

Smart Schools Investment Plan - Revised - Attica CSD_2018-19Phase II_Submission #1

SSIP Overview

Institution ID

800000050791

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

Doug Ewert

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

5855910400

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

dewert@atticacsd.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. Each box must be checked prior to submitting your Smart Schools Investment Plan.

- Parents
- Teachers
- Students
- Community members

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: 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 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 district prepared a final plan for school board approval and such plan has been approved by the school board.
- The final proposed plan that has been submitted has been posted on the district's website.

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SSIP Overview

- 6a. Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website, along with any supporting materials. Note that this should be different than your recently submitted Educational Technology Survey. The Final SSIP, as approved by the School Board, should also be posted on the website and remain there during the course of the projects contained therein.

AtticaCSD_S SIP Preliminary Phase2.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.atticacs d.org/domain/31

- 7. Please enter an estimate of the total number of students and staff that will benefit from this Smart Schools Investment Plan based on the cumulative projects submitted to date.

1,455

- 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:

\$1,499,221

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	1,352	0	1,352.00	0.00

- 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	558,707.00	558,707.00	0.00
Pre-Kindergarten Classrooms	0.00	0.00	0.00
Replace Transportable Classrooms	0.00	0.00	0.00
High-Tech Security Features	0.00	0.00	0.00
Nonpublic Loan	0.00	0.00	0.00
Totals:			

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	Sub-Allocations	Expenditure Totals	Difference
	558,707	558,707	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	1,352	0	1,352.00	0.00

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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	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.

Our district has a 600 Mbps connection for internet speed, which surpasses the 100 Mbps per 1,000 students standard set by the FCC. The district currently has 1,213 students. Additionally, our infrastructure was upgraded to a 10 Gbps backbone during the summer of 2018. We also completed upgrading our wireless infrastructure for the district by replacing the old systems in all buildings and providing dedicated access points in each classroom at those locations. Dedicated access points have been installed in all classrooms in the district to accommodate adequate bandwidth during high-demand events such as online assessments and computer-based testing.

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	1,213	121.30	600	600	Currently met

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

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

The district has taken the following measures to ensure sufficient bandwidth to meet the end-user demands:

- Upgraded all of the internal infrastructure from 1 Gbps to 10 Gbps fiber during the summer of 2018.
- Replaced all out-dated switches in each data closet with new PoE+ switches during the summer of 2018.
- Upgraded the bandwidth from 200 Mbps to 600 Mbps during the summer of 2018.
- Installed dedicated wireless access points in every other classroom at the high school and middle school buildings, as well as key open areas such as the cafeteria, gyms, and auditoriums. This was accomplished during the 2014-15 school year.
- Replaced antiquated controllers with new controllers and software during the 2018-19 school year.
- Completed the installation of dedicated wireless access points in all remaining classrooms in the district during the 2018-19 school year.

We have reached our goal to provide wireless access to all users in every location. With all of the necessary components in place (infrastructure, bandwidth, and wireless), the district will continue to move forward in expanding the number of mobile devices to meet goals set out in our 1:1 initiative.

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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 to use these SSBA funds for purchasing 75" Viewsonic interactive LED flat panels (IFPs) in order to replace the failing projectors and smartboards in our classrooms. All our classrooms have been outfitted with smartboards for approximately 10 years, and the smartboards have reached their end-of-life cycle. Additionally, there is an increase in the number of projector repairs due to age, and the parts for repairs are no longer available. The purchase will eliminate the need for replacing each projector with a new projector, replacing bulbs which are quite expensive, and will minimize the repair costs. Most of our teachers are comfortable and well-versed in the use of interactive technology and have come to rely heavily on it for daily instruction. The older projectors and smartboards need to be replaced as quickly as possible to minimize classroom disruption.

Each IFP comes with 20-point touch capability, multiple connectivity ports including VGA and HDMI, and 4K resolution. In addition, the teacher can wirelessly connect mobile devices to the IFP via a wireless module attached to the IFP and display that device's contents to the entire class. The interactive panels will also serve as the primary interface between desktop PCs and the use of instructional software such as web-based resources, Google Apps (Docs, Sheets, Slides, and Google Classroom, amongst others), and online assessment materials. A sound bar will be purchased to provide a richer and fuller sound.

The district also plans on using these SSBA funds to purchase Audio Enhancement Systems for all middle school and high school classrooms. Hearing is the primary channel for learning, and most of the school day involves listening activities. Due to a combination of poor classroom acoustics, high ambient noise levels, and mild hearing loss experienced in a number of students for various reasons, the learning experience can be disrupted. Examples of ambient noise include children talking, heating and air conditioning noise, hallway noises, computer noise, and furniture movement, to name a few. The audio system enables the teacher's voice to be amplified through the speaker system to overcome these ambient noises, the poor room acoustics and any mild hearing loss that students may have experienced. It allows the students to hear the teaching more clearly, it reduces the child's sensitivity to distractions, and allows the student to concentrate on what is being spoken, thereby creating an environment to maximize learning for everyone.

