A copy of the multi-year facilities plan and multi-year technology plan, as modified and updated each year and a summary of the actions taken during that year pursuant to such plans.
USP Section IX.C(1)(d)

Appendix 83

The last multi-year technology plan put together by the district (for the years 2011-2014) is included. The district does not have a multi-year facilities plan *per se*, but it does have the bond initiative, which has funded the majority of facilities improvements over the last nine years. More information on the bond initiative and activities can be found here: http://tusd1.org/contents/depart/efp/bond.asp Included below are the last three available bond yearly reports.

Note that the multi-year facilities plan called for in the USP is contingent on developing the Educational Suitability Score (ESS), and that is not due for completion until July 1, 2014. Thus a USP-related multi-year facilities plan will probably not be included until the 2014-15 Annual Report.

Tucson Unified School District

TUSD

INFORMATION TECHNOLOGY PLAN

SCHOOL YEARS *2011-2014*

Prepared By:

Strategic Technology Planning Council
John Gay, CIO and STPC Chairman

July 18, 2011

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TUSD

Executive Summary

The purpose of this Technology Plan document is two-fold. First, it communicates for Governing Board approval TUSD's required annual submission to the Arizona Department of Education into the Arizona LEA Tracking System (ALEAT). This information must be approved by public vote of the Governing Board prior to July 31, 2011 and is included in its ready for approval form as Appendix B. Second, this document provides the following important descriptions:

- New Technology Planning Process and Structure
- Overall Technology Strategy for 2011-12 and beyond
- Technology Initiatives and Programs begin considered for execution in 2011-12

In prior years, the only Technology Plan produced was the *Education Technology Plan*, which the ADE requires from each district within the state and which must be approved annually by each district's Governing Board. That plan was manually produced prior to the past school year and is now submitted online via the ALEAT system. It is part of a larger process that represents ADE's requirement to exercise due diligence over No Child Left Behind goals progress, distribution and use of Federal Title and Grant funds, districts officially in improvement, and the E-Rate program. Topics and format are set by the ALEAT system; the plan includes district identification and description information, a technology needs assessment, and high level goals and action steps. It also includes the current status of the Continuous Improvement Plan, again as specified in ALEAT.

In short, the ALEAT-based plan is important for many legitimate reasons, and meets certain key needs for TUSD. However, it is not sufficiently comprehensive, nor does it contain the detail necessary to make it *fully actionable*.

The TUSD Technology Plan – and this document specifically –represents a new and better approach to developing our technology strategies and initiatives. In it we describe TUSD's new Technology Planning Process and Structure. We have defined and implemented the Strategic Technology Planning Council – a group of principals and director level staff who have worked together and with the Cabinet to produce both the ALEAT submission (Appendix B), the 2011-14 technology strategy, and the document itself. In conjunction with the STPC we are in the process of defining a larger input and feedback group – the Technology Advisory Group. The TAG will consist of a broader representation of "feet on the ground" employees (teachers, school office personnel, blue collar staff, and other department staff), whose purpose is to provide feedback and input from the end user perspective. Finally, the Technology Oversight Committee is an important part of the review and revision process. Staff will coordinate the Technology Plan with the TOC on a recurring basis as it moves toward execution to help ensure both planning quality and process transparency.

The overall Technology Strategy and individual technology initiatives form the bulk of the plan. At this point in the process the strategy is documented and general descriptions of the initiatives are provided. The initiatives are at this point under consideration; between now (end of June) and October, they will be expanded to include specific scope and objectives, more detailed descriptions, estimated budgets, projected schedules, and execution process metrics.

Submission of this plan, including the attached ALEAT submission and approval by the Governing Board, represents Phase I of 2 in the overall plan development and approval process. Staff will present Phase 2 in October; this will be the fully actionable plan and will communicate staff's intent to proceed with implementation.

1   Introduction

1.1 Historical Perspective

For well over twenty years school districts nationwide have been acquiring and implementing Information Technology to support academic and operational needs. However, the requirement for districts to develop rigorous *technology plans* and to document, approve, and monitor execution of such plans did not begin to materialize as a systemic mandate until after the turn of the 21st century. While most districts had recognized the need for technology plans by then, three important realities ultimately resulted in national and state level mandates that every school district in the nation develop and maintain such a plan:

- *Poor Integration of Technologies*: Lack of sufficient planning and inadequate attention to quality of implementation led to districts acquiring a great deal of technology equipment and software that was underused, or in many cases not used at all. In short, districts did not address the need to *integrate* the technologies into instruction and learning activities or the administrative work of the staff and faculty. Lack of professional development was often – but not exclusively – one of the specific missing elements, but lack of planning in general was really the root cause.

- *The Federal E-Rate Program*: The Telecommunications Act of 1996 created the Universal Service Fund and what has become known as the E-Rate Program. Under the auspices of that law, the Federal Communications Commission is authorized to collect funds in the form of a surcharge paid by all consumers of commercial telecommunications services. Those funds are distributed to public schools and libraries across the nation in the form of discounts on telecommunications services and some equipment. Discounts are based on socio-economic levels, as measured almost exclusively by level of participation in the National School Lunch Program. For many districts, discounts can be substantial – as much as 90%.

   As the E-Rate Program evolved it became clear to the FCC (and the Universal Service Administrative Company (USAC) – the not-for-profit that administers E-Rate and other Universal Service Fund programs for the FCC) that a necessary aspect of their required due diligence is to ensure that districts are properly planning their telecommunications acquisitions and implementations. Thus, several years ago the FCC mandated that each district applying for E-Rate funds have a technology plan that is approved by an organization that is authorized to do so by the FCC. Over the years since then, most state departments of education have become the technology plan approval authority for districts within their states.

   USAC does issue guidance regarding what a "successful" tech plan should contain, and part of that guidance is intended to ensure that applicant districts are properly addressing the need to integrate the requested technology into instructional activities. Further, in order to be eligible for E-Rate discounts, requested telecommunications services and equipment *must* be provably deployed only to buildings for which the primary purpose is instruction of students.

   It is important to note, however, that the E-Rate tech plan requirement in reality addresses only those services and items that are E-Rate eligible. Conceptually