Smart Schools Investment Plan - 2016-17 Version (Original) - IT SSIP

SSIP Overview

Institution ID

800000048663

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

Ling Tan

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

718-935-4333

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

NYCSSBA@schools.nyc.gov

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.

Supplemental 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 occured 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.

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.

20180927_School Network Equipment Detail.pdf
20140711_Infrastructure Environmental Remediation CP.pdf
20160429_SSIP Submission.pdf
Electrifications_CP.pdf
20170131 Final IT SSIP.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.

https://infohub.nyced.org/reports-and-policies/financial-reports/financial-data-and-reports

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.

1,500,000

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:

$783,141,339

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	249,951,519
Connectivity Projects for Communities	0
Classroom Technology	133,189,820
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	**383,141,339**

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.

While only some school buildings in New York City (over 800 school buildings) have building capacity meeting the standard of 100Mbps per 1000 students, the New York City Department of Education (DOE) is working on upgrading the broadband infrastructure from a synchronous optical network (SONET) to a private optical transport network (POTN) which will reduce bottlenecking that currently occurs in periods of high uses within DOE buildings and allow schools to have speeds far surpassing both current capabilities and standards set out by smart schools bond act regulations. Furthermore, schools who don't currently meet the standard will be upgraded to this standard meeting POTN network in three phases, with need being the largest factor in determining placement on the deployment list. All buildings are on track to meet SSBA standards by 6/1/19.

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	1,048,617	104,861,700	104861.7	108,300	120,000	-

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

Money will be invested in the expansion and upgrade of schools' digital networks and will ensure their ability to have consistent broadband connectivity, including wired and wireless technology. SSBA monies will be specifically funding one of two interrelated infrastructure projects in an effort to stay with current broadband technology. SSBA will help fund the upgrade to all of the aging network infrastructure equipment in schools to grant students access to broadband. These devices include procon servers, wireless access points, and wireless controllers as well as devices listed in the file titled *"20180927 School Network Equipment Detail"*. These devices taken together make up the network infrastructure. The second and related project that will not be funded by SSBA (as it was not deemed eligible) is the conversion of Verizon data circuits to the new LighTower data circuits, with Verizon and LighTower being the old and newly contracted ISP respectively. After the LighTower data circuit conversion is complete school buildings will have access to broadband speeds that are far beyond what is currently capable with the Verizon data circuits, with speeds starting at 100Mbps and going to 1Gbps. Therefore, after the DOE completes the network infrastructure refresh and the data circuit conversion all DOE buildings will contain the newest network devices and have access to broadband speeds meeting and exceeding the federal standard of 100Mbps/1000 students.

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?)

Goal 5 of the DOE's 2015-2020 Strategic Technology Plan is to "Bring next-generation broadband and mobile technologies to school buildings." The proposed use of SSBA to fund upgrades to school infrastructure is a part of the DOE's planned $450M investment to modernize all major components of our internet infrastructure (network design, bandwidth capacity, and wireless technology). Furthermore, along with funding from the NYS School Technology Voucher Program and the RTTT device grant, SSBA monies will allow students to access more classroom devices. Through programs such as ConnectED, students will be able to bring these new devices home, which fosters further technology and educational engagement, especially to those students who do not have computers in their own home. Taken together with the capital programs funded under the initiative LinkNYC, children will have expanded access to rich media content and educational opportunities in both school and at home with broadband services provided altogether or at a discount through the LinkNYC initiative.

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.

The Division of Instructional and Information Technology (DIIT) has created a set of standards which define the network and infrastructure hardware needed to provide students, teachers and administrators with broadband access. These standards were created through a series of quantitative methods such as site surveys and principal questionnaires and qualitative methods deriving information from focus groups made up of relevant stakeholders from the DOE and the community. Local area network speeds of 1 Gigabit to desktops and 10 Gigabit connectivity between floors of a school building are intended to provide amble bandwidth to instructional activities. External to the building, wide area network components are allocated to provide up to 400MBps of connectivity for large school buildings, and 150Mbps of connectivity for small school buildings. These standards are based on the number of classrooms inside of a school building which correlates to the number of end users. Larger schools are defined as having more than 15 classrooms while small classrooms have 15 or fewer classrooms.

