Institution ID
800000053899

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

Gary Lambert

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

518.324.2599

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

lambert.gary@bcsdk12.org

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

Supplemental submission

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

☑ District Educational Technology Plan Submitted to SED and Approved

4. Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.
By checking the boxes below, you are certifying that you have engaged with those required stakeholders. Each box must be checked prior to submitting your Smart Schools Investment Plan.

☑ Parents
☑ Teachers
☑ Students
☑ Community members

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

☐ Yes
☐ No
☑ N/A

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

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

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

BCSD Smart School Investment Plan - Revised.pdf

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

http://www.bcsdk12.org/ssip/

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

1,967

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

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

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

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

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

(No Response)

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

$1,534,655

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

	Sub-Allocations
School Connectivity	175,000
Connectivity Projects for Communities	0
Classroom Technology	1,100,000
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	25,000
Totals:	**1,300,000**

1. In order for students and faculty to receive the maximum benefit from the technology made available under the Smart Schools Bond Act, their school buildings must possess sufficient connectivity infrastructure to ensure that devices can be used during the school day. Smart Schools Investment Plans must demonstrate that:

- **sufficient infrastructure that meets the Federal Communications Commission's 100 Mbps per 1,000 students standard currently exists in the buildings where new devices will be deployed, or**
- **is a planned use of a portion of Smart Schools Bond Act funds, or**
- **is under development through another funding source.**

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

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

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

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

Our district is positioned well not only to meet the needs of our teachers and learners with regards to teaching and learning, but also to be able to guarantee quality of network services during periods of high demand such as during computer-based testing periods. We not only already meets this mandate but we are making preparations to exceed the mandated minimum levels of service. We have 1,967 students enrolled in our district. Beekmantown CSD currently contracts with NERIC for a connectivity service rate of 200 Mbps of service, with burstable capability up to 1 Gbps. Since our district relies so heavily on staff and student using technology devices to deliver and participate in quality instruction, we are currently working with a local vendor to provide for increased bandwidth and redundancy via the federal Erate program. This initiative will enable our district to continue meeting the demands these devices place on our network, now and in the future.

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

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

2. Connectivity Speed Calculator (Required)

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	1,967	196,700	196.70	200	250	Currently Met

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

The district will not use Smart Schools Bond Act funds to improve our high-speed broadband connectivity as mentioned in previous sections of this document. However In years 5 and 10 of our investment plan the district will use the Smart Schools Bond Act funds to augment replace network switching equipment and/or wireless access points to accommodate emerging technology standards.

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

The Smart School Bond Act and our Instructional Technology Plans are directly aligned. The Smart School Bond Act monies will supplement our one device to one student initiative (1:1) successfully begun during the 2015-2016 school year. This initiative is described in the Instructional Technology Plan and drives our teaching and learning across all buildings and grade levels.

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.

As a result of the hard work of the district's Technology Committee, the needs of an expansive wireless access network were identified. Following an extensive site survey done by an outside technology vendor in coordination with the district's Department of 21st Century Learning, our district identified all classroom locations that would be necessary to deliver enterprise-class wireless access coverage for staff and students. During the 2014-2015 school year the District facilitated the installation of 130 wireless access points throughout all school building facilities. These access points have provided our end users robust wireless connectivity for their devices. Additionally, in an attempt to further bridge the digital divide, we also purchased via an Extended Learning Time grant, fifty-nine (59) portable wireless access hotspots for staff and student sign-out as well as twenty-four (24) mobile wireless access points on our school buses, enough to equip our entire active bus fleet. Additionally, through the federal Erate program our district will be installing another 51 enterprise grade wireless access points to further augment the coverage that is provided within our four schools. This project should be completed by the end of the 2017-2018 fiscal year. Through these efforts we strongly believe that we have provided for reliable and ubiquitous access for those who depend on it for their teaching and learning.

6. As indicated on Page 5 of the guidance, the Office of Facilities Planning will have to conduct a preliminary review of all capital projects, including connectivity projects.
Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number
09-03-01-06-7-999-BA2
(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?

Yes

7a. Districts that choose the Streamlined Review Process will be required to certify that they have reviewed all installations with their licensed architect or engineer of record and provide that person's name and license number. The licensed professional must review the products and proposed method of installation prior to implementation and review the work during and after completion in order to affirm that the work was code-compliant, if requested.

☑ I certify that I have reviewed all installations with a licensed architect or engineer of record.

