

Smart Schools Investment Plan - Revised - EAUFSD-ITP-10-2019-FP

SSIP Overview

Institution ID

800000052988

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

Mark Mambretti

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

(716) 687-2306

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

mmambretti@eak12.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.

 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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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.

EAUFSD_SSSIP_1_2018-2021.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.eastauroraschools.org/Page/7131

- 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.

2,300

- 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:

\$685,101

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

| | Public Enrollment | Nonpublic Enrollment | Total Enrollment | Nonpublic Percentage |
|------------|-------------------|----------------------|------------------|----------------------|
| Enrollment | 1,782 | 526 | 2,308.00 | 22.79 |

- 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 | 532,000.00 | 532,000.00 | 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 | 131,500.00 | 131,500.00 | 0.00 |
| Totals: | | | |

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| | Sub-Allocations | Expenditure Totals | Difference |
|--|-----------------|--------------------|------------|
| | 663,500 | 663,500 | 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 | 1,782 | 526 | 2,308.00 | 22.79 |

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.

Since the 2008-2009 school year, our district has exceeded the FCC standard of 100 Mbps per 1000 students. During that time frame, we upgraded all edge and core switch equipment. The result of these upgrades included; 1 Gb minimum speed to every wired network drop, Power over Ethernet, and upgraded 1 Gb connectivity between our three buildings.

At our High School, Middle and Elementary buildings, backbone speeds were upgraded to 1 Gb. We also have a 1Gb connection to the internet via Erie 1 BOCES/WNYRIC. We plan to further upgrade our network speeds in the near future to establish a 10Gb backbone throughout and between all of our facilities.

In 2013, as we embarked upon another capital facilities project., we brought our focus to the wireless networking aspect of our technology portfolio. During this effort, we installed two (2) Category 6A wires into every classroom in the district – and multiple wires to group areas (libraries, cafeterias, auditoriums, etc.). Our analysis of this project, as part of our technology instruction planning efforts, indicated that an access point per classroom provided a much more robust and bandwidth intensive solution for the burgeoning device market. This was particularly true for our planned introduction of computer-based testing from grades 3 - 8.

Today, every instructional room in our district is wired and contains a wireless access point to support our instructional vision. This endeavor has proven to be instrumental for our efforts to conduct computer-based testing program. We have successfully piloted and conducted actual CBT from multiple grade levels. During the 19-20 school year, this investment will pay further dividend as we introduce CBT to additional, if not all, grade levels.

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 | 1,782 | 178.20 | 1000 | 1000 | current |

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Classroom Learning Technology

- 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.

Our district installed physical wiring to support the deployment of wireless access points for every instructional location within a facilities project that began in 2015-2016 school year. Once physical wiring was in place and certified, we obtained an enterprise-class wireless network system that we continue to utilize today. Our wireless networking equipment was installed in the 2016-2017 school year and was viewed by many as a "watershed" moment attributable to the avenues which its' implementation has created - specifically, a precursor for Computer-Based Testing (CBT), proliferation of one-to-one computing devices for students grades K-12, proliferation of one-to-one faculty laptops and establishment of a domain within G Suite for Education.

Each instructional space in each of our buildings now has an 802.11 AC Rev. 2 access point. These deliver approximately 900 Mb of shared bandwidth into each location. We assumed a fully populated classroom of 30 student each. Since wireless bandwidth is a "shared" medium, per device bandwidth in each classroom is roughly 30 Mb. We have found this level to be more than adequate for the avenues described above.

- 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 intend to acquire sufficient quantities of interactive flat panel monitors for each instructional space throughout our district. These devices will be direct replacements for existing, but significantly aged, Smart Board and data projector technology that the district has acquired over a roughly 15 year period. Today, 95% percent of our existing instructional spaces are so equipped. As early adopters of interactive classroom tools, we have experienced a dramatic increase in student engagement and student interaction in every curricular area throughout the district.

We have researched the market for these devices and have placed a very high premium on the ability to utilize similar software titles with these devices. We see this as a means of honoring prior lessons that our faculty members have created over the past 15 years as well as a means of helping to assure a swift and comprehensive adoption rate for this new technology.

We have examined power and heating dissipation requirements for each manufacturer that we've researched and find that our electrical and cooling infrastructure are more than adequate for introduction of this technology.

