SPRINGS UFSD

Smart Schools Investment Plan -

SSIP Overview

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

Eric M. Casale

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

631-324-0144

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

ecasale@springsschool.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.

PRELIMINARY SMART SCHOOLS INVESTMENT PLAN FOR SPRINGS UFSD.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.

500

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

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

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

Partner LEA/District	SED BEDS Code
n/a	(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:

$136,874

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	136,874
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	136,874.00

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.

N/A

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	741	74,100	74.1	100	100	07/01/2015

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.

N/A

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?)

N/A

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.

N/A

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
N/A

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

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

Name	License Number
N/A	(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	0
Outside Plant Costs	0
School Internal Connections and Components	0
Professional Services	0
Testing	0
Other Upfront Costs	0
Other Costs	0
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)

Smart Schools Investment Plan -

Community Connectivity (Broadband and Wireless)

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.

N/A

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.

N/A

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.

N/A

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 #
N/A	N/A

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	0
Outside Plant Costs	0
Tower Costs	0
Customer Premises Equipment	0
Professional Services	0
Testing	0
Other Upfront Costs	0
Other Costs	0
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.

Through the District's Optimum Light path system in each building on campus, the District meets the Federal Communications Commission's 100 Mbps per 1,000 students standard.

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	741	74,100	74.1	100	100	07/01/2015

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.

Over the past three years, the District has built up its infrastructure to currently posses the sufficient connectivity infrastructure to ensure that effective use of the devices during the school day. Springs School meets the Federal Communications Commission's 100 Mbps per 1,000 students standard. The District currently meets this requirement in all three of the campus' existing buildings where new devices are and will be deployed. The District understands that achieving this speed standard is a precondition for the purchase of SMART Bonds Act devices.

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.

Springs School will continue to build its classroom and student one to one device program through the use of the Smart Schools Bond Act funds. These devices will continue to include assistive technology communicative devices for the District's special education students so they may participate in the general curriculum.

In 2014-15, the Springs UFSD already piloted a one to one device program using Google-based Chromebooks with much success. These were a budgeted line item as part of the school's budget for grade 4. The District plans on expanding this program in 2015-16 to include grades 4 and 5. The goal is to expand and include another grade each year, in sequential fashion, until all students in grades 4-8 will be part of the one to one program by 2018-19.

We also plan on integrating more interactive whiteboards in each classroom for the use of interactive learning. The devices (EPSON Projection Systems) chosen are already linked to a coherent instructional plan which includes Google Classroom platforms and which will continue to enhance the District's teaching and learning practices.

Finally, in order to prepare, addtional electrical outlets were installed in each classroom and anticipated classrooms to charge the stations containing the devices that now support the devices.

6. Describe how the proposed technology purchases will:

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

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

Goals of the One to One Program

Goal 1: Through the use of the Chromebook and/or other one to one devices, students will use critical thinking skills to demonstrate their creative thinking, construct knowledge across content areas to develop products, solve problems and make informed decisions using technology. Students will:

a) Apply existing knowledge to generate new ideas, products and processes;
b) Identify and define authentic problems and significant questions to further inquiry;
c) Create original works as a means of personal and/or group expression;
d) Use research to explore complex systems and issues and use the information to guide inquiry;
e) Use research to locate, analyze, evaluate, and synthesize information and/or data from a variety of sources to identify issues, forecast possibilities and report results.

Goal 2: Through the use of the Chromebook and/or other one to one devices, students will use digital media to communicate and work collaboratively, include distance learning (e.g. school to home connection/ school to real world connection). The devices will enhance differentiation of instruction by supporting individual and differentiated learning so they may participate in the general curriculum. Springs will continue to create more dynamic English Language Learner (ELL) and special education programs by utilizing technology to differentiate instruction by incorporating various digital resources into curriculum content.Students will:

a) Interact, collaborate and publish using a variety of digital resources and media;
b) Communicate information and ideas effectively to multiple audiences using a variety of digital resources and media;
c) Develop a global understanding of the use of technology to promote learning;
d) Contribute to producing original works or solve problems.

Goal 3: Through the use of the Chromebook and/or other one to one devices, students will demonstrate a sound understanding of how technology works while assisting with the transition of moving the District towards a more paperless-real world application. Students will:

a) Demonstrate personal responsibility for life-long learning to meet the expectations of the Common Core Learning Standards;
b) Exhibit leadership for digital citizenship;
c) Transfer current knowledge to learning of new technologies.

The primary goal of the District's technology initiative is the integration of meaningful technology into the entire curriculum to improve and enhance student learning for all students including English Language Learners (ELL) and special education students. These devices will continue to include assistive technology communicative devices for the District's special education students so they may participate in the general curriculum.

The most effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs.

