A Digital Transformation:

Computer Replacement and Google Chromebook Initiative at JT Lambert and Lehman Intermediate Schools Summer 2016

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June 1st, 2016

Contents

Overview

The East Stroudsburg Area School District has been embarking on a digital transformation of teaching and learning over of the course of the past 3 years. This process relies on the increased usage of digital content to prepare the students, who are digital natives, to learn 21st century skills to compete in an increasingly competitive, global world. Teachers, technologists, principals, and central administrators have worked together to embrace this change in education and increase student-directed learning to increase personalization to enhance and drive deeper learning.

I. Comprehensive Planning

In February of 2015, the East Stroudsburg Area School District began the Comprehensive Planning Process that will drive the districts' decision making for the next six years: July 2016 – June 2022. Sharon Laverdure, Superintendent convened a committee of various stakeholders to collaborate on drafting a plan. Stakeholders included board members, community members, teachers, support staff, administrators, parents, students and representatives of the local business community.

Comprehensive Planning is a framework for thoughtful data-driven and research-based district and school planning. Comprehensive Planning facilitates communication and collaboration, promotes shared practices and resources, and ensures that every stakeholder is working toward common goals. Additionally, Comprehensive Planning assists school districts to create and manage a continuous, comprehensive plan to submit to the Pennsylvania Department of Education in order to maintain compliance with state and federal mandate. The Comprehensive Plan's purpose is to serve as a single, streamlined, systematic, comprehensive planning process and plan management system for LEAs and schools within the Commonwealth.

The Districts' Comprehensive Planning Committee established a Mission Statement, Vision and Shared Values. Of the thirteen Shared Values the committee established, four directly tie-in with the current proposed plan.

A.) Mission Statement

East Stroudsburg Area School District fosters within all a commitment to excellence, service and lifelong learning which prepares students to be creative, productive and responsible citizens with a global perspective.

B.) Vision Statement

The East Stroudsburg Area School District supports all students on their path to success and values their rich diversity. Our dynamic programs are delivered by high quality educators who utilize all the tools at their disposal, and collaborate

with home and community, in order to deepen everyone's passion for lifelong learning.

C.) Shared Values

- Effective communication and adaptability is essential to the learning process.
- Evaluating, adapting and utilizing technology is imperative to meet success in our society
- The foundation for success in all disciplines is literacy, beginning at birth and progressing throughout life.
- Integration of career-related activities through every level of education is essential to student success.

Components of the district Comprehensive Plan drive the digital transformation the school district is and has been undertaking. It promotes a direct link to curriculum driving technology integration. The district comprehensive planning committee identified the following action plan and steps:

1.) Action Plan - Technology Awareness

Description: Ensure that students, faculty / staff, and community demonstrate a sound understanding of technology concepts, systems and operations.

- Implement basic computer skills in the elementary grades
- Review curricula to ensure technology is taught K-12
- Instructional time increase
- Continue to embed technology across secondary curriculum
- Expand and increase our implementation of 21st Century Teaching & Learning

SAS Alignment: Instruction, Materials & Resources, and Standards.

2.) Curriculum Tie-In to Standards:

The district integrates the existing PA Academic Standards into all of our course content areas K-12. Where applicable the district also aligns to national content standards for specific course specific content areas. The district also integrates International Society for Technology in Education (ISTE) standards for technology and 21st Century Teaching and Learning Skills throughout all curricular areas K-12. Currently, the district is beginning to integrate Science, Technology, Engineering, and Math (STEM) standards through project based learning, service learning,

community partnerships, summer enrichment camps (Camp Invention) and instructional activities.

- Elementary (primary level) – Technology – 21st Century Skills are integrated throughout all curricula content areas.
- Elementary (intermediate level) – Technology – 21st Century Skills are integrated throughout all curricula content areas
- Middle Level – Technology – 21st Century Skills are integrated throughout all curricula content areas.
- High School Level - – Technology – 21st Century Skills are integrated throughout all curricula content areas.

D.) Research/Transformation

The following research supports the 21st century teaching and learning digital transformation initiative the district is seeking to continue:

Research on teacher outcomes

- Faculty members from across the nation (who teach both large and small classes) who have adopted a student-centered learning approach find that teaching is more enjoyable. *Student-Centered Learning Addressing Faculty Questions about Student Centered Learning, Jeffrey Froyd, Nancy Simpson, Texas A&M University*
- Teachers may need time and professional development to become familiar with Project Based Learning methods, but those who make this shift in classroom practice report increased job satisfaction. – *PBL and 21st Century Competencies Research Summary, BIE*

What will students need to know and be able to do:

We want to develop

- inquisitive, creative, resourceful thinkers;
- informed citizens;
- effective problem-solvers;
- groundbreaking pioneers; and
- visionary leaders.

We want to foster the excellence that flows from the ability to use today's information, tools, and technologies effectively and a commitment to lifelong learning. - *National Education Technology Plan, 2010*

1.) Tony Wagner's Seven Survival Skills:

- Critical Thinking and Problem Solving
- Collaboration Across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Oral and Written Communication
- Accessing and Analyzing Information

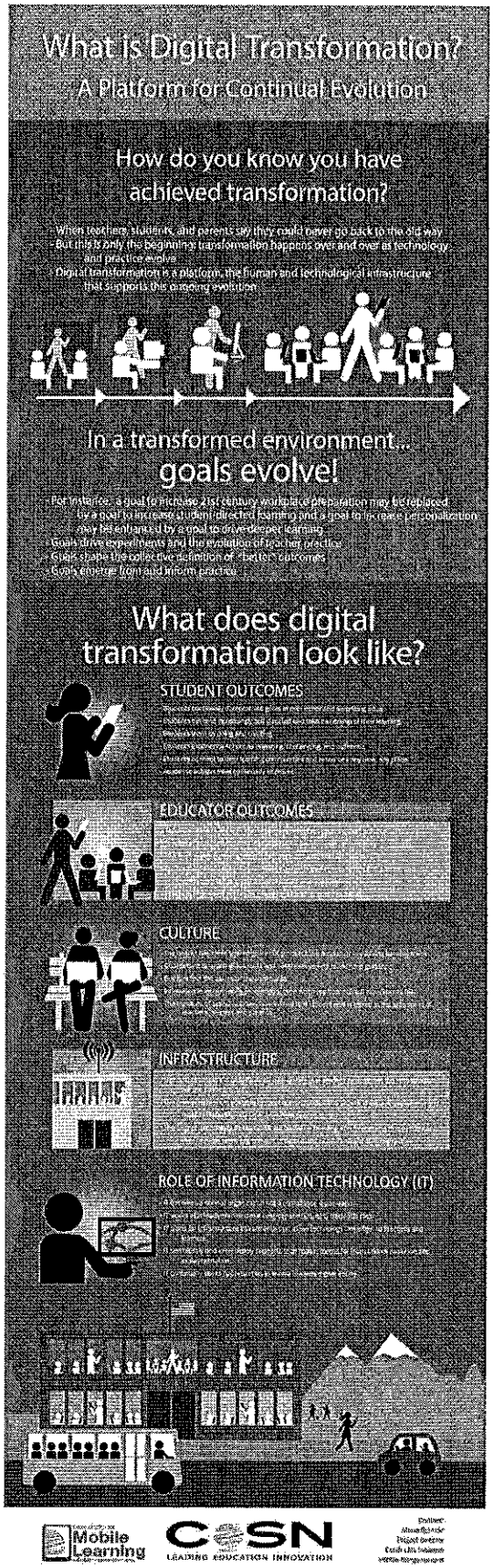
- Curiosity and Imagination

2.) Connected Learning – A device for every student and teacher
Research on Student-Centered Approaches

- Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction. *Dr. R.M. Felder, NCSU*
- In all schools, African American, Latino, economically disadvantaged, and English learner students achieved above — and, in some cases, substantially above — similar students in their districts and in the state. – *Student-Centered Learning How Four Schools Are Closing the Opportunity Gap, Stanford Center for Opportunity Policy in Education*
- Results reveal that learning outcomes were higher for students enrolled in classrooms engaging in scientific practices through a student-centered approach – *The Efficacy of Student-Centered Instruction in Supporting Science Learning, Granger, et al.*
- Results indicate that minorities in schools and classrooms with higher learner-centered orientations not only have test scores statistically equal of those from their white peers, but also of students in Learner-Centered schools have higher scores in the non-traditional measures, including tolerance and openness to diversity. – *Salinas, Moises F.; Garr, Johanna, Journal of Instructional Psychology, v36 n4*
- PBL [Project Based Learning] helps students master the key competencies identified as essential for college and career readiness. – *PBL and 21st Century Competencies Research Summary, BIE*
- In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines. – *PBL and 21st Century Competencies Research Summary, BIE*

3.) Digital Transformation. A platform for continual evolution.
Transformed Teaching and Learning with Technology
Overarching Theme is:

- Academic rigor
- In an environment that sees and respects the whole student and every student is known by a caring adult
- Where student ownership of learning is equally valued with academic achievement
- Where technology allows learning to be more student-centered, personalized and authentic
- Where teaching and learning feel mostly like "hard fun"
- Where schools and districts are learning organizations that are continually improving.


What is Digital Transformation?
A Platform for Continual Evolution
How do you know you have achieved transformation?
When teachers, students, and parents say they could never go back to the old way
But this is only the beginning: transformation happens over and over as technology and practice evolve
Digital transformation is a platform, the human and technological infrastructure that supports this ongoing evolution
In a transformed environment...
goals evolve!
For instance, a goal to increase 21st century workplace preparation may be bolstered by a goal to increase student-directed learning and a goal to increase personalization may be enhanced by a goal to develop deeper learning
Goals drive improvements and the evolution of practice
Goals shape the collective definition of "better" outcomes
Goals emerge from and inform practice
What does digital transformation look like?
STUDENT OUTCOMES
EDUCATOR OUTCOMES
CULTURE
INFRASTRUCTURE
ROLE OF INFORMATION TECHNOLOGY (IT)
Mobile Learning
CoSN
LEADING EDUCATION INNOVATION

- Student Outcomes - Students are increasingly self-directed and take ownership of their learning
- Teacher Outcomes - Teachers model 21st century work environments by developing rich PLC's inside and outside their building and improving their practice together
- Culture - The district has clear, shared goals but schools have autonomy in evolving towards them
- Infrastructure/Technology - The district network is of sufficiently high quality that student devices, not the infrastructure, are the limiting factor
- Changing Role of Technology – Technology becomes a service organization

II. Technology Integration at Intermediate Schools

A.) J. T. Lambert Intermediate School

1.) Art Department

- Google Classroom and Google Drive to complete online written reflections, upload pictures and videos of work.
- Google Apps including Gmail, Calendar, Slides.
- Schoolwires – School website
- Kahoot
- Remind
- Students design their dream home and work collaboratively in Minecraft to build their dream community.

2.) English Department

- Google Apps including Gmail, Calendar, Slides.
- Google Classroom, Drive and Docs have changed the way one English teacher teaches teach. Documents are accessible anywhere, and they can post assignments to their Google Classroom from anywhere. Whether students are in class or on vacation the information is there for them. There is no need to make extra copies, because they use an app called Scannable and post all hand-outs.
- As part of a narrative writing unit, students create an autobiographical iMovie. They stored pictures and music in Google Drive and burned a DVD of their final.
- Wevideo used with original student art and voice to make trailers for novels and commercials for response to persuasive prompts. Google Classroom for keeping student notes, publishing, testing and assignments. Ed puzzle for video quizzes, drive to share projects between students.

- Google Classroom has increased student productivity immensely. Encouraged teamwork and enabled students to become more independent and proficient
- With Google Apps, Drive and Classroom, students are more focused on task and monitoring them is much easier.
- Using Google Drive - including Classroom and Calendar (as well as Keep to an extent) has allowed teachers to track what I need and take home less. Still trying to figure out how to get grammar 100% off paper, but they're getting there.
- Google Classroom helps students and teachers organize units, maintain records of lessons, and access assignments from home and school.

3.) ESL

- Wevideo was used as a tool to learn about places in the school and new vocabulary.
- Google Classroom easily assigns and tracks homework.

4.) Family and Consumer Science

- As a culmination to the careers unit students created and presented either a slides or lucidpress presentation to the class. The project was shared with them using Google Classroom. Their research was stored on Google Drive and shared with the teacher for final approval.
- An FCS teacher has used classroom sporadically because they did not have access to computers all of the time. The students like being able to share homework on Google Drive so that even if they missed a day of school they are caught up.

5.) Foreign Language

- To study French-speaking countries, students conduct research on CultureGrams, ABC Clio World Geography, ABC Clio US Geography, the CIA World Factbook, and other sites. They use Google Slides and Google Docs to compile and present the information. They use Google Images and other websites to find photos to illustrate their projects.
- Classroom lets students access their notes if they forget them in school. All of Google Drive lets students access files from any device, greatly improving efficiency.
- Classroom allows teachers to easily disseminate directions for projects and post resources for students who have been absent. Flubaroo allows teachers to quickly assess students by quickly grading Google Form quizzes and given feedback as to which questions were missed frequently.
- During a unit on the Spanish holiday of Las Fallas, a teacher used Nearpod. This provided students with a personal view of the images and information provided as well as a virtual field trip to Valencia, Spain.

6.) Gifted

- As part of a reading extension project students had the option of choosing a topic and choosing iMovie, Google slides, Google docs, voicethread, etc. to create a presentation based on their topic.

7.) Health and Physical Education

- As part of an STI unit, students created a flyer on LucidPress. They searched for pictures in Google. They also took a survey on Google forms. They also had to upload their work to Moodle and respond to an essay question on Moodle. It has allowed students to work at their own pace and if they need to access info at home, it was able to be accessed via our Moodle page.
- Using iMovie in SFA, iPads for research/videos for Drug and alcohol unit.

8.) Library

- As part of a unit of Cyberbullying, took and created a survey using forms on the subject, used Discovery Ed to gather information about the topic, created a public service radio commercial using Voice Recorder, then created a poster using LucidPress with a positive message on it about relationships and friendships.
- Classroom has made it easier to teach because not only are all of the assignments posted online, but the communication storing of files allows to better manage the 300+ students.

9.) Math

- ActiveInspire was used as a review for notes then we used socrative.com along with their phones as devices to submit answers to questions on the board in real time.
- Google slide. Students used it to create their own presentations.
- ActiveInspire has made it easy to manage and teach lessons on a daily basis. Google Drive has made it easy to organize information.
- Active Inspire is used on a daily basis to improve instruction delivery. It allows instruction to be consistent and fluid across classes as well as making the delivered instruction available in pdf form for students who missed class.
- ActivInspire allows me to display problems to everyone with accuracy due to all of the tools in the software. The graphing calculators allow me to do many problems instead of a few. It also allows the students to do/confirm problems on the Keystones.

10.) Music

- Students created a parody of a popular song. They had to look up the lyrics and store them in Google drive, rewrite the lyrics in Google drive, use the camera to record their video, put the video in iMovie,

record their music in GarageBand, move their music to iMovie, then export their movie and email/share it with the teachers' Google account.

- As part of a music history unit, students created a fake "facebook page" for a chosen composer using a template on Google slides. They used the provided template in Google slides and submitted the project via Google drive/Google classroom.
- Google classroom made it easier for student to receive assignments in a timely manner. It also allowed students to get ideas from the other 90 students in their level of general music. Google Calendar was nice so choir students could see when their performances are. Flubaroo was great to help spend less time grading. This time was then used planning fun activities for my students.
- Google Forms and Flubaroo have made giving and grading short quizzes a breeze. Google classroom also makes it very easy to present websites, videos, assignments, and quizzes to students in a common place. Students can also use Google classroom to look for work they may have missed from an absence from class. It's also a very convenient place to put announcements and information needed to provide to choirs. Sometimes disseminating information to a large amount of students is harder in person.
- Able to see students' progress and completion of assignments on Google classroom. It is has improved the amount of time for speedy feedback and more interaction with the students one on one as they answer questions.
- Projecting daily agendas and essential questions on Google slides each day allow students to organize themselves right away and get in the right state of mind for class. It also allows for easy access of this information from the teacher's end. Google forms makes collecting student information and assessment significantly easier and classroom has been a great space to get announcements, recordings and materials distributed to students, easily.

11.) Reading

- Book Project using WeVideo to design a Digital Project (taught with Brooke Langan)
- Students and a peer were required to modernize a traditional story using Google docs. For the visual component many student's created iMovies, used voice thread, Google slides, etc.
- As part of a figurative language unit, students wrote autobiographical poems, added pictures and other graphics and then shared with the class and the instructor.
- Google makes it easier to store files and easily access them at both home and school. Files can be easily shared with my team members via Google so everyone has a copy.

- Google docs have made it easier for teachers and the student's to retrieve classwork and communicate strengths and needs of their individual work. Additionally, students were able to collaborate more efficiently with group work.
- Used WeVideo with Brooke Langan and Joe Martin, tech coaches, for a unit on propaganda. The kids made videos to demonstrate understanding of different persuasive techniques learned in class.
- Found Classroom to be very easy to use and helpful in interacting with students and Mrs. Ruhl for our collaborative project.
- Students had a quick background lesson on Greek Mythology using EdPuzzle. Students were assigned a Greek God and completed collaborative research using Google Docs. When finished they collaboratively created a presentation either using Google Slides or Prezi . The students read a Myth-O-Mania novel, when finished they created a real life version on the mythical story using their cell phones to record and edit on WeVideo.
- Classroom management is made easier because students can see what work was completed that day on Google Classroom and complete it at home while they are out or when they return. It was a big improvement this year having digital assignments such as Ed Puzzle or Google Docs for the students to complete at home then they were not behind the next day.

12.) Science

- As part of a unit on renewable/nonrenewable resources students researched and took notes on the various resources using Sciencespot.net, a web based collection of educational science websites. They took their notes using Classroom and Google docs. They created graphs using Sheets. Did advanced searches for photos and stored them in Google Drive. Next, they created a newsletter or pamphlet using Lucid press to explain and convince others to switch/provide funding for their renewable resource. Lastly they created a visual presentation using any of these: Google slides, PowToon, Prezi, Board Builder, EDpuzzle, Discovery Ed, Kahoot, or iMovie.
- Google drive has made it easier for to collaborate with colleagues about various curriculum issues, lessons, share notes and reports. Students are able to share their work and ask questions; faster feedback and answer questions before final assignments are due. Google Hangouts have allowed teachers to ask a question or get quick help on a technical issue that may arise while teaching. Snagit, Grammarly, Poll Anywhere, Plickers and Kahoot have allowed to quickly create formative and summative assessments and provide/collect feedback in a very timely manner. EDpuzzle, Discovery School and eduCanon brings into classrooms visual field

trips and lab experiences to volcanoes, glaciers, rock formations, earthquakes, our solar system and universe.

13.) Social Studies

- As part of a Map Skills unit in SS, teachers had the children create a Google Map using the 5 regions of the US. They also created a brochure in Lucidpress at the end of the 5 themes of geography unit.
- Changed end of the year project over to Google Classroom to see how adaptations to this style of teaching.
- Students completed a Google slide presentation on a state or province in 8th grade. 7th grade students did famous Americans who impacted U.S history.
- Classroom has made it easier for long range assignments and written assignments. It is easier to keep track of student work and when it was submitted.
- Utilized Prezi, incorporating video and still images to story tell chapters of American History. For example, students would conduct detailed research and ultimately construct a Prezi presentation with narrative, captions, still graphics and video telling the story of The Battles of Trenton and Princeton in the Revolutionary War.
- Google Classroom is indispensable as a management tool. Work can be assigned, post resources to help and enrich lessons, create and post review material, and it also serves as a documented timeline of lesson structure and progression throughout the year.
- Google Classroom has made it easier for long range assignments and written assignments. It is easier to keep track of student work and when it was submitted.

14.) Special Education

- While integrating ELA, the students had been reading a novel and then used WeVideo to create a movie preview based on what they had read and discussed.
- After reading Tuck Everlasting instead of completing a traditional book report, students used green screen and iMovie to create a film that represented events from the story and also showed what could have been if the story ending was altered.
- As part of a comprehension unit students completed a story on Read Theory and then explored Discovery Ed videos to expand upon the chosen topic and then created a presentation to the class using Activinspire and the Promethean board. board to share with the class
- As part of my English lessons teachers used Google classroom and Google docs to create a worksheet that the students completed in Google Classroom. No paper needed.
- Google Classroom/Drive - helps to keep all assignments together, less paperwork, students can continue work at home without losing it.

