

Smart Schools Investment Plan - Revised - SSIP 3

SSIP Overview

Institution ID

800000041101

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

Kieran O'Connor

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

315-396-7686

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

koconnor@esmschools.org

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.

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.**☒ 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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- 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.

Smart Schools Spending Plan 3 Final Plan BOE Memo and website.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.esmschools.org/districtpage.cfm?pageid=1946>

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.

3,751

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:

\$2,298,247

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	3,241	510	3,751.00	13.60

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	0.00	0.00	0.00
Connectivity Projects for Communities	0.00	0.00	0.00
Classroom Technology	825,689.70	825,689.70	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	46,920.00	46,920.00	0.00
Totals:			

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	Sub-Allocations	Expenditure Totals	Difference
	872,610	872,610	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.

(No Response)

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)

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

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

(No Response)

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School Connectivity

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
(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. 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
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

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

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	3,241	510	3,751.00	13.60

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

	Public Allocations	Estimated Nonpublic Loan Amount	Estimated Total Sub-Allocations
Network/Access Costs	(No Response)	0.00	0.00
School Internal Connections and Components	(No Response)	0.00	0.00

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School Connectivity

	Public Allocations	Estimated Nonpublic Loan Amount	Estimated Total Sub-Allocations
Other	(No Response)	0.00	0.00
Totals:	0.00	0	0

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

	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:	0.00

14. School Connectivity Totals

	Total Sub-Allocations
Total Loanable Items	0.00
Total Non-loanable Items	0.00
Totals:	0

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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.

We currently have 2,000 mbps of bandwidth for our district and have had for over a year. We have 3,231 students which calculates to 619 mbps per 1,000 students.

- 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	3,241	324.10	2000	2000	already done

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.

We have wireless access in all spaces in our schools. Each classroom has its own access point, as do common areas like cafeterias, auditoriums and libraries.

Our wireless network is only 4 years old and has a 1 gigabit connection from each access point to the data closet. In addition we have two separate 1 gig connections to the internet and to date have not had slowdowns at high use times, including during computer based testing.

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.**

We plan on purchasing Chromebooks as part of this plan. These Chromebooks will be deployed to classrooms. In each classroom we have sufficient charging stations to charge a class set of chromebooks. We know we have sufficient power in all locations since the proposed purchase is a replacement of an existing class set of Chromebooks.

We have had no issues with regard to HVAC capacity to date so we feel we have sufficient capacity.

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.

The East Syracuse Minoa Central School District's shared vision is to prepare our students to excel in a complex, interconnected, changing world. As we continue our journey, we recognize the major shifts of the past five decades from an industrial economy to a knowledge-information age to a technological-digital world. As we reflect on these transitions in the history of our country and our world, we embrace the transformation needed in our educational system to support learning through the integration of technology that will stimulate inquiry, critical thinking, problem-solving, collaboration, communication, creativity and innovation in our classrooms. Our focus is on learning and the importance of technology integration, and about what ESM students and staff will do with technology to deepen and demonstrate their learning as well as collaborate with others and present their learning as global citizens. Collectively, we seek to empower both students and staff by providing the necessary resources and guidance as we continue to strengthen teaching to continuously improve student learning. Our students and staff have embraced the digital age, which is demonstrated in Pre-K-12 classrooms across the District, as students use technology, not simply for the sake of using it, but to extend and enhance their learning.

We believe that technology can enhance our ability to differentiate instruction. By way of an example, our teachers are able to do pre and post assessments so that they can adjust their learning targets both before and after they teach. The availability of technology also means that student resources and assignments can be differentiated based on individual learning targets. Before technology and a 1 to 1 environment, that type of differentiation was possible, but much more difficult and time consuming to implement. Differentiation is also achieved through apps that adjust the level of complexity while keeping the content the same. Students with disabilities as well as ELL/MLL students benefit as well since technology brings in resources for teachers that would not normally be available.

A Chromebook implementation will also help us expand student learning inside and outside the classroom. In a 1 to 1 environment, we find that students now work anywhere within the school. They carry a Chromebook with them to music, art, library, physical education and other classes. Learning is not limited to a computer lab as it used to be. Students have at their fingertips a tool to collaborate, create and communicate.

The proposed technology purchase will also benefit students with disabilities and ELL/MLL students. For example, students with disabilities or ELL/MLLs might learn how to make an activity accessible or translated through technology: either via alternative sites and applications, extensions, or settings. Students with disabilities and ELL/MLLs use speech-to-text, screen readers, websites in other languages and other tools to complete a writing task on the computer. When classmates are expected to complete a written document, students with disabilities or ELL/MLLs might use technology to create a video or alternative presentation. Students with alternative communication needs might access apps and sites online which allow them to share ideas and be a part of the discussion. Students with disabilities as well as ELL/MLLs demonstrate their understanding of instructional concepts in unique or different ways by being taught (and given access to) alternative sites and apps.

Finally, we believe that this proposed purchase will contribute to the reduction of other learning gaps in our district. We use multiple online tools to diagnose and assess student progress. Tools such as iReady, Pearson Investigations, Read and Write, Flocabulary as well as many other tools allow us to find where students need support, and for us to then create differentiated learning plans to remove those gaps, whether for general education, students with disabilities, or ELL/MLLs. The 1 to 1 environment truly makes it possible to focus on students individually.