Wireless access points are key for delivering network and Internet services for students and teachers in classrooms. Classrooms generally contain 25 or more students that each may have a digital device accessing static or streaming content from the Internet. To ensure we meet density and capacity demands, we've standardized on deploying one access point (AP) for every classroom and common area in our school buildings including libraries, with the AP being placed within the room so as to enable Wi-Fi coverage to almost the entire building. This consideration was made due to the fact that many DOE buildings are at least a hundred years old and it was observed that wireless signals from APs in hallways could not penetrate classroom walls. These APs are placed in a location to provide optimal wireless coverage for all devices in a single classroom. Site surveys were conducted by internal DOE network engineers whose goal was to deduce the optimal placement of APs for maximum broadband access by students within each classroom and to allow up to 25 devices to access the internet at once; in this manner the classroom broadband capability was designed to handle a reasonable ceiling on the number of devices that could be feasibly used at once in any given classroom. Furthermore, for larger schools principals are offered an additional 5-10 APs to place in not-strictly instructional environments such as auditoriums, cafeterias, and gyms. Where the additional APs are placed are at the discretion of the principal, where they think the students will be best suited to have internet access everywhere in the school.

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.
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

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	99,021,079
Outside Plant Costs	17,375,193
School Internal Connections and Components	133,555,247
Professional Services	0
Testing	0
Other Upfront Costs	0
Other Costs	0
Totals:	**249,951,519**

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
Network/Access Costs	Wireless Access Point	50,878	350	17,807,300
Network/Access Costs	Wireless Controller	1,152	10,426	12,010,752
Network/Access Costs	ASA5515-K9	1,329	2,038	2,708,502
Network/Access Costs	CISCO2951/K9	880	3,548	3,122,240
Network/Access Costs	C6880-X-LE	879	23,477	20,636,283
Network/Access Costs	WS-C2960X-48FPD-L	8,736	2,774	24,233,664
Network/Access Costs	Procon Server	1,329	13,922	18,502,338

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Outside Plant Costs	Grounding, Aesbestos, Electrification	879	19,767	17,375,193
Connections/Components	Cat-6 Cabling	26,580	2,119	56,323,020
Connections/Components	Wireless Cable	10,408	2,119	22,054,552
Connections/Components	Fiber Cabling	3,178	7,571	24,060,638
Connections/Components	Firewall Integration	879	704	618,816
Connections/Components	Router Integration	879	704	618,816
Connections/Components	Core MDF Switch Integration	879	3,241	2,848,839
Connections/Components	IDF Switch Integration	8,037	1,063	8,543,331
Connections/Components	Wireless Access Point Integration	50,564	283	14,309,612
Connections/Components	Wireless Controller Integration	889	2,592	2,304,288
Connections/Components	Server & NAM Server Integration	1,759	1,065	1,873,335

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)

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.
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2. Connectivity Speed Calculator (Required)

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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.

The DOE intends to use SSBA funds to purchase only computers (i.e., notebooks, laptops, and tablets) and their respective charging carts. The specific models and specifications will be left up to the school principals, so it is not known yet what will be bought exactly. As part of the procurement process, devices that are available to schools are evaluated for compatibility with the DOE's network and infrastructure. This process includes any asbestos abatement that may be in the building as well as compatibility checks and necessary upgrades for electrical and network systems. Electrical upgrades to school buildings to ensure that they have the ability to support the use of instructional technology occur on an ongoing basis as part of the DOE's Capital Plan. Furthermore, all devices that will be purchased for the schools have already had their electrical and network viability and sustainability assessed at multiple stages. For documentation of due diligence performed on part of the DOE refer to the documents titled *"20140711_Infrastructure Environmental Remediation CP"* and "*Electrifications_CP"*. The documents speak to the measures the DOE takes to make environmental and electrical assessments when making broadband infrastructure changes to DOE buildings.