Our goal; Re-invigorate classroom presentation tools that continue to foster interaction between students and faculty. Such technology will also promote collaboration during the instructional process as well as provide interactive opportunities for presentation of curriculum. This initiative aligns well with an expressed goal for school districts put forth by the New York State Education Department (NYSED). Specifically; Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

The word "reinvigorate" was very deliberately incorporated into our goal statement. EAUFSD has deployed interactive whiteboards and accompanying software in nearly every classroom throughout our district. The interactive nature of this technology has provided incalculable benefit to both our students and teachers for nearly 15 years. This has been accomplished with Smart Boards paired with digital data projectors. Proper mounting, adequate supplies and cabling have all been a major part of these deployments. However, supplies for projectors (bulbs), maintenance (annual air filter cleaning) and installation labor have added significant costs to maintenance and upkeep of this technology. Additionally, as graphics capabilities of teacher laptops and student devices have evolved considerably, the graphics capability of our projector "fleet" has not. This has led to significant loss of opportunity and mounting frustration among our faculty. To remediate, we seek funding from the SSBA program to bring interactive flat panels to each of our classrooms throughout the district. It is vitally important to note that all teachers in EAUFSD have, for nearly eleven years, been assigned a district-owned laptop computer. In its third generation, this program has been an unmitigated success. By bringing modern, wireless devices to our teachers, we have seen a dramatic productivity enhancement within this cohort as this technology is applied to instructional purposes within our classrooms. This point is mostly notable as it influences the product selections that our committees have deliberated for use of interactive panels in conjunction with our teacher laptops. WHO BENEFITS FROM THIS PROJECT? All students and all teachers in our school district will directly benefit from this initiative.

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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.

Having interactive lessons created by our faculty, whether brand new or historically effective and then re-used, affords our faculty with considerable opportunity to differentiate their instructional practice throughout each lesson delivered. This is accomplished by first observing the *need* for differentiation, as exhibited by a students' interaction with a lesson, and secondly, a modification of the lesson materials to suit the particular learning style of specific students.

Because lessons are software driven and highly interactive, student interaction with a presented lesson furnishes critical feedback to our faculty members that can be indicative of the *need* for differentiation of the instruction. Our faculty members can readily observe how a student interacts with the lesson that is being presented and can quickly determine that differentiation of the lesson is needed for specific students while, for other students, this may not be needed.

More importantly, the nature of the lesson (as software) implies that the materials can be rapidly and efficiently modified to suit a particular learning style of a specific student. Teachers can also readily observe if the technological resources within their classroom are even appropriate for a given students' individual learning style.

Lesson files created for use with interactive panels can now also be easily shared with students via Google Classroom or other distribution methods. This affords students a simple and efficient means of repeatedly reviewing a lesson presented by their teacher previously - be it that evening after school or several weeks later in preparation for an examination. An added benefit to this approach affords students the opportunity to review these materials whether they are on or off of our campus - as long as they have an internet connection, they can access these rich repositories created their teachers to expand their learning.

With the presence of one-to-one Chromebooks for our students, teachers can extend even greater interactive opportunities for students. The software within which a lesson was created, now possesses resources for students to follow along with a specific lesson on their own Chromebook screen. Multiple students can interact simultaneously or teachers can allow interaction for a single student as means of differentiating their instruction for that student.

For students with disabilities, the shared lesson materials combined with a Chromebook are of enormous benefit. We can easily and efficiently deliver various extensions to the Chromebook assigned to any student with disability. These extensions may include screen readers, magnification tools, text-to-speech tools or speech-to text tools. These extensions can unlock the resources provisioned by their teachers by fashioning them in a way that is amenable to the disability which afflicts a particular student.

For students who are English Learners, the tools and benefits are quite similar. Various translation extensions and applications can be used by the student to translate lessons from English to their native language. This affords English Learners significant benefits; they can review interactive lessons in their native language and in English. This affords this cohort of students not only the ability to maintain pace with their English-speaking peers but also fortifies their knowledge and translation capabilities from their native language to English.

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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.

Our proposed acquisitions foster communications with parents and other stakeholders quite readily. First, as indicated previously, lesson files created for use with these resources can be easily shared with not only students, but with parents as well. This communication avenue can further learning through reinforcement of specific concepts when the student is off-campus. Additionally, parents who choose to meet with their child(s)' teachers can be afforded opportunities to see various lessons within the classroom. Here also, reinforcement of lessons within the off-campus setting can be orchestrated.

These acquisitions are a natural evolution toward greater leverage of distance learning both within regional partnerships or consortiums as well as for students who for some reason cannot be in attendance on-campus for a specific or extended period of time. Distance learning affords many benefits for student learning in a very efficient manner. Virtual field trips are a prime example of this capability. Students in western New York may not have opportunity, for a variety of reasons, to visit, say, the Statue of Liberty. However, via the use of technology, students can "virtually" visit this monument, speak directly with a historian or tour guide, or engage with students from around the world to discuss the significance and meaning of the things they've seen on their virtual field trip.

