

Smart Schools Investment Plan - Revised - HerricksSSBAv2.1

SSIP Overview

Page Last Modified: 08/05/2021

Institution ID

800000049018

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

Chris G Connors

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

516-305-8771

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

cconnors@herricks.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.

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.

- ☒ Parents
- ☒ Teachers
- ☒ Students
- ☒ Community members

5. Did your district contain nonpublic schools in 2014-15?

- ☒ Yes
- ☐ Yes, but they have all since closed, moved out of district or are declining use of SSBA funds
- ☐ No

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6. **Certify that the following required steps have taken place by checking the boxes below:**

- ☒ The district developed and the school board approved a preliminary Smart Schools Investment Plan.
- ☒ The preliminary plan was posted on the district website for at least 30 days. The district included an address to which any written comments on the plan should be sent.
- ☒ The school board conducted a hearing that enabled stakeholders to respond to the preliminary plan. This hearing may have occurred as part of a normal Board meeting, but adequate notice of the event must have been provided through local media and the district website for at least two weeks prior to the meeting.
- ☒ The district prepared a final plan for school board approval and such plan has been approved by the school board.
- ☒ The final proposed plan that has been submitted has been posted on the district's website.

6a. **Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website, along with any supporting materials. Note that this should be different than your recently submitted Educational Technology Survey. The Final SSIP, as approved by the School Board, should also be posted on the website and remain there during the course of the projects contained therein.**

HerricksSSBAv2.1-DRAFT.pdf

2018-2021_ISP_2020_Optional_Technology_Plan_update.pdf

6b. **Enter the webpage address where the final Smart Schools Investment Plan is posted. The Plan should remain posted for the life of the included projects.**<https://ny02208178.schoolwires.net/Page/11922>7. **Please enter an estimate of the total number of students and staff that will benefit from this Smart Schools Investment Plan based on the cumulative projects submitted to date.**

5,000

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

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

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

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

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

(No Response)

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

\$966,909

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

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	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	3,884	431	4,315.00	9.99

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

	Sub-Allocations	Expenditure Totals	Difference
School Connectivity	0.00	0.00	0.00
Connectivity Projects for Communities	0.00	0.00	0.00
Classroom Technology	868,725.00	868,725.00	0.00
Pre-Kindergarten Classrooms	0.00	0.00	0.00
Replace Transportable Classrooms	0.00	0.00	0.00
High-Tech Security Features	0.00	0.00	0.00
Nonpublic Loan	96,400.74	96,400.74	0.00
Totals:	965,126	965,126	0

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School Connectivity

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

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

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

1. Specifically codified in a service contract with a provider, and
2. Guaranteed to be available to all students and devices as needed, particularly during periods of high demand, such as computer-based testing (CBT) periods.

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

(No Response)

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

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

2. Connectivity Speed Calculator (Required). If the district currently meets the required speed, enter "Currently Met" in the last box: Expected Date When Required Speed Will be Met.

	Number of Students	Required Speed in Mbps	Current Speed in Mbps	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	(No Response)	0.00	(No Response)	(No Response)	(No Response)

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

(No Response)

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School Connectivity

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4. Describe the linkage between the district's District Instructional Technology Plan and how the proposed projects will improve teaching and learning. (There should be a link between your response to this question and your responses to Question 1 in Section IV - NYSED Initiatives Alignment: "Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.")

Your answer should also align with your answers to the questions in Section II - Strategic Technology Planning and the associated Action Steps in Section III - Action Plan.)

(No Response)

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

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

(No Response)

6. Smart Schools plans with any expenditures in the School Connectivity category require a project number from the Office of Facilities Planning. Districts must submit an SSBA LOI and receive project numbers prior to submitting the SSIP. As indicated on the LOI, some projects may be eligible for a streamlined review and will not require a building permit.

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

Project Number
(No Response)

7. Certain high-tech security and connectivity infrastructure projects may be eligible for an expedited review process as determined by the Office of Facilities Planning.

Was your project deemed eligible for streamlined review?

