

Smart Schools Investment Plan - Revised - Submission 1 - Amendment 1

SSIP Overview

Institution ID

800000038684

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

Joseph Reilly

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

607 654-3858

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

reilly.j.n@gmail.com

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.

Amended 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.** Parents Teachers Students Community members The district was unable to meet with each group of stakeholders due to an emergency need as a result of the COVID-19 crisis.**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:** 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 school board was unable to conduct a hearing that enabled stakeholders to respond to the preliminary plan due to an emergency need as a result of the COVID-19 crisis. 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

- 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.

Shen-SSBA-Presentation-3-2018-2.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://www.shenet.org/wp-content/uploads/2020/07/Shen-SSBA-Presentation-3-2018-2.pdf

- 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.

1,100

- 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:

\$3,926,194

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	9,803	192	9,995.00	1.92

- 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	18,700.00	18,700.00	0.00
Connectivity Projects for Communities	0.00	0.00	0.00
Classroom Technology	272,300.00	272,300.00	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	5,699.48	5,699.48	-0.00
Totals:			

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	Sub-Allocations	Expenditure Totals	Difference
	296,699	296,699	-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.**

Shenendehowa reviews the academic program on an ongoing basis with their network specialists and their educational leadership. This year they identified multiple classrooms that are currently serviced by wifi but require upgrades to their access points. This plan will purchase the wifi access points to upgrade these classrooms.

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)

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School Connectivity

- 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)

- 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
52-03-02-06-7-999-005
52-03-02-06-7-999-BA1

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

Was your project deemed eligible for streamlined review?

Yes

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

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

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

Name	License Number
Eric Sheffer	81621

- 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
Network/Access Costs	AIR-AP2802I-B-K9	22	850.00	18,700.00
		22	850.00	18,700

- 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

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School Connectivity

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	9,803	192	9,995.00	1.92

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

	Public Allocations	Estimated Nonpublic Loan Amount	Estimated Total Sub-Allocations
Network/Access Costs	18,700.00	366.26	19,066.26
School Internal Connections and Components	0.00	0.00	0.00
Other	0.00	0.00	0.00
Totals:	18,700.00	366	19,066

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

	Sub-Allocation
Network/Access Costs	0.00
Outside Plant Costs	0.00
School Internal Connections and Components	0.00
Professional Services	0.00
Testing	0.00
Other Upfront Costs	0.00
Other Costs	0.00
Totals:	0.00

14. School Connectivity Totals

	Total Sub-Allocations
Total Loanable Items	19,066.26
Total Non-loanable Items	0.00
Totals:	19,066

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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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Classroom Learning Technology

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.

Shenendehowa Central Schools subscribe to broadband services through the Northeast Regional Information Center. They currently exceed this standard.

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	10,000	1,000.00	3000	3000	currently 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.

Shenendehowa Central Schools has used Erate and Smart Schools to upgrade their wifi service district wide. On an ongoing basis, the network planning team from Shenenedehowa and the academic leadership team from the district and from each building regularly review the academic services and students assigned to each educational and public space in the district. The current plan provides saturation coverage for all students. The Classroom Connectivity section of this amendment includes funds for upgrading some access points this year.

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.**

This amendment is requesting classroom devices for some classrooms that are being renovated. All of these rooms will receive replacement classroom computers, Active Panel displays, a laptop storage cart, laptop docking stations, replacement of a printer/plotter and a passive display. As these are replacement devices, and the rooms are being renovated, the electrical service and the HVAC are appropriate and can easily handle these devices.

The charging carts are consistent with the units currently in use in the district. This plan wants to equip the new student learning spaces with a charging capacity for student one-to-one devices.

The goal of these spaces is to transition from traditional lecture style classrooms to a student focused active learning environment. There is a large format printer/plotter included to support the student work in the Project Lead the Way and the architectural/drafting student labs. Additionally, the district wants to construct some student collaboration spaces similar to what they might experience in a work experience. Promethean boards work in some spaces, but in a Dell interactive display will allow the students to learn how to work collaboratively in small groups and present as if they were working in an architecture firm or with professional clients.

