

Smart Schools Investment Plan - Revised - Wheelerville SMART 4

SSIP Overview

Institution ID

800000051676

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

Richard Ruberti

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

518-835-2171

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

rruberti@wufsk8.org

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

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

5. Did your district contain nonpublic schools in 2014-15?

- Yes
- Yes, but they have all since closed, moved out of district or are declining use of SSBA funds
- No

6. 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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- 6a. 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.

WUFS Smart Schools Investment Plan updated.pdf

- 6b. 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://wufsk8.org/technology/

- 7. 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.

200

- 8. 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.

- 9. 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)

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

(No Response)

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

\$144,133

- 12. Final 2014-15 BEDS Enrollment to calculate Nonpublic Sharing Requirement

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	129	0	129.00	0.00

- 13. This table compares each category budget total, as entered in that category's page, to the total expenditures listed in the category's expenditure table. Any discrepancies between the two must be resolved before submission.

	Sub-Allocations	Expenditure Totals	Difference
School Connectivity	0.00	0.00	0.00
Connectivity Projects for Communities	0.00	0.00	0.00
Classroom Technology	35,085.00	35,085.00	0.00
Pre-Kindergarten Classrooms	0.00	0.00	0.00
Replace Transportable Classrooms	0.00	0.00	0.00
High-Tech Security Features	0.00	0.00	0.00
Nonpublic Loan	0.00	0.00	0.00
Totals:			

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	Sub-Allocations	Expenditure Totals	Difference
	35,085	35,085	0

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School Connectivity

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

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

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

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

(No Response)

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

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

2. **Connectivity Speed Calculator (Required).** If the district currently meets the required speed, enter “Currently Met” in the last box: **Expected Date When Required Speed Will be Met.**

	Number of Students	Required Speed in Mbps	Current Speed in Mbps	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	(No Response)	0.00	(No Response)	(No Response)	(No Response)

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

(No Response)

4. Describe the linkage between the district's District Instructional Technology Plan and how the proposed projects will improve teaching and learning. (There should be a link between your response to this question and your responses to Question 1 in Section IV - NYSED Initiatives Alignment: "Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.")

Your answer should also align with your answers to the questions in Section II - Strategic Technology Planning and the associated Action Steps in Section III - Action Plan.)

(No Response)

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

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

(No Response)

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School Connectivity

6. Smart Schools plans with any expenditures in the School Connectivity category require a project number from the Office of Facilities Planning. Districts must submit an SSBA LOI and receive project numbers prior to submitting the SSIP. As indicated on the LOI, some projects may be eligible for a streamlined review and will not require a building permit.

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

Project Number
(No Response)

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

Was your project deemed eligible for streamlined review?

(No Response)

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

Name	License Number
(No Response)	(No Response)

9. Public Expenditures – Loanable (Counts toward the nonpublic loan calculation)

Select the allowable expenditure type. Repeat to add another item under each type.	PUBLIC Items to be Purchased	Quantity	Cost Per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

10. Public Expenditures – Non-Loanable (Does not count toward nonpublic loan calculation)

Select the allowable expenditure type. Repeat to add another item under each type.	PUBLIC Items to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

11. Final 2014-15 BEDS Enrollment to calculate Nonpublic Sharing Requirement (no changes allowed.)

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	129	0	129.00	0.00

12. Total Public Budget - Loanable (Counts toward the nonpublic loan calculation)

	Public Allocations	Estimated Nonpublic Loan Amount	Estimated Total Sub-Allocations
Network/Access Costs	(No Response)	0.00	0.00
School Internal Connections and Components	(No Response)	0.00	0.00

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	Public Allocations	Estimated Nonpublic Loan Amount	Estimated Total Sub-Allocations
Other	(No Response)	0.00	0.00
Totals:	0.00	0	0

13. Total Public Budget – Non-Loanable (Does not count toward the nonpublic loan calculation)

	Sub-Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
School Internal Connections and Components	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	0.00

14. School Connectivity Totals

	Total Sub-Allocations
Total Loanable Items	0.00
Total Non-loanable Items	0.00
Totals:	0

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Community Connectivity (Broadband and Wireless)

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

(No Response)

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

(No Response)

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

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

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

(No Response)

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

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

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

7. 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:	0.00

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

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

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

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

Within our service contract through NERIC we surpass the need of 100 mbps per 1000 students since we have a contract 40Mbps and our need is 13 Mbps.

- 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). If the district currently meets the required speed, enter “Currently Met” in the last box: Expected Date When Required Speed Will be Met.

	Number of Students	Required Speed in Mbps	Current Speed in Mbps	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	130	13.00	40	40	met

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.