(No Response)

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

Name	License Number
(No Response)	(No Response)

9. Public Expenditures – Loanable (Counts toward the nonpublic loan calculation)

Select the allowable expenditure type. Repeat to add another item under each type.	PUBLIC Items to be Purchased	Quantity	Cost Per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00

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

10. Public Expenditures – Non-Loanable (Does not count toward nonpublic loan calculation)

Select the allowable expenditure type.	PUBLIC Items to be purchased	Quantity	Cost per Item	Total Cost
Repeat to add another item under each type.				
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	3,884	431	4,315.00	9.99

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

	Public Allocations	Estimated Nonpublic Loan Amount	Estimated Total Sub-Allocations
Network/Access Costs	0.00	0.00	0.00
School Internal Connections and Components	0.00	0.00	0.00
Other	(No Response)	0.00	0.00
Totals:	0.00	0	0

13. Total Public Budget – Non-Loanable (Does not count toward the nonpublic loan calculation)

	Sub-Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
School Internal Connections and Components	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	0.00

14. School Connectivity Totals

	Total Sub-Allocations
Total Loanable Items	0.00

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

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Community Connectivity (Broadband and Wireless)

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

(No Response)

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

(No Response)

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

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

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

(No Response)

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

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

6. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

7. If you are submitting an allocation for Community Connectivity, complete this table.

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

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

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	Sub-Allocation
Totals:	0.00

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Classroom Learning Technology

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

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

1. Specifically codified in a service contract with a provider, and
2. Guaranteed to be available to all students and devices as needed, particularly during periods of high demand, such as computer-based testing (CBT) periods.

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

Nassau BOCES, the largest private fiber-optic networks in the county, provides our district with high speed Internet with speeds of up to 1 Gbps. For 21-22 school year, looking to increase speeds to between 1.5 Gbps. We also have recently installed a back up 1Gbps fiber line by Crown Castle.

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

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

2. Connectivity Speed Calculator (Required). If the district currently meets the required speed, enter "Currently Met" in the last box: Expected Date When Required Speed Will be Met.

	Number of Students	Required Speed in Mbps	Current Speed in Mbps	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	3,884	388.40	1000	1500	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.

The District has recently replaced all outdated (end of life) wired and wireless network infrastructure, including but not limited to: redundant core switches (10) access layer switches (68), wireless access points (338) firewall (1), redundant wireless access controllers (2) so that all of district connectivity (server farm to devices and/or wireless access points) will support 1Gbps or greater. Our current access points are Wifi6 and have the capability to handle hundreds of connections per wireless access point.

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

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

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

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

We intend to purchase Chromebooks for use with students and staff. These internet-ready devices will allow students and teachers to remain connected as the chromebooks are web-enabled computers. The 21st century classroom is a student centered model that allows students to work independently at school and at home. These devices are an integral part of our plan to reach that goal. These devices can be managed remotely and have few physical set up requirements. The core use for chromebooks within the school district is to encourage the exchange of ideas between students and peers and students and teachers using Google's Chrome operating system and Google's core productivity suite. These include word processing (Google Docs), presentation (Google Slides), presentation (Google Slides), and efficiency and management software (Google Classroom). These particular Chromebooks will also have touch-screen with stylus. Students can use their stylus and device just as they would a piece of paper and a pencil to analyze and synthesize what is most important. As we move to our planned 1:1 initiative, this device will provide equitable access to all to enhance instruction for the Herricks Community. Physical upgrades: A stable wifi connection and internet backbone is critical to the functional use of these web-enabled devices. It is imperative to maintain (servers, filters, firewalls, add other infrastructure additions, etc) Our district has researched and executed such physical upgrades within the balance of efficiency and financial feasibility. This past fall we replaced our entire wired/wireless network with the most updated redundant core switches, access layer switches, redundant wireless access controllers and Wifi 6 access points. We plan to continue to maintain and expand our capabilities to provide the necessary connectivity to support the latest technologies. Nonphysical upgrades: Maintaining the current software, operating system, virus protection, web-filtering software are also necessary steps to providing practical, functional, and protected use of devices. The district intends to canvas, study, and procure such systems in order for the students and staff to remain productive given the devices they have access to. We recently upgraded our firewall (physical and software), our internet filtering system (iBoss) and have our network monitored by our outsource company to insure all updates and current patches are applied.

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6. **Describe how the proposed technology purchases will:**
- > enhance differentiated instruction;**
 - > expand student learning inside and outside the classroom;**
 - > benefit students with disabilities and English language learners; and**
 - > contribute to the reduction of other learning gaps that have been identified within the district.**

The expectation is that districts will place a priority on addressing the needs of students who struggle to succeed in a rigorous curriculum. Responses in this section should specifically address this concern and align with the district's Instructional Technology Plan (in particular Question 2 of E. Curriculum and Instruction: "Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials and assessments?" and Question 3 of the same section: "Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?")

