Smart Schools Investment Plan - 2016-17 Version (Original) - SSIP # 1 2016-17 SY (resubmitted 6-17)

SSIP Overview

Page Last Modified: 01/07/2019

Institution ID

800000053235

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

Donna Seelbach

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

845-758-2241 ext 59500

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

dseelbach@rhcsd.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.

First submission

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

☑ District Educational Technology Plan Submitted to SED and Approved

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

☑ Parents
☑ Teachers
☑ Students
☑ Community members

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

☐ Yes
☐ No
☑ N/A

Page Last Modified: 01/07/2019

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.

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

Smart Schools Investment Plan presentation.pdf

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

https://www.redhookcentralschools.org/site/Default.aspx?PageID=1

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.

2,125

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:

$1,341,006

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	43,892
Connectivity Projects for Communities	

Page Last Modified: 01/07/2019

	Sub-Allocations
	0
Classroom Technology	320,375
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	**364,267**

Page Last Modified: 01/07/2019

1. In order for students and faculty to receive the maximum benefit from the technology made available under the Smart Schools Bond Act, their school buildings must possess sufficient connectivity infrastructure to ensure that devices can be used during the school day. Smart Schools Investment Plans must demonstrate that:

- **sufficient infrastructure that meets the Federal Communications Commission's 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed, or**
- **is a planned use of a portion of Smart Schools Bond Act funds, or**
- **is under development through another funding source.**

Smart Schools Bond Act funds used for technology infrastructure or classroom technology investments must increase the number of school buildings that meet or exceed the minimum speed standard of 100 Mbps per 1,000 students and staff within 12 months. This standard may be met on either a contracted 24/7 firm service or a "burstable" capability. If the standard is met under the burstable criteria, it must be:

1. Specifically codified in a service contract with a provider, and

2. Guaranteed to be available to all students and devices as needed, particularly during periods of high demand, such as computer-based testing (CBT) periods.

Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

The district has a guaranteed 200 Mbps synchronous internet connection shared amongst all three school buildings. In total, 1,961 students are collectively served by this single connection.

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	1,961	196,100	196.1	200	(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.

We will be using Smart Schools Bond Act funds in the School Connectivity category to connect the hardware specified in this plan with our existing network infrastructures.

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?)

This first SSIP submission is intended to upgrade instructional spaces throughout the district with technology that allows a greater capacity to share information, not only between teacher and students, but also between students. It will replace a hodgepodge of old, freestanding LCD projectors with display devices that are vastly improved in terms of image clarity, sound clarity and volume, and ease of connectivity.

We spent the 2015-16 school year working in 16 instructional spaces and with the teachers who used them piloting the display hardware we are seeking to purchase in this SSIP. Across the board, every teacher reported greater student engagement due to the improvements in the technology available to them. Our pilot project included all grade levels, including one special education classroom in an elementary building and one in our high school.

Page Last Modified: 01/07/2019

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.

We installed an access point in every instructional space serving more than five students, also insuring that the smallest of our instructional spaces have adequate coverage by proximity or installation of an additional access point. In the larger common areas (cafeterias, cafetoriums, and gymnasiums), we installed multiple, higher-capacity access points to serve potentially large groups of users. All interior access points support the 802.11ac wireless standard with one or more gigabit ethernet uplinks as appropriate to prevent bottlenecks at the individual access point. However, the majority of projected traffic will be internet-based and no single AP should be a limiting factor with regard to internet access. Other than the wireless signal leaking outside the immediate vicinity of a classroom, exterior wireless is provided exclusively to meet the needs of emergency (first responder) personnel at this time.Given that much of the sustained client data use is transitioning to Internet-based services (e.g. Office 365, YouTube), even a single 1Gbps uplink per AP is well above the needs of the connected clients given a district-wide Internet bandwidth provisioning of 200Mbps.

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
13-17-01-06-7-999-BA1

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

Was your project deemed eligible for streamlined review?

