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Institution ID

800000038420

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

Christopher Ruberti

1B. **Please enter their phone number for follow up questions.**

356-8210

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

rubertich@mohonasen.org

2. **Please indicate below whether this is the first submission, a new or supplemental submission or an amended submission of an approved 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

4B. **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.

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☑ 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.

5B. 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.

Smart Schools Investment Plan - Adopted 1-11-16.pdf

5C. Enter the webpage address where the final Smart Schools Investment Plan is posted. The Plan should remain posted for the life of the included projects.

(No Response)

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.

3,400

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

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

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

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

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

(No Response)

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

$1,737,958

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.

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	Sub-Allocations
School Connectivity	36,000
Connectivity Projects for Communities	0
Classroom Technology	905,000
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	427,000
Totals:	**1,368,000**

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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.

We currently have the infrastructure to attain this minimum speed. Although we have the infrastructure to do this, we have not yet had the need. **We receive our internet connectivity through NERIC and are currently at 60 Mbps for 2,950 students**. They allow us to "burst" as high as we need, but we have never gone over 150 Mbps and are currently evaluating what our need will be for next year. **We will not be using Smart School funds for this as it is a NERIC service, but we have budgeted the necessary $30,000 to meet the need for 300 Mbps when it is deemed necessary.**

1B. 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	2,950	295,000	295	60	300	09/01/2016

3. Describe how you intend to use Smart Schools Bond Act funds for high-speed broadband and/or wireless connectivity projects in school buildings.

This money will be used for wireless access points only, as the wiring is already there.

4. Describe the linkage between the district's District Instructional Technology Plan and the proposed projects.

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(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?)

The proposed expenditures for connectivity through Smart Schools is to add new wireless access points to areas of the district that were not part of the last wireless upgrade. Although the number of access points is relatively minimal, this will complete the district wide upgrade of the system. The cabling has already been done, so the access points will simply need to be attached and mounted to the existing structure. By completing the district wide upgrade of the system, the district will begin to focus on introducing devices within the classrooms and all goals from our Instructional Technology Plan listed below:

We believe that significant and continuing improvement in student achievement requires a major paradigm shift, creating a new classroom teaching and learning model. Simply adding technology to the classroom isn't the solution. The teacher's role must change to that of a facilitator, mentor, and manager of instruction. Students become active participants in learner-centered, collaborative, project-based learning situations and are taught to acquire and apply critical thinking, creativity, communication and collaboration skills.

To this end, the district has undertaken the training of faculty, staff and administration in how to use technology to enhance and extend student learning. We have begun training those in our school community in these four levels of student engagement represented by the *SAMR* model in order to systematically integrate and gauge how computer technology impacts teaching and learning. The last two levels of the *SAMR* model, modification and redefinition, are the types of instructional activities which have been shown to improve student achievement. These levels also correspond to the application and synthesis levels of Bloom's Taxonomy of Cognitive Thinking.

The district has also offered and will continue to offer, technology enrichment opportunities for students and parents. We will also continue offering professional development workshops and opportunities for educators to take part in. In this manner, we will be rounding out our approach that technology is part of everyone's life, and is blended into how education is delivered.

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.

We have recently upgraded our wireless network. We have a minimum of 1 wireless access point per classroom and more than one in larger spaces. The network has been tested to insure coverage is acceptable.

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
53-05-15-06-7-999-SB1

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?

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Yes

7B. 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
Greg Klokiw	258631

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	36,000
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:	**36,000**

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
Network/Access Costs	wireless access points	30	1,200	36,000

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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.

We currently have the infrastructure to attain this minimum speed. Although we have the infrastructure to do this, we have not yet had the need. We receive our internet connectivity through NERIC and are currently at 60 Mbps for 2,950 students. They allow us to "burst" as high as we need, but we have never gone over 150 Mbps and are currently evaluating what our need will be for next year. We will not be using Smart School funds for this as it is a NERIC service, but we have budgeted the necessary $30,000 to meet the need for 300 Mbps when it is deemed necessary.

1B. **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	2,950	295,000	295	60	300	09/01/2016

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.

We have recently upgraded our wireless network. We have a minimum of 1 wireless access point per classroom and more than one in larger spaces. The network has been tested to insure coverage is acceptable.

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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.**

All devices listed will be similar to what we already have on our existing sytem. This should make compatability a non-issue.
The devices will be interactive projectors, desktop computers, laptop computers (including chromebooks) and Ipads. We plan to expand on the current allotment as outlined in our plan in order to increase use in instructional practices.
NEW 6-10-16
We are still exploring video broadcast systems that will seamlessly inegrate with TimeWarner Cable. Since we have not definitively determined a system we will be removing this item from our SSIP Plan at this point.

