

Smart Schools Investment Plan - CCSDDRAFT1

SSIP Overview

Page Last Modified: 07/21/2016

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

Richard Hernandez

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

845-639-6489

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

rhernandez@ccsd.edu

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

First submission

3. All New York State public school districts are required to complete and submit a District Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include investments in high-speed broadband or wireless connectivity and/or learning technology equipment or facilities as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

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

- District Educational Technology Plan Submitted to SED and Approved

4. Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.

By checking the boxes below, you are certifying that you have engaged with those required stakeholders. Each box must be checked prior to submitting your Smart Schools Investment Plan.

- Parents
 Teachers
 Students
 Community members

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

- Yes
 No
 N/A

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

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

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- 5a. Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website. Note that this should be different than your recently submitted Educational Technology Survey. The Final SSIP, as approved by the School Board, should also be posted on the website and remain there during the course of the projects contained therein.

ccsd-preliminary-smart-schools-investment-plan_121815.pdf

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

10,178

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

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

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

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

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

(No Response)

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

\$2,806,902

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

	Sub-Allocations
School Connectivity	2,583,275
Connectivity Projects for Communities	0
Classroom Technology	223,627
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	2,806,902.00

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School Connectivity

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

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

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

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

Currently Clarkstown Central School District supports a technology network of approx 10,000 users. As established by the SSBA Guidance, and as a precondition to utilizing the SSBA funds, the district has now upgraded and expanded its current Internet Bandwidth to 1GB Plus to meet this standard. In addition to the increased Internet Bandwidth, the district plans to upgrade core switch network infrastructure across all CCSD schools currently connecting at 1GB to 10 GB connectivity, and Wireless Access Point upgrades to the latest standards to every classroom, instructional areas, and other areas across the district.

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

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

2. Connectivity Speed Calculator (Required)

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	8,368	836,800	836.8	1000	1500	currently meet

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

• Upgrade CCSD Network/Access Connections

Expand network Infrastructure to all CCSD school buildings, upgrade to 10 Gigabit switches, 10 Gigabit fiber uplinks between sites, server refresh, and upgraded UPS modules, along with network management and environmental monitoring for these new devices. This is designed to increase internet and network speeds between CCSD schools from 1 Gigabit to 10 Gigabit capacities.

• Upgrade and Expand CCSD School Internal Connections and Components

Currently CCSD has a Wireless Network present at all schools and Cisco Meraki Wireless Access Points in every other classroom. We will be upgrading all current access points to the latest IEEE 802.11 standards, and expanding Cisco Meraki wireless components for all school buildings to include: Access Points (WAPS) for every classroom, instructional areas, and other areas in the district.

• Refresh Uninterrupted Power Supply

CCSD plans to refresh all UPS modules in each of the main wiring closets for all schools to support the new investment in technology to support instruction at each building.

• Add instructional devices for classroom technology

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

The district has focused on two major goals in terms of using digital connectivity and technology to improve teaching and learning. First, the district plans to improve technological literacy which will provide the skills necessary for both students and staff to utilize technology as a tool for creative expression, research, problem-solving, and higher order thinking skills. Second, the district will integrate technology, as a tool, to enhance teaching and learning in support of the curriculum. Teachers will have the ability to collaborate about curricular decisions with other teachers in designing, implementing and assessing technology infused lessons and units of study to the curricular goals, district goals, and state standards.

In order to meet these goals, the updates to the infrastructure proposed in this plan will be needed.

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

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

Clarkstown Central School District computer network currently supports approx 10,000 network users. With the growing demand of wireless devices and BYOD, Clarkstown has now upgraded and expanded its current Internet Bandwidth to 1GB. CCSD currently has a Wireless Network at all schools and Cisco Meraki Wireless Access Points in every other classroom. With the SSBA Act, CCSD will be upgrading/refresh all current access points to the latest IEEE 802.11 standards, and expanding Cisco Meraki wireless components at all schools to include: Access Points (WAPS) for every classroom, instructional areas, and other areas in the district.

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

Project Number
50-01-01-06-7-999-009

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

Was your project deemed eligible for streamlined review?

