BLIND BROOK-RYE UFSD

Smart Schools Investment Plan -

SSIP Overview

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

Colin Byrne

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

914-848-7041

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

cbyrne@blindbrook.org

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

First submission

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

☑ District Educational Technology Plan Submitted to SED and Approved

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

☑ Parents
☑ Teachers
☑ Students
☑ Community members

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

☐ Yes
☐ No
☑ N/A

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

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

SMART SCHOOLS BOND ACT Final Plan.pdf

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.

1,800

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:

$195,893

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	90,200
Connectivity Projects for Communities	0
Classroom Technology	105,600
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	195,800.00

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 purchase of a new firewall for the district will allow both buildings in the school district to increase the internet throughput beyond the 100 Mbps that the district currently uses. The district is looking to increase its overall connection to 300 Mbps which would more than meet the FCC minimum speed standard for the 1510 students in the district.

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	1,510	151,000	151	100	200	08/15/2016

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

In order to meet the increased need for online access and to meet the bandwidth requirements for the SSBA, the District will be replacing its existing firewall with more updated equipment. Additionally, six of the switches that support the District's network will be replaced with newer switches which will be capable of supporting higher throughput and will have PoE functionality.

4. Briefly 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 District Instructional Technology Plan for the Blind Brook School District states as one of its goals an increased focus on providing students with access to information that they need to support their learning. The district has invested in online resources and has begun implementing a one-to-one program in order to give students instant and easy access to information. In order to insure that students have access to online materials and resources when they need them, the district must make sure that its infrastructure is robust and reliable.
To that end, the district is looking to replace its current firewall. This firewall is at the end of its useful life and limits internet throughput to 100 Mbps. Additionally many of the switches in the district's infrastructure are nearing end-of-life and are not able to support the higher connections speeds that will be necessary to allow teachers and students access to the resources that they need. Six of these switches will be replaced to improve throughput and to take advantage of power over ethernet (PoE) functionality.

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.

The Blind Brook School District implemented a Ruckus wireless network in the summer of 2011. This network originally covered the middle school and high school buildings as well as the fifth grade wing of the elementary school. Over the years coverage has been expanded to the rest of the elementary school building so that the entire district is included in the wireless network coverage. The wireless network was designed with the capacity to handle connecting a full classroom of student and teacher devices in every classroom in the district simultaneously. We are constantly re-evaluating the wireless network and are adding access points as needed. The district is considering a switch to the new AC wireless standard and will be planning an upgrade to the new standard within the next two years.

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.

Project Number
66-19-05-02-7-999-SB1

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
George K George	27998

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	0
Outside Plant Costs	0
School Internal Connections and Components	90,200
Professional Services	0
Testing	0
Other Upfront Costs	0
Other Costs	0
Totals:	90,200.00

10. To the extent possible, 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
Connections/Components	Firewall	1	18,200	18,200
Connections/Components	Core Switches	2	21,000	42,000
Connections/Components	Switches	4	7,500	30,000

1. **Briefly 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:	

7. **To the extent possible, 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)	(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.

The district will be increasing its current internet access speed to 300 Mbps through its current internet service provider. This increase will happen concurrently with the purchase of a new firewall as mentioned in the School Connectivity section.

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	1,510	151,000	151	100	200	8/15/2016
Totals:	1,510.00	151,000.00				

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 Blind Brook School District implemented a Ruckus wireless network in the summer of 2011. This network originally covered the middle school and high school buildings as well as the fifth grade wing of the elementary school. Over the years coverage has been expanded to the rest of the elementary school building so that the entire district is included in the wireless network coverage. The wireless network was designed with the capacity to handle connecting a full classroom of student and teacher devices in every classroom in the district simultaneously. We are constantly re-evaluating the wireless network and are adding access points as needed. The district is considering a switch to the new AC wireless standard and will be planning an upgrade to the new standard within the next two years.

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.

To support the one-to-one Chromebook initiative that has been going on in the district for the past two years, the District plans to purchase Acer C740 (or the equivalent model) Chromebooks. These units will have 4 GB of RAM and 16 GB solid state hard drives. They will support the AC wireless standard and have 11" screens. They will be purchased with cases to ensure the units are well protected. In order to meet the increased need for power for the new Chromebooks, each classroom in which the Chromebooks will be used will have additional electrical outlets installed in the form of surge protected power strips. These strips will have a minimum of eight outlets.

At the elementary school, wireless devices will be purchased to increase student accessibility to web-based resources. A set of Chromebooks will be purchased for the 5th grade team. The specifications for these devices are the same as the Chromebooks listed above. A secure cart will be available for storage of these devices in the 5th grade classrooms. This cart will charge the devices when not in use. iPads will also be purchased for Kindergarten through 2nd grade classrooms. The District is planning on purchasing the Apple iPad Air Wi-Fi tablet. These devices will have a 16 GB hard drive and a 9.7" screen. Each device will be kept in a high-impact case. As these devices will replace old desktop computers, the iPads will use the outlets formerly used for the desktops for charging.

For the high school, a set of Apple MacBook Air laptops will be purchased to supplement the Macs available in the High School Mac Lab. The Mac Lab is used by various teachers in the high school to have students create dynamic and engaging learning projects. Use of this room has been limited as there are fourteen computers currently located in this room but class size for most classes ranges from twenty to thirty students. The MacBook Air laptops would enable larger classes to use this space. The District plans on purchasing the MacBook Air laptops with an 11.6" screen, an Intel Core I5 processor and 4 GB of RAM. The laptops will support the AC wireless standard. They will be stored in a secure locked cart.

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?"