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?"

LearnNYC is a community of schools implementing blended and online learning to expand current school courses and support various classroom styles to create more student-centered environments. iLearnNYC provides access to online content and coursework that in some cases cannot be offered unless through digital means. iLearnNYC schools have access to a web-based platform and receive support from a designated Implementation Manager, 24/7 help desk, and customized professional development workshops. Open to all Middle and High Schools.
iLearnNYC enables students to:

- Access online content, assignments, and discussion forums anytime.
- Work at their own pace.
- Monitor and reflect on their progress.
- Collaborate online with teachers and students.
- Take Advanced Placement courses and access expanded course offerings.
- Own a Digital ePortfolio that will showcase their best work and follow them through their DOE career. iLearnNYC enables teachers to:
- Differentiate instruction.
- Enhance and customize existing courses with third party and original content.
- Monitor the progress of the students in real time.
- Communicate and collaborate with other iLearnNYC teachers.
- Develop and enhance their Professional Pedagogical Skills and Toolsets.
- Use their own creativity, energy and unique perspectives in creating their own digital content. Compass Learning: Elementary School Program

- The DOE has partnered with Compass Learning to offer elementary schools access to Pathblazer for Math and Literacy. The Compass Learning Pathblazer pilot is a five-year program to bring 60 schools to full- school implementation in reading and mathematics courses. While participating schools have received building-wide access to the software and digital tools, they are limited by the current number of devices they have. Increasing the access to learning technologies will help additional students receive access and the supports they need.

Project Description:

It is our mission to partner with participating schools to accelerate learning for students who attend struggling or persistently struggling schools in New York City.
Each participating school is provided with:

- Grade level adaptive assessments in Language Arts and Math to determine student proficiency levels.
- Automatic proficiency level diagnostics and learning paths designed to identify a student's learning point and propel them forward through their learning.
- Engaging, motivating, and pedagogically-based digital learning opportunities offering multiple learning modalities.
- Instructional design that offers explicit instruction, supported practice, independent practice, and on-going assessment.
- Close reading activities that focus on student reading of complex texts, at their grade level with scaffolds and supports.
- Performance tasks for grades 6-8 to help build college and career skills.
- Progress-monitoring reports to implement data-driven instruction.
- Individual Student Acceleration plans to assist teachers in getting struggling learners to grade level.
- Ongoing support and professional development both centrally and onsite in classroom mentoring. Renewal Schools: myON Reading and Literacy Program

As part of our ongoing support of our persistently struggling schools that fall under the NYC DOE Renewal Schools Program, schools have been

provided with a subscription to the myON virtual library and assessment system. myON is an award-winning personalized literacy environment that incorporates:

- A state-of-the art learning platform
- Enhanced digital reading content
- The Lexile® Framework
- Cutting-edge literacy tools
- Embedded metrics to monitor activity and growth

Schools continue to struggle with complete access to the digital tools made available to them. Providing additional devices to our most struggling schools will aid in closing the access gap for students.

District 75, which is made up of 60 DOE-run schools and programs located in over 350 sites throughout the five boroughs, is designed to teach and help students with special considerations, has educators that are tasked with designing lessons for students with overwhelming needs. Approximately 25,000 students are serviced by 11,000 staff. Our students all have special needs and some are more severe than others. Time is dedicated for intense, comprehensive, curriculum development to accommodate students with gross motor problems, communication disorders, intellectual disabilities, sensory processing problems, visual and auditory deprivation, English Language Learners and scores of other challenges. Students with special needs must have special solutions. All of our instruction includes ACCESS techniques largely guided by individual needs. With the ability to purchase tablets, desktops, robotics kits our students without fine motor skills or intelligible speech will be given the use of whole body participation and collaboration in academic subjects.

