uses the data proactively for placement in AIS for Tier 2 and 3 interventions. We have a wide variety of technology based tools for our students - Lexia Core 5, Achieve 3000, DreamBox, Reading A-Z and more. Allowing students to be assessed online and to respond to their needs through online intervention tools prepares ALL students for computer based testing, which is already being offered for field testing.

7. **Where appropriate, briefly 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.**

The Lakeland Central School District has been using technology as a communication tool proactively and aggressively for many years. We established a strong web presence many years ago and were one of the first districts to provide a parent portal for accessing homework and grading information. We held Technology Expos for parents and students for many years when our technology program was growing. We provided training for senior citizens in our community for several years and offer continuing education classes on the use of many digital tools. We have a relationship with the local cable television company and broadcast our Board of Education meetings, concerts and other programming on a regular basis.

The proposed technology purchases will bolster this alliance with the community by providing mobile devices to those students who do not have access at home. As mentioned in question 5, above, our survey did determine that most of our students do have access at home, but that access could be shared with many individuals in a household. Therefore, we will institute a "loaner" program to insure that all learners have equal access both at school and at home.

In the coming year we plan to bring back Technology Expo evenings for our parents and community members to bring awareness to our community about important topics such as Digital Citizenship and Social Media to communicate and collaborate.

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."

A comprehensive professional development plan that meets the needs of all district employees (administrators, teachers, and support staff) is crucial to the successful deployment of any new technologies. The goal common of these stakeholder groups groups is the same: the effective utilization of relevant tools that empower individuals to be productive, efficient, and creative in their work. The individual groups have different needs in terms of the tools they use and how they use them to advance and transform our system.

To foster an environment conducive to successful technology integration, our administrators set the example and provide vision for success in Lakeland. Proactive leaders who demonstrate the willingness to embrace and encourage innovation provide the momentum needed to move teachers forward with technology enriched learning environments. With this in mind, Lakeland provides ongoing professional development for administrators in areas such as the student management system, MyLearningPlan, office application, including Google Apps and using data to make informed decisions.

We devote time at our Administrative Retreat to technology professional development and also meet several times during the year in Academic Team meetings that often include training in technology tools.

The support staff provides the backbone of our administrative infrastructure. They keep our schools running smoothly and efficiently, provide accurate and timely communications to the outside world, and maintain accurate data in order for the district to run productively. We provide ongoing professional development for support staff in productivity apps (Office) and in the specific software packages that our clerical staff uses every day (Finance Manager, Kronos, etc.) The training is offered as daytime classes, one-on-one support, and customized classes, based on need.

Our teachers are the key to transforming technology devices into useful teaching tools. Teachers must be comfortable with technology in order to apply it appropriately so that students gain from its inclusion in the mix of tools used in the classroom. The training provided to teachers helps them develop a vision that is built on the understanding that technology is a tool that can offer solutions to longstanding teaching and learning problems. They are encouraged to "think with technology" in order to approach old problems in new ways. Our staff development program focuses on how to use technology tools, and how to implement learning environments that effectively leverage these tools in today's changing world.

Technology staff development is offered through inservice classes (face-to-face, blended, and online), through workshops on Superintendent's Conference Days and small group and individual meetings. We participate in the Model Schools program through the Lower Hudson Regional Information Center and send teachers to local conferences and workshops as needed. We plan to expand our professional development to webinars and online tutorials for more flexible and independent learning opportunities.

The professional development for the teaching staff includes, but is not limited to mastery of web-based programs, curriculum integration, best practices, and meeting the needs of all learners through technology.

9. **Districts must contact the SUNY/CUNY teacher preparation program 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.

10. **A district whose Smart Schools Investment Plan proposes the purchase of technology devices and other hardware must account for nonpublic schools in the district.**

   Are there nonpublic schools within your school district?

   ☑ Yes
   ☐ No

   10a. **Describe your plan to loan purchased hardware to nonpublic schools within your district. The plan should use your district's nonpublic per-student loan amount calculated below, within the framework of the guidance. Please enter the date by which nonpublic schools must request classroom technology items. Also, specify in your response the devices that the nonpublic schools have requested, as well as in the in the Budget and the Expenditure Table at the end of the page.**

   The Lakeland Central School District has two non-public schools within its boundaries. Lakeland will use Beds Day 2014-2015 enrollment figures as the baseline for establishing enrollment totals for each non-public school. These totals will be used to calculate each non-public schools total loan amount as outlined by the Smart School Bond Act. The Lakeland Central School District intends to set aside $250 per pupil, to ensure that enough funds are available to meet the requirements defined by the Smart School Bond Act. According to the guidance of the Act, $250 per pupil is the maximum Lakeland can loan a non-public school.
   The Lakeland Central School District has met with the non-public schools within its boundaries prior to finalizing its investment plan. During this meeting the district shared its technology plan and how it intends to use the funds allocated through the Smart Schools Bond. At this meeting the district reviewed with the non-public schools the necessary requirements that need to be met, in accordance to Smart Schools Bond, before any devices/equipment may be loaned. For example, any device that connects to the Internet must be filtered for content. The non-public schools will need to show that they meet all the guidelines before any device/equipment is loaned. A date was agreed upon for which requests for loaned classroom technology must be received by the district. All non-public school requests for classroom technology will be submitted to the district by June 1st of each year until the non-public schools share of funding has been exhausted. During our meetings both non-public schools showed an interest in using their allocation toward increasing their current Chromebook roll-out. Both non-publics mentioned their possible interest in spreading their allocation out over several years. No purchase for loaned devices will be made until final approval of the district's investment plan is received. All loaned equipment will be inventoried and remain the property of the Lakeland Central School District.

   10b. **A final Smart Schools Investment Plan cannot be approved until school authorities have adopted regulations specifying the date by which requests from nonpublic schools for the purchase and loan of Smart Schools Bond Act classroom technology must be received by the district.**

   ☑ By checking this box, you certify that you have such a plan and associated regulations in place that have been made public.

11. **Nonpublic Classroom Technology Loan Calculator**
   The Smart Schools Bond Act provides that any Classroom Learning Technology purchases made using Smart Schools funds shall be lent, upon request, to nonpublic schools in the district. However, no school district shall be required to loan technology in amounts greater than the total obtained and spent on technology pursuant to the Smart Schools Bond Act and the value of such loan may not exceed the total of $250 multiplied by the nonpublic school enrollment in the base year at the time of enactment.
   See:
   http://www.p12.nysed.gov/mgtserv/smart_schools/docs/Smart_Schools_Bond_Act_Guidance_04.27.15_Final.pdf.

	1. Classroom Technology Sub-allocation	2. Public Enrollment (2014-15)	3. Nonpublic Enrollment (2014-15)	4. Sum of Public and Nonpublic Enrollment	5. Total Per Pupil Sub-allocation	6. Total Nonpublic Loan Amount
Calculated Nonpublic Loan Amount	3,648,139	5,835	482	6,317	250	120,500

12. **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.

13. **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.

14. **If you are submitting an allocation for Classroom Learning Technology 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
Interactive Whiteboards	(No Response)
Computer Servers	(No Response)
Desktop Computers	272,840
Laptop Computers	2,265,264
Tablet Computers	500,220
Other Costs	609,815
Totals:	3,648,139.00

15. **To the extent possible, 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)	(No Response)

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 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.**

Project Number
(No Response)

5. **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:	

6. **To the extent possible, 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)	(No Response)

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.**

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. **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:	

5. **To the extent possible, 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)	(No Response)

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. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process 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. **If you have made an allocation for High-Tech Security Features, 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
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:	

6. **To the extent possible, 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)	(No Response)