Yes

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

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

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

Name	License Number
Garrett Hamlin	30484

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	0
Outside Plant Costs	0
School Internal Connections and Components	

Page Last Modified: 01/07/2019

	Sub-Allocation
	43,892
Professional Services	0
Testing	0
Other Upfront Costs	0
Other Costs	0
Totals:	**43,892**

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
Connections/Components	power to installed items	9	400	3,600
Connections/Components	cat 6 drops	21	201	4,221
Connections/Components	audio connection	3	200	600
Connections/Components	installation labor for stages and cafeteria	1	32,513	32,513
Connections/Components	misc cables, connectors, hardware parts	1	2,958	2,958

Page Last Modified: 01/07/2019

1. In order for students and faculty to receive the maximum benefit from the technology made available under the Smart Schools Bond Act, their school buildings must possess sufficient connectivity infrastructure to ensure that devices can be used during the school day. Smart Schools Investment Plans must demonstrate that sufficient infrastructure that meets the Federal Communications Commission's 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed, or is a planned use of a portion of Smart Schools Bond Act funds, or is under development through another funding source.
Smart Schools Bond Act funds used for technology infrastructure or classroom technology investments must increase the number of school buildings that meet or exceed the minimum speed standard of 100 Mbps per 1,000 students and staff within 12 months. This standard may be met on either a contracted 24/7 firm service or a "burstable" capability. If the standard is met under the burstable criteria, it must be:
1. Specifically codified in a service contract with a provider, and
2. Guaranteed to be available to all students and devices as needed, particularly during periods of high demand, such as computer-based testing (CBT) periods.
Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

The district has a guaranteed 200 Mbps synchronous internet connection shared among all three school buildings. In total, 1,961 students are collectively served by this single connection.

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	1,961	196,100	196.1	200	NA	NA

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 installed an access point in every instructional space serving more than five students, also insuring that the smallest of our instructional spaces have adequate coverage by proximity or installation of an additional access point. In the larger common areas (cafeterias, cafetoriums, and gymnasiums), we installed multiple, higher-capacity access points to serve potentially large groups of users. All interior access points support the 802.11ac wireless standard with one or more gigabit ethernet uplinks as appropriate to prevent bottlenecks at the individual access point. However, the majority of projected traffic will be internet-based and no single AP should be a limiting factor with regard to internet access. Other than the wireless signal leaking outside the immediate vicinity of a classroom, exterior wireless is provided exclusively to meet the needs of emergency (first responder) personnel at this time.Given that much of the sustained client data use is transitioning to Internet-based services (e.g. Office 365, YouTube), even a single 1Gbps uplink per AP is well above the needs of the connected clients given a district-wide Internet bandwidth provisioning of 200Mbps.

Page Last Modified: 01/07/2019

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.

The primary planned classroom devices are as follows:
- Flat panel display of 65", 49", or 32" size based on the instructional space (preferably made by LG to guarantee an IPS LCD panel to maximize the usable viewing angle and preferably a commercial-grade display for centralized configuration and improved reliability) with a mount or mobile cart plus A/V cables and surge suppressor appropriate to the particular installation.

- Apple TV for wireless video & audio transmission to the display device given the district's preference for Apple-made client computing devices.

- VGA plus 3.5mm audio-to-HDMI converter if the display being purchased does not have direct VGA+audio support for compatibility with general devices.

In addition to our classrooms, transformation of three of the cafetorium spaces into multi-media presentation locations is planned to use the following:
- 1920 x 1200-resolution LCD projector with at least 12,000 lumen output, preferably using a laser-based light engine to maximize reliability and minimize service needs over the projected service lifespan.

- 16' x 10' rear-projection screen and motorized screen assembly.

- Apple TV as per classroom use.

- Mac mini wth wireless input device as a dedicated presenter's computer.

- Rackmount Blu-ray Disc player.

- Crestron or Crestron-like like A/V switching and control system with an operator's touchscreen control panel secured with a locking cover and an additional presenter input/switch box integrated with a podium.

- A wall-mount rack to secure the above electronics and provide appropriate wired network terminations.