The audio system includes a specially-designed speaker installed in the ceiling, a receiver, wireless flexmikes for the teacher to speak into, and a media connector that wirelessly transmits all classroom multimedia audio sources (such as computers, DVD players, MP3 players) through the main speaker system. Due to the special design of the ceiling speaker, the sound is evenly distributed throughout every location in the classroom so that all students are not deprived of good-quality listening experiences.

All of our buildings' electrical and HVAC systems are well-managed and not expected to be impacted. Our current electrical supply in the classrooms currently is sufficient for providing power to the existing smartboards and projectors and will therefore be adequate to supply the power needed for the new interactive flat panels that will replace the smartboards and projectors. Additionally, we are purchasing surge protectors for each IFP to minimize any electrical disturbances. The electrical power will also be adequate for each audio enhancement system, and will utilize existing electrical and HVAC hardware.

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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 District will be installing interactive flat panels (IFPs) into every instructional space in each building. These devices have the potential to positively affect many areas of instruction and learning overall. The interactive displays engage the students as well as allow interactivity. The Smart Notebook software package installed with the flat panels will assist teachers in delivering instruction in a way that is interactive for all of our students, including students with disabilities and ELLs.

Generally speaking, the IFP benefits both instruction and student learning by making it easy for teachers and students to navigate through programs and other digital content via touch as well as providing the ability to view diagrams, charts, video, and other types of visual content. Additionally, audio content can be accessed easily. Several students can draw on an IFP simultaneously, making them ideal for engaging students via group projects and presentations. When students collaboratively work together in front of class, they are more likely to be motivated and participate in the learning activities. All of the IFP capabilities allow both enhanced instruction and enhance student learning.

The IFPs provide enhanced differentiated instruction by accommodating different learning styles. Tactile learners can learn by touching the board. Visual learners are able to see the subject content and understand concepts in a meaningful way that would otherwise not be obtained via paper and pencil, worksheets or even textbooks. Likewise, auditory learners, who learn best when they use their sense of hearing, can listen to content being spoken via the IFP speakers in the format of audio books, recorded lessons, webinars, powerpoint presentations, and podcasts, to name a few examples. Music can also be incorporated into lessons for auditory learners. Overall, teachers are able to provide rich learning experiences and increase engagement for each learning style through the use of the IFP. The IFPs make it easier to teach dynamically in each of these areas.

The IFPs will expand student learning inside and outside the classroom. Inside the classroom, students are able to interact with the IFP through the various instructional strategies provided by the teacher that accommodates the students' learning styles-- tactile, visual, and auditory. The learning that takes place in the classroom will undoubtedly be expanded as a result of using the IFP. Outside the classroom, students will be able to apply the skills that were learned in the classroom via the IFP to real-life situations.

Struggling students, children with disabilities, and students whose primary language is not English can benefit from this cutting edge technology as well. The IFP, along with the Smart Notebook software installed with each unit, provide these students with the necessary tools to learn effectively:

- The drag function can be used to alter text and sentences
- Video clips can be played back to review past teacher and student work
- The Notebook Gallery provides clip art, templates, and videos for writing activities.
- Peer collaboration and group work can be facilitated using the IFP
- Students can grasp key concepts by teachers incorporating video clips, animation, images, and colorful text into Smart Notebook lessons
- Teachers can incorporate interactive phonics activities into their lessons to assist students in building awareness of letter sounds in words.
- Text can be enlarged on the IFP to make it more legible; text can be highlighted with digital pens
- Text colors and backgrounds can be changed to it more readable
- Students can write on the IFP using their finger or a pen to practice handwriting; the handwritten letters can be converted to text using the handwriting recognition capabilities.
- Teachers can display pre-lined paper templates to keep students' handwriting straight.
- Audio can be embedded into Smart Notebook lessons to reinforce difficult learning concepts.

The District will be installing Lightspeed Audio Enhancement Systems in all High School and Middle School classrooms that also have the potential to affect many areas of instruction and learning. The audio systems will expand the methods of teaching by allowing improved audio quality that will engage the students. Since teachers will be wearing microphones, the sound will be transmitted through the speaker system within the classroom that will benefit all areas of differentiated instruction. ELL students will benefit from the systems by allowing them to clearly hear the various words or phrases spoken, thereby facilitating clearer translation. For both inside and outside the classroom, the audio systems allow further engagement of

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learning. The teacher's voice, as well as technology devices, can be broadcasted into each audio system to provide good-quality sound that will cover a wide range of hearing abilities. Students with disabilities and hearing difficulties will benefit from these systems simply because the volume of the teacher's voice and various digital media will be enhanced. Finally, there will be a reduction of learning gaps for students with hearing difficulties by providing better-quality and higher-level audio.

