SOUTHERN CAYUGA CSD

Smart Schools Investment Plan

SSIP Overview

Page Last Modified: 06/16/2016

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

Mike Fall

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

315 364 7111 ext 2328

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

fall@southerncayuga.org

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

First submission

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

☑ District Educational Technology Plan Submitted to SED and Approved

4. Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.
By checking the boxes below, you are certifying that you have engaged with those required stakeholders. Each box must be checked prior to submitting your Smart Schools Investment Plan.

☑ Parents
☑ Teachers
☑ Students
☑ Community members

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

☑ Yes
☐ No
☐ N/A

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

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

SOUTHERN CAYUGA CSD

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 Investment Plan (1).pdf
Southern Cayuga Strategic Technology Plan.docx
SCCS Technology Plan March 2016 .docx

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.

695

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:

$795,165

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	10,800
Connectivity Projects for Communities	0
Classroom Technology	205,823
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	216,623.00

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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.

SCCS currently has inbound capacity to meet and exceed the baseline standard set forth by the Federal Communications Commission. Improved wireless capacity will further extend the inbound bandwidth to each and every classroom.

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	695	69,500	69.5	100	100	01/01/2016

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.

SCCS will be using SSBA funds to replace existing wireless access points. New access points will allow a greater number of devices to utilize the districts broadband connection. Existing Cat6 cabling will facilitate PoE switch connections.

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?)

Improved wireless access capacity will further bolster connectivity to all classrooms in support of a campus wide 1:1 initiative already underway. The benefits of 1:1 initiatives in the district have yielded immediate results. Inside the classroom, students are provided with a Chromebook laptop to carry out curriculum tasks disseminated by their instructor electronically. Oftentimes students are immediately engaged in that day's objective with minimal instructor direction. The teacher is able to maximize his or her time developing lessons, challenges, and homework assignments available anytime/anywhere in the Google cloud.

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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.

SCCS has aligned their wireless infrastructure with Meraki cloud controller services. The service includes the ability to extract coverage as well as throughput thresholds. The statistics are reviewed in their entirety or on an ad hoc basis, using a GPS based Access point locater with heat maps that provide a visible coverage radius.

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
0-007-BA1

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

Was your project deemed eligible for streamlined review?

Yes

7a. Districts that choose the Streamlined Review Process will be required to certify that they have reviewed all installations with their licensed architect or engineer of record and provide that person's name and license number.
The licensed professional must review the products and proposed method of installation prior to implementation and review the work during and after completion in order to affirm that the work was code-compliant, if requested.

☑ I certify that I have reviewed all installations with a licensed architect or engineer of record.

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

Name	License Number
Jason Benedict	312111

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.

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	Sub-Allocation
Network/Access Costs	10,800
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:	10,800.00

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

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Network/Access Costs	Meraki MR32 Access Point	16	550	8,800
Network/Access Costs	Meraki MR 72 Access Point	2	1,000	2,000

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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.

SCCS currently subscribes to 100Mbps thereby exceeding the baseline Federal Communications Commission standards by 50Mbps. No waiver needed.

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	695	69,500	69.5	100	100	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.

SCCS has aligned their wireless infrastructure with Meraki cloud-based controller services. The service includes the ability to extract data to determine coverage as well as throughput thresholds. Performance monitoring is provided using a GPS based Access point locater with heat maps that provide a visible coverage radius. Real-time statistical reporting is available by access point or the wireless network as a whole. Additionally, District IT personnel work with Meraki engineers, on an ongoing basis, to ensure maximum coverage and capacity remain optimal.

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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.

SCCS is proposing the purchase of Interactive projectors (aka Interactive whiteboards) as part of a projector replacement project that is currently underway. The proposed projectors are the same projectors used today as part of the SCCS technology refresh plan.
Google for Education infrastructure has been operational since the beginning of school year 2015-16. The purchase of Chromebooks will immediately integrate with existing GAFE platform initiatives.
SCCS Clarification
The Southern Cayuga Central School District has taken proactive steps to bolster the available power within the District power grid. Increased capacity for load has been achieved through internal lighting upgrades as well as the addition of renewable energy sources. More specifically District lighting has been replaced with energy efficient LED lighting. Solar panels have been installed that produce ~8.5 Kilowatts of power during peak generation that is fed directly to the District power grid. The lighting upgrades alone more than cover the necessary power to accommodate additional chromebooks in every classroom.
The chromebooks are HP Chromebook G4's with 4GB of DDR3L-1600 SDRAM and 16GB of onboard eMMC2 storage.
The requested iPads are iPad Air 2's with 16GB of onboard storage with Wi-Fi capability.
All other devices are accessories for charging both the chromebooks and iPads. The Epson 595Wi is the Brightlink series that offers interaction with four touchpoints, projects video, works with Apple TV, and supports WiDi connections from Teacher laptops.

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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?"

