

Smart Schools Investment Plan - ValleyStream30_First_Submission_#3

SSIP Overview

Page Last Modified: 05/01/2017

Group 1

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

Patrick Fogarty

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

(516) 434-3637

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

pfogarty@vs30.org

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

First submission

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

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

 District Educational Technology Plan Submitted to SED and Approved

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

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

-
- Parents
-
-
- Teachers
-
-
- Students
-
-
- Community members

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

-
- Yes
-
-
- No
-
-
- N/A

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

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

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

121815_Technology_Budget_presentation_2016-7.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://valleystream30.com/Assets/Technology_Documents/print-survey.pdf?t=636081594953730000

- 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.

1,564

- 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:

\$611,219

- 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	285,559
Connectivity Projects for Communities	0
Classroom Technology	191,950
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	477,509

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School Connectivity

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Group 1

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.

We are a current subscriber of the Nassau BOCES’ BoTIE for our internet services. They have ensured us that we have sufficient infrastructure to support the larger bandwidth requirement; when it becomes necessary and available. We recently upgraded our bandwidth from 100Mbps to 150Mbps and are within 6Mbps of reaching the stated goal.

- 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	1,564	156,400	156.4	150	150	6/2018

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

We will be upgrading our network's core and putting Internet redundancy into place. We had a blade go down in April that caused our entire network to go down (PA, phones, internet). While we had a replacement blade available in that instance, we are running out of time regarding the rest of the components. Our core upgrade and internet redundancy projects will prevent disastrous outages from occurring with greater frequency in the future. Our Intel Modular Server houses Valley Stream 30's virtual server farm providing myriad services that assist our end users and district technology in functioning on a day to day basis. This server is currently over six years old and had been deemed end of life by Intel in March of 2013. Continuing to utilize this appliance given it's age could prove costly to upkeep and leaves us at risk of issues on a more consistent basis if it is not replaced in the very near future. Our district will be unable to move towards CBT, and progress in our 1:1 initiative will be hindered, without upgrading our core and building some level of internet redundancy.

Here are the specifics of how the new components will function:

We are building WAN redundancy by adding a second chassis. The district will now be powered by a chassis and supported by a backup chassis. We will be utilizing two Extreme S4 chassis (24Port 10GB SFP+ S180 Blade). The chassis are connected via Extreme C5K 48Port Stack Addition.

The Extreme 7100 Top of Rack Switch 1 feeds into the Dell PowerEdge servers and the EqualLogics SAN. Both chassis feed into the Extreme C5K 48Port Switch which will ultimately provide our Internet-enabled devices with their connectivity. the switches will be providing 10gb connectivity between our servers and Equallogics SAN.

Internet redundancy will be supported by Barracuda firewalls, web filters, and link balancers necessary to support the redundancy. Physical components including an Ethernet switch and rackmount kit are required to physically build the chassis and connect the primary to the backup.

The STI Managed Security Service implementation consists of a unique set of services designed to address a District's security requirements in the areas of Web Filtering, Internet Link Balancing, and Firewall functionalities. This service includes a combination of locally installed components and remote databases designed and managed to meet the highly individualized requirements of our customers and their applications. The managed service incorporates a unique approach to the deployment of these components wherein their integration is planned and configured by STI to conform optimally to the client's environment and to insure that they work seamlessly in conjunction with each other.

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

The entirety of our Instructional Technology Plan is dependent on a reliable network and the equitable distribution of devices throughout the district. Accessing and evaluating information is made much easier through the deployment of 1:1 devices, but that deployment is meaningless without the infrastructure to support it. In order for our students to effectively manage information, analyze media, and create media products, it is critical to provide them with the technology they need.

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.

Our network is robust and fully capable of supporting 1600 students. We are supported by Nassau BOCES and BoTIE, and our average download speed is over 50Mbps. We also have the ability to scale thanks to the flexibility of our BOCES network setup.

Our network supports over 1000 wireless devices now, and we have 115 access points across three buildings. With the addition of the new devices we are purchasing through the Smart Schools Bond, we will have 1 WAP for every 11 devices in the district. This far exceeds the recommended capacity of 40-50 connections per WAP. Additionally, our core upgrade and internet redundancy projects will move shift our backbone from 1GB to 10GB in many district locations. Finally, we have a WAP refresh starting in 2016-7 that will see every WAP replaced over a three year period, bringing ac band speeds to every location in the district. Our network is strong now, but the changes we've planned and budgeted for will support not only the work we do via the Smart Schools Bond Act, but also student learning for the next decade.