The District has seen many benefits from integrating technology into the classrooms. One of the many benefits of using technology in the classroom is the ability to differentiate instruction to meet the needs of every student in every lesson. As every student grows and develops at different rates, we understand they learn in different ways and at different speeds. Technology integration has made it possible to pace lessons appropriately for each student's learning level. The use of technology has been used by staff to promote learning especially for our English Language Learners (ELL) and special education populations.

At Springs School, we understand that technology is most effective when integrated with curriculum content. As research conducted by the International Society for Technology in Education (ISTE) on differentiating instruction using technology in classrooms demonstrates, paired and collaborative learning in conjunction with technology enhances student performance. Differentiated instruction focuses on teaching strategies that give diverse students multiple options for taking in and processing information, making sense of ideas, and expressing learning. Technology tools can support good instruction and offer personalized learning environments in which students interact with software, conduct research, create products, and

communicate with others outside their school. Both differentiated instruction and technology tools are important for 21st-century education.

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.

Through the use of the Chromebook and/or other one to one devices, students will use digital media to communicate and work collaboratively, include distance learning (e.g. school to home connection/ school to real world connection). The devices will enhance differentiation of instruction by supporting individual and differentiated learning so they may participate in the general curriculum. Springs will continue to create more dynamic English Language Learner (ELL) and special education programs by utilizing technology to differentiate instruction by incorporating various digital resources into curriculum content.Students will:

a) Interact, collaborate and publish using a variety of digital resources and media;

b) Communicate information and ideas effectively to multiple audiences using a variety of digital resources and media;

c) Develop a global understanding of the use of technology to promote learning;

d) Contribute to producing original works or solve problems.

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."

Springs School will continue to provide professional development to ensure administrators, teachers and staff can employ the technology purchased with funds from the Smart Schools Bond Act to enhance instruction in all classroom and/or programs. Springs School staff participates in many training opportunities already which will continue as the technology in classrooms expands. Our vision of the future is to improve student learning through the use of technology and meaningful engagement for students and staff.

Through the pilot program in grade 4, Springs School identified that Chromebooks were the device that most closely met the needs of teachers and students, the education goals of the district, and were the most cost-effective for a district on a budget. Chromebooks also promoted more "active learning" in the classroom. Our professional development will continue to focus on the integration of this type of tool.

Teachers at the K-8 level received either half day or full day trainings throughout the year as grade-level groups on the use of Chromebooks and Google Classroom features by our Library Media Specialist who is the co-administrator of the Google domain and provided immediate support. The Library-Media Specialist teacher is also Google Classroom certified. In addition, teachers in grade 4 received ongoing Google Classroom support from our IT department as well as our Library-Media Specialist. Workshops were focused on, but not limited to the following features:

1. Classroom launch- designed to assist teachers create, collect and share assignments paperlessly with students and other staff members, including the ability to automatically make a copy of a Google document for each student;
2. Export grades;
3. Streamline teacher controls in order to set permissions for student posts;
4. Create Google share groups;
5. Upload math textbooks and interactive workbooks so students can access from Chromebooks;
6. Provide ability for students to take assessments in reading and math on-line;
7. Provide teachers with access on how to create multiple drives;
8. Archive student work;
9. Post feedback to student writing and provide grades.Our focus with on-going professional development is to continue to emphasize a culture of building capacity within the organization by having our technology, academic departments and classroom teachers who have worked with Google and Chromebooks in a one to one program assist in leading professional development for all staff, teachers, and administrators, which is crucial for keeping up with the latest technologies and ensuring all members of the organization are accountable. We work with our IT personnel on the planning and implementation process.We understand that Smart Schools Bond funds **may not** be used for professional development.

Finally, Springs UFSD has contacted the Teacher Preparation Program at Stony Brook University, to request information on innovative uses and best practices at the intersection of technology education. Through the department, the school has learned that in conjunction with the Peconic Teacher Center at Southampton UFSD, graduate level courses and programs will continue to be offered in utilizing technology in a blended classroom. A contingent of Springs School teachers is already part of the cohort and teaching in the grades that have one to one programs.

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	20,000
Computer Servers	0
Desktop Computers	0
Laptop Computers	105,874
Tablet Computers	11,000
Other Costs	0
Totals:	136,874.00

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 Projection Systems	20	1,000	20,000
Laptop Computers	Google Chromebooks	264	401	105,872
Tablet Computers	iPads	17	647	10,999

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.**

N/A

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.

N/A

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.**

N/A

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
N/A

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	0
Enhance/Modernize Educational Facilities	0
Other Costs	0
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)	N/A	(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.

N/A

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
N/A

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.

N/A

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	0
Enhance/Modernize Existing Instructional Space	0
Other Costs	0
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)	N/A	(No Response)	(No Response)	(No Response)

Smart Schools Investment Plan -

High-Tech Security Features

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

N/A

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
N/A

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
N/A	(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)	0
Electronic Security System	0
Entry Control System	0
Approved Door Hardening Project	0
Other Costs	0
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)