Wayland-Cohocton Central School District
Final SMART School Investment Plan (SSIP) Overview

Person to contact regarding this plan and submission:

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The estimated number of students and staff that will benefit from this SMART Schools Investment Plan based on cumulative projects submitted to date:
1357 Students, 136 faculty, and 171 Staff

Wayland-Cohocton's total allocation of SMART School Bond Act Funds:
$1,873,238 million

Budget Sub allocations by category submitted with this plan are as follows in the table below:

School Connectivity	$0
Connectivity Projects for Communities	$0
Classroom Technology	$241,059
PreKindergarten Classrooms	$0
Replace Transportable Classrooms	$0
HighTech Security Features	$0
Unallocated Funds	$1,632,179

Timeline:

- The District developed and the school board approved a preliminary SMART Schools Investment Plan on February 8, 2016.
- The preliminary SMART Schools Plan (SSIP) will be posted on the District Website for at least 30 days beginning February 9, 2016. The District will include an address to which any written comments on the plan should be sent.
- The School Board will conduct a public hearing that will enable stakeholders to respond to the preliminary plan at 5:30pm on March 14, 2016. This hearing will occur before the scheduled Board meeting, and adequate notice will be given.
- The District will prepare a final plan for School Board approval.
- The final proposed plan will be submitted to NYSED and will posted on the District's website.
- The District will then purchase the items that are approved and submit receipts to the State for reimbursement.

School Connectivity: N/A

Community Connectivity: N/A

Classroom Learning Technology:

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

The District currently meets this standard, we have 200 Mbps for our students.

2. 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 WiFi 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 IT staff currently monitors the bandwidth usage by taking random snapshots of it during the day. Currently we average less than half of our bandwidth allotment.

3. 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.

The district plan was submitted and the district received email approval on 8/27/2015.

4. Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems.

The major initiative is a 1:1 digital learning program for our middle and high schools for which we will plan to purchase Chromebooks. Wayland-Cohocton CSD is a Google Apps for Education (GAFE) district and students and staff have been using GAFE for the last one and a half years. There has been ongoing professional development during this time and several teachers have been modeling the use of GAFE, including Google Classroom, for their peers.

During the first year a 1:1 Chromebook pilot allowed 40 college prep students to participate in school-to-home device access. These students were surveyed regarding this pilot and the results were overwhelmingly positive. For the remaining District students, access to the Chromebooks was on campus with storage and nightly charging on carts. Beginning next school year, the district plans on letting the 7-12 grades take home the devices for a 1:1 initiative. For grades 5-6, there will be Chromebooks on Chromebook carts placed in each classroom. For the elementary grade levels, there will be Chromebook carts available for their use.

Expenditures for Classroom Technology are designed to meet the divergent instructional technology needs to enhance teaching and learning of students and staff across all grade levels and content areas.

Devices will supplement our Computer Based Testing equipment needs.

5. Describe how the proposed technology purchases will:
     a. enhance differentiated instruction
     b. expand student learning inside and outside the classroom
     c. benefit students with disabilities and English language learners; and
     d. contribute to the reduction of other learning gaps that have been identified in the school 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 Section E, Question 2, and Section E Question 3).

    Enhance Differentiated Instruction
        GAFE (Google Apps for Education) by its very nature helps with differentiating instruction. Teachers have worked tirelessly on developing lessons that use the collaborative and assistive features of GAFE to ensure all students are learning appropriately to their level. Formative and summative assessment data is used continuously to ensure gaps in student learning are addressed. Purchases in the SMART Bond Act will expand this through bringing appropriate technology to students, allowing greater collaboration.

Expand student learning inside and outside the classroom

GAFE similarly makes learning inside and outside the classroom more engaging. Teachers have learned advanced uses of web based applications and taught each other in many occasions and venues: Google Classroom, Flubaroo, Khan Academy, collaborative projects with GAFE, STEAM and others. Students, staff and parents report positive learning enhancements with the 1:1 based on regular surveys. The SMART funds will increase this.

Benefit Students with Disabilities and English language learners

The Special Education Director and staff have been an integral part of the development of the plan. The plan outlines the process of identifying the need for an provision of recommended assistive technology. The recommendation for Assistive Technology is recommended at a CSE meeting.

As part of a universal design approach, the Special Education staff support students with disabilities and make use of the variety of assistive technology tools that are developed for use with Google Chrome and Google Apps for Education. These include speech to text and text to speech applications, the ability to enlarge print, simplify web pages, word prediction support, and access to word processing. These tools provide all of our students with the ability to fully participate in classroom learning activities. As needed, students are provided with audio versions of books on Chromebooks. Having a Chromebook per student makes all of these tools accessible as needed. Several students with disabilities have been piloting these tools and we know they are effective in improving student learning.

Special Education staff have been pleased with the special education students' increase in engagement and learning in their use of Chromebooks and GAFE.

Contribute to the reduction of other learning gaps that have been identified within the district.

Teachers and staff maintain a shared database for all student data. Formative and summative assessment data are regularly put into Google Sheets and reviewed with technology devices to insure learning gaps are addressed. Teachers meet on a regular basis to discuss student data, student progress and to identify services needed. Teachers collaborate to discuss individual student services to insure providers are working together and avoiding duplication of services in order to enable students to meet academic achievement standards. This RTI program is enhanced by technology and is crucial in meeting individual student needs.

Note: 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.

6. 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.