- Study stack has made learning vocabulary in class so much easier for the students and it was easily adapted for personal needs and various levels to add to the SRA program and Reading Key Program making everything cohesive and working together toward one main goal of improved lexiles.
- Google Drive/Docs has made it easier, as students can work from home and still submit assignments on time. Students can network for a project, ensuring productivity on hours/days that school isn't in session.
- Using Google classroom and Google Docs for students to create writing assignments enables suggestions/corrections directly on the document as they are working on it. Better facilitating the proofreading process of student documents in real time.
- Used Google slides to summarize and compile future employment options as part of transition activities required by student IEPs.
- Students created a presentation using Google slides on Ancient Egypt. They researched information from text and online sources. Students stored their information in their Google drive.
- Google Classroom allows all assignments to be posted online. Students can access it in school or at home. Using Google Classroom give quick feedback to the students.
- Google Drive has been a tremendous help this year. A teacher has been able to share documents with a student to access material that was not brailled.
- Google Classroom was easier to use to help correct and communicate with the student before submitted their final copy.
- For supplemental reading students completed a brochure using Lucidpress that included information about the novel Holes. They also used Google Classroom to develop a rough draft. During English class, the students also used Google Classroom and Lucidpress to complete an argumentative essay and turn it into a brochure.

B.) Lehman Intermediate School

1.) Art Department

- Photoshop project
- Project using iPads to take and edit photos.
- Google Classroom and Google Drive to submit the projects.
- iPads for research
- Daily use of LCD projector to show PowerPoints, videos, and images to the classes.

2.) English Department

- 2015-16 Cynthia Pellington completed PA Online Instructor Endorsement Certification through ESU & IU20

- Cynthia Pellington had 100 QR codes signs installed on Interactive Outdoor Classroom & Trail (IOCaT). Brooke Langan & Joe Martin & E-team created QR codes. Duke Lazowski shop students built wooden posts.
- Cynthia Pellington used technology to submit application for Excellence in Education Award - Interactive Outdoor Classroom & Trail (IOCaT) won 2016 EIE Award
- Google Classroom to post assignments & resources, and have students submit their work.
- Online library databases - research on Careers and Bioethics
- Mimeo for interactive DOL warm-up activities
- Lucidpress for WWII Newsletters
- Google Docs for all writing conferences and published works.
- Google Slides for presentations.
- Persuasive ads using Google Drawings.
- Gmail for student/teacher communication.
- HoverCam to project and review Editing and Revising assignments.

3.) Math Department

- Homework, assignments, videos posted to Google Classroom for in-class or at-home use.
- Students prepare & review for PSSA and Keystone testing on Study Island both at school and at home.
- Teachers post assignments to Moodle for student use.
- Classroom lessons using the Power Teaching program are presented in class using computers, software, projectors, Promethean Boards, and Active Slates, Active Votes and other peripherals

4.) Music Department

- Half of the 8th Grade curriculum is a world music project on Google Drive, Slides, Docs, and Classroom. The students are required to highlight important facts on research, then create a handout and Google Slides presentation to present to the class. They were also able to use Prezi if they wanted.
- The Choir curriculum posts assignments on Google Classroom for all 5 choirs and for the school play. Google classroom has helped get information out to the students, and to see how students use YouTube. They were able to answer questions on there if they had a computer in class they would be able to do it in class and save paper.
- The 7th grade curriculum includes a GarageBand project and a LucidChart project. Having the 1:1 computers would be very helpful since computer labs are not always available..
- The 6th grade curriculum uses Google Drawing to create advertisement posters on composers. They also take quizzes and surveys on Google Forms, use Plickers as an assessment tool, and use Moodle to respond to Forums and take quizzes.

- Band uses Smart Music every day..

5.) Reading Department

- Virtual Tour of the annex in The Diary of Anne Frank
- Poetry Book-Lucidpress
- Edmodo-homework and team announcements
- Google classroom for class assignments and book report projects
- Book Report-Lucidpress
- Student Treasures - book publishing
- Document Reader/Projector/Overhead projector - daily
- Google Classroom (reading projects and variety of assignments and announcements)
- Google Drive/folders-share documents- collaborate
- WeVideo- digital book reports
- Nearpod app (interactive presentation)
- Edupuzzle (interactive video)
- Gmail to communicate with students
- Google Calendar
- Youtube videos
- Prezi- teacher not students
- Discovery Education videos
- Google Docs
- Achieve 3000
- Study Island
- Online Scholastic Action Magazine (digital articles, related videos and activities)

6.) Science Department

- Study Island
- Discovery Education
- Online Library Databases for research
- Google Classroom, Google Docs

7.) Social Studies Department

- YouTube OR teachertube
- Icivics.org
- Discovery Education
- Achieve 3000
- Google Slides for Colonial America project.
- Various webquests on slavery and the Revolutionary War and more
- Investopedia.com for Stock Market Game
- Google Drawings for Company Poster project
- Google Classroom, Docs, Excel, LucidPress for various integration projects

8.) Special Education Department

- Achieve 3000
- Completion of projects (i.e. core classes, Reading, English)
- Web Quests
- Google Docs (i.e. writing assignments)
- WeVideo (i.e. creation of a persuasive commercial)
- Study Island
- Quizlet
- Kahoot (tried)
- Current Events
- Google Classroom (i.e. posting assignments)
- Khan Academy (i.e. videos and individual accounts)
- Google Slides
- PowerPoint
- Gmail
- Internet Scavenger Hunt
- Multimedia projects
- Google (i.e. ABC book report)
- LucidPress (i.e. poetry project)
- Document Reader/LCD projector (i.e. instruction, projecting assignments)

9.) Technology Education (6-8) / Technology STEM Integration

- Students use technology to learn about the engineering design process and complete research component of the engineering design process.
- Students use (CAD Computer Aided Drawing) software to design products using the CNC (Computer Numerically Controlled) engraver and router.
- Students design a floor plan using CAAD (CAD Computer Aided Architecture Drawing) software.
- Students produce pictorial and orthographic objects using CAD software.
- Students design parts using CAD software and produce the parts using a 3d printer.
- Students edit patterns using Photoshop software used to manufacture a wood project.
- Students participate in computer simulated West Point Bridge competition.
- Students build robots using Vex, Vex IQ, and Lego Mindstorms platforms.
- Students modify robots to solve real world problems using the engineering design process.
- Students use Snap CAD software to design robots.
- Students learn about proportional math and fraction math, and robot programing using virtual robot virtual world program.
- Students use Robot C programming to autonomous control robots.

- Students compete at the regional and state level TSA (Technology Student Association) competitions.
- Students produce educational video games using Scratch software
- Students design and produce children books various computer design software.
- Students produce technology education laboratory safety posters using various computer design software.
- Last year, Lehman took home awards in engineering math, promotional design, leadership strategies, safety illustration and robotics at the regional competition. The robotics team won first place at the state competition.
- This year, Lehman placed in safety illustration, children's stories, delta dart, and robotics. At the state competition Lehman won 1st, 2nd and 5th place in robotics.
- Students compete in the Greater Philadelphia SeaPerch Challenge where the design and produce a underwater ROV (Remotely Operated Vehicle) document the process using a design notebook created in Google Docs, Google Drive and Google Classroom present it to a panel of naval engineers using a poster they created using various design software.
- Last year our team participated in the Greater Philadelphia SeaPerch challenge and placed 3rd in the engineering category, 5th in presentation and 4th overall. This year our team placed 4th in pool performance category, 5th in engineering design notebook category and 2nd place overall.
- Students participated in IU 20 STEM design challenge and won most original idea.

III. Chromebook Pilot Projects

In spring of 2013, two teachers were selected to pilot Chromebook carts in each of their classrooms. Jill Greenwood, 7th grade English teacher at J.T. Lambert Intermediate School and Lisa Vitulli, 6th grade Social Studies teacher at Lehman Intermediate School were chosen for the pilot based on the amount of technology integration each conducts in their classroom, as well as their contributions to providing meaningful technology professional development at district in-service days, as well as being chosen by their building principals as a Keystone Technology Integrator. Below are the testimonials of these teachers' experiences from the last 3 years.

A.) J.T. Lambert Intermediate School

Jill Greenwood – 7th Grade English Teacher

Background

At the beginning of the 2013-2014 school year, I was asked to pilot a class set of Chromebooks for my classroom at J. T. Lambert Intermediate school, which we

were able to implement in the middle of September. A set of 30 Chromebooks were delivered and immediately put to use in my 7th grade English classroom. Since piloting the Chromebooks, my class sizes have remained relatively stable, averaging 26 to 27 students per class, as have the ability levels. I teach applied, on-level, and advanced students. Each year, there are as many as 25 itinerant special education students supported by either a special education teacher or an instructional assistant in the classroom. It is important to note that prior to having the class set of Chromebooks five classroom teachers were vying for the use of one laptop cart. Because of the variable nature of the occurrence of snow days, this made effective use of technology difficult as one either needed to over plan the use of the cart meaning that others would not be able to use it as frequently or shift plans around to fit the availability of the cart, which would often require re-teaching of concepts to refresh students' memories. However, having computers readily available did away with that and opened up the laptop cart for more use among the other four core classes. Additionally, this also gave specialists the ability to borrow computers as needed since they would not be in use during specific periods on my team.

Year One

Beginning in September 2013, my students and I started to learn about the Chromebooks and how they could be used. They were, at first, skeptical of the Chromebooks as they were neither as shiny as the Macbooks that they had been using nor were they as sleek looking. The trackpad was more sensitive than what they were used to, and the button in the middle of the keyboard proved to be very distracting. After a few weeks, however, they learned to look past the cosmetic differences and came to realize that the Chromebooks gave them one thing the Macs did not: constant accessibility. While this might not seem huge, in a classroom setting, it is a game changer. My students came to expect their Chromebooks to be on their desks when they walked into the classroom each morning. They did not need to line up to get their computers as they did with the Macs and return them at the end of every period as the battery's daily lifespan was more than sufficient to be used throughout the day. As long as the Chromebooks were properly charged the night before, students could comfortably use their computers for the entire day. We started by using the Chromebooks primarily for word processing as this was what most students were familiar with. The beauty of using the Chromebooks, however, came in their access to Google's Apps for Education. Students were able to create a document or access one that was created for them and collaborate with each other in real time. By sharing their work with each other, they were able to comment on the work that was being done and offer suggestions to improve it or simply make the improvements themselves. Students quickly learned to expect my icon to pop up in their papers, as I would begin to revise their documents in real time. By the end of the second marking period, my students started using applications that we previously had reserved for the culmination of a project since we had constant availability. Instead of waiting to use an application like Voice Thread or a photo editing application, students were encouraged to use the program where they felt it would

best suit their needs. That winter was a particularly challenging one with regards to snow days, but our schedules did not need to be altered in order to "fit in" technology. In the past, plans might have had to be scrapped altogether if a cart or lab had been secured during a prolonged period of snow days, or we would have to complete the task compartmentally. Instead of reconfiguring instructional days, the Chromebooks allowed us to return to school and pick up where we left off.

Years Two and Three

Google rolled out their Classroom app in July 2014, and we adopted the model in my class that September as we had access to the computers all day. Without continued access, we would have used Classroom, but mainly for archival purposes. Since students had the ability to locate their information on Classroom, they knew where to check for assignments, handouts, links, and just about anything that would be distributed in the physical classroom space. When students were absent from class and they had computer access at home, they figured out quickly to access Classroom and stay up with their peers. Occasionally, I would have students working on an assignment in real time while they were home sick and collaborating with their classmates on projects. Since the 2014-2015, I have tried to cut down on paper in the classroom and have successfully done so for the majority of topics with the exception of grammar (applications are available but do not as of yet have what we need). This has allowed the majority of my students to complete their work digitally at home provided they have access to a device and the Internet. But, out of 125 students, approximately 30% do not have consistent Internet access, so completing their work digitally was an issue. We did, however, figure out workarounds for those students and were able to offer paper copies when needed. In addition to cutting down on paper and photocopying, giving students more consistent access to technology on a daily basis allowed for increased cross-curricular projects. Because students were familiar with various applications in English through consistent use, they were able to create narrated slideshows, videos, and podcasts as well as infographics and collaborative essays in other core and special classes as well.

General Takeaways and Looking Forward

In order for students to increase their abilities, they need both exposure and practice. If one wants to become a better punter in football, then one must both learn the fundamentals and practice. This is the same with technology. The most basic form of technology that our students will use is a computer. But by regulating it to a rotation once or twice a year or whenever a teacher can secure a laptop cart or lab, we are not giving our students the ability to practice their skills. Take email for example. Adults probably receive several dozen per day from various sources. A professionally written email is likely to garner a better response than a casual one. Students, however, do not have the same exposure to emails - or really letters in general - as adults do, but we expect them to graduate from school knowing how to compose one. How are we expecting them to learn these skills? Wait until they are taught in a business class in high school? That seems to be too late as my current students probably will have been texting and

messaging their peers and family for seven to ten years before taking any classes at the high school. Through explicit instruction during middle school years, students can begin to utilize something that most of us take for granted in our everyday and work lives. Granted they could learn how to send an appropriate email in computer instruction class, but it is in the practicing portion that students will increase their ability and their proficiency.

As more and more high stakes testing begins to move towards computer-based delivery, our students will need more time on a device as practice. Having a student take assessments on paper for the entire year and then expecting them to do well on either the PSSAs or the Keystones seems counterintuitive since their practice has led them to expect a different format. The SATs and ACTs are heading towards a digital delivery system (the PRAXIS has been there for quite a while), and students will need to adapt to this new type of testing format. Before, while they were able to annotate in their booklets, with the digital format, they will either have to use the online tools such as a highlighter and go back and forth between the various tabs in the program or begin to take notes on paper. Either way, if we expect students to be proficient with this type of testing, then they need to practice at it for in their classrooms.

Because not every student has access to the Internet, we can't expect them to be able to utilize it at home. However, if the Chromebooks are allowed to be taken home, we can have students enable offline syncing of documents and videos. By doing so in class where Internet access is stable, students will have the ability to complete their work on whatever Google application they are using and then sync that application when they return to school via their classroom Wi-Fi. Again, this takes practice on the part of the student (and the teachers), but students will come to expect this and complete the actions as part of their daily routine.

B.) Lehman Intermediate School

Lisa Vitulli – 6th grade Social Studies Teacher

I have had the privilege to incorporate the use of Chromebooks with my 6th grade students. This generation (and future generations) are (and will be) competing for jobs with people from all over the world. We have a responsibility to prepare our students for the future and to compete for these jobs on an even playing field. The 21st Century skills necessary are rapidly changing. Educators need to adapt quickly and provide these new skills to our students. I don't feel it is just using new tools in the classroom, it also involves changing the way we teach.

My experiences at Lehman Intermediate School have been very positive. The first year I taught social studies for my team. I was able to utilize Google Docs with the students in a positive way. (This was before Google Classroom). Almost every day revolved around the use of the Chromebooks. Everything for the class was online: Students used the online version of the social studies book, they had a notebook set-up in Google, and any

"worksheets" I wanted to use – were online. I never had to worry about students not having a writing utensil, a notebook, or their textbook. The classroom procedure was easy to follow. (You cannot imagine how much class time is wasted finding a pencil, sharpening a pencil, and getting paper out.) The absolutely best part, in my opinion, was the way I could differentiate my lessons. I was able to share different documents with different students and no one knew. Obviously, the documents were similar but I could adjust the level easily and it was a smooth process. The only drawback was with the students who did not have access to computers at home. I just had to make sure notes were printed for them, if needed. The following year Google Classroom began. Google Classroom is a learning management system. Teachers are able to post assignments, grade assignments, and comment on assignments through one platform. This is a very useful tool for teachers. Google Drive is still important because, as of now, it is not easy to differentiate assignments among students in the same Google Classroom.

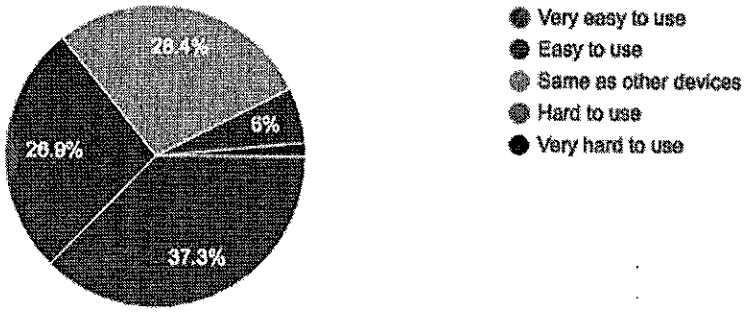
Using formative assessments on a daily basis is an invaluable tool for educators. There just isn't enough time in the day to look through piles of papers to gauge how the students are understanding a certain concept. With the use of the many different applications on the Internet, teachers are able to see "live data" on each and every student (even the quiet ones). The teacher is able to adjust the lesson right there on the spot, either re-teaching the concept or moving ahead. (Nearpod is one of my favorites for this)

I feel it is important for middle school students to feel comfortable using technology correctly. The students are using technology in almost all aspects of their life, but are they responsible? Are they reinforcing all the incorrect habits? Schools are able to teach the fundamentals of: finding accurate information, collaborating, becoming good digital citizens, and instilling creativity in the students. As students are challenged more in secondary education, they will already have a strong foundation and be able to move ahead quickly with the other higher-level concepts.

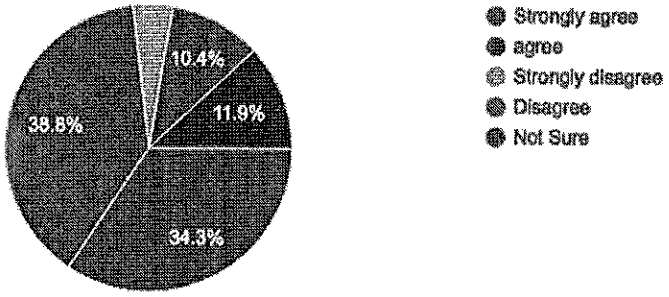
In order to have a highly successful outcome with the education of our students in ESASD, we need to have a lot of training and support for teachers. Teachers need to feel comfortable with the new concepts and training needs to be ongoing.

I had my current students complete a survey using Google Forms about the use of Chromebooks this year. Below are some screenshots of the results.

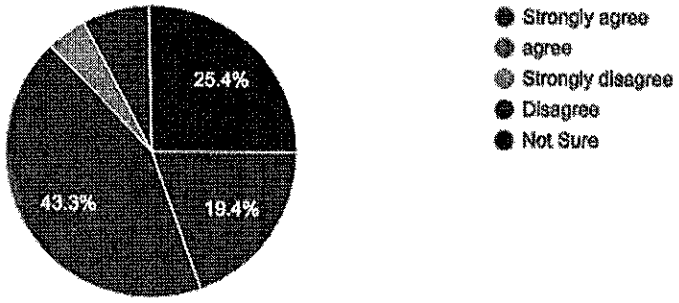
Do you think Chromebooks are easy to use? (67 responses)



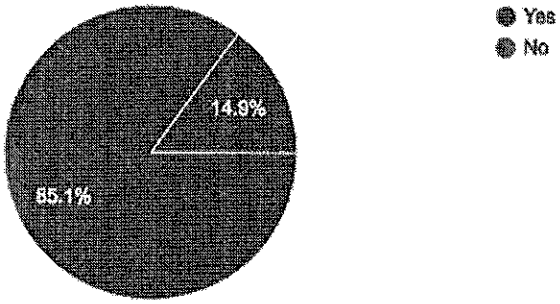
Using a Chromebook has motivated me to do my classwork as opposed to writing on a worksheet
(67 responses)



Using a Chromebook has increased my excitement to learn (67 responses)



Are you able to check you work on Google at home? (Do you have Internet at home and a computer)
(67 responses)



Student Comments:

QUESTIONS RESPONSES 67

What are some positive thoughts about the Chromebooks in the cla

(67 responses)

they are cool

they are cool

You dont have to carry so much paperwork

it is smaller so you can have a work sheet beside you.

We can all work in a group or by ourselves in a group chat. So it helps us a little more.

Since it's based on Google, it is easy to access all of your Google papers

easy to use

they are easy to use

You are doing your own individual work at your own pace.

The Chromebooks are very fun to use, and are a nice refresher from doing worksheets.

They give you a fun, easy way to do assignments that are kid-friendly. (as of technology)

they are better to use then apple because they are lighter and they log into your email immediately.