No

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

Name	License Number
Tom Ritzenthaler	23344

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

	Sub-Allocation
Network/Access Costs	2,034,600
Outside Plant Costs	(No Response)
School Internal Connections and Components	540,175
Professional Services	8,500
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	2,583,275.00

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

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Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Network/Access Costs	Cisco Catalyst 6880-X Chasis Bundle	8	19,722	157,776
Network/Access Costs	Cisco Catalyst 3850 Switch Bundle	25	9,009	225,225
Network/Access Costs	Cisco Catalyst 3650 Switch Bundle	75	5,886	441,450
Network/Access Costs	UPS APC Symmetra	21	14,934	313,614
Network/Access Costs	Dell PowerEdge Servers	6	21,535	129,210
Network/Access Costs	Meraki Access Points	787	975	767,325
Connections/Components	Cisco Switch Installation and Configuration Setup Services	674	250	168,500
Connections/Components	Cisco 10GBase SFP Modules parts	215	895	192,425
Connections/Components	Meraki Wireless Installation Configuration and Setup Services	717	250	179,250
Professional Services	UPS Start-Up Services	1	8,500	8,500

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Community Connectivity (Broadband and Wireless)

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

(No Response)

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

(No Response)

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

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

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

(No Response)

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

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

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

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

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

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

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

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

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

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

Clarkstown Central School District has upgraded its current Internet Bandwidth to 1GB through Optimum Lightpath that meets the Federal Communications Commission minimum speed standard of 100MB per 1,000 Students. Clarkstown currently has 8368 students

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

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

2. Connectivity Speed Calculator (Required)

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	8,368	836,800	836.8	1000	1500	currently meet

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

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

Clarkstown Central School District computer network currently supports approx 10,000 network users. With the growing demand of wireless devices and BYOD, Clarkstown has now upgraded and expanded its current Internet Bandwidth to 1GB. CCSD currently has a Wireless Network at all schools and Cisco Meraki Wireless Access Points in every other classroom. With the SSBA Act, CCSD will be upgrading/refresh all current access points to the latest IEEE 802.11 standards, and expanding Cisco Meraki wireless components at all schools to include: Access Points (WAPS) for every classroom, instructional areas, and other areas in the district.

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

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

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

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

CLARKSTOWN CSD has adopted Google Apps for Education as the platform to deliver rich content in the classroom using devices such as Dell Model Chromebooks and Dell Latitude Series Laptops to provide for a unique opportunity for systems integration and access to multiple opportunities for teachers to find meaningful Professional Development and Active Learning in the Classroom for students. The CCSD will align the use of these devices with curriculum and content already determined by instructional goals and in alignment with our Instructional Technology Plan approved by NYSED.

An electrical design, performed by the architect of record, will be submitted to SED for approval of increased new devices. Currently all existing Laptops and Chromebooks are powered and stored in Charging Carts that are connected to a dedicated circuit to meet electrical demands. All additional Electrical Outlets and Circuits are pre-budgeted using district budget codes and installed by certified electricians prior to the purchase and installation of New Devices. All CCSD wiring closets are equipped with UPS running on dedicated circuits to provide adequate power for all Core Switches. All Access Points are powered via PoE (Power over Ethernet) running back to the main closet on PoE switches.

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

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

> enhance differentiated instruction;

Our proposed technology purchases align and facilitate our district meeting its primary goal listed in our technology plan, which is to integrate technology, as a tool, to enhance teaching and learning in support of the curriculum. The addition of devices into our classrooms in grades K-12 gives more access to students. This increased access allows teachers to expand their use of instructional software and other tools that promote increased differentiation within the classroom.

> expand student learning inside and outside the classroom;

Our proposed technology purchases align and facilitate our district meeting its primary goal listed in our technology plan, which is to integrate technology, as a tool, to enhance teaching and learning in support of the curriculum. Increased devices in classrooms in grades K-12 allows for increased use of technology tools and software that can expand on the resources utilized to meet curricular goals, allowing for more data that can drive instructional decision making, and can shift classrooms to a more student centered instructional model. In addition, the proposed technology purposes allows for an increase of devices, which could help the district meet the goal of providing loaner devices to students in need.

> benefit students with disabilities and English language learners; and

Our proposed technology purchases align and facilitate our district meeting its primary goal listed in our technology plan, which is to integrate technology, as a tool, to enhance teaching and learning in support of the curriculum. An increase in devices allows teachers of students with disabilities and ELLs to utilize technology resources and software that are backed by research to promote academic growth in struggling learners.

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

Our proposed technology purchases align and facilitate our district meeting its primary goal listed in our technology plan, which is to integrate technology, as a tool, to enhance teaching and learning in support of the curriculum. An increase in devices for our students not only allows us to enhance teaching and learning, but close the learning gaps identified by the various stake-holding groups in the district. These gaps include the need for more differentiation and providing a more student-centered classroom, both of which can be supported by increasing the the devices available for teachers and students.