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.

The interactive flat panels (IFPs) will be a tool to assist in providing communication experiences with parents and other stakeholders. Parents and students will be able to communicate, where students can present topics of interest to their parents during special events and assemblies. Students will also be able to engage in unique learning experiences both inside and outside the classroom by participating in group projects, video conferencing using Skype or Google Hangouts, virtual field trips, webinars, and broadcasting live announcements via the IFP. These experiences can be presented to parents and other stakeholders inside and outside the classroom. The IFPs can display Skype or Google Hangouts sessions with surrounding technology-based regional partnerships and surrounding school districts, and thereby promote learning experiences from outside the walls of the classroom. Additionally, the IFPs can be available to parents and other stakeholders to communicate and provide education via community training events, adult-education programs, and special events that demonstrate community-based projects and initiatives. Although our district does not participate in any formal distance learning programs, the purchase of the IFPs and the use of communication software opens the door to these opportunities in ways that were not possible in the past. The district conducted feasibility studies for distance learning in years past, but it did not become a reality due to the high cost for specialized equipment and internet bandwidth issues. With the purchase of IFPs and the successful infrastructure upgrade from our Phase I SSIP, the potential for distance learning is now attainable.

The Lightspeed Audio Enhancement Systems will be used in conjunction with the learning experiences mentioned above. The presentation capabilities within the classroom will be further enhanced when presenting to parents, the community, and general public. Each audio system can be incorporated into classroom learning, communication with parents, community training events, distance learning, adult-education programs, and special community-based events.

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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."

Professional development is a key component for the use of instructional technology in the classroom. The district is committed to provide professional development in a variety of ways to allow staff to learn how to utilize technology tools and resources to expand their teaching methods. The technology-related professional development is overseen by the district committee of stakeholders, i.e., District Technology Team (DTT), that plans various technology workshops and sustained support on an annual basis. At least one professional-development day per year is built into the instructional calendar and dedicated solely to technology training of teachers and staff. It includes various topics such as Google Drive, Google Classroom, and other Google Apps; BoardMaker, Chromebook training, iPads in the classroom, Smart Notebook Software workshops, iReady Assessment-Data Analysis training, and Snap & Read/Co-Writer Universal workshops. Training on all of these topics is made available to all teachers. In addition:

- The DTT plans and conducts site visits to other schools to gather information on the latest applications for technology instruction.
- DTT members attend the annual NYSCATE conference to gain further insight for the latest technology being offered in classrooms.
- A number of Professional Growth and Superintendent Conference Days are offered throughout the year for additional technology training workshops.
- Individual requests for technology conferences or workshops are granted (e.g, Wayne-FingerLakes BOCES/Genesee Valley BOCES workshops).
- Teachers utilize the 4T Greene Program (Two Teachers Together with Technology) which is a peer support program designed to help teachers develop the skills necessary to integrate technology into their classroom instruction. Inexperienced teachers in the use of technology would benefit from one-on-one support provided by a peer who has successfully worked with educational technology.
- Beginning in the Fall of 2018, the District will begin implementing the Ready-For-Today program provided by the local BOCES which provides 40 days of on-site technology instruction within the classroom. This program also provides direct support and training for teachers to continue technology-related lessons throughout the year.

With the installation of the interactive flat panels (IFPs) and audio enhancement systems, teachers will have opportunities to receive professional development on how to fully use these systems through the Annual Technology Day in October, the Professional Growth and Superintendent Conference Days, and the Ready-For-Today program. The training workshops will be conducted by experts from outside the district for the initial training. Once the initial training is completed, teachers will have opportunities throughout the year to be trained in-house and through the Ready-For-Today program.

9. Districts must contact one of the SUNY/CUNY teacher preparation programs listed on the document on the left side of the page that supplies the largest number of the district's new teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.

By checking this box, you certify that you have contacted the SUNY/CUNY teacher preparation program that supplies the largest number of your new teachers to request advice on these issues.

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

SUNY Geneseo

- 9b. Enter the primary Institution phone number.