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.

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School Connectivity

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Project Number
28-02-30-02-7-999-BA1

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?

Yes

- 7a. Districts that choose the Streamlined Review Process will be required to certify that they have reviewed all installations with their licensed architect or engineer of record and provide that person's name and license number. The licensed professional must review the products and proposed method of installation prior to implementation and review the work during and after completion in order to affirm that the work was code-compliant, if requested.

I certify that I have reviewed all installations with a licensed architect or engineer of record.

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

Name	License Number
John M. Grillo	27360

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	134,622
Outside Plant Costs	(No Response)
School Internal Connections and Components	150,937
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	285,559

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.

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Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Connections/Components	IR1: STI managed security services - installation and configuration	1	42,004	42,004
Connections/Components	IR1: D series rack mount kit	2	96	192
Network/Access Costs	IR1: 12 port Ethernet switch with gbic uplink slots	4	803	3,212
Connections/Components	IR1: 1Gb, 1000Base-LX, IEEE 802.3 SM, 1310 nm Long Wave Length, 40 Km, LC SFP	6	617	3,702
Connections/Components	IR1: Cat 6 Patch Cords - varying length - includes labor to re-patch in patch panels	10	6	60
Connections/Components	IR1: LC-LC Low Loss Fiber Jumper 1M	6	46	276
Connections/Components	IR1: Enterasys Service Units, Single	7	2,500	17,500
Network/Access Costs	CU1: S-Series S180 Class I/O-Fabric Module, Load Sharing 10GBASE-X via SFP+, 4 ports VSB via SFP+ (Used in S1A/S4/S6/S8)	2	36,819	73,638
Connections/Components	CU1: 10 Gb, 10GBASE-LR, IEEE 802.3 SM, 1310 nm Long Wave Length, 10 Km, LC SFP+ 1 Unit LAN Switching. (S02)	8	2,415	19,320
Connections/Components	CU1: 10 Gb, 10GBASE-SR, IEEE 802.3 MM, 850 nm Short Wave Length 33/82 M, LC SFP+ 1 Unit LAN Switching. (S00)	20	1,051	21,020
Network/Access Costs	CU1: C5 (48) PoE 10/100/1000 RJ45 ports , (2) combo SFP ports, (2) SFP+ 1G/10G, (2) 32G dedicated stacking ports and external RPS connector (S03)	2	7,437	14,874
Connections/Components	CU1: 1M STACKING CABLE - B5/C5 ONLY	2	155	310
Connections/Components	CU1: LC-LC Low Loss Fiber Jumper 1M	14	46	644
Network/Access Costs	CU1: 7148T, 48 ports 1/10GBASE-T with 4 10/40Gb QSFP+ ports, includes 2 reversible fan modules and a two post rack mount kit. Power supplies ordered separately.	2	19,598	39,196
Network/Access Costs	CU1: 7100 POWER SUPPLY I/O SIDE	4	431	1,724

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Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
	AIR INTAKE			
Connections/Components	CU1: 7100 Universal Rack Mount Kit for four post rack mount options	2	217	434
Network/Access Costs	CU1: S-Series AC power supply, 20A, 100-240VAC input, (1200/1600W) (For use w/ S3/S4/S8)	2	989	1,978
Connections/Components	CU1: S-Series S4 Chassis and fan tray (power supplies sold separately) (S07)	1	9,297	9,297
Connections/Components	CU1: 10Gb, pluggable copper cable assembly with integrated SFP+ transceivers, 3 meters	8	183	1,464
Connections/Components	CU1: Secure Networks Professional Services -installation and configuration	1	34,714	34,714

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Community Connectivity (Broadband and Wireless)

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Group 1

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.

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Community Connectivity (Broadband and Wireless)

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

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Classroom Learning Technology

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Questions

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.

We are a current subscriber of the Nassau BOCES’ BoTIE for our internet services. They have ensured us that we have sufficient infrastructure to support the larger bandwidth requirement; when it becomes necessary and available. Our plan is to meet or exceed the FCC standard when our bandwidth demand requires it. It will most likely not occur within 12 months, therefore we submitted our connectivity waiver and are waiting to hear back.

We have conducted NWEA testing (and other CBT) that is district-wide with zero outages and no downtime during those testing periods since 2013.

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	1,564	156,400	156.4	150	150	6/2018

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

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

Our network is robust and fully capable of supporting 1600 students. We are supported by Nassau BOCES and BoTIE, and our average download speed is over 50Mbps. We also have the ability to scale thanks to the flexibility of our BOCES network setup.