In addition, describe how the district ensures equitable access to instruction, materials and assessments and participation in the general curriculum for both SWD and English Language Learners/Multilingual Learners (ELL/MLL) students.

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

Differentiated instruction can only take place after various levels of formative and summative assessments have been administered. At that point, differentiated and individualized instruction can take place. The acquisition of software can greatly enhance the ability of teachers to gauge the academic levels of students. Web-based formative assessments can help teachers gather the various levels of understanding and then allow the teacher to make specific targeted instructional shifts to address the various needs. For example, math-based software can diagnose specific needs, deficiencies, and skill levels. On teacher reports or database readouts of this software, instructional providers can adapt future lessons to target the needs of specific students. The aforementioned acquisition of chromebooks and other devices will allow students to either work independently or as a group. By capitalizing on the various software features and functionalities, teachers can target and prescribe practice sets or learning targets for students to work on. Other Additional software that can be purchased or subscribed to will include computerized adaptive testing to allow us to further assess, benchmark and consequently monitor progress and monitor and student learning levels. It is important to capitalize on several facets of computerized or software-aided assessment tools: scalability, adaptability, ease of modification, and consistency of administration. Such tools will allow administrators, teachers, and staff members to continually assess and monitor learning gaps and growth levels. With internet-ready devices such as chromebooks, and web-based software tools, access becomes more widespread. As a result, learning inside and outside of the classroom can easily take place. Tools that are already available for teachers that enable them to livestream, record a video, post messages in real-time are all possible due to hardware and software acquisitions. It is important for our district's technology department to stay abreast of current technologies that capitalize on functional, protected, safe, and purposeful workflows between the student and teacher. In addition to increasing productivity and workflow, software and computer devices can assist with students who may have disabilities and are English language learners. The purchase and subscription to appropriate software titles becomes more imperative. Advances in computer technologies can enable students to create text-to-speech adaptations, visual adjustments, age-appropriate texts, tactile versions, and a host of other verbal, audible, and visual modifications. With the availability of such software and

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technology for administrators, staff members, and students, these can help ensure equitable access to both materials and assessments. The district provides district computers, software for home download use and the SOLO literacy suite, which is of the most popular assistive technology accommodations, including a text reader, graphic organizer, talking word processor, and word prediction. The accommodations in SOLO put students in charge of their own learning. We recently rolled out Snap and Read (screen reader) to all district devices. We have a district Adaptive Technology Specialists that reviews the needs of our Special Education students and makes recommendations regarding technologies that could benefit our students. The District is committed to ensuring that assistive technology devices and/or services are made available to a student with a disability, when appropriate, as part of the students Individualized Education Program (IEP). In addition, students are given digital glossaries to ensure comprehension and to develop independence as ELLs navigate the school day and the materials they must read. ELLs are provided with Chromebooks to assist them with their work when they are with their ENL/ESL teachers districtwide. Numerous online programs are used to record students to check on their fluency. Students are also provided with online age and proficiency level appropriate readers in both English, and if available, in their native language. As noted previously, the need for a stable and future-proof internet backbone will be all the more important given these continually growing technology-related instructional expectations and practices. Additionally, the need for support, training, and continued guidance for staff and students will be paramount.

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.

Along with the previously stated advantages of acquiring web-enabled devices, using chromebooks in our district, and maintaining a stable internet backbone, these same technologies facilitate communication with parents and stakeholders. The transformation that has undergone has led to significant improvements in communication and collaboration to foster a working partnership between the school district and the parents, the community, and other stakeholders. Initially, correspondences have transitioned from the physical and paper format to other forms of digital communication. We have and continue to take advantage of our robust website to deliver content, electronic messaging systems to widely disseminate information through our student information system, and list serve technology to communicate with those involved. Additionally, our increased use of electronic messaging systems (email) via Microsoft Outlook and continued subscription to Google for Education Enterprise's Gmail services has thrust us into an unprecedented ability to efficiently interact, receive, and disseminate information. Google's core services includes the productivity suite which includes solutions to teacher-student workflow (Google Classroom), and the ability to communicate and foster distance learning using their live video learning tool (Google Meet). Google Meet allows us to enhance our remote instruction with students and their families. By purchasing additional Chromebooks for our 1:1 initiative, this will ensure each student and family will have equitable access to a device to enhance their learning experiences. Software and programs like GoGuardian, Google Meet, Google Classroom, all offer tools to communicate with students and their families seamlessly. Many of these programs provide a way for teachers to instantly give feedback in a multitude of ways, either through text, auditory, or even video feedback. As another fortuitous consequence of our efforts, many of our classes now have partnerships with colleges and/or have participated in distance learning events across the United States. The importance of two-way communication cannot be underscored enough. It is no longer adequate to provide a dated one-way means of transmitting or imparting information. The acquisition of these software titles provides an opportunity to foster workflows which allow an exchange and dialectic for the stakeholders involved.