Additionally, we see distance learning as a potential means of providing a more robust course catalog to our students. For example, budgetary restrictions may preclude a district from offering course work in a particular curricular area. However, a partner district or consortium member may offer such course work. Thanks to the implementation of this technology, such partnerships are now a reality. When the flat panel is paired with a web camera, the interactivity of such opportunities becomes much more like a traditional classroom setting. Students from multiple locations can collaborate on projects or other efforts. Perhaps most importantly, during their learning process, students can gain an appreciation from the perspectives that a diverse and/or geographically distributed group of students can bring to an interactive lesson. We'd like to see our students become productive citizens within a global economy. Using this equipment, we can very efficiently and cost-effectively bring the diverse perspectives of global participants directly into a classroom.

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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."

Our professional development (PD) activities have been largely successful and include an expectation that prior successes will be leveraged and expanded upon in the future. Our PD activities will continue to be guided by the NYS Professional Development standards and in accordance with regulations put forth by the Commissioner of Education and the State Board of Regents.

As related to technology integration within classrooms, our PD design, implementation and assessment will continue to be characterized by professional learning communities and collaborative efforts, design that is relevant to Common Core learning standards, the creation of safe learning environments for our faculty and students, promotes technological literacy and provides skills development for all cohorts that allows for appropriate and confident utilization of our technological investments.

Our PD efforts going forward will incorporate greater flexibility for our staff to meet their diverse levels of expertise and fluency with various technologies that we've acquired previously and will acquire in the future.

All Professional Development that is technologically focused will include topics such as digital citizenship, internet safety, flipped classrooms and Common Core Learning standards alignment and acquisition of skills related to Google Classroom, myriad tools available via Google and Chromebooks in the classroom.

Methods of PD delivery will include; continued use and development of a PD Learning Library, BOCES/CSLO services, our regional teacher center (ECTC), collaboration with neighboring school districts and leveraging our own faculty members who have gained proficiency and wish to impart their knowledge to their colleagues. Additionally, and perhaps most importantly, we have added a dedicated resource to our staff whose primary mission is Professional Development for our users throughout the district. This resource was brought into the district in conjunction with our implementation of G Suite. During that time, we offered approximately 50 course opportunities for teachers, after school hours, to explore and learn a variety of Google related applications. As stated previously, we are observing an very fast rate of adoption of these resources and, undoubtedly, our emphasis on professional development has been instrumental to this pace.

In addition to after school course offerings, we offer multiple courses throughout the day on each staff development day. These courses typically use a 90-minute period to take a "deeper" dive into specific resources and focus on the integrative aspects of the product under discussion. During this 90-minute period, we provide ample opportunity for teachers to discuss and debate various approaches toward leverage of the technology as it applies to specific learning environments throughout our district while they simultaneously explore the resources afforded by the specific resource under discussion.

With the implementation of interactive flat panels, we see amazing opportunity to expand upon this approach. We envision a "distance learning" opportunity, within our own facilities, for large groups of teachers by using the technology we intend to acquire. We will also continue our efforts to make recordings of all lessons provided by our department. These videos will be cataloged within a data structure available to all teachers. We envision a course catalog and specific materials (videos) to be easily and readily available to our faculty members whether they are on-campus or not. To this model, we plan to include lessons that are directly aimed at use/utilization of the interactive flat panels that we plan to deploy. For integration aspects, we can make suitable comparisons between the new technology and its' predecessor technology. We will also spend significant time with instruction focused upon utilization of historic, well considered lesson files that have been very successfully used in the past. We very much intend to honor the good work done by our faculty members in the past that has contributed mightily to the success of our students.

We are developing a course catalog for all resources that are instrumental and foundational to effective integration of this technology into our classrooms. Such offerings should be made available both during the school day, after school hours and agnostic with respect to class size. We will also leverage the new technology to offer "distance" learning within our own campus to expand the reach of our efforts while simultaneously affording our staff and faculty more flexible options relative to attendance.

All of our local course offerings are examined within the context of offerings made available by two of our regional partners; Erie 1 BOCES and the Cattaraugus/Allegany Teacher Center. These partners have been tremendous resource supplements to our own capacity and we've been very explicit to avoid duplication of efforts and diligent to make sure that our PD curriculum is properly aligned with local expectations regardless of the resource that delivers the materials.

