Smart Schools Investment Plan - Revised - APW SSIP 2 Plan

SSIP Overview

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Institution ID

800000055804

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

Diane Bush

> **1a.**   **Please enter their phone number for follow up questions.**
>
> 3156255231

> **1b.**   **Please enter their e-mail address for follow up contact.**
>
> dbush@apw.cnyric.org

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

   Supplemental submission

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

☑   District Educational Technology Plan Submitted to SED and Approved

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

By checking the boxes below, you are certifying that you have engaged with those required stakeholders.

☑   Parents

☑   Teachers

☑   Students

☑   Community members

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

> **5a.**   **Please detail which nonpublic schools have closed or moved since 2014-15, including enrollments and physical locations.**
>
> Fellowship Baptist Academy
>
> 2604 US Route 11 Parish, NY 13131
>
> Enrollment K-6: 18

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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 occured as part of a normal Board meeting, but adequate notice of the event must have been provided through local media and the district website for at least two weeks prior to the meeting.

☑   The district prepared a final plan for school board approval and such plan has been approved by the school board.

☑   The final proposed plan that has been submitted has been posted on the district's website.

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.**
SSBA Plan 2 - SSBA Plan 2.pdf
BOE Presentation SSBA 2 3 3.pdf
SSBA Plan 2 - SSBA PLAN 2 Itemized.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.apwschools.org/domain/1029

7.   **Please enter an estimate of the total number of students and staff that will benefit from this Smart Schools Investment Plan based on the cumulative projects submitted to date.**
1,350

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

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

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

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

10.   **Please upload a signed Memorandum of Understanding with all of the participating Consortium partners.**
(No Response)

11.   **Your district's Smart Schools Bond Act Allocation is:**
$2,067,182

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

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	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	1,253	0	1,253.00	0.00

13. This table compares each category budget total, as entered in that category's page, to the total expenditures listed in the category's expenditure table. Any discrepancies between the two <u>must</u> **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	799,053.00	799,053.00	0.00
Pre-Kindergarten Classrooms	0.00	0.00	0.00
Replace Transportable Classrooms	0.00	0.00	0.00
High-Tech Security Features	0.00	0.00	0.00
Nonpublic Loan	0.00	0.00	0.00
Totals:	**799,053**	**799,053**	**0**

School Connectivity

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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)

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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)

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

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Select the allowable expenditure type. Repeat to add another item under each type.	**PUBLIC** Items to be Purchased	Quantity	Cost Per Item	Total Cost
		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	1,253	0	1,253.00	0.00

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

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

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

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Community Connectivity (Broadband and Wireless)

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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)

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	Sub-Allocation
Totals:	**0.00**

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1. In order for students and faculty to receive the maximum benefit from the technology made available under the Smart Schools Bond Act, their school buildings must possess sufficient connectivity infrastructure to ensure that devices can be used during the school day. Smart Schools Investment Plans must demonstrate that sufficient infrastructure that meets the Federal Communications Commission's 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed, or is a planned use of a portion of Smart Schools Bond Act funds, or is under development through another funding source.

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

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

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

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

   The district currently exceeds the minimum required bandwidth per student. Our current contract with CNYRIC provides 1000 Mbps per student. Our student enrollment requires less than 102 Mbps per student. All students have access to devices daily and during CBT and other high demand periods.

   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	1,020	102.00	1000	(No Response)	Currently met

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

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

   Our district has a robust WiFi network in place. We have an access point in every classroom and at least one, but in most cases two, access points in high volume areas. We also have ten 10G switches as the backbone of the access points. We are expecting to upgrade our switches by June 2024. We regularly monitor and upgrade our WiFi network.

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4.   All New York State public school districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations.

Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

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

5.   **Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems. Specifically address the adequacy of each facility's electrical, HVAC and other infrastructure necessary to install and support the operation of the planned technology.**

We are purchasing Clear Touch Boards, students Chromebooks, laptops, ipads w/ pencils, desktop computers, photography cameras, STEM robots, and 3D printers for our school district. All of the devices are compatible with our existing platforms and systems (Windows 10 and 11).