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8. **Describe the district's plan to provide professional development to ensure that administrators, teachers and staff can employ the technology purchased to enhance instruction successfully.**

Note: This response should be aligned and expanded upon in accordance with your district's response to Question 1 of F. Professional Development of your Instructional Technology Plan: "Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience and method of delivery within your summary."

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

To support the efforts of our teachers as they incorporate the use of technology into the classroom curriculum, Herricks has a number of different staff development programs. To start, the Herricks Teacher Center Consortium has offered many in-service courses for our teachers and staff. It is our centralized mechanism for continued professional development support for district staff members. Courses are also hosted and given by staff members and the focus of these courses is how to use technology to support and enhance the curriculum. The operative phrase for most of these courses is how "the curriculum drives the use of the technology." Perhaps one of the most interesting and innovative initiatives of our staff development efforts is how the Computer Integration teachers interact with the classroom teachers. Each school has this technology specialist in addition to a computer lab teaching assistant. The computer teachers meet with the classroom teachers to discuss how the technology can best support the curriculum. In addition, these specialists stay abreast of advances in technology in the classroom by attending conferences, sessions, and meetings hosted by various organizations. By staying informed regarding current advances, these specialists can inform the staff and students regarding efficient, safe, and new technologies. Professional development has been and will continue to be given in a range of different settings and formats. These range from department meetings and faculty meetings to early morning sessions to late afternoon. Regarding the formats, PD is delivered using Google Classroom, Google Meets, and other communication formats which take advantage of our expansive use of technology. We recently introduced several new back-end systems and protocols in addition to updated software packages (Microsoft, Google, and others) to the district which will further future-proof our district regarding technology advancements. Additionally, for this 2020-2021 school year, the district created a District-Wide Professional Development position that focuses on the technology integration challenges facing our teachers and staff. The instructional specialist hosts frequent professional development sessions regarding software including drop-in sessions to further assist staff members and teachers. The creation of this specialist role highlights our growing need to train the staff and our commitment as a district to develop and train the staff. The district is currently investigating an online PD program, which would further offer over 150 courses of live and web based content that focuses on technology integration for schools.

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

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

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

Stony Brook University

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- 9b. Enter the primary Institution phone number.

631.632.7066

- 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.

Robert M. Mangione, Ed.D.

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

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

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

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

12. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Laptop Computers	Chromebooks	2,145	260.00	557,700.00
Other Costs	Google Chrome Management License	2,145	30.00	64,350.00
Other Costs	Chromebook Setup and Configuration	2,145	23.00	49,335.00
Other Costs	Chromebook Case	2,145	15.00	32,175.00
Other Costs	Chromebook Stylus	2,145	15.00	32,175.00
Other Costs	Chromebook 3 year extended warranty	2,145	62.00	132,990.00
		12,870	405.00	868,725

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	3,884	431	4,315.00	9.99

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

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Classroom Learning Technology

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	Public School Sub-Allocation	Estimated Nonpublic Loan Amount (Based on Percentage Above)	Estimated Total Public and Nonpublic Sub-Allocation
Interactive Whiteboards	(No Response)	0.00	0.00
Computer Servers	(No Response)	0.00	0.00
Desktop Computers	(No Response)	0.00	0.00
Laptop Computers	557,700.00	61,886.89	619,586.89
Tablet Computers	(No Response)	0.00	0.00
Other Costs	311,025.00	34,513.85	345,538.85
Totals:	868,725.00	96,401	965,126

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Pre-Kindergarten Classrooms

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

(No Response)

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

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

(No Response)

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

(No Response)

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

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

Project Number
(No Response)

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. If you have made an allocation for Pre-Kindergarten Classrooms, complete this table.