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

Name	License Number
Garrett Curtis Hamlin	30484

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

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

	Sub-Allocation
Network/Access Costs	150,000
Outside Plant Costs	(No Response)
School Internal Connections and Components	25,000
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	**175,000**

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Network/Access Costs	Cisco 4500 Core Switch or equivalent	3	7,502	22,506
Network/Access Costs	HP Aruba 315 Wireless Access Points or equivalent	170	497	84,490
Network/Access Costs	HP Aruba 2920 48 Port POE network switches or equivalent	13	3,308	43,004
Connections/Components	Installation & Testing	1	25,000	25,000

Community Connectivity (Broadband and Wireless)

1. **Describe how you intend to use Smart Schools Bond Act funds for high-speed broadband and/or wireless connectivity projects in the community.**

(No Response)

2. **Please describe how the proposed project(s) will promote student achievement and increase student and/or staff access to the Internet in a manner that enhances student learning and/or instruction outside of the school day and/or school building.**

(No Response)

3. **Community connectivity projects must comply with all the necessary local building codes and regulations (building and related permits are not required prior to plan submission).**

☐ I certify that we will comply with all the necessary local building codes and regulations.

4. **Please describe the physical location of the proposed investment.**

(No Response)

5. **Please provide the initial list of partners participating in the Community Connectivity Broadband Project, along with their Federal Tax Identification (Employer Identification) number.**

Project Partners	Federal ID #
(No Response)	(No Response)

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

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

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

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

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.

We have just under 2,000 students enrolled in our district. Beekmantown CSD currently contracts with NERIC for a connectivity service rate of 200 Mbps of service, with burstable capability up to 1 Gbps which allows us to meet the bandwidth mandate. In order to help the district meet the ever increasing demands made on our network we are working on an initiative through the Federal Erate program to provide redundant internet connectivity at even higher speeds than we currently have in place. This new connection will permit speeds of upwards of 250 Mbps per 1,000 students. This project will be completed within 12 months of this supplemental submission.

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

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

2. Connectivity Speed Calculator (Required)

	Number of Students	Multiply by 100 Kbps	Divide by 1000 to Convert to Required Speed in Mb	Current Speed in Mb	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	1,967	196,700	196.7	200	250	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.

As a result of the work of the district's Technology Committee, the needs of an expansive wireless access network were identified. Following an extensive site survey done by an outside technology vendor in coordination with the district's Educational Technology department, our district identified all classroom locations that would be necessary to deliver enterprise-class wireless access coverage for staff and students. During the 2014-2015 school year the District facilitated the installation of 130 wireless access points throughout all school building facilities. These access points has provided our end users robust wireless connectivity for their devices. Additionally, in an attempt to further bridge the digital divide, we also purchased, via an extended learning time grant, fifty-nine (59) portable wireless access hotspots for staff and student sign-out as well as twenty-four (24) mobile wireless access points on our school buses, to equip our entire active bus fleet. Through the federal Erate program our district will be installing another 51 wireless access points to even further augment the coverage that is provided within our four schools. This project should be completed by the end of the 2017-2018 fiscal year.

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.

This supplemental investment plan continues the good work that was done in our initial submission. The district adopted G Suite for Education as its platform of choice for the Digital Literacy Initiative during the 2014-2015 school year and rolled out devices that were able to support that platform as well as be compatible with virtually all web-based software. Since the majority of students will be bringing these devices home and will charge them there, the additional load on the district's electrical and HVAC infrastructure is minimal. Our district has more than sufficient electrical capacity to support all of these devices, as provided for via our 2005 capital project that added a minimum of 16 duplex outlets, with clean power, in each classroom. The district seeks approval through this supplemental submission to purchase student Chromebooks which will augment our already successful 1:1 program. These Chromebooks, Acer 11 N7's, are the same models which were purchased this year and are completely compatible with our network, as well as our managed G Suite for Education learning platform. We will be purchasing these Chromebooks over an extended period of time. Since there is not a deadline for purchasing under the SSBA, we will be purchasing devices for grades levels 3,6 and 9 each year for the next 12 years, accounting for the numbers of devices requested. The district currently already provides these devices under our regular budget and began replacing these devices in the 2018-2019 school year. SSBA funds will be used to ensure the replacement cycle with be in place for the next twelve (12) years. Additionally, our network infrastructure has enough power over Ethernet capacity to handle additional wireless access points to improve coverage.