Our facility has adequate electrical for our needs, though the electrical will be upgraded in the IT Department (in terms of increased numbers of outlets) and in other areas of the JSHS and ES with the Capital Project.

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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.

Please note: If this plan has been identified as a Remote Learning Plan to be submitted and reviewed on an expedited basis, the district should explain how this plan will facilitate remote and hybrid learning, in lieu of responding to the question above.

The proposed technology purchases will help:

> enhance differentiated instruction: The chromebooks, desktop computers, interactive whiteboards, and iPads that we plan to purchase will provide students with personalized learning platforms, educational apps, and online resources tailored to their individual needs. They will also enable teachers to differentiate their instruction and build engaging multimedia presentations, interactive lessons, blended learning lessons, and collaborative activities that capture our students' attention and meet different learning preferences. Interactive features available with these devices, such as touchscreens, digital annotation, and multimedia integration will enhance students' learning experiences and promote their active participation. The photography cameras, 3D printers, and STEM robots that we plan to purchase will provide our students with hands-on, experiential learning and help to foster deeper understandings of concepts. For example, the 3D printers will allow students to create and visualize three-dimensional models within various content areas. The STEM robots we plan to purchase will provide opportunities for our students to engage in coding, problem-solving, and experimentation. The E-sports program that we are building will help to provide more opportunities for differentiated courses at our school and allow for hands on, interactive learning with the gaming computer desktops. We currently offer an e-sports club (rostering about 35 students) and recently expanded our epsorts programming to include an academic, semester-long class (called Esports Game Design) that was approved by the Board of Education in March 2023 and offered fall of 2023, (but because most students had already completed scheduling for the fall by the time it was advertised, not enough students enrolled for it to run). It will be offered again starting fall 2024. The course catalog describes this course as follows: this course covers designing a game, careers in gaming, and the analyzing of exisiting games and the gaming industry, high concept documents, and other literary aspects of gaming throughout the industry. The course does not cover coding.

The course is intended for 11th and 12th grade students and is currently considered an elective leading to possible college credit through Cayuga Community College.

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> expand student learning inside and outside the classroom: by purchasing our students Chromebooks and tablets to use in and out of the classroom, learning can extend beyond the classroom. Students will be able to access educational resources, complete assignments, collaborate on projects, and communicate with their teachers and peers from anywhere. These devices will promote self-directed and continuous learning. Furthermore, by using their Chromebooks and other devices, such as the cameras, 3D printers, STEM robots, and E-sports Gaming Computer Desktops, students will be able to explore their interests, pursue independent research, and engage in creative projects and clubs outside regular class hours.

Up until now, the E-sports gaming computer lab was used solely for our after school club, but this lab will now be utilized during the school day for our new Esports academic course as well. Esports Game Design will be offered fall 2024 as an elective with possible college credit through one of our local community colleges.

> benefit students with disabilities and English language learners: the technology purchases can greatly benefit our students with disabilities and our (few) English language learners. Chromebooks, tablets, and iPads (along with software programs we use on these devices) offer accessibility features such as text-to-speech, speech recognition, and closed captions, which support students with visual impairments, dyslexia, or language barriers. These devices can act as assistive technologies to accommodate students with disabilities, ensuring equal access to educational content. In addition to the district's goals and vision, our instructional technology plan includes providing assistive technology to students with disabilities to ensure access to and participation in the general education program. We currently utilize these devices to level the playing field for our students and software technologies (such as Read and Write) work in tandem with these devices to ensure equitable access to learning for our students and help to enable them to participate in the general curriculum.

Our Esports Program and the E-sports Gaming Computer desktops are very popular among our students and allows our students with diverse identities the opportunity to participate in sports in a way that they may otherwise be unable to participate in because of physical, emotional, or other diabilities. The e-sports club program provides opportunities for learning team bonding, feeling included, and succeeding at competition. The expansion of this program into an academic area will benefit our students with disabilities because it will open another avenue of learning through their interests and may dovetail with their extracurricular participation in the esports club.