Based on a survey in 2016 it was determined that we needed to update our wireless Access Points. In February of 2018 as part of first Smart Schools submission we purchased and installed 12 new HP Aruba Access Points.

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.

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

The building electrical infrastructure is more than capable than to support multiple devices. The building HVAC and electrical system meet the SED guidelines for student occupied instructional area. All heating and cooling systems are comprised of filtration system to ensure indoor air quality.

Ozobot-STEAM:

SPRK+ and Sphero Edu provide a toolset that is unbounded in its potential. While coding and 21st century skills are necessary, this program also goes beyond code by incorporating robotics and technology with collaborative STEAM activities, nurturing students' imaginations in ways no other education program can. The cross-platform Sphero Edu app is approachable for all skill levels, enabling it to reach as many minds as possible and provide ongoing challenges. Designed for learner progression, beginners can give robots commands by drawing a path in the app for their robot to follow. Intermediate coders can use code blocks to learn more advanced logic, while pros can use text programming and write their own JavaScript. Accessible from almost any platform, students can program using a smart device and the Sphero Edu app.

Apple iPad (Wi-Fi, 32GB) - Space Gray (Latest Model):

- 9.7-inch Retina display
- A10 Fusion chip with 64-bit desktop-class architecture
- Touch ID fingerprint sensor
- 8MP camera with 1080p video and 1.2MP FaceTime HD camera
- 802.11ac Wi-Fi with MIMO
- Up to 10 hours of battery life
- Two speaker audio

DELL Chromebook 5190 2 in 1:

An 11.6-inch 2-in-1 built with the best-in-class* durability, Intel® Celeron® dual-core and quad-core processors and multiple viewing modes.

- Processor: Intel® Celeron™ N3350 Processor (Dual Core, up to 2.4GHz, 2MB Cache, 6W)
- Memory: 4GB 2400MHz LPDDR4
- Hard Drive 32GB eMMC Hard Drive
- Display: 11.6" HD 1366 x 768 WVA 16:9 Touch with Corning® Gorilla® Glass NBT, Camera & Microphone
- Color: Touch LCD Cover without World Facing Camera (not EMR pen capable)
- Ports: 1 Headphone/microphone combo jack, 2 USB 3.1 Gen 1, 2 USB Type-C™ ports
- Dimensions: Height: 21.65 mm (0.85"), Width: 303.9 mm (11.96"), Depth: 207.9 mm (8.19"), Starting Weight: 1.40 kg (3.08 lbs)
- Wireless: Intel® Dual Band Wireless AC 7265 (802.11ac) 2x2 + Bluetooth 4.0
- Primary Battery: 3 Cell 42Whr Battery
- Chrome Education

DELL Inspiron 2-in-1 17.3"FDH Touch-Screen:

- 17.3" Full HD touch screen for hands-on control. The 1920 x 1080 resolution boasts impressive color and clarity. Natural finger-touch navigation makes the most of Windows 10. IPS technology. LED backlight.
- 8th Gen Intel Core i7-8550U mobile processor. Ultra-low-voltage platform. Quad-core processing performance. Intel Turbo Boost Technology delivers dynamic extra power when you need it.
- 4-cell battery, Customize Up to 32GB DDR4, 2TB HDD and 1TB SSD
- Windows 10, Bluetooth, Wi-Fi Connectivity with High-speed wireless LAN built into the screen. Built-in webcam with microphone.
- 1x USB 3.1 Type C, 1x USB 3.0 Type A, 1x USB 2.0 Type A, 1x HDMI Outputs, 1 x combo headphone / microphone Jack

LENOVO Thinkpad E480 14" LCD Notebook:

- 2.5GHz Intel i5-7200U dual-core processor with up to 3.1GHz and 3MB cache memory
- 500GB HDD storage drive with 7200rpm spindle speed provides adequate internal storage space
- Works on Windows 10 Pro, 64-bit operating system for an intuitive and user-friendly interface
- 4GB memory seamlessly handles multiple programs together
- DDR4 RAM: With its higher bandwidth, everything from multi-tasking to playing games gets a performance boost
- High-definition 1366 x 768 display: Enjoy your entertainment with the great quality and high-definition detail of 1 million pixels
- 14" screen provides a great movie watching experience
- Intel HD Graphics 620 provides everyday image quality for internet usage, basic photo editing and casual gaming
- Supports Realtek RTL8822BE 802.11a/b/g/n/ac and Bluetooth 4.1 technologies for wireless web browsing
- 13.51 hours of battery operation lets you enjoy all day

Promethean ActivePanel 65in. 4K:

- ActivPanel 65 V6 4K ActivConnect G OPS comprising of the following items: AP PC for Android ACON1-OPS (ACON1-OPS)(PRM-ACON1-

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OPS) Wireless presentation system for use with interactive whiteboards and panels

- **4K Ultra HD**
- Intelligently-Designed for ease of use
- Classroom lesson delivery software
- Educational tools for connected learning
- Designed for IT support and security
- Front HDMI and USB Ports
- Android Module included
- Simplified, easy-to-use toolbar
- 20 pen and highlighter colors
- Multiple lined and color backgrounds
- Over 25 integrated teaching templates
- Undo/Redo individual actions
- Insert images and screen captures
- Multi-touch capable (up to 20 touches)
- Export to PDF, share via Bluetooth, and external storage drives
- Link select remote storage and email accounts

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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?")

In addition, describe how the district ensures equitable access to instruction, materials and assessments and participation in the general curriculum for both SWD and English Language Learners/Multilingual Learners (ELL/MLL) students.

Ozobot

Build 21st century skills and bring digital concepts to life. This device can be used with any level coders. Options include using an app or screen-free coding, and 5+ programming levels. It is made simple and desk-friendly system for all classroom types, subjects, and grades. The Ozobot is used to enhance hands-on experiences, creative thinking, improved problem solving, various learning outcomes, computational and sequential thinking, collaboration, and spatial relations.

Students with special requirements are reaching new levels of learning through the use of robotics in the classroom. With these technologies children with autism are learning communication and social skills and students with developmental issues and attention disorders are learning focus. Robots can be programmed to suit each individual child's need, offering special education in a much simpler, accessible format. Robotics for kids learning connects to "real-world" situations - building associations between things they know and things they learned. By learning while experimenting, students will find it fun and wanting to learn more. The more they are engaged in the learning process, the better they will retain the information. Robotics enhances the learning of students with disabilities by offering students many ways to learn information, express ideas, and demonstrate understanding. It also allows teachers to address different learning styles – visual, auditory and kinesthetic. This technology engages all types of students and facilitates differentiated instruction. It incorporates Science, Technology, Engineering and Math (STEM) education. Many schools and institutions across the world have included robotics learning to instill interest in Science and Math subjects. Young learners can develop scientific inquiry skills and understand technological concepts through robotics learning. Robotics learning also develops life skills like teamwork, time management, problem solving, and communication.

DELL Inspiron 2-in-1 17.3"FDH Touch-Screen:

This is a powerful laptop that can double as a large display when an interactive TV would not fit appropriately in the space. Interactive displays make it easier to teach dynamically. An interactive projector can be a valuable tool for increasing engagement, even if your students stay in their seats.

Watch videos together, take online pop quizzes or view real-time information on the topics you discuss. It can provide students with an enriched learning experience by projecting visual elements. It also makes differentiated learning much easier because teachers are able to accommodate different learning styles. Visual learners are able to observe the whiteboard, while tactile learners can learn by touching the board. The touchscreen option allows teachers to run programs with the tap of their finger. This makes it not only makes it easy to navigate for the teacher, but for the students as well.

This technology tool can be used for students with special needs and ELL needs since it is a desktop learning station and has the application of text to speech and translation. This benefits all learners, with mixed abilities and learning styles and from different backgrounds.

Promethean ActivPanel:

It's much easier to concentrate on something when you're playing an active role. Up to ten students can draw on an interactive screen at any one time, making them ideal for increasing engagement via group projects and presentations. When students are working together in front of the class, they are likely to take participation more seriously. The result is that they stay engaged for longer. Interactive projectors also make it easier to teach dynamically. An interactive projector can be a valuable tool for increasing engagement, even if your students stay in their seats. Watch videos together, take online pop quizzes or view real-time information on the topics you discuss.

In classrooms all over the country, this type of technology not only enhances the way teachers teach, but it also enhances the way students learn. It can provide students with an enriched learning experience by projecting visual elements. It also makes differentiated learning much easier because teachers are able to accommodate different learning styles. Visual learners are able to observe the whiteboard, while tactile learners can learn by touching the board. The touchscreen option allows teachers to run programs with the tap of their finger. This makes it not only makes it easy to navigate for the teacher, but for the students as well.

In addition to that, a student's learning experience is enhanced by this technology because of its ability for students to view diagrams, charts, videos

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and more, right on the huge screen in front of them. This benefits all learners, with mixed abilities and learning styles and from different backgrounds. Their learning comes to life, and many students find it more fun to learn.

