

Smart Schools Investment Plan - 2016-17 Version (Original) - Longwood CSD Phase 3 Classroom Technology

SSIP Overview

Institution ID

800000037570

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

Pierre Gay

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

6313452900

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

pierre.gay@longwoodcsd.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.

Supplemental submission

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

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

☒ District Educational Technology Plan Submitted to SED and Approved

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

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

☒ Parents

☒ Teachers

☒ Students

☒ Community members

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

☐ Yes

☐ No

☒ N/A

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

☒ The district developed and the school board approved a preliminary Smart Schools Investment Plan.

☒ The preliminary plan was posted on the district website for at least 30 days. The district included an address to which any written comments on the plan should be sent.

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

☒ The district prepared a final plan for school board approval and such plan has been approved by the school board.

☒ The final proposed plan that has been submitted has been posted on the district's website.

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## SSIP Overview

- 5a. Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website, along with any supporting materials. Note that this should be different than your recently submitted Educational Technology Survey. The Final SSIP, as approved by the School Board, should also be posted on the website and remain there during the course of the projects contained therein.

SSBAPhase3.pdf

- 5b. 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.

<https://tinyurl.com/y6a6wovs>

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.

9,317

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:

\$7,772,337

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	770,925
Pre-Kindergarten Classrooms	0
Replace Transportable Classrooms	0
High-Tech Security Features	0
<b>Totals:</b>	<b>770,925</b>

## Smart Schools Investment Plan - Revised - Longwood CSD Phase 3 Classroom Technology

## Classroom Learning Technology

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.

Longwood Central School District has met the required bandwidth of 1000 Mb on July 1, 2019.

- 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). If the district currently meets the required speed, enter "Currently Met" in the last box: Expected Date When Required Speed Will be Met.

	Number of Students	Required Speed in Mbps	Current Speed in Mbps	Expected Speed to be Attained Within 12 Months	Expected Date When Required Speed Will be Met
Calculated Speed	9,317	931.70	1000	2000	Currently Met

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.

In the summer of 2018, the district built a robust district-wide wireless infrastructure. As a result, wireless connectivity is available to all staff and students. In planning for this project, we consulted our stakeholders (staff, students and community). The wireless infrastructure is able to handle a 3:1 ratio of devices to users.

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.

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**Classroom Learning Technology**

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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.**

Our proposal is to purchase Chromebooks, Apple desktop computers, 3D printers, and interactive televisions.

The Chromebooks will connect wirelessly to our new wireless infrastructure, which was built during the summer of 2018. The district's network operating center and network closets have adequate HVAC capacity to support the operation of the network hardware.

The Apple desktop computers will be replacing outdated computers in an existing computer laboratory. The laboratory's existing infrastructure of electricity and data drops is adequate to handle the operation of the computers.

The 3D printers will be used to support our Arts and technology education programs. These printers will be installed in rooms that have adequate electrical outlets and data drops.

The interactive televisions will be used to support our physical education programs. They will be installed on mobile stands. The mobility will allow the interactive televisions to be used in areas of the gymnasium that have electrical outlets. The interactive televisions will connect through our wireless infrastructure to access internet-based educational resources.

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6. Describe how the proposed technology purchases will:
- > enhance differentiated instruction;
  - > expand student learning inside and outside the classroom;
  - > benefit students with disabilities and English language learners; and
  - > contribute to the reduction of other learning gaps that have been identified within the district.

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

The district's proposal to purchase Chromebooks, Apple desktop computers, 3D printers, and interactive televisions supports differentiated instruction; expand student learning inside and outside of the classroom; benefits students with disabilities, English Language Learners and help to close the learning gaps.

**Proposal to purchase Chromebooks**

Our overarching goal is to provide one to one technology to our students in grades 5-12. The students will be using their Chromebooks both in-school and at home. To achieve this goal, our plan is to begin by issuing Chromebooks to all of our 5th and 9th graders and to continue in subsequent years to use those grades as entry points for distributing Chromebooks to students. The students will keep the Chromebooks for four years as they advance in the higher grades.

The take-home model will help to expand students' learning outside of the classroom. Students will be able to access many G Suite apps such as Google Docs, Google Sheets, Google Slides, and Google Forms to conduct research, and publish their work. A major advantage to using G Suite is a feature that allows users to work offline. This feature will help our students who might not have access to the internet at home.

The Chromebooks will be vital to our students that are absent from school. They will be able to obtain class materials immediately. Through the use of Google Classroom, teachers can be in contact with students and parents providing them with timely progress reports allowing for targeted support to help students.