Some of the devices purchased using these funds are intended to benefit students with disabilities. One way to do this is utilizing software and applications that can differentiate instruction and provide support for these students. As a district, we have reviewed software and applications and determined which are most beneficial to meeting CCSS and assisting in meeting IEP goals. Please see chart below

Software/Apps for Students with Disabilities by CCSS/IEP Goal			
Study Skills			
	Pros	CCSS	IEP
Popplet	Can be saved and opened on a Popplet account on any computer		1.29, 1.33
Inspiration	Includes 36 templates		1.29, 1.33
Evernote/Swiftkey	Can be saved and opened on a		1.51, 1.52, 1.55

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	Popplet account on any device		
Swiftkey	Is an app that gives iPad predicted words as they are typed in. Similar to Andriod		
Notability	Note taking app with recording capability, color coding, text or handwriting		1.19, 1.51, 1.52, 1.55
Reading			
	Pros	CCSS	IEP
Reading Camp	Data Collection Cheaper than Raz-kids	RI.2.1	
QuestionIT	Data Collection Reciprocal Conversation		2.51
Raz-Kids	Data Collection Expressive Language Auditory Processing Comprehension Fluency	RL.K.1,RF.1.4,RI.1.1, .RI.1.10	2.51 5.32
Writing			
	Pros	CCSS	IEP
Rainbow Sentences	Data Collection, 3 Levels,	RF.1.1.A	3.8, 3.9, 3.16
Write About	Audio Component	W.1.1,W.1.2, W.2.1,W.2.3, W.3. W.3.4	3.35, 3.40
Educreations	Allows for students to write and record thought process		
Book Creator	Books can be exported to iTunes Books	W.1.1,W.1.2, W.2.1,W.2.3, W.3. W.3.4	3.26, 3.27, 3.42
Pixie/ Wixie	Create and Narrate stories	W.1.1,W.1.2, W.2.1,W.2.3, W.3. W.3.4	
Spelling			
	Pros	CCSS	IEP
SpellBoard	Differentiated Instruction, Create own spelling lists, Load Free Dolch Pre 1- Three for free, Data Tracking	RF.1.3.G, RF.2.3.F,RF.3.3.D,	3.5
Endless Alphabet	Letter sounds change contextually, however you have no control over the vocabulary. Great videos define every word		2.2
Spellyfish	There are "Short A" and "Short I"	CCSS Aligned for Kindergarten	

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	versions		
Mathematics			
	Pros	CCSS	IEP
Splash Math K-5	Track Data	Aligned to CCSS by grade	Meets all Math areas of IEP, based on grade level and need
Dreambox	Track Data, Parents can access progress	Aligned to CCSS by grade	
Jungle Coins	Track Data	2.MD.C.8	4.242, 8.148, 8.152
Jungle Fractions	Track Data		4.95, 4.97,
Jungle Time	Track Data	1.MD.B.3,2.MD.C.7	4.242, 8.131,8.133,8.134,8.135,8.137,8.139
Jungle Geometry	Track Data	2.MD.B.5,2.G.A.1	4.192, 4.215
Speech & Language			
	Pros	CCSS	IEP
Articulation Pro	Track Data		5.36, 5.41
Fun With Directions	Track Data		2.6,2.9,5.73, 5.74
AVAZ	AAC- Tracks Data- designed for non-communicative autistic children		5.1145.118,5.119.5.121
Social Emotional			
	Pros	CCSS	IEP
Pictello	Individualize- allows for self expression through video, pictures and narration. Is perfect for kids on the autistic spectrum		5.102,5.103
Social Express	Individualize- helps students identify emotional dynamics of a situation and determine appropriate responses		5.100, 6.30
Occupational Therapy			
	Pros	CCSS	IEP

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Bugs and Buttons	18 Critical Thinking Games, Fine Motor Skills		8.55, 8.87
Dexteria	Fine Motor Skills	L.K.1.A, L.1.1.A	8.87,8.114
Dexteria Jr.	Fine Motor Skills	L.K.1.A, L.1.1.A	8.87,8.114

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

The execution of the Smart Schools Investment Plan will provide a great opportunity for using state of the art connectivity to enable rich content in the classroom and improve communication with parents and stakeholders incorporating them to the learning process. CCSD will pursue partnerships with other schools and libraries to provide with distance learning opportunities for students in the 21st century classroom.

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

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

As technology becomes more widely available and continues to change, there is a compelling need to provide on-going professional development to support educational reform goals, New York State standards to model collaborative inquiry-based learning and to guide staff toward incorporating the global infrastructure in instruction and productivity.

The Clarkstown Central School District is dedicated to providing students with the technological skills to become productive members of an ever changing global society. In order to meet this goal, we must provide our District's staff with the skills necessary to implement best practices into their classroom. As a result, our overarching goal for professional development is:

"To continue to provide professional development to facilitate the use of technology as an integral tool to enhance teaching and learning."

