Smart Schools Investment Plan - Revised - COPEN2023

SSIP Overview

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Institution ID

800000051088

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

Adam Zehr

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

   3156884031

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

   azehr@ccsknights.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

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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.**

CCS_Smart_Schools_Preliminary_Investment_Plan_-_Phase_2.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.ccsknights.org/

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.**

580

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:**

$625,435

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

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	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	422	0	422.00	0.00

13. This table compares each category budget total, as entered in that category's page, to the total expenditures listed in the category's expenditure table. Any discrepancies between the two must **be resolved before submission.**

	Sub-Allocations	Expenditure Totals	Difference
School Connectivity	0.00	0.00	0.00
Connectivity Projects for Communities	0.00	0.00	0.00
Classroom Technology	290,826.60	290,826.60	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:	**290,827**	**290,827**	**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	422	0	422.00	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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Classroom Learning Technology

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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 invested in its infrastructure through a capital project to possess sufficient connectivity to support effective use of devices within our school building. Copenhagen Central School currently has a 1 gig line out to ISP with fiber backbone within our building. We contract with the Mohawk Regional Information Center for our connectivity.

Reporting provided by the Mohawk Regional Information Center show a 3.04% utilization of our bandwidth capacity. The District has a 1GB bandwidth capacity and in a 24 hour window in November 2022, utilized an average of 30.37mbps.

The District currently has high-speed broadband and a robust wifi network capable of supporting existing and SSIP Phase 2 proposed technologies. The District utilizes a cloud managed solution to manage and prioritize traffic on network switches and access points.

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	480	48.00	1000	1000	Current

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

The District currently has 62 access points that are located in each Instructional space as well as common spaces throughout the building. The Wi-Fi network is regularly monitored and filtered to ensure traffic is being prioritized for classroom use and segmented for guest access networks. We executed a network audit recently and programming improvements were made as a result that increased performance and reliability. Alerting is enabled to quickly notify network administrators if any portion of the Wi-Fi system is down or not performing correctly so that issues can be quickly identified and resolved. The interactive boards we plan to purchase with this funding are Wi-Fi capable and through bandwitdh testing on the network, will work optimally with no need for immediate insfrasture upgrades.

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.

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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 District would like to purchase and install portable Cleartouch interactive flat panel boards for 39 classrooms and 1 wall mounted Cleartouch interactive flat panel board in the Cafeteria. We have purchased a number of these devices already in order to ensure they will meet the needs of our teachers and students and that they are compatible with current District infrastructure.

Installation Summary:

The vendor will de-install the existing Smart board, and dispose of it with an E-recycling company. They will install a 75" interactive flat panel Cleartouch display on an adjustable mobile stand. Each board will also include a PC module and web camera to be installed in/on the IFP. Each PC module will be imaged with Windows 11 which we have tested on Cleartouch boards we currently have onsite with no issues. The install will include a 15' HDMI cable to connect the IFP to the existing classroom computer when needed. Power in the rooms is adequate since the new boards will utilize the same outlets as the old boards. The new board will be portable as opposed to hard mounted to improve flexibility in classrooms and allow for multiple boards to be moved to a single space when needed for classes and professional development.

Installation Breakdown:

In 39 rooms, the vendor will de-install existing wall mounted Smart boards, and dispose of them with their E-recycling company. The vendor will provide, assemble, and deliver a 75" interactive flat panel (IFP) display on an adjustable mobile stand for each of the designated rooms. They will also provide a PC module and web camera to be installed in/on the IFP. They will assist with imaging, loading, and configuring each classroom board. They will include a 15' HDMI cable to connect the IFP to the classroom PC and assist with that connection.

In one room, the vendor will de-install the existing wall mounted Smart board, and dispose of it with their E-recycling company. The vendor will provide, assemble, and deliver a 86" interactive flat panel (IFP) display on an adjustable wall mount. They will also provide a PC module and web camera to be installed in/on the IFP. They will assist with imaging, loading, and configuring the classroom board. They will include a 15' HDMI cable to connect the IFP to the classroom PC and assist with that connection. This particular board is in the District's Cafeteria where afterschool programs take place as well as professional development and meetings occuring on a regular basis. A larger board will be much more effective in this space for visual and sound quality.