(585) 245-5211

- 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. Anjoo Sikka

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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
Other Costs	Tripp Lite 25' High Speed HDMI Cable w/ Ethernet Digital Video Audio	105	23.00	2,415.00
Other Costs	Peerless-AV ACSBR1 Sound Bar Mounting Brackets	128	10.00	1,280.00
Interactive Whiteboards	M&B Machine Stand-Off Rail Depth Extension Kits	7	56.00	392.00
Other Costs	Lightspeed TOPCAT (ACCESS) Audio Enhancement Systems for classrooms (Note: this is sold as a complete system which includes speaker, receiver, and cables)	70	825.00	57,750.00
Other Costs	Tripp Lite 50' High Speed HDMI w/ Cable Digital Audio Video	20	40.00	800.00
Interactive Whiteboards	Viewsonic Mobile Stands for portable Interactive Flat Panels	3	554.00	1,662.00
Other Costs	Belkin Wall Mount Surge Protectors	120	10.00	1,200.00
Other Costs	Viewsonic WiFi Network Adapter	128	50.00	6,400.00
Interactive Whiteboards	Viewsonic ViewBoard IFP7550 75 inch Interactive Flat Panels	128	3,223.00	412,544.00
Other Costs	Flexmics for TOPCAT Audio Enhancement Systems	146	216.00	31,536.00
Other Costs	VIZIO SB2820N-E0 Wireless Sound Bars	128	91.00	11,648.00
Interactive Whiteboards	M&B Machine Stand-Off Rails for Mounting Viewsonic IFP7550 Panel	120	133.00	15,960.00
Other Costs	Media Connectors for TOPCAT Audio Enhancement Systems	70	216.00	15,120.00
		1,173	5,447.00	558,707

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Classroom Learning Technology

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	1,352	0	1,352.00	0.00

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	430,558.00	0.00	430,558.00
Computer Servers	(No Response)	0.00	0.00
Desktop Computers	(No Response)	0.00	0.00
Laptop Computers	(No Response)	0.00	0.00
Tablet Computers	(No Response)	0.00	0.00
Other Costs	128,149.00	0.00	128,149.00
Totals:	558,707.00	0	558,707

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Pre-Kindergarten Classrooms

1. Provide information regarding how and where the district is currently serving pre-kindergarten students and justify the need for additional space with enrollment projections over 3 years.

(No Response)

2. Describe the district’s plan to construct, enhance or modernize education facilities to accommodate pre-kindergarten programs. Such plans must include:

- Specific descriptions of what the district intends to do to each space;
- An affirmation that new pre-kindergarten classrooms will contain a minimum of 900 square feet per classroom;
- The number of classrooms involved;
- The approximate construction costs per classroom; and
- Confirmation that the space is district-owned or has a long-term lease that exceeds the probable useful life of the improvements.

(No Response)

3. Smart Schools Bond Act funds may only be used for capital construction costs. Describe the type and amount of additional funds that will be required to support ineligible ongoing costs (e.g. instruction, supplies) associated with any additional pre-kindergarten classrooms that the district plans to add.

(No Response)

4. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process by the Office of Facilities Planning.

Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. If you have made an allocation for Pre-Kindergarten Classrooms, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Construct Pre-K Classrooms	(No Response)
Enhance/Modernize Educational Facilities	(No Response)
Other Costs	(No Response)
Totals:	0.00

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Replace Transportable Classrooms

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

(No Response)

2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process by the Office of Facilities Planning.

Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

3. For large projects that seek to blend Smart Schools Bond Act dollars with other funds, please note that Smart Schools Bond Act funds can be allocated on a pro rata basis depending on the number of new classrooms built that directly replace transportable classroom units.

If a district seeks to blend Smart Schools Bond Act dollars with other funds describe below what other funds are being used and what portion of the money will be Smart Schools Bond Act funds.

(No Response)

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

5. If you have made an allocation for Replace Transportable Classrooms, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Construct New Instructional Space	(No Response)
Enhance/Modernize Existing Instructional Space	(No Response)
Other Costs	(No Response)
Totals:	0.00

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High-Tech Security Features

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

(No Response)

2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Smart Schools plans with any expenditures in the High-Tech Security category require a project number from the Office of Facilities Planning. Districts must submit an SSBA LOI and receive project numbers prior to submitting the SSIP. As indicated on the LOI, some projects may be eligible for a streamlined review and will not require a building permit. Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
(No Response)

3. Was your project deemed eligible for streamlined Review?

- Yes
- No

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

Name	License Number
(No Response)	(No Response)

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. If you have made an allocation for High-Tech Security Features, complete this table. Enter each Sub-category Public Allocation based on the the expenditures listed in Table #5.

	Sub-Allocation
Capital-Intensive Security Project (Standard Review)	(No Response)
Electronic Security System	(No Response)
Entry Control System	(No Response)
Approved Door Hardening Project	(No Response)
Other Costs	(No Response)
Totals:	0.00