

Smart Schools Investment Plan - OPSSIP-July2016

SSIP Overview

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

Debra Eppolito

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

716-209-6319

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

deppolito@opschools.org

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

First submission

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

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

District Educational Technology Plan Submitted to SED and Approved

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

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

- Parents
- Teachers
- Students
- Community members

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

- Yes
- No
- N/A

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

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

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- 5a. 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.

NYS SSBA Overview July 2016.pdf

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

1,700

- 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:

\$2,333,018

- 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	713,948
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	713,948

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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. 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. 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. 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. 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:	0

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10. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be eligible for tax-exempt financing to be reimbursed through the SSBA. Sufficient detail must be provided so that we can verify this is the case. If you have any questions, please contact us directly through smartschools@nysed.gov.
NOTE: Wireless Access Points should be included in this category, not under Classroom Educational Technology, except those that will be loaned/purchased for nonpublic schools.
Add rows under each sub-category for additional items, as needed.

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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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. 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:	0

7. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov. Add rows under each sub-category for additional items, as needed.

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Community Connectivity (Broadband and Wireless)

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

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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.

This Orchard Park school district already meets the minimum standard of 100 Mbps per 1,000 students however updated equipment from a current e-rate project to upgrade the wireless infrastructure will be installed during the early fall 2016. The upgrade will improve our current infrastructure by more than doubling the current number of access points across the district. The more powerful access points will be supported by a new mobility controller and upgraded network switches. The upgrade in infrastructure will allow more devices to connect at a higher speed.

- 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	4,766	476,600	476.6	1000	1000	current

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 connectivity speed is currently in place but the coverage is not uniform in all instructional spaces. Our district currently has 190 802.11n access points located in hallways every 2-3 rooms apart. A previously submitted e-rate project will replace and expand the number of access points to 475. These new access points will be 802.11ac and will be located in all instructional spaces with multiple access points in larger areas (cafeterias, auditorium, gyms, etc.). The project will also update all network switches across the district. These new switches will allow for the power over Ethernet (POE) that the new access points require. The target date for completion of the upgrade is December 2016.

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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.**

The district is purchasing Chromebooks, Chrome licenses, protective covers, spare chargers, charging towers and equipment for our two non-public schools in this phase of the SSIP. The district has already deployed 1200 Chromebooks in grades 5 through 8 and this project will allow the initiative to be expended into grades 9 - 12. Orchard Park has a Google Apps for Education domain and has hired two technology coaches to provide training and to support teachers as they work to implement instructional strategies that utilize Chromebooks and GAFE into their curriculums. By taking full advantage of Google Apps for Education, and specifically Google Classroom, we are able to provide students 24/7 access to content being provided by their teachers as well as textbooks and other resources available on the internet. The wireless infrastructure needs are being addressed as part of an e-Rate project that is being installed across all district buildings during the fall of the 2016-17 school year. There will be charging stations available in various centralized areas of the high school building, but a majority of the charging will take place in the homes of the students who will be taking the devices home most nights. The addition of the student devices should have minimal impact on the HVAC and electrical systems. In addition, the district anticipates reducing the number of shared lab spaced in the high school since all students will have access to their own mobile device.

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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?")

The District currently has a 1 to 1 Chromebook initiative in grades 5 through 8. The District Technology Committee, ADMIN team and Board of Education supports an expansion to include grades 9 through 12.

Three central objectives were identified for the 1 to 1 initiative:

- Shift instructional practice to be more student-centered
- Differentiate learning to meet the needs of all students
- Extend learning beyond the classroom walls

Extensive staff development will be provided to all high school teachers throughout the school year. A second Instructional Technology Coach position was added to the 2016-17 budget. The two FTE teacher coaches will be supporting teachers as they introduce new strategies and work to create project based lessons using the Chromebooks and various other instructional technology tools.

The district has adopted Google Apps for Education. Teachers have been going through the GAFE training and accounts have been created for all students K-12. GAFE will allow faculty, staff and students access to their files and a wide variety of apps, including a word processing tool, 24x7.

This will significantly expand the options teachers have in providing instruction. Interested teachers are investigating the flipped classroom concept and looking at other on-line and distance learning opportunities for students.