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?"

NEW 4-13-16

Teachers throughout the Mohonasen central school district have started to use various end user devices to enhance and differentiate their instruction. For example, in the elementary schools where ipad use is more prevalent, particularly in the K-2 classrooms, teachers are using them to work with students in small groups, targeting specific skills that those individuals can work on either in pairs or individually. They are able to use different apps to work on early literacy skills, including but not limited to listening, letter formation and recognition and reading. The devices are also used to track their progress and even communicate this with parents with ease. These small or individual groups are used to build upon each student's foundational skills. The teacher is able to use more small groupings and work with each individual or group, and easily track and monitor progress, and give immediate feedback.

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Additionally, throughout the district (including K-2), end user devices such as ipads, tablets and chromebooks have all been deployed into classrooms so that students are able to electronically, and in real time collaborate on written assignments, presentations, and receive immediate feedback. Different aspects of Google Apps for Education are being utilized, depending on the assignment and content area. For example, students are learning how to, participate in online editing or revision groups, create presentations, communicate with groups of students around the world, turn in assignments electronically and create projects with software that wasn't previously available. Through additional applications, student/teacher communication can be instantaneous (for example, Google classroom) and parent access is on demand as well.

With the move toward enabling interactive capabilities in all classrooms K-12, students are able to become more actively engaged, in a variety of ways, including but not limited to: through new and improved ways to learn vocabulary set to visual imagery and music/rhythm, accessing information and making it come alive, creating and showing examples in 3-D or through students manipulating images on the screen, performing "virtual" lab dissections or participating in virtual field experiences. These are just some examples of how the technology indicated in the Smart Schools plan is being used to create 21st century learning environments and opportunities for teachers and students. It is also helping provide easier access for parents, in order to stay connected and involved in his or her child's education.

Prior to 4-13-16

The district's technology plan addresses the needs of students of students with disabilities to ensure equitable access to instruction, materials, and assessments by continually reviewing academic demands and expectations across each student's curricular expectations to be sure that students are given the tools they need to succeed in their academic careers. Through coordination of student needs with staff in the pupil personnel and integrated technology offices, assistive technology devices and supports are defined in the IEP or 504 plan and then delivered to the student over the course of the school year. Ongoing assessment allows for modifications to assistive technology plans, when indicated. An assistive technology coordinator works to ensure that all student needs are met according to their IEPs by meeting with teachers and students, reviewing academic progress, searching for newer technologies and evaluating the appropriateness of existing technologies that may aid all students. Training is provided to appropriate staff so that a student's AT device and service may be provided to maximize the opportunity for student success.

Approximately 21% of the total number of students with disabilities in district are provided with assistive technology as documented on their Individualized Education Programs (IEPs)Examples of assistive technology devices:iPads, laptops, augmentative communication devices, interactive projectors, personal and field sound systems.

Additionally, although Mohonasen's ELL population is fairly small, representing approximately 1.5% of the entire student population in the district, ELL students have equal access to the devices used by all students and teachers, which is inclusive of a variety of end user devices. In particular, moblie devices for ELL students, such as chromebooks and ipads, are used to access a variety of other instructional technology resources, including but not limited to: translation software, grammar and pronunciation websites, a variety of text to speech, speech to text, audio-books and other language-based software applications, and visual/graphic reinforcement of content/media. Students have access to these devices outside of classroom time as well as within the classroom walls, which is critical to encouraging ongoing language acquisition for these new language learners.

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.

Teachers have been receiving training toward developing a variety of home/school communications media in order to maximize

communication. For example, they have been trained in creating a maintaining an up to date website using Googlesites, and have become familiar with many of the application tools available within Google Apps for Education. With the purchases of mobile devices (for example chromebooks and ipads) within our Smart Schools Investment Plan, teachers will be able to more readily communicate and update information pertinent to students, and parents regarding school assignments and activities. Additionally, the new Center For Advanced Technology hardware purchases and video streaming and broadcast capabilities will allow the district to broadcast to the larger community audience, even when people aren t physically on site.

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."

As part of the district s Technology Plan, faculty and staff are receiving ongoing and technology training for use within the classroom in order to improve student achievement. In addition, the training addresses organizational and clerical aspects of educators their professions in order to become most efficient and effective. Training in how to organize and make data available to educators is also occurring, and blends these two aspects of educators daily responsibilities. The varied topics described in the professional development portion of our technology plans was strategically created to span the course of four years and addresses a variety of levels of proficiency, ranging from beginners to advanced skills in using technology to successfully enhance instruction.