A Chromebook environment, coupled with an interactive surface, allows teachers to monitor the group as a whole when required while allowing individual groups to fulfill curriculum directives on their own. This approach promotes independent and group learning simultaneously.
The benefits of 1:1 initiatives in the district have yielded immediate results. Inside the classroom, students are provided with a Chromebook laptop to carry out curriculum tasks disseminated by their instructor electronically. Oftentimes students are immediately engaged in that day's objective with minimal instructor direction. The teacher is able to maximize his or her time developing lessons, challenges, and homework assignments available anytime/anywhere in the Google cloud.
In the second phase of the district, 1:1 initiative students will be allowed to bring a Chromebook home to continue their studies and homework assignments. Chromebooks contain onboard storage that allows students to reach their objectives in the absence of broadband connectivity.
Chromebooks have a number of accessibility features built in to the Chrome OS. These tools allow for a number of tactile options as well as auditory enhancements to accommodate students with disabilities and those that are English language learners.
District technical personnel are currently evaluating the ability to utilize Bluetooth microphones, along with Google translate, to provide language learners with real-time language conversion as the teacher is speaking.
By leveraging, a number of monitoring tools that work in conjunction with Google for Education the teacher has the ability to access any number of live dashboard streams that provide information related to activities for any individual student. As the teacher moves through a daily learning plan, they are provided with statistics to determine which students, if any, are struggling with a particular concept. This information is gathered through group monitoring tools along with snapshot quizzes to ensure all students have an understanding of the topic at hand. These tools also allow for anonymous communication between student and teacher providing a conduit to ask questions otherwise unspoken.

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 technology roadmap for SCCS leverages technology that facilitates an all-inclusive environment that includes anyone with a vested interest. Teachers, students, parents, administrators, and other district stakeholders benefit from digitized content previously distributed manually. While the foundation for this technology is currently in place, this phase of the Smart Schools Investment Plan provides access to a greater number of students and classrooms. Parents have a pathway to gain access to their student's lessons on the very day that lesson is delivered. Teachers have the ability to communicate with parents through classroom technology via e-mail as well as a number of parent portals. Additionally, parents are provided access to their students Google classroom account to review homework and review teacher comments where applicable. (Applies to Teachers using Google Classroom or equivalent)
Interactive projection systems proposed in the Instructional Technology Plan have the inherent ability to record a class, provide distance learning, and multicast to multiple classrooms or the entire school. The technology lends itself to regional district partnerships providing aggregate resources to streamline the delivery of education to any or all instructional spaces.

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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."

SCCS recognizes the importance of Professional Development. Furthermore, the implementation of technology must go hand in hand with Professional Development. With that, SCCS has redirected a full-time resource to assist teachers K-12 with technology integration. This technology integrator is tasked with a number of roles with a primary focus on the available technology in the classroom. The district will provide the following delivery model based on the direction of technology and the path the district has adopted in conjunction with the district's technology roadmap.

1. Opportunities for training through the CO BOCES, OCMRIC, and private training vendors (Offered throughout the school year)
2. Classroom specific technology workshops presented by the technology integrator (Or other technical resources) during conference days, faculty meetings, afterschool, and summer.
3. Customized "In Classroom" training to streamline the use of technology with a close tie to curriculum objectives (Offered to K-12 faculty throughout the year) (Targeted scheduling for K-12 staff)
4. Continued training and reinforcement of Project Based Learning skills provided to all K-12 faculty. (Provided by OCM BOCES bi-annually)
5. Training and reinforcement of the Flipped Classroom model provided to all K-12 faculty(Provided by OCMBOCES bi-annually)
6. Online vendor training videos related to corresponding technology present in the classroom. (Available at all times to K-12 faculty)
7. Training in the form of in-house created videos for specific topics available through a teacher portal(Used to train or as an ad-hoc reteach)

Specific training initiatives in conjunction with technology implementation. Available training, based on today's technology, includes the following:

1. Google Classroom
2. Google Drive
3. Google Docs, Sheets, and Slides
4. Chromebook classroom management
5. Robotics and STEM related training
6. Epson 595wi connectivity training for WiDi, Lan, HDMI, VGA, and Apple TV where applicable
7. Epson 595wi interactive features and broadcasting options
8. iPad training where needed

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.

SCCS administration has engaged the administration of neighboring Peachtown nonpublic school. Peachtown's current enrollment of 20 students is equivalent to a maximum of $5,000 in loanable technology. As part of the initial SCCS Smart School Investment Plan, loanable equipment would include portable projectors, Chromebooks, access points, or a combination therein.

SCCS Clarification

The Southern Cayuga Central School District has reached out to the Peachtown nonpublic school to discuss equipment needs. Barb Post (Superintendent) indicated she would like the following equipment:

Quantity (1) Epson 595 wi Projector System

Quantity (1) Epson Document Camera to attach to the requested projector

Quantity (3) HP G4 14" Chromebooks with 4GB of Ram and 16GB of onboard storage

The equipment identified by Peachtown Administration will be loaned on or before October 28, 2016 pending final SSBA approval. Any future requests will be provided to SCCS from Peachtown by August 1st of each school year.

The non-public school, Peachtown, has not identified how they are spending the remaining $1308 allocation.

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	205,823	717	20	737	250	5,000

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.

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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	55,125
Computer Servers	(No Response)
Desktop Computers	(No Response)
Laptop Computers	74,025
Tablet Computers	28,125
Other Costs	48,548
Totals:	205,823.00

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	Epson 595wi	24	2,205	52,920
Laptop Computers	Chromebook HP G4	222	329	73,038
Other Costs	Chromebook Charging Station	15	800	12,000
Other Costs	Chromebook AC Adapters	180	68	12,240
Other Costs	iPad Charging Station	12	1,500	18,000
Tablet Computers	iPad Air	75	375	28,125
Other Costs	Chromebook Cart	3	1,500	4,500
Other Costs	Document Camera-nonpublic	1	500	500
Other Costs	Unassigned funds-nonpublic	1	1,308	1,308
Laptop Computers	Chromebook HP G4-nonpublic	3	329	987
Interactive Whiteboards	Epson 595wi-nonpublic	1	2,205	2,205

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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)

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)