The district uses technology to support student needs identified in IEPs and 504 plans. Tools like Solo Suite, voice recognition software, speech to text software, sound amplification systems, enlarged keyboards and large monitors are used by students when needed. These tools are available in the classroom setting as well as testing centers. Portable versions are provided for students who move from classroom to classroom. The district works closely with BOCES providers and special education teachers to make sure all equipment is working and teachers have the training necessary to effectively work with the students. The district also works with BOCES to arrange for students to go through technology evaluations to identify appropriate software and hardware solutions that meet the individual student's' needs.

As the district moves forward in rolling out 1 to 1 devices in grades 5 through 12, efforts are being made is to find ways to use the student's assigned mobile device to meet the unique needs of our special education students. We have identified apps and applications that support the needs of the students but still allow them to use the same devices as their general education peers. For example, we are using convertible Chromebooks to allow the use of touch based apps. The devices also have microphones to support dictation.

The use of Google Apps for Education makes is much easier for teachers and providers to share out documents and information that students need to access at home. It also allows collaboration between all staff that work with students to keep everyone more involved and improves communication. Chromebooks and Google Apps support the use of assistive technology (AT) that help students with special needs access curriculum and information. Google Apps and Extensions in the Chrome Web Store provide many supports to students with learning challenges. One to one mobile devices allow students to access curriculum while avoiding their triggers. Online curriculum and resources allow them to work without distraction, which lowers anxiety.

Chromebooks also allow students to access additional resources to support their learning and address their individual needs. There are specialized web apps including: screen readers, text-to-speech and speech-to-text and screen magnifiers. The district has purchased the Read and Write for Google Docs app which is a valuable tool for students with learning difficulties, dyslexia or ELL/ESN needs. Chrome browser also allows high contrast color settings, supports USP connected Braille displays, voice commands.

Apps have been identified by the district support staff that support their specialties. These include apps for Speech, Occupational Therapy, Speech Therapy, Physical Therapy and counseling services. Some apps still work better on an iPad and the district will continue to support iPad devices as needed.

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New ELL students in grades 5 through 12 are assigned a mobile device as soon as they start in the district. ELL teachers have been trained in the use of tools and apps that can support ELL students. Chromebooks and Google Apps support the use of tools that support ESL/ENL student and teacher needs. Google Apps and Extensions in the Chrome Web Store provide many supports to students with reading and writing comprehension and vocabulary.

One to one mobile learning devices allow students to access tools throughout the school day. Apps like Google Translate, Duolingo, Announcify and Google Dictionary support the student as they become more proficient in English.

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.**

These use of Google Apps for Education gives students the ability to access their accounts from home to show parents what they are doing in school. The district also uses the PowerSchool Parent Portal to provide parents with specific details on homework, attendance, grades, State reporting etc. An add-on called WebEdge allows actual copies of report cards, NYS assessment summaries, AIS letters etc. to be a part of the PowerSchool parent portal. Teachers can use the portal to help get parents involved with what the student is doing in school and to increase communication and collaboration between home and school. The collaborative nature of Google Apps for Education increase the ability for students to work with other students within their class, school, district, state, nation and world. Students can collaborate in a virtual environment without being physically near each other increasing the amount of collaboration time beyond the traditional class period. The cameras built in to these devices allow for face to face collaboration meetings with other students anywhere in the world.

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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."

Professional Development efforts at OPCSD are guided by the goals outlined in the District CDEP Plan and the Professional Development Plan. Technology components are woven throughout both of these plans and their action plans give clear direction that can be used to drive the technology-based training at Orchard Park. By linking all three of these plans, the resources and direction of the District can focus on attainable benchmarks that will help us reach our central goal of improving student learning.