Funds have been included in the other category to provide each IFP with a wireless keyboard and presentation remote control. We have found that these peripherals allow the teachers to move freely in the classroom and provide them flexibility when delivering instruction to the students interactively. Although the new IFP's have built in PC's, we have found that having the ability to attach to the classroom PC as an additional option is beneficial in many cases. The blade PC's do not have a DVD/CD drive and in some cases we have seen instructional material still delivered in the fashion. External drives are certainly not required on each board, but we plan to purchase 10 external CD/DVD drives to be loaned out by the Technology Department when needed.

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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.

Graduates of Copenhagen Central School will require different knowledge, skills, and expectations than previous generations in order to live and work successfully in our global society. To help create the society we desire, young adults will need to know how to learn in rapidly changing work settings, solve problems, and make decisions in an inforamtion-rich environment. They will also need to know how to communicate and work with an increasingly divergent peer group in a technology-oriented society. Our goals can be organized into two overriding categories:

Instruction - Technology is used to enhance the instructional program by:	Learning - Technology is used to enhance student learning by:
- Providing access to tools that enhance pedagogy and classroom lesson design. - Actively engaging students in their learning. -Customizing instruction based on individual student needs. - Providing teachers with access to professional development that supports the necessity to modernize the instructional program.	- Stimulating intellectual curiosity and capacity. - Increasing student engagement in learning. - Facilitating problem-solving and collaboration between students. - Ensuring the educational program replicates how students seek information in their lives. - Providing anywhere access to educational resources. - Providing every learner equal access to all resources.

Instructionally, we need to provide access to tools that enhance pedagogy and classroom lesson-design as well as to actively engage students in their learning. With reguard to student learning, the specific classroom technologies we are seeking to purchase will enhance student achievement by stimulating intellectual curiosity and capacity while increasing student engagement in their learning. Interactive displays facilitate problem-solving and collaboration between students and enables the educational program to replicate how students seek information in their lives.

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The District's Instructional Technology Plan addresses the provision of assistive technology for students with disabilities. Currently in our 10th year of a 1:1 device initiative, now serving all students grades K-12, our district has promoted a natural progression of technology integration for our staff and students. The District leverages Google supported Chromebook and tablet hardware for all students. Google tablets are utilized in grades K and 1 while Chromebooks are used in grades 2-12. Google Workspace for Education allows us to effectively manage and support the devices. Through the use of mobile device management software, we manage the individual devices of students with IEP's and 504's to provide them with the specific applications and features required in thier IEP and 504 plans. These upgraded interactive displays are the next step we desire to provide the opportunity for higher level collaboration between our students, peers and their teachers. In addition, our Technology Plan allows for the provision of assistive systems, which are fully compatible with the displays we are seeking to purchase. Upgrading our current displays to the Cleartouch display with an integrated PC ensures our students with IEPs, 504's and our ELLs are equally engaged and active in the classroom setting through the use of adaptive software and enhanced audio output. The onboard PC in the Cleartouch Interactive Display provides continuity to the look and accessibility of our integrated Read&Write and Orbit Note software provided on all student Chromebooks, ensuring students with 504, IEP and ELL accomodation needs are met in every classroom and across all curricular areas.

Technology provides the capacity for a complete redefinition of the teaching and learning process. We recognize that technology is not the focus, rather it is the foundation that supports and provides the strength for our learning program. It is our goal at CCS to create an environment where all teachers, staff, and students can create and share knowledge and information in ways previously unimagined.

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.**

Upgrading and standardizing our instructional display solutions throughout our district, will allow us to expand upon community partnerships and family connections throughout the District. The interactive displays will provide easy to use, readily available solutions with built-in video conferencing abilities that can serve our students (both onsite and homebound), families and community members. These technologies, can and are, used to provide opportunities for remote training (fire, EMT, coaching, etc.) as well as virtual visits for our students and staff both within the school day and beyond through the many family evening events the District facilitates throughout the year. These units will also provide the ability for parents, teachers and administration to connect virtually when necessary to facilitate conferences, meetings and activity shares. Most importantly, these updated interactive displays will ensure zero learning loss and full accessibility virtually to the learning community for students needing remote instruction.

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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.