Students who cannot speak are given a voice with such apps as, LAMP, Proloquo2Go, and Touch Chat on the iPad. Students who cannot hear are connected to a remote captioner via a CART system. Students who cannot process complex information are given age appropriate apps with crystal clear graphics to help them focus. One example is the app, Petting Zoo, which uses interactive line drawing animations to explore the physical concepts of direction, geometry (note that none of the apps mentioned here will be purchased with SSBA funds). This is just one of thousands of options that can enhance the learning and teaching for all students. We've bridged academics within the classroom with the world outside the school with innovative on-line programs. We have a rigorous on-line debate program connecting students and schools in all five boroughs with a custom designed virtual debate platform. In its 10th year the debate program has helped many students transition from special needs to inclusion or general education programs. Currently 17 schools are involved in monthly online debates. With the increase of tablets and computers, students in all areas can have the access to learning so badly needed for so many.

How would these technology purchases benefit students with disabilities and English language learners?

Tablets and Computers have excellent built-in features for accessibility. For example the Text to Speech feature and a Text reading feature enable students struggling with reading and writing alternative ways to participate. This will in turn decrease frustration behaviors and increase opportunities the student never believed they had. Being able to hear the words read aloud while following along, or having words highlighted to keep the reading in left to right progression, to be able to search and research with your voice when you can say the words but not spell the words is incredibly effective. With access to such tools as Google translate and apps designed directly for ELL populations throughout the country, these students' learning will increase at a faster pace. The access to the information is the obstacle, if we have access to technology like tablets and computers then the information can be manipulated as needed. Furthermore, the apps mentioned above are able to be utilized by any population. There are specific apps for students in need of communication devices but these are very specific and assist individual students. The philosophy, however, is that if the app is good for special education students it's is good for all students.

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

A key tactic is one student, one iPad, one desktop, and/or one laptop. Custom apps, programs, books and approaches tweak the technology to fit the learner; a major factor in UDL (Universal Design for Learning). Universal Design for Learning principles guide the integration of technology into the classroom and the home. UDL also aims to provide students with very specific learning needs, styles, or preferences, the tools to define their own learning environment"

The DOE is always on the lookout for strategies that connect students to instruction and materials. An example of a small subset of our approaches that are being developed within schools or by third-party companies and utilized by DOE schools using non-SSBA funds are:

- Double Robotics: Students who cannot attend school in person because of severe physical disabilities can still attend remotely through an iPad robot. This iPad on wheels, whose movements are controlled by a track pad or a local iPad, can move around the classroom, let the homebound student participate in lessons, and socialize.
- Wireless Controller: Students who only have mobility in a small portion of their body (head, finger, foot) can still use an iPad with this wireless blue-tooth controller strapped to the appropriate limb. The controller is programmed to send commands to a standard iPad through unique motions, tailored to each student.
- VoiceStream: This app is a digital text reader that conforms to the students' needs by highlighting text, speeding up or slowing down the narration, and crucially, connecting to both Bookshare (the service that provides ALL books to individuals who are blind or have a text disability) and to Project Gutenberg (the public domain text sharing service).

- Talkit: What happens to students whose voices are not recognized by standard voice transcription apps? Students with atypical voices now have an app that can learn their particular elocution, clarifies it for transcription, and allows every speaker to communicate.
- Vocalid: Text to speech is wonderful, but the robotic voices are a drawback. Hayley Levenson is in the process of “donating” her voice to Vocalid so that is sampled and reproduced as a “voice choice” for digital readers. Vocalid is trying to create a bank of voices to “lend” out to those dependent on digital readers. Inspired instruction returns inspired strategies. Our students may not all be able to play acoustic instruments, but they can perform polyrhythmic music and Jazz improvisation in an iPad band. Our students with Autism may be socially hesitant, but they collaborate enthusiastically through avatars in a 3-D world, buying furniture, organizing block parties, opening bank accounts and applying for jobs; giving them the skills they could not get in a typical real world encounter. Our students with explosive behaviors develop debate skills, ‘arguments with rules’, through the buffer of remote teleconferencing, enabling them to control what they say, and when they say it, in order to learn the rules that govern respectful discourse.Our distracted students willingly give up their lunch hour to focus on the careful programming of Lego robotics, engaging in the ‘hard fun’ Seymour Papert, of MIT and writer of The Children’s Machine, promoted. Teacher-adapted books created for iPads and interactive whiteboards cleverly use contact, movement, audio and animated feedback to prompt children with developmental delays to read independently.

