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

Karen Soanes

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

   585-657-6121 ext. 4002

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

   ksoanes@bloomfieldcsd.org

2.   **Please indicate below whether this is the first submission, a new or supplemental 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.**

SmartSchoolsInvestmentPlanSSIP (2).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.**

1,072

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:**

$802,089

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	216,187
Connectivity Projects for Communities	0
Classroom Technology	235,005
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	451,192.00

Smart Schools Investment Plan

School Connectivity

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

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

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

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

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

   The district currently meets this standard. We have 200 Mbps for our 912 students.

   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	912	91,200	91	200	200	met

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.**

   We are replacing existing CAT 5 wiring with CAT 6 wiring. We are also replacing all wireless access points. The current access points have reached their end of life and the district would benefit from newer access points with more controller capabilities.

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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?)**

From our district Instructional Technology Plan:

The district plans to use digital connectivity and technology to improve teaching and learning by:

• Fostering collaboration between students and between students and teachers.

• Encouraging and supporting project based learning.

• Developing digital literacy skills.

• Proving teachers with the tools to project documents, websites, software and other instructional materials.

• Ensuring college and career readiness by teaching our students about the cloud, managing files in the cloud, data security, and online safety.

By ensuring we are meeting and maintaining industry standards, as well as FCC requirements for connectivity, our students and staff will have access to robust wireless connections that support the seamless integration of instruction, learning, and technology.

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.

We currently monitor the bandwidth usage in the district by taking random snapshots using graphical analysis monitoring tools at different times during the day. The technology staff also conducts periodic upload and download speed tests to ensure the fiber and wireless are performing at their industry standard prescribed rates.

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
43-05-01-04-7-999-BA1

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
Steven Vincent Rebholz	199131

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	88,639
Outside Plant Costs	0
School Internal Connections and Components	30,084
Professional Services	97,464
Testing	0
Other Upfront Costs	0
Other Costs	0
Totals:	216,187.00

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
Professional Services	wiring installation	1	97,464	97,464
Connections/Components	wiring accessory parts - assorted	150	77	11,550
Connections/Components	CAT 6	1	18,534	18,534
Network/Access Costs	access points	137	647	88,639

Smart Schools Investment Plan

Community Connectivity (Broadband and Wireless)

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)

Smart Schools Investment Plan

Classroom Learning Technology

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

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

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

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

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

   The district currently meets this standard. We have 200 Mbps for our students.The total student enrollment is 912.

   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	912	91,200	91	200	200	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.

   We currently monitor the bandwidth usage in the district by taking random snapshots using graphical analysis monitoring tools at different times during the day. The technology staff also conducts periodic upload and download speed tests to ensure the fiber and wireless are performing at their industry standard prescribed rates.

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.**

Our major initiative is a 1:1 digital learning program for our secondary schools. For this initiative the district will be providing chromebooks to every secondary student. Bloomfield CSD is a Google Apps for Education (GAFE) district and students and staff have been using GAFE for the last four years. There has been ongoing professional development in these years. Several teachers have been modeling the use of GAFE, including Google Classroom, for their peers. Teachers have also begun flipping their classrooms and are using the classroom time to engage the students with project based learning. For this to be successful the students need access to technology. At the moment, the availability of laptop carts and a computer lab are driving the lesson plans of the teachers. We want to flip this so that the use of technology is driven by the lesson plan because students already have the technology in their hands.

The district is purchasing charging carts and we are looking at high efficiency models that have low energy consumption. Certain grade levels will be allowed to take the chromebooks home and the expectation is that the chromebooks are brought into school every morning fully charged.

The students are quick learners and often support each other. Bloomfield has started training students to run a help desk next year in addition to being in-classroom supports for both their peers and teachers. For at least the first year the chromebooks will stay in the building and to accommodate the storage and nightly charging, storage carts will be purchased. After the first year the district is considering letting the upper grades take home the devices but charging carts will still be necessary for the the other grades.