Over the last two school years, and continuing into 19-20, we have offered a variety of course work for Professional Development to our faculty, staff and administration. To the extent possible, we offer beginner, intermediate and advanced levels of each course title. All of our offerings thus far have been classroom or small group events delivered in person by our on-staff training specialist or one of our regional partners from Erie 1 BOCES or the Catt/Allegheny Teacher Center. A short list of offerings includes; G-Mail, Google Drive, Calendar, Keep, Google Docs, Google Classroom, Google Forms, Google Quizzes, Google Expeditions, Google Groups and Team Drives, Smart Notebook, Google Chrome Browser, G Suite for Educators, Google Advanced Search, Windows 10, Jam Board.

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Classroom Learning Technology

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.

Buffalo State College

9b. Enter the primary Institution phone number.

(716) 878-4214

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. Wendy Paterson

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 |
|---|---------------------------------|------------|-----------------|----------------|
| Interactive Whiteboards | Interactive HD (4K) Flat Panels | 140 | 3,050.00 | 427,000.00 |
| Interactive Whiteboards | Mounting for Flat Panels | 140 | 750.00 | 105,000.00 |
| | | 280 | 3,800.00 | 532,000 |

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

| | Public Enrollment | Nonpublic Enrollment | Total Enrollment | Nonpublic Percentage |
|------------|-------------------|----------------------|------------------|----------------------|
| Enrollment | 1,782 | 526 | 2,308.00 | 22.79 |

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 | 532,000.00 | 131,500.00 | 663,500.00 |

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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 |
|-------------------|------------------------------|--|---|
| Computer Servers | 0.00 | 0.00 | 0.00 |
| Desktop Computers | 0.00 | 0.00 | 0.00 |
| Laptop Computers | 0.00 | 0.00 | 0.00 |
| Tablet Computers | 0.00 | 0.00 | 0.00 |
| Other Costs | 0.00 | 0.00 | 0.00 |
| Totals: | 532,000.00 | 131,500 | 663,500 |

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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 |

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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.

Our plan for utilization of SSBA funding for our non-public neighbors is derived long-established processes that have supported these schools in the past. We provide assistance with textbooks, software, and hardware to our non-public neighbors and we will leverage the communications channels, inventory systems and purchasing mechanisms that have proven very effective in the past.

With respect to technology services, our department has shared our market research and vendor contact lists with any of our non-public neighbors who wish to utilize that research. We have performed site visits with our neighbors and discussed strategic implications of various technology investments. We have invited our non-public neighbors to visit our schools to see our implementations and experience our deployment directly.

We have four non-public school in our district. To date, only one of these neighbors has expressed a concrete desire for a specific Classroom Learning Technology investment.

We would like to establish a date of June 15th of each school year by which time our neighbors will hopefully have made their intentions known. That date should provide sufficient lead-time for ordering, delivery, installation and faculty professional development in preparation for the opening of school in the subsequent September.

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 15

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

| | Public Enrollment | Nonpublic Enrollment | Total Enrollment | Nonpublic Percentage |
|------------|-------------------|----------------------|------------------|----------------------|
| Enrollment | 1,782 | 526 | 2,308.00 | 22.79 |

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 | 663,500.00 | | 250.00 | 0.00 | 250.00 | 250.00 | 131,500.00 |
| Final Adjusted Loan - (If additional loan funds) | 0.00 | 663,500.00 | (No Response) | 250.00 | 0.00 | 250.00 | 250.00 | 131,500.00 |

5. Nonpublic Share

| | Final Per Pupil Amount | Final Nonpublic Loan Amount |
|---------------------------------------|------------------------|-----------------------------|
| Pending and Previously Approved Plans | 0.00 | 0.00 |
| This Plan | 250.00 | 131,500.00 |
| Total | 250.00 | 131,500.00 |

6. Distribution of Nonpublic Loan Amount by School

| Nonpublic School Name | 2018-19 K-12 Enrollment | Special Ed School? If Yes, not eligible |
|-----------------------|-------------------------|---|
| AURORA WALDORF SCHOOL | 94 | No |

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Non-Public Schools

| Nonpublic School Name | 2018-19 K-12 Enrollment | Special Ed School? If Yes, not eligible |
|-------------------------------|-------------------------|---|
| EAST AURORA MONTESSORI SCHOOL | 6 | No |
| GOW SCHOOL (THE) | 137 | No |
| IMMACULATE CONCEPTION SCHOOL | 205 | No |

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

| Select the allowable expenditure type. Repeat to add another item under each type. | Items to be purchased | Quantity | Cost Per Item | Total Cost |
|---|----------------------------------|-----------|------------------|----------------|
| Interactive Whiteboards | Interactive Flat Panel and Mount | 12 | 4,099.00 | 49,188.00 |
| Unbudgeted Nonpublic Loan Amount | Unknown | 1 | 82,312.00 | 82,312.00 |
| | | 13 | 86,411.00 | 131,500 |