

SSBA - Special Education Schools - Special Ed SSIP - ReSubmission 1

SSIP Overview

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

Monique Bonfiglio

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

8453587772

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

mbonfiglio@summitnyack.com

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

First submission

3. Pursuant to the requirements of the Smart Schools funding, the planning process must include consultation with parents, teachers and students.

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

4. 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 Smart Schools Investment Plan was posted on the school website for at least two weeks. The school included an address to which any written comments on the plan should be sent.
- The school board/trustees conducted a hearing that enabled stakeholders to respond to the Plan. This hearing may have occurred as part of a normal Board meeting, but adequate notice of the event must have been provided through the school website for at least two weeks prior to the meeting.
- The final proposed plan that has been submitted has been posted on the school's website and will remain for the duration of the related projects.

4a. 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://summitnyack.com/pdf/smartschools.pdf>

5. Your school's Smart Schools funding appropriation is:

\$113,688

6. Enter the budget sub-allocations by category that you are submitting for approval at this time. If you are not budgeting Smart Schools 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
Classroom Technology	113,658
Replacement of Transportable Classroom Units	0
High-Tech Security	0
Totals:	113,658

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School Connectivity

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

(No Response)

2. Describe how the school plans to use digital connectivity and technology to improve teaching and learning.

(No Response)

3. Does your School Connectivity project require new construction or substantially altered space and result in capitalized cost in excess of \$100,000?

No

4. 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)
Totals:	0

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be eligible for tax-exempt financing to be reimbursed with Smart Schools funds. 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. 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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Classroom Learning Technology Equipment (Devices)

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Classroom Learning Technology Equipment (Devices)

1. Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems.**120 HP Chromebook 11A G6EE Chromebooks (Site #1)**

These units will augment our existing fleet of 1:1 devices to give all students computing capabilities and internet access in all of their classes. We currently have a fleet of Chromebooks shared among classrooms, but this addition will give each teacher a complete class set. Teachers and students currently utilize Google for Education services, which support teaching and learning. Each student and staff member currently has an account giving them access to these services. The new devices are compatible with this current system as they will provide students and staff continuous access to these services.

200 Asus Chrome C202sa (Site #2)

These units will augment our existing fleet of 1:1 devices to give all students computing capabilities and internet access in all of their classes. We currently have a fleet of Chromebooks shared among classrooms, but this addition will give each teacher a complete class set. Teachers and students currently utilize Google for Education services, which support teaching and learning. Each student and staff member currently has an account giving them access to these services. The new devices are compatible with this current system as they will provide students and staff continuous access to these services.

2 Canon Direct iPF Pro 2000 Printer

This color printer will be utilized in our existing media center to augment our Technology and Media Arts program. In core academic classes and electives (Media Arts, Studio Art, English Language Arts I, II, III and IIII, Earth Science, Living Environment, Global Studies I and II, and Health), students currently utilize a variety of design softwares and web based applications including Adobe Photoshop CC. Use of the Canon Direct iPF Pro 2000 Printer will be integrated with existing courses and projects to enhance all students' capabilities to produce and publish print content.

2 Makerbot Replicator 3D Printers

The use of 3D printers benefits students as they acquire knowledge about new technologies. 3D printing in education, permits complex theories can be simplified. Therefore, students benefit especially in the MINT (mathematics, information technology, natural sciences and technology). subjects, where 3D technology helps their understanding. However, also used in subjects such, as art, and geography 3D printing can be an advantage. The printers will be used in computer application classes in grades 3 through 12.

3 Triumph Board 55IN Flat Panel Display

We will purchase 3 interactive whiteboards for use within 3 classrooms: Social Studies Special Class, Music Special Class, and Art Special Class. The Triumph Board connects with a Computer or Chromebook through an HDMI connection and mirrors and /or duplicated the computer display giving teachers the capacity to present a wide variety of digital and interactive content to students. The Triumph Board also has its own operating system, allowing it to function as a digital whiteboard, without a computer connection, to be used for instruction and collaboration within the classrooms. We currently have similar interactive whiteboards in all classrooms except the three mentioned above. Teachers have received training and practice utilizing the models we intend to purchase, and teacher computers are compatible with the devices to allow for immediate use of the interactive whiteboards in these classrooms.

