

Smart Schools Investment Plan - 2016-17 Version (Original) - Technology Lab

SSIP Overview

Institution ID

800000054269

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

Matthew Wisniewski

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

(716) 965-2711

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

mwisniewski@forestville.com

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

First submission

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

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

 District Educational Technology Plan Submitted to SED and Approved

4. Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.

By checking the boxes below, you are certifying that you have engaged with those required stakeholders. Each box must be checked prior to submitting your Smart Schools Investment Plan.

- Parents
- Teachers
- Students
- Community members

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

- Yes
- No
- N/A

5. Certify that the following required steps have taken place by checking the boxes below: Each box must be checked prior to submitting your Smart Schools Investment Plan.

- The district developed and the school board approved a preliminary Smart Schools Investment Plan.
- The preliminary plan was posted on the district website for at least 30 days. The district included an address to which any written comments on the plan should be sent.
- The school board conducted a hearing that enabled stakeholders to respond to the preliminary plan. This hearing may have 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

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

SSIP_.docx

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

www.forestville.com

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

465

- 7. An LEA/School District may partner with one or more other LEA/School Districts to form a consortium to pool Smart Schools Bond Act funds for a project that meets all other Smart School Bond Act requirements. Each school district participating in the consortium will need to file an approved Smart Schools Investment Plan for the project and submit a signed Memorandum of Understanding that sets forth the details of the consortium including the roles of each respective district.

The district plans to participate in a consortium to partner with other school district(s) to implement a Smart Schools project.

- 8. Please enter the name and 6-digit SED Code for each LEA/School District participating in the Consortium.

Partner LEA/District	SED BEDS Code
(No Response)	(No Response)

- 9. Please upload a signed Memorandum of Understanding with all of the participating Consortium partners.

(No Response)

- 10. Your district's Smart Schools Bond Act Allocation is:

\$594,163

- 11. Enter the budget sub-allocations by category that you are submitting for approval at this time. If you are not budgeting SSBA funds for a category, please enter 0 (zero.) If the value entered is \$0, you will not be required to complete that survey question.

	Sub-Allocations
School Connectivity	0
Connectivity Projects for Communities	0
Classroom Technology	48,989
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	48,989

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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)

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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

(No Response)

4. Describe the linkage between the district's District Instructional Technology Plan and the proposed projects. (There should be a link between your response to this question and your response to Question 1 in Part E. Curriculum and Instruction "What are the district's plans to use digital connectivity and technology to improve teaching and learning?")

(No Response)

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

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

(No Response)

6. As indicated on Page 5 of the guidance, the Office of Facilities Planning will have to conduct a preliminary review

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School Connectivity

of all capital projects, including connectivity projects.

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

Project Number
(No Response)

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

Was your project deemed eligible for streamlined review?

(No Response)

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

Name	License Number
(No Response)	(No Response)

9. **If you are submitting an allocation for School Connectivity complete this table.**

Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
School Internal Connections and Components	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	0

10. **Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be eligible for tax-exempt financing to be reimbursed through the SSBA. Sufficient detail must be provided so that we can verify this is the case. If you have any questions, please contact us directly through smartschools@nysed.gov. NOTE: Wireless Access Points should be included in this category, not under Classroom Educational Technology, except those that will be loaned/purchased for nonpublic schools. Add rows under each sub-category for additional items, as needed.**

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

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School Connectivity

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

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

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

7. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov.

Add rows under each sub-category for additional items, as needed.

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

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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.

Forestville Central School District provides data network services to one elementary school, one middle/high school, and the transportation center (Bus Garage). Gigabit Fiber connects each building to the aggregate switch in the server room located on the 2nd floor in the high school. Several data closets located throughout each building provide at a minimum 100 MB switched ethernet to all computers and devices, with a gigabit backbone connection to the main closet in each building.

A managed wireless Wi-Fi system consisting of 24 access points is installed in the elementary and middle/high buildings, providing about 80% Wi-Fi coverage in the instructional areas. This system is currently meeting our needs, and additional access points can be added easily if the need arises.