I think that they have helped me improve my typing skills and would love to use them more often.

You wouldn't have to think about lagalb or your hand cramping.

they can get more done than pencil and paper

IV. Professional Development

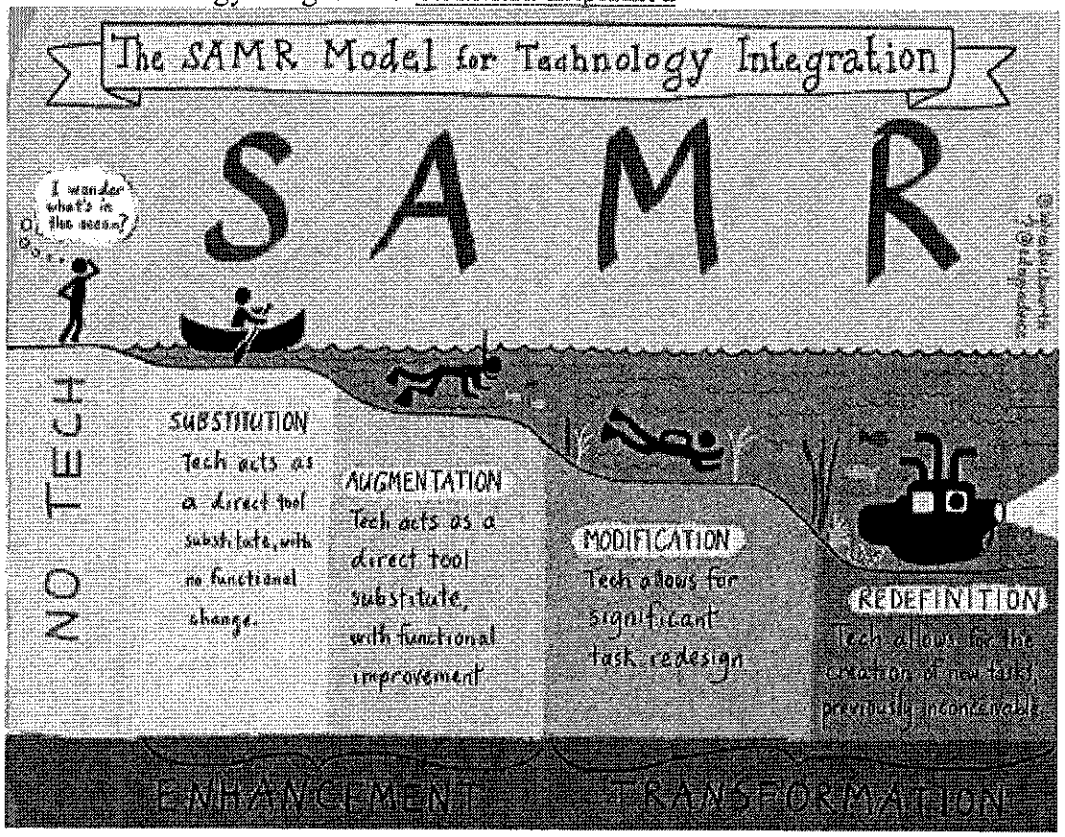
The professional development that the district staff has engaged in is tied directly to our comprehensive plan. Listed below is an action step from the districts' comprehensive plan regarding continued professional development.

Continue and expand technology-related professional development district-wide.
Description:

- Continue to offer mandatory technology-related professional development during in-service days
- Increase professional development after-school offerings for professional staff
- Offer professional development for administrators during summer administrative team meetings

A.) Professional Development Philosophy:
East Stroudsburg Area School District's Instructional Technology professional learning opportunities are based upon educational research that suggests high quality professional development should be sustained over time, relevant to teacher and students, while aligning curriculum, content and pedagogy in a collaborative culture.

The last three years of our professional development plan has focused on the S.A.M.R. (Substitution, Augmentation, Modification and Redefinition) model of technology integration. S.A.M.R. Explained



B.) District-Wide Professional Development 2013-2016

2013 - 2014

Year-long Secondary Staff Professional Development:
Google Academy
October, 2013 - April, 2014
Focus: Model best practices for integrating Google Applications (Google Docs, Calendar, Slides, Forms and Sheets) to facilitate classroom instruction and project-based learning with existing classroom materials and resources. Participants were encouraged and supported to use Google as a "Substitution" for current software.

- **Google Academy North:**
  - Monthly sessions attended by 36 North and Lehman Teachers
- **Google Academy South:**
  - Monthly sessions attended by 37 South and JT Lambert Teachers

October, 2013 Topic:	Google Drive Overview
November, 2013 Topic:	Creating & Collaborating and Creating Groups
December, 2013 Topic:	Organizing Drive & Commenting/Notifications with Students
January, 2014 Topic:	Google Calendar: Creating Class Calendars and Sharing
February, 2014 Topic:	Google Docs: The Research Tool & Usage Rights
March, 2014 Topic:	Using Google Forms in the Classroom
April, 2014 Topic:	Alternative Google Professional Development Options

Spring into Technology
Saturday, March 29, 2014
Focus: Provide high quality, hands-on workshops focused on technology integration and differentiated instruction in the classroom. To provide an opportunity for collaboration with colleagues and other experienced users to share proven best practices and strategies that teachers can implement into their classrooms immediately.

Sessions Offered	
American Film Institute: The Door Scene (Video Production Process in the Classroom)	Restoring Relevance Through Problem-based Learning
Accelerate Study Success with FastForWord	Study Island: Beginner
Creating Teacher Webpages Using Schoolwires	Apple's Tools for Teaching & Learning
30 in 60: Chrome Apps	Capture & Share Instruction with Screencasts

Making Your Jr. Great Books' Lessons "Greater" with Technology	Using Google Forms to Make Data Driven Decisions
Transforming Teaching & Learning with iPads	Study Island Advanced
Using Online Student Response Systems in the Classroom	ESASD Interactive Outdoor Classroom & Trail
Smartphone Apps for Education	Borrowing eBooks
Google Docs: Getting Our Students Working Together	Teach Tech: The Six Traits of Writing
Creating Digital Portfolios	Make Your Lesson Come Alive with Green Screening
CPS For Assessment	Something to Blog About
Getting Interactive with Your Interactive Whiteboard: The Basics	Podcasting for Reading Fluency
Infographics: Design the Meaning of Numbers	Digital Book Reports
Collaborative Wikis for Classroom Projects	

2013 - 2014 District Support Staff:
South Bus Drives
Date: June 9, 2014
Focus: Activate Google Accounts

North Bus Drives & North Support Staff
June 10, 2014
Focus: Activate Google Accounts

JTL Support Staff
June 11, 2014
Focus: Activate Google Accounts

South Support Staff
June 13, 2014
Focus: Activate Google Accounts

Tech Drop Ins (2013 to present)
Focus: Once a month, building-based technology coach support. Instructional technology coaches make themselves available in secondary building libraries to assist teachers with planning, troubleshooting and collaboration.

2014 - 2015

Year-long Secondary Staff Professional Development:
Chromebook Academy
September, 2014 - April, 2015
Focus: Collaborative professional development offered to, but not limited to, all high school teachers who received Chromebooks. Participants were encouraged and supported to move beyond the "substitution" model and "augment" their use of technology to enhance classroom instruction and student learning.

Chromebook Academy North

- 25 staff members attended monthly meetings

Chromebook Academy South

- 55 staff members attended monthly meetings

September, 2014 Topic:	Introduction to Chromebooks
October, 2014 Topic:	S.A.M.R. Model for Effective Technology Integration
November, 2014 Topic:	File Management & the Paperless Classroom
December, 2015 Topic:	Creating Contacts and Groups for your Classroom
January, 2015 Topic:	Google Classroom: Assignments & Announcements
February, 2015 Topic:	Grading in Google Classroom
March, 2015 Topic:	Google Collaboration and Sharing
April, 2015 Topic:	Google Apps vs. Google Add-ons: What's the Difference?

Spring into Technology
Saturday, March 28, 2015
Focus: Provide high quality, hands-on workshops focused on technology integration and differentiated instruction in the classroom. To provide an opportunity for collaboration with colleagues and other experienced users to share proven best practices and strategies that teachers can implement into their classrooms immediately.

Sessions Offered	
Teacher's Top Classroom Apps	Understanding Google Classroom
Class Full of Apps	Digital Tools to Improve Assessment for All
Creating Teacher Webpages Using Schoolwires	Edmodo 101: The Basics
Online Teacher Marketplaces	Study Apps for All
Mobile Mania into Mobile Might	Innovative Ways to Use an Email Address
The Power of Gaming	eBooks for Elementary Classrooms

The Flipping Philosophy	The Next Generation of Collaboration
Borrowing eBooks	Using Excel to Excel in Math
Stop, Collaborate & Listen	eLabs: Bringing Labs to You
Got Code?	Doctopus: Managing Your Google Assignments
Goobric: Google's Built-in Rubric Graders	Sensei: Analyzing Your Data Just Got Easier
Digital Workflow in the Classroom Using Google	Edmodo & Special Education
Creating Digital Portfolios	Infographics: Designing the Meaning of Numbers with Piktochart
Moviemaking: Giving Your Students a Voice	Technology in the Music Classroom
Gaming with ActivInspire	Lights, Cameras, iPad
Creating Project-based Webquests	Teach Your Students Basic Computer Programming
Constructing a Google Classroom	Google or Moodle? What Moodle Has Over Google
Google Writer's Workshop	

2014 - 2015 In-service/Professional Development Days:
Full day in-service on Google Apps for Education: August 27, 2014

- Google Apps for Kick-Off (366 secondary teachers)
- 22 teacher leaders presented at secondary level
- Morning Session focused on Google Basics Review and Mail
- Afternoon Sessions

Central Administration Staff Training:

- Three days that focused on how Google Apps for Education can be utilized at the administrative level.

2015 - 2016

Year-long Secondary Staff Professional Development:
ESASD Subscriptions and Google Integration
September, 2015 - April, 2016
Focus: To foster a collaborative culture where participants share their best practices for integrating ESASD paid subscriptions with Google Apps and Chromebooks. Individuals who participated in both the Google Academy and Chromebook Academy were encouraged and supported in moving beyond "Augmentation" to "Modification".

September, 2015 Topic:	Introduction to Chromebooks
October, 2015 Topic:	Using the Voicethread App in the Classroom
November, 2015 Topic:	Collaborative Video Production Using the WeVideo App
December, 2016 Topic:	Lucidpress App (Desktop publishing) in Chrome
January, 2016 Topic:	Edmodo App: Learning Management System
February, 2016 Topic:	Technology-based Formative Assessments
March, 2016 Topic:	Technology-based Classroom Management Best Practices
April, 2016 Topic:	Teacher Collaboration: Sharing/Reflection and Review

Spring into Technology
Saturday, March 19, 2016
Focus: Provide high quality, hands-on workshops focused on technology integration and differentiated instruction in the classroom. To provide an opportunity for collaboration with colleagues and other experienced users to share proven best practices and strategies that teachers can implement into their classrooms immediately.

Sessions Offered	
Creating & Sharing Interactive Video Lessons	Chrome's Got an App for That!
Fun with Kahoot	How e-Books Saved the Day
Integrating Google Classroom	Comic-Con!
Achieving the Perfect Blend: Blended Learning Just for Pennsylvania	Developing e-Portfolios with Google Sites
Going Beyond the Presentation Nearpod	Digital Literacy: When Technology & Literacy Collide
A Morsel of Reflection & Mindfulness in the Classroom	Teach Your Students Basic Computer Programming
Classroom Teachers Use Google Forms	Using Google Forms, Flubaroo and Reading Wonders
Clicker are Dead, Plicker are In (Technology-based formative assessment)	How to Use "First in Math" in Your Classroom
Formative Assessments Using Screencasting & EdPuzzle	I Wonder: Embedding Inquiry Across the Curriculum
e-Labs Jr. : Kitchen Science Fun	Lucidpress: Flyers, Brochures and Newspapers
Using Planbook.com	Voicethread as an Instructional Tool

The Amazing Effects of Nearpd	How to Use Google Apps to Promote Class Collaboration
Re-Discovering Discovery Education	

2015 - 2016 Full Day Teacher In-service
Intermediate Instructional Staff
Date: October 12, 2015
Focus: Integrating ESASD paid subscriptions with Google Apps and Chromebooks

High School Instructional Staff
Date: November 16, 2015
Focus: Integrating ESASD paid subscriptions with Google Apps and Chromebooks

Tech Tip Tuesdays
Focus: Every Tuesday, all secondary teachers are sent a "Tech Tip Tuesday" email. Based on the theory of collaboration, secondary technology coaches share "tech tips" and best practices that they have learned from other secondary teachers and students. Weekly Tech Tips always include a "Best Practice" and a "Cool Tools" component.

C.) Future Professional Development 2016-2017

- Technology Coaches are currently developing after school workshops for 2016-2017 school year.
- In-service and staff development days in August and October are currently earmarked for Saphire SIS training.
- Act 48 Committee consisting of central administrators, principals, teachers, instructional and technology coaches will meet at the end of September to formulate professional development for the remainder of the 2016-2017 school year.

V. School Building Readiness

During the course of the 2015-2016 school year, Heather Piperato and Dr. Robert Dilliplane, intermediate school principals, have worked with their respective school staff to begin planning for their schools' digital transformation through the use of Chromebooks. Below is a snapshot of what they accomplished throughout this past school year. In addition, site visits were conducted at other districts.

A.) J.T. Lambert Intermediate

- Early September - Set up a building technology committee.

- Tech Committee surveyed the staff on their thoughts about continuing a digital transformation and project based, student centered instruction style. The results were mixed but it made JTL realize one big thing: The staff want to have students have access to computers in all classes, not just core classes. Based on these findings, the technology committee presented the results to the faculty.
- Jill Greenwood set up a Google Classroom for teachers to submit a variety of project ideas and general information about the digital transformation. Many teachers have accessed these resources and/or contributed to the Classroom.
- Terry Toth & Jill Greenwood ran a variety of different in-services throughout the school year. Terry did after school sessions with staff on Google basics so they understood have Google Drive worked, and basics with file management. They wanted more so Jill ran Classroom & Forms sessions with many attending each session.
- Staff was surveyed about basic skills using Google Apps and other online apps. The results were organized by Terry Toth and the building Professional Development committee and JTL's January in-service was one of the best attended, most highly valued in-service days in the history of JTL. Staff loved utilizing these new programs and seeing the possibilities that a digital transformation offers students and teachers. Teachers were split into groups by ability and by app necessity. Staff expressed their desire to get more training ASAP. More training is planned for the end of this year, and start of next.
- Since October, the technology committee has met at least once a month is discuss various technology issues and integration techniques that can be utilized to assist teachers and students with instruction.
- In February, Terry Toth and Ryan Loughren, along with Heather Piperato went to Wilson West Lawn to see their implementation of a digital transformation. The visit was impressive. They discussed their hardware management, financing, curriculum, classroom management, etc. Their school is similar to ours and it is the direction we are heading as soon as we get the necessary hardware to make it happen.
- Regional Middle School Computer Fair on March 17th. Mr. Terry Toth, took 27 students to compete in the Pennsylvania Middle School Regional Computer Fair. Students completed in six different categories. Mr. Toth's students won 1st place in three of the six categories making them eligible to compete in the state level competition on May 25th.
- In an attempt to try new things, the March Technology Committee meeting was held in individual classrooms using Google Hangouts (as Skype like communication program which allows various users to communicate on their computers and share documents at the same time.) Meeting was successful and fun doing something new.
- Terry Toth presented to the Finance committee with four other secondary teachers about how the digital transformation is helping with student

achievement via technology being used as a tool. Board seemed receptive to the need to have this in our schools.

- Many JTL teachers either presented or came to Spring Into Technology at the end of March to learn more about Google Apps and other online apps. The full day conference was well attended.

B.) Lehman Intermediate

- 12/10/15 - Lehman Technology Committee meeting formed
- 2/17/16 - Visited Wilson West Lawn School to see their implementation of their digital transformation and 1:1 student to Chromebook initiative. Jan Zelinski was amazed and completely impressed with their implementation.
- 3/21/16 - Regional Middle School Computer Fair. Lehman placed 2nd in Animation and 3rd in Programming.
- 3/14/16 -Jan Zelinski and Lisa Vitulli spoke at the Finance Committee on behalf of the digital transformation.
- Integrate technology projects using Google Docs, Slides, Sheets, Forms, Drawings, WeVideo, LucidPress, Gmail, Contacts, Calendars, Google Classroom and more.
- Lehman had 36 employees (teachers and instructional aides) attended SIT 2016. Classes taken will benefit next year's digital transformation. (Coding, Chrome Apps, Screencasting and EdPuzzleEducational Apps, Planbook.
- Hillary Beal taught Literacy in Garageband and Plickers at Spring Into Technology
- Lisa Vitulli presented at Spring into Technology
- Many teachers participated in the after school tech academy offered by the technology integration coaches.
- Various staff members participated in the Google Academy offered by the technology integration coaches.
- There have been various professional development offerings by the staff, for the staff at Lehman on the following topics: Google Classroom, Google Apps, Voicethread, Google Docs, and technology integration during this past year.
- Staff development day on June 2 focusing on real time collaboration with students.

C.) Site Visits

1.) Wilson West Lawn School District

Wilson's students, teachers and staff have leveraged technology to improve learning and engagement in the classroom. Participants learned how students and teachers are adapting to the infusion of technology throughout their daily routines, learning, collaborations and creations. Wilson has Chromebooks for every student in grades 2-12

(approx. 5,000) and 1,000 Nexus 7 Tablets in grades K&1. Visits to elementary, middle and high school classrooms were conducted.

Three different groups of stakeholders attended visits to Wilson West Lawn over the past 3 years.

- 2014 – District technology coaches. Shawn Wescott and Maureen Seidel (Elementary), Brooke Langan and Joseph Martin (Secondary)
- 2015 – Central Office and high school teachers. Dr. Thomas Lesniewski, Asst. Superintendent, Secondary, Brian Borosh, Director of Technology, Anne Catrillo HS South English Teacher and Department Chair, Lori Soskil HS North Biology Teacher and Science Department Chair.
- 2016 – JT Lambert and Lehman Intermediate Staff. Jan Zelinski, Lehman Computer Applications Teacher, Terry Toth, JT Lambert Computer Applications Teacher, Heather Piperato, JTL Principal, and Ryan Loughren Spanish Teacher.

2.) Nazareth Area Middle School

In October 2015, a team from JT Lambert Intermediate went to see how Nazareth Middle School was implementing their digital transformation startup program. The team realized that we are quite advanced with our ideas of integration, we are really just missing the hardware. Their STEAM program was impressive with how it is implemented. They invested heavily with devices and training into making it work.

3.) Bethlehem Area School District

In November 2015, Dr. Thomas Lesniewski, Asst. Superintendent, Secondary, Brian Borosh, Director of Technology, and Heather Piperato, Principal of JT Lambert Intermediate School attended a Google for Education Leadership Roundtable at Freedom High School in Bethlehem, PA. The event showcased how schools are using Google for Education tools to engage students and deliver improved learning outcomes. Local districts detailed how they facilitated systemic change across the district, innovative teachers shared ways they have incorporated Google tools into lessons, and IT experts provided guidance for technology leaders new to or interested in administering Google tools.

VI. Computer Replacement Plan

The East Stroudsburg Area School District implemented a four-year computer replacement plan approximately 10 years ago, in 2006. A four-year computer replacement plan is beneficial in many ways. The goals of the replacement plan are to:

- Flatten out spending over the years.

- Provide predictable budget expenditures from year to year.
- Have consistency across the 3 school levels (elementary, intermediate and high schools).
- Turn over devices after their effective product life has expired – 4 years.
- Avoid peaks and valleys in the amount of equipment ordered, as well as year-to-year expenditures.

Even with the goals clearly established, the district administration has adjusted the replacement plan in collaboration with the School Board of Directors over the years to maximize its effectiveness and follow the established goals set forth. Some schools have not been able to be replaced every 4 years, and were pushed off a year or two due to school construction and/or renovations. For instance, Middle Smithfield Elementary was originally scheduled to be replaced in July of 2009, but due to building renovations, their replacement was deferred to July of 2011. Middle Smithfield Elementary was again up for replacement this past summer, July 2015; however, it was deferred for two more years so that all the elementary schools could be proposed to be replaced in July 2017.

