NIAGARA FALLS CITY SD

Smart Schools Investment Plan

SSIP Overview

Page Last Modified: 06/10/2016

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

Darlene Sprague

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

716-286-4292

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

dsprague@nfschools.net

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.

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Smart Schools Investment Plan

SSIP Overview

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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 Board Public Notice - Final Approved.pptx

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.

5,500

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:

$8,865,240

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	0
Connectivity Projects for Communities	0
Classroom Technology	5,481,086
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	5,481,086.00

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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)

	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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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.

(No Response)

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?)

(No Response)

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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. 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
(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. 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	(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:	

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
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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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)

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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 has a 1Gbps link to the Internet that could cover up to 10000 students and staff according to the speed standard. The infrastructure was updated during the capital project we just completed.

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	7,043	704,300	704.30	1000	1000	7/1/2014

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 added 831 access points across the District in our recent capital project. The access points were installed in every classroom in the District. Students per classroom is generally under 25 students. With this many access points it works out to 1 access point for every 8 students.

4. All New York State public school districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations.
Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

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

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

All classroom technology requested is compatible with our existing platforms. During a capital project that was completed in early 2015, electrical, network wireless infrastructure, and electrical capacity were addressed to handle the addition of this technology. Classroom charging statons were added to accomodate the tablet/laptop devices.

Classrooms at Gaskill Prep, LaSalle Prep and Niagara Falls High School: We would like to purchase 6720 classroom devices for laptop carts to facilitate each student having a computer device to use in the classroom. Devices are 2-in-1 with tablet and laptop functionality built in, 10 inch screen and attached keyboard which meet New York State Computer Based Testing requirements. Laptop charging stations were purchased and installed during the capital project we just completed.

Lab Classrooms: 300 desktop computers to accomodate the specialized software that is taught in a lab setting.

Digital Photography Classroom(High School): 29 iMacs to accommodate digital photography and digital media design software.

STEM Innovations Lab(High School): 29 Windows Desktops robust enough to facilitate use of Solidworks software and Mastercam CAD software.

Student operated TV studios at Prep Schools and High School: 4KCAM Camcorders with streaming host and microphone kits(one ech school); High School :Video mixer; 12 input HD Video Switcher with various inputs and outputs; 18.5 inch HDTV professionals monitor with stand and various input and output ports; Prep Schools(one each): HDMI video switcher with 4 inputs with cabling; HDMI to composite down converter.

Non-Public Schools - Catholic Academy has requested 26 - Access Points (A/B/G/N/AC); 23 - 10 port POE switches (10/100/100); 2 - 24 port non-POE switches (10/100/11000); 2 desktops; and if remaining funds some 2 in 1 laptop/tablet devices. **Niagara Catholic** has requested 10-Access points (A/B/G/N/AC); 1 Smartboard; 57 2 in 1 laptop/tablet devices.

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?"

Classroom devices (Prep and High Schools): Having one to one devices in the classroom will provide the teachers opportunities to differentiate the instruction. We have had shared laptop carts in our schools for quite a few years, but more and more the teachers need them on a daily basis. The Curriculum and Instruction Office, in conjunction with the District Technology Committee, has created a chart of software and software subscriptions, identifying how it is to be used be the different levels of students within our schools. Some of our classrooms are using a flipped model, some are using purchased subscriptions for credit recovery and other specialized uses. The special education classes are using self-paced software to improve reading and literacy. ESL students are using language translators to help increase their English skills. Our Curriculum and Instruction office and the District Technology Committee (steering group) work closely in selecting technology to enhance the classroom. We have developed a software tools chart that outlines the software application, with grade and student tier. With each student having a device to work with, they can work at their pace and at different levels with in the software application. Our District is a high poverty district and technology has been an equalizer for students. We have implemented one to one in our elementary classrooms within the last two years and have seen the benefits in differentiating the instruction in the classroom.