Technology Professional Development Goals below are from the 2015-2018 District Technology Plan.

In order to achieve this goal, the district will focus on the following:

- Continue using the District's 2 Technology Learning Facilitators as the primary source of on-going and on-demand professional development for teachers, administrators, and support staff.
- Lead teachers will have opportunities to attend external conferences to learn new strategies that utilize technology to engage students.
- Teachers will also have opportunities to share "best practices" during internal professional development time.

In preparation for the increase of devices in our district, our technology facilitators are offering workshops on a variety of topics. These offerings, as well as additional offerings will be available to teachers over the next few years. This chart shows current and future PD offerings.

Technology PD Workshops 2016

Getting Started with Google Docs and Drive (4 Hours Total)

This serves as an introduction to Google Drive and Docs. This session is for all staff looking for support with the basics of the Google Drive and Docs including: accessing Google Drive, creating a folder (organizing your drive), importing files into Google Drive, creating a document, presentation (Slides), or spreadsheet, naming a file, and sharing a file. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Google Forms/Sheets (4 Hours Total)

During this workshop, participants will explore the various features and practical classroom use of Google Forms. This session is for all staff looking for support with Google Forms including: planning events, making a survey or poll, giving students a quiz, or collecting other information in an easy, streamlined. Google Forms can be connected to spreadsheets in Google Sheets. If a spreadsheet is linked to the form, responses will automatically be sent to the spreadsheet. Otherwise, users can view them on the "Summary of Responses" page accessible from the Responses menu. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Google Classroom (4 Hours Total)

During this workshop, participants will explore the various features and practical classroom use of Google Classroom. This session is for all staff looking for support with Classroom which was designed hand-in-hand with teachers to help them save time, keep classes organized, and improve communication with students. Participants will learn how to create and organize assignments quickly, provide feedback efficiently, and easily communicate with your students. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Google Sites (4 Hours Total)

During this workshop, participants will explore the various features and practical classroom use of Google Sites. This session is for all staff looking for support with Google Sites including: creating pages, adding file attachments, information from other Google applications (like Google Docs, Google Calendar, YouTube and Picasa), editing pages, collaborative site work and publishing your site. Google Sites is also a great tool for creating a strong home-school connection. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Ensemble Video (4 Hours Total)

This workshop is for all staff. Ensemble Video is a video management and delivery tool that can accelerate learning, facilitate communications, and increase productivity. Ensemble Video will provide the host site for blended or flipped learning opportunities. Come learn how this very powerful

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tool can be used to enhance teaching and learning. Participants will establish their Ensemble Video accounts, learn how the system works as they produce their first products, and host them on the server. In addition to Ensemble Video, participants will learn to use various tools such as: flip cams, screencasting tools, PowToons, and others. Bring your Smartphone, tablet, and/or iPad if you have one available (not required). COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Coding (4 Hours Total)

This workshop is for all staff who wants to learn how to code and how to implement coding into daily learning. Participants will experience code.org as well as have the opportunity to explore different coding programs to extend learning. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Tech Tools / Software (4 Hours Total)

During this workshop, participants will explore the various technology tools and software available to enhance their curriculum. We will discuss and observe tech tools and areas in which they could be utilized. The session participants will also work with Web 2.0 tools and identify tools which naturally fit into the taught curriculum. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Ensemble Video (4 Hours Total)

This workshop is for all staff. Ensemble Video is a video management and delivery tool that can accelerate learning, facilitate communications, and increase productivity. Ensemble Video will provide the host site for blended or flipped learning opportunities. Come learn how this very powerful tool can be used to enhance teaching and learning. Participants will establish their Ensemble Video accounts, learn how the system works as they produce their first products, and host them on the server. In addition to Ensemble Video, participants will learn to use various tools such as: flip cams, screencasting tools, PowToons, and others. Bring your Smartphone, tablet, and/or iPad if you have one available (not required). COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

iPads (4 Hours Total)

This is a workshop for iPad users. During the session participants will learn how to use the iPads, adapt the accessibility for special needs and ENL students, set restrictions and basic tips and tricks of using iPads with students. Participants must bring an iPad with them to this session. If you do not have one, please contact the workshop instructors. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Working with Wixie (4 Hours Total)

This workshop is for staff in grades K-2. Wixie is an online publishing and creativity platform that lets students share what they know through their writing, their voice, and their art. Publishing with technology encourages critical thinking, creativity, and communication skills, appealing to students with a variety of learning styles. Learn to manage assignments, track student progress toward curriculum goals, and assess student work using customizable rubrics. Through digital literacy creation teachers and students can communicate and collaborate on projects. This workshop will cover the basics as well as dive into the next steps of using Wixie in your classroom. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Google Classroom (4 Hours Total)

