

## Smart Schools Investment Plan - 2016-17 Version (Original) - Submission 2

## SSIP Overview

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

Mark Eberstein

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

585-237-0270 Ext. 2009

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

markeberstein@perry.k12.ny.us

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

First submission

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

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

 District Educational Technology Plan Submitted to SED and Approved

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

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

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

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

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

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

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

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SSIP Overview

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- 5a. Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website, along with any supporting materials. Note that this should be different than your recently submitted Educational Technology Survey. The Final SSIP, as approved by the School Board, should also be posted on the website and remain there during the course of the projects contained therein.

Smart Schools Investment Plan - Submission 1.pdf

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

http://www.perry.k12.ny.us/files/filesystem/smart%20schools%20investment%20plan%20-%20submission%202.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.

975

- 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:

\$913,171

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

	Sub-Allocations
School Connectivity	0
Connectivity Projects for Communities	0
Classroom Technology	537,812
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
<b>Totals:</b>	<b>537,812</b>

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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.

(No Response)

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

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

2. Connectivity Speed Calculator (Required)

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

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

(No Response)

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

(No Response)

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

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

(No Response)

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School Connectivity

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6. As indicated on Page 5 of the guidance, the Office of Facilities Planning will have to conduct a preliminary review of all capital projects, including connectivity projects.  
Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

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

Was your project deemed eligible for streamlined review?

(No Response)
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8. Include the name and license number of the architect or engineer of record.

Name	License Number
(No Response)	(No Response)

9. If you are submitting an allocation for **School Connectivity** complete this table.  
**Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.**

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

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

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School Connectivity

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

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Community Connectivity (Broadband and Wireless)

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- 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)

- 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)

- 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.

- Please describe the physical location of the proposed investment.

(No Response)

- 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)

- 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)
<b>Totals:</b>	<b>0</b>

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

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

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Community Connectivity (Broadband and Wireless)

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

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Classroom Learning Technology

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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 exceeds the Federal Communications Commission standard of 100 Mbps per 1,000 students with 200 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)

	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	807	80,700	80.7	200	(No Response)	(No Response)

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.

Wi-Fi connectivity was recently upgraded through a capital project during the summer of 2014. Frontrunner Networks installed all new Meru access points along with Boces installing new switches to provide wireless coverage to both the Elementary/Jr. High school as well as the Sr. High School. The bandwidth is monitored weekly and less than half our bandwidth allotment is used.

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.**

All devices work with planned platforms or systems and the district can provide adequate electrical supply to support them.

Acer Chromebook- Chromebooks are stand alone but will be plugged into charging stations in classrooms when battery is depleted and will utilize the wireless network for internet connection.

Chromebook Case- Protect the investment of 1:1 devices.

Charging Stations for Chromebook- Will utilize power outlets in classrooms. Each classroom is equipped with multiple outlets.

Smartboard- Plugs into computer with a USB connection for touch interactivity with projector.

Projector- Uses standard wall outlet and plugs into computer or any other device that supports video output.

iPad- Standalone device. Uses standard wall outlet. Can be plugged into external video source.

IPad Pro- Standalone device. Uses standard wall outlet. Can be plugged into external video source.

iPad Case- Protect investment.

iPad Pro Case- Protect Investment

Raspberry Pie Camera Kit- Uses standard wall outlet. Plugs into external video source.

Raspberry Pie Complete Kit- Uses standard wall outlet. Plugs into external video source.

HUE Animation- Plugs into Mac or Windows machine. Uses HD camera to display and record video on Mac or Windows machine.

Sphero Robotic Balls- Wirelessly connects to iPad for control. Uses standard wall outlet for charging.

Snap Circuits- Uses AA batteries for power. Can be connected to multiple different proprietary devices for educational use.

Wonder Workshop- Battery powered device that wirelessly connects to iPad for programming and control. Will plug into standard wall outlet for charging.

Silhouette Printer- Uses standard wall outlet.

3D Printer- Uses standard wall outlet and connects to PC to send 3D prints.

Printer- Uses standard wall outlet.

iMac- Uses standard wall outlet. Can be connected to external devices.

iPad Pro Pencil- Accessory to the iPad pro.

Camera- Uses standard wall outlet of charge.

Sherwood Receiver- Uses standard wall outlet for power. Hooks to external speakers and other peripherals.

Speakers- Hooks into receiver for sound output.

HP Elitedesk- Windows machine that uses standard wall outlet and can connect to external devices.

HP 19" Monitor- Uses standard wall outlet for displaying video output from computer.

Oculus Rift- Plugs into computer for power and video output.

Glowforge- Uses standard wall outlet.

Builder 3D Printer Extreme- Uses standard wall outlet.

Artec 3D Scanner- Uses standard wall outlet and plug into computer for 3D scans.