CPU: 1.6 GHz Intel Celeron N3060 (dual-core, 2MB cache, up to 2.48GHz with Turbo Boost
Graphics: Intel HD Graphics 405
RAM: 4GB LPDD3
Screen: 11.6-inch, 1,366 x 768 with anti-glare coating
Storage: 16GB eMMC
Ports: 2 x USB 3.0 ports, HDMI, headphone/microphone combo jack, SD card reader
Connectivity: Intel 7265 Dual-Band 802.11ac 2x2 Wi-Fi; Bluetooth 4.2 supporting WiDi
Camera: 720p HD webcam
Weight: 3 pounds
Size: 11.73 x 8.27 x 0.88 inches (W x D x H)

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?"

These proposed technology purchases support differentiated instruction in way that many other technology purchases do not. That is to say, because these Chromebooks can be centrally managed through the Google Admin Console this allows the district to customize the user experience, remotely installing software to student devices with no physical intervention on our part as needs are identified. Because of the wide availability of services that these devices are compatible with, teachers of all grade levels can pinpoint activities that are tailored to their students' needs. Because the district's 1:1 program spans all grade levels with students being issued devices by the district, there are daily opportunities to expand learning opportunities both within and outside of the classroom since access to resources is not limited to a specific place and time typical with a traditional computer lab.

In terms of equity provided, issuing devices to students will help level the playing field between regular and special education - improving accesst o assistive technologies for students with disabilities. Students will have access to text to speech which will be beneficial in meeting the individual learning needs of all students. This will enable students to have "textbooks," websites, documents and tests read to them. This increases independence and also offers some students the ability to stay in the classroom for testing and other academic tasks instead of leaving for a room to have a human reader. Students will also have access to word prediction software which has been shown to improve students' writing skills. Students will have access to a variety of graphic organizers or the ability to create their own. Having these digital devices will benefit students with disabilities who need adjustable print size, improved organizational, task management, and study skills, and assistance with note-taking. Leveling text also becomes a possibility which provides students with reading deficits access to the same curriculum content as their peers. Through the purchase of software for all students called Read&Write, students have access to both translate documents and have text read to them in at a variable speed to enhance and facilitate English language acquisition.

The district recognizes that there is also a great disparity in access to resources among our student population due to economics. Recognizing this, the last thing that the district would want to do is widen that digital divide. In an effort to gather measurable data, the district conducted a student technology survey. This survey revealed the numbers of students who did not have access to high-speed Internet and wireless access. With this information in hand, the district has committed to provide economically disadvantaged students a device from the Kajeet company, called the SmartSpot, which is a celluar based, mobile wireless hotspot, combined with customizable Internet filtering. These devices will allow these students to access web-based resources on their district provided technology devices, necessary to complete educational assignments on multiple readily available 4G LTE cellular networks. Providing these devices as well as the Chromebooks will allow students to have any time anywhere access to learning resources in an attempt to close the learning gaps that they have.

7. Where appropriate, describe how the proposed technology purchases will enhance ongoing communication with parents and other stakeholders and help the district facilitate technology-based regional partnerships, including distance learning and other efforts.

Our district is fortunate to already have and make regular use of robust communication tools which are in place that allow for teacher and parent messaging. These range from our recently updated website, social media platforms such as Facebook and Twitter, mass notification systems such as SchoolMessenger and our website tools offered through our hosting provider Edlio, robust email groups. These programs facilitate ongoing communication with our students but also with the wider school community as a whole.

Our district has in place a purpose-built Distance Learning lab for both acting as an originating as well as receiving site for distance learning classes. Ongoing Chromebook purchases will permit both the continuation of our credit recovery system called GradPoint as well as career and college readiness programs which are emerging. Our existing WiFi infrastructure as a backbone will allow innovation to continue within our district.

Emerging partnerships with local vendors through the Federal Erate program will allow greater access to high quality, high bandwidth network access to position our district for future educational initiatives aligned with our district's instructional technology plan.

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."

A thriving learning community focuses on improving the learning experiences for all of its youth and adult members. In order for staff members to create powerful learning experiences for children, they need to be engaged in the same. The professional development strategies for improving learning and teaching with technology are a part of numerous District and school-based strategic plans and curriculum initiatives.
The district has offers and will continues to offer Professional Development opportunities for learners by addressing the following specific technology topics:
Productivity
Use of the Student Information System management program to streamline grades, attendance, health records, test scores and more. (Schooltool)
Use report card programs, spreadsheets to analyze and interpret student data to inform instructional decisions. (Schooltool & Google Sheets)
Deliver engaging lessons through the use of a classroom management system (Google Classroom).

Communication
Use electronic mail systems to communicate.(Gmail).
How to use the wireless network to to connect to online resources. (Basic Chromebook use)
Sharing & Collaborating using the built-in tools within G Suite for Education.

