

Smart Schools Investment Plan - Preliminary SSIP

SSIP Overview

Page Last Modified: 07/12/2016

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

Nicole Rice

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

6078633200

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

nrice@cc.cnyric.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. 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.

Cincinnati_Smart_Schools_Investment_Plan(DRAFT).pdf

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

782

- 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:

\$871,926

- 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	428,296
Connectivity Projects for Communities	0
Classroom Technology	58,532
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	333,900
Totals:	820,728.00

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School Connectivity

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

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

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

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

The district currently meets this standard by having in place 100 Megabytes of Internet Bandwidth for 592 students and 120 staff members. We have a 1 Gigabyte connection back to our BOCES Regional Information Center with 1 Gigabytes HP ProCurve switches. Using smart schools bond act funding, will install a fiber optic backbone for it's data network that will support 10 Gigabyte network bandwidth within the district.

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

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

2. **Connectivity Speed Calculator (Required)**

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	592	59,200	59.20	100	100	Currently Meets Standard

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

The smart schools bond act funding will be used to connect all the district's data rooms together using fiber optic cabling that will support 10Gbps transmission speeds. This will allow for a large capacity of users to connect to district resources simultaneously. Wireless access points and cabling will be installed to expand upon the district's existing wireless network that will also be capable of high capacity network traffic.

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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?")**

We are half way there, we have the connection with Time Warner as our service provider and the link back to our RIC BOCES. The part we need is the 1 Gigabyte HP ProCurve switches here on site at the district level to run at the ideal 1 Gigabyte speed for connections to the classrooms and labs. In addition, having the wiring to add more Wireless Access Points (**WAP**) throughout the entire UPK-12 building allows us to put in place the additional iPads and allows students to use their own hand held devices with out intermittent Internet.

The development of technology tools that support communication and collaboration have given rise to rich online communities. These communities can provide opportunities for teachers to become learners, students to facilitate conversation and collaboration as well as extending the learning environment. The district wishes to increase equitable access to technology through the use of the mobile wireless technologies.

As stated in our 3 Year Technology plan: CCS will continue to incorporate technology into all areas of the educational process by the infusion of a strengthened curriculum that acquires, applies and evaluates its technology resources to best support the New York State Common Core Standards. This endeavor develops a community of life-long learners that will enable students to:

- Expand their knowledge base
- Increase Creativity
- Become more innovative
- Become self-directed learners
- Reinforce Language Arts and Math Literacy
- Improve their critical thinking, problem solving and decision making skills
- Collaborate with others to effectively complete a task
- Be informed of various professions involving technology
- Use assistive technology to augment the learning process
- Access, analyze, evaluate and communicate information
- Use video to enhance their learning experiences
- Use technology to improve student achievement
- Consistent with the National Educational Technology Standards (NETS), students will become: Informed, responsible and contributing citizens

Top challenges include:

- **Cabling** and **WAPs**, Besides better daily Internet access, we would also have the added benefit in running cables for wireless access points to meet Computer Based Testing.

Also noted in our 3 Year Technology is the goal to to place an additional iPads in both Elementary and Middle and High School areas and purchase Apps for all grade levels to promote, support, and model creative and innovative thinking. To also inspire inventiveness, engage students in exploring real-world issues, and solving authentic problems using digital tool resources.

Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve education systems at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning to better connect our educators. Finally, technology will help students to meet college and career readiness goals.

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

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

The district has an existing wireless network that will be added to as part of the smart school bond act investment plan however the main focus of the scope is to improve data room conditions in order to facilitate a dense, robust wireless network.

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.**

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Project Number
11-01-01-04-0-001-018
11-01-01-04-0-001-SB1

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
Jeffrey Robbins	35151

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	231,752
Outside Plant Costs	(No Response)
School Internal Connections and Components	196,544
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	428,296.00

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

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Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Network/Access Costs	Data Room Upgrades - Construction Budget for the renovation of the existing data rooms in the High School Building. The data room upgrades will include the following scope in each room: Architectural improvements createing secured spaces, New 4-post data rack with cable management, patch panels, fiber optic housing, uninterruptaqble power supply, 3/4 Ton Split Unit Air Conditioning Unit, Electrical improvements to provide the proper electrical service to IT and Telecommunications Grounding to meet TIA/EIA standards. This work will be competitivly bid after SSBA approval and SED Facilities approval.	5	20,000	100,000
Network/Access Costs	Cisco C2960X 48-port PoE+, 750W, 2 x 10G SFP+, LAN Base	22	3,716	81,752
Connections/Components	Cisco FlexStack 50cm stacking cable	22	67	1,474
Connections/Components	Catalyst 2960-X FlexStack Plus Stacking Module	22	685	15,070
Network/Access Costs	APC SmartUPS 3000VA Uninterruptable Power Supply with (x6)5-20R outputs and 208V L6-30 Input. It will also have the network module to connect to the management system using TCP/IP.	20	2,500	50,000
Connections/Components	Category6 Data Cabling Replacement throughout the building - Construction budget for one Category6 data caba from the data closet patch panel to wall outlet locations. Estimate includes cabling, installation, terminations, testing and lebeling. This work will be competitivly bid after SSBA approval and SED Facilities approval.	300	600	180,000

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Community Connectivity (Broadband and Wireless)

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

(No Response)

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

(No Response)

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

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

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

(No Response)

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

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

6. If you are submitting an allocation for Community Connectivity, complete this table.

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

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

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

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

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Classroom Learning Technology

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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.