Desktop Computers for Labs - Some classroom instruction is done in a lab setting using desktop computers. Aging desktops need to be replaced in the high school and prep schools labs. Replacing 300 desktop computers is necessary in 11 labs. The software used in these labs are specialized, and give students a technical skill. Primarily these are used for Microsoft certification programs, career exploration classes and business classes.

STEM Lab desktops: Our main goal within the program is to provide our students a learning experience that is meaningful, engaging, and relevant for a proper education in preparation for college and/or career readiness in the 21st century. For this to occur, certain new expenses/equipment are required to help obtain the best possible outcome for our students.

- In order to properly prepare our students with new age career development skills in advanced manufacturing, our classroom must be equipped with 29 robust Windows desktop computers. Each desktop will allow students to learn and perform various self-paced tutorials on extremely challenging and demanding software such as: *SolidWorks, Mastercam,* and *Corel Draw*. Students being able to work at their own pace with support from the teacher will provide differentiated instruction for all levels of learners and learning styles.
- The service these computers provide will be universally utilized by all students from a variety of learning and socioeconomic backgrounds. All students have the opportunity to register for the class during their junior or senior year regardless of abilities. Also, Engineering Clubs are being started as an extra-curricular activity and perhaps in the future, adult education programs will be started allowing community access to this new age technology.
- With the addition of these computers, it will allow our program to provide students the ability to achieve college credit through Niagara University and Niagara County Community College's "College Acceleration Program" (CAP) while still in high school. The opportunity to achieve college credit while in still in high school allows students to save money, time, and provides them with educational and career direction for the very near future.

Our STEM curriculum has already established many regional partners within the design of the course. We have invited several local agencies and private corporations to assist our teachers in designing the curriculum using our "Outside–In Approach." National Grid, New York Power Authority, Niagara Falls Memorial Medical Center, and Roswell Cancer Institute have all played a key role in helping us design the most relevant curriculum for today's ever-changing work force. The use of these computers provides our students the opportunity to develop their tech-based skills and ultimately provide them with the best chance for internship selection and future employment.

PrepSchools and High School TV Studio: The Niagara Falls City School District is the designated educational access channel for Niagara Country. The channel known as OSC-21 is seen in about 35,000 households. Part of OSC-21's mandate is to reach out to the parents, stakeholders, and community. We do this by creating television programs. The programming created for the school district is available for parents and stakeholders to view both on the station and on demand on the district website. Currently we are also providing production services for over 20 different community

and government agencies. These services are provided by high school students who are enrolled in the media production program. In order to continue to support both our students and the community organizations we work with, it is necessary to upgrade our equipment as new technologies are used by the broadcast industry. The control room video mixer and cameras are the most important components that we have and they need to be replaced because they are outdated, various parts are broken, and no longer industry standard. New technologies allow us to continue will help our students stay current with the technologies being used.

In terms of instruction, the equipment we use is used by professionals throughout the world. Our program gives students the opportunity to work with the community in real world settings, on actual projects that will be seen throughout the country. Updating our equipment will enable us to continue to prepare our students for college and the professional world of work. Having state of the art equipment allows us to create new opportunities for our students to work outside of the traditional classroom and school.

The Media Production Class at Niagara Falls High School, a credit bearing course, follows an open enrollment policy. Students represent a wide array of skills, abilities and talents. The teacher is able to assign roles and responsibilities to students based on their interest and experience while considering what type of technology would best suit the student and the project. Differentiated instruction with individual goal setting is the target each marking period. Integration of New York State and Common Core Math, Science and English Language Arts Standards is also achieved.

The Media Production Class at Niagara Falls High School will benefit greatly from replacing the equipment that is currently being used and is more than fifteen years old. New equipment will enhance the quality of the communication with parents and members of our school community. It will also allow the Niagara Falls City School District to leverage technology to facilitate and improve ongoing regional partnerships. New technology will enable an economically and demographically diverse group Niagara Falls High School students the opportunity to gain skills that will benefit them academically and prepare them for the “real world.”

