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

Rob Zdrojewski

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

(585) 948-5211 ext 4297

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

rzdrojewski@oahornets.org

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

First submission

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

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

☑   District Educational Technology Plan Submitted to SED and Approved

4.   **Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.**

By checking the boxes below, you are certifying that you have engaged with those required stakeholders. Each box must be checked prior to submitting your Smart Schools Investment Plan.

☑   Parents
☑   Teachers
☑   Students
☑   Community members

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

☐   Yes
☐   No
☑   N/A

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

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

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

Smart Schools Investment Plan (OACS).pdf

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

850

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

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

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

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

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

(No Response)

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

$1,147,390

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	664,680
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	664,680.00

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

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

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

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

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

   (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)

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)

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

   (No Response)

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

   (No Response)

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

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

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

   (No Response)

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

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

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

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

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

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

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

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

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

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

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

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

   As submitted in the 2015 Technology Survey, our current capacity meets the minimum requirement, as verified by our regional BOCES office (EduTech, Wayne Fingerlakes BOCES). According to the data they provided, we have 200 Mbps per 1,000 students.
   Our enrollment is 1,040 users (includes all students and staff).

   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)
Totals:						

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.

   Our bandwidth capacity has been verified by our regional BOCES (EduTech Wayne Fingerlakes BOCES) as we underwent a capital improvement project in 2014 that replaced our wireless infrastructure. Access points are located within each classroom.

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.**

70" Interactive Touchscreen Displays	**1 standard electrical classroom outlet needed, connected to powerstrip.**
Portable wheeled mounts for flat panel displays	**No electric needed.**
Ziggi HD plus USB document cameras	**Connect via USB to any desktop/laptop/Chromebook**
Chromeboxes	**Connected via HDMI and USB to interactive touchscreens, 1 Chromebox per classroom, connected to powerstrip (along with 70" panel)**
Dell 11" Touch Chromebooks	**Standalone laptops, when needed they can be connected via HDMI cable to interactive touchscreens for displaying to whole class. Expectation is for students to keep AC adaptors at home and charge nightly. When occasionally needed, charging can take place in classrooms via extra AC adaptors, or students can go to central locations (library, PC lab) to charge their Chromebooks. We have piloted this in grades 5,6,7 with success.**
Rugged Protective Chromebook Case	**Protecting investment of 1:1 Chromebooks for portability**
iPad Air	**Tablets used for Pre-K thru 2nd graders. Will be housed in charging carts that have built in power management features and use standard classroom electrical outlet. We have piloted this model for 2 years with success.**
iPad Charging/Storage Cart	**Offers security and storage while charging, mobility.**
iPad Protective Cases	**To protect the iPad investments**
Sphero (bluetooth Robotic Devices)	**Controlled/programmed via bluetooth using iPads. Standard AC adaptor, 1 powerstrip can connect 12 devices and charge simultaneoulsy.**
LEGO Mindstorms EV3 Curriculum & Hardware (24 students)	**Programmed via existing Windows PCs. Standard AC adaptor, 1 powerstrip can connect 12 devices and charge simultaneoulsy.**
Dash & Dot Robotic Programming Kit (Classroom Pack)	**Controlled/programmed via bluetooth using iPads. Standard AC adaptor, 1 powerstrip can connect 12 devices and charge simultaneoulsy.**

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?"

   The 1:1 Touchscreen Chromebooks will benefit students who struggle with reading and writing via apps such as "Read&Write for Chrome" as the words can be spoken aloud while a yellow highlight indicates the progress made of the narration. Our students in grades 7-8 this year have found this to be extremely helpful in classrooms where students are of various reading levels.

   Since students will have access to Chromebooks both in and out of school, they will be able to complete assignments digitally, communicate with peers and teachers, and facilitate group collaborative projects. This year our pilot group was able to accomplish many projects such as create blogs, video projects, slideshows and more using a wide variety of web-based tools and ChromeOS apps.

   English language learners benefit with 1:1 devices by having access to tools like google translate and speech to text tools. One of our ELL students found the Google Docs voice typing feature an essential part of his ELA classroom experience. When put into groups with non ELL students, he was able to communicate his needs and opinions with classmates.

   A learning gap we have identified relates to students organizational skills. The 3-ring binder of worksheets has now been replaced with Google Classroom and Google Drive in many of our pilot classrooms. This has led to better student organization, and thus higher rates of homework completion.

