

SPACKENKILL UFSD

Smart Schools Investment Plan -

SSIP Overview

Status Date: 08/14/2015 00:51 PM

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

Lori Mulford

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

845 463-7800

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

lori.mulford@sufsdny.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 (Checked)

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 (Checked)

Teachers (Checked)

Students (Checked)

Community members (Checked)

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

Yes

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. (Checked)

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. (Checked)

The school board conducted a hearing that enabled stakeholders to respond to the preliminary plan. This hearing may have occurred as part of a normal Board meeting, but adequate notice of the event must have been provided through local media and the district website for at least two weeks prior to the meeting. (Checked)

- 5a. **Please upload the proposed plan that was posted on the district's website.**

(No Response)

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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.

350

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.

(No Response)

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. Please enter your district's Total Allocation of Smart Schools Bond Act funds. This amount is available at: <http://programs.governor.ny.gov/smart-schools-ny>. A complete listing of all district allocations is available on the SSBA website.

752800

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	110,000
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
Totals:	110,000.00

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

(No Response)

- 2. Briefly describe the linkage between the district's District Instructional Technology Plan and the proposed projects. (There should be a link between your response to this question and your response to Question 1 in Part E. Curriculum and Instruction "What are the district's plans to use digital connectivity and technology to improve teaching and learning?")

(No Response)

- 3. To ensure that districts maximize the return on their investment in education technology and devices, Smart Schools Bond Act funds used for technology infrastructure investments must increase the number of school buildings that meet or exceed the Federal Communications Commission minimum speed standard of 100 Mbps per 1,000 students.

Please describe how you will ensure that your district meets this standard.

(No Response)



- 3a. 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.

(No Response)

- 4. If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust Wi-Fi network in place that has sufficient bandwidth to meet user demand.

Please describe how you have quantified this demand and how you plan to meet this demand.

(No Response)

- 5. As indicated on Page 5 of the guidance, the Office of Facilities Planning will have to conduct a preliminary review of all capital projects, including connectivity projects.

Project Number
(No Response)

- 6. 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?

- 6a. 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.

(No Response)

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

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School Connectivity

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Name	License Number
(No Response)	(No Response)

8. **If you are submitting an allocation for this category that you**
Note that the calculated Total Allocation for this category that you
entered in the SSIP Overview



	Allocation
Network/Access Costs	(No Response)
Outside Plant Costs	(No Response)
School Internal Connections and Components	(No Response)
Professional Services	(No Response)
Testing	(No Response)
Other Upfront Costs	(No Response)
Other Costs	(No Response)
Totals:	

9. **Please specify what is included under Other Costs above.**

(No Response)

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Smart Schools Investment Plan -

Community Connectivity (Broadband and Wireless)

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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 project (building and related permits) codes and regulations

(No Response)

This page is
Not Required

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. Please specify what is included under Other Costs above.

(No Response)

- 1. As a precondition to any purchase of devices using a Smart Schools allocation, a district must increase the number of school buildings that meet or exceed the Federal Communications Commission minimum speed standard of 100 Mbps per 1,000 students.**

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

We currently exceed the FCC minimum speed and have a 200MB connection for approximately 1,600 students from our provider and between all of our four buildings.

- 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.**

(No Response)

- 2. 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 spent the last few years installing wireless access points in all of our classrooms in anticipation of the growing use of wireless devices. We currently have the coverage and bandwidth to support a class full of devices in each room.

- 3. 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. (Checked)

- 4. Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems.**

We are a Google Apps for Education district. We are planning on purchasing Dell Chromebooks for each of our students in our middle school (grades 6-8). The Chromebooks work seamlessly with Google Apps for Education.

5. 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?")

Differentiated Instruction:

Technology allows for differentiated instruction in that teachers are able to create learning activities that are individualized for each child. For example, students in grades K-8 participate in NWEA MAP testing. Based on how the students perform on their MAP, individualized learning paths are created for each student. Students are then able to work individually or in small groups on instructional activities at their instructional level.

Teachers are able to assess student understanding of content by asking them to create instructional videos, answer questions electronically, engage in a blog conversations, and create avatars depicting characters in literature, for example.

Expand Student Learning Inside and Outside the Classroom:

Technology provides a gateway to the outside the school and classroom environments. Unit and lesson plans can include making connections with students around the world. Technology allows for the ability to travel anywhere in the world within the four walls in the classroom. Students are not able to not only write to students in schools around the world, but also interact with them via Facetime or Skype. Learning has moved from reading and writing to communication that takes many forms.

Benefit students with disabilities and English language learners:

Technology benefits all students in so many ways. For English language learners, technology allows for translation of their native language into English. Software such as reading and writing remedial programs allow for students to work at their own pace and at academically and developmentally appropriate levels.

Contribute to the reduction of other learning gaps that have been identified within the district:

Learning gaps that exist within the district fall between classified and nonclassified students. There are two schools within the district identified as schools in need of Local Assistance Plans (LAP). For students with writing, reading, and math deficits, technology is used as a supplemental tool to help students close their academic gaps. For example, graphic organizer software allows for students to brainstorm and organize their ideas for writing assignments. Websites such as the Kahn Academy allow for students to learn math from an on-line visual tutorial.

