Smart Schools Investment Plan - Chazy UFSD Supplemental #2

SSIP Overview

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Group 1

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

John Fairchild

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

518-846-7135

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

jfairchild@chazy.org

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

Supplemental submission

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

☑ District Educational Technology Plan Submitted to SED and Approved

4. Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.
By checking the boxes below, you are certifying that you have engaged with those required stakeholders. Each box must be checked prior to submitting your Smart Schools Investment Plan.

☑ Parents
☑ Teachers
☑ Students
☑ Community members

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 occured as part of a normal Board meeting, but adequate notice of the event must have been provided through local media and the district website for at least two weeks prior to the meeting.
☑ The district prepared a final plan for school board approval and such plan has been approved by the school board.
☑ The final proposed plan that has been submitted has been posted on the district's website.

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5a. Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website, 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.

Chazy UFSD Supplemental#2.docx

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.

www.chazy.org

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.

525

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:

$378,806

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	204,900
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	**204,900**

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Group 1

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)

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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. 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)

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)
Totals:	**0**

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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.
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.

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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Group 1

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

(No Response)

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

(No Response)

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

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

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

(No Response)

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

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

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

	Sub-Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
Tower Costs	(No Response)
Customer Premises Equipment	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	**0**

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 eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through 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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Questions

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.

We will purchase additional bandwidth from NERIC to provide a minimum of 100 Mbps per 1000 students. Beginning July 1, 2017 we will be purchasing 100Mbps from NERIC. This will be double the requirement for our student population. This bandwidth will be purchased through our existing school budget.

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	458	458,000	45.8	40	100	7/01/2017

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.

During a recent building project we upgraded our entire infrastructure. This included additional wireless access points, updated routers, and updated switches. The installers checked access through out the building to ensure our ability to allow students to connect to the internet. The intended increase in bandwidth will allow even greater connectivity.

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4. All New York State public school districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations.
Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

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

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

We plan on replacing existing SmartBoards with new interactive displays, Sharp Aquos Board Interactive Display System. The electrical wiring that currently feeds the Smartboards will be sufficient to handle the new displays.
We will also be investing in Chromebooks for our students and teachers. This will allow for the retirement of our computer labs with desktop computers. This change will reduce the electrical needs for our building. The Chromebooks will work with all existing wireless systems.

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 Interactive Televisions and Chromebooks will be additional tools to assist all students. If any students with disabilities need additional technology we will provide what is needed, as we currently do. We currently have assistive technology for several students who have various levels of hearing impairment.
The Interactive Televisions allow for more access in the classroom than our current Smartboards. First and foremost, is the ability to have multiple students at the board at the same time. This feature allows for co-operative learning and also for more efficient use of the technology. For example, in a math class multiple problems can be completed at one time and then discussed rather than the current one problem at a time. Two students can work together on the board to solve a complex problem.
Chromebooks for all students would allow for more accurate and rapid teacher feedback in several subjects. In English class the teacher can provide comments and suggestions on students essays prior to an assignment being completed. The editing process for a student is simplified because they do not need to rewrite an entire page to make a correction. This simple change will allow students to revise essays several times before turning in a finished essay. The efficiency of the rewrites, along with feedback from teachers or peer editors with suggestions to improve the writing will result in better papers being written and higher grades. The higher grades will instill more confidence in the students. For any student with a physical disability that makes writing challenging, the Chromebooks can help alleviate this disadvantage.

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7. Where appropriate, describe how the proposed technology purchases will enhance ongoing communication with parents and other stakeholders and help the district facilitate technology-based regional partnerships, including distance learning and other efforts.

Having Chromebooks would allow opportunities for students to participate in distance learning course outside of the regular school day. This would allow for course recovery and/or acceleration. In addition it would widen the variety fo courses we could offer. Currently we do not offer on line coursework. This would have to be a negotiated change to our teacher contract.

We currently use a Parent Portal with our student management system as a means of communicating with parents. Having Chromebooks could potentially allow more access, especially for families that can't afford the technology on their own.

As at least one neighboring district is already implementing Chromebooks in their instruction and several others are moving in this direction, the opportunity exists to work in partnership with our neighbors for instruction. We could develop cross district activities that expand opportunities for our students. This eventually could include some distance learning for our region, using our instructors but sharing them between districts. As a small school district this could potentially level the playing field for course offerings with our larger neighbors.