Our students with disabilities will be able to use G Suite, apps and extensions to support their learning. Many of these apps and extensions such as text to speech, speech to text, and enlarged text, meet the requirements for students who require assistive technologies outlined in their Individual Education Plans. Additionally, Read and Write for Google provides word processing support tools to assist students with reading, writing and comprehension skills. Word prediction is another feature which prompts students who struggle with writing to use proper spelling, grammar, and vocabulary.

The District subscribes to Raz-Plus, a web-based program for English Language Learners. The program contains Leveled Reader Packs, Content Picture Packs, Language Skill Packs, and Vocabulary Packs and Assessments. The use of the Chromebooks will help our ELL's to access Raz-Plus and other applications such as Google Translator.

Our English language learners will use Google Translator to help them translate important texts and to look up unknown words. They will also have access to educational video resources which will help them to understand difficult learning concepts.

Greater access to research-based technology resources will help our students make measurable academic gains. The table below shows the programs that the district uses to support our students' individualized learning and having the Chromebooks will give them greater access and more time-on-task with these programs.

Programs	Grade Level and population	Rationale
Aleks	High school mathematics	Helping to prepare students for college-level mathematics.
Career and Technical Education	9-12	Students learn about Computer Aided Design using Chief Architect.
Edmentum	9-12	Students have access to review the contents in the subject areas that they need to understand which will help to close the learning gaps.
Fitness Gram	5-12 Health and Physical Education	Assesses students' health-related fitness and provides personalized reports to students and parents.

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## Classroom Learning Technology

G Suite	K-12	Integrate technology into the curriculum with a focus on using tools such as Google Read and Write and Google Translate to support our students with disabilities and English language learners.
i-Ready	K-8	Assesses students and provides an individualized learning path at the students' instructional level in English language arts and mathematics.
Naviance	7-12	Provides the students with tools to prepare for college and career.
Raz-Plus	K-8	Provides English language learners with literacy resources at their instructional levels.
Read-180	Students with disabilities	Supporting students' Individual Education Plan (IEP).
STEM- Science Technology Engineering and Mathematics	Working towards implementing coding in the science curriculum	Students having access to learn to code using age and grade appropriate programs such as Scratch.

### Proposal to purchase 3D printers

The district's proposal to purchase 3D printers will help to support differentiated instruction by allowing students to research and create projects of their interests especially for our students with disabilities and English Language Learners.

The 3D printers will allow students the ability to interact with projects as opposed to just viewing them on paper or computer screens. They can be essential to help the students to realize how designs interact with their environment.

3D Printers will be used in elementary art classes and advanced classes on the secondary level. Students will have the opportunity to explore form vs. function (process vs. product) as they design a product that serves a purpose. Students will have the opportunity for immediate feedback on an art project without having to wait for models to be adapted or modified. Changes can be printed multiple times, allowing students to fully understand how they will affect something. Students will be able to use various materials and tones of colors to enhance the overall aesthetic giving them the freedom to create elaborate designs and intricate geometries that would normally be a challenge to the traditional building of models are better achieved. This enhances the design process so an artist can determine how elaborate their project can be.

In Technology Education, the 3D printers will help to introduce modules to prepare students for new and emerging technologies in career and college readiness such as Introduction to Computer Science and Design & Marketing. These modules will allow for students to explore various careers that will align with opportunities provided by the High School.

Students will be able to investigate career opportunities in new and emerging technologies and to see how careers utilize technologies such as 3D printers to advance their field.

### Proposal to purchase Apple computers

Apple desktop computers will be used in our high school. Many course electives in the Arts are available to our students. Apple computers offer a leading platform for industry standards for graphic design. Features such as colors and fonts, especially when going from screen and file to print are well designed. Our students will have the opportunity to take art courses using the Mac platform which will help to prepare them for college and career.

### Proposal to purchase interactive televisions

The interactive televisions will be used in the district's Junior High School and High School gyms. This technology will help the teachers to bring multimedia resources into the health and physical education curricula. Videos can be used for skills demonstration, demonstrate concepts and other relevant curriculum materials.

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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.**

The use of the Chromebooks by our teachers will help to expand ongoing communication with parents to support their students' learning. Our district's data in G Suite show that many of our teachers are creating thousands of files in Google classroom, an online learning platform, which allows them to assign work to students. Those students are completing, collaborating, working at their pace and submitting their work online. Teachers are reviewing their work, providing feedback and opportunities for students to expand their learning beyond the classroom. Google Classroom also allows parents to receive progress reports as well.

The Chromebooks will provide greater access to the high school students with the Naviance program. Naviance is an Internet-based college, and career readiness solution that helps students to learn about careers and college. Naviance also has a Family Connection module which provides parents with the tools to assist their child to prepare for college and career.