Assessment
Evaluating individual work and class progress (Castle Learning Online, Quizlet, Journeys, and many others)
Report student achievement to students and parents through the use of learning management system and associated web portals.
Review portfolios of student work and writing saved in electronic formats.
Prepare written assessments of student progress with report card programs.

Instructional Resources
Use a variety of content rich digital resources to more effectively differentiate instruction in order to reach students with diverse learning styles and needs. (PearDeck, ThingLink, Socative, Padlet, Zearn, EdPuzzle, and many others too numerous to mention)
Plan individualized learning programs based on assessment data.
Increase student motivation with expanded multi-media resources for classwork, assignments and projects.
Provide opportunities for students to work collaboratively and actively.
Guide student use of the Internet by creating and using curriculum pages on school and District websites.
Teachers or teacher teams choose high-quality sites to find select sources, which support the District curriculum and are appropriate for students.
Guide students towards deeper investigations by collaborating with other teachers to create online student projects.

Our district will employee a variety of methods and modalities to help staff reach these goals. Among them will be a heavy reliance on each building's Technology Integration Specialist as well as staff "experts" in each school offer building-level support and in-service classes. Both the Technology Integration Specialists and the staff "experts" in the buildings will provide both scheduled and on-demand professional development sessions.
Additionally the district's Department of 21st Century Learning maintains two Help Desk areas, one for staff and one for students not only to assist in troubleshooting problems, but also to provide training/staff development as well. These locations are staffed every day that school is in session to ensure that staff members' needs are met.
A variety of online resources such as G Suite Training, and FreshDesk's knowledge base is available to provide staff members and students just-in-time staff development whenever their schedule permits.

Our district has made a concerted effort through its Professional Development Plan to provide for numerous learning opportunities for faculty and staff. Right from the beginning the goal of these offerings has been to encourage the development of solid pedagogical practice and strategies that could be reinforced through the use of technology. The vast majority of these opportunities are ones that have been hosted in-district using district certified trainers, others have been on-site using outside training groups, still others have been in the form of learning conferences and national conventions. All of these training opportunities have encouraged faculty and staff to raise the bar for the overall education of our students.

A summary listing of these opportunities may be found below.

Summer Training Institutes - Featuring Multiple Day trainings for teachers and staff members to become proficient in digital teaching and learning to meet their learning objectives. These sessions featured small group as well as 1:1 breakout sessions including work time for staff members to develop lesson materials for students.

- August 18, 2016
- August 19, 2016
- June 29, 2017
- August 23, 2017

Saturday Tech Summits - These one day events feature multiple sessions offerings throughout the day for teachers and staff member to choose from, typically focusing on one instructional tool. The session formats are designed to facilitate small groups and are highly interactive with participants required to bring their own devices to immediately practice what they learn.

- March 5, 2016
- October 15, 2016
- February 11, 2017
- April 1, 2017
- January 20, 2017

EdTech Team and/or NYSCATE Google Summits- These multi-day events feature multiple sessions offerings throughout the day for teachers and staff member to choose from, typically focusing on one instructional tool. The session formats are designed to facilitate small groups and are highly interactive with participants required to bring their own devices to immediately practice what they learn.

- New England EdTech Team Google Summit, March 12 & 13, 2016
- Capital Region EdTech Team Google Summit, May 20 & 21, 2016
- NYSCATE Saranac Lake Summit, August 25, 2016
- North Country EdTech Team Google Summit, September 10 & 11, 2016
- NYSCATE Massena Learning Summit, October 7, 2016
- Montreal EdTech Team Google Summit, November 26 & 27, 2016
- New England EdTech Google Summit, December 3 & 4, 2016
- Capital Region EdTech Google Summit, May 20 & 21, 2017
- NYSCATE Hudson Valley Regional Conference, March 3, 2018
- Capital Region Google Summit, April 21 & 22, 2018

"Just Another Hour" Technology Related Training Classes - These sessions, offered to Faculty and Staff members after school focus on one specific instructional tool and are very focused in their scope. The goal of these sessions is to familiarize attendees with new or emerging technologies to give them a basis of understanding and provide them with support mechanisms and training resources to further their learning and adoption of these technologies to meet their instructional learning objectives. Classes are limited to no more than 15 attendees to provide for a more accessible learning experience.