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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."

We have increased our professional development opportunities by purchasing the Model Schools CO-SER through NERIC. This CO-SER allows for many training opportunities at little or no cost to districts. We have had several teachers attend workshops during the last two months that were technology related through this CO-SER. We are committed to having every faculty member receive adequate training in order to use technology in the classroom.

We have also planned a tiered entry plan so that a group of teachers will be the trainers for their colleagues. Our PD for the upcoming two years will focus on using technology to support instruction for all students.

Upcoming NERIC Model Schools workshops are listed below. We would provide opportunities for each teacher to attend workshops that were appropriate for their level of technology usage. This would allow each teacher to grow in confidence with using Chromebooks and Interactive Televisions as an integral part of their instructional tools. We would also allow for teacher to teacher sharing during our in house professional development days and half-days. This list is not inclusive of all offerings, but rather a starting point.

We have increased our budget for professional development to also allow for attendance at trainings outside of the NERIC Model Schools workshops. All teachers would attend at least one workshop focused on using Chromebooks before attempting to provide instruction to students with Chromebooks.

Using Technology to Explore Yardsticks: Developmental Stages from Age 4-14

April 3 -May 22

Online Course (including one synchronous online session using GoToMeeting)

The book Yardsticks by Chip Wood is a must-read for educators, administrators, and parents of students ages 4-14. In this 21-hour online course, you will use the book as a tool to help you address the developmental needs of your students. The course is self-paced, with technology-based assignments corresponding to reading assignments and Discussion Board responses. You will gain experience using Excel, Word Cloud apps, Google Docs, Padlet, and explore other grade-appropriate technology for use in your classrooms. There will also be two GoToMeetings for opportunities to participate in real-time discussion on the topics in the book. Participants must choose one session to "attend" virtually (preferably online but can join by phone if necessary) on EITHER April 27 OR May 3 at 7pm. *21 hours*

Google Classroom

April 5, 8:30am- 11:30am

Malone CSD Transporation Facility

Ever want to flip your classroom so your students were learning at home? Or maybe just have a safe environment that your students can comment and challenge each other? If so, then Google Classroom is for you. This half-day, hands-on training takes you from step one of creating a Google Classroom, to tips for getting the most effective use of your digital classroom. You'll learn about: Class setup, classroom use as a teacher, administrator or committee member, instructional tips, using classroom as a student, resources. *3 hours*

Amplify Digital Teaching and Learning in the K-6 Classroom

April 5, April 26 & May 3, 8:30am- 11:30am

WebEx Meeting

Do you want to integrate technology into your classroom in more meaningful ways? This is the book to help you make meaningful, authentic integration with what you are already doing. Practical, easy tools that amplify your literacy practices. Come to this virtual professional learning community to discover how easy it can be to provide your students with meaningful technological experiences. *5 hours*

Google 101

April 6, 8:30am- 11:30am

NERIC Plattsburgh, Marcy Room

Are you being left behind by your students or your staff? Come to this very hands-on Google 101 beginner teacher/admin workshop and learn the basics of Mail, Drive, Calendar, Docs, Slides, Sheets, and Keep. *3 hours*

Diving Deeper into Google Forms

April 6, 12:00pm-3:00pm

NERIC Plattsburgh, Marcy Room

Interested in learning how to really wrangle Google Forms? This hands-on training will encourage the participant to create multiple types of forms.

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Some examples include: event registrations, whip up a quick opinion poll, collect email addresses for a newsletter, create a pop quiz, permission slips and much more. Attendees should bring gathered materials within their Google Drive that will allow them to create materials within their classroom or job. *3 hours*

Introductory AT Device Training

April 10, 8:30am-11:00am *OR* 12:00pm-2:30pm

NERIC Albany, HFM Room

What are some of the accessibility features available to Special Education students, within the iPad, iPhone and Windows computers? What are the best Apps to use with Special Ed students and what Chrome extensions will be beneficial to these students and teachers within those classrooms? This hands-on workshop will cover all these questions and lots more too. *2.5 hours*