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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?")**

The proposed technology purchases will enhance differentiated instruction in many ways. Acer Chromebook's, desktops, Smartboards, and projectors allow for students to manipulate instruction to best meet their needs. The Chromebook's will continue to allow our students to receive supplemental instruction through iReady and literacy programs, while providing teachers and staff ongoing data to monitor progress of learning. Smart Boards are an essential component in accommodating different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board. By providing students with information in more than one form -whether through the combined use of text, audio, graphics or full-motion video - it increases the student's chance of grasping and learning the lesson. These technologies will benefit both our students with disabilities and English language learners. The features of the Chromebook (voice to text, audio, video, camera, programs) are key components that will assist our students in progressing further and close the gap, whether it be in reading or writing. The skills learned through the use of the Chromebooks can be transferred outside of the classroom and into the next stages of their lives. In collaboration with all these pieces of equipment, the charging stations, cases and printers will ensure that all equipment is housed in a central location, is charged and accessible when needed for instruction, and kept safe from damage. The printers will be necessary for printing student work, producing data reports and providing with students and teachers an avenue to maintain record of particular documents that have been created.

The iPad, iPad pro, iPad Pro pencil, iPad case, and iMac are all pieces of equipment that will potentially differentiate our art programs to allow for more students to access different projects and build digital art. The iPad, iPad Pro and iMac all have apps/programs that can influence the drawing, painting, sketching and building of a piece of art. This type of technology allows for multiple students to be at different levels within a project and identify which works best for them whether it be computer based or paper/pencil. These technologies also provide students to be on the go and be mobile to create their work and add depth within their drawing. The use of the iMac and photoshop (in conjunction with classroom cameras) students will be able to manipulate a picture by adding various features such a point of color in a black and white photo, adding a figure to a photo or cutting something out. These activities also provide our students with disabilities the opportunity to be successful by using computer programs to aid in the development of their drawing(s). In using this equipment, students will be able to have scaffolded instruction within the classroom that can be taken out of the classroom and used at home. Again, the skills addressed through the use of these items will prepare our students for a digital age in drawing, photography, architecture and many more fields of study. Similar to the use of these technologies the Hue Animation program can be used in collaboration with these items by providing another avenue to be successful in making Art. At all levels, students will have the ability to create characters, record their own voices, make stages and share their projects on YouTube. This particular program will tap into our students interest levels and engage them in the digital age. Investigating into this level of art animation will link to our district goal of testing emerging technologies. Along with these technologies are the Raspberry Pi Camera kit and full kit.

The following items: Silhouette Printer, 3D printer, Glowforge, Builder 3d Printer extreme, Arctec 3D scanner provide endless options for printing. At this point, our students have already built using the 3D printers that they have put together themselves windmills, cell phone cases, speaker mounts and virtual reality headsets. Each of the different printers allow for students to have access to more 3D printing, printing in a larger scale and to be able to scan 3D objects into scan. Our High School students had great success in building and implementing the use of the 3D printer and during our Tech Fair illustrated to the Junior High the use of the printers and what products have been created. These technologies develop students critical thinking and problem solving skills tremendously. It provides them with immediate feedback to their ideas and something tangible to inspect when finished. Using these tools is differentiated by the comfortability level of the various printers. Students with disabilities and English language learners are provided with a hands-on experience to their learning. They are thinking, designing, creating and building throughout the courses instructed. The level of thinking that goes into using these types of technologies will allow for our students to think outside the box and take their learning past the classroom. Students participating in the use of these printers are designing business plans, identifying a cost for their items and

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## Classroom Learning Technology

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selling them and receiving reviews on the quality of their products. These are the skills that are necessary in succeeding in business today.

In conjunction with the 3D printers, students are also creating virtual reality headsets similar to the Oculus Rift which allows for students to take virtual field trips and engage in games. This is a new innovative technology which aligns with our district goal of investigating and discovering new emerging technology. The virtual field trips that have occurred provide our students with an opportunity to visit places that they have not been prior. It also lets you interact with objects within sight and manipulate and move them. The visual connection is critical for our students with disabilities and English language learners.

The Snap Circuits allow our students the tools to build exciting projects, such as FM radios, digital voice recorders, AM radios, burglar alarms, and doorbells. It will benefit most of our student population that are just beginning to build circuits by providing a manual to follow. It will assist in differentiating instruction as students are engaged in the hands-on learning that is exhibited in building a circuit. Students will take what they have learned and expand it to real-life as they work to build different projects. By engaging our students in snap circuits, we are developing critical thinkers in our students and ensuring they have the necessary skills to work through a problem.

Wonder Workshop and Sphero Robotic Balls prepare our students for the future with interactive, hands on learning that will teach them coding. The apps that are connected to Wonder Workshop are free and can be accessed by students through multiple avenues (iPad, tablet, cell phone). Students are able to start right away with a tutorial piece and engaging pre-created missions which will engage our students with disabilities and provide them with a modeling of what to do and how to do it. It will allow our students to explore and problem solve within the art of programming.

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.**

At the moment the proposed technology is geared more for the students. However, staff members utilize GAFE to enhance communication with parents and other stakeholders through email as well as Google Drive. Teachers also use GAFE to communicate and collaborate with students in real time from anywhere at anytime. Parents will also be able to view Google Classroom assignments as well as grades for their students if the teacher decides to go this route. Smartboards will allow the teacher to project students screens in real time as well as allow teachers to make sure students are on task.