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

	Sub-Allocation
Construct Pre-K Classrooms	

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

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Replace Transportable Classrooms

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

(No Response)

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

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

Project Number
(No Response)

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

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

(No Response)

4. **Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.**

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

5. **If you have made an allocation for Replace Transportable Classrooms, complete this table.**

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

	Sub-Allocation
Construct New Instructional Space	(No Response)
Enhance/Modernize Existing Instructional Space	(No Response)
Other Costs	(No Response)
Totals:	0.00

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High-Tech Security Features

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

(No Response)

2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Smart Schools plans with any expenditures in the High-Tech Security category require a project number from the Office of Facilities Planning. Districts must submit an SSBA LOI and receive project numbers prior to submitting the SSIP. As indicated on the LOI, some projects may be eligible for a streamlined review and will not require a building permit. Please indicate on a separate row each project number given to you by the Office of Facilities Planning.

Project Number

(No Response)

3. Was your project deemed eligible for streamlined Review?

☐ Yes☐ No

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

Name

License Number

(No Response)

(No Response)

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
(No Response)	(No Response)	(No Response)	(No Response)	0.00
		0	0.00	0

6. If you have made an allocation for High-Tech Security Features, complete this table.

Enter each Sub-category Public Allocation based on the the expenditures listed in Table #5.

	Sub-Allocation
Capital-Intensive Security Project (Standard Review)	(No Response)
Electronic Security System	(No Response)
Entry Control System	(No Response)
Approved Door Hardening Project	(No Response)
Other Costs	(No Response)
Totals:	0.00

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Non-Public Schools

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1. Describe your plan to utilize SSBA funds to purchase devices and loan to the nonpublic schools within your district. Please specify what devices have been requested by the nonpublic schools. If the nonpublic schools have not finalized requests, the district should provide the date nonpublic schools will submit the request by.

Please note: If this plan has been identified as a Remote Learning Plan to be submitted and reviewed on an expedited basis, the district should state that they will reach out to the nonpublic schools upon submission of the application, in lieu of responding to the question above.

The district has attempted contact through email and voice messages, but has not received requests of the devices from the nonpublic schools, so the district will set the funds aside until final requests come in. As a district we intend to entertain any reasonably-timed request by the non-public schools.

2. A final Smart Schools Investment Plan cannot be approved until school authorities have adopted regulations specifying the date by which requests from nonpublic schools for the purchase and loan of Smart Schools Bond Act classroom technology must be received by the district.

☒ By checking this box, you certify that you have such a plan and associated regulations in place that have been made public.

- 2a. Please enter the date each year nonpublic schools must request loanable items from the school district. This date cannot be earlier than June 1 of the previous school year.

06/01/yyyy

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

	Public Enrollment	Nonpublic Enrollment	Total Enrollment	Nonpublic Percentage
Enrollment	3,884	431	4,315.00	9.99

4. Nonpublic Loan Calculator

	Loanable School Connectivity	Loanable Classroom Technology	Additional Nonpublic Loan (Optional)	Estimated Per Pupil Amount - This Plan	Previously Approved Per Pupil Amount(s)	Cumulative Per Pupil Loan Amount	Final Per Pupil Loan Amount - This Plan	Final Total Loan Amount - This Plan
Required Nonpublic Loan	0.00	965,125.74		223.67	0.00	223.67	223.67	96,400.74
Final Adjusted Loan - (If additional loan funds)	0.00	965,125.74	(No Response)	223.67	0.00	223.67	223.67	96,400.74

5. Nonpublic Share

	Final Per Pupil Amount	Final Nonpublic Loan Amount
Pending and Previously Approved Plans	0.00	0.00
This Plan	223.67	96,400.74
Total	223.67	96,400.74

6. Distribution of Nonpublic Loan Amount by School

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Non-Public Schools

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Nonpublic School Name	2018-19 K-12 Enrollment	Special Ed School? If Yes, not eligible
BUCKLEY COUNTRY DAY SCHOOL	287	No
HENRY VISCARDI SCHOOL	157	Yes
ST AIDAN SCHOOL-WEST CAMPUS	121	No

7. Please detail the type, quantity and per unit cost of the eligible items under each sub-category.

Select the allowable expenditure type. Repeat to add another item under each type.	Items to be purchased	Quantity	Cost Per Item	Total Cost
Other Costs	TBD	1	96,400.74	96,400.74
		1	96,400.74	96,401