

# Lancaster Central School District

## Smart Schools Bond Act Allocation Preliminary Investment Plan



As presented at the December 7, 2015 meeting of the Board of  
Education.

Public Hearing to follow on January 11, 2016 at 7:00 p.m., Lancaster  
Middle School Auditorium, 148 Aurora Street, Lancaster, NY, 14086

Written comments on the preliminary plan may be directed to:  
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# Lancaster CSD Preliminary Smart Schools Investment Plan Overview

Name of the person to contact regarding this submission.

*Jamie Phillips*

Phone number for follow up questions.

*716-686-3212*

E-mail address for follow up contact.

*jphillips@lancasterschools.org*

**This preliminary plan** is the Lancaster CSD's first submission of a Smart Schools Investment Plan.

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.

The district certifies 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

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.

The district certifies that they have engaged with those required stakeholders. *Each box must be checked prior to submitting the district's Smart Schools Investment Plan.*

- Parents
- Teachers
- Students
- Community members

If the district contains non-public schools, has the district provided a timely opportunity for consultation with these stakeholders?

Yes  No  N/A

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.

*7,037 students*

Lancaster CSD's Smart Schools Bond Act Allocation is:

*\$2,982,935*

Total budgeted amount below, combined with any previously approved SSIP amounts, cannot exceed this amount.

The budget sub-allocations by category that the district is submitting for approval at this time.

<b>Budget Category</b>	<b>Sub-Allocations</b>
School Connectivity	<input type="text" value="0"/>
Connectivity Projects for Communities	<input type="text" value="0"/>
Classroom Technology	<input type="text" value="874935"/>
Pre-Kindergarten Classrooms	<input type="text" value="2108000"/>
Replace Transportable Classrooms	<input type="text" value="0"/>
High-Tech Security Features	<input type="text" value="0"/>
<b>Totals</b>	<b>2,982,935</b>

## Lancaster CSD Preliminary Smart Schools Investment Plan Classroom Learning Technology (Devices)

As a precondition to any purchase of devices using a Smart Schools allocation, a district must increase the number of school buildings that meet or exceed the Federal Communications Commission minimum speed standard of 100 Mbps per 1,000 students.

Describe how the district already meets or is planning to meet this standard within 12 months of plan submission.

*Through a capital construction project approved in 2012, the district completed a major technology infrastructure upgrade in the summer of 2014. With those upgrades, the District has achieved the established minimum speed standard of 100Mbps per 100 students at all of its instructional school buildings.*

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 the district has quantified this demand and how the district plans to meet this demand.

*The following connections exist within the district:*

*10 GB connections between buildings*

*1 GB connection to classrooms/desktops*

*1 GB connection to internet provider.*

*An additional 114 access points were purchased and will be installed in the summer of 2016 in areas that have been found to need additional access power. The wireless internet access is therefore robust and has sufficient bandwidth to meet user demand.*

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, the district is certifying that the school district has an approved Instructional Technology Plan survey on file with the New York State Education Department.

Describe the devices the district intends to purchase and their compatibility with existing or planned platforms or systems.

*Lancaster transitioned to the Google platform a year and a half ago and has purchased just over 1,800 Chromebooks for grades K-12 for instructional purposes. The Chromebook purchases planned through the Smart Schools bond act will partner with the current technology to add additional devices in each school building and subsequently increase our student to device ratios.*

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?")

*Lancaster's integration of technology into instruction has been planned and supported over the past ten years. We have used class sets of computers and have incorporated a "bring your own device" policy to supplement devices at grades 7-12. The classroom sets of devices, as well as labs in the schools, have been available, and well used by students and teachers in the instructional process. The District currently supports technology through Library Media Centers, as well as with three Technology Mentors (assigned specifically to work with teachers on instructional applications for technology). In each building, lead teachers (part of the District Technology Committee) explore emerging technology and also provide support for their colleagues in technology applications. The District's commitment to Kagan Cooperative Learning, coupled with technology applications, attempts to insure that all students' needs are addressed and accommodated. Differentiation of instruction, as well as any individualization of student learning, becomes more of an option with additional devices. Currently, students use class sets of 4 to 5 computers, as well as Chromebooks which can be signed out for classroom use. Additional devices, managed with the assistance of Library Media Specialists and support staff, will permit further integration of the technology into instruction. Ongoing data analysis of student work, already in place throughout the district, reveals areas of concern for individual students, whether general education, special education, or ELLs. Technology provides*

*another option for addressing these gaps, and the supportive training of teachers in technology applications, as well as the availability of the devices, assists teachers. It is critical that the support mechanisms be in place, and, in Lancaster, we believe that we have people designated for these tasks. Technology requests for students with special needs are reviewed and supported through the District's Committee on Special Education, as well as the District Hardware/Software Committee, which handles and processes requests for assistive technology. We have been fortunate in that requests for assistive technology have been funded both by the District and through federal grants when appropriate, such that any justified and appropriate request has been honored and funded. We also allocate much of our state instructional materials aids to support technology purchases for the District.*

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.

*Lancaster currently employs eSchool's Parent Portal as a communication venue for parents and teachers. Parents who do not have access to technology in their homes (currently less than one percent (1%)), according to District surveys) are able to utilize technology in the Lancaster Public Library. Wi-Fi access, open to all through a guest network, permits parents to use District wireless with their own devices while on school grounds. The District actively participates with Erie 1 BOCES and WNYRIC on regional initiatives and partnerships, including participation in Technology forums such as NYSCATE.*

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 the district's response to Question 1 of F. Professional Development of the district's 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 the district summary."