> contribute to the reduction of other learning gaps that have been identified within the district: the technology purchases can specifically address the identified gaps in reading and math. Adaptive learning platforms and educational apps can be utilized to deliver targeted instruction, remediation, and practice in these areas. Via these devices we intend to purchase, teachers can monitor students' progress, identify areas of weakness, and provide individualized support using data-driven insights gathered from the technology tools. Additionally, the Clear Touch Boards and interactive features of other devices we plan to purchase can facilitate engaging lessons that promote literacy and numeracy skills development.

The rollout of the new Esports course and the utilization of the gaming computer desktops within the club can enable students to engage in complex thinking and strategizing, thereby reducing gaps in higher order thinking skills in STEAM areas. Students will have an opportunity to engage in more collaborative activities that help to reduce gaps in social emotional learning skills. Furthermore, students will also have an opportunity to build dexterity, communication skills, problem solving skills, and creativity.

We firmly believe that the acquisition and implementation of the proposed purchases will increase teacher and student motivation and engagement. These items are essential components in how we ensure equitable access to instruction, materials, and assessments. We further believe that we will see increased academic success among students regardless of background, disability, or language with the implementation of these tools and in tandem with teacher professional development.

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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.**

The proposed technology purchases can significantly enhance ongoing communication with our parents and other stakeholders and facilitate technology-based regional partnerships.

The Clear Touch Boards, Chromebooks and laptops can be used for virtual meetings, presentations, and collaborative work. They enable teachers to conduct remote parent-teacher conferences, share student progress, and engage parents in real-time discussions. The devices can also be used for virtual training sessions and workshops for stakeholders outside the district, fostering regional partnerships.

Chromebooks and tablets provide students with portable devices for accessing educational resources, collaborating on projects, and communicating with teachers and peers. Parents can be connected to their child's learning journey through our learning management systems (such as Google Classroom or School Tools) and our online portals (such as School Tool and Clever). Real-time updates on assignments, grades, and attendance can keep parents informed and involved in their child's education.

Laptops enable teachers, administrators, and staff to access information, collaborate, and communicate. They can facilitate virtual meetings, professional development sessions, and online forums for parents and stakeholders. Laptops also enable district personnel to engage in remote collaboration and partnership initiatives with other institutions or organizations in the region and the world.

iPads with Apple Pencils provide a platform for students to showcase their learning and engage in multimedia projects. These devices can facilitate interactive presentations during parent-teacher meetings or community events. Additionally, iPads can support distance learning initiatives by allowing students to participate in virtual classes, access digital textbooks, and collaborate on projects remotely.

Desktop computers can enable district staff to develop high-quality multimedia content for communication with parents and stakeholders that they may not be able to create on a laptop

(utilizing Adbobe, for example). Desktops can also be used for video editing, graphic design, and other creative endeavors, which can enhance the district's outreach efforts and regional partnerships.

Photography cameras can help document and share school events, student achievements, and district initiatives through photos and videos. These visuals can be shared with parents through newsletters, social media platforms, and the district's website, fostering better communication and engagement, as well as protecting student infomation with school owned devices (instead of personal phones/cameras). High-quality visuals also facilitate collaboration with external partners, showcasing the district's achievements and building relationships.

STEM robots can be used in various educational activities to engage students in hands-on learning experiences. By integrating robotics into the curriculum, the district can offer STEM-related programs and workshops for students, parents, and the community. This can foster partnerships with regional organizations, such as businesses, universities, or research institutions, enhancing the district's technology-based regional partnerships.

The 3D printers we are hoping to purchase will enable students to transform digital designs into physical objects, fostering creativity, problem-solving, and innovation. They can be used for prototyping, engineering projects, and design competitions. By showcasing student work and sharing the outcomes of 3D printing projects, the district can engage parents and stakeholders in discussions about technology, education, and entrepreneurship. These efforts can strengthen regional partnerships by involving local businesses and industries.

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Classroom Learning Technology

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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."