   The iPads intended for students in Pre-K thru 2nd grade will provide our students with an entry point to utilizing technology in daily instruction. Apps that target vocabulary skills, spelling, drawing, and more will help our youngest learners practice and reinforce the skills taught in the classroom. Students with special needs will take advantage of the numerous accessibility features of iPads, such as locking down the device to a specific app, and having text read aloud as they interact with content.

   Finally, the programmable robotic devices (Sphero, LEGO EV3, Dash and Dot) will be used at many levels in the district program to teach computer programming skills and explore the benefits and pitfalls of autonomous vehicles/robots. Elementary students will work in teams and be introduced to simple block-based programming, and will compete with each other on programming challenges (ex. fastest to complete an obstacle course). Middle school students will see the connections between Math and Science content when attempting to program these devices to meet predefined objectives (ex. roll in a figure-8 pattern while considering tradeoffs for speed verses accuracy). High school students will explore the inner workings behind the block-based code studied in earlier grades, and troubleshoot why devices do not respond as expected by looking at the actual code behind the programs.

   Since the majority of robotic programming challenges are done in teams, students with learning disabilities will benefit from the collaboration that occurs within mixed ability groups. They have the ability to propose an idea, program, test and revise as many times as needed to solve the challenge.

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 purchase of 1:1 devices will engage parents in student work, as now parents have the ability to witness firsthand the projects and assignments their children are completing both in school and at home. Parents traditionally are not able to view "classroom only" instruction and assignments, however now that many of our teachers will have ability to "flip their instruction" via screencast videos, parents now have access to similar instruction that takes place in classrooms. Partnerships with outside entities (GCC, SUNY Colleges) have already begun with our HS students, as many are taking AP coursework that is eligible for credit beyond high school. By having access to 1:1 devices like Chromebooks, our students now have the ability to pursue online and blended learning opportunities.

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."

   During the 2015-2018 academic school years, Oakfield-Alabama Central School District will offer a combination of face-to-face and online professional development in the following areas:

   -Navigating devices such as ipads, chromebooks and BYOT devices

   -Internet safety for faculty/staff, community, and students

   -Interactive Whiteboard training and related software training

   -Google Apps for Education training

   Training will be led by our K-12 Director of Instructional Technology, Teacher Leaders, EduTech (BOCES), and/or Genesee Valley Educational Partnership.

   Audiences receiving training will be administrators, teachers, teaching assistants and aides, and clerical staff.

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

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

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

    Are there nonpublic schools within your school district?

    ☐ Yes
    ☑ No

11. **Nonpublic Classroom Technology Loan Calculator**
    The Smart Schools Bond Act provides that any Classroom Learning Technology purchases made using Smart Schools funds shall be lent, upon request, to nonpublic schools in the district. However, no school district shall be required to loan technology in amounts greater than the total obtained and spent on technology pursuant to the Smart Schools Bond Act and the value of such loan may not exceed the total of $250 multiplied by the nonpublic school enrollment in the base year at the time of enactment.
    See:
    http://www.p12.nysed.gov/mgtserv/smart_schools/docs/Smart_Schools_Bond_Act_Guidance_04.27.15_Final.pdf.

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

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

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

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

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

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

	Sub-Allocation
Interactive Whiteboards	343,914
Computer Servers	0
Desktop Computers	36,260
Laptop Computers	152,100
Tablet Computers	64,870
Other Costs	67,536
Totals:	664,680.00

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Interactive Whiteboards	70 inch LCD Interactive Touchscreen Displays (ViewSonic, Promethean, Recordex)	86	3,999	343,914
Other Costs	Portable Wheeled Mobile mounts for flat panel displays	86	329	28,294
Other Costs	Ziggi USB Document Cameras	80	94	7,520
Other Costs	Rugged Protective Chromebook Cases	770	20	15,400
Desktop Computers	Chromebox ChromeOS desktop computers	140	259	36,260
Laptop Computers	Dell 11	450	338	152,100
Tablet Computers	iPad Air	130	499	64,870
Other Costs	iPad/Tablet Charging and Storage Carts	4	999	3,996
Other Costs	iPad Protective Rugged Cases	130	20	2,600
Other Costs	Sphero Bluetooth Robotic Devices	14	129	1,806
Other Costs	LEGO Mindstorms EV3 Robotics Hardware package	1	5,299	5,299
Other Costs	Dash & Dot Robotic Programming Kit	1	2,620	2,620

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

   (No Response)

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

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

   (No Response)

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

   (No Response)

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

Project Number
(No Response)

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

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

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

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

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

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

(No Response)

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

Project Number
(No Response)

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

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

(No Response)

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

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

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

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

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)