72 TI- 84 Plus Graphing Calculators

The TI- 84 Plus Graphing Calculator is used by students during instruction and assessment to visualize concepts clearly and make faster, stronger connections between equations, data and graphs. The math department currently uses some TI- 84 Plus Graphing calculators for instruction and assessment in Algebra and Geometry. This set of calculators will augment the math department's existing set of calculators and replace some older units that do not function optimally to facilitate student learning and assessment.

Education AR/VR Kit - Intel + Google Expedition (10 Pack)

VR Kits come as a 10-pack class set; the equipment enables students and teachers to Google's Expeditions App to experience virtual reality (VR) and augmented reality (AR). The set includes: 1 x Dual Core Router, 1 x Google Pixel Slate Teacher Tablet, 10 x Google Pixel 3A Student Device, 1 x Charging Cart, 10 x Student Viewer. We currently have the network bandwidth to support accessing the Google Expeditions application using this equipment within our classrooms. This kit will be shared among teachers in all departments and stored securely in our Teacher Collaboration Center. A designated teacher from each department will use training materials provided with the VR kit to support teachers and students throughout implementation of VR and AR activities using the kit.

20 MacBook air

All high school seniors are required to participate in a computer course, which culminated in the production of a three-minute video. Students are required to write film, but most importantly edit and add effects to their video. The MacBook air is the simplest computer with

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editing capabilities. All senior videos are screened at high school graduation.

6 iMac Desktop

Summit currently has a twelve-station computer lab with six-disabled iMac's more that eight years old. The six new iMacs will permit the computer lab to engage twelve students for multiple classroom operations.

1 MAC Pro

The Mac Pro is an Apple workstation, designed for advanced computer graphics, and is an important tool for applications that use as many processing cores as possible such as, video-editing applications, image-editing, 3D programs, and animating film.

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2. Describe how the proposed technology purchases will improve teaching and learning inside or outside of the classroom.

Adding additional Chromebooks to our existing fleet will improve the quality of instruction because students will have full access to the devices rather than sharing with classmates. Students will be able to use their personal Google for Education services through access to their school managed accounts. Access to 1:1 devices increases students' real-life communication situations, thus increasing their acquisition of critical twenty first century skills. Students can access blogs, websites, and online text giving them experience developing information literacy skills. Advanced literacies denote a set of skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences. This expands teachers' capacity to design meaningful learning activities and to consistently differentiate instruction to meet students' individual needs. Each student having their own device also saves instructional time in that teachers no longer have to manage grouping and sharing of the devices. Students having their own devices is an ideal situation because it minimizes distraction and helps to create a sense of autonomy and independence, which further develops students' twenty first century skills and their skills in executive functioning.

Augmenting our existing Technology and Media Arts program with one Canon Direct iPF Pro 2000 Printer empowers students to produce, publish, and display print content. Providing students with the ability to publish their design work is empowering for students in that, they are able to plan, design, edit, and revise their work; this process involves many twenty first century skills such as communication, collaboration, and critical thinking. Students will develop and practice these skills through the completion of the various publishing projects they complete in different courses including: Media Arts, Studio Art, English Language Arts I, II, III and IIII, Earth Science, Living Environment, Global Studies I and II, and Health.

The process of publishing students' print work empowers teachers by giving them the means in which to prepare students with critical skills and address New York State Learning Standards in academic content areas, in Social Emotional Learning and Technology. Teachers will design authentic learning units featuring projects in which students plan and create professional quality design products that will be utilized and displayed throughout the school and the community. Emphasis will be placed on the importance of attention to detail and the utilization of twenty first century skills.

Adding 3 additional Triumph Boards (55IN Flat Panel Display) gives teachers the capacity to differentiate instruction for visual and auditory learning modes. Teachers can present a wide variety of digital and interactive content from the web to students within the classroom including: video, live stream, web sites, digital archives, interactive games, learning apps and other interactive educational materials. Use of the flat panel displays enhance the teacher's ability to model skills and practices in the classroom including those that build on students' 21st century skills.