Our network supports over 1000 wireless devices now, and we have 115 access points across three buildings. With the addition of the new devices we are purchasing through the Smart Schools Bond, we will have 1 WAP for every 11 devices in the district. This far exceeds the recommended capacity of 40-50 connections per WAP. Additionally, our core upgrade and internet redundancy projects will move our backbone from 1GB to 10GB in many district locations. Finally, we have a WAP refresh starting in 2016-7 that will replace every WAP over a three year period, bringing ac band speeds to every location in the district. Our network is strong now, but the changes we've planned and budgeted for will support not only the work we do via the Smart Schools Bond Act, but also student learning for the next decade.

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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.**

We are purchasing additional iPads for a 1:1 deployment that covers 3-6th grades. Our K-2 students will work in 1:2 environments using a shared device model. Given that this expansion will bring in fewer than 400 new devices, our infrastructure is fully equipped to handle it. We have 16 or 32 port charging lockers in every classroom, a WAP for every 11 student devices, and download speeds above 50Mbps. Our electrical systems are in fine working order, and there are enough outlets in each classroom to support WAPs, iPad charging lockers, device carts, Eno boards, and more. This project does not require additional power to be run anywhere, as it builds on pre-existing infrastructure.

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

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

Over the past three years, the Special Services Department has grown exponentially and expanded the array of technological tools available to our special education students to promote equity for all students. All special education students in the district have iPads and are utilizing eSpark apps to provide a personalized, differentiated learning experience. Software services including Compass Learning, Think Through Math, Achieve 3000 provide remediation in ELA and Math based on the student's ability levels, and many also support English Language Learners by adapting to each student's lexile level.

There is a 1:1 iPad deployment for all self-contained programs and a 2:1 iPad deployment for all integrated co-teaching programs grades K-6. A district BookShare account was established last year to provide students with disabilities access to digital texts. The district has invested in the purchase, training, and rollout of SOLO Literacy Suite software to provide students with disabilities access to digital accommodations. Classroom amplification systems have been purchased and implemented in several classrooms with students classified with a hearing impairment or attention deficits. The pilot of Student Response Systems ("clickers") in several integrated co-teaching classrooms and one self-contained class was implemented last year to promote student engagement. Smart Tables are being utilized in the Resource Room programs and designated self-contained classrooms. Overall, the district has embraced the Universal Design for Learning Framework to equip instructional technologies in all the special education classrooms, providing multiple access points for students with disabilities.

Studies show that students across achievement levels experience increased self-esteem and engagement in technologically progressive (1:1, 1:2) learning environments. Our plans are to provide access to all students in order to create engagement and anticipate the needs of our students going forward.

Software like ProLoQuo2Go can have a transformative effect on students with disabilities, and iPad's assistive technologies offer new ways for our students to interact with instructional material. Interactive whiteboards and classroom computers bring technology into every learning space, and software like eSpark provides differentiated, Common Core Learning Standards-aligned content for every student.

In our Instructional Technology plan, I wrote that, "iPads...prove to be the best device for serving diverse student populations." iPads are our device of choice specifically because of how well they serve special education and ELL/ENL students. iPads are designed with dozens of features built to support students who need extra support: Speak Selection can read a student's email, iMessages, web pages, and eBooks out loud. Double-tap to highlight text in any application, tap Speak, and the device reads the selected text, which provides English learners with a vital tool. Students can have words highlighted as they're being read so they can follow along. And the voice's dialect and speaking rate can be adjusted to suit students' needs, which is an excellent way for ENL students to hear the English language at a pace comfortable to them. Guided Access helps students with autism or other attention and sensory challenges stay on task. A teacher or therapist can limit an iOS device to stay on one app by disabling the Home button, and even restrict touch input on certain areas of the screen. For students with print disabilities like dyslexia, it may be easier to speak a thought than to type it. With Dictation they can reply to an email, make a note, search the web, or write a report using just their voice. Tap the microphone button and Dictation converts words (and numbers and characters) into text. For some students, navigating the web can be a sensory overload. Safari Reader reduces the visual clutter on a web page by removing distractions. It strips away ads, buttons, and navigation bars, allowing students to focus on just the content they want. And Safari Reader works with Speak Selection and VoiceOver, so students with print disabilities can get auditory feedback.