In addition to the three cafetoriums mentioned above, a fourth will use dual, mirrored 65" TV's in place of a projector and screen due to the room's low ceilings and physical layout making projector use problematic. The A/V sources will remain the same and the control system modified to provide mirrored output to the two displays.
Regarding the adequacy of infrastructure necessary to install and support the operation of the planned technology, a walk-through survey of all spaces has been performed by the technology and facilities departments to insure the capability of existing electrical/HVAC and data infrastructures and develop a plan for additional services where needed. In the majority of the spaces, sufficient infrastructure is in place as we are reclaiming electrical service installed for a now-retired video distribution system.

Page Last Modified: 01/07/2019

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?"

This first SSIP submission is intended to upgrade instructional spaces throughout the district with technology that allows a greater capacity to share information, not only between teacher and students, but also between students. It will replace a hodgepodge of old, freestanding LCD projectors with display devices that are vastly improved in terms of image clarity, sound clarity and volume, and ease of connectivity.

We spent the 2015-16 school year working in 16 instructional spaces and with the teachers who used them piloting the display hardware we are seeking to purchase in this SSIP. Across the board, every teacher reported greater student engagement due to the improvements in the technology available to them. Our pilot project included all grade levels, including one special education classroom in an elementary building and one in our high school. Our special education department has been purchasing Apple technology devices for students with disabilities for years. Our SSIP proposal enhances their ability to participate fully in the classroom even further.

Examples of ways in which updating these spaces benefits all students, including students with disabilities and ELLs, from teachers currently piloting this instructional environment are listed below:

"The flat panel TV has been a huge asset to my classroom in that I am able to teach students new apps all at once and everyone can clearly see the app and how it works. I also use it to show short clips of Science videos that correlate with our science curriculum. The image is sharp, clear and crisp for viewing. Students do come up to share their work using the stage pro app so we can discuss content and student strengths. The flat panel TV has definitely been a game changer in my instruction, to say the least. Just the other day we went on the website, Kahoot!, and used a math app with students where the students had to log in, and the game was live. All students had an iPad and they had to answer the math questions in a certain amount of time. We were able to see on a graph displayed on the flat panel TV what percentage of the class got the question right and so on. It was pretty neat!" - Leah P.

"Using programs such as One Note allows a teacher to individualize instruction for each student in the class. Students can work at their own pace and level and the teacher can see exactly what is being done and give reinforcement immediately." - Janet S. (This teacher uses the flat panel TV in her classroom all day, every day. She shares out her One Note files to the screen so that students can view the assignments as they work on their devices to complete their answers.)

Our Instructional Technology Teacher Coach, Amy Carr, shared the following examples specific to students with disabilities and ELLs:

1) Students with disabilities are able to construct literature books/projects and share (Apple TV and Airplay) using speech-to-text features as well as record and play audio.

2) ELL/Speech students record speech using the Ferrite app for teacher evaluation as well as student self-monitoring/self-assessment.

3) All students can participate in whole-group lessons and share their thinking on the classroom Apple TV/iPad set up regardless of physical ability due to the mobile iPad and Airplay displays.

4) Students who are visually impaired can listen to iBooks and other apps with subscriptions to literature using audio or text-to-speech functions.

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.

We believe existing systems and services already address communication with parents and stakeholders. However, the upgrades to our large meeting spaces - cafetoriums and gymnasiums - will GREATLY improve the district's ability to present to large audiences be they student assemblies, faculty gatherings or hosting other community speakers and events.

Page Last Modified: 01/07/2019

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."