GAFE improves communication and collaboration between faculty, parents and students. Faculty will be able to access their own device anywhere which will allow better home school communication. Devices we provide can help parents access our student management system to view assignments and grades. Students regularly collaborate with each other and with teachers through use of GAFE documents, presentations and sheets in real time from anyplace, anywhere, anytime. This includes students that are absent; they could also use Google Hangouts to participate in classroom instruction. We will be including information in the Parent Handbook on GAFE and Chromebooks to improve communication. This information will be shared during Open House annually.

7. 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. Staff, faculty and administration were offered training by experienced staff and google coaches in both basic and advanced GAFE during Professional Development (PD) in Summer 2015. Multiple PD opportunities were made available in school year 2015-2016, with Conference Days devoted to instructional technology to improve teaching and learning. We have staff that are experienced in GAFE who continue coaching groups of faculty, staff and students during the school year.

b. In order to not only teach and use twenty-first century skills, but also to prepare for the implementation of 1:1 devices, Wayland-Cohocton Central School will provide embedded professional development throughout the next five years to all stakeholders. Technology is one of our District's Professional Development Plan (PDP) objectives, so a collaborative and coordinated effort will be made to support professional growth while also improving student achievement. These opportunities will be accomplished using District Professional Development Days, series sessions, faculty meetings, and/or PLC team meetings. Teachers teaching teachers will also be used due to our pilot program and phase in implementation. We once again will send staff to a Google NYSCATE Summer camp in Summer 2016. Training on Chromebook device use will commence during 1:1 device rollout for students and faculty September 2016. Training opportunities will also be available for parents/families on at home accessibility and all the resources available. Training for parents will be offered through fact sheets in building newsletters, open houses, parent conferences and group sessions during district functions.

A Forum on Teacher Preparation was held on October 30, 2015 at Monroe #1 BOCES. Valuable information from the forum gave us insight into innovative uses and best practices for student teachers.

9. Smart Schools Investment Plan that proposes the purchase of technology devices and other hardware must account for nonpublic schools in the district. There are no nonpublic schools within our District.

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 the 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 longterm plan for the replacement of purchased devices and equipment at the end of their useful life with other funding sources.

    a. The District maintains an extensive replacement plan for all areas of technology and this replacement plan was used in developing this SSIP plan. In developing the district's SSIP, we looked at how best to leverage state aided hardware funds, BOCES aid on technology purchases, and maintaining a consistent overall technology budget amount supported by district funds. District funds will ensure the maintenance of our 1:1 devices.

    b. The District's budget covers professional development, technical support, repair and maintenance, internet, and wireless costs, and will continue to be funded from the District's budget.

    c. The District budget will also provide for additional Chromebook monitoring software and extended warranties.

    d. Other funding sources the District has identified to sustain our investment in technology are Federal ERate funding, NYS Title grants, capital improvement projects, and other state/federal/private technology grants as they become available.

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

    The Wayland-Cohocton School district maintains an inventory acquisition/disposition database that is audited annually. All devices are tagged, recorded, and managed in conjunction with our help desk ticket system. Quotes and packing slips are kept with a copy of the district PO. Staff members that have mobile technology assigned to them are required to sign a Chromebook

Acceptable Use Policy and Implementation Guide for each device with the serial number and asset tag noted on the sheet, and kept on file. As devices are assigned to students, students and parents will be required to sign a Chromebook Acceptable Use Policy and Implementation Guide for the device, and kept on file. Chromebook use and care are reviewed with students and staff. All mobile devices are accounted for at the end of the school year.

In addition, we maintain a device replacement plan for all technology devices. Four IT support personnel maintain devices in good working order, track damages and support distribution and collection.

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 was entered in the SSIP Overview overall budget.

	Suballocation
Interactive Whiteboards	$0
Computer Servers	$0
Desktop Computers	$0
Laptop Computers (Chromebooks)	$207,750
Tablet Computers	$0
Other Costs	$ 33,309
Totals	$241,059

Included in **Other Costs** are Chromebook Protective Cases and Chromebook Carts.

PreKindergarten Classrooms: N/A

Replace/Modernize Transportable Classrooms: N/A

HighTech Security Features: N/A at this time

From the Wayland-Cohocton Technology Plan:

Instructional Technology Goals
- Engagement of students and adults utilizing technology in their own learning
- Construction of a blended learning model that is developmentally appropriate
- Building of capacity within our faculty and staff to meet the requirements provided in New York State Teaching and Learning Standards
- Building of capacity within our faculty and staff to meet the Regents Reform initiatives
  - Common Core Standards implementation
  - Online assessments
  - Data Driven Instruction
- Creation and implementation of curriculum which consistently incorporates

technological resources as a tool

Implementation of 21st Century Skills 4 C's (Communication, Collaboration, Critical Thinking, Creativity)

- Provide and maintain an infrastructure to support current and future technology needs.
- Recognize, support and encourage parent teacher communication with the use of email, our student management system and the district and teacher web page.
- Provide equitable access to instruction, materials and assessments for students with disabilities.

Contact for Comments

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Wayland-Cohocton Smart School's Technology Plan

Stakeholder Outreach

A. Requirements
- Preliminary Plan with input from all stakeholders approved by BOE and posted on website for 30 days
- SMART Investment Plan approved by BOE with open forum advertised, posted on website for 30 days prior to NYSED approval
- Community
  - Community Open Forum
  - BOE Meeting
- Teachers & Staff
  - Email
  - Instructional Learning Committee Meetings
  - Grade Level and Faculty Meetings
- Parents
  - Email
  - Stakeholder Meetings
  - BOE Meeting
- Board of Education
  - Preliminary submitted first to BOE with Public Hearing and vote
- Students
  - Email
  - Stakeholder Meetings