Digital Photography/Media Classroom: The class uses a variety of software for Digital Art and Photography instruction. Art is important in a student's education and this class uses technology for student expression as they are completing technology standards.

In the Digital Art and Photography course, the technology component enhances the creative process by providing multiple avenues and techniques for digital manipulation of images and composition. Students use the digital equivalent of drawing and painting media in their projects.

The creative process can be a complex multi-level experience, in which the artist is developing ideas conceptually and visually. The classroom methodology used is to instill in students a sense of inquiry and vision into the possibilities for artistic visual responses.

Students are encouraged to respond to visual issues with expressive interpretation, organization of composition, and synthesis of ideas. Students are provided with formal training and visual language literacy training to sharpen their diagnostic skills in evaluating their work and those of others. Each lesson experience is geared toward growth in artistic techniques, development of analytical skills and perceptual sensitivity.

The mechanics of the digital process and image manipulation become artistic tools to illustrate a concept. This approach is similar to a College based Studio course, and students are encouraged to explore the seemingly endless limits of the media. Students are equipped with employable skills for the Photography and Design job market.

Non-Public Schools -

Catholic Academy of Niagara Falls - Replacement/Improvement of Existing Wireless Connection: Our two computer labs and classrooms are used to teach and integrate technology into the curriculum of approximately 150 students in grades Pre-Kindergarten through sixth. The technology presented throughout the school year includes not only keyboarding and word processing, but also spreadsheet/database management, statistical charting, graphics, Internet research, and multimedia presentations. We maintain several devices acquainting the student with Windows, Mac OS, and iOS operating environment platforms. Each student may occupy any device in any the platforms supported by us throughout the school day with an instructor either overseeing their work from behind the classroom or by going directly to their work area teaching one on one.

The existing wireless connection currently in place which these devices utilize consists of five Ubiquiti Unifi access points servicing 26 classrooms throughout our building. The Unifi access points feed back to our two computer labs connecting to one of two wireless routers. Our computer labs maintain the strongest signal for internet and network access. As one moves away from either computer lab, the signal lessens or is non-existent. Our students rely heavily on a consistent wireless connection to incorporate technology into their every day learning.

Being a non-profit private elementary school, the advancement of our technology needs depends primarily on fundraisers, state title monies, and donations from the surrounding community. That being said, we would greatly benefit utilizing the Smart Schools Bond to replace and/or improve our existing wireless connection to maintain the growth of technology in our school.

Niagara Catholic School - Combination 2 in 1 devices and desk top computers (classroom devices): Having access to 2 in 1 devices and or computers in the classroom will allow our teachers to differentiate instruction more effectively. We have spent several professional development sessions this year and have more planned for the summer centered around differentiated instruction and how it will meet the academic needs of all of our students no matter what their academic ability. (High achiever, average, 504 and special education students).

Technology, software and education apps have been and will be the focus of this training such as flipped classroom, self-paced learning, credit recovery and to assist our ESL students with language.

Desktop computers will be used to replace our aging infrastructure as well as our technology for classrooms that are currently not connected. We use Microsoft certified programs on all our devices.

Access for wireless system: This will allow us to create a wireless environment throughout our school building. Presently our new IPad Lab,

personal devices and the anticipated use of 2 in 1 devices cannot happen effectively in our gymnasium / auditorium, and our annex building where the arts are taught.
SMART Board: Will be used to help convert our library to a 21st century learning center allowing our students and teachers to have a space to explore, examine, and experiment in a group instructional setting. This will be used in conjunction with additional AP grades from a local small group (ie. additional clear touch interactive boards) creating pods of learning.
The funding from this grant will enhance, assist all levels of learners from special education to high achievers. It will truly help level the playing field for all teaching and learning.

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.