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.

CS4ALL will provide professional learning opportunities that are provided by DOE staff as well as partner organizations and will leverage the technology purchased through SSBA. These organizations, including local universities and non-profit organizations, will partner with schools, enhance teacher practice and student engagement in CS education topics. These opportunities will grow over time, but examples include 15 community partners to provide at least 30 hours of CS professional learning in the DOE's STEM institute. Additionally, as schools implement their CS strategy, we will provide guidance and resources to schools to communicate with parents about computer science education. Materials will be tailorable by schools and will be geared for use at parent workshops, parent teacher conferences, and/or curriculum nights. Schools will be encouraged to share materials with parents that explain what computer science is and the strategies the schools is employing to teach computer science. Devices purchased through SSBA funds may be used to in presentations with parents to help explain computer science. Furthermore, technology access gives parents access to communication tools such as ARIS and online Parent Universities.

NYC does not have a distance learning program/virtual learning program. We only implement a blended model of instruction since the virtual/distance model has not yet been approved by the Chancellor's office. We are one of the last two large cities to not have this instructional model in place.

Devices provided to schools under the SSBA program will allow schools to expand their blended learning programs to more students.
For Kindergarten and Elementary school students the program Compass Pathblazers (mentioned in question 6 as well) exists to bring online integration of math and reading materials into the schools and homes of students at 60 elementary and kindergarten. Through the Pathblazers online portal students can access their course materials online 24/7. Parental involvement is facilitated by the online platform allowing parents to get daily status printouts as well as access to the material and work that their student is completing throughout the semester. While not all Kindergarten and Elementary students are included in this program it is serving as a template for further full technology integration in school and at home. Pathblazers is expected to expand after the five-year pilot program is complete.
For Middle and High Schools there is iLearnNYC, a blended-online learning program which aims to help schools expand their current course offerings and support various classroom styles to create more student-centered
environments. iLearnNYC schools have access to a web-based platform, global collaboration tools to allow for distance learning with students across the globe and receive support from a designated Implementation Manager, 24/7 help desk,
and customized professional development workshops.

iLearnNYC enables students to:
- Access online content, assignments, and discussion forums anytime.
- Work at their own pace
- Monitor and reflect on their progress
- Collaborate online with teachers and students.
- Take Advanced Placement courses and access expanded course offerings.
- Own a Digital ePortfolio that will showcase their best work and follow them through their DOE career

iLearnNYC enables teachers to:
- Differentiate instruction.
- Enhance and customize existing courses with third party and original content.
- Monitor the progress of the students in real time.
- Communicate and collaborate with other iLearnNYC teachers and teachers globally with the use of tools such as collaborate and skype.
- Develop and enhance their Professional Pedagogical Skills and Toolsets
- Use their own creativity, energy and unique perspectives in creating their own digital content

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."

Through a suite of integrated online and in-person supports, educators will connect with content, colleagues and learning opportunities to support their ongoing professional learning. The DOE is committed to organizing and offering multiple opportunities to schools to successfully utilize digital resources for teaching and learning. All schools will be offered opportunities to participate in one or all of the professional development opportunities listed below:

Computer Science for All (CS4All): Through CS4ALL, schools will have many options to incorporate CS into their classes and school day, depending on the interest of their students, parents and teachers. On the middle and high school level, some schools may choose to offer a multi-year CS course sequences, or semester or full-year courses in computer science topics. Other schools may embed units of computer science in a class like math, science, or art. Elementary schools may choose to incorporate computer science instruction in the grade-level curricula or as part of a cluster. Our goal is to work with schools to help them identify and implement an approach that works for them. The DOE will offer a range of high quality training and support for our teachers that accommodate multiple school settings, needs, and student profiles. Teachers will have the opportunity to participate in training across 3 tiers:

- Intensive training for multi-year curricula (e.g., including the expansion of the Software Engineering Pilot to include 80 schools.
- Professional development for semester/year-long courses (e.g., 6th grade intro CS course or high school AP Computer Science.)
- Shorter-cycle professional development for individual CS units (e.g., Scratch, robotics, web development, game design, etc.) embedded in other content areas (e.g., math, science, music, etc.)