In following suite with a 4-year computer replacement plan, the schools that would be up for computer renewals in July 2016 would be East Stroudsburg Elementary and Bushkill Elementary (4 years old) and Middle Smithfield Elementary (5 years old). The administration is recommending that JT Lambert and Lehman Intermediate School, which will be 3 years old and have 1 year left on its lease payment be replaced this summer. The computers from JTL and LIS would then be cascaded into ESE, MSE, and BES to replace computers that are 4 and 5 years old. This will enable these schools to utilize current equipment that is only 3 years old, thus getting them into the summer of 2017 when we can propose to replace all six of the elementary school computers at the same time to coincide with the goals established of the computer replacement plan. In addition, the principals at JM Hill and Resica Elementary School have each requested to add a cart of 30 each, respectively, which would be moved from the intermediate schools.

The proposed computer replacement plan takes into account the time and resources the district has expended to make a digital transformation. Computers at Bushkill and East Stroudsburg Elementary Schools that are 4 years old, as well as computers that are 5 years old from Middle Smithfield Elementary will be recycled and replaced with computers that have been cascaded from the intermediate schools (3 years old). In addition, PC's (only, not Mac's) that are 4 years old at JM Hill Elementary School will be recycled and replaced with computers that have been cascaded from the intermediate schools.

A.) Computer Cascading Plan

In 2013, the following amounts of computers were procured for JT Lambert and Lehman Intermediate Schools:

Computers Procured July 2013	JT Lambert Intermediate	Lehman Intermediate
iMac's (desktop)	140	156
Macbooks (laptop)	421	377
HP Desktops	17	17
HP Laptops	8	5
Google Chromebooks (Lenovo)	30	30

B.) MAC and LENOVO CHROMEBOOK COMPUTERS

The following computer cascading plan has been established to move computers from the two intermediate schools to elementary schools:

1.) JT Lambert to East Stroudsburg Elementary – Cascade

Computers	Amount	Locations
iMac's (desktop)	140	Labs (2), Library, Student Computers in Classrooms (2 per)
Macbooks (laptop)	271	Teacher Laptops, 7 Carts
Google Chromebooks (Lenovo's)	30	1 Cart

2.) JT Lambert to Bushkill Elementary – Cascade

Computers	Amount	Locations
Macbooks (laptop)	90	3 Carts

3.) JT Lambert to J.M Hill Elementary – Add – Principals request for additional cart

Computers	Amount	Locations
Macbooks (laptop)	30	1 Cart

4.) JT Lambert to Resica Elementary – Add – Principals request for additional cart

Computers	Amount	Locations
Macbooks (laptop)	30	1 Cart

5.) Lehman Intermediate to Middle Smithfield Elementary – Cascade

Computers	Amount	Locations
iMac's (desktop)	75	Labs (2), Library
Macbooks (laptop)	264	Teacher Laptops, 4 Carts, Student Computers in Classrooms (2 per), and mini labs in Special Ed, ELL, RTI and Reading rooms.
Google Chromebooks (Lenovo's)	30	1 Cart

6.) Lehman Intermediate to Bushkill Elementary – Cascade

Computers	Amount	Locations
iMac's (desktop)	81	Labs (2), Library
Macbooks (laptop)	113	Teacher Laptops, 3.5 Carts, Student Computers in Classrooms (2 per) and mini labs in Special Ed, ELL, RTI and Reading rooms..

C.) HP Computers

1.) JT Lambert to JM Hill Elementary – Cascade

Computers	Amount	Locations
HP Desktops	6	Main Office, HVAC, Custodian
HP Laptops	3	Principal, Nurse, Guidance

2.) JT Lambert to East Stroudsburg Elementary – Cascade

Computers	Amount	Locations
HP Desktops	8	Main Office, HVAC, Custodian,
HP Laptops	4	Principal, Nurse, Guidance (2)

3.) JT Lambert to Middle Smithfield Elementary – Cascade

Computers	Amount	Locations

HP Desktops	0	
HP Laptops	2	Guidance (2)

4.) Lehman Intermediate to Middle Smithfield Elementary – Cascade

Computers	Amount	Locations
HP Desktops	6	Main Office, HVAC, Custodian
HP Laptops	1	Principal

5.) Lehman Intermediate to East Stroudsburg Elementary – Cascade

Computers	Amount	Locations
HP Desktops	2	Café (2)

6.) Lehman Intermediate to Bushkill Elementary – Cascade

Computers	Amount	Locations
HP Desktops	6	Main Office, HVAC, Custodian, Nurse
HP Laptops	3	Principal, Guidance, Nurse

D.) Proposed Equipment to Procure

1.) JT Lambert Intermediate School

Computers Proposed to be Procured July 2016	Amount	Locations
iMac's (desktop)	70	Computer Lab 225 and Library
Macbooks 13.3"(laptop)	83	Teacher Laptops
Macbooks 15" (laptop)	6	Instructional and Technology Coaches
MacPro	1	TV Studio
HP Desktops	18	Offices, Café, HVAC
HP Laptops	9	Principal/Asst. Principals, Guidance (3), School Police Officer, Nurse, Bus Garage – Head Mechanic
Google Chromebooks (Lenovo)	955	One Google Chromebook for each Student (based on May 1 enrollment), plus 30 spares.

2.) Lehman Intermediate School

Computers Proposed to be Procured July 2016	Amount	Locations
iMac's (desktop)	69	Computer Lab (Zelinski) and Library
Macbooks 13.3"(laptop)	66	Teacher Laptops
HP Desktops	22	Offices, Café, HVAC
HP Laptops	6	Principal/Asst. Principals, Guidance (3), School Police Officer, Nurse, Bus Garage – Head Mechanic
Google Chromebooks (Lenovo)	725	One Google Chromebook for each Student (based on May 1 enrollment), plus 30 spares.

E.) Pricing

The total value of the equipment that has been proposed above is $1,189,571.00, which would be leased over 4 years. The proposed HP and Lenovo lease is $217,003.86 and the Mac lease is $98,385.66 with interest. Annual payments over 4 years would total $315,389.52

If the administration proposed to replace the current equipment at the two intermediate schools with the exact same equipment (with 2016 specs) that was procured in 2013, the total cost would be $1,449,340.87. Annual payments over 4 years would total $362,335.22, not including interest.

Result: The district can procure additional devices at a lesser amount, so each student has their own, and save nearly $50,000 per year in how it procured devices at the intermediate schools in the past.

F.) Chromebooks vs Macbooks – Cost Comparison

As mentioned in item D.) Proposed Equipment to Procure, the administration is proposing to procure 955 Chromebooks for JT Lambert Intermediate and 725 Chromebooks for Lehman Intermediate School. The cost per Lenovo Yoga Chromebook is $399.15 while the cost for a Macbook Pro 13.3" is $1,178.00. The goal is to ensure that every student at the intermediate school has a device.

Below is a cost comparison of outfitting each student with a device: Chromebook vs Macbook.

Device	Cost per Device	Number of Devices*	Total Cost
Lenovo ThinkPad 11e Chromebook	$399.15	1680	$670,572
MacBook Pro 13"	$1,178.00	1680	$1,979,040
Savings procuring Chromebooks	**$778.85**		**$1,308,468**

*Number of devices is correlated to the student enrollment as of May 1st at JTL (925) and LIS (695), and accounts for 30 spare devices per school.

Result: The district can procure nearly 3 times the amount of Chromebooks as Macbooks and outfit each student at a savings of $1,308,468.

VII. Measures of Effectiveness

In order to measure the effectiveness of this proposal, the administration will conduct pre and post surveys, on an annual basis, with the students and teachers of the intermediate schools. In addition, building level administration will conduct classroom walkthroughs and look-fors tied to the digital transformation to ensure learning is tied to the SAMR model and that progression from enhancement (Substitution and Augmentation) to Transformation (Modification and Redefinition) occurs. Evidence, survey results and student work samples will be reviewed to see if inquiry based learning is being conducted.

Conclusion

East Stroudsburg Area School District staff, teachers and administrators invested a lot of time and effort into moving the district towards a digital transformation. As this plan indicates, teachers have had much success with integrating technology into their lessons, meaningful professional development has been conducted the past three years, with more planned in the future, and a successful Chromebook pilot at each intermediate school has been successful for the past three years. As the district moves forward with its digital transformation, savings should be seen in the area of computer procurement, less copying and need for paper, and buying less textbooks, and ultimately close to none once each student has their own device. The plan allows for teaching to be done more efficiently and ties in directly with Comprehensive Plan, student centered learning, project based learning, 21st century teaching and learning. In addition, students will reap the benefits of personalized, enhanced and student centered learning. The goal is to have them commit to being lifelong learners. Based on the information presented, the

administration would like the school board to consider this proposal and potentially adopt it at its June 13th Finance and June 20th Regular Board Meetings.

Contributions

The following district staff members have contributed to the publication of this proposal:

Dr. Thomas Lesniewski	Assistant Superintendent for C&I, 6-12
Ryan Moran	Assistant to the Superintendent for C&I, K-5
Dr. Robert Dilliplane	Lehman Intermediate School Principal
William Vitulli	Smithfield Elementary and Cyber School Principal, Coordinator of Professional Development, K-5
Heather Piperato	JT Lambert Intermediate School Principal
D. Terry Toth	JT Lambert Intermediate- Computer Applications Teacher
Jan Zelinski	Lehman Intermediate – Computer Applications Teacher
Jill Greenwood	JT Lambert Intermediate– 7th Grade English Teacher
Lisa Vitulli	Lehman Intermediate – 6th Grade Social Studies
Brooke Langan	Instructional Technology Coach, Secondary
Joe Martin	Instructional Technology Coach, Secondary
Maureen Seidel	Instructional Technology Coach, Elementary
Shawn Wescott	Instructional Technology Coach, Elementary
Will Vitulli	Information Technologist – Lehman and HS North
Rick Rodriguez	Information Technologist – Bushkill and Lehman
Gary MacMahon	Information Technologist – JT Lambert Intermediate
Kevin Mabe	Information Technologist – JM Hill, Resica and Smithfield
Anthony Calderone	Information Technologist – Middle Smithfield and East Stroudsburg Elementary Schools

Apple Inc. Education Price Quote

Customer:	Brian Borosh EAST STROUDSBURG AREA SCH DIST Phone: 5704248500 x 10620 email: brian-borosh@esasd.net	Apple Inc:	Christy Spielberger 5300 Riata Park Court, Bldg C MS: 183-IES Austin, TX 78727 Phone: 512-6746526 Fax: 800-5900325 email: spielberger@apple.com

Apple Quote: 2202670241
Quote Date: 18-Apr-2016
Quote Valid Until: 27-Nov-2015

Quote Comments:
Please reference Apple Quote number on your Purchase Order.
Per CCSDJP Apple Bid

#	Product Description	Qty	Unit List Price	Discount per Unit	Unit Discounted Price	Extended Discounted Price
1	iMac 21.5-inch 065-C3D0 2.8GHz Quad-core Intel Core i5, Turbo Boost up to 3.3GHz" 065-C3D3 Intel Iris Pro Graphics 6200 065-C3D4 8GB 1867MHz LPDDR3 SDRAM - 2x4GB 065-C3DF 1TB Serial ATA Drive @ 5400 rpm 065-C36L Wired Apple Mouse 065-C171 None 065-C172 None 065-C377 Apple Keyboard with numeric keypad (English) / User's Guide (English) Part Number Z0RR	139	1,249.00	60.00	1,189.00	165,271.00
2	3 Year AppleCare Repair Agreement iMac Part Number S3058LL/A	139	95.00	0.00	95.00	13,205.00
3	MacBook Pro 13-inch 065-0731 2.5GHz Dual-core Intel Core i5, Turbo Boost up to 3.1GHz 065-0734 8GB 1600MHz DDR3 SDRAM - 2x4GB 065-0739 500GB Serial ATA Drive @ 5400 rpm 065-0747 SuperDrive 8x (DVD±R DL/DVD±RW/CD-RW) 065-0760 Backlit Keyboard (English) / User's Guide (English) Part Number Z0MT	149	1,089.00	60.00	1,029.00	153,321.00
4	3-YR ARA MB/MB AIR/13" MB PRO - USA Part Number S3059LL/A	149	149.00	0.00	149.00	22,201.00
5	MacBook Pro 15-inch with Retina Display: 2.2GHz Quad-core Intel Core i7 065-C326 2.2GHz Quad-core Intel Core i7, Turbo Boost up to 3.4GHz 065-C32D 16GB 1600MHz DDR3L SDRAM 065-C32J 256GB PCIe-based Flash Storage 065-C32F Intel Iris Pro Graphics 065-C32H Force Touch Trackpad 065-C336 Backlit Keyboard (English) / User's Guide (English) Part Number MJLQ2LL/A	6	1,899.00	60.00	1,839.00	11,034.00

6	ARA MBK PRO-A/E-USA/E-USA Part Number S3060LL/A	6	189.00	0.00	189.00	1,134.00
7	Mac Pro 3.5GHz 6-Core Intel Xeon E5 065-C246 3.5GHz 6-Core Intel Xeon E5 with 12MB L3 cache, Turbo Boost up to 3.9GHz 065-C143 16GB 1866MHz DDR3 ECC - 4 x 4GB 065-C146 256GB PCIe-based Flash Storage 065-C149 Dual AMD FirePro D500 with 3GB GDDR5 VRAM each 065-C153 User's Guide (English) Part Number MD878LL/A	1	3,699.00	95.00	3,604.00	3,604.00
8	ARA MAC PRO -A/E-USA Part Number S2942LL/A	1	159.00	0.00	159.00	159.00
9	Apple USB SuperDrive Part Number MD564LL/A	65	79.00	0.00	79.00	5,135.00
10	Mini DisplayPort to VGA Adapter Part Number MB572Z/B	160	29.00	0.00	29.00	4,640.00

Extended EDU List Price Total	**397,439.00**
Total Discount	**17,735.00**
Extended Discounted Price Subtotal	**379,704.00**
- eWaste Fee / Recycling Fee	*0.00*
-	
-	
Extended Discounted Total Price*	**379,704.00**

In most cases Extended discounted Total price does not include Sales Tax
If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary

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    - If you are the Authorized Purchaser and need to register for access to the Apple Education Online Store, go to http://myaccess.apple.com. For registration assistance, call 1.800.800.2775, option 4, option 1.
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.
    - For more information, go to provision C below, for details.

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS WHICH CAN CHANGE ON SUBSEQUENT QUOTES:

A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE, CONTACT austincontracts@apple.com.

B. ALL SALES ARE FINAL. PLEASE REVIEW RETURN POLICY BELOW IF YOU HAVE ANY QUESTIONS. IF YOU USE YOUR INSTITUTION'S PURCHASE ORDER FORM TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.

C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:

- APPLE INC. AS THE VENDOR
- BILL-TO NAME AND ADDRESS FOR YOUR APPLE ACCOUNT
- PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
- PURCHASE ORDER NUMBER
- VALID SIGNATURE OF AN AUTHORIZED PURCHASER
- APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY

- TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
- CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL

D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL 27-Nov-2015 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
   - APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.

E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.

F. UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

SEA # 1637610
Opportunity ID: 214457668
https://ecommerce.apple.com
Fax:800-5900325

FIRST NIAGARA

First Niagara Leasing, Inc
726 Exchange Street STE 900
Buffalo, NY 14210

Attention:
First Niagara Leasing, Inc is pleased to present the following proposal for the transaction described below:

Date: June 09, 2016
Lessor: First Niagara Leasing, Inc
Lessee: East Stroudsburg Area SD
Equipment: Essential Equipment
Expiration: This quote is good for 30 days

LEASE QUOTE:

Amount	Rate	Payments	Term/Years	Payment Frequency	Advance/Arrears	Total Payments
$808,507.00	2.81%	$210,604.82	4	Annual	Advance	$842,419.44

The proposed financing terms and conditions are subject to the satisfactory completion of the First Niagara Leasing Inc. standard credit approval process.

This is a Taxable, Municipal Lease/Purchase with the title to the equipment passing to Lessee. This is a net lease under which, all costs, including insurance and maintenance are paid by Lessee for the term of the lease.

***No Prepayment Penalty**
*** No upfront fees.**

Thank you for the opportunity to present this proposal. If you have any questions, please contact me at 716-819-5947.

Sincerely,
Donna Scibetta
Vice President / Municipal Leasing
Office Number: 716-819-5947
Fax Number: 1-800-745-5822
Cell: 585-770-4251
Email: donna.scibetta@fnfg.com

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1-800-582-6399
Fax: 484-223-3427
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integra1ONE
www.integra1.net

HP 9480m Laptop

Quote #002483 v1
May 02, 2016

Prepared for:

East Stroudsburg Area SD

Prepared by:

Ashley Miller

HP Laptop

Description		Price	Qty	Ext. Price
HP 9480m Laptop		$1,237.00	15	$18,555.00
CTO IDS - HP EliteBook Folio 9480m w/Intel i7-4600U G6H04AV	Base			
HP EliteBook Folio 9480m Notebook PC with Intel i7-4600U (2.1GHz w/ Turbo, 4MB Cache) Processor, and Intel HD Graphics 4400	G6H04AV			
Windows 7 Professional 64 (available through downgrade rights from Windows 8.1 Pro)	G6H24AV#ABA			
OS Label				
No OS Label needed for Win 8.1 and Win 10 including Win7DG64/32 OS selections (select this option if Win 8.1, Win 10 and Win7DG64/32 OS is selected)				
Processor				
Intel® Core™ i7-4600U (2.1GHz w/ Turbo, 4MB Cache) Processor				
Intel Core i7 vPro Label	G0N62AV			
Ultrabook Qualified - Required if (Win7DG64, Win10DG76) AND (CAM) AND (WLAN_Intel) and [(SSD) or (MCSSD) or {(HDD) and (FLASH)}] is selected) is selected	J1U29AV			
Estar Label - If any (MSOS) is selected, then MISC eStar label (XU979AV) must be selected	XU979AV			
Intel® vPro Technology Enabled	J1U28AV			
14-inch diagonal LED-backlit HD+ SVA Anti-Glare (1600x900) for Webcam	G7G38AV			
Integrated HD Webcam	G7L59AV			
8 GB 1600MHz DDR3 (1D)	G7A39AV			
Mini Card				
Not selecting Mini Card SSD as on optional Internal Storage device				
500 GB 7200 rpm SATA hard drive	G7G34AV			
32 GB Flash Cache	G7G55AV			
Back-lit TouchPad Keyboard	G6L75AV#ABA			
Intel 7260AN 802.11 a/b/g/n + Bluetooth 4.0	G7L56AV			
No HP Mobile Broadband	G7L53AV			
Integrated Fingerprint Reader	G7L62AV			
45 Watt Smart nPFC AC Adapter	G7A35AV			
Power Cord - 1.0 Meters	G6L76AV#ABA			
4-cell (52 WHr) battery Long Life	G7A36AV			
Destination Country Kit Localization Docs	G6L74AV#ABA			
3/3/0 Warranty	G7L69AV#ABA			
Warranty 3 YR Battery Documentation- - Required if (BATT3yr) and(WARR3yrUS) is selected	B3M72AV			
Drivers for Windows 8.1 (Recovery Media)	G7P36AV			

HP Laptop

Description	Price	Qty	Ext. Price
HP Care Pack	$54.00	15	$810.00
9x5 Next-Business-Day On-Site Coverage, 3 Years - Electronic **U4414E**			
HP Docking Station	$122.00	14	$1,708.00
2013 HP UltraSlim Docking Station **D9Y32AA#ABA**			
HP Laptop Carrying Case	$23.00	14	$322.00
HP Business Top Load Case (fits up to 15.6") **H5M92AA**			
HP Stylish Wireless Keyboard/Mouse bundle	$34.00	14	$476.00
HP Stylish Wireless KB/Mouse **H4B79AA#ABA**			

HP Laptop

Description	Price	Qty	Ext. Price
HP Monitors (for laptops w/docking station)	$148.00	14	$2,072.00
Newl - HP ProDisplay P222va 21.5-inch Monitor **Base** K7X30AA#ABA HP ProDisplay P222va 21.5-inch Monitor **K7X30AA#ABA** **Input Signal** 1 VGA; 1 DisplayPort 1.2 (with HDCP support) **Contrast ratio** 3000:1 Contrast ratio **Brightness (typical)** 250 nits **Tilt** Tilt: -5° to + 22° **Height adjustability range** None **Pivot rotation** None **Horizontal/Vertical viewing angle (typical)** 178/178 degrees **Max Power Rating** 28 Watts **Native resolution** 1920 x 1080 **Response rate (typical, rise and fall)** 8 ms response time **Asset Control** Asset control supported **Integrated speakers** No Integrated speakers **Anti-Glare and Anti-Static** **Anti-Glare: Yes** **Anti-Static: No** **Warranty** Protected by HP 3-year parts, 3-year labor, 3-year onsite limited warranty. Next business day exchange available.			
APC Back-UPS ES 550 - UPS - AC 120 V - 330 Watt - 550 VA - USB - output connectors: 8 - black	$68.00	24	$1,632.00
	Subtotal:		**$25,575.00**

per COSTARS contract # 003-085

HP 9480m Laptop

Prepared by:

integraONE
Ashley Miller
484-223-3480 ext. 1115
Fax: 484-223-3427
amiller@integra1.net

Prepared for:

East Stroudsburg Area SD
Accounts Payable 50 Vine Street
East Stroudsburg, PA 18301
Brian Borosh
brian-borosh@esasd.net
(570) 424-8500

Quote Information:

Quote #: 002483
Version: 1
Quote Date: 05/02/2016
Expiration Date: 05/20/2016

Quote Summary

Description	Amount
HP Laptop	$25,575.00
Total:	**$25,575.00**

Payment Options

Description		Periods	Payments	Amount
Lease Options				
3 Year Estimate	**One-Time Payments**	**Monthly**	**36**	**$710.72**
4 Year Estimate	One-Time Payments	Monthly	48	$533.05

Summary of Selected Payment Options

Description	Amount
Lease Options: 3 Year Estimate	
Selected One-Time Payment	$710.72
Total of One-Time Payments	**$25,585.92**

Pricing subject to change without advanced notice from the manufacturer. Leasing rates are subject to final configuration,pricing, and credit approval.
Restock fees will apply for any items returned. Returns must be made within 21 days of receipt of items unopened. Shipping fees not included. The information provided to you in this communication is regarded by integraONE to be Confidential and Proprietary Information. This includes the description of the materials/products for sale,the prices quoted,and any description of consulting services to be performed by integraONE. This information shall not be disclosed or made available to any party unrelated to this agreement without our express written consent. You must also exercise reasonable care to protect this information from the unauthorized disclosure by others.

