

Smart Schools Investment Plan - 2016-17 Version (Original) - Montauk Smart Schools

SSIP Overview

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

Brigid Collins

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

631-668-2474

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

bcollins@montaukschool.org

2. Please indicate below whether this is the first submission, a new or supplemental submission or an amended submission of an approved 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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SSIP Overview

- 5a. Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website, along with any supporting materials. 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.

Smart Schools Bond Act.pdf

- 5b. Enter the webpage address where the final Smart Schools Investment Plan is posted. The Plan should remain posted for the life of the included projects.

http://www.montaukschool.org/files/_gPBNn_/dc8699c0f285e9ee3745a49013852ec4/Smart_Schools_Plan_MPS.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.

350

- 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:

\$89,032

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

	Sub-Allocations
School Connectivity	0
Connectivity Projects for Communities	0
Classroom Technology	89,032
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	89,032

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School Connectivity

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

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

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

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

(No Response)

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

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

2. Connectivity Speed Calculator (Required)

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

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

(No Response)

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

(No Response)

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

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

(No Response)

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

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School Connectivity

of all capital projects, including connectivity projects.

Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

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

Was your project deemed eligible for streamlined review?

(No Response)

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

Name	License Number
(No Response)	(No Response)

9. If you are submitting an allocation for School Connectivity complete this table.

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

	Sub-Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
School Internal Connections and Components	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	0

10. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be eligible for tax-exempt financing to be reimbursed through the SSBA. Sufficient detail must be provided so that we can verify this is the case. If you have any questions, please contact us directly through smartschools@nysed.gov.
NOTE: Wireless Access Points should be included in this category, not under Classroom Educational Technology, except those that will be loaned/purchased for nonpublic schools.
 Add rows under each sub-category for additional items, as needed.

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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Community Connectivity (Broadband and Wireless)

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:	0

7. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov.

Add rows under each sub-category for additional items, as needed.

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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Classroom Learning Technology

- 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:

- Specifically codified in a service contract with a provider, and
- 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.

Our district already meets this standard via our high speed cable connection through Cablevision.

- 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	300	300,000	30	100	(No Response)	(No Response)

- 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.

Montauk Union Free School District has fully integrated wireless network with centrally controlled access points which cover entire building. AP controller and network filtering and firewall system segregates all high and low bandwidth users for effective network traffic. HP equipment we use is scalable to meet any need.

- 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.

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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.**

We plan to use funds to speed up our current technology initiative and to add/update equipment to those classrooms with outdated systems, as well as to provide new and upgraded computing devices to enhance current classroom practice. No additional electrical work will be needed. We are ordering the iPad Pro model for use in younger grades and science classrooms, as well as ordering Google Chrome Books for our middle level students. We plan to add several iMacs, along with supporting equipment to bolster our curriculum in regard to technology use building wide. We have met with many different stake holders and have had a wonderful experience planning and discussing how we hope to enhance our curriculum with new devices. We met with an Apple Educator and read the book *Start with Why*. We have understood from the start of our process that we are not just looking to bring in new technology for technology's sake....but rather, to truly grow and develop our students curriculum opportunities. The Technology Committee, the Curriculum Committee, and the Site-Based Planning Committee went through a selection process that was very inclusive and invited input regarding needs and wants around technology in our school district. The process was democratic and fair, and we believe the selections meet with the goal we had for making sure each device desired is tied to and embedded directly in curriculum initiatives. More specifically, we chose to request funding for Chromebooks, iMacs, Mac Minis, Apogee Microphones, iPads and Camcorders. We chose to request Chromebooks as we would like to have a one-to-one initiative at the middle level with seventh and eighth grade students. We are a pre-k to grade 8 school district. Upon 8th grade graduation, our students feed in to East Hampton High School on a tuition basis, along with students from Amagansett School, Springs School, and the East Hampton Middle School. At the high school level, all of our students will receive a Chromebook upon entering. Students from the other feeder school districts already have experience using Chromebooks. We believe it's important that our Montauk School students are not the only children entering the high school without prior experience and knowledge about Chromebook use. All of their work, as well as textbooks will be on Chromebooks in their very near future, and we would like to appropriately bridge their middle-level experience with their high school experience so they are ready for what lies before them. Our middle level teachers intend to embrace using Chromebooks in a similar capacity. We also requested iMacs because we plan to deepen our output and offer a more sophisticated level of production with our school newspaper, which currently takes the form of more of a flyer. We hope to use camcorders to produce relevant school-based films, like a bus safety video that is custom to our school; we also hope to produce a campus-wide news program for our students to write, direct and share on a regular basis. We believe both the students who create, as well as the students who view the news, will benefit from the initiative. Further, both of our music instructors have requested Mac Minis along with Apogee Microphones, because they had the opportunity to work with a local musician last year using similar equipment, and were able to compose an original piece of music and perform it at school. The music teachers want to grown their understanding and use of technology in the music classroom, also employing iPads in order to read and write music using school-based applications. Our Science Specialist would like to have iPads in order to have students working in groups and record data gleaned from their science experiments. He also would like for students to be able to film their Rube Goldberg creations, writing descriptions to go along with their process of creation and understanding of physics. The STEAM instructors in our building hope to employ many of the coding apps, and lego apps available for classroom use. Our Special Education teachers will use iPads for assitive technology applications in their classrooms, making use of Apps to support students with special needs. Our grade 2 teachers plan to use the iPads to work with second grade students to work on application of the "Mood Meter" App based on the Yale Center for Emotional Intelligence, which is a character education model we have been working on district wide. The grade 2 teachers also hope to teach typing using the an iPad program, along with an extended keyboard. This is important because most assessments will become computer-based moving forward. All the other items listed in the enclosed budget are supporting tools and equipment for these devices.