Interactive boards support inclusive classrooms by offering students many ways to learn information, express ideas, and demonstrate understanding. It also allows teachers to address different learning styles – visual, auditory and kinesthetic. This technology engages all types of students and facilitates differentiated instruction. Students with autism, for example, improve communication skills through group collaboration. The interactive whiteboard gives educators the ability to present things visually, and provide ease in creating and altering activities to control students' learning. For students with physical disabilities, the touch-sensitive surface gives all students the opportunity to participate in learning. It allows all students, even those who cannot hold a pen, to write and interact with content using the finger-touch capability. For students who have trouble using traditional keyboards and mice, the touch and click ease allows them the opportunity to interact with a computer.

Chromebooks: Chromebooks enhance student communication and collaboration opportunities. Gmail, calendars, and video conferencing all allow students to connect with others, and keep on top of assignments. Chromebooks allow students to work together while completing group projects, reports, a power point, or videos. Access to work can be attained during school areas, in the library, or at home. There is no limit on the number of users that can be included, and since the Apps are attached to user profiles, Chromebooks can be used by different students. Every student has their own personalized profile, and learning experience, when they log in to their apps, settings, classwork, books, and videos. Chromebooks can be easily shared with other students, friends, or family, and since they have built in security, there is no risk of unwanted software installations, adjusted settings, or malware. Guests can also use Chromebooks, but are not able to access any information on the book, or save their work when finished. Google Chromebooks can be an excellent assistive technology tool for students with special needs and ELL needs since it is a desktop learning station and has the application of text to speech and translation. Students who have delays in physical, cognitive, or language development may require extra support from a variety of features or programs. Chromebooks are excellent assistive technology (AT) that help students with special needs access curriculum and information. Google Apps and Extensions in the Chrome Web Store provide many supports to students with learning challenges. Chromebooks allow students to access curriculum while avoiding their triggers. Online curriculum and resources allow them to work without distraction, which lowers anxiety. Chromebooks also allow students to access additional resources to support their learning and address their individual needs. There are specialized web apps, screen readers, text-to-speech and speech-to-text, screen magnifies, curriculum resources, lesson ideas, collaboration tools and so much more.

Lenovo Laptops: Will be used as replacement laptops for teachers in every classroom to update outdated technology. The teachers can display and utilize programs to enhance lessons for students. In addition, they will have better compatibility with newer interactive TVs and displays, and be more dependable on a daily basis. Teachers have more flexibility to work from various locations.

Up to date technology for teachers lets them rely on platforms and tools that enable you to keep track of the individual achievements of their students and group students based on their needs. Technology is another way to engage students to take part in discussions and collaborate on various assignments and topics. Teachers can be more effective and efficient within the classroom while teaching the needs of all students by constantly having data, resources, and research at their fingertips. This technology can be used as a tool to give students assignments that are at their instructional level (special education, ELL), as well as in various formats (special education, ELL). Teachers can easily access newspapers, scientific articles, studies, and any other type of content online and present tough concepts in various ways and languages that makes the concept clear for each and every student in the class with audio-visual presentations.

Apple iPad (Wi-Fi, 32GB) - Space Gray (Latest Model):

The iPads will be used by students in various grades as tools for video recording and editing. These iPads will replace older versions to enhance the output of student projects. The students will be able to use these devices to create projects in different subject areas, as well as contribute to the school community by creating a news cast to be displayed on our website and to our community.

For children who lack motor skills, manipulating between a keyboard, mouse, and screen can be very difficult and overwhelming. But the touch screen and all-in-one components of an iPad make it easier for special needs kids to not only use, but master the process. And while desktop computers pose numerous challenges for people with limited mobility, the iPad's function is not compromised when used in a variety of physical positions. iPad includes numerous built-in modifications, making it easier for children with a variety of physical needs to reap the benefits a tablet has to offer. Features include VoiceOver, which reads the screen out loud, Zoom, which magnifies the screen's content, and Assistive Touch which allows you to adapt the touch screen prompts to the user's unique physical needs, it is also an ELL learning station that has an application of text to speech and translation.

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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.**

Parent-teacher communication is a vital factor that contributes to the success of students. With the increase of technology platforms like emails, texts, websites, electronic portfolios, online surveys and video chat applications help make communication more timely, efficient, productive and satisfying. Technology also allows teachers to create calendars that can be accessed at any time, so parents can schedule meetings, view homework assignments or even volunteer at school. Teachers can also create online grade-books and classrooms to allow parents and students to actively participate in class when they are not even in the classroom. With the addition of technology positive performance and praise can occur on a steady basis and intervention can be at a faster rate. Additionally, students in grades 5-8 will be given the opportunity to bring devices home to bridge the gap to those members lacking technology.

- 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.”