The district utilizes the regional broadband network available through the Western New York Regional Information Center. The broadband network provides the district with Gigabit access to Internet services, server resources at the Regional Information Center, and the distance learning network.

The server room houses our main servers consisting of 2 VMWare ESXi hosts (consisting of 8 virtual servers), a Windows 2008 Domain Controller/DNS/DHCP Server, and a Windows 2003 VoIP server. In addition there is also a server supplied and supported by the RIC as a firewall, and the Light Speed Internet filter appliance. A backup server is located in the elementary school library utility room, and a Veeam image backup server is located in the high school auditorium utility room.

Forestville CSD meets the minimum speed standard of 100 Mbps per 1,000 students and staff. We utilize a contract 24/7 service through Erie 1 BOCES.

1a. If a district believes that it will be impossible to meet this standard within 12 months, it may apply for a waiver of this requirement, as described on the Smart Schools website. The waiver must be filed and approved by SED prior to submitting this survey.

By checking this box, you are certifying that the school district has an approved waiver of this requirement on file with the New York State Education Department.

2. Connectivity Speed Calculator (Required)

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	453	45,300	45.3	1000	1000	Now

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.

Forestville CSD has worked closely with the Erie 1 BOCES Technology, Information and Infrastructure department to update our wireless connections at the elementary, middle and high school level. Our wireless connections were updated in the Fall of 2017 to meet the demands of our students and staff. Southwestern has a wireless access point in every classroom that is capable of over 500 mbs.

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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.**

The STEM equipment proposed will require standard 110v power electricity with a recommended dedicated circuit. Consultation with the District's Facilities Manager has indicated all existing infrastructure meets these standards. Proper safety requirements and ventilation will be provided through the use of the equipment's safety devices and purchased ventilation system. All devices will be connected through the school's network and emergency electrical shut off system.

Full Spectrum P-Series 24"x16" Co2 Laser Engraver/Cutter

Large Fume Extractor for Full Spectrum Lasers

CW-3000 Water Chiller for Laser Engraver

CNC Shark HD4 Extended Bed

Stand for Axiom AutoRoute 6 CNC

ToolBox for Axiom CNC Stands

Laguna C/Flux 1.5 hp 1-Micron Cyclone Dust Collector

Laguna Auto Clean Kit for C/Flux:1

Rockler Dust Right 4" Quick Change Shop and Tool Set

Porter-Cable 892 Router

HP ProBook 450 G3 Notebook PC with Intel i5-6200U

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Classroom Learning Technology

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?")

Technology is a means for all students to achieve equitable access to instruction, materials, and assessments. The equipment proposed will naturally enhance differentiated instruction, as students will have as much support through technology integration specialists as needed to complete projects. Continuous efforts will be made with teachers, departments and teams defining the role of technology within the learning standards.

There are many different types of technology that are used in classrooms today, from devices to address specific disabilities to conventional devices that are in modified in many ways. The goal of technological devices used with the special education population and ELL students is designed to level the playing field for all students, to give them access to all the academic and vocational benefits afforded to general education students.

The proposed technology will benefit special education and ELL students by:

- Engaging students and creating active learners - Students become participants in the learning process, rather than the passive learners found in a more traditional environment. This vocational approach will help turn difficult and sometimes dull conceptual subjects like math and science into fun, engaging, and educational activities for these students.

Promotes peer collaboration - In a research project conducted by the U.S. Department of Education, many educators reported that technology facilitated peer collaboration. They noted that when students were assigned to small groups for technology-based projects, those students who already had certain computer and technology skills routinely assisted less skilled students. Peer tutoring, mentoring, and collaboration were the unexpected results of the technology integration.

- Preparing students for the real world - Technology is an essential component of how we work and live every day. Teaching these students how to use this technology will give them the skills to become a productive member of society without the need for much additional training. It will also allow them to build confidence as they work side-by-side with students who surpass them in academics.