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Classroom Learning Technology

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.

While this plan targets a specific group of multi-use classrooms, they demonstrate the commitment that Shenendehowa makes to all students and the success of all students. They are a one-to-one district and during the recent pandemic had "drive by" distribution of devices for those students who didn't have their device at home.

One exciting components is the opportunity for active learning in the Technology Lab spaces. Students can work with professional software, and the professional devices and equipment they might need to be familiar with when transitioning to a professional experience. The students can represent diverse students who might not always work together. A student who might be mechanically inclined can collaborate with a student who might be artistically focused to design and build a customer product. Additionally, the collaborative groups will have the opportunity to complete tasks and be evaluated as if they were working in that same professional environment. These spaces will include large scale plotters and interactive Dell displays that are more commonly found in the small, professional, collaboration spaces. Imagine four or five students working in a smaller space as a team before presenting their solution to a hypothetical customer issues.

Shenendehowa was one of the first districts to adopt the Google platform as their student learning platform in the Capitol region of New York. This platform is particularly beneficial to students with disabilities and multi language learners. One of the challenges of a multi language or English as a Second Language Learner is the translation of materials. A translator in the student's native language may only be available for limited times and probably not during classroom times or outside of school hours. Google has a built in translation software. The software can translate directly from a native language to English and from the English to the native language when the student requires the service. If the student is in class and they receive a document, the software can translate it to their native language. If they are home working on assignments, they can find resources in their native language and translate it to English for utilization immediately. No delay. Services when the student needs it.

The Google platform is hardware agnostic. No student would be penalized for operating on an Apple device or an ancient Windows device. No problem from working with Office 98 or Office 10 or 19. As long as there is a Chrome browser installed, they can access their cloud based work. Sorry. No excuse that the dog ate their homework or the teacher's computer can't read their document if the Google cloud based platform is available. Students with disabilities primarily need extended access to materials. If a student requires access to a device outside of class schedules, they are assigned a device. It is even more exciting that the student can easily access their classroom work in class, after class, at McDonalds, or Barnes and Noble. When the student sits down with a one-to-one teacher, aid, or parent, the device can access the Google Cloud and the student's materials are there.

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.

Shenendehowa Central Schools represents a community with a high commitment and high expectation for the utilization of technology for enhancing ongoing communication between parents, staff, students and the other stakeholders in the community. All of the student and staff devices are equipped with video cameras and microphones. This makes those devices portable distant learning centers. A student or group of students have the capacity to reach out to a resource from their devices. There is no complicated scheduling of a dedicated room or special bandwidth.

Shenendehowa is committed to parent-student-school communication. They have adopted a student management system with a robust parent portal. Parents using this portal can access student attendance, assignments, progress and teacher contact information in a real time basis. No parent will be required to wait until the traditional paper report card arrives home after six weeks.

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Classroom Learning 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.”

Shenendehowa offers a wide assortment of Professional Development for all of the faculty focusing on the basics and on specialty instructional resources.

All teachers are required to participate in and demonstrate competency in the basic Google skills including Docs, Sheets, and Slides. These tools allow students and teachers to operate on a common platform with basic tools for day-to-day assignments. Additionally, the package allows the users to import and export documents from other popular tools such as Microsoft Office.

Teachers are also required to participate in Google Classroom and Google Meet training. In the recent shut down caused by the Corona pandemic the students and teachers transitioned seamlessly to remote learning using these tools. Work continued. Instruction continued. Students continued to advance.

Teachers are offered training on Active Panel interactive Displays at two levels. The teacher must complete a basic training course in the operation of the Active Panel, and then they are offered instructional area training. Elementary teachers are trained on elementary use. Science teachers learn how to expand their offerings in the science areas. English language and related arts teachers train with other teachers in their areas. Relevant instruction for student success instead of generic instruction with no application.