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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)**

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Calculated Speed	592	59,200	59.2	100	100	Currently Compliant

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.

The district has an existing wireless network that will be added to as part of the smart school bond act investment plan however the main focus of the scope is to improve data room conditions in order to facilitate a dense, robust wireless network.

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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.**

iPads to run on our existing wireless network.

iPads will be supplied with power and charge in two ways. The iPads in groups of ten or twenty for labs will have a Bretford charging and syncing station on a cart. iPads in groups of four in classroom centers will be charged using a Kensington four USB port power surge protector.

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Classroom Learning Technology

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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?")

All special needs students have Individual Education Plans (IEPs) that describe the particular needs of each child. Currently the following assistive technologies have been put into place as per the child's IEP. Our IEP student population is growing and additional iPads are needed.

The technology plan supports the push-in and push-out model for students with an IEP by providing technology in the classroom where regular instruction takes place or by giving the student a device to carry with them to special locations.

- Books on iPads, read aloud feature enabled
- iPads
- Phonic Ear Buds
- Augmented Communication Device
- Text to Speech software
- Increased Font Size
- Large size keys on keyboards

ELLs: For our English-language Learners needing extra help with speech and learning the English language we have plans to purchase Articulation educational apps where teachers may work with students and monitor their progress. One excellent example for an app is Articulation Station Pro for \$59.99. iPads will be placed in areas where student's programs have recognized them as ELL students and a specific Apple ID assigned to make the apps and progress reports unique to the students learning. Teachers will have opportunities to sign up for iPad special apps training through our NYS Teacher Center located on site.

For our students, the appeal of using iPads in school is very evident here at Cincinnatus. Students find them easier to use than traditional computers and our lab space is limited with a waiting list for the signup sheet. The excitement of using iPads is still here at Cincinnatus and leads to learning and we would love the opportunity to implement what has now become "everyday technology" but in only 1/3rd of our current classrooms and students are still sharing 2 or 3 students to one iPad.

Our classrooms are ready for the iPads to be a daily part, we have the teachers asking for them and willing to learn about the most successful apps and the students are gathering around to learn without being asked to join in. We believe students want and need to be technology literate and the iPad does this in unlimited ways with educational apps for every subject. Students learn at different paces and through different learning styles. It is particularly important during those formative years in elementary school learning the basics, that students get the personalized learning they need.

That's where the iPad comes in. Teachers can reinforce what is being taught with the iPads allowing student to practice certain skills at their own level and pace. Just one example has been in our third grade classroom with Math Bingo and improved abilities on math tests. One other example is our science students taking the iPads out on the nature trail to look up fish facts and other species as they see them live and they really have fun learning. With all the video games and technology students see, it's no wonder they have a hard time getting excited about doing a worksheet. It would be great to take advantage of their interests and use what they love to get their attention by bringing technology like iPads in the classroom. In some cases with our rural setting and poverty, chances are some of our students have never used an iPad before and do not have Internet access at home, so we would also reach this group. We do allow students to take iPads home for special occasions. They are so much more interactive and engaging than just a piece of paper.

General Education: So having noted the above about making learning fun and exciting for the students, many of our educators are looking at the iPad as an inexpensive way to deliver content and to save money on textbooks, and a lot of apps are available that make learning into a kind of game such as the virtual solar system or the beating of a good heart versus the heart of a smoker. Any time the teacher can visual show the learning concept and have students be able to interact with what they see is the goal. We will provide HDMI to lightning adaptors so teachers may display the iPad screen onto the SMART boards also. We also have teachers training on starting or improving their project based learning and incorporating iPads into using them like professionals do on the job. Having students carry them around in the classroom while meeting with different groups in a project, and

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using them on the spot to complete the assignments through real research and other tools like the voice recorder in a mock trial or the Dragon Dictation during an investigation.

Another area centered on an iPad game, Motion Math, has shown that the iPad can help with fundamental math skills. Fifth graders who regularly played the game for 20 minutes per day over a five-day period increased their test scores by 15 percent on average. We would like the ability to provide iPads to our middle school math labs and our high school math labs. We have a new math curriculum that gives students extra time to complete their classes and the time to do math drills such as the iPad can provide. iPads could also be checked out by students to use during study halls.