The district has a robust secondary technology program. The students taking these courses already have access to a CNC machine. As part of our career and college readiness preparation the district will also purchase a 3D printer and laser engraver to support the secondary technology classes. While learning to use these machines are important skills for the students, teachers in other curricular areas will also benefit from them. Teachers will be able to make requests for the technology classes to create objects to enhance their curriculum such as historical artifacts or scientific models.

At the elementary level we have found iPads to be a very effective piece of technology for students. iPads are used in several different ways in the elementary classrooms. They are used as learning centers during literacy intstruction. Because the students only log into the app on the iPad there is very little delay, thereby increasing the amount of learning time in the app. Students use the iPads for research during science and social studies blocks and often use the camera to document science experiments, social studies projects, and other evidence of their learning. As part of our Primary Years Programme, our 5th grade students during Exhibition time have authored several iBooks as part of their project. These are shared in all of the iBooks libraries on all of the elementary iPads. The students enjoy reading each others books.

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?"

As part of a universal design approach to differentiated instruction, and supporting students with disabilities, we make use of the variety of assistive technology tools that are developed for use with Google Chrome and Google Apps for Education. These include speech-to-text and text-to-speech applications, the ability to enlarge print, simplify web pages, word prediction support, and access to word processing. These tools provide all of our students with the ability to fully participate in classroom learning activities. Having a chromebook per student makes providing access to all of these tools, as they are needed, efficient. Several students with disabilities have been piloting these tools and we know they are effective in improving student learning.

The district currently has two ELL students. The district employs an universal design approach to differentiated instruction that not only benefits students with disabilities but ELL students and gifted students in need of more challenging instruction. Our ELL students will have access to picture dictionaries, text to speech capabilities to assist with pronounciation and learning to read English. They also have access to Read Write for Chrome which provides a variety of text based supports that support students with disabilities and ELL students.

Despite the small size of the district, students have access to a variety of college credit bearing courses. However, there are students that may want to access additional courses that the district cannot provide. By providing students with their own chromebook, it eliminates one barrier to providing access to an online course should the student want to take one of these courses.

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.**

Currently, our sixth grade team collaborates with two other districts. They share flipped classroom videos and lesson plans and the students collaborate with each other on learning projects through the use of Google applications. This serves as a model for how teachers could collaborate regionally. As a small rural district, these types of partnerships are invaluable, especially to our secondary teachers, who are often the only teacher of a particular course or subject area.

Despite the small size of the district, students have access to a variety of college credit bearing courses. However, there are students that may want to access additional courses that the district cannot provide. By providing students with their own chromebook, it eliminates one barrier to providing access to an online course should the student want to take one of these courses.

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."

   From our District Instructional Technology Plan:

   With advances in current technology, professional development can happen in many different formats. The district encourages staff to build personal learning networks and include a variety of professional development formats as part of their personal professional development plan. The goal of all district sponsored professional development is to create training opportunities that are easily accessible, develop a common language among users regarding technology lexion, and promote the integration of technology into rich and rewarding learning experiences for our students. The focus of our professional development has been, and will continue to be:

   • re-thinking how teachers use classroom instructional time and the flipped classroom model
   • using Google Apps for Education and the many associated tools to create collaborative learning experiences
   • rethinking how students demonstrate their learning
   • using technology to support all learners in the classroom using principles of Universal Design.

   In addition to our district sponsored professional development teachers attend professional development at the Wayne-Finger Lakes Teacher Center, Wayne-Finger Lakes BOCES, and NYSCATE. Staff also are encouraged to participate in professional webinars and use social media to broaden their learning as well.

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	145,000
Tablet Computers	31,955
Other Costs	58,050
Totals:	235,005.00

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	580	250	145,000
Other Costs	chromebook cases	520	14	7,280
Tablet Computers	iPads and cases	77	415	31,955
Other Costs	laser engraver	1	18,000	18,000
Other Costs	3D printer	1	7,000	7,000
Other Costs	3D scanner	1	800	800
Other Costs	charging carts	22	1,135	24,970

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)