Teachers will be consistently encouraged to include technology in their curriculum work. Because technology is essential in satisfying New York State Learning Standards and is an integral part of the Common Core Standards, it is necessary to integrate technology and the available tools in all curriculum areas.

In addition to adopting the New York State Standards and the Common Core standards, we will integrate the NETS standards (National Education Technology Standards) for students, teachers and administrators developed by the International Society for Technology in Education (ISTE). By incorporating the NETS standards and the NETS performance indicators for student learning, we will start bridging the curriculum – technology gap. Teachers will be encouraged to incorporate the following NETS standards for technology literate students. Instruction in the STEM areas will include a technology integrator specialist and classroom teachers. Creating STEM based learning classrooms in the district will address hands-on learning needs and increase student learning inside and outside the classroom. Students will have the opportunity to create, using equipment such as the CNC Routers, CNC Laser Printers/Cutters, 3D printers and Lego robotics kits. Forestville CSD plans to collaborate with community stakeholders to participate in activities within the STEM based learning classrooms. Increasing hands-on opportunities for all of our students will offer additional curriculum opportunities for students that benefit from real world and hands-on learning activities.

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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.**

A STEM based learning classroom opens up many opportunities for real world and hands-on learning that supports career and college readiness. Students will have opportunities to showcase projects created in this classroom through community activities, such as FCS Open House, local Maker Fair's, and integrated community service projects. In addition, students will demonstrate and display acquired STEM skills to compete at the locally sponsored *Dream it Do it Stem Wars*. Forestville will continue to partner with local manufacturers to expand upon real life learning situations and skill required to obtain success. After school activities such as Technology Club can foster ongoing communication with parents and community members.

Forestville has already implemented Chromebook devices for our middle school students and the use of various software resources available through the schools website. When incorporating our current technology with our proposed STEM based learning classroom, we have the opportunity for our community to see and utilize from the STEM based learning process, which can bring ideas to reality. By engaging our community it will further ensure our success of engaging our student body and educating higher level learners.

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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."

Forestville CSD recognizes the importance of specific, ongoing and sustained professional development for staff and students. Continuous efforts will be made with teachers, departments and teams defining the role of technology within the learning standards. Teachers will be consistently encouraged to include technology in their curriculum work. Because technology is essential in satisfying New York State Learning, it is necessary to integrate technology and the available tools in all curriculum areas. The technology integrators will provide in-house workshops and specialized training as needed. Participation in the Common Set of Learning Objectives (CSLO) Service through the WNYRIC (Western New York Regional Information Center) provides our school with four in-service days each year. CSLO is instrumental in helping our teachers integrate technology into their curriculum through developing learning experiences Teachers are able to participate in professional development provided by regional BOCES as well as NYSCATE (NYS Association for Computers and Technologies in Education) workshops. Webinars, forums and other digital resources will be used for ideas in incorporating STEM based learning classrooms. Teachers will also have the opportunity to collaborate and visit neighboring districts to gather curriculum ideas for our students.

STEM classroom training will be provided on-site and off-site by the vendor technicians to ensure safety and proper usage. This training is on-going to ensure all technology team leaders, teachers and relevant staff members will be proficient in using the equipment.

All teachers who will instruct utilizing the CNC machines or Laser machines will be required to participate in the following training opportunities. Training courses will be offered through the vendor or staff turnkey trainers.

Introduction to CNC Concepts Class: This introductory class provides learners with an understanding of the principles of CNC. They gain experience and familiarity with the programming, setup, and operation of the CNC machine.

CAD Software Training: Learners advance from paper and pencil drafting to computerized drafting. This is essential training for the CNC operator as it allows him to take a CAD drawing, import it into CNC design software, such as VCarve Desktop or Aspire(Vetric Software), and turn the design (drawing) into G-Code that can be read and executed by the CNC machine.