The math department currently uses some TI- 83 and some TI-84 plus graphing calculators for instruction and assessment in Algebra and Geometry. The TI-83 units do not function optimally, and need to be replaced with new TI-84 plus units. For example, the operations such as greater than and less than cannot be input into an equation on the TI-83 units, which is a task students would need to complete for the Algebra Regents Exams. Many students in our school have Individual Education Programs that include use of a calculator as a program and testing accommodations. Adding an additional 24 calculators to the existing collection will ensure all students have access to a calculator during class and assessment time and during after school tutoring sessions. The use of the graphing calculator is in line with Mathematics Learning Standards for New York State, and they help students visualize concepts clearly and make faster, stronger connections between equations, data and graphs.

The Google Expedition Virtual reality Kits will be impactful in extending learning beyond the classrooms empowering students with virtual and augmented reality experiences. History students can take tours of the pyramids when they were "new", and then compare them to how they are now all through VR field trips. In the sciences students can do virtual dissections for biology, see into volcanoes and the earth's crust for earth science, manipulate electrons and protons on atoms to see reactions. In math, students can manipulate shapes and angles and see how the trig identities work and build polygons. English classes can see how Scotland looked at the time of Macbeth or the roaring 20's for the Great Gatsby. This technology

The fleet of 20 MacBook Air computers will provide our seniors with opportunities to create digital content for publishing. This happens in the form of multi-step projects in which students develop a project proposal with a detailed outline, and they collaborate with the instructor to produce content. In doing so, students develop and strengthen not only skills in creating digital media, but also executive functioning skills.

Upgrading the computer lab with 6 iMac Desktops will ensure greater access for all students to multiple digital tools, applications, and

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learning and assessment platforms. Students will use the lab for computer based testing and to work on computer generated academic remediation programs. As an added benefit, a full twelve-station lab will provide time, space and opportunity for students to develop competencies in digital citizenship and other twenty first century skills.

The Mac Pro will be the teaching tool in the multi-period graphics arts class. Students are instructed in animating, video editing and graphic arts presentations. The course is offered to students in the eleventh grade and components of the course permit students to prepare a computer graphics portfolio for college admission.

- 3. To ensure the sustainability of technology purchases made with Smart Schools funds, schools must have a plan to maintain and support technology purchases reimbursed with Smart Schools funds. This sustainability plan should support recurring costs of use that are ineligible for Smart Schools 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.

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

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

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

- 5. Schools must contact the SUNY/CUNY teacher preparation program that supplies the largest number of its 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.

- 5a. Please enter the name of the SUNY or CUNY Institution that you contacted.

New Paltz

- 5b. Enter the primary Institution phone number.

845-257-7869

- 5c. 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.

Art Gould

- 6. If you are submitting an allocation for Classroom Educational 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	6,609
Computer Servers	(No Response)
Desktop Computers	12,794
Laptop Computers	69,820
Tablet Computers	(No Response)
Other Costs	24,435
Totals:	113,658

- 7. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital bond

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eligible to be reimbursed with Smart Schools funds. If you have any questions, please contact us directly through smartschools@nysed.gov.

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Interactive Whiteboards	Triumph 55in flat Panel	3.00	2,203	6,609
Laptop Computers	Asus Chrome C202sa	200.00	177	35,400
Other Costs	Makerbot 3d printer	2.00	1,949	3,898
Other Costs	TI 84	72.00	105	7,560
Desktop Computers	Mac Pro	1.00	5,000	5,000
Laptop Computers	Mac Book Air	20.00	659	13,180
Desktop Computers	IMac	6.00	1,299	7,794
Other Costs	Canon Direct	2.00	3,066	6,132
Other Costs	Education AR/VR	1.00	6,845	6,845
Laptop Computers	HP Chromebook	120.00	177	21,240

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Replace/Modernize Transportable Classrooms

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

(No Response)

2. Does your Classroom Trailer project require new construction or substantially altered space and result in capitalized cost in excess of \$100,000?

(No Response)

3. 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

4. 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 with Smart Schools funds. If you have any questions, please contact us directly through smartschools@nysed.gov. Add rows under each sub-category for additional items, as needed.

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

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High-Tech Security Features

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

(No Response)

2. Does your High-Tech Security project require new construction or substantially altered space and result in capitalized cost in excess of \$100,000?

(No Response)

3. 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
Electronic Security System	0
Entry Control System	0
Approved Door Hardening Project	0
Other Costs	0
Totals:	0

4. 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 with Smart Schools funds. If you have any questions, please contact us directly through smartschools@nysed.gov. Add rows under each sub-category for additional items, as needed.

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