A variety of district run workshops, including on-line opportunities, are offered throughout the school year as well as during summer break. The Professional Development Council solicits course proposals from faculty and staff twice a year. All requests must be reviewed for relevance to established professional development goals and then approved by the PDC. Over the 2015-16 school year, the district offered over 80 technology related workshops that accounted for over 4300 hours of staff development for teachers, support staff and administrators. Approved class offerings are posted in an on-line program called My Learning Plan which allows interested faculty and staff to register for courses. My Learning Plan also manages the approval process for courses and allows individual faculty and staff members to enter and track all of their professional growth activities. The District Professional Development Committee will meet in the fall of 2106 to plan out training for the 2016-17 school year. Training for the last school year is included below:

Start Date	Activity_Title	Total Class Hours	Target Audience	Number of Participants
7/15/2015	Intro To Google Drive and Google Apps (Introduction)	3	Teachers	12
7/15/2015	Intro To Google Drive and Google Apps (Introduction) (Part 2)	3	Teachers	11
7/15/2015	Shake Up Learning with Google (Introduction)	6	Teachers	12
7/16/2015	Google Classroom and Google Forms	5	Teachers	9
7/21/2015	Intro To Google Drive and Google Apps (Introduction)	3	Teachers	13
7/21/2015	Intro To Google Drive and Google Apps (Introduction) (Part 2)	3	Teachers	11
7/22/2015	Google Sites - Creating a classroom website in Google	5	Teachers	11
7/27/2015	Google Drive & Intermediate Google Docs	15	Teachers	11
8/3/2015	Intro To Google Education Apps (GAPE) with a Focus on Google Calendar and Google Forms	5	Teachers	11
8/13/2015	Intro To Google Drive and Google Apps (Introduction)	3	Teachers	9

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	(Part 1)			
8/13/2015	Google For Education: Docs, Templates and Forms (Introduction)	9	Teachers	15
8/13/2015	Intro To Google Drive and Google Apps (Introduction) (Part 2)	3	Teachers	4
8/19/2015	Intro To Google Drive and Google Apps (Introduction)	3	Teachers	13
8/19/2015	Intro To Google Drive and Google Apps (Introduction) (Part 2)	3	Teachers	11
8/24/2015	New Teacher Academy Orientation	12	Teachers	16
8/25/2015	NYLearns Tools: Website Builder, e-Portfolio and Mapping	6	Teachers	9
9/1/2015	Superintendent's Conference Days - Technology Options	12	Teachers, Admin, Support Staff	51
9/16/2015	Technology Academy - NYLearns - Getting Started	1.5	Teachers	5
9/23/2015	Technology Academy - NYLearns - Creating Assessments	1.5	Teachers	4
9/29/2015	New Teacher Academy - Technology I for MS/HS	3	Teachers	9
9/29/2015	New Teacher Academy - Technology I for ELEMENTARY	3	Teachers	3
9/29/2015	District Librarian Development	16	Teachers	7
10/7/2015	New Teacher Academy - What Does It Mean To Be Highly Effective?	6	Teachers	12
10/7/2015	Technology Academy - OP Schools Is Going Google- Getting Started	1.5	Teachers	16
10/8/2015	Day 1 - 1:1 Pilot Training - Overview of Google Apps for Education and Google Classroom	6	Teachers	13
10/9/2015	Superintendent's Conference Day	5	Teachers, Admin, Support Staff	65
10/27/2015	Day 2 - 1:1 Pilot Training -	6	Teachers	13

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	Training on Chromebooks, Chromebook Apps and Extensions			
10/29/2015	Day 2 - 1:1 Pilot Training - Training on Chromebooks, Chromebook Apps and Extensions	6	Teachers	21
10/29/2015	Day 2 - 1:1 Pilot Training - Training on Chromebooks, Chrome	7	Teachers	0
11/4/2015	Technology Academy - Whats So Great About Google Docs and Drive - Getting Started	1.5	Teachers	13
11/9/2015	Google for OP Educators (101)	6	Teachers	15
11/16/2015	Day 1 - 1:1 Pilot Training - Overview of Google Apps for Education and Google Classroom	6	Teachers	16
11/17/2015	Day 1 - 1:1 Pilot Training - Overview of Google Apps for Education and Google Classroom	6	Teachers	12
11/18/2015	Google for Administrative Professionals	6	Support Staff	8
11/24/2015	Google For Education: Docs (203)	6	Teachers	11
12/2/2015	Technology Academy - Google Calendar - Getting Started	1.5	Teachers	20
12/10/2015	FAST Bridge AM	3	Teachers	16
12/10/2015	FAST Bridge PM	3	Teachers	12
12/17/2015	Day 2 - 1:1 Pilot Training - Training on Chromebooks, Chromebook Apps and Extensions	6	Teachers	14
12/18/2015	Day 2 - 1:1 Pilot Training - Training on Chromebooks, Chromebook Apps and Extensions	6	Teachers	16
1/6/2016	Flipped Training with Melanie Kitchen	6	Teachers	7
1/7/2016	NYLearns Assessment Builder (221)	6	Teachers	11