Intro to CNC Machines: Learners learn the basic concepts and functions of CNC machines through coursework or simulation, depending on the learning method. This course is specific to the CNC machines used in the district. Once the learner understands the basics, they practice operation of the machine using the control panel, software, and screen displays.

G Code Programming Class: This course provides an introduction to G code programming, which is used to direct CNC machines to create parts.

CNC Programming Class: Used as an introductory course for the beginner CNC mill operator or programmer, this class teaches learners about the different codes used in programming. Basic G-Code programming is used in this course.

Mastering CNC Machines: Learners work through an introduction of CNC to detailed hands-on simulations to gain mastery of the CNC millwork. The class focuses on how the machine works, before progressing to live machine training.

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

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

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

SUNY Fredonia

- 9b. Enter the primary Institution phone number.

Debra Karpinski-Keyser

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Classroom Learning Technology

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.

716-673-3443

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

Are there nonpublic schools within your school district?

- Yes
- No

11. Nonpublic Classroom Technology Loan Calculator

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

See:

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

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

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

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

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

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

14. If you are submitting an allocation for Classroom Learning Technology complete this table.

Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Interactive Whiteboards	(No Response)
Computer Servers	(No Response)
Desktop Computers	(No Response)
Laptop Computers	7,536
Tablet Computers	(No Response)

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Classroom Learning Technology

	Sub-Allocation
Other Costs	41,453
Totals:	48,989

15. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov.

Please specify in the "Item to be Purchased" field which specific expenditures and items are planned to meet the district's nonpublic loan requirement, if applicable.

NOTE: Wireless Access Points that will be loaned/purchased for nonpublic schools should ONLY be included in this category, not under School Connectivity, where public school districts would list them.

Add rows under each sub-category for additional items, as needed.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Other Costs	Full Spectrum P-Series 24	2	8,595	17,190
Other Costs	Large Fume Extractor for Full Spectrum Lasers	1	4,950	4,950
Other Costs	CW-3000 Water Chiller for Laser Engraver	2	770	1,540
Other Costs	CNC Shark HD4 Extended Bed	2	5,450	10,900
Other Costs	Stand for Axiom AutoRoute 6 CNC	2	600	1,200
Other Costs	ToolBox for Axiom CNC Stands	2	500	1,000
Other Costs	Laguna C/Flux 1.5 hp 1-Micron Cyclone Dust Collector	1	1,330	1,330
Other Costs	Laguna Auto Clean Kit for C/Flux:1	1	360	360
Other Costs	Rockler Dust Right 4	1	77	77
Other Costs	Porter-Cable 892 Router	2	235	470
Laptop Computers	HP ProBook 450 G3 Notebook PC with Intel i5-6200U	8	942	7,536
Other Costs	Freight	1	2,436	2,436

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

(No Response)

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

(No Response)

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

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

Project Number
(No Response)

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

	Sub-Allocation
Construct Pre-K Classrooms	(No Response)
Enhance/Modernize Educational Facilities	(No Response)
Other Costs	(No Response)
Totals:	0

6. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov. Add rows under each sub-category for additional items, as needed.

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Pre-Kindergarten Classrooms

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

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

	Sub-Allocation
Construct New Instructional Space	(No Response)
Enhance/Modernize Existing Instructional Space	(No Response)
Other Costs	(No Response)
Totals:	0

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov. Add rows under each sub-category for additional items, as needed.

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

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High-Tech Security Features

- 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)

- 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)

- Was your project deemed eligible for streamlined Review?

- Yes
- No

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

Name	License Number
(No Response)	(No Response)

- If you have made an allocation for High-Tech Security Features, complete this table. Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Capital-Intensive Security Project (Standard Review)	(No Response)
Electronic Security System	(No Response)
Entry Control System	(No Response)
Approved Door Hardening Project	(No Response)
Other Costs	(No Response)
Totals:	0

- Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov.

Add rows under each sub-category for additional items, as needed.

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

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PPU Report