Ship to Address:

Additional Information:

Signature _____ Date _____

IntegraONE
7248 Tilghman Street Suite 120
Allentown, PA 18106
1-800-582-6399
Fax: 484-223-3427
www.integra1.net

integra1ONE
www.integra1.net

HP 800 mini Desktop

Quote #002482 v2
May 19, 2016

Prepared for:

East Stroudsburg Area SD

Prepared by:

Ashley Miller

HP Desktop

Description		Price	Qty	Ext. Price
HP EliteDesk 800 G2 Desktop		$731.00	40	$29,240.00
L1W21AV	HP EliteDesk 800 G2 DM 35W			
W2V26AV	W10P6 MSNA STD 64-bit OS			
N8G53AV	Intel Core i7-6700T 2.8G 8M 2133 4C CPU			
L1W08AV	8GB DDR4-2133 SODIMM (1x8GB) RAM			
L2A66AV	500GB 7200 RPM SATA 2.5 HDD			
L2X15AV	HP USB Business Slim Keyboard			
C8N39AV	HP USB Mouse			
N1U61AV	Desktop Mini 2nd DisplayPort			
L1W15AV	HP 65W DM External Power Adapter			
L1Y04AV	Single Unit (DM) Packaging			
L2A69AV	HP EliteDesk 800 Country Kit			
L2X08AV	3/3/3 DM Warranty			
HP Integrated Work Center Stand		$54.00	40	$2,160.00
HP Integrated Work Center Stand for Desktop Mini and Thin Client **G1V61AA** Note: Requires HP Quick Release Kit (purchased separately, not included in the IWC) if customer intends to use the rear slider potion of the IWC stand (behind the display)				

HP Desktop

Description		Price	Qty	Ext. Price
HP ProDisplay 21.5" Monitor		$148.00	40	$5,920.00
Newl - HP ProDisplay P222va 21.5-inch Monitor K7X30AA#ABA	**Base**			
HP ProDisplay P222va 21.5-inch Monitor **Input Signal** 1 VGA; 1 DisplayPort 1.2 (with HDCP support) **Contrast ratio** 3000:1 Contrast ratio **Brightness (typical)** 250 nits **Tilt** Tilt: -5° to + 22° **Height adjustability range** None **Pivot rotation** None **Horizontal/Vertical viewing angle (typical)** 178/178 degrees **Max Power Rating** 28 Watts **Native resolution** 1920 x 1080 **Response rate (typical, rise and fall)** 8 ms response time **Asset Control** Asset control supported **Integrated speakers** No Integrated speakers **Anti-Glare and Anti-Static** **Anti-Glare: Yes** **Anti-Static: No** **Warranty** Protected by HP 3-year parts, 3-year labor, 3-year onsite limited warranty. Next business day exchange available.	**K7X30AA#ABA**			
		Subtotal:		**$37,320.00**

per COSTARS contract # 003-085

HP 800 mini Desktop

Prepared by:

integraONE
Ashley Miller
484-223-3480 ext. 1115
Fax: 484-223-3427
amiller@integra1.net

Prepared for:

East Stroudsburg Area SD
Accounts Payable 50 Vine Street
East Stroudsburg, PA 18301
Brian Borosh
brian-borosh@esasd.net
(570) 424-8500

Quote Information:

Quote #: 002482
Version: 2
Quote Date: 05/19/2016
Expiration Date: 06/19/2016

Quote Summary

Description	Amount
HP Desktop	$37,320.00
Total:	**$37,320.00**

Payment Options

Description		Periods	Payments	Amount
Lease Options				
3 Year Estimate	**One-Time Payments**	**Monthly**	**36**	**$1,037.10**
4 Year Estimate	One-Time Payments	Monthly	48	$777.85

Summary of Selected Payment Options

Description	Amount
Lease Options: 3 Year Estimate	
Selected One-Time Payment	$1,037.10
Total of One-Time Payments	**$37,335.60**

Pricing subject to change without advanced notice from the manufacturer. Leasing rates are subject to final configuration,pricing, and credit approval.
Restock fees will apply for any items returned. Returns must be made within 21 days of receipt of items unopened. Shipping fees not included. The information provided to you in this communication is regarded by integraONE to be Confidential and Proprietary Information. This includes the description of the materials/products for sale,the prices quoted,and any description of consulting services to be performed by integraONE. This information shall not be disclosed or made available to any party unrelated to this agreement without our express written consent. You must also exercise reasonable care to protect this information from the unauthorized disclosure by others.

Ship to Address:

Additional Information:

Signature

Date

IntegraONE
7248 Tilghman Street Suite 120
Allentown, PA 18106
1-800-582-6399
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www.integra1.net

integra1ONE
www.integra1.net

Lenovo Build

Quote #002508 v3
May 02, 2016

Prepared for:
East Stroudsburg Area SD

Prepared by:
Ashley Miller

Project

Item	Description	Price	Qty	Ext. Price
20GE0002US 	**ThinkPad 11e 3rd Gen, Intel N3150 (1.60GHz, 2MB) 11.6 1366x768 Multitouch, Google Chrome, 4.0GB, 0, Intel Graphics Chipset, Bluetooth 4.0, 720p HD Camera, 3 Cell Li-Polymer, 1 Year Depo**	$369.00	1680	$619,920.00
CHROME-WG5000	**Chrome White Glove 1001-5000 units**	$5.55	1680	$9,324.00
CROSSWDISEDU	**Google Chrome OS Management Console - License - academic**	$24.60	1680	$41,328.00
NETBOOK36-CT	**Bretford Basics Intelligent NETBOOK36-CT - Cart (cord winder) for 36 netbooks - powder-coated steel - concrete powder**	$1,340.00	56	$75,040.00
			Subtotal:	**$745,612.00**

per COSTARS

Lenovo Build

Prepared by:

integraONE
Ashley Miller
484-223-3480 ext. 1115
Fax: 484-223-3427
amiller@integra1.net

Prepared for:

East Stroudsburg Area SD
Accounts Payable 50 Vine Street
East Stroudsburg, PA 18301
Brian Borosh
brian-borosh@esasd.net
(570) 424-8500

Quote Information:

Quote #: 002508
Version: 3
Quote Date: 05/02/2016
Expiration Date: 05/21/2016

Quote Summary

Description	Amount
Project	$745,612.00
Total:	**$745,612.00**

Payment Options

Description		Periods	Payments	Amount
Lease Options				
3 Year Estimate	**One-Time Payments**	**Monthly**	**36**	**$20,720.16**
4 Year Estimate	One-Time Payments	Monthly	48	$15,540.56

Summary of Selected Payment Options

Description	Amount
Lease Options: 3 Year Estimate	
Selected One-Time Payment	$20,720.16
Total of One-Time Payments	**$745,925.76**

Pricing subject to change without advanced notice from the manufacturer. Leasing rates are subject to final configuration,pricing, and credit approval.Restock fees will apply for any items returned. Returns must be made within 21 days of receipt of items unopened. Shipping fees not included. The information provided to you in this communication is regarded by integraONE to be Confidential and Proprietary Information. This includes the description of the materials/products for sale,the prices quoted,and any description of consulting services to be performed by integraONE. This information shall not be disclosed or made available to any party unrelated to this agreement without our express written consent. You must also exercise reasonable care to protect this information from the unauthorized disclosure by others.

Ship to Address:

Additional Information:

Signature

Date

Memo

To: Finance Committee

CC: Sharon Laverdure, Jeffrey Bader

From: Kim Stevens, Director of Pupil Services, grades 6-8

Date: June 9, 2016

Re: Project FAME (Family Advocacy for Mental health and Education)

In response to the significant mental health crises the district experienced last year, increased capacity for social work/ counseling services is necessary at all grade levels, K-12.

Project FAME (Familiy Advocacy for Mental health and Education) was developed with the assistance of the SBBHG funds in 11-12 and 12-13. Currently, this program services all six elementary schools and the two intermediate schools, utilizing two part time social workers, with 25 hours per week per person, which are contracted through Youth Advocate Program (YAP), a local Behavioral Health/ Provider 50 agency. The two social workers provide individual and group counseling using Evidence- Based Programs, including but not limited to, Coping Cat, Stop and Think, and Second Step.

Project FAME (Family Advocacy for Mental Health in Education) was built on five years of research and data driven decision making. It was initially made possible through PDE's Special Education SBBH Performance Grant in 2011-2012 as well as 2012-2013. In order to expand this program into the secondary level at both secondary school buildings, the district is seeking new grant monies, as well as local support, to expand and enhance our services by entering into the secondary level to be able to continue to meet students where they are at by providing individualized treatment in the form of individual and/or group counseling within the school setting.

- In order to expand the services of Project FAME into the secondary schools, a third social worker is necessary to meet the current demand of service need.
- Additional hours are being added to the two existing positions, to expand capacity at the elementary and intermediate schools.
- This added service would be an increase of $81,601 from $90,823 to $172,424 (*The current tentative cost of $172,424 was negotiated down from $174,366.)

*The additional cost would not require an increase to the Pupil Services budget. It can be accommodated with reallocation of current funds.

The Mental Health needs of our student population continue to be above the state level.

The Pennsylvania Youth Survey (PAYS) summary report, pages 59 and 60 (see attached charts) indicates the district greatly exceeds the state average for self-harm, depression, suicidal ideation and attempts. (*Please note that this survey was conducted PRIOR to the two completed suicides at JT Lambert Intermediate school.)

Our District SAP report, which was completed from information by the Intermediate and Secondary schools, indicates that 395 students were referred to the Student Assistance Program (SAP) of which 343 warranted the SAP process. According to this information, 157 students were recommended for group counseling and 116 students were recommended for individual counseling.

For example, the individual building report from JTL indicates the following:

In 6th grade:
- 1 completed suicide
- 3 attempted suicide/ suicide gestures
- 6 Hospitalizations/ referral to ER for evaluation
- 23 Suicidal ideation (confirmed by self-report)
- 32 appropriate for referral to FAME
- 74 Students with verbal conflict or physical aggression
- About 84 students attended groups through D&A,
- 2 in individual counseling (FAME)
- 5 students with transgender issues/ concerns

In 7th grade:
- 6 school phobia/avoidance/excessive absences
- 1 suicide attempt
- 2 hospitalizations
- 3 suicide ideation with plan
- 8 suicide ideation without plan
- 6 cutting/ self-harm
- 8 mental health concerns (anxiety/ depression)
- 15 mediations between students

In 8th grade:
- 3 suicide attempts
- 1 completed suicide
- 16 suicidal ideations (with a plan) and sent to ER for evaluation
- 9 Hospitalizations (suicidal with plan and imminent intent)

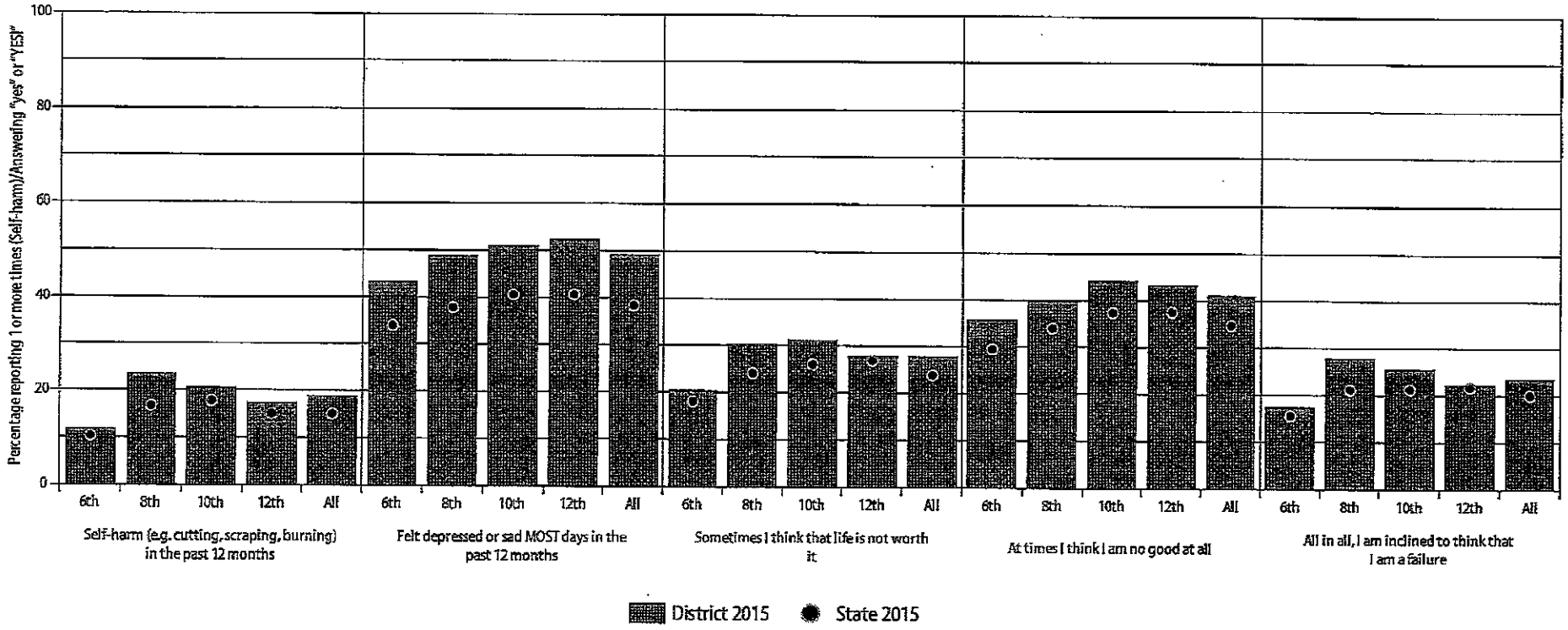
- These counts are for the individual student, however, it does not include how often each of these students were in repeated distress, which in most cases has been chronic throughout the year.

At the elementary level, there were 5 suicidal ideations and 1 suicide attempt that were reported to school personnel.

As per our School Board Policy 819: SUICIDE AWARENESS, PREVENTION AND RESPONSE, which was created in response to Act 71 (Suicide Prevention Intervention), the Board is committed to protecting the health, safety and welfare of its students and school community.

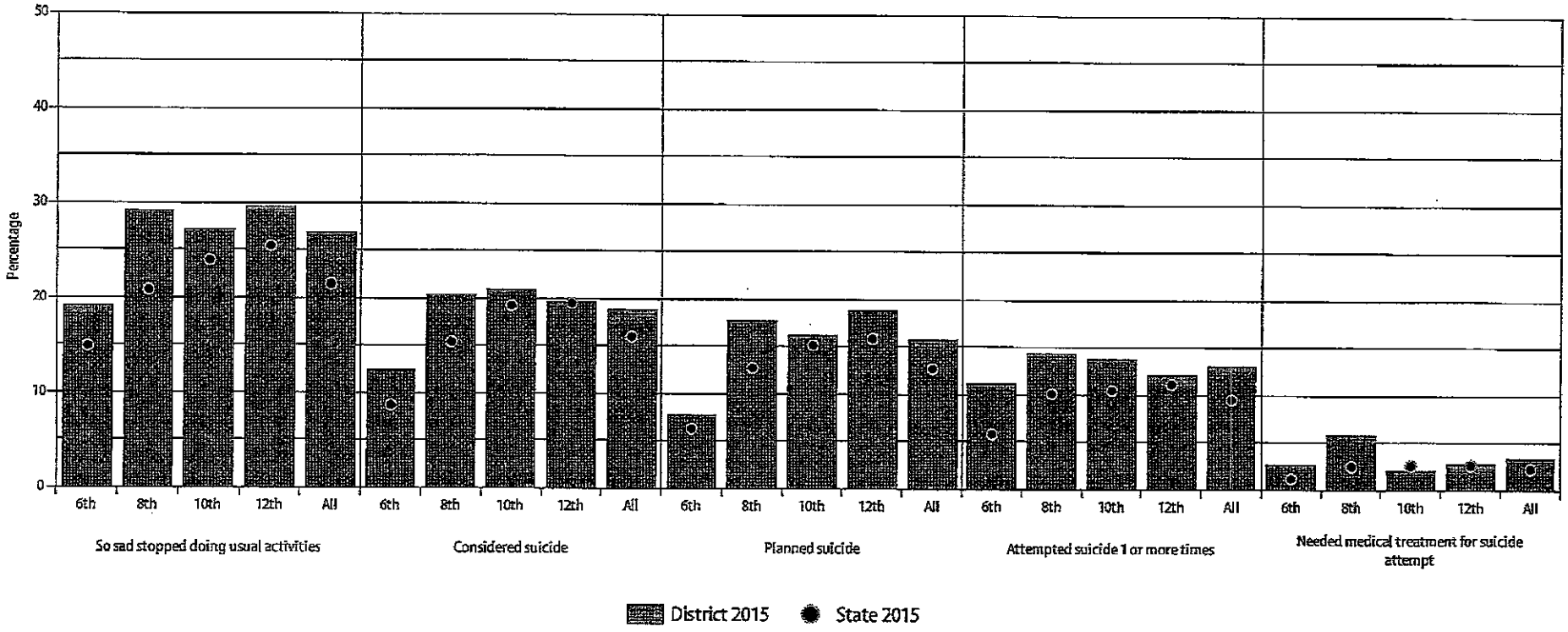
In summation, increased capacity for social work/ counseling services is necessary at all grade levels, K-12, in order to meet the mental health needs of the students in our district.