The Niagara Falls City School District is the designated educational access channel for Niagara Country. The channel known as OSC-21 is seen in about 35,000 households. Part of OSC-21's mandate is to reach out to the parents, stakeholders, and community. We do this by creating television programs. The programming created for the school district is available for parents and stakeholders to view both on the station and on demand on the district website. Currently we are also providing production services for over 20 different community and government agencies. These services are provided by high school students who are enrolled in the media production program.
Our STEM program has already established many regional partners within the design of the course. We have invited several local agencies and private corporations to assist our teachers in designing the curriculum using our "Outside–In Approach." National Grid, New York Power Authority, Niagara Falls Memorial Medical Center, and Roswell Cancer Institute have all played a key role in helping us design the most relevant curriculum for today's ever-changing work force. The use of these computers provides our students the opportunity to develop their tech-based skills and ultimately provide them with the best chance for internship selection and future employment.
With the addition of the laptop/tablet 2-in-1 devices the students in grades 7-12 will have daily access to view thier progress in the Parent/ Student Portal. This will raise awareness of this tool for their parents as well. We have had a Parent Portal for a few years an are always encourgaing parents to use this tool. The District Technology Committee is planning on presenting 3-4 "technolgy nights" for parents to make them aware of the technology resources in the schools, and show them what is available for students and parents to use at home. Teachers are encourged to use tools that can be used at home to share information and assignments with students and their parents. Some tools allow us to give parents access so they may learn the skills long with their students. In 2016-17 school year the District is implementing the Office 365 suite, which will let us provide some licensing for home users as well.

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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."

The Niagara Falls City School District provides varied sustained professional development using a variety of experts in technology integration. These facilitators have in-depth knowledge of not only District curriculum, but also pedagogy and best practices.

Technology in Education Mentor Program (TEMP, LLC): The Technology Mentors (a consulting firm of retired teachers with proficiency in technology) provide customized technology integration training and support for individual teachers and groups. Unique to the TEMP support is their ability to meet with teachers anytime, anywhere. Training may include webinars, Technology Study Groups, Cyber Cafes and Technology Coaching Sessions. Workshops are based on teacher requests and their varied levels of proficiency.

WNYRIC--CSLO/Model Schools Staff Development: The Niagara Falls City School District participates in the Common Set of Learning Objectives and Model Schools service through the Western New York Regional Information Center. In part, this service provides high quality staff development through the use of instructional technology and research based instructional strategies. Each school is provided 4 days of staff development, for a total of 44 days for the District. Opportunities provided through CSLO/Models Schools include on-site/in-District full day, half day and after school workshops, one-on-one training, 3 day Regional Workshops and the Technology Integrators' Forum. Also through this service, the District has a .6 FTE Coordinator who provides continuous support to teachers and administrators through technology integration.

Software Application Vendors: The Niagara Falls City School District uses the application software vendors as trainers when implementing new software. We take advantage of yearly training that they may offer.

Strategy (ies)/ Activity (ies)	**Person(s) Responsible**	**Implementation Timeline**	**Performance Measure/Data Source**
Participate in Erie I BOCES Common Set of Learning Objectives (CSLO) program: The Flipped Classroom Technology Integrators Forum (TIF)	Administrator for IS Administrator for HRO District Curriculum Committees TRC T.E.M.P.S. LLC School administrators	On-going	Number of staff members who participate in CSLO activities
Integrate technology into District curriculum revisions such as: Internet Safety Common Core Technology Learning Objectives	Same as above Internet Safety Committee	On-going	District curriculum documentation Integration in classroom New curriculum matrices Internet Safety Survey
Provide various trainings to staff on technology integration: SmartBoard (Notebook Software) Training MiiQuest - TechSteps	Erie I BOCES WNYRIC IS Department Vendor	On-going	Use of SmartBoards and Notebook software in classroom activities