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1/25/2016	NYLearns Tools: Website Builder (222)	6	Teachers	13
2/2/2016	Apps for OP Educators (204) Kahoot, Ed Puzzle, Quizlet and Socrative	6	Teachers	14
2/2/2016	Day 1 - 1:1 Pilot Training - Overview of Google Apps for Education and Google Classroom	5.5	Teachers	18
2/3/2016	Flipped Classroom Training with Melanie Kitchen	6	Teachers	8
2/3/2016	Technology Academy - Apps, Extensions and Add-Ons - Getting Started	1.5	Teachers	16
2/9/2016	Day 1 - 1:1 Pilot Training - Overview of Google Apps for Education and Google Classroom	5.5	Teachers	16
2/23/2016	Reader's Workshop Training	6	Teachers	20
2/24/2016	Flipped Classroom Training with Melanie Kitchen	6	Teachers	9
2/24/2016	Technology Academy - Google Classroom - Getting Started -RESCHEDULED	1.5	Teachers	11
3/1/2016	Creating Virtual Field Trips (205)	6	Teachers	15
3/2/2016	Day 2 - 1:1 Pilot Training - Training on Chromebooks, Chromebook Apps and Extensions	6	Teachers	15
3/2/2016	Technology Academy - Google Forms - Getting Started	1.5	Teachers	15
3/9/2016	Day 2 - 1:1 Pilot Training - Training on Chromebooks, Chromebook Apps and Extensions	6	Teachers	9
3/9/2016	Technology Academy - Enhancing Your Classroom with You Tube	1.5	Teachers	14
3/18/2016	Superintendent's Conference Day	6	Teachers, Admin, Support Staff	400
4/5/2016	Google Forms (201)	3	Teachers	13
4/6/2016	Technology Academy - Researching with Google	1.5	Teachers	18

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	Tools - Getting Started			
4/18/2016	Google Templates For Educators (202)	3	Teachers	15
4/20/2016	TI-Nspire Calculator Training	15	Teachers	6
5/4/2016	Technology Academy - Google Sites - Getting Started	1.5	Teachers	15
5/11/2016	New Teacher Academy - FERPA & Confidentiality	3	New Teachers	17
5/18/2016	New Teacher Academy - Technology II for HS/MS	3	New Teachers	7
5/18/2016	New Teacher Academy - Technology II for Elementary	3	New Teachers	10
6/27/2016	Google Education: Research and Writing (206) (online)	12	Teachers	15
6/30/2016	Google Camp Day 4 (AM):Getting Organized with Google (face-to-face)	3	Teachers	8
6/30/2016	Google Forms (201) (online)	3	Teachers	15
6/30/2016	Google Camp Day 4 (PM) Personal Learning Network (face-to-face)	3	Teachers	9
7/7/2016	Apps for OP Educators- Kahoot, Socrative, Ed Puzzle and Quizlet (online) (204)	6	Teachers	15
7/10/2016	Beginners Guide to YouTube (online)	3	Teachers	14
7/12/2016	Google Calendar, Google Forms & Google Classroom	6	Teachers	22
7/13/2016	Google Camp Day 1 and Day 2 (online)	12	Teachers	14
7/15/2016	Google Templates For Educators (202) (online)	3	Teachers	15
7/27/2016	NearPod (face-to-face)	3	Teachers	5
8/1/2016	Best Practices: Using Google Apps and Add-ons to Enhance Reading and Writing Skills (online)	10	Teachers	17
8/10/2016	Advanced Google Forms	3	Teachers	15