Mental Health Concerns
East Stroudsburg Area School District 2015 Pennsylvania Youth Survey



Grade	Self-harm (e.g. cutting, scraping, burning) in the past 12 months				Felt depressed or sad MOST days in the past 12 months				Sometimes I think that life is not worth it				At times I think I am no good at all				All in all, I am inclined to think that I am a failure			
	District 2011	District 2013	District 2015	State 2015	District 2011	District 2013	District 2015	State 2015	District 2011	District 2013	District 2015	State 2015	District 2011	District 2013	District 2015	State 2015	District 2011	District 2013	District 2015	State 2015
6	n/a	n/a	11.7	10.4	n/a	n/a	43.3	33.9	n/a	n/a	20.2	18.1	n/a	n/a	35.6	29.5	n/a	n/a	17.4	15.6
8	n/a	n/a	23.6	16.7	n/a	n/a	48.9	37.7	n/a	n/a	30.4	24.2	n/a	n/a	39.7	33.9	n/a	n/a	27.9	21.1
10	n/a	n/a	20.3	17.8	n/a	n/a	50.9	40.6	n/a	n/a	31.2	26.0	n/a	n/a	44.1	37.3	n/a	n/a	25.5	21.2
12	n/a	n/a	17.5	15.1	n/a	n/a	52.3	40.7	n/a	n/a	27.9	26.8	n/a	n/a	43.2	37.5	n/a	n/a	22.1	21.6
All	n/a	n/a	18.8	15.1	n/a	n/a	49.1	38.3	n/a	n/a	27.9	23.9	n/a	n/a	40.9	34.7	n/a	n/a	23.7	19.9

Suicide risk
East Stroudsburg Area School District 2015 Pennsylvania Youth Survey



	So sad stopped doing usual activities				Considered suicide				Planned suicide				Attempted suicide				Needed medical treatment for suicide attempt			
Grade	District 2011	District 2013	District 2015	State 2015	District 2011	District 2013	District 2015	State 2015	District 2011	District 2013	District 2015	State 2015	District 2011	District 2013	District 2015	State 2015	District 2011	District 2013	District 2015	State 2015
6	n/a	n/a	19.1	14.9	n/a	n/a	12.3	8.7	n/a	n/a	7.7	6.2	n/a	n/a	11.2	5.8	n/a	n/a	2.6	1.2
8	n/a	n/a	29.1	20.9	n/a	n/a	20.3	15.4	n/a	n/a	17.7	12.7	n/a	n/a	14.3	10.1	n/a	n/a	5.7	2.5
10	n/a	n/a	27.1	23.9	n/a	n/a	20.9	19.2	n/a	n/a	16.2	15.1	n/a	n/a	13.7	10.5	n/a	n/a	2.1	2.6
12	n/a	n/a	29.5	25.4	n/a	n/a	19.7	19.5	n/a	n/a	18.8	15.8	n/a	n/a	12.1	11.2	n/a	n/a	2.7	2.6
All	n/a	n/a	26.8	21.5	n/a	n/a	18.8	16.0	n/a	n/a	15.7	12.7	n/a	n/a	13.0	9.5	n/a	n/a	3.4	2.3

INSURANCE RENEWAL

6/9/2016

	CURRENT	RENEWAL
Package Policy - Prop.	$ 246,926	$ 237,541
Package Policy - Liability	$ 32,314	$ 32,070
Crime	$ 2,775	$ 2,742
Cyber - Liability	$ 6,875	$ 6,875
Law Enforcement Legal Liability	$ 3,934	$ 3,887
Steam Boiler & Equip	$ 12,220	$ 12,594
Automobile	$ 121,823	$ 121,062
Excess Liability	$ 25,225	$ 24,982
School Leaders Liab	$ 61,068	$ 53,447
Student Athletic	$ 30,951	$ 31,577
TOTAL	$ 544,111	$ 526,777
Workers' Comp	$ 853,419	$ 625,822
TOTAL	$ 1,397,530	$ 1,152,599

FINAL BUDGET ADJUSTMENTS

6/8/2016

REVENUES

ACCOUNT	PROPOSED FINAL	FINAL	CHANGE	DESCRIPTION
Social Security Reimbursement	$ 2,638,891	$ 2,645,277	$ 6,386	Net Additional Positions
Retirement Reimbursement	$ 10,502,829	$ 10,529,934	$ 27,105	Net Additional Positions
Title I	$ 1,473,552	$ 1,791,732	$ 318,180	Revised Allocation
Proceeds from Ext Term Fin	$ 1,768,834	$ 1,598,341	$ (170,493)	Revised Financing Quote
TOTAL REVENUE ADJUSTMENTS			**$ 181,178**	

EXPENSES

DEPARTMENT	PROPOSED FINAL	FINAL	CHANGE	DESCRIPTION
Insurance	$ 620,053	$ 587,027	$ (33,026)	Received Ins Quotes
Title I Grant Expenses	$ 390,638	$ 528,998	$ 138,360	Revised Allocation
Special Ed	$ 271,121	$ 191,271	$ (79,850)	Adj based on recent experience
Pupil Services	$ 291,375	$ 267,680	$ (23,695)	Adj based on recent experience
Salaries	$ 64,061,278	$ 64,225,387	$ 164,109	Net Additional Positions
				Net Additional Positions, <$125,000>
Benefits	$ 38,960,982	$ 39,028,932	$ 67,950	WC Insurance
Admin Services	$ 436,100	$ 436,563	$ 463	Software costs
Present Value	$ 1,768,834	$ 1,598,341	$ (170,493)	Revised Financing Quote
TOTAL EXPENSE ADJUSTMENTS			**$ 63,818**	
TOTAL CHANGES			**$ (117,360)**	
PROPOSED FINAL BUDGET DEFICIT			**$ (668,184)**	
FINAL BUDGET DEFICIT			**$ (550,824)**	

Postiion Reductions	FTE
School Police Officers	2.0
Crossing Guard	-1.0
Title I Paras	4.0
Elem H & PE	0.5
Elem Student Aides	6.0
Vacancies not filled	
Retirees/Departures not filled	-2.0
	9.5

Trane
1185 N Washington St
Wilkes Barre, Pa 18705
Phone 570-821-4910

TRANE SERVICE FIELD QUOTATION

Date: 1/21/2016

Project: Bushkill Elem FX Upgrade

Customer: ESSD

Location: Bushkill, PA

Customer Contact: _____

Trane is pleased to offer you this proposal for the following services:

Scope of work to be performed:

Upgrade existing 3.2 revision FX Controller to 3.8 to take care of software fixes.

Our Price for this scope of work is ***$1,687.00***

Notes:

1. Work to be performed during normal working hours Monday - Friday 8:00 AM - 4:30 PM exclusive of holidays unless overtime is specified in the above scope of work
2. Any service not listed is not included in this quotation
3. All work performed is in accordance with Trane's Standard Terms & Conditions (copy attached)
4. This quotation is valid for 10 days from above date of quote
5. If this proposal is not accepted by the customer, all diagnostic costs will be invoiced separately.

Submitted by Trane Service Technician: Sterling Colborn

Work Authorized and price accepted by Customer Representative: _____

Date of Acceptance: _____

* Free with 5-year Service Agreement

Trane
1185 N Washington St
Wilkes Barre, Pa 18705
Phone 570-821-4910

TRANE SERVICE FIELD QUOTATION

Date: 1/21/2016

Project: Bushkill Elem Alarming

Customer: ESSD

Location: Bushkill, PA

Customer Contact: _____

Trane is pleased to offer you this proposal for the following services:

Scope of work to be performed:

Programming of alarm extensions for Boilers, Cooler and Freezer. Work with IT department to setup and test emailing to maintenance personnel. Quote to upgrade Jace must be done prior to setting up alarms to verify proper version and email operation. This proposal is contingent on acceptance of Jace upgrades, as work will be formed at the same time.

Our Price for this scope of work is..... ***$1,265.00***

Notes:

1. Work to be performed during normal working hours Monday - Friday 8:00 AM - 4:30 PM exclusive of holidays unless overtime is specified in the above scope of work
2. Any service not listed is not included in this quotation
3. All work performed is in accordance with Trane's Standard Terms & Conditions (copy attached)
4. This quotation is valid for 10 days from above date of quote
5. If this proposal is not accepted by the customer, all diagnostic costs will be invoiced separately.

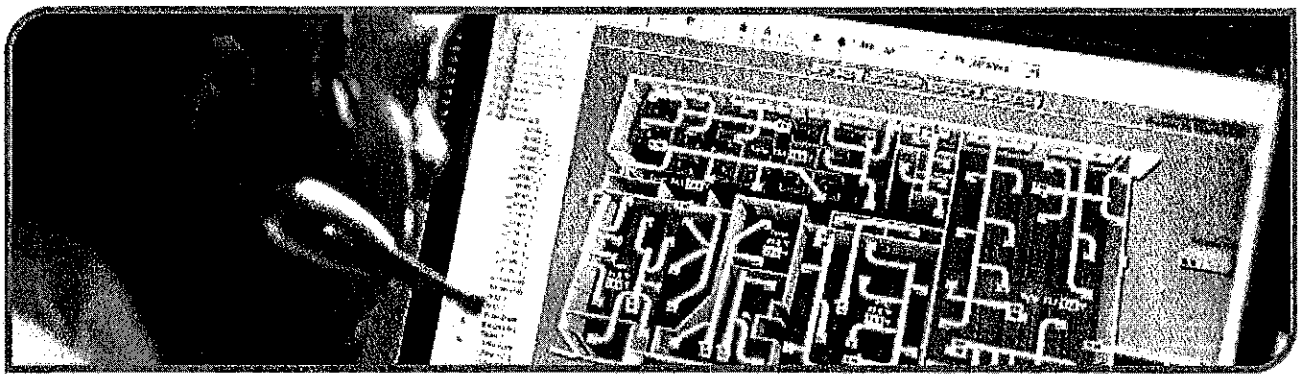
Submitted by Trane Service Technician: Sterling Colborn

Work Authorized and price accepted by Customer Representative: _____

Date of Acceptance: _____

* Free with 5-Year Service Agreement

Customer Service Flows –



The following Customer Service Flows provide additional service description detail for Covered Equipment.
Note: There may be differences per the agreement in the work being performed between sites and the equipment on those sites.

INSPECTION MAINTENANCE PROGRAM
AIR COOLED CHILLER

Annual Maintenance Inspection

- Report in with the Customer Representative.
- Record and report abnormal conditions, measurements taken, etc.
- Review customer logs with the customer for operational problems and trends
- General Assembly
- Leak-test the chiller and report the leak check results.

Controls and Safeties

- Inspect the control panel for cleanliness.
- Inspect wiring and connections for tightness and signs of overheating and discoloration.
- Verify all settings in the electronic control panel.
- Check the oil pressure safety device.
- Check the high motor temperature safety device.
- Check the operation of the chilled water pump starter auxiliary contacts.
- Verify the setting of the current control device.

Lubrication System

- Pull oil sample for spectroscopic analysis.
- Test the oil for acid content and discoloration. Make recommendations to the customer based on the results of the test.
- Verify the operation of the oil heater. Measure amps and volts and compare the readings with the watt rating of the heater.

Motor and Starter

- Clean the starter and cabinet.
- Inspect wiring and connections for tightness and signs of overheating and discoloration.
- Check tightness of motor terminal connections.
- Check condition of the contacts for wear and pitting.
- Check contactors for free and smooth operation.
- Check the mechanical linkages for wear, security and clearances.

- Meg the motor and record readings.
- Verify the operation of the electrical interlocks.
- Measure voltage and record. Voltage should be nominal voltage ±10%.

Operating Inspection

- Check the general operation of the unit.
- Log the operating temperatures, pressures, voltages, and amperages.
- Check the operation of the control circuit.
- Check the operation of the motor and starter.
- Analyze the recorded data. Compare the data to the original design conditions.
- Review operating procedures with operating personnel.
- Provide a written report of completed work, operating log, and indicate any uncorrected deficiencies detected.

Air Cooled Condensing Unit Annual Maintenance
Description

- Customer Notification
- Initial Site Inspection
- Lock Out Tag Out Condenser
- Electrical Inspection
- Control Panel Calibration Check
- Mechanical Condenser Fan Inspection
- Remove Lock Out Tag Out and Restore Power
- Compressor Oil Level Check
- Start Unit
- Condenser Running Fan Check
- Acid Test
- Manual Log With Electronic Device

Air Cooled Condensing Unit Operating Maintenance
Description

- Customer Notification
- Initial Site Inspection
- Lock Out Tag Out Condenser
- Visual Condenser Coil Check
- Mechanical Condenser Fan Inspection
- Remove Lock Out Tag Out and Restore Power
- Manual Log With Electronic Device
- Compressor Oil Level Check
- Condenser Running Fan Check

Voyager Cooling Pre-Season Annual
Description

- Unitary Visual Equipment Inspection
- Verify Line Voltage
- Lock Out Tag Out (Standard)
- Supply Fan Inspection-IPAK/VOY
- Remove Access Panels or Open Access Doors
- Meg Supply Fan Without VFD
- Meg Exhaust Fan Without VFD
- Meg Compressor Motor - IPAK/VOY
- Electrical Inspection
- Reinstall Access Panels or Close Access Doors
- Condensate Drip Pan Treatment
- Remove Lock Out Tag Out

- Pre-Start Check- VOY/PRE
- Start Up Condenser Fan Check (Per Fan)
- Cooling Check-VOY
- Manual Log With Electronic Device
- Return Unit to Normal Operation

Voyager Gas Heat Pre-Season Annual
Description
- Unitary Visual Equipment Inspection
- Verify Line Voltage
- Lock Out Tag Out (Standard)
- Supply Fan Inspection-IPAK/VOY
- Remove Access Panels or Open Access Doors
- Meg Supply Fan Without VFD
- Electrical Inspection
- Remove Lock Out Tag Out
- Pre-Start Check- VOY/PRE
- Start Up Heating Check (Natural Gas/Propane) 2 Stage Heating - Voyager/Foundation
- Manual Log With Electronic Device
- Return Unit to Normal Operation

Voyager Operating Inspection
Description
- Unitary Visual Equipment Inspection
- Lock Out Tag Out (Standard)
- Supply Fan Inspection-IPAK/VOY
- Power Exhaust Fan(s) Inspection - Direct Drive
- Cooling Check-VOY
- Return Unit to Normal Operation

24/7 BAS Services

System Analysis
- Report in with customer and review questions and concerns they may have
- Review and verify remote communications connections – if applicable
- From the system front end (customer workstation and or technician laptop):
    - Verify workstation functionality and network connections
    - Review system event log and note alarms that need to be addressed
    - Review objects in override note overrides that could be released
    - Review Trends
    - Review user access with customer (verify who can log-on and at what level)
    - Review time of day schedules and adjust for appropriateness
    - Review optimal start stop routines *(if any)*
    - Review system level programming and ensure programs are running as intended
    - Verify all connected devices are communicating
        - Review any globally communicated points *(inputs and outputs are operating as intended)*
    - Verify graphics are reading correctly and all points and functions are operating as intended
    - Back up system controller configuration and programming files
    - Inspect BCU connections and functionality
    - Install any workstation service packs – as appropriate and if available
    - Raise BCU Image as applicable
    - Review unit controls operation
        - Look for indications of controller or sensor drift – sensors not reading appropriately / actuators not stroking appropriately *(this does not include physical inspection of the mechanical unit)*
    - Back up any changes to the system controller programming

Operator Coaching: Used as needed each visit

- Review system operation best practices
- Address operator concerns if any

Each visit or remote inspection the Trane technician will:

- Review with customer opportunities to improve system performance as they present themselves.
- Complete Service Work Reports
    - List tasks completed
    - Note any uncorrected deficiencies (repairs to be quoted separately)
    - Note any upgrades or changes to operational sequences that need to be quoted separately
    - Leave copies of work report with customer

3 Year

$58,230	$64,671	$67,258	$190,159	2016-2019 normal 3 yr contract schedule w/4% annual escalation (includes addition of JM Hill Controls agreement in year 2 & 3)
$58,230	$62,342	$62,342	$182,914	2016-2019 Proposed Fixed Price Contract Agreement (Includes addition of JM Hill Controls agreement in year 2 & 3)
			$7,245	3 year savings over normal annual escalation agreement
$58,230	$62,342	$62,342		
-3%	-3%	-3%		
$56,483	$60,472	$60,472	$177,427	2016-2019 Proposed 3 yr Fixed Price Contract leveraging 3% prepayment disc.
			$12,733	Total potential 3 year contract savings

5 year

$53,935	$60,204	$62,613	$65,117	$67,722	$309,591	2016-2021 normal 3 yr contract schedule w/4% annual escalation (includes addition of JM Hill Controls agreement in year 2 & 3)
$53,935	$58,047	$58,047	$58,047	$58,047	$286,123	2016-2021 Proposed Fixed Price Contract Agreement (Includes JM Hill Controls agreement in year 2 & 3)
					$23,468	5 year savings over normal annual escalation agreement
$53,935	$58,047	$58,047	$58,047	$58,047		
-3%	-3%	-3%	-3%	-3%		
$52,317	$56,306	$56,306	$56,306	$56,306	$277,539	2016-2021 proposed 5 yr fixed price contract leveraging 3% prepayment disc.
					$32,052	Total potential 5 year contract savings

Breakdown per School

Bushkill Elementary	$4,616
East Stroudsburg Elementary	$4,399
Resica Elementary	$5,760
JT Lambert Elementary	$10,458
J.M. Hill Elementary (Add $4,112 in year 2 for Controls addition)	$2,232
Smithfield Elementary	$3,462
Middle Smithfield Elementary	$3,462
North High/Lehman Intermediate	$15,486
High School South	$8,355

This breakdown is based on our **5 year offer**.

Bushkill Elementary	$4,276
East Stroudsburg Elementary	$4,074
Resica Elementary	$5,335
JT Lambert Elementary	$9,686
J.M. Hill Elementary (Add $4,112 in year 2 for Controls addition)	$2,067
Smithfield Elementary	$3,207
Middle Smithfield Elementary	$3,207
North High/Lehman Intermediate	$14,344
High School South	$7,739

Rim Rock Fabrications
2670 Rim Rock Dr.
Stroudsburg PA 18360

Rim Rock Fabrications

Curtis,

As we discussed the other day, cutting out the current damaged sections of the backstop(30"x 36") in all 5 lanes. And then installing new ar400 1/4" thick as you requested in its place fully welding the entire seam on both front and back sides. As well as fabricate and install new static mounts for the target hangers. This will be $5000. Thank you for the opportunity to bid on this project we look forward to working with both you and the district as well.

Thank you,

Michael ILch

Rim Rock Fabrications

June 6, 2016

East Stroudsburg Senior High School South
Attention: Curtis Beam
279 N Courtland St,
East Stroudsburg, PA 18301

Re: Indoor Gun Range Lead Reduction Services.

Alicon Environmental, Inc. would like to submit this proposal for removal and disposal of the spent sand from the indoor gun range. It is the intent of this proposal to remove/ dispose all sand/ spent bullets as well as clean the backstop end of the gun range to allow others to replace the backstop.

Proposed Scope of Work

Removal

a. Alicon will implement local controls to insure control of cross-contamination (Isolation/ Containment)
b. Remove all sand/bullet fragments from the bay in front of the bullet backstop.
c. Thoroughly HEPA vacuum all backstop surfaces including floor beneath.
d. Wet clean surfaces with Leadsolve to remove residue not captured by HEPA vacuums.
e. Bulk Hazardous waste transportation and disposal (sand, bullet fragments, PPE, filters, etc.)

Optional: Since there is no data on the lead content of the painted wall, we propose to at a minimum, chemically remove paint and/ or trapped lead particles on the surfaces only where torch cuts will be made. **Vaporizing lead with a torch can cause serious health consequences, especially indoors.** This would require the contractor to pre-mark the surfaces to be stripped and we would strip a line approximately 8-10" wide to allow for safe cutting.

Cost

Assumes power, water, and facilities will be made available. The expected duration is approximately 1-2 days. The cost for the project is as follows:

• **Labor*, Supervision, Project Mgt, Expenditures (PPE, Filters, etc)**	***$ 4,485.00***
• ***Waste Disposal***	
○ ***Transportation (including fuel surcharges)***	***$ 1,450.00***
○ ***Disposal @ $225/ton at 10 ton minimum***	***$ 2,250.00***
• ***Metal stripping for torch-cutting***	***$ 1,190.00***
****Not prevailing wage rates***	
Total Cost (up to 10 tons of waste)	***$ 9,375.00***

RR 1 Box 324, Dalton, PA 18414 | Phone: (570) 563-2719 Fax: (570) 563-1505 E-mail: alicon@epix.net | aliconenvironmental.com

MILLER FLOORING COMPANY, INC.
SPORTS CONSTRUCTION DIVISION
827 LINCOLN AVENUE, UNIT 15
WEST CHESTER, PA 19380

PROPOSAL

TO: SCOTT IHLE- EAST STROUDSBURG AREA S.D. FROM: BILL MILLER

JOB: EAST STROUDSBURG SOUTH H.S.- AUX GYM DATE: MAY 25, 2016

Scott: I have prepared a proposal for the replacement of the auxiliary gym floor at East Stroudsburg South High School in the East Stroudsburg Area School District (ESASD). We propose to supply all materials, labor and equipment necessary to complete work as further specified.