    Please note: If this plan has been identified as a Remote Learning Plan to be submitted and reviewed on an expedited basis, the district should provide a statement confirming that the district has provided or will provide professional development on these devices to its staff, in lieu of responding to the question above.

    To ensure that administrators, teachers, and staff can employ the technology purchased to enhance instruction, we will provide ongoing support though instructional technology coaches, build an on-demand professional development learning center and online library with best practices for instruction, integration of technology, and software tutorials, and develop professional instructional technology learning communities both horizontally and vertically throughout the district. Our e-sports coaches are in on-going training and development as this new field is growing exponentially.

    We are working towards a learner-centered pedagogy that integrates and embeds the use of technology. Our teachers will explore and implement Blended, Differentiated, Personalized, Inquiry- Based, and Flipped Learning models and strategies.

    We will continue to offer targeted training on district software programs, including, but not limited to: the Learning A-Z Suite, Star/Freckle, Google, Discovery Education, the Microsoft Suite of Apps, Adobe, WeVideo, and other programs of interest to staff as determined by stakeholder input.

    Our training and development are infused with national, state, and district content, technology, 21st, computer science, and digital fluency standards to positively impact student achievement. We will utilize curriculum and computer integration specialists to help our faculty and staff align their curriculum to the NYS standards, integrate technology, and develop specific objectives to help students master content. Our professional development plan includes a summary of professional development opportunities offered to teachers and staff for the time period covered by our technology plan to support instructional technology integration to enhance teaching and learning. That plan also includes professional development topics, appropriate audiences to attend, and the method of delivery.

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

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

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

    9b. **Enter the primary Institution phone number.**
    (315) 312-2102

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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. Laura M. Spenceley, Dean of School of Education

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	Classroom Clear Touch Boards Boards	59	5,400.00	318,600.00
Laptop Computers	Student Chromebooks	704	300.00	211,200.00
Laptop Computers	Laptops for Teachers (Business Grade)	150	913.00	136,950.00
Tablet Computers	iPads (art class)	10	1,400.00	14,000.00
Desktop Computers	All in One Computers for Business Lab	29	1,800.00	52,200.00
Desktop Computers	Esports Gaming Computers	20	2,315.00	46,300.00
Other Costs	Photography Cameras (Nikon D-3500)	10	650.00	6,500.00
Other Costs	STEM Robots (Dash &Dot, Root iRobot, Lego Prime) Grade Level Replacements	1	4,000.00	4,000.00
Other Costs	3D Printers w/filament (Makerbot)	4	1,250.00	5,000.00
Other Costs	STEM Robots Cubetto classroom bundle w/ 8 maps	1	1,503.00	1,503.00
Other Costs	STEM Blue Bot Class Bundle and 3	1	800.00	800.00

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Classroom Learning Technology

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Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
	Command Card Set			
Other Costs	STEM Edison V2.0 Robot Ed Pack and 3 EdComm3100 10 pack and 3 EdCreate Edison Robot Creator's kit 10 pack	1	2,000.00	2,000.00
		990	**22,331.00**	**799,053**

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	1,253	0	1,253.00	0.00

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

	Public School Sub-Allocation	Estimated Nonpublic Loan Amount (Based on Percentage Above)	Estimated Total Public and Nonpublic Sub-Allocation
Interactive Whiteboards	318,600.00	0.00	318,600.00
Computer Servers	0.00	0.00	0.00
Desktop Computers	98,500.00	0.00	98,500.00
Laptop Computers	348,150.00	0.00	348,150.00
Tablet Computers	14,000.00	0.00	14,000.00
Other Costs	19,803.00	0.00	19,803.00
Totals:	**799,053.00**	**0**	**799,053**

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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 <u>must</u> equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Construct Pre-K Classrooms	

Pre-Kindergarten Classrooms

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	Sub-Allocation
	(No Response)
Enhance/Modernize Educational Facilities	(No Response)
Other Costs	(No Response)
Totals:	**0.00**

Replace Transportable Classrooms

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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**

High-Tech Security Features

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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**