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	(online) (304)			
8/15/2016	Grading Electronically: Google Classroom, Doctopus, and Goobric (face-to-face)	3	Teachers	16
8/15/2016	Power Teacher Pro - First Look (online)	3	Teachers	11
8/16/2016	Advanced Google Docs (online) (305)	3	Teachers	15
8/18/2016	iPad Apps Grades K-3 (face-to-face)	4	Teachers, Support Staff	15
8/19/2016	Chromebook Use in Grade 4 (face-to-face)	4	Teachers, Support Staff	12
8/22/2016	Turnitin for High School and Middle School (face-to- face)	2	Teachers	2
8/23/2016	TI-Nspire Calculator Training (face-to-face)	15	Teachers	9
9/14/2016	Computerized Assessments: Scoring & Administration	6	Teachers	4
10/19/2016	New Teacher Academy - Technology I for MS & HS	3	New Teachers	8
10/19/2016	New Teacher Academy - Technology I for ELEMENTARY	3	New Teachers	3
10/24/2016	PREPaRE Model 2	12	New Teachers	23
4/5/2017	New Teacher Academy - Technology II for MS & HS	3	New Teachers	9
4/5/2017	New Teacher Academy - Technology II for ELEMENTARY	3	New Teachers	12

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.

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

SUNY Fredonia

9b. Enter the primary Institution phone number.

(716)673-4681

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- 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.

Dr. Kathy Gradel

- 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

- 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 Director of Technology, the Assistant Superintendent of Curriculum and Instruction and the purchasing agent for the technology department met with the principals of the two parochial schools located within the Orchard Park School district in August of this year. As with other New York State funded programs, the Smart Schools Funds allow non-public schools in our district to be part of the program on a purchase/loan basis. We will allow Nativity of Our Lord Catholic School and St. John Vianney Catholic School the capability of borrowing Smart Schools funded devices.

Orchard Park will require the non-public schools in the district to follow a similar process for requesting devices as they do for state instructional materials aid allocations. The district will follow-up with the non-public school officials once the Smart Schools Bond application is approved so that we can finalize the list of devices that will be loaned to the two schools. Non-public schools will need to provide internal, ongoing operating support for students and teachers utilizing the devices. Devices will be held by the assigned school and will be require to be returned when the usable life of the device is reached.

The district has held a meeting with the nonpublic schools and let them know of the plan to purchase devices with the grant money. They are waiting until our plan is approved and then they will receive further instruction on how to go about purchasing devices with this money. St John Vianney is planning to borrow iPads and Nativity of Our Lord is going to borrow Interactive Presentation Devices. We contact the schools annually in May to relay the purchasing procedures for hardware, software, textbook, and library services. A second meeting was held in August of this year to discuss the Smart Schools Bond Act and the deadline for submitting their final requests for this purchase will be December 1, 2016. The principals will submit a written request to continue the use of the Smart Schools Bond Act devices each year prior to June 1.

- 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.

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	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	713,948	4,895	422	5,317	134	56,548

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

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

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

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

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

	Sub-Allocation
Interactive Whiteboards	0
Computer Servers	0
Desktop Computers	0
Laptop Computers	0
Tablet Computers	560,000
Other Costs	153,948
Totals:	713,948

15. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov.

Please specify in the "Item to be Purchased" field which specific expenditures and items are planned to meet the district's nonpublic loan requirement, if applicable.

NOTE: Wireless Access Points that will be loaned/purchased for nonpublic schools should ONLY be included in this category, not under School Connectivity, where public school districts would list them.

Add rows under each sub-category for additional items, as needed.

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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
Laptop Computers	Chromebook	1600	350	560,000
Other Costs	Chromebook Covers	1600	30	48,000
Other Costs	Google Chrome OS Management License	1600	27	43,200
Other Costs	Charging Locker	4	1,000	4,000
Other Costs	Purchases for Non-Pubs	(No Response)	(No Response)	56,548
Other Costs	Spare Chromebook Chargers	100	22	2,200

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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 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. 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:	0

6. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov. Add rows under each sub-category for additional items, as needed.

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

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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. 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

5. Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov. Add rows under each sub-category for additional items, as needed.

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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High-Tech Security Features

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- 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)

- 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)

- Was your project deemed eligible for streamlined Review?

- Yes
- No

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

Name	License Number
(No Response)	(No Response)

- 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:	0

- Please detail the type, quantity, per unit cost and total cost of the eligible items under each sub-category. This is especially important for any expenditures listed under the "Other" category. All expenditures must be capital-bond eligible to be reimbursed through the SSBA. If you have any questions, please contact us directly through smartschools@nysed.gov.

Add rows under each sub-category for additional items, as needed.

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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Report