KPN Pricing: The pricing is based on the PA State approved AEPA national cooperative pricing contract. The contract is administered by KPN (Keystone Purchasing Network) by Jeff Kimball. Because the contract was bid and awarded on a national level the bidding process does not need to be duplicated.

KPN Contact: Jeff Kimball (570) 523-1155 x2130 Contract #: KPN- A-201202-01B

Gym Floor Removal & Abatement: We will work in coordination with Plymouth Environmental to remove the existing gym floor and components and also the removal and abatement of the Black Mastic and tar paper as needed.

Scope of Work: Containment/Removal Procedures: Three stage decontamination unit, critical barriers, negative air, and wall & floor polyethylene. All proper PPE will be utilized (Half face respiratory protection, TYVEK coverall, and proper hand, eye, foot protection for all work activities).

Conditions:

1. Price does not include air monitoring. (must be hired by ESASD)
2. Price is based upon an adequate source of water and electric for the duration of the project.
3. Price is based upon Prevailing Wages. Non-Davis Bacon Wages. Non- Union
4. Price includes all notification fees.
5. Price assumes all movable objects will be removed prior to the start of asbestos abatement.
6. Estimated duration is 9 to 11 working days depending on turnaround time for air samples.
7. The above price assumes that the owner will provide hook up contractor's electrical panel.

Note: *The above price includes all labor, material and equipment to perform the project. All prevailing federal, EPA, OSHA, state and local regulations will be followed. All work will be performed by EPA certified and licensed asbestos workers. All asbestos containing material will be disposed in an EPA certified landfill.*

New Gym Floor- Scissor-Loc: I have provided pricing for the Scissor-Loc floor system to match the height of the existing floor. The system is ideal for installation of a nearby swimming pool.

Scope of Work:

Remove the entire floor system and mastic (as specified above). Install a Griffolyn Vapor upgraded vapor barrier, two layers of 1" x 6" pine sub floor will be stapled together in a basket weave pattern to allow ventilation, nail new maple flooring with 2" barbed power cleats sand and finish to match the existing game line layout and graphics apply a four (4) coat finish system, install new venting base at the walls and aluminum thresholds in the doors. We will move the bleachers as needed during construction. We will install a Power Vent Airflow System with moisture detection technology.

Number	Description	Units	Price	Total
IFB#012-B	Floor Removal & Abatement	92,000	1.26	$115,920.00
IFB#012-B	Bleacher & Equipment	6,865	1.26	$ 8,649.90
M-3421-013	Griffolyn Vapor Barrier	7,810	.67	$ 5,232.70
M-3421-004	Scissor-Loc	7,810	10.69	$ 83,488.90
M-3423-060	Shipping	1	2,600	$ 2,600.00
M-3421-034	Power Vent Airflow System	2	3,627.10	$ 7,254.20
M-3421-048	Vented Cove Base	350	11.40	$ 3,990.00
				$227,135.70

Clarifications: The school district must supply; provide tax exempt certificate, proper lighting, electric supply or a generator to run or equipment, use of the rest rooms, 24/7 access if needed.
Exclusions: Concrete work and taxes.
Terms: Net 30- Late charges 1.5% per month. Applicable service charges for credit card payments.
Acceptance: The above terms, pricing, specifications and conditions are satisfactory and hereby approved. Payments will be made as outlined above.

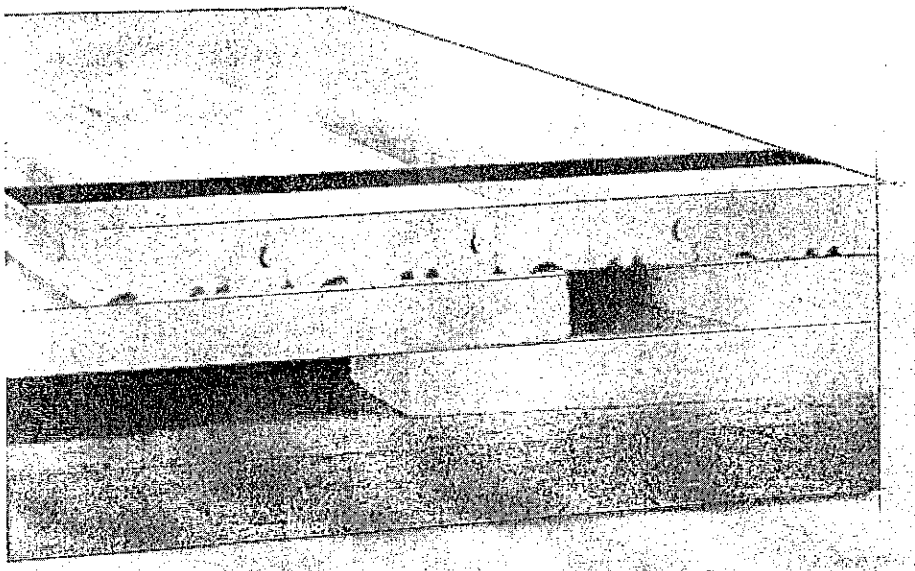
Authorized Signature: _____ , _____
East Stroudsburg Area S.D. Date

Authorized Signature: Wm. H. Miller , May 25, 2016
Bill Miller Date

To process this order please sign and fax to (610) 626-3000 or email to cmartin@millerflooring.com. Please follow with a purchase order from the school. Thank you for your consideration. Bill Miller

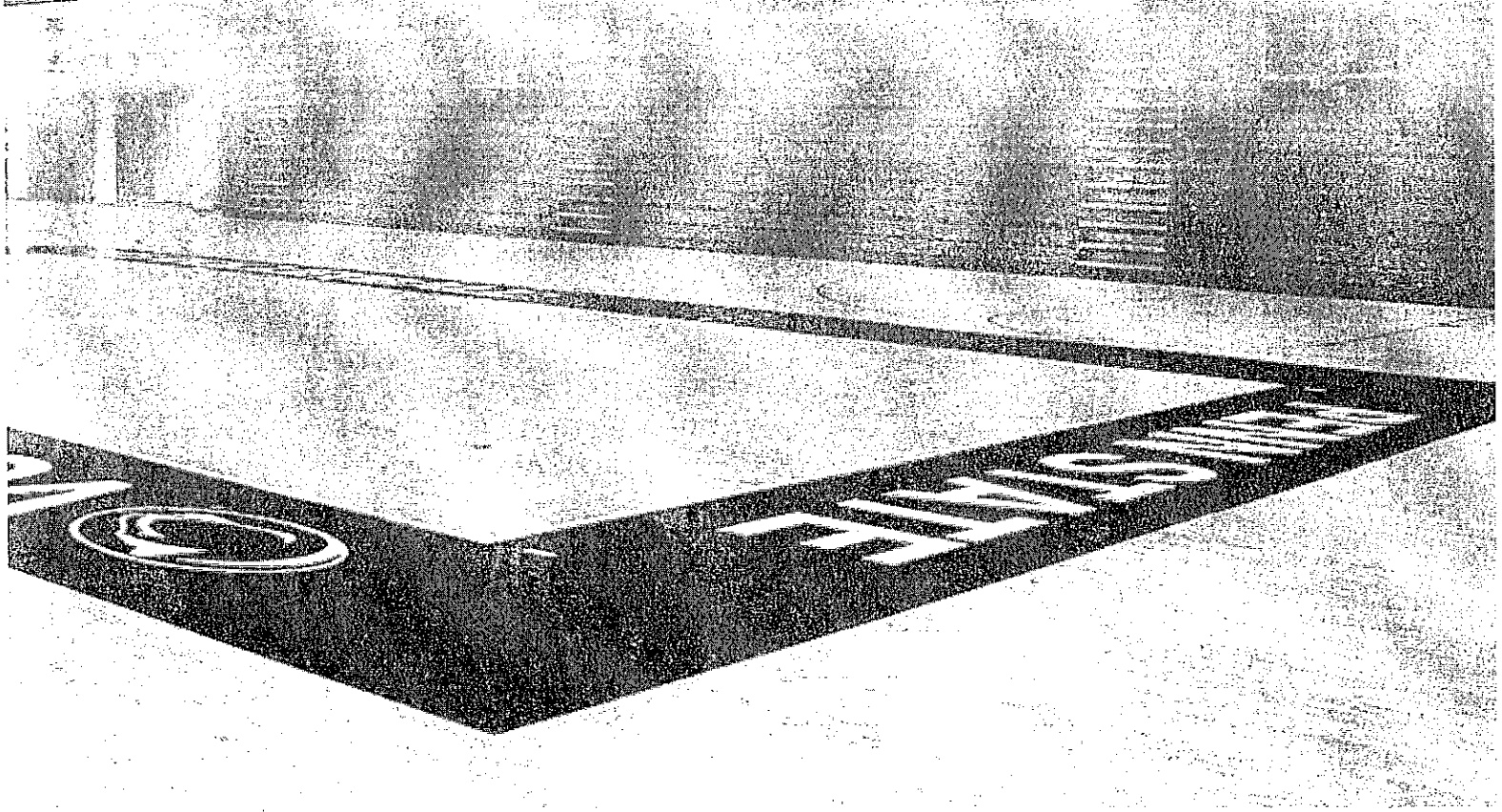
AACER

SPORTS FLOORING



ScissorLoc™

Aacer ScissorLoc's criss-cross solid wood sub floor creates a dimensionally stable system with excellent natural ventilation capabilities. The option of the PowerVent™ Airflow system adds a feature which will detect moisture and start drying the system with mechanical airflow.

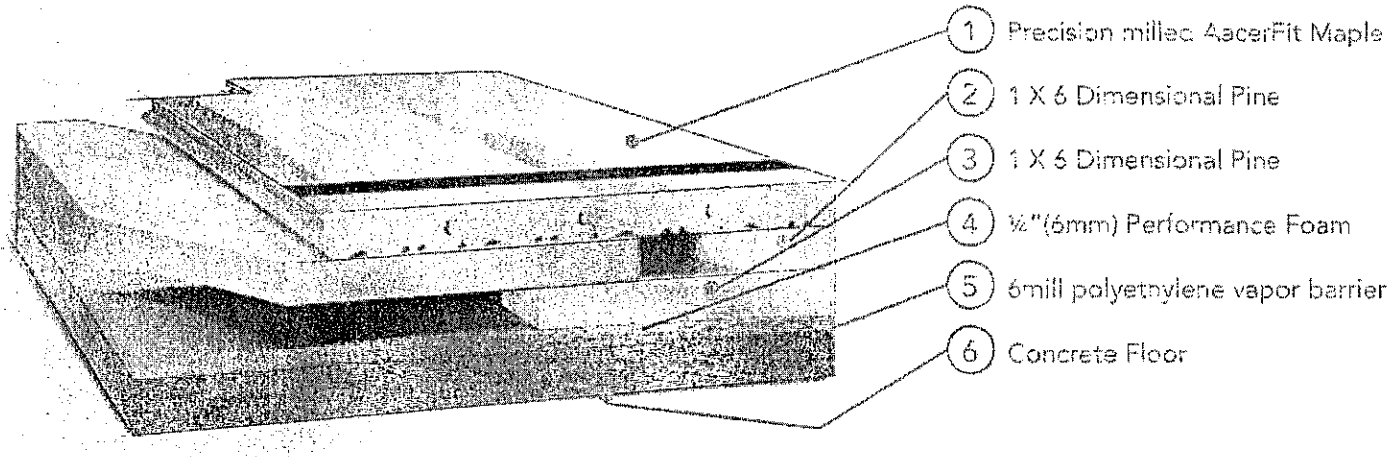


FLOATING

AACER
SPORTS FLOORING

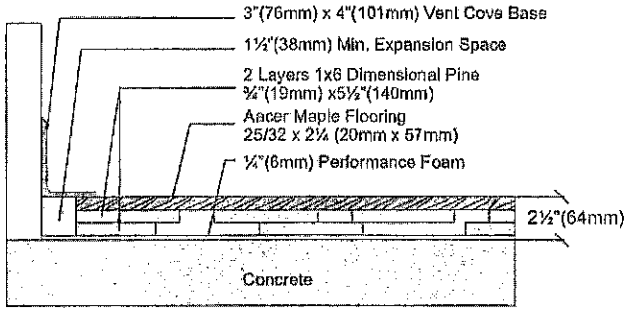
ScissorLoc™

Available are these ScissorLoc™ Floor Systems: I, II, III, DC and LP.

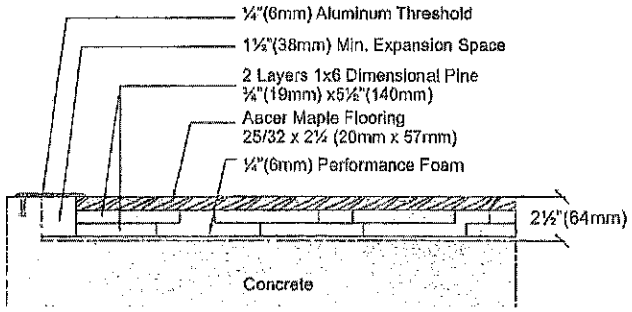


Certified	
Green Status LEED Contributors	FSC FSC Maple - MRc7 FSC SubFloor Components - MRc7 EQ - 4.2 Regional Materials MRc5.1 & 5.2
Optional Versions	I, II, III, DC, LP, Powervent™
Resilience	Performance Foam
Slab Depression	ScissorLoc™, I, II, D.C. 25/32" (20 mm) flooring - 2 ½" (64mm) 33/32" (26 mm) flooring - 2 ¾" (70mm) ScissorLoc™ LP 25/32" (20 mm) flooring - 2" (51mm) 33/32" (26 mm) flooring - 2 ¼" (57mm) ScissorLoc™ III 25/32" (20 mm) flooring - 3" (76mm) 33/32" (26 mm) flooring - 3 ¼" (83mm)
Retrofit	System maybe adjusted to fit any slab profile
Subfloor Construction	Solid Pine
System Type	Floating System
Testing Laboratory	
U.S. Patent#	#5,299,401
Warranty	Lifetime available

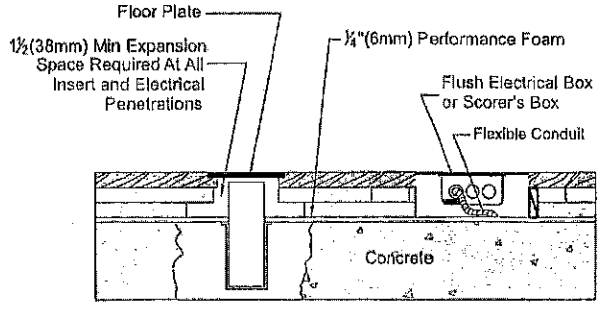
WALL BASE



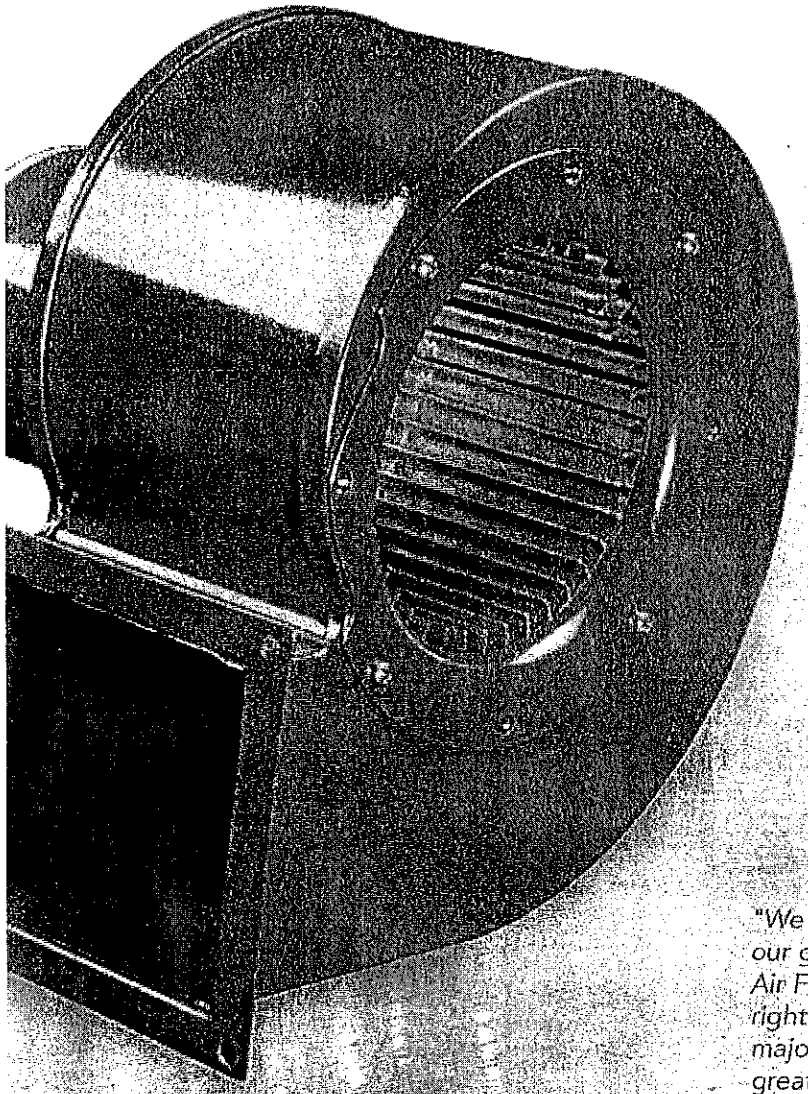
THRESHOLD



EQUIPMENT



AacerFlooring.com (877) 582-1181



AACER

SPORTS FLOORING

PowerVent™ Airflow System

Whether designing a new facility or concerned about moisture in an existing facility turn to Aacer's PowerVent™ Airflow system. The PowerVent™ Airflow system mechanically forces airflow through the floor system to help prevent or alleviate moisture issues.

"We were amazed that when 1,000 gallons of water flooded our gym floor from a broken sprinkler head, the PowerVent™ Air Flow system handled it beautifully. We were able to keep right on serving our members by using the facility without any major interruptions. The floor still looks and performs just great."

– Denise Day, Executive Director
Kennett Area YMCA, Kennett Square, PA

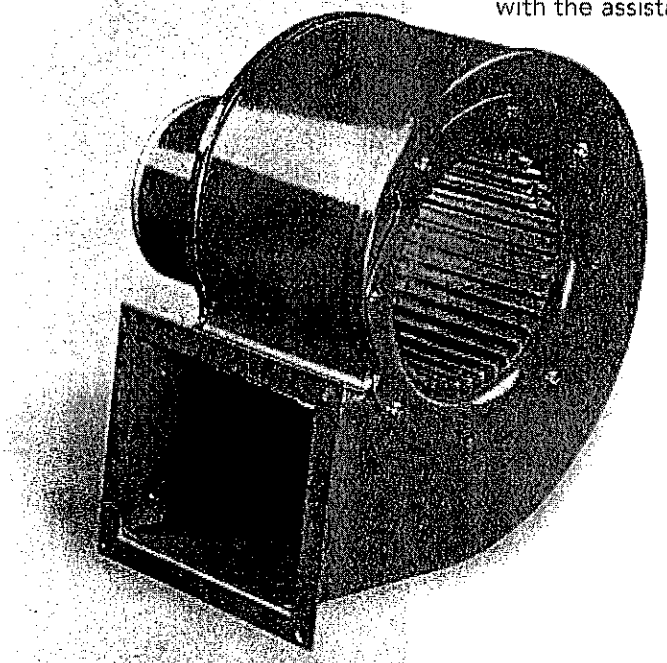
"The ScissorLoc™ system and humidistat controlled blowers certainly provide us with the necessary air flow to alleviate our concerns about a moisture problem."