Topics covered will include:

Topic	**Audience**	**Methods of Delivery**
Google Apps for Education (many aspects of GAFE including but not limited to gmail, calendar, collaborative uses of GAFE for curriculum development and assessment)	K-12 Faculty & Staff, support staff	Research, analysis of student work, collegial workshops, blended learning, conferences Workshops, blended learning, conferences, reflection
Google Classroom & Beyond	K-12 Faculty & Staff	
Learning Tools for the 21st Century	K-12 Faculty & Staff	Workshops, blended learning, conferences
Instructional Technology Applications for all students SAMR model:	K-12 Faculty & Staff	Workshops, blended learning, conferences
Flipped Classroom Technology	K-12 Faculty & Staff	Workshops, blended learning, conferences
Tablet & Mobile Device applications in the classroom	K-12 Faculty & Staff	Workshops, blended learning, conferences, research and reflection
Assessment and Technology: various tools and techniques to get and give feedback on student learning	K-12 Faculty & Staff	Workshops, research, analysis of student work, collegial workshops, blended learning, conferences
Googlesites Development	K-12 Faculty & Staff	Workshops

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Learning Management Systems	K-12 Faculty & Staff, support staff	Research, Workshops, blended learning, conferences
Analyzing student data: what are we looking at, when and why	K-12 Faculty & Staff	Research, reflection, analysis of student work, collegial workshops
How to analyze, catalog & access student assessment data	K-12 Faculty & Staff, support staff	Research, analysis of student work, collegial workshops, blended learning, conferences
Differentiating instruction for all students (using technology as a resource to do so)	K-12 Faculty & Staff	Research, workshops, reflection, analysis of student work, collegial workshops,
Arrays of Assessments: what's quality: online, authentic and performance, standardized	K-12 Faculty & Staff	Research, workshops, reflection, analysis of student work, collegial workshops,
Software reviews	K-12 Faculty & Staff	Blended learning, conferences, collegial workshops, reflection
Increasing communication opportunities with technology	K-12 Faculty & Staff, support staff	Research, workshops, reflection, analysis of student work, collegial workshops,
Using technology to assess and evaluate managerial & operational systems	Support Staff	Workshops, research

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.

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

(No Response)

9C. Enter the primary Institution phone number.

(No Response)

9D. 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.

(No Response)

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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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	210,000
Computer Servers	(No Response)
Desktop Computers	50,000
Laptop Computers	532,000
Tablet Computers	50,000
Other Costs	63,000
Totals:	**905,000**

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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.

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 595 WI	105	2,000	210,000
Desktop Computers	HP Elite Desk 800	100	500	50,000
Laptop Computers	HP Probook 640	100	700	70,000
Laptop Computers	Chromebook HP	1,200	385	462,000
Tablet Computers	IPAD	100	500	50,000
Other Costs	Flat Screen Displays	10	1,500	15,000
Other Costs	Charging/Storage Carts for Chromebooks - 30 per cart	40	1,200	48,000

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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.

Our high tech security implementation includes the expansion of our district wide video surveillance system (purchasing cameras only), the upgrade of our district phone system which will integrate our emergency communication system. The Phone system will be an VOIP (voiec over IP) Cisco sytsem that connects to our current infrastructure. It will also have a product called Informacast built in. Informacast is a universal messaging system which sends alerts to all district phones, computers, laptops, cell phones, digital signage, etc to alert people of an emergency. Emergencies could include lockdowns or other threats against the school, but it also is connected to the weather service to alert to the district to weather related risks.

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
53-05-15-06-7-999-SB1

3. Was your project deemed eligible for streamlined Review?

☑ Yes
☐ No

3B. Districts with streamlined projects must 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.

☑ By checking this box, you certify that the district has reviewed all installations with a licensed architect or engineer of record.

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

Name	License Number
Greg Klokiw	258631

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	427,000
Entry Control System	(No Response)

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	Sub-Allocation
Approved Door Hardening Project	(No Response)
Other Costs	(No Response)
Totals:	**427,000**

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.

Select the allowable expenditure type. Repeat to add another item under each type.	Item to be purchased	Quantity	Cost per Item	Total Cost
Electronic Security System	Cameras-Outside Pelco, IP, PTZ - price includes installation	5.00	2,000	10,000
Electronic Security System	Camera Interior - Pelco, IP, PTZ - price includes installation	20.00	1,500	30,000
Electronic Security System	VOIP Handsets	645.00	600	387,000
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)