The training opportunities will also include strategies for working with students with disabilities and English language learners. CS4LL will grow a repository of free resources, including curricula, professional learning, lesson plans and activities, which will be made available on the DOE's We Teach Library. And, we will have dedicated staff working in alignment with the Borough Field Support Centers available to advise schools on how to align their decisions on curricular decisions on how to implement CS education, with the timeline of bandwidth upgrades, and connections to their device selections. For example, a high school that opts to bring a new AP Computer Science Principles course to their school would register teachers for AP CS professional learning opportunities through CS4ALL. They might also opt to purchase desktops for a computer lab and use that lab to program their new course. Otherwise, an elementary school may choose to use Scratch to introduce a digital storytelling unit to their 4th grade ELA curriculum. 4th grade teachers could attend a six-day PD session on digital storytelling and the school could opt to purchase laptops that could be shared among the 4th grade team.

The Innovation Zone (iZone), a community of schools dedicated to leveraging the earlier system-wide reforms while embracing innovative strategies to promote personalized learning through a portfolio of initiatives that empower teachers, administrators, students and parents with cutting edge resources and strategies for personalization, including online content, real-time data, and a suite of robust educational practices like flexible scheduling and staffing to expand opportunities on how, where and when a student can learn. The Innovation Zone also launched a market-facing strategy, Innovate NYC Schools, to drive smarter investments in educational technology by connecting software developers to the real learning needs of our students and teachers. All professional development offered through iZone initiatives will be open to all schools.

- iLearnNYC is a community of schools implementing blended and online learning to expand current school course work and support various classroom learning styles to create more student-centered environments. iLearnNYC schools have access to a web-based platform and receive support from a designated Implementation Manager, 24/7 help desk, and customized professional development workshops.

iLearnNYC provides large scale and customized professional development to:

- Administrators and teachers on visioning and blended learning implementation.
- Provide customized onsite consultations and professional development workshops to help schools implement the various instructional programs they have access to.
- Provide tiered professional development on blended pedagogy.
- Provide citywide professional development opportunities during Chancellor's PD day.
- Provide school leaders and coaches with opportunities for inter-visitations and cross-school collaboration.
- Principals and School Leaders, providing them with working iLearn School models and interactive face-to-face workshops.
- Blended Learning Institute (BLI): The goal of the BLI program is to provide participating middle school and high school teachers an opportunity to learn key skills and practice key competencies in blended teacher and edtech implementation to enhance personalized learning in their classrooms. Instructional strategies that make foundational computer science concepts accessible to all learners.
- Participating teachers are provided with access to online course work and gain exposure to edtech tools to help differentiate the instructional models

of learning available to students. Teachers combine the smart use of technology with the best of teacher-led instruction and in turn, engage students as creators in the 21st century.

iLead Instructional Technology Leadership Program: The goals of the program are to prepare leaders to meet education technology challenges and realize the rewards of leading a future-ready school, to guide leaders in promoting the effective integration of technology into their classrooms, and to provide leaders with the technology skills to view, manipulate and analyze data to inform decisions. Through hands-on activities, participants will become “iLeaders” in technology integration to support and improve student achievement. Each cycle of the Program launches with an iLead Education Technology Leadership Orientation Institute which will guide leaders through three days of instruction focused on relevant research and alignment to the National Education Technology Standards for Administrators. Throughout the school year participants will have opportunities for ongoing support including workshops, conferences, inter-visitations at schools that demonstrate effective use of instructional technology, study groups, on-site consultations to support instructional technology goals and objectives and access to online communication and collaboration tools created for this program. (Open to all DOE District Leaders, principals, AP’s and central support staff) Topics include but are not limited to:

Harness The Power Of Your Laptop As An Instructional Leadership Tool
Objective: Provide leaders with the skill and ability to use their devices as an organizational, productivity and communication tool.
Description: Participants will acquire the ability to use digital devices as a tool in becoming a technologically savvy instructional leader. Participants will explore the new emerging landscape of becoming a paperless instructional leader by using various productivity software applications to create, save and share digital documents.

Developing 21st Century Instructional Technology Skills To Enhance Leading And Learning
Objective: To provide leaders with the ability to use 21st Century tools that will enhance leading and learning in their schools.

Description: Leaders will acquire a practical understanding of emerging technologies in education and how those resources will empower them to move their teachers and students into the 21st Century. Participants will explore various communication tools designed to foster meaningful collaboration among educational professionals in a global community.

Instructional Technology Leadership In A 21st Century School
Objective: To provide district and school leaders with best practices for implementing an instructional technology strategy. The cornerstone of this strand is the instruction technology vision and action plan that sets clear expectations of all participants in the plan; provides on-going practices to make sure commitments are met and provide clear measures of success and areas for improvement.
Description: Superintendents and principals will:

- Describe their vision for effective integration of instructional technology to meet their goals.
- Prioritize based on needs of students and their current state of school technology.
- Identify best instructional technology strategies that will meet the needs of the students, teachers and other constituents of the principal.
- Develop clear expectations that will fulfill the intention of the principal’s instructional technology strategy.
- Share practices that are centered on managing the implementation of the action plan and fine tuning it as needed.
- Examine leadership characteristics that inspire team members to accomplish what is expected.
- Create approaches to support team members in meeting their commitments and keeping the action plan on target.
- Evaluate progress to refine vision, strategies and goals regularly. Instructional Technology Integration Across The Curriculum

Objective: To provide leaders with the ability to identify, evaluate, and promote effective technology integration strategies in all curriculum areas, including the implementation of interdisciplinary, standards-driven, inquiry projects that promote deeper understandings of content and facilitate self-directed learning, critical thinking, problem solving, team building, and 21st century information literacy, global communication and collaboration, and technology skills.

Description: Leaders will:

- review exemplary technology-rich, curriculum-related projects.
- evaluate a variety of technology-rich lesson assessment and classroom observation rubrics.
- share examples of best practices of technology integration currently being implemented in their schools.
- explore online resources that can be used to collaborate, develop, share, assess, evaluate, and promote best practices in the K-12 teaching and learning environment, including NYLearns.
- discuss the benefits of a technology-rich, project-based, constructivist approach to teaching and learning.
- use Blogs, Wiki's, social media tools to discuss strategies for promoting inter-class, inter-school, and international collaborations and processes for the effective development of interdisciplinary inquiry projects.