– Robert Duncan - Superintendent
Reading Community Schools

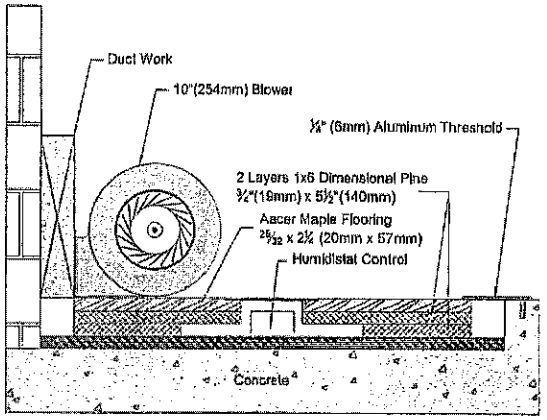
AACER
SPORTS FLOORING

PowerVent™ Airflow System

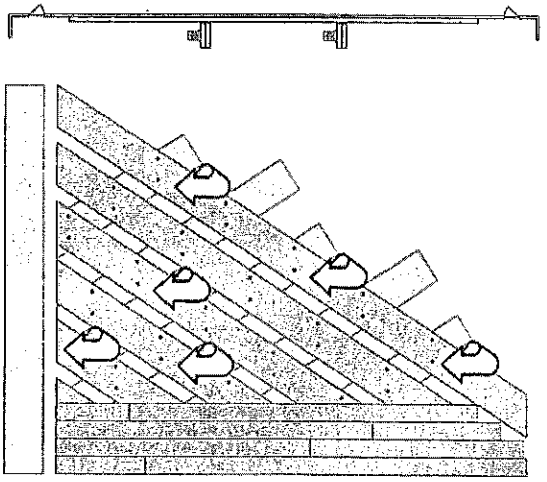
The Aacer PowerVent™ Airflow's patented design features an exclusive under floor detection system. Should the under floor humidistat detect moisture it will trigger fan units which will start circulating air through the floor system before it is noticeable to facility personnel. We have saved several floors from failure with the assistance of the PowerVent™ Airflow system.



WALL



OVERHEAD VIEW



Benefits

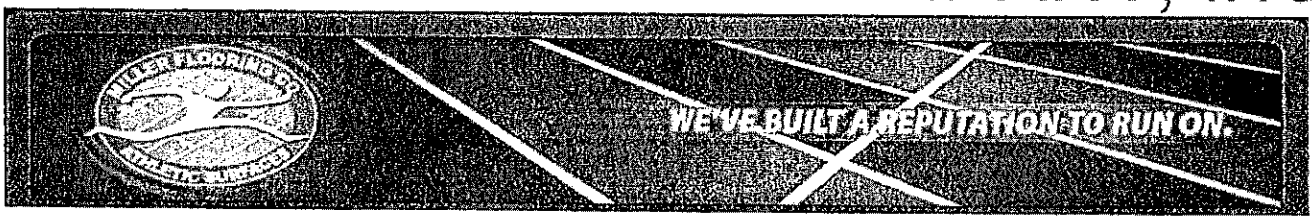
- Multiple blowers for full coverage
- Maintains stability and uniform performance
- Ideal for areas with moisture conditions
- Detects moisture before it is noticeable by school personnel and automatically initiates drying process
- Great add on for problem floors
- Can be expanded if adding on to gym
- 2 systems can be used in large field houses
- Potentially inhibits the growth of mold
- Automatic moisture detection system
- Starts drying floor system before facility personnel detect issues
- Can be fit to any floor system with airflow capabilities
- Allows air to flow to all layers of the floor system
- Allows drying of wet floors to proceed while play continues
- Ease of mind for owners of aging facilities
- Prevents costly shut downs

U.S. Patent #5,526,621

Moisture trapped between the concrete slab and the wood floor often causes the floor to excessively expand and contract. PowerVent™ Airflow's performance engineered subfloor provides a natural criss-cross air flow that significantly reduces problems associated with excess moisture. Most importantly, an Automatic Mechanical Air Flow device also helps to prevent moisture damage to the floor system. This automatic feature on the PowerVent™ Air Flow system is extremely beneficial and necessary during those times when no one is present to detect a moisture problem or catastrophe. Give your sports floor the ability to beat moisture. Specify the PowerVent™ Airflow system - the big winner in the battle against moisture.

AacerFlooring.com (877) 582-1181

MILLER FLOORING COMPANY, INC.



ATHLETIC SURFACES & GYMNASIUM FIXTURES

KEYSTONE PURCHASING NETWORK (KPN)

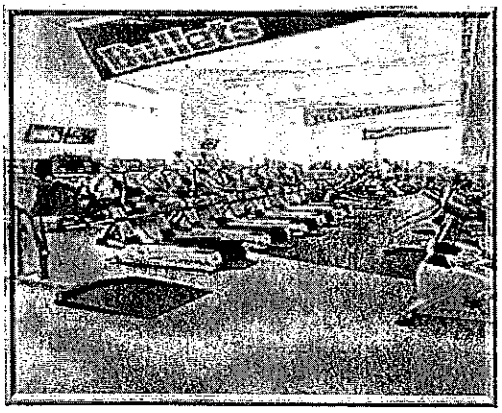
COOPERATIVE PURCHASING AGREEMENT

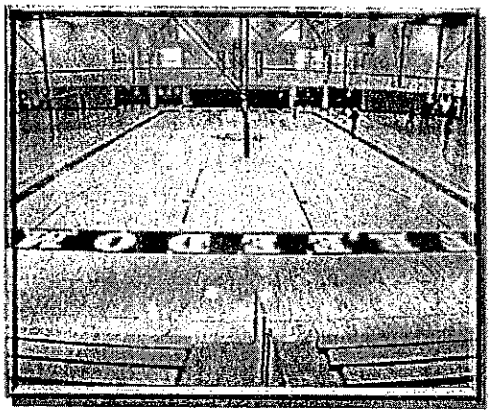
CONTRACT #KPN-A-201202-018 B & D

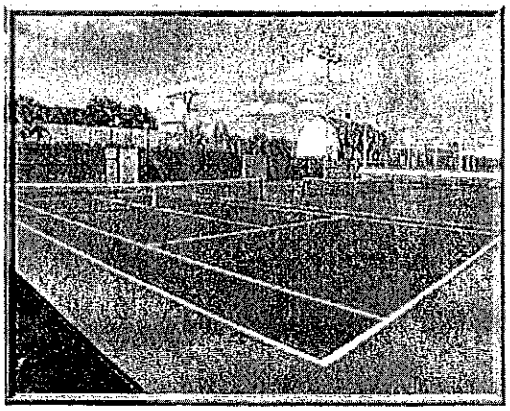
Miller Flooring Company holds the KPN Cooperative Purchasing Agreement for Indoor and Outdoor Athletic Surfacing and Gymnasium Equipment. Because this contract was bid and awarded on a national level, state agencies, educational institutions, non-profits and municipalities do not need to replicate the bidding process. There is NO FEE to join. Applications may be obtained online at *http:jjwww.theKPN.com* or e-mail: *info@theKPN.com*

The contract has many benefits; the most impressive benefit is pre-negotiated, direct pricing. The costly and time consuming bidding process is not needed, nor required. The cooperative purchasing agreement can be used for New Construction and Renovation projects. The owners Will no longer be required to award contracts to non-qualified companies because they are low bid.

SPORTS SURFACES:	Gyms-Running Tracks-Weight Rooms-Locker Rooms-Tennis Courts Multipurpose-Cardio Rooms
COMMERCIAL FLOORS:	Classrooms-Kitchens-Corridors-Antibacterial-Cafeteria-Epoxy
FLOOR MAINTENANCE:	Gym Sand & Refinish-Annual Coatings-Repair Work–Maintenance-Cleaning Products
GYM FIXTURES:	Backstops-Scoreboards-Bleachers-Grandstands-Wall Pads-Divider Curtains-Goal Posts-Volleyball Equipment- Sports Lighting-Gym Covers-Wrestling Mat Movers







Visit our Website: www.millerflooring.com

PA, NJ & DE- Bill Miller (610) 656-5173 * 827 Lincoln Avenue, West Chester, PA 19380
MD, VA & WV- Steve Brown (443) 910-2390 * 616 Hickory Overlook Drive, Bel Air, MD 21014

EHS ENVIRONMENTAL, INC.

411 SOUTHGATE COURT, SUITE E • MICKLETON, NJ • 08056
MAIN: 856-224-0080 • FAX: 856-224-0081

May 31, 2016

Mr. Scott Ihle
East Stroudsburg Area School District
Carl T. Secor Administration Building
50 Vine Street
East Stroudsburg, PA 18301
Phone: 570-424-8500 Ext. 10420
Cell: 570-656-4283
Email: scott-ihle@esasd.net

Re: Air Monitoring during Asbestos Removal in High School - South Gym

Dear Mr. Ihle:

At your request, EHS Environmental, Inc. (EHS) is pleased to submit the following proposal to provide the East Stroudsburg Area School District with air monitoring services during the removal of asbestos containing materials from the Gym located at the High School – South in East Stroudsburg, Pennsylvania.

EHS is an environmental consulting firm dedicated to cost effective and personalized services. Since 1988, we have performed numerous Phase I Environmental Site Assessments and buildings surveys to determine the presence and condition of asbestos containing materials, lead based paint, PCB's, radon, underground fuel storage tanks, and hazardous wastes. Further, once an environmental condition has been detected, EHS is capable of putting together bid documents and project specifications for remediation operations, conducting the pre-bid meetings, and performing air monitoring and project management during remediation operations.

EHS' personnel are accredited for airborne asbestos analysis by the American Industrial Hygiene Association allowing sample analysis on-site during an asbestos removal project. In addition, bulk asbestos sample analysis is performed in a National Voluntary Laboratory Accreditation Program (NVLAP) laboratory.

If you have any questions, or require additional information, please do not hesitate to contact me. We look forward to working with you and appreciate this opportunity.

Sincerely,

Jack F. Carney

EHS Environmental, Inc.

COST PROPOSAL

East Stroudsburg Area School District

June 9, 2016

EHS proposes to provide air monitoring services during the removal of specified asbestos containing materials at the Gym located at the High School – South in East Stroudsburg, Pennsylvania. It is estimated that this project will be completed within twelve (12) working days and an average of 12 air samples will be collected each day. Following removal operations, three sets of five (5) final air samples shall be collected and analyzed via Transmission Electron Microscopy (TEM) for compliance with the AHERA re-occupancy standard for projects where greater than 160 square feet or 260 linear feet of material is removed (5 samples for the main gym, 5 samples for the right side bleachers, and 5 samples for the left side bleachers). Based on these projections, the cost associated with air monitoring and analysis is $10,275.00.

As with all EHS projects, you will only be invoiced for the shifts worked and the samples analyzed. The following time and material prices are offered:

Asbestos Project Monitor/Inspector (includes 12 airborne samples analyzed via PCM) (12 shifts anticipated)	$750.00/8-hour shift
Asbestos Project Monitor/Inspector Weekend Shift (none anticipated)	$750.00/8-hour shift
Additional Airborne Sample Analysis via PCM (none anticipated)	$12.00/sample
Airborne Sample Analysis via TEM (15 anticipated)	$85.00/sample
Bulk Sample Analysis via PLM (none anticipated)	$16.00/Sample

Building surveys, specifications, bidding and contract documents are billed on a lump sum basis based on the size of the project. Not to exceed costs are available on any project.

The final report will be available within five days of the last sample date. Payment terms are net 30 days. Outstanding invoices are subject to interest at the rate of one and one half (1.5) percent per month. If this proposal is acceptable to you, please acknowledge by forwarding an engagement letter or purchase order or signing this proposal. Thank you for the opportunity.

_____ _____

ACCEPTED BY DATE

EHS Environmental, Inc.

ABATEMENT PROJECT MONITORING

EHS' on site airborne monitoring is designed to help ensure contractor compliance with federal, state, and local asbestos removal regulations and project specifications.

EHS' services will include:

1. EHS shall provide one Project Manager to oversee the abatement project for compliance with Federal, State, and Local regulations and project specifications.

   The Project Manager's responsibilities include:

   A. Attend the pre-construction meeting and progress meetings during the project, if necessary.
   B. Initiate sampling locations and procedures; ensure efficient scheduling, priority analysis, and compliance with project specifications.
   C. Review laboratory results of the air samples collected and make recommendations to reduce fiber levels, if necessary.
   D. Provide status reports detailing laboratory results and procedures implemented to reduce fiber levels, if necessary.

2. EHS shall provide one Asbestos Project Monitor/Inspector per eight (8) hour shift to conduct air monitoring services before, during, and after the abatement project.
3. The Asbestos Project Monitor/Inspector shall maintain daily inspection logs and reports of activities during the course of the asbestos removal operations.
4. Air samples, collected before and during abatement procedures, shall be analyzed by Phase Contrast Microscopy via NIOSH Method 7400.
5. Air samples, collected following abatement procedures, shall be analyzed via Transmission Electron Microscopy for compliance with the AHERA re-occupancy standard. EHS guarantees to maintain a 24 hour turnaround time on all airborne sample analysis.
6. On completion of the air sampling and analysis, EHS will prepare a final report detailing the day-to-day work activities and related tests which occurred during the abatement project.

Friedman ELECTRIC
Electrical Supply · Lighting · Telecom · Automation
www.friedmanelectric.com
FRIEDMAN ELECTRIC SUPPLY
20-26 N FIFTH ST
STROUDSBURG,PA 18360
570-424-5402 *Fax* 570-421-1978

scott.brush@friedmanelectric.com

Quotation

QUOTE DATE	QUOTE NUMBER
06/01/16	S025607870
PAGE NO.	
1 of 1	

QUOTE TO:
EAST STROUDSBURG AREA SCHOOL
50 VINE ST
E STROUDSBURG, PA 18301-2150
570-424-8500

SHIP TO:
EAST STROUDSBURG AREA SCHOOL
50 VINE ST
E STROUDSBURG, PA 18301-2150
570-424-8500

CUSTOMER NUMBER	CUSTOMER ORDER NUMBER	JOB NAME	QUOTED TO
125702	LED HIGH BAYS		

SALESPERSON	SHIP VIA	FREIGHT ALLOWED	EXPIRATION DATE
SCOTT BRUSH	XD-B31	No	11:59pm ET 05/31/16

ORDER QTY	UPC	DESCRIPTION	UNIT PRICE	U	EXT PRICE
63ea	01981328852	RAB RAIL95W HIGHBAY 20IN 95W 5000K LED 120-277V FROSTED LENS WH Nonstock Item May Not be Returnable	295.000	e	18585.00
126ea	78285680147	ERC SLK15L2 1.5MM SPD LINK&HOOK	485.000	c	611.10

TERMS & CONDITIONS

This order is subject to Company Terms and Conditions of Sale, which provisions shall govern in the event of any conflict with any Terms or Conditions of Purchaser's proposal, purchase order or other documents. All quotes/bids for Pipe and Wire are good for the date of the bid only. No extension of the pricing of these items is authorized by any employee of the Company without express written consent in the form of an official letter or signed acknowledgement of an Officer of the Company.

Subtotal	19196.10
S&H CHGS	0.00
Sales Tax	0.00
Amount Due	19196.10

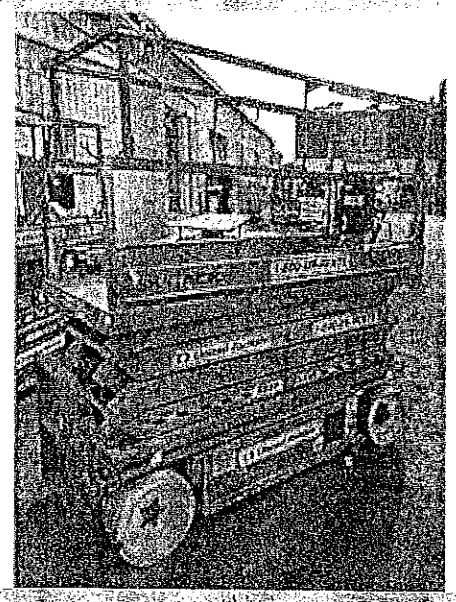
Quality used Equipment for sale

2008 SKYJACK 3226

Description:	SCISSOR LIFT 24-26' ELECTRIC 30-36"" WIDE
Meter:	206
Serial #:	27004138
Equipment #:	1055612
Price:	$7,300 (USD)
Comments:	need to get accurate freight quote

United Rentals (Store A00)
1005 WEST COLLEGE AVENUE
STATE COLLEGE, PA 16801
Mon-Fri: 7:00AM-5:00PM Sat: CLOSED Sun: CLOSED

Sales Contact:
brian gizenski
(570)760-4897
gizenskib@ur.com



United Rentals

Contractor's Application for Payment No. 01

	Application Period: May-16	Application Date:	5/31/2016
Owner: East Stroudsburg Area School District 50 Vine Street Esat Stroudsburg, PA 18301	Contractor: Bognet, Inc. PO Box 206 Hazleton, PA	Engineer	D'Huy Engineering, Inc. 1 East Broad St., Suite 310 Bethlehem, PA 18018
Project: High School S. Library Windows and roof replacement	Contract: General Trades Construction		
Owner's Contract No.:	Contractor's Project No.: C16-703	Engineer's Project No.:	28704

Application For Payment
Change Order Summary

Approved Change Orders

Number	Additions	Deductions
TOTALS		
NET CHANGE BY CHANGE ORDERS		

1. ORIGINAL CONTRACT PRICE	$	129,900.00
2. Net change by Change Orders	$	
3. Current Contract Price (Line 1 ± 2)	$	129,900.00
4. TOTAL COMPLETED AND STORED TO DATE (Column F on Progress Estimate)	$	4,600.00
5. RETAINAGE:		
a. 10% x $4,600.00 Work Completed	$	460.00
b. 10% x Stored Material	$	-
c. Total Retainage (Line 5a + Line 5b)	$	460.00
6. AMOUNT ELIGIBLE TO DATE (Line 4 - Line 5c)	$	4,140.00
7. LESS PREVIOUS PAYMENTS (Line 6 from prior Application)	$	-
8. AMOUNT DUE THIS APPLICATION	$	4,140.00
9. BALANCE TO FINISH, PLUS RETAINAGE (Column G on Progress Estimate + Line 5 above)	$	125,760.00

Contractor's Certification

The undersigned Contractor certifies that to the best of its knowledge: (1) all previous progress payments received from Owner on account of Work done under the Contract have been applied on account to discharge Contractor's legitimate obligations incurred in connection with Work covered by prior Applications for Payment; (2) title of all Work, materials and equipment incorporated in said Work or otherwise listed in or covered by this Application for Payment will pass to Owner at time of payment free and clear of all Liens, security interests and encumbrances (except such as are covered by a Bond acceptable to Owner indemnifying Owner against any such Liens, security interest or encumbrances); and (3) all Work covered by this Application for Payment is in accordance with the Contract Documents and is not defective.

By: James D. Bognet Date: 6/1/16

Notarial Seal

COMMONWEALTH OF PENNSYLVANIA
NOTARIAL SEAL
Maria Matsago, Notary Public
Hazle Twp, Luzerne County
My commission expires December 04, 2018

Subscribed to and Sworn to before me this 1st Day of June 20 16

Notary Public: Maria Matsago My Commission Expires: 12/4/18

Payment of: $4,140.00
(Line 8 or other - attach explanation of the other amount)

is recommended by: Josh Grice, PE, CEM, CES, CCCA 6/2/16 (Date)

Payment of: _____
(Line 8 or other - attach explanation of the other amount)

is approved by: Jeffery Bader, ESASD _____ (Date)

Progress Estimate - Lump Sum Work

Contractor's Application 01

For (Contract):	High School S. Library Windows and roof replacement	Application Date:	5/31/2016
Application Period:	May-16		

			Work Completed		B	F		G
A		B	C	D				
Specification Section No.	Description	Scheduled Value ($)	From Previous Application (C+D)	This Period	Materials Presently Stored (not in C or D)	Total Completed and Stored to Date (C + D + B)	% (F / B)	Balance to Finish (B - F)
	Bond	$1,600.00		$1,600.00		$1,600.00	100.0%	
	Submittals	$2,000.00		$2,000.00		$2,000.00	100.0%	
	Rough carpentry	$2,000.00						$2,000.00
	Finish Carpentry	$1,600.00						$1,600.00
	EDPM Roofing	$14,680.00						$14,680.00
	Aluminum Windows & Recaulk existing windows	$94,580.00		$1,000.00		$1,000.00	1.1%	$93,580.00
	Drywall	$2,000.00						$2,000.00
	Spackle	$2,000.00						$2,000.00
	Rood drain	$300.00						$300.00
	Closeout	$500.00						$500.00
	Material Allowanse #1 - 40 hours glazier	$4,070.00						$4,070.00
	Material Allowance #2 - 40 hours roofer	$4,070.00						$4,070.00
	Material Allowance #3 - 100 sf- replace gyp wallboard	$500.00						$500.00
	Totals (current page)	$129,900.00		$4,600.00		$4,600.00	3.5%	$125,300.00