Finally, Shenendehowa has offered two staff development sessions for teachers which expands the power of technology. The first is a Learning Management Tool for primary level students called See Saw. This package allows teachers to assign individual expanded opportunities and remediation based on particular student requirements. Students struggling with a concept in math can receive remedial instruction and additional opportunities to be successful. Students who have mastered a concept can expand or add additional learning experiences via the See Saw package. Across the district staff members have been trained on a package called Edocrina. This assessment builder package expands the assessment opportunities for the teachers and the diagnostic resources via that assessment. Not only does the teacher understand what questions the students missed, but they can identify patterns of questions that might have been missed and even which distractors that might have been chosen. Did the students understand the concept or should the instructional model be adjusted to help additional students to be successful.

- 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.

518-442-5092

- 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. Jason Lane

- 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.

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Classroom Learning Technology

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 Active Panels	23	3,750.00	86,250.00
Desktop Computers	Dell XPS 8930 Desktop	150	1,110.00	166,500.00
Other Costs	Dell laptop docking station	20	290.00	5,800.00
Other Costs	Laptop Charging and storage cart	1	900.00	900.00
Other Costs	HP DesignJet Z6 PostScript - large-format printer - color - ink-jet	2	3,800.00	7,600.00
Other Costs	Dell 55 4K Conference Room Monitor - C5519Q	3	1,750.00	5,250.00
		199	11,600.00	272,300

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	9,803	192	9,995.00	1.92

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	86,250.00	1,689.28	87,939.28
Computer Servers	0.00	0.00	0.00
Desktop Computers	166,500.00	3,261.04	169,761.04
Laptop Computers	0.00	0.00	0.00
Tablet Computers	0.00	0.00	0.00
Other Costs	19,550.00	382.90	19,932.90
Totals:	272,300.00	5,333	277,633

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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

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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

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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

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Non-Public Schools

1. Describe your plan to utilize SSBA funds to purchase devices and loan to the nonpublic schools within your district. Please specify what devices have been requested by the nonpublic schools. If the nonpublic schools have not finalized requests, the district should provide the date nonpublic schools will submit the request by.

The Shenendehowa Central School District has a long and strong relationship with the Non-Public partners. In the originally submitted plan funds were included in the plan by the district with three of the four non-public partners. Unfortunately, due to the current pandemic, our non-public partners have been very difficult to contact and while we normally expect a response on two to three weeks, we anticipate the response to this application stretching out. We are allocating the funds and will ask the partners to identify their requests at their earliest opportunity.

2. 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.

- 2a. Please enter the date each year nonpublic schools must request loanable items from the school district. This date cannot be earlier than June 1 of the previous school year.

June 30

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	9,803	192	9,995.00	1.92

4. Nonpublic Loan Calculator

	Loanable School Connectivity	Loanable Classroom Technology	Additional Nonpublic Loan (Optional)	Estimated Per Pupil Amount - This Plan	Previously Approved Per Pupil Amount(s)	Cumulative Per Pupil Loan Amount	Final Per Pupil Loan Amount - This Plan	Final Total Loan Amount - This Plan
Required Nonpublic Loan	19,066.26	277,633.22		29.68	32.26	61.95	29.68	5,699.48
Final Adjusted Loan - (If additional loan funds)	19,066.26	277,633.22	(No Response)	29.68	32.26	61.95	29.68	5,699.48

5. Nonpublic Share

	Final Per Pupil Amount	Final Nonpublic Loan Amount
Pending and Previously Approved Plans	32.26	6,194.48
This Plan	29.68	5,699.48
Total	61.95	11,893.96

6. Distribution of Nonpublic Loan Amount by School

Nonpublic School Name	2018-19 K-12 Enrollment	Special Ed School? If Yes, not eligible
LEARNING TO KNOW EDUCATIONAL CENTER	18	No
MOTHER TERESA ACADEMY	23	No
SARA MARIE SCHOOL (THE)	33	No
ST GEORGE'S SCHOOL	25	No

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

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Non-Public Schools

Select the allowable expenditure type. Repeat to add another item under each type.	Items to be purchased	Quantity	Cost Per Item	Total Cost
Unbudgeted Nonpublic Loan Amount	Unbudgeted requests	1	5,699.48	5,699.48
		1	5,699.48	5,699