*Professional development is supported annually through budgetary allocations. Professional development, supported by Technology Mentors and Erie 1 BOCES shared staff, is ongoing and focused in the areas of technology. The following are a sample of courses offered during the 2014-15 school year and summer:*

- 1. Math and the Flipped Classroom*
- 2. Google Apps for Education*
- 3. Digital Citizenship*
- 4. Instructional Resources for Google Drive and Chromebooks*
- 5. New Social Studies Standards – Technology Supports*

6. *Common Assessment Development in eDoctrina*
7. *Flipping the Orchestral Lesson*
8. *Microsoft Office Applications*

*It is anticipated that Technology Mentors will continue to support technology, with one-to-one and small group support, as well as providing professional development opportunities for teachers in a similar manner as currently exists.*

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, the district certifies that they have contacted the SUNY/CUNY teacher preparation program that supplies the largest number of the district's new teachers to request advice on these issues.

The Smart Schools Bond Act provides that any district hardware 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. Accordingly, a district Smart Schools Investment Plan that proposes the purchase of technology devices and other hardware must account for nonpublic schools in the district.

Are there nonpublic schools within the Lancaster Central School District?

Yes  No

All students attending nonpublic schools in the District are eligible to receive loans of classroom technology equal on a per pupil basis to the per pupil amounts spent on classroom technology for public school students (up to \$250/pupil.)

See: [http://www.p12.nysed.gov/mgtserv/smart\\_schools/docs/Smart\\_Schools\\_Bond\\_Act\\_Guidance\\_04.27.15\\_Final.pdf](http://www.p12.nysed.gov/mgtserv/smart_schools/docs/Smart_Schools_Bond_Act_Guidance_04.27.15_Final.pdf).

Describe the district's plan to loan purchased hardware to nonpublic schools within the district. The plan should use the district's budget for classroom devices to calculate the nonpublic student loan amount, within the framework of the guidance.

*The non-public allotment calculation is as follows:*

*\$874,935 total towards classroom devices divided by a total of 5882 students (5763 district students+1119 non-public students), therefore the per student allocation is \$148.75.*

*We will allocate \$166,451.25 to devices for non-public school loan. We will require the non-public schools in the district to follow a similar process for requesting devices as they do for state instructional materials aid allocations. The district will meet with*

*non-public school officials once the Smart Schools Bond application is approved and outline expectations for device loan requests. Hardware will be supported by district personnel in issues of function and breakage. Non-public schools will need to provide internal, ongoing operating support for students and teachers utilizing the devices. Devices will be maintained by the assigned school and will require return only in case of repair or replacement.*

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, the district certifies that they have such a plan and associated regulations in place that have been made public.

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, the district certifies that the district has a sustainability plan as described above.

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, the district certifies that the district has a distribution and inventory management plan and system in place.

## Allocation for Classroom Learning Technology

Classroom Learning Technology	Sub-Allocation
Interactive Whiteboards	<input type="text"/>
Computer Servers	<input type="text"/>
Desktop Computers	<input type="text"/>
Laptop Computers	<input type="text" value="708484"/>
Tablet Computers	<input type="text"/>
Other Costs	<input type="text" value="166451"/>
<b>Totals</b>	<b>874,935</b>

Chromebooks

Please specify what is included under **Other Costs** above.

*Non-public school classroom devices to be determined per their request (we are purchasing chromebooks and they aren't on a google platform) =\$166,451.25.*

## **Lancaster CSD Preliminary Smart Schools Investment Plan Pre-Kindergarten Classrooms**

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.

*The district is currently annually serving up to 162 pre-kindergarten students in a half day program that mimics the K-12 school year. The program is funded by the New York State Universal Pre-Kindergarten Program grant. The allocation has been frozen for several years, so the district is serving up to the maximum number of students that the funding covers. The district currently contracts out with a local pre-school education business to provide the education for these children. The program is operated out of a district facility, Central Avenue Elementary School, located at 149 Central Avenue, Lancaster.*

*The district's 2015-16 kindergarten enrollment is 403 students and incoming kindergarten class enrollment projections for the next few year range from 380 to 400. Based on the current kindergarten class, we are serving only forty percent of our population with our current half day UPK program. By expanding the building space to include eight additional classrooms, we would be able to serve an additional thirty-six percent of the pre-kindergarten population, for a total of seventy-six percent served.*

*Since the district's half day UPK program has been offered, we have seen a significant improvement in the basic skills and knowledge of our entering Kindergarteners, so much so that the Kindergarten screening process had to be revamped three years ago to account for many of the students, most but not all, that already knew the basic skills that were taught in Kindergarten prior to entering. Those included numbers, alphabet, shapes, and colors to name a few. Adding addition Pre-Kindergarten opportunity will provide more of our students with the chance to excel at an earlier age and grade.*

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.

*The district plans to add a corridor of eight classrooms on to our existing Central*

*Avenue Elementary School. The addition will include a corridor and restrooms. The classrooms will each be 900 square feet, a 25X36 dimension. The estimated cost per square foot for the new construction is \$200. Each classroom is estimated to cost \$180,000. The total cost of construction, including the eight classrooms, corridor, restrooms, site work, and incidental costs, is estimated to total \$2,108,000.*

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.

*Funds for operating the program (using district employees or contracting the program out with a local pre-school education business) are expected by obtaining Statewide Universal Full Day Pre-Kindergarten grant funds through New York State. Supplies and equipment necessary for the program will be able to be sustained by the district's general fund budget.*

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.

### Allocation for **Pre-Kindergarten Classrooms**

<b>Pre-K Classrooms</b>	<b>Sub-Allocation</b>
Construct Pre-K Classrooms	<input type="text" value="2108000"/>
Enhance/Modernize Educational Facilities	<input type="text"/>
Other Costs	<input type="text"/>
<b>Totals</b>	<b>2,108,000</b>