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."**

Administrators, teachers, and staff will be offered in-house trainings throughout the year as well as teachers teaching teachers strategies to improve teaching and learning. Four staff members will be Google Certified Educators Level 1 and Level 2 and will train faculty and staff on GAFE. There will also be offerings on conference days. Trainings on chromebooks will begin during the 1:1 device rollout. Other purchases such as 3D printers, robotics, etc. will require on the fly training as they will only be used in certain areas and not widespread throughout the district.

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

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

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

SUNY Geneseo, Brockport and Oswego

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

585-245-5211, 585-395-2211, 315-312-2500

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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.

Anjoo Sikka, Thomas Hernandez, Marcia Burrell

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

Are there nonpublic schools within your school district?

- Yes
- No

10a. Describe your plan to loan purchased hardware to nonpublic schools within your district. The plan should use your district’s nonpublic per-student loan amount calculated below, within the framework of the guidance. Please enter the date by which nonpublic schools must request classroom technology items. Also, specify in your response the devices that the nonpublic schools have requested, as well as in the in the Budget and the Expenditure Table at the end of the page.

The school district will require The Gilead School of Discipleship to have requests submitted by June 30th of each year. The Gilead School of Discipleship has not requested any devices at this time but will request devices when needed. The Silver Lake Mennonite School is declining its allocation of Smart Schools funds.

10b. A final Smart Schools Investment Plan cannot be approved until school authorities have adopted regulations specifying the date by which requests from nonpublic schools for the purchase and loan of Smart Schools Bond Act classroom technology must be received by the district.

By checking this box, you certify that you have such a plan and associated regulations in place that have been made public.

11. Nonpublic Classroom Technology Loan Calculator

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

See: [http://www.p12.nysed.gov/mgtserv/smart\\_schools/docs/Smart\\_Schools\\_Bond\\_Act\\_Guidance\\_04.27.15\\_Final.pdf](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	537,812	804	118	922	250	29,500

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.

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

	Sub-Allocation
Interactive Whiteboards	58,300
Computer Servers	0
Desktop Computers	53,990
Laptop Computers	207,913
Tablet Computers	45,504
Other Costs	172,105
<b>Totals:</b>	<b>537,812</b>

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

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

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

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Laptop Computers	Acer Chromebook	809	257	207,913
Other Costs	Chromebook Case	809	23	18,607
Other Costs	Charging Stations for Chromebooks	48	100	4,800
Interactive Whiteboards	Smartboard	53	1,100	58,300
Other Costs	Projector	53	570	30,210
Tablet Computers	iPad	40	299	11,960
Tablet Computers	iPad Pro	56	599	33,544
Other Costs	iPad Case	28	12	336
Other Costs	iPad Pro Case	56	50	2,800
Other Costs	Raspberry Pi Camera Kit	2	98	196
Other Costs	Raspberry Pi Complete Kit	2	90	180
Other Costs	HUE Animation	2	70	140
Other Costs	Sphero Robotic Balls	2	129	258
Other Costs	Snap Circuits	2	133	266

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## Classroom Learning Technology

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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
Other Costs	Wonder Workshop	1	279	279
Other Costs	Silhouette Printer	1	269	269
Other Costs	3D Printer	1	400	400
Other Costs	Printer	1	1,500	1,500
Desktop Computers	iMac	10	1,249	12,490
Other Costs	iPad Pro Pencil	56	99	5,544
Other Costs	Camera	28	300	8,400
Other Costs	Sherwood Receiver	2	450	900
Other Costs	Speakers	2	350	700
Desktop Computers	HP Elitedesk	50	700	35,000
Desktop Computers	HP 19	50	130	6,500
Other Costs	Oculus Rift	30	599	17,970
Other Costs	Glowforge	2	4,795	9,590
Other Costs	Builder 3D Printer Extreme	1	19,460	19,460
Other Costs	Artec 3D Scanner	1	19,800	19,800
Other Costs	Non-public School Funds (Gilead School of Discipleship)	1	29,500	29,500

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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.

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

Project Number
(No Response)

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

	Sub-Allocation
Construct Pre-K Classrooms	(No Response)
Enhance/Modernize Educational Facilities	(No Response)
Other Costs	(No Response)
<b>Totals:</b>	<b>0</b>

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

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Pre-Kindergarten Classrooms

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



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Replace Transportable Classrooms

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

(No Response)

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

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

Project Number
(No Response)

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

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

(No Response)

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

	Sub-Allocation
Construct New Instructional Space	(No Response)
Enhance/Modernize Existing Instructional Space	(No Response)
Other Costs	(No Response)
<b>Totals:</b>	<b>0</b>

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

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

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High-Tech Security Features

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- 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)

- 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)

- Was your project deemed eligible for streamlined Review?

- Yes  
 No

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

Name	License Number
(No Response)	(No Response)

- If you have made an allocation for **High-Tech Security Features**, complete this table. **Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.**

	Sub-Allocation
Capital-Intensive Security Project (Standard Review)	(No Response)
Electronic Security System	(No Response)
Entry Control System	(No Response)
Approved Door Hardening Project	(No Response)
Other Costs	(No Response)
<b>Totals:</b>	<b>0</b>

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

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

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