To enhance differentiated instruction:

Teachers in the middle school who have students with Chromebooks have been successful at using these devices to differentiate their instruction. They have created videos, websites as well as digital documents and presentations that students can access through their Chromebooks. These resources can be used as additional support for students who need extra assistance and also as enrichment materials for students who have mastered the concept being taught in class. Using the Chromebooks in grades 5 through 10 will allow teachers to set up a student-centered learning environment where students can explore concepts and create their own learning.

The use of iPads in the lower grades will allow teachers to create more interactive learning experiences for children. The iPads will allow students who are more tactile, kinesthetic learners to more fully engage in the learning. Teachers in the Kindergarten through second grade classrooms currently enhance their lessons with the use of desktop computers. Teachers have limited access to these computers, however, and the desktops do not allow for the physical interaction that the iPads do. Teachers will also be able to create supplementary activities for the iPads that will allow students who understand what is being taught to explore the next level of learning.

The Apple laptops will give the high school teachers the ability to create projects and activities that will allow students to showcase their learning in different ways. Students who are shy in class or who have issues with test taking will be able to create videos, take part in online discussions or create digital works of art that will clearly show the student's mastery of the learning material.

To expand student learning inside and outside the classroom:

The one-to-one Chromebook initiative has allowed students to take part in the digital learning environment that the teachers have created both in and out of school. Students take their Chromebooks home to continue the work that they have begun in class. All resources have been designed so that students can access them from any location where Internet access is available. Teachers have also expanded many of the activities that they previously ran in their classes to include digital components such as the creation of shared documents or presentations or the building of digital posters. By using Google Classroom in conjunction with other digital resources, teachers are able to provide learning experiences that extend outside of the school day.

The implementation of iPads at the elementary school and the Mac laptops at the high school will allow teachers to have learning experiences anywhere in the school building. Classes can be taken outside or meet in large spaces such as gymnasiums or auditoriums to do large-scale projects and still have access to online resources.

To benefit students with disabilities and English language learners:

Chromebooks have been extremely beneficial for students will special needs. Teachers have been able to design personalized learning environments for students using the Google Apps tools. Students use their Chromebooks to access online calendars, graphic organizers and folder structures that help them get organized and keep up with class work. The digital learning environment allows students to access and review materials at their own pace.

Giving all students the opportunity to use Chromebooks also allows students to hide their need for assistive technology. Students still have access to the tools that they need through the Chromebooks, but they are no longer advertising that they have different needs through the carrying of a laptop or netbook from class to class.

The iPads will help teachers reach students with varying learning needs as well as those who are not native English speakers. Our current fourth grade teachers have been using an iPad to help with language translation and to set up lower level language learning opportunities for English language learners. Teachers will be able to download apps that will allow students to explore concepts in a more interactive and engaging way. Students will be able to have text read to them or use the speech to text functionality to write a paper. The iPads will give teachers the ability to provide additional learning resources for students. For example, a second grade teacher set up a learning station where students could use a dictionary or thesaurus app on the iPad during reading time. Teachers can customize the use of the iPads to their students needs.

Adding the additional Mac laptops to the Mac Lab will give students at the high school the ability to create alternative assessment projects. Rather than writing a paper, students will be able to create a short video, create an interactive presentation or make a digital drawing that shows their mastery of material. Students will be able to use the laptop's accessibility options to improve their access to class materials and allow them to more easily

complete assignments.

To contribute to the reduction of other learning gaps that have been identified within the district:

One of the major gaps currently in the district is limited access to digital devices. For the past eight years, in an effort to reduce the increase in the budget, the district has limited its purchases of computers and digital devices. This has resulted in an environment where computer resources are scarce and unreliable. Conversely, the demand for computing devices has increased due to the benefits that teachers have discovered in using them in the classroom. There is now a high demand for devices but low availability. The devices being requested will help ameliorate this situation by providing students of all grades with access to digital resources.

7. Where appropriate, briefly 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.

Due to the web-based nature of the Chromebooks, these devices will facilitate the high school students' ability to take part in online courses as well as interscholastic programs. Students will be able to coordinate and collaborate with students from other local schools through the Google platform as well as conferencing programs.

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."

The one-to-one Chromebook initiative at the middle school and high school buildings includes a plan for training teachers on the effective use of these devices in the classroom. Bi-weekly group instruction of teachers will alternate with individualized instruction sessions focusing on specific curricular needs. Work has already begun in training the fifth grade teachers on the use of the Chromebooks in the classroom. This training will continue throughout the coming years.

For the iPads, teachers have been given devices to begin developing classroom uses. The district technology staff developer has set up grade level meetings with teachers to demonstrate potential classroom uses for iPads. The staff developer will work individually with teachers as well to help them integrate the use of the iPads into their regular class lessons.

After-school and online workshops for using the programs that will be loaded on the Mac laptops such as iMovie and PhotoShop will be offered to high school staff starting in the fall semester of the 2016-2017 school year. Teachers will also be able to request one-on-one meeting time with the district technology staff developer to assist with the planning and implementation of projects using the programs on the Mac laptops.

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.

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	0
Computer Servers	0
Desktop Computers	0
Laptop Computers	87,600
Tablet Computers	18,000
Other Costs	0
Totals:	105,600.00

15. To the extent possible, 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
Laptop Computers	Chromebooks	262	300	78,600
Laptop Computers	MacBooks	10	900	9,000
Tablet Computers	iPads	45	400	18,000

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.**

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:	

6. **To the extent possible, 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)	(No Response)

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.**

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:	

5. **To the extent possible, 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)	(No Response)

Smart Schools Investment Plan -

High-Tech Security Features

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

(No Response)

2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process 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. If you have made an allocation for High-Tech Security Features, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

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

6. To the extent possible, 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)	(No Response)