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NY Learns Training	Administrator for IS T.E.M.P.S. LLC Teacher Leaders	On-going	Number of NY Learns teacher websites Use of NY Learns Curriculum resources
Provide various trainings to instructional staff on Web Subscriptions and Software: • RazKids • FASTT Math • Achieve 3000 • Castle Learning • Brain Pop	Administrator for IS Administrator for Curriculum and Instruction Administrator for Assessment School administrators T.E.M.P.S. LLC Erie I BOCES	On-going	• Attendance at professional development sessions • Integration of subscriptions and software into classroom activities
Provide various trainings to staff on the use of technology resources: • RTI Training • AIMSweb • NWEA (Northwest Evaluation Association) • Health Office • PDP Premier • PowerSchool/Gradebook Training • Test Wiz • Finance Manager (FM)	• Administrator for IS • T.E.M.P.S. LLC • Central Curriculum and Instruction Group (CCIG) • Staff Development Steering Committee • Administrator for Curriculum and Instruction • Administrator for Assessment	On-going	• Use of RTI • Use of AIMSweb • Use of NWEA • Implementation of Health Master • PD events recorded in PDP Premier • Use of PowerSchool software by all staff • Use of Test Wiz • Use of FM

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

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10a. Describe your plan to loan purchased hardware to nonpublic schools within your district. The plan should use your district's nonpublic per-student loan amount calculated below, within the framework of the guidance. Please enter the date by which nonpublic schools must request classroom technology items. Also, specify in your response the devices that the nonpublic schools have requested, as well as in the in the Budget and the Expenditure Table at the end of the page.

The nonpublic schools had representation on our Smart School Steering Committee. They provided requests for how they would like to spend their allocation. We have 2 schools in our District. They will be purchasing classroom laptops/tablet devices, desktops,a SMARTBoard, several wireless access points and network switches..
We have used the state guidelines for student enrollment and the $250 per pupil purchase. The non-public requests are included in the allocations in questions 14 and 15.
We will require the non-public schools to request devices by June 15 for the following school year.

10b. 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.

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	5,481,086	6,983	313	7,296	250	78,250

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.

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	Sub-Allocation
Interactive Whiteboards	6,250
Computer Servers	0
Desktop Computers	344,002
Laptop Computers	5,082,750
Tablet Computers	0
Other Costs	48,084
Totals:	5,481,086.00

15. To the extent possible, please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category.

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Select the allowable expenditure type. Repeat to add another item under each type.	Item to be Purchased	Quantity	Cost per Item	Total Cost
Interactive Whiteboards	SmartBoard- (non public)	1	6,250	6,250
Other Costs	Access Points- (non public)	36	455	16,380
Other Costs	10 Port POE Switches- (non public)	23	452	10,396
Other Costs	24 Port POE switches- (non public)	2	485	970
Other Costs	Datavideo 12 input HD Video Switcher	1	6,685	6,685
Other Costs	JVC 4KCAM Camcorder	2	2,495	4,990
Other Costs	Ikegami 18.5 inch 1366x768 resolution HDTV monitor	1	899	899
Other Costs	JVC 4KCAM Handheld Camcorder	4	1,295	5,180
Other Costs	Roland V-1HD HDMI Video switcher	2	995	1,990
Other Costs	Atlona AT-HD530 HDMI to Composit Down Converter	2	265	530
Desktop Computers	iMac 27 inch with Retina 5K display	29	2,979	86,391
Desktop Computers	Lenovo ThinkStation P300 30Ak	29	1,043	30,247
Laptop Computers	Laptop/Tablet 2-in-1 devices with keyboard similar to Lenovo Thinkpad Yoga 11e 20E5	6720	750	5,040,000
Desktop Computers	Lenovo ThinkVision Monitor	2	130	260
Desktop Computers	Lenovo ThinkCentre M700 GT	300	752	225,600
Other Costs	Comprehensive HD-HD-15EST Standarad Series HDMI high speed cable 15ft	4	16	64
Desktop Computers	Lenovo ThinkCentre M700 GT - (non public)	2	752	1,504
Laptop Computers	Laptop/Tablet 2 in 1 devices with keyboard similiar to Lenovo Thinkpad 11e 20E5 - (non public)	57	750	42,750

NIAGARA FALLS CITY SD

Smart Schools Investment Plan

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 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)

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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.

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)