5 Practical Uses for Augmented Reality in the Classroom

April 12, 3:00pm-4:00pm

Fonda-Fultonville HS DL Room or WebEx

In this course, you will learn about the functionalities of the website/app Aurasma. You will learn how to use this tool to create interactive learning experiences for your students and how they can also use this resource to take ownership of their own learning. With both informative and active learning approaches, you will discover 5 practical uses for augmented reality in the classroom. *1 hour*

Introduction to Pixlr

April 24 – May 22

Online Course

Pixlr is a free online cloud-based image editing tool that runs on both the PC and Mac platforms. It's a flash-based app that closely resembles Photoshop. Images may be opened from your workstation or URL, as well as from Facebook, Flickr, and Picasa. The course, focusing on Web image creation for the classroom, will include: interface navigation, selection tools and layers, manipulating your images, transforming and retouching photos, and filters. *15 hours*

iPhoneography 101

April 24 – May 22

Online Course

The best camera you have is the one you have with you. iPhoneography is the art of taking, editing, and sharing images with an Apple iPhone. This five week online course focuses on: photography techniques for the iPhone, using apps to edit and share your images, critiquing photos, and incorporating iPhones into the classroom. *15 hours*

Microsoft Excel 2013

April 24, 9:00am-4:00pm

NERIC Albany, Capital Region Room

The Excel 2013 interface is the most popular version of Excel. This full-day session is designed for individuals who have worked with prior versions of Microsoft Excel. The course will focus on relevant classroom and office exercises that can be adapted by educators and support staff. Topics covered will include: the work environment, worksheet and workbook formatting, new ways of manipulating equations and functions, conditional formatting, charts and graphs, importing data, and PivotTables. *5 hours*

Blackboard 9.1 – Create Your Own Online Course

April 27, 9:00am-3:00pm

NERIC Albany, HFM Room

Are you interested in putting your class curriculum online or creating professional development materials for Web access? This session will cover the design of online courses to actual course creation using Blackboard 9.1. Topics covered include: online course design, using the interface, creating and importing content, online assessments and assignments, using interactive tools, user and site management, communication and site maintenance. *6 hours*

Diving Deeper into Google Forms

April 27, 12:00pm-3:00pm

FEH BOCES Malone, Large Conference Room

Interested in learning how to really wrangle Google Forms? This hands-on training will encourage the participant to create multiple types of forms. Some examples include: event registrations, whip up a quick opinion poll, collect email addresses for a newsletter, create a pop quiz, permission slips and much more. *3 hours*

Technology Tools to Enhance Collaborative Learning

May 1 – May 19

Online Course

Participants will learn to use web-based, interactive technology to engage all levels of learners in any subject area. We will aggressively hit many tools and discuss key strategies for authentically using these tools in the classroom. *15 hours*

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Google Classroom for Educators

May 1 – June 12

Online Course

Google Classroom is a free tool that allows teachers to create assignments, post announcements and start class discussions. As part of the G Suite, Google Classroom is suitable for a flipped classroom and blended learning experience. Classroom provides an easy-to-use interface that is accessible from all devices. Topics covered in this course may include: the layout, setting up your classroom, adding students and co-teachers, documents, calendar, posting announcements, assignments and questions, using classroom as a student, exporting grades, and integrating other Google tools and add-ons. *15 hours*

Introduction to Coding Classroom Web Pages with HTML5 and CSS3

May 1 – June 12

Online Course

HTML5 is the most current version of HTML, the hidden code behind pages on the Web. HTML is used to structure and organize content; CSS (Cascading Style Sheets) defines the layout of HTML documents: fonts, colors, formatting, images, etc. The focus of this course will be on creating and troubleshooting classroom web pages. The coding skills learned may be used by educators to introduce students to the fundamentals of web page creation and are the foundation of other front-end languages. HTML and CSS are also very useful skills for jobs involving online content and for troubleshooting and editing wikis, blogs, LMS content and other applications. *18 hours*

Taking Reading Strategies to the Next Level with Technology

May 4 – June 1

Online Course

This course will be a collaborative class working with reading strategies. We will be focusing on using technology to create lessons and materials for teachers to use in their reading lessons. This class will be all online and will span 4 weeks. In this course you will gain experience with Google Slides, Google Sharing, PDFs, PowerPoint, Smart Notebook, and a Poster Making App. You will leave this course with a toolkit of interactive materials and ideas to use in support of your reading instruction. This class is geared towards a wide audience; teachers across the grades could gain many strategies for teaching reading. *15 hours*