Currently we have over 19 College Now courses that allow students to earn both high school and college credit with Tompkins Community College. These courses can at times require students to do research and homework outside of the normal classroom, and iPads would provide the portable access they need to be successful. The TC3 website and course content load great on an iPad.

We also use eSpark Learning as our MDM to manage the iPads, push out and share apps, and monitor usage. We want to know what our students are finding the most useful, is it general google searches or Learn 360? It is also important to us that the iPads stay up to date, are fully charged, and a tool that works the minute a student picks it up.

As Computer Based Testing Grows we will have a much better opportunity to meet the requirements for students taking the tests on iPads. We need additional devices, we are successfully using computers and iPads now for STAR testing, however we need additional devices as testing grows to more grade levels and will be purchasing keyboards to attach. We are finding there are some students who test better on an iPad than on a desktop computer by using the touch screen.

The goal is to enrich classroom learning.

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.

- Reserve a few iPads for signing out to go home with students at night
- On-line access to text books
- Teachers on-line access to students grading program
- Parents Online access to grades and progress reports
- Online access to Typing programs
- Teachers online access to build their own webpages the school website
- APPS installed on teachers and students home iPads with iTunes codes

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."

Staff development is all organized through our on-site New York State Teacher Center and 70% or more involves technology that directly supports the goals for the District's technology goals. Examples are SMART Notebook, iPad integration and APPS, Microsoft Office Pro, integrating technology, project based learning, Google for Education, and more. In-service training is open to teachers and staff. Class are taught in two hour or all day six hour sessions and taught by BOCES, an outside professional trainer, or in the teachers teach teachers model with one of our own faculty members. Training can be to fill contract days or be for reimbursement by the district at an hourly rate. All faculty members are required to attend 6 hours of staff development unpaid per school year.

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.

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

Are there nonpublic schools within your school district?

- Yes
 No

11. **Nonpublic Classroom Technology Loan Calculator**

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

See:

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

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

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

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

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

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

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

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Classroom Learning Technology

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	Sub-Allocation
Interactive Whiteboards	(No Response)
Computer Servers	(No Response)
Desktop Computers	(No Response)
Laptop Computers	(No Response)
Tablet Computers	53,200
Other Costs	5,332
Totals:	58,532.00

15. 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
Tablet Computers	iPad Air 2 Wi Fi 16 GB (10 Pack)	14	3,800	53,200
Other Costs	iPad Air 2 WiFi Ken Rugged Case	124	43	5,332

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Pre-Kindergarten Classrooms

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

(No Response)

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

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

(No Response)

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

(No Response)

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

Project Number
(No Response)

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

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

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

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

Smart Schools Investment Plan - Preliminary SSIP

Replace Transportable Classrooms

Page Last Modified: 07/08/2016

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

(No Response)

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

Project Number
(No Response)

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

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

(No Response)

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

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

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

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

Smart Schools Investment Plan - Preliminary SSIP

High-Tech Security Features

Page Last Modified: 07/08/2016

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.

The smart schools bond act funds will be used to install IP mega pixel security cameras and intercoms at main entrances in the district's main building. The IP security cameras will provide a quality upgrade from the district's existing analog camera system and provide increased investigative search features that will make it easier for the district to find video. The intercoms will provide visibility to the main office of the main entrance and the visitor requesting access.

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

Project Number
11-01-01-04-0-001-018
11-01-01-04-0-001-SB1

3. Was your project deemed eligible for streamlined Review?

- Yes
 No

- 3a. Districts with streamlined projects must 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.

By checking this box, you certify that the district has reviewed all installations with a licensed architect or engineer of record.

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

Name	License Number
Jeffrey Robbins	35151

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)	0
Electronic Security System	309,900
Entry Control System	24,000
Approved Door Hardening Project	(No Response)
Other Costs	(No Response)
Totals:	333,900.00

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

Smart Schools Investment Plan - Preliminary SSIP

High-Tech Security Features

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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
Electronic Security System	Avigilon Digital Video Management Server with 18TB of storage for video from the cameras.	5	12,000	60,000
Electronic Security System	Axis 5MP IP Camera	93	1,700	158,100
Electronic Security System	Cabling for IP Cameras - Construction Estimate for Category6, plenum rated data cabling from each camera location to the nearest data room where it will be terminated in the data rack patch panel. Twenty data outlets will be installed ahead of the equipemnt procurment as part of the current capital building project. Installation to include all material, labor, terminations and testing. This work will be competetivly bid after SSBA approval and SED Facilities approval.	93	600	55,800
Entry Control System	Aiphone IS series Video Intercom stations at each major entrance in the building.	12	2,000	24,000
Electronic Security System	Installation of the IP camera system. (Budget number)	1	36,000	36,000

Smart Schools Investment Plan - Preliminary SSIP

Report