Copenhagen Central School has a rich history of offering quality professional development in the field of instructional technologies. Having been recognized for our innovation in technology, our model has been studied and emulated in schools throughout the state. CCS was a leader in the implementation of interactive displays, starting in the late 1990s. Throughout the years, classrooms were first outfitted with projection devices linked to desktop computers, leading up to our current situation which includes a variety of display solutions that incorporate a range of interactive touch devices. As each learning space was equipped, we made a conscious effort to match the instructional needs of the classroom and teacher with the available technology within the budget we had to work with. This has brought us to a point where our staff understands the importance and necessity of visual interactive delivery for learning and collaboration in the classroom. They are anxious to cross that digital divide into the next generation of interactive classroom teaching and learning solutions.

Our teachers and staff accept technological professional development as just another part of how we do business at CCS. Through the implementation of every project, from the early stages of digital content delivery, to 1:1, to cloud based computing, to learning management systems, teachers have come to expect ongoing quality professional development to ensure seamless, stress-free technology integration. Through the leadership of our Technology Committee, professional development designed and facilitated by our Technology Integration Coach and continuous support of District administration, we recognize these efforts as the anchor of our successful classroom implementation. We have and will continue to utilize a variety of delivery methods to provide training for our staff. The District will provide staff with PD opportunities year round. PD opportunities specific to the integration of technology are offered through multiple means including workshops, after-school hands-on learning opportunities, all meetings (department, team and faculty), one-on-one tutorial sessions, and just-in-time classroom assistance for first time classroom implementations. Our model for planning, facilitating and implementing technology PD at CCS is as follows:

Topics	Audience	Model of Delivery

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- Classroom workflow - LMS implementation - 24/7 Library Resources - Google Workspace - Classroom Web 2.0 Tools - Student Management System -Software and Hardware Specific Training - Makerspace resources, development & integration - Assistive Technology - Enhanced Communication to community and parents (*Parent Square*) - Monthly Technology Connection Newsletter and "Paper PD" for Staff - Video Productions and Curriculum Integration of Studio Space - Curriculum specific training (ie *Amplify*)	Teachers Staff Administration	- New Teacher Orientation - Summer "Tech Boot Camps" - On Demand and "Just In Time" Classroom Support - Superintendent's Conference Days - Faculty Meetings - Team Meetings - Teacher Requests - Round Table Interest Groups - Professional Conference Attendance - Webinars - Online Courses - Digital Book Study / Google Classroom Discussions - "Tech Tuesday" 25 Min PD To Go! CPT Time - "Paper PD" Monthly Tech Team Newsletter - Tech Tidbit Videos

Topics to be covered in the professional development offerings listed above will include but are not limited to:

- The onboard tools specific to interactive displays purchased for the classroom (Android Operating System, Snowflake Software)
- The process of migrating current curriculum to new and potentially different applications.
- Supply supported work time for teachers to modify curriculum to support new philosophies in pedagogy that utilize this new enhanced technology provided in their classroom.
- Connecting our educators to both online resources and communities that provide content and technical assistance, thereby easing the transition and implementation of these updated interactive displays within their classroom.

Beyond that, it is our goal to continue moving our teachers along the continuum from merely substituting technology for traditional classroom activities to completely redefining how learning in our educational community occurs.

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 Potsdam

9b. **Enter the primary Institution phone number.**
315-267-2515

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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. Allen Grant, Dean, School of Education and Professional Studies

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	75 Cleartouch Interactive Display with Motorized Mobile Stand, PC Module and Camera	39	5,701.00	222,339.00
Interactive Whiteboards	86 Cleartouch Interactive Display with Motorized Wall Mount, PC Module and Camera	1	7,517.00	7,517.00
Other Costs	Cabling and Hardware	1	6,618.00	6,618.00
Other Costs	E-Recycling of Existing Equipment	1	750.00	750.00
Other Costs	Installation	1	51,000.00	51,000.00
Other Costs	Wireless Keyboards	40	35.90	1,436.00
Other Costs	External DVD Drive	10	36.90	369.00
Other Costs	Presentation Remote Control	40	19.94	797.60
		133	**71,678.74**	**290,827**

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

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Classroom Learning Technology

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	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	422	0	422.00	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	229,856.00	0.00	229,856.00
Computer Servers	(No Response)	0.00	0.00
Desktop Computers	(No Response)	0.00	0.00
Laptop Computers	(No Response)	0.00	0.00
Tablet Computers	(No Response)	0.00	0.00
Other Costs	60,970.60	0.00	60,970.60
Totals:	**290,826.60**	**0**	**290,827**

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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 must 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**

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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**

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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**