All students with disabilities have equal access to the curricula in all four of our school buildings (K-2), (3-5), (6-8), and (9-12). Assistive technology tools such as hardware, software, web-based instructional programs and apps are used to help students communicate, express their thoughts and opinions, and help compensate for written expression weaknesses. For our students with visual and hearing impairments, technology is being used to ensure that they are accessing the curricula in meaningful ways, just as their non-disabled peers. For example, students were reading Braille via an iPad. For students with hearing impairments, visual schedules are being developed via apps on iPads and Chromebooks.

When developing Individualized Education Programs (IEPs) and section 504 plans for students with disabilities, each student's present level of performance (PLOP) is developed. As a result of the PLOP, individualized goals are developed. In order for students to attain their goals, assistive technology devices, tools, etc. are recommended and implemented, regardless of the environment (inclusion or self-contained).

As indicated, assistive technology tools are used to help all students obtain a free and appropriate public education and have equal access to the curricula. In order for all students to access the curricula, the Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) recommends the appropriate assistive technology, whether it be assistive technology services, hardware, and/or software. There are two nonpublic schools located within the district and the district is responsible for providing the appropriate assistive technology services, hardware, and/or software for those students in attendance in those two schools. The representatives in the two nonpublic schools communicate regularly with the district and the assistive technology needs of those students are met. For students who require an assistive technology evaluation, the district contracts with BOCES and/or considers an independent evaluator.

6. 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.

Our 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 district will communicate the 1:1 Chromebook initiative with parents via informational sessions. Communication and a partnership with parents is essential for the success of any technology program. Although the district doesn't currently offer a technology based distance learning program, the devices will enable us to do this in the future.

- 7. 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."

All technology-based professional development will be on-going without a foreseeable end date. Depending upon the needs of the district, professional development is either delivered by in-district experts or outside consultants. The district hopes to hire a technology integrator beginning in the 2015-2016 school year.
Google Apps (everyone, in-house training). As a Google school district, we are selecting professional development topics that are most beneficial for students and teachers. For example, Google docs as it appears to be the most commonly used app. Compass (everyone, in-district training). NWEA (K-8 teachers, in-district training). Castle Learning - K-12, outside provider). Assistive Technology Hardware and Software (technology integrator). Parent Portal (K-12, in-district training). Atlas Curriculum Mapping (K-12, webinar). IEP Direct (K-12, in-district training). Teachers are receiving ongoing training regarding the usage of IEP Direct. RTIM (K-12, in-district training). Ipad usage (K-2, in-person). Integrating Technology into Classrooms (K-12, in-person). eSchool Student Management System (K-12, in-person)

- 8. 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. (Checked)

- 9. The Smart Schools Bond Act provides that any district hardware 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. Accordingly, a district Smart Schools Investment Plan that 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

- 9a. All students attending nonpublic schools in your District are eligible to receive loans of classroom technology equal on a per pupil basis to the per pupil amounts spent on classroom technology for public school students (up to \$250/pupil.)
See:
http://www.p12.nysed.gov/mgtserv/smart_schools/docs/Smart_Schools_Bond_Act_Guidance_04.27.15_Final.pdf.

Describe your plan to loan purchased hardware to nonpublic schools within your district. The plan should use your district's budget for classroom devices to calculate the nonpublic student loan amount, within the framework of the guidance.

The two non-public schools within our district were contacted. Neither of them were aware for this bond act and were not prepared to provide a list of equipment they would like to use. The district informed them that it is not spending all the funds this school year. They are aware that they will have opportunities each spring to request equipment up to the \$250 limit provided for in the Bond act. The district will adopt a resolution specifying that the annual date for requests of technology be received by the district by April 1st of each year of the program. Both non-public schools plan to make requests before the next deadline in the spring.

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Classroom Learning Technology

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- 9b. 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. (Checked)

- 10. 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. (Checked)

- 11. 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. (Checked)

- 12. 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	(No Response)
Computer Servers	(No Response)
Desktop Computers	(No Response)
Laptop Computers	110,000
Tablet Computers	(No Response)
Other Costs	(No Response)
Totals:	110,000.00

- 13. Please specify what is included under Other Costs above.**

(No Response)

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Smart Schools Investment Plan -

Pre-Kindergarten Classrooms

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

(No Response)

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

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

(No Response)

3. Smart Schools Bond Act funds that will be used for additional pre-kindergarten classrooms. Describe the type and amount of (personnel, supplies) associated with any additional pre-kindergarten classrooms.



(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. Please specify what is included under Other Costs above.

(No Response)

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Smart Schools Investment Plan -

Replace/Modernize Transportable Classrooms

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

(No Response)

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

Project Number

(No Response)

This page is
Not Required

3. For large projects that s... r 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. Please specify what is included under Other Costs above.

(No Response)

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Smart Schools Investment Plan -

High-Tech Security Features

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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.

(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)

This page is
Not Required

3. Was your project deemed eligible?

- 3a. 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.

(No Response)

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)
Main Entrance Electronic Security System (Streamlined Review)	(No Response)
Main Entrance Entry Control System (Streamlined Review)	(No Response)
Approved Door Hardening Project (Streamlined Review)	(No Response)
Other Costs	(No Response)
Totals:	

6. Please specify what is included under Other Costs above.

(No Response)