Digital Engagement & Professional Learning Opportunities

- Technology Single Point of Contact (Tech SPOC) Program The SPOC program is a conduit for DIIT to establish an ongoing two-way communication path with schools for all things technology related. Through the program, we provide critical technology information, resources, support, professional learning opportunities, guidance and advocacy on behalf of schools to make sure your voice is heard and are part of the greater conversation.
- School Advocacy
- Engage in DOE Vendor meetings
- Work with Vendors to make sure the needs of the school are met
- Sit in at Central/Vendor meeting to make sure the schools have a voice at the table
- One-on-One school conversations
- Phone calls consultations
- DIIT Help Desk escalations & script changes
- Contract changes and creation
- Work with DIIT, DCP, DSF, etc. to change existing contracts or create new ones.
- Seat at the table during RFP write-ups
- Engage with DOE Departments
- BFSC
- Reso A
- School Facilities
- Professional Learning Opportunities (Face-to-Face)
- Tech SPOC Professional Learning Opportunities: Bi-weekly professional learning opportunities are provided to support SPOCs in the work they do at their schools.
- SPOC Squad : SPOCs work as a roving team that meets on location at participants' schools to collaboratively engage in real time problem solving. Sessions address the needs of the respective schools of participating SPOCS.
- Innovation Partner Professional Development (IPPD) The IPPD program connects New York City educators with best practices for using state-of-the-art technology tools and resources from industry- leading companies including Google, Common Sense Education, Mozilla, and PBS. These teachers become expert in the use of various technologies and methods and are prepared to share this knowledge with other educators in their schools, districts, and boroughs. This offering directly supports Chancellor Richard Carranza's commitment to providing New York City public school students with the digital skills they need to succeed.
- School Technology Summit: Our team is responsible for producing and managing the annual School Technology Summit (~1025 attendees), including guest speaker, operations, awards, and workshops.
- 2015 Summit Counts
- 2015 Program Book
- Partner Learning Opportunities: We work with partners such as Google, Microsoft, and Common Sense Education to coordinate and provide learning opportunities for teachers.
- Professional Learning Opportunities Requested by Others We provide learning opportunities for other DOE offices (such as Family and Community Engagement) and organizations (such as The MET).
- Online Learning Opportunities
- Communities (Social Spaces): Available to all schools Our office moderates several online communities with the most active being the NYC Schools Tech Group and the NYC DOE Google Educator Group. Each group has about 1000 members. We also moderate several other smaller groups.
- A listing of all groups can be found here https://intranet.nycboe.net/sandbox/Support/SocialSpaceSpreadsheet.htm
- Twitter
- #NYCSchoolsTechChat Monthly Twitter chats on ed tech topics. Each chat has about 75 participants from NYC Schools as well as global experts, more than 300 posts and more than 1.5 million impressions.
- #NYCSchoolsTech Hashtag used for NYC Schools Tech educators to share and connect on an ongoing basis and at conferences. During our yearly School Technology Summit this hashtag trends on Twitter.
- Webinars
- Stay Connected to Families with Cell Phones and Social Media Participants will learn how to use Twitter, Facebook, Instagram, and Remind to stay connected with families and to a live global audience of about 200 educators

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.

CUNY, University Dean for Education

9b. Enter the primary Institution phone number.

646.664.8151

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.

Ashleigh Thompson, Ph.D.

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.

NYC will provide to each eligible nonpublic school in the City an amount equal to the nonpublic school's 2014-15 enrollment (234,816) multiplied by the quotient given by the SSIP classroom technology allocation ($133,189,820) divided by the 2014-2015 total NYC enrollment (1,188,437), which comes out to $26,315,683. The nonpublic loan process will be similar to that used under the Instructional Computer Hardware Loan Program. Each non-public school must submit a Loan for Non-Public K-12 Schools and work with DOE staff to select SSBA-eligible items. Applications for purchase of loaned goods must be submitted by June 1st for purchases that will be made for the following school year. Nonpublic schools must request use of the SSBA devices annually (no earlier than June 1st). More information can be found at: https://infohub.nyced.org/partners-and-providers/non-public-schools-(nystl)/loan-program-guidelines

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.

	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	133,189,820	953,621	234,816	1,188,437	112	26,315,683

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	20,130,000
Laptop Computers	60,016,000
Tablet Computers	18,960,000
Other Costs	34,083,820
Totals:	**133,189,820**

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	Desktops	18,300	1,100	20,130,000

Classroom Learning Technology

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	Laptops	60,016	1,000	60,016,000
Tablet Computers	Tablets	30,000	632	18,960,000
Other Costs	Charging Carts for Laptops	2,000	1,610	3,220,000
Other Costs	Charging Carts for Tablets	1,500	1,635	2,452,500
Other Costs	Configuration & Integraton of devices into network (2%)	1	2,095,637	2,095,637
Other Costs	Required Per Capita Non-Public School Expenditures	1	26,315,683	26,315,683

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	0
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.

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)

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	0
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)

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)