During this workshop, participants will explore the various features and practical classroom use of Google Classroom. This session is for all staff looking for support with Classroom which was designed hand-in-hand with teachers to help them save time, keep classes organized, and improve communication with students. Participants will learn how to create and organize assignments quickly, provide feedback efficiently, and easily communicate with your students. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

Tech Integration Workshop (4 Hours Total)

During this workshop, participants will use the various technology tools available to build capacity to incorporate technology into their classrooms. The emphasis will be on selecting the appropriate tools to support the existing curriculum and enhance student learning. The newly developed Curriculum Integration Maps will be used as a guide. Participants may build lessons, units, or develop other integration methods. The learning facilitators will be available to guide and assist the participants as they work individually or in groups. COURSE WILL NOT RUN WITH LESS THAN 10 PARTICIPANTS.

See Professional Development details

<https://docs.google.com/spreadsheets/d/1ASuwShTuEx-lytSn6ryPl--9HKy8kkGnNYePS7IO7Xo/edit#gid=0>

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Classroom Learning Technology

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9. Districts must contact the SUNY/CUNY teacher preparation program that supplies the largest number of the district's new teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.

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

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

(No Response)

- 9b. Enter the primary Institution phone number.

(No Response)

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

(No Response)

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

Are there nonpublic schools within your school district?

- Yes
 No

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

The Clarkstown Central School District will provide a Technology Loan Program consistent with the Smart Schools Bond Act Implementation language indicated in the NYSED Guidance. The Clarkstown CSD will loan upon request from Non Public Schools in our geographical area any classroom technology purchased by the district with Smart Schools Bond Act funding. The CCSD will retain ownership of the devices and responsibility for maintenance and repair.
The request for loaning of technology under SSBA Program will be received at the CCSD from June 1 to June 30 or every school year until the devices are end-of-life or disposed according to standard practices of the district and in alignment with state regulations.
Specific model devices on request, and available to the nonpublic schools include the latest Dell Latitude Series Model Laptop (at the time of purchase), as well as latest Dell Chromebook Series Model Chromebook (at the time of purchase)

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

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

11. Nonpublic Classroom Technology Loan Calculator

The Smart Schools Bond Act provides that any Classroom Learning Technology purchases made using Smart Schools funds shall be lent, upon request, to nonpublic schools in the district. However, no school district shall be required to loan technology in amounts greater than the total obtained and spent on technology pursuant to the Smart Schools Bond Act and the value of such loan may not exceed the total of \$250 multiplied by the nonpublic school enrollment in the base year at the time of enactment.

See:

http://www.p12.nysed.gov/mgtserv/smart_schools/docs/Smart_Schools_Bond_Act_Guidance_04.27.15_Final.pdf.

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	1. Classroom Technology Sub-allocation	2. Public Enrollment (2014-15)	3. Nonpublic Enrollment (2014-15)	4. Sum of Public and Nonpublic Enrollment	5. Total Per Pupil Sub-allocation	6. Total Nonpublic Loan Amount
Calculated Nonpublic Loan Amount	223,627	8,368	822	9,190	24	19,728

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

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

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

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

14. If you are submitting an allocation for Classroom Learning Technology complete this table. Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Interactive Whiteboards	(No Response)
Computer Servers	(No Response)
Desktop Computers	(No Response)
Laptop Computers	223,410
Tablet Computers	(No Response)
Other Costs	217
Totals:	223,627.00

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

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Classroom Learning Technology

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Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Laptop Computers	Dell Latitude Laptop	200	705	141,000
Laptop Computers	Dell Chromebook	273	230	62,790
Laptop Computers	Non Public Dell Latitude Laptop	20	705	14,100
Laptop Computers	Non Public Dell Chromebook	24	230	5,520
Other Costs	Non Public loan amount non allocated	1	108	108
Other Costs	chromebooks/laptops accessories	1	109	109

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Pre-Kindergarten Classrooms

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

(No Response)

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

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

(No Response)

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

(No Response)

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

Project Number
(No Response)

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

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

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

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

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Replace Transportable Classrooms

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

(No Response)

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

Project Number
(No Response)

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

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

(No Response)

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

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

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

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

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High-Tech Security Features

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

(No Response)

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

Project Number
(No Response)

3. Was your project deemed eligible for streamlined Review?

- Yes
 No

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

Name	License Number
(No Response)	(No Response)

5. If you have made an allocation for High-Tech Security Features, complete this table.

Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

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

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

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

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Report