We provide specially configured iPads for our ENL students. We employ the Fountas and Pinnell suite of LLI apps to support our language learners. Utilizing district-constructed learning inventories, 90% of VS30 Students will demonstrate age-appropriate growth in functional and critical thinking skills in Information Literacy, Media Literacy and information, Communications and Technology (ICT) Literacy.

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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.**

iPads in the classroom support our district's use of Google Apps for Education, a software service accessible even when students are not in the physical school building. GAFE allows parents and guardians to closely monitor student progress, classroom assignments, and personal portfolios. The use of iPads in the classroom is intended to foster the use of technology beyond the walls of the classroom, and as a result of the expansion of our tech initiatives, and teachers are utilizing cloud classroom software like Edmodo and Google Classroom, which also provide a window into daily instruction for parents and guardians.

Valley Stream 30 also utilizes the full resources of Nassau BOCES. We utilize a host of library and media services as well as professional development, curriculum development, IDW (data warehouse), FTP services, and telecommunication services (including the fiber that our Internet connection uses via BoTIE).

iPads also help expand our relationships with partners like Apple and Google, who are not only vendors but also service providers. Apple has supported our adoption of Macbooks for administrators by offering free training to our staff, and Google's education services come with an excellent support team and an ever-growing number of free services.

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

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

Professional development has been a cornerstone of our efforts to enhance instruction through the use of technology. This year, during our one-to-one pilot, we organized a number of specialized initiatives:

- District-wide push-in PD - we provided two trainers moving from building to building each week for four full weeks. They pushed in to classrooms to assist teachers with integrating ipads and Chromebooks into their instruction. We worked with BOCES' Model Schools program to bring in trainers from BOCES and Teq who worked with nearly half of our classroom teaching staff for professional development purposes. These trainers also returned for a follow-up week in May, and we plan on continuing this initiative next year.
- Google Apps for Education training - we devoted Superintendent's Conference Day to five grade-banded rotating sessions on how to best integrate Google Apps into the classroom. We will be following up in 2016-7 with sessions banded by skill rather than grade, based on feedback from our teachers.
- TEQ online PD - our teachers have spent nearly 500 hours in over 300 online courses provided by TEQ. Teq offers online workshops in iPad usage, GAFE certification, SMART board implementation, and many other topics directly related to classroom instruction. We plan on continuing with this next year.

Professional Development opportunities are provided on Superintendent's Conference Days, district-wide/building/grade-level meeting faculty meetings, in-house workshops, and/or out of district workshops as approved by the Superintendent and/or designee.

These opportunities are available to all teachers, including those required to complete 175 hours and/or 100 hours of professional development every five years as prescribed in Commissioner's Regulations 100.2 Part 80.

- Professional development aligns to the Common Core State Standards with a focus on:
 - Providing best practices to optimize the outcomes of online and blended instruction
 - Helping to create rich, data-driven environments that support and bolster each student's unique learning style
 - Working with teachers to review and plan lessons based on Universal Design for Learning (UDL) principles
 - Integrating research-based design principles and solutions into curriculum
 - Understanding and leveraging the benefits of technology, and creating dynamic learning spaces
- Topics addressed throughout the school year include:
 - Expanded Learning Opportunities Learning through Games
 - Best Web Tools for the Interactive Classroom
 - Interactive Whiteboards for Differentiated Instruction
 - Learning with the iPad
 - Using the Interactive Whiteboard to Support Achievement
 - Prezi
 - Edmodo: Connect, Personalize, and Engage
 - Blended Learning and Flipped Classroom
 - Developing Understanding with Dynamic Media
 - Digital Tools for Innovative Learning
 - Use of Online Database
 - Google for Education
 - Virtual K-12 Teaching
 - Electronic Graphic Organizers for 21st Century Learning
 - Integrating Technology into Project Based Learning
 - Leveraging Smart and Social Digital Media in the Classroom
 - Promoting Digital Literacy and Citizenship in Your Classroom
 - Using Data Management systems to improve RtI/AIS Monitoring

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

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

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

University of Binghamton

- 9b. Enter the primary Institution phone number.

(607) 777-2000

- 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.

Susan Strehle

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/mgt/serv/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.

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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	0
Laptop Computers	0
Tablet Computers	164,450
Other Costs	27,500
Totals:	191,950

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
Tablet Computers	iPad	550	299	164,450
Other Costs	iPad STM Dux cases	550	50	27,500

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Pre-Kindergarten Classrooms

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Group 1

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

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

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Replace Transportable Classrooms

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Group 1

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

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Group 1

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)

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High-Tech Security Features

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Report

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PPU Report

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