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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.**

Providing Chromebooks to our students means that students can collaborate both in and out of schools for example:

- 1) Students can publish their work and share it with their parents, grandparents and other community members.
- 2) Students can (and have) used technology to communicate with outside experts in alignment with their curriculum. We have successfully used distance learning to communicate with experts from NASA, noted authors and scientists across the globe.
- 3) This chromebook purchase will help students and staff communicate and collaborate with students and staff in other schools. We have successfully had virtual field trip with regional schools to share experiences, learning projects and other collaborations.

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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."

The ESM School district has provided and will continue to provide ongoing technology professional development. We provide PD in the summer with focused classes where staff sign up for topics of interest. On Superintendent conference days we provide classes that align with building and/or curricular needs.

In addition to the above, we have 2.6 FTE teachers on special assignment who work directly with teachers to help them integrate technology in their classrooms. Our teachers on special assignment might model teach a class, provide feedback or help with lesson planning. The support they provide is dependent on the teacher's needs. Part of their support is also to highlight and help teachers plan for how they will integrate technology with special education students as well as English language learners.

Professional Development (PD) helps teachers continually strengthen their practice to better meet the learning needs of all students. We are committed to providing multiple options for staff to gain the skills and competencies they need to design, implement and assess learning experiences to engage students and improve learning. The traditional classroom based model of professional development continues to be valuable, but there are many other models that work as well. Flipped PD, webinars, document based learning, mentoring, among others, all provide options for different kinds of learners. In addition, we will continue to focus on the "SAMR" model of technology integration created by Dr. Ruben Puentedura. SAMR stands for:

- Substitution--technology acts as a direct tool substitute, with no functional change
- Augmentation--technology acts as a direct tool substitute, with functional improvement
- Modification--technology allows for significant task redesign
- Redefinition--technology allows for creation of new tasks previously inconceivable

Action Steps:

1) Focus on the "SAMR" model for highly effective technology integration professional learning. Develop differentiated professional learning offerings for technology integration and align it with professional learning plans and budget. Tasks for this action step include:

- Work with staff to help them assess their technology use along the SAMR continuum
- In all PL offerings, help staff plan technology integration that focuses on "modification" and "redefinition"
- Focus on the needs of Special Education and English-language learners as their needs may differ

2) Implement PD aligned with priorities in the ESM Strategic plan, this plan and ISTE Standards for Teachers and Administrators.

Detail: As part of the overall ESM Professional Development Plan, we will offer professional learning opportunities that align with individual needs of teachers and administrators and the priorities of the technology plan. We will offer professional learning opportunities through:

- Job-embedded modeling and support Informal Peer Mentoring
- Peer sharing New teacher induction
- In-person workshops Superintendent's conference days
- Flipped workshops Learning Clubs
- Webinars PLCs
- In-person small group settings Summer PL Workshops
- Web-based resource collections Summer Leadership Institute for Administrators
- Model teaching by Instructional Technology Integration Specialists Pre-K-12 Administrative Meetings
- BOCES offerings Building staff meetings

3) All School Improvement Plans (SIPs) will include technology integration goals as part of their SIP for the year, utilizing the SAMR model and including the needs of Special Education students, as well as English-Language Learners.

Tasks include

- Reinforcing the SAMR model with all staff and District Leadership
- Including technology integration goals in school improvement plans

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.

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

SUNY Cortland

9b. Enter the primary Institution phone number.

607-753-5433

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. Andrea Lachance

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.

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
Laptop Computers	HP Chromebooks	2,970	278.01	825,689.70
		2,970	278.01	825,690

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	3,241	510	3,751.00	13.60

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	0.00	0.00	0.00
Computer Servers	0.00	0.00	0.00
Desktop Computers	0.00	0.00	0.00
Laptop Computers	825,689.70	46,920.00	872,609.70
Tablet Computers	(No Response)	0.00	0.00
Other Costs	0.00	0.00	0.00

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Classroom Learning Technology

	Public School Sub-Allocation	Estimated Nonpublic Loan Amount (Based on Percentage Above)	Estimated Total Public and Nonpublic Sub-Allocation
Totals:	825,689.70	46,920	872,610

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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

Smart Schools Investment Plan - Revised - SSIP 3

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

Smart Schools Investment Plan - Revised - SSIP 3

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.

This is our third Smart Schools plan. In plan number 1 we purchased and loaned Chromebooks to the two non public schools in our District. Both of these schools prefer to use the same equipment as we purchase, for consistency and repair capabilities.

We plan to use the same strategy moving forward with this purchase plan. While June 1 is the formal date to file requests, we prefer to work with our non public schools and we generally take their requests as they come in.

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 1

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	3,241	510	3,751.00	13.60

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	0.00	872,609.70		250.00	158.00	250.00	92.00	46,920.00
Final Adjusted Loan - (If additional loan funds)	0.00	872,609.70	(No Response)	250.00	158.00	250.00	92.00	46,920.00

5. Nonpublic Share

	Final Per Pupil Amount	Final Nonpublic Loan Amount
Pending and Previously Approved Plans	158.00	80,580.00
This Plan	92.00	46,920.00
Total	250.00	127,500.00

6. Distribution of Nonpublic Loan Amount by School

Nonpublic School Name	2018-19 K-12 Enrollment	Special Ed School? If Yes, not eligible
(No Response)	(No Response)	(No Response)

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

Smart Schools Investment Plan - Revised - SSIP 3

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
Laptop Computers	HP Chromebooks	168	278.00	46,704.00
Other Costs	undetermined nonpublic expenditures	1	216.00	216.00
		169	494.00	46,920