Gateway to Blended Learning

May 8 – June 17

Online Course

Struggling with student engagement, differentiated instruction, meeting the various ability levels of your students? Then let technology help you! Blended learning involves the combination of teacher-based instruction coupled with technology to provide students with the optimal learning experience. The purpose of this online course is to introduce you to the best practices for blended learning. After this is accomplished you will be introduced to the best and latest tools to create a blended learning lesson that you can use with your students. *15 hours*

Creating a Makerspace Culture in Your Classroom

May 9, 8:30am-11:30am

NERIC Plattsburgh, Marcy Room

Want to create a makerspace environment within your own classroom but worried about how to start? This hands-on maker presentation will explore the basic concepts of makerspaces, cover low-tech and inexpensive ways to begin your own classroom makerspace, and give you some simple pointers on how to start from scratch. Participants will understand the basics of maker environments and how to begin the process of creating such spaces within their classrooms. *3 hours*

Create Exciting Classroom Quizzes!

May 9, 3:00pm-4:00pm

Webinar

Want to add excitement to your lessons or put some fun in your review sessions? Kahoot is a free and simple-to-use online tool that turns your classroom into an educational game show! Use in your classroom with students, or even for professional development with your colleagues! *1 hour*

The "New" Google Forms, Plus Self-Correcting Tests and Quizzes

May 9 & May 16, 3:45pm-6:15pm

Niskayuna, Van Antwerp MS Computer Lab

Learn the "new" Google Forms, with all its added features. Use with students or colleagues. Forms are easy to construct, and are designed using the content and information pertinent to your subject area. Respondents fill out forms online, and Google "instantly" summarizes the answers in a spreadsheet and creates a colored chart, summarizing the respondents' answers. Insert nine different kinds of question types. Add images, videos, section headers, etc. Use images as part of the question, or as distracters. Use for quizzes, how-to steps, collecting assignments, data collection, science experiments, math reviews, and more. After learning the basics of the "new" Forms, we will move onto self-correcting forms. *5 hours*

Introductory AT Device Training

May 10, 8:30apm-11:00am *OR* 12:00pm-2:30pm

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NERIC Plattsburgh, Marcy Room
What are some of the accessibility features available to Special Education students, within the iPad, iPhone and Windows computers? What are the best Apps to use with Special Ed students and what Chrome extensions will be beneficial to these students and teachers within those classrooms? This hands-on workshop will cover all these questions and lots more too. *2.5 hours*

NERIC Google Visit
May 17, 9:00am-11:30am
NERIC Albany, CVES Room or Google Hangout
Join Google for Education at NERIC for updates on what's new with Google for EDU, a workshop on Transformation in Education and roundtable discussions on topics like Digital Citizenship and Data Driven Leadership. This event is geared towards district leadership, and it is recommended to attend as a team if possible in order to get the most out of our discussions. Google will also be collecting feedback and feature requests, so come prepared! *2.5 hours*

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 Plattsburgh

9b. Enter the primary Institution phone number.

(518) 564-3064

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.

ED Dept. Dean - Michael Morgan

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

Are there nonpublic schools within your school district?

☐ Yes
☑ No

11. Nonpublic Classroom Technology Loan Calculator

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

See:

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

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

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

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

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

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

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

	Sub-Allocation
Interactive Whiteboards	72,100
Computer Servers	(No Response)
Desktop Computers	(No Response)
Laptop Computers	130,000
Tablet Computers	(No Response)
Other Costs	2,800
Totals:	**204,900**

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.
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
Interactive Whiteboards	Sharp Aquis Board with installation bracket	28	2,575	72,100
Laptop Computers	Chromebook	500	260	130,000
Other Costs	Mounting brackets	28	100	2,800

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Group 1

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)
Totals:	**0**

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.
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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Group 1

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)
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 capital-bond eligible to be reimbursed through the SSBA. 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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Group 1

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. 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. 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. 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)
Totals:	**0**

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.
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)

High-Tech Security Features

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