- January 10, 2017 - Peardeck
- January 10, 2017 - Google Classroom
- January 24, 2017 - Google Classroom
- January 24, 2017 - Peardeck
- February 7, 2017 - Gmail
- February 7, 2017 - Introduction to G Suite for Education
- February 28, 2017 - Introduction to G Suite for Education
- February 28, 2017 - Gmail
- March 14, 2017 - Google Forms
- March 14, 2017 - ThingLink
- April 4, 2017 - Quizlet
- April 4, 2017 - Blendspace
- April 25, 2017 - Read & Write for Chrome
- April 25, 2017 - Kahoot
- May 16, 2017 - EdPuzzle
- May 16, 2017 - ClassLink LaunchPad
- June 1, 2017 - Advanced Google Forms
- June 8, 2017 - GoGuardian Teacher

National Conferences & Miscellaneous Technology Trainings

- Future of Education Technology Conference - Sent teams in January 2015, 2016, 2017, 2018
- International Society for Technology in Education - District members in attendance July 2017

- Model Schools Conference - July 2016
- Online Book Study *Amplified Digital Teaching & Learning in the K-6 Classroom*, Spring 2017

Google Professional Certifications - Staff are encouraged to undergo training classes offered by the district to obtain Google Certifications. Vouchers which cover the cost of the certification exams are provided to any staff member wishing to take them. During the period that this plan covers over two dozen staff members have already achieved a professional certification via Google with many more planning to undergo the exams as well.

- **Google Certified Educator Level 1**
- **Google Certified Educator Level 2**
- **Google Certified Trainer**
- **Google Certified Administrator**

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

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

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

Plattsburgh State University College

9b. Enter the primary Institution phone number.

(518) 564-3717

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.

Amy Gervich

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

Are there nonpublic schools within your school district?

☐ Yes
☑ No

11. Nonpublic Classroom Technology Loan Calculator

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

See:

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

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

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

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

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

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

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

	Sub-Allocation
Interactive Whiteboards	(No Response)
Computer Servers	(No Response)
Desktop Computers	(No Response)
Laptop Computers	1,100,000
Tablet Computers	(No Response)
Other Costs	(No Response)
Totals:	**1,100,000**

15. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov.
Please specify in the "Item to be Purchased" field which specific expenditures and items are planned to meet the district's nonpublic loan requirement, if applicable.
NOTE: Wireless Access Points that will be loaned/purchased for nonpublic schools should ONLY be included in this category, not under School Connectivity, where public school districts would list them.
Add rows under each sub-category for additional items, as needed.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Laptop Computers	Acer 11 N7 Chromebook	5,000	220	1,100,000

Pre-Kindergarten Classrooms

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

(No Response)

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

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

(No Response)

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

(No Response)

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

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

Project Number
(No Response)

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

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

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

Pre-Kindergarten Classrooms

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

Replace Transportable Classrooms

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

(No Response)

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

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

Project Number
(No Response)

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

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

(No Response)

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

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

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

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

High-Tech Security Features

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

In the fall of 2017, the district replaced its previous 10+ year-old analog, DVR-based video surveillance system with a modern high-definition IP camera and server surveillance system. This new system provides for excellent indoor and outdoor coverage of the main building campus. It is the intent of this supplemental Smart Schools Bond Act submission to accomplish two goals: 1.) Continue to review our districts' current environment & systems for areas which may require greater coverage for both cameras and security features and 2.) Provide for replacement of items as they become outdated and/or inoperable.

The district intends use the Smart Schools Bond Act to plan for future replacement of its current video surveillance system. This replacement will be simply a swapping out of the existing cameras with newer, more modern ones.

Since the safety and security of students within our district is of paramount importance, having a safety and security infrastructure, based on modern technologies, which permits quick access to information on-site and remotely will only server to heighten the district's abilities to provide that security to its school community.

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
09-03-01-06-7-999-BA2

3. Was your project deemed eligible for streamlined Review?

☑ Yes
☐ No

3a. Districts with streamlined projects must certify that they have reviewed all installations with their licensed architect or engineer of record, and provide that person's name and license number. The licensed professional must review the products and proposed method of installation prior to implementation and review the work during and after completion in order to affirm that the work was code-compliant, if requested.

☑ By checking this box, you certify that the district has reviewed all installations with a licensed architect or engineer of record.

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

Name	License Number
Garrett Curtis Hamlin	30484

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

	Sub-Allocation
Capital-Intensive Security Project (Standard Review)	(No Response)
Electronic Security System	25,000
Entry Control System	(No Response)
Approved Door Hardening Project	(No Response)
Other Costs	(No Response)
Totals:	**25,000**

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Electronic Security System	Axis IP Based indoor High Definition Surveillance Camera or equivalent	30.00	450	13,500
Electronic Security System	Axis IP Based outdoor High Definition Surveillance Camera or equivalent	5.00	1,000	5,000
Electronic Security System	Installation costs	1.00	6,500	6,500