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8. Describe the district's plan to provide professional development to ensure that administrators, teachers and staff can employ the technology purchased to enhance instruction successfully.

**Note: This response should be aligned and expanded upon in accordance with your district's response to Question 1 of F. Professional Development of your Instructional Technology Plan: "Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience and method of delivery within your summary."**

The district is committed to providing and supporting quality professional development that is sustainable. A major strategy in our professional development plan is the building of internal expertise. Many of our faculty have volunteered to receive in-depth professional development allowing them to turnkey the training to their colleagues. Additionally, the district uses its Model School days with the Eastern Suffolk BOCES (Boards of Cooperative Educational Services) to deliver professional development to its technology coaches. Our technology coaches are teachers who have an additional duty to train administrators, teachers, and staff in their respective schools. Over the years, the district has seen an increase of teachers taking online courses in instructional technology and working towards their Google certification. The table below represents our professional development plan for our key stakeholders.

Audience	Needs	Topics	Method of delivery
<b>Administrators</b>	This current school year, our administrators were issued Chromebooks. Administrators need to be knowledgeable about the instructional technology tools that their teachers and students are using.	The topics will be in G Suite and Google classroom with a focus on technology that supports our students with disabilities and English language learners such as Google Read and Write and built-in accessibility features in the G Suite platform.	The district technology coaches and Eastern Suffolk BOCES Model Schools integration specialist will provide hands-on training. Administrators will have the opportunity to attend professional development that is offered through My Learning Plan.
<b>Teachers</b>	This current school year our teachers were issued Chromebooks. Many teachers need to be knowledgeable on the use of the Chromebooks, and how to identify Apps, and Extensions that can support their curriculum.	The topics will be in G Suite, Google Classroom, and subject-specific Apps, and Extensions with a focus in English Language Arts and mathematics. Other topics will focus on assessment tools such as Kahoot, Quizlet, and Google Forms.	The district technology coaches and Eastern Suffolk BOCES Model Schools integration specialist will provide hands-on training and coaching. Technology coaches will attend regional technology conferences.
<b>Staff</b>	Administrators rely on their clerical staff to support the daily operations of their schools and departments. Clerical staff must be versed in the tools that the administrators are using.	The topics will include Google Calendar, Google Forms, Google Docs, and Sheets.	Eastern Suffolk BOCES Model Schools integration specialist will provide hands-on training.

9. Districts must contact the SUNY/CUNY teacher preparation program that supplies the largest number of the district's new teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.

☒ By checking this box, you certify that you have contacted the SUNY/CUNY teacher preparation program that supplies the largest number of your new teachers to request advice on these issues.

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

Stony Brook University

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9b. Enter the primary Institution phone number.

631-632-7067

9c. Enter the name of the contact person with whom you consulted and/or will be collaborating with on innovative uses of technology and best practices.

Annette Shideler, EdD, Craig Markson EdD

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/mgt/serv/smart\\_schools/docs/Smart\\_Schools\\_Bond\\_Act\\_Guidance\\_04.27.15\\_Final.pdf](http://www.p12.nysed.gov/mgt/serv/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	0
Computer Servers	0
Desktop Computers	52,000

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	Sub-Allocation
Laptop Computers	427,735
Tablet Computers	0
Other Costs	291,190
<b>Totals:</b>	<b>770,925</b>

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](mailto: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
Laptop Computers	Chromebooks	1,535	251	385,285
Other Costs	Warranties/Accidental Damage - Chromebooks	1,535	86	132,010
Other Costs	White Glove Service - Chromebooks- Enrolls into management portal, upgrades operating system, asset tag	1,535	4	6,140
Other Costs	Google Admin. Console allows for the management of user accounts, Chromebooks, apps	1,535	24	36,840
Other Costs	Chromebook Cases	1,535	40	61,400
Desktop Computers	Apple iMac Computers	30	1,500	45,000
Other Costs	Warranty - Protection Plan - Apple Computers	30	300	9,000
Other Costs	Interactive Televisions	7	3,000	21,000
Other Costs	Smart Mounts for Interactive televisions	7	600	4,200
Desktop Computers	Computers for Interactive televisions	7	1,000	7,000
Other Costs	Warranties - Computers for interactive televisions	7	100	700
Other Costs	Sandwich/Mounting Kit for computers for interactive televisions	7	50	350
Other Costs	Wireless Keyboard/Mouse	7	50	350
Other Costs	3D Printers	4	2,750	11,000
Laptop Computers	Laptop Computers	30	1,415	42,450