Professional Development in Red Hook is ongoing on each of the four levels in Red Hook through various methods. Opportunities for learning occur at faculty meetings, monthly PD sessions, after school workshops, teacher- led book studies, out of district trainings, summer offerings, graduate studies, Superintendent Conference Days and online workshops. PD is offered by consultants, administrators and staff members. All PD is tracked and monitored through the Frontline MyLearningPlan portal. Topics for the time period covered in this plan have been focused on integrating the Apple technologies (Apple TVs, iPads, MacBooks) into every day instruction across all grade levels. In addition to that, the district's 2015-16 SY transition to Office 365 has resulted in numerous professional development offerings on integrating its tools with existing curriculum using student-use devices. Examples of professional development topics (offered in the past and/or planned for the future) to assist staff in utilizing the new technology being requested in the SSIP are listed below. While the SSIP's focus is on the display technologies, these PD topics have focused on the actual instructional tools and student-use devices that connect to those displays via the Apple TV. Learning how to use the SSIP technologies is covered as a natural part of any of the following specific PD topics:
Navigating the Apple Orchard: the Apple Classroom Ecosphere
Navigating the Apple Orchard: iPad 101
Navigating the Apple Orchard: The Shared iPad Cart in Your Classroom
Special Education Professional Practices - Using iPads with Students with Special Needs
Navigating the Apple Orchard: iMovie
Navigating the Apple Orchard: Math apps
Navigating the Apple Orchard: QR Codes and Augmented Reality
Navigating the Apple Orchard: Checking for Understanding
Navigating the Apple Orchard: Padlet and the iPad
Navigating the Apple Orchard: Explain Everything app
Navigating the Apple Orchard: Whiteboard apps
Digital Publishing
Digital Storytelling

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 New Paltz

9b. Enter the primary Institution phone number.

845-257-7869

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.

Dean Michael Rosenberg

Page Last Modified: 01/07/2019

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	0	0	0	0	0	0

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	0
Computer Servers	0
Desktop Computers	3,752
Laptop Computers	0
Tablet Computers	0
Other Costs	316,623
Totals:	**320,375**

Page Last Modified: 01/07/2019

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
Other Costs	65-inch flat panel TV	122	1,446	176,412
Other Costs	49-inch flat panel TV	6	636	3,818
Other Costs	32-inch flat panel TV	5	314	1,571
Other Costs	Large wall mount	111	135	14,985
Other Costs	Medium wall mount	1	110	110
Other Costs	Small wall mount	2	109	218
Other Costs	Bracket wall mount	94	135	12,690
Other Costs	Ceiling mount	4	232	930
Other Costs	Wall arm mount - large/medium	5	291	1,456
Other Costs	Wall arm mount - small	2	112	225
Other Costs	TV cart - medium	5	461	2,305
Other Costs	Apple TV Gen 4 32GB	156	149	23,244
Other Costs	Apple TV mount	156	30	4,680
Other Costs	Surge suppressor	131	28	3,647
Other Costs	VGA cable	128	4	531
Other Costs	Audio cables	128	1	160
Other Costs	Ultra-thin HDMI cable	131	6	724
Other Costs	Active slim HDMI cable	5	25	125
Other Costs	Epson Projector	3	7,265	21,795
Other Costs	Epson Projector Lens	3	1,994	5,982
Other Costs	Projector mount	3	150	450
Other Costs	Projection screen	3	2,596	7,788
Desktop Computers	Mac mini	4	938	3,752
Other Costs	rack shelf	3	200	600
Other Costs	wall mount large	2	170	340

Classroom Learning Technology

Page Last Modified: 01/07/2019

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Other Costs	screen protector	2	299	598
Other Costs	projector guard	3	476	1,428
Other Costs	projector interface mount	3	157	471
Other Costs	Crestron 4K digital media presentation system 150	3	3,500	10,500
Other Costs	Crestron 4K digital media 8g+ receivor/room controller	3	1,260	3,780
Other Costs	Crestron digital media 8g+ transmitter	3	910	2,730
Other Costs	Crestron 7 inch touchscreen	3	980	2,940
Other Costs	Crestron 5 port PoE switch	3	280	840
Other Costs	AVSG wall plate package	3	98	294
Other Costs	AVC customer care agreement - 2 years	1	5,163	5,163
Other Costs	Crestron wall plate digital media 8g+ transmitter 200	1	980	980
Other Costs	Crestron wall plate digital media 8g+ receiver	1	490	490
Other Costs	Crestron 1 to 2 HDMI distribution amplifier and audio converter	1	350	350
Other Costs	Crestron 4K HDMI over HDbaseT extender w IR and RS-232	1	700	700
Other Costs	AVC customer care - 2 years	1	573	573