PreK - 8 Teachers will be addressing the following topics through professional development that will be ongoing from January 2018 until June of 2019; Chromebook Training, Technology Basics, Google Classroom, Google Apps of Education, Google Slides, Planbook, Google Pages, Interactive Monitor Training (Promethean), Integrating technology into curriculum, check up for device gaps, Survey and Tech problems, Technology Integration as Needed, Blended Classroom. With the addition of various technology trainings that are listed above, we continue our services with NERIC. As an upgrade, one of the services that is included is the Cooperative Technology Service. This service includes consultation, planning, implementation, oversight, and ongoing support for standardized technology. All staff members will also be offered professional development training through the local HFM BOCES Network team. As part of the District Professional Development Plan there will be an onsite teacher that undergoes professional development training to provide certified training to all staff members under New York State Regulations. Evaluation of the implementation of Technology Plan will be conducted with simple observations of technology use, instruction and integration by the Technology Integration Specialist and by building administrators. The Technology Integration Specialist will collect data and present it to the Technology Committee. Comments from teachers, students, staff, parents and area business and community members may be referred to the Technology Committee at any time. The Technology Committee will receive reports from the Technology Integration Specialist regarding the integration of technology into curriculum. Teachers would complete a needs assessment survey at the beginning middle and end of each year. This will assist the technology committee's decisions and revisions on the technology plan and professional development. Technology plans are an ongoing process and modifications and additions to the plan will be necessary to continue supporting our goals and respond to new developments and opportunities. Technology meetings will continue to occur on a regular basis. At those times, concerns, developments and opportunities will be discussed and analyzed.

- 9. **Districts must contact one of the SUNY/CUNY teacher preparation programs listed on the document on the left side of the page that supplies the largest number of the district's new teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.**

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

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

SUNY Albany

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

518-442-3300

- 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.**

Dr. Robert Bengert-Drowns

Smart Schools Investment Plan - Revised - Wheelerville SMART 4

Classroom Learning Technology

10. 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.

11. 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.

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Interactive Whiteboards	Promethean ActivePanel 65in 4K with mobile stand	2	3,475.00	6,950.00
Tablet Computers	Apple iPad (Wi-Fi, 32GB) - Space Gray (Latest Model)	2	280.00	560.00
Laptop Computers	DELL Inspiron 2-in-1 17.3	1	900.00	900.00
Laptop Computers	LENOVO Thinkpad E480 14	15	679.00	10,185.00
Laptop Computers	DELL Chromebook 5190 2 in 1	50	325.00	16,250.00
Other Costs	Ozobot-STEAM	2	120.00	240.00
		72	5,779.00	35,085

13. Final 2014-15 BEDS Enrollment to calculate Nonpublic Sharing Requirement (no changes allowed.)

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	129	0	129.00	0.00

14. If you are submitting an allocation for Classroom Learning Technology complete this table.

	Public School Sub-Allocation	Estimated Nonpublic Loan Amount (Based on Percentage Above)	Estimated Total Public and Nonpublic Sub-Allocation
Interactive Whiteboards	6,950.00	0.00	6,950.00
Computer Servers	0.00	0.00	0.00
Desktop Computers	0.00	0.00	0.00
Laptop Computers	27,335.00	0.00	27,335.00
Tablet Computers	560.00	0.00	560.00
Other Costs	240.00	0.00	240.00
Totals:			

Smart Schools Investment Plan - Revised - Wheelerville SMART 4

Classroom Learning Technology

	Public School Sub-Allocation	Estimated Nonpublic Loan Amount (Based on Percentage Above)	Estimated Total Public and Nonpublic Sub-Allocation
	35,085.00	0	35,085

Smart Schools Investment Plan - Revised - Wheelerville SMART 4

Pre-Kindergarten Classrooms

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

(No Response)

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

- Specific descriptions of what the district intends to do to each space;
- An affirmation that new 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. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. 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:	0.00

Smart Schools Investment Plan - Revised - Wheelerville SMART 4

Replace Transportable Classrooms

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

(No Response)

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

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

Project Number
(No Response)

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

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

(No Response)

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

5. 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:	0.00

Smart Schools Investment Plan - Revised - Wheelerville SMART 4

High-Tech Security Features

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

(No Response)

2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Smart Schools plans with any expenditures in the High-Tech Security category require a project number from the Office of Facilities Planning. Districts must submit an SSBA LOI and receive project numbers prior to submitting the SSIP. As indicated on the LOI, some projects may be eligible for a streamlined review and will not require a building permit. 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. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. If you have made an allocation for High-Tech Security Features, complete this table. Enter each Sub-category Public Allocation based on the the expenditures listed in Table #5.

	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:	0.00