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Classroom Learning Technology

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?"

The Montauk School District uses the guidelines provided by the U.S. Department of Education's Office of Civil Rights (OCR) in providing equitable access for all students, including those with disabilities. As the use of emerging technologies in the classroom increases, schools at all levels must ensure equal access to the educational benefits and opportunities afforded by the technology and equal treatment in the use of the technology for all students, including students with disabilities.

Montauk School encourages, just as the U.S. Department of Education encourages, schools to employ innovative learning tools. Because technology is evolving, it has the capability to enhance the academic experience for every one, especially students with disabilities. Innovation and equal access can go hand in hand. Equal access for students with disabilities is the law and must be considered as new technology is integrated in to the educational environment.

Montauk School is responsible for assistive technology needs of the students with disabilities served in the public school setting in both general and special education classrooms. (See Regulations of the Commissioner of Education in New York State sections 200.4(d)(2)(v)(b)(6), 200.4(d)(3)(v) and 200.4(e)). Montauk School is also responsible for the assistive technology needs of students with disabilities placed by their parents in nonpublic (e.g. parochial, private) schools within school district boundaries in accordance with their Individualized Education Services Programs (IESPs). (See New York State Education Law 3602-c). State approved private and state operated/state supported schools may provide and implement assistive technology specified on a student's Individualized Education Program (IEP). When an assistive technology device is not available at a state-approved private, state-operated/state-supported school, the public school district when the student resides is responsible for providing that device.

Differentiating Instruction Through the use of Technology:

1:1 Technology and interactive classroom technology will support differentiating instruction in classrooms through paired and collaborative learning in conjunction with enhancing student performance. Technology will assist teachers and students to meet with their individual needs. Differentiated instruction tailored to each student's learning, using such technology tools as voice to text, visual learning, creating product, levels the playing field for all students including students with disabilities and English language learners. Technology will provide students with opportunity for personalized learning environments that go beyond the day, (through resources like Showme, Remind, and Khan Academy) expanding learning beyond the day and into the community and home. Technology (Utilizing tools like Shobie, Socrative, and providing students with multiple learning opportunity, through 24 hour, 7 day a week access, flipped classrooms, collaboration, and customized learning. By utilizing Smartboards in the classroom with programs such as Smartnotebook, Plickers, Kahoot, and Polleverywhere, we will support reduction in learning gaps by providing students the opportunity to learn in an environment focused on differentiated instruction where students will access software, research, and create products and collaborate in a style that support their needs and learning style. We plan to use the new technology to implement a campus news program, to enhance our school newspaper, to strengthen our music program, to create a technology club, among other initiatives. We have spent time planning, discussing, and considering the ways in which all the technology we bring in to the district will support all of our students, as well as enhance the curriculum at Montauk School. We have met in committees, technology, site based and curriculum committees, and thoroughly discussed how we will employ technology to enhance the learning opportunities for all of our students.

Specific benefits of using, for example, iPads, to differentiate instruction and support students with learning differences are many and varied. iPads in particular will allow for our teachers to use many of the must-have apps currently available for special education, like Autism Apps, Flashcards for Kids, Speech Therapy Apps, OT Apps, Touch and Learn Emotions App. Our SPED teachers desire to broaden their use of iPads in the SPED classroom, and therefore provide even greater support for their students.

Teachers will also be able to differentiate classroom instruction through the use of Chromebooks, which allow for teachers to employ a "flipped" classroom, as well as allow them to have students working on different aspects of the curriculum, while they are able to "look in" on the progress of each student through use of the Google Chrome applications. The possibilities for teachers to grow, enhance and provide support for the curriculum and their students is truly endless, and our teachers look forward to being able to adapt what they do already, as well as grow it, in order to meet the needs of all their students.

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Classroom Learning Technology

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.**

Montauk School currently uses technology to communicate with parents, through School Messenger, and via our regularly updated school website. As a school, we understand that technology is an effective means for improved communication among all of our stakeholders, including parents, administrators, teachers, staff, and students. We have and continue to grow opportunities for staff and students to have access to devices and 24/7 access to cloud based tools. We consistently ensure that we are communicating with parents in real time, so that they are always abreast of what is happening at school. Our goal with our newly purchased technology will be to provide parents and all stakeholders feedback and other pertinent information that affects student learning and achievement. We look forward to even more student collaboration with stakeholders and community members in order to expand student learning. Our students will have more opportunities to communicate with people from outside our local area. Students will use 21st century skills to expand their world, increase their global communications, and ultimately allow them to be better global citizens of the world.

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."

The Montauk School District Technology Plan: Montauk School will provide professional development to teachers and staff through a variety of methods which include, but are not limited to the following: In-house PD on both current district programs as well as emerging technologies. In-house-PD is provided both inside and outside the school day by District IT staff, as well as outside consulting experts brought in to school as needed. PD will occur through our local teacher center (Peconic Teacher Center) which include, but are not limited to the following courses, workshops and professional circles opportunities: Professional Development Opportunities through Eastern Suffolk Boces Model Schools Regional workshops, seminars & symposiums--they are excellent learning opportunities for educators. Each is carefully designed to support the most current thinking in education, and provide a forum for new ideas. In-district workshops are professional development sessions requested specifically by a particular district to address a particular goal. These workshops are customized by BOCES staff in collaboration with district administrators. In-district coaching/mentoring is a method used by many school districts to supply the extra support that may be required by teachers either in a particular grade level or content area. Highly expert coaches work, over a period of time, in classrooms with teachers and outside the classroom in training sessions with those teachers and their administrators according to the unique needs of that school district. My Learning Plan is an outstanding web based data management system. It permits districts to align goals for professional development electronically and even to maintain clear tracking of teacher data regarding workshops and courses as one of the components. On-line registration for teachers and the ability for districts to grant prior approval electronically for conferences and workshops are particularly valuable elements of this system. Particular Training for Smartboard and iPad users will be provided to all teachers by current district instructional technology staff via classroom push in sessions, afterschool staff training opportunities, and web based training that is always available. We will have teachers learning about using Chromebooks through ongoing hands-on training we will offer them so that they can grow their capabilities and student assignment outcomes. We have hired a young man new to our district in a technology position, and he already is able to provide much needed in-house training to support our teachers, and he looks forward to having the opportunity to work with teachers supporting any new technology that we are able to bring in to the district. Beyond that, our Board of Education and Superintendent are very eager to help our students prepare for twenty first century initiatives.

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.**

SUNY Stonybrook

- 9b. **Enter the primary Institution phone number.**

631-495-0970

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Classroom Learning Technology

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.

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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

11. Nonpublic Classroom Technology Loan Calculator

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

See:

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

	1. Classroom Technology Sub-allocation	2. Public Enrollment (2014-15)	3. Nonpublic Enrollment (2014-15)	4. Sum of Public and Nonpublic Enrollment	5. Total Per Pupil Sub-allocation	6. Total Nonpublic Loan Amount
Calculated Nonpublic Loan Amount	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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	0
Computer Servers	0
Desktop Computers	8,487
Laptop Computers	47,520
Tablet Computers	12,540

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Classroom Learning Technology

	Sub-Allocation
Other Costs	20,485
Totals:	89,032

15. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov.

Please specify in the "Item to be Purchased" field which specific expenditures and items are planned to meet the district's nonpublic loan requirement, if applicable.

NOTE: Wireless Access Points that will be loaned/purchased for nonpublic schools should ONLY be included in this category, not under School Connectivity, where public school districts would list them.

Add rows under each sub-category for additional items, as needed.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Desktop Computers	iMacs with 21.5 inch screens	3	2,829	8,487
Other Costs	Google Chrome OS Management Console	130	25	3,250
Other Costs	Chromebook Charger	56	39	2,184
Other Costs	Chromebook Charging Carts	15	648	9,720
Other Costs	Apple USB SuperDrive	3	79	237
Other Costs	Apple Airport Time Capsule-3TB	2	399	798
Other Costs	Apogee Mic	2	300	600
Other Costs	Panasonic HC-V770K Full HD Camcorder	2	498	996
Other Costs	iPad Charger	30	20	600
Other Costs	iPad Protective Case	30	70	2,100
Laptop Computers	Google Chrome Books	135	352	47,520
Tablet Computers	iPad	38	330	12,540

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Pre-Kindergarten Classrooms

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.

Please indicate on a separate row each project number given to you 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:	0

6. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov. Add rows under each sub-category for additional items, as needed.

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Pre-Kindergarten Classrooms

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

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.

Please indicate on a separate row each project number given to you 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:	0

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov. Add rows under each sub-category for additional items, as needed.

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

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.

Please indicate on a separate row each project number given to you 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:	0

6. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov.

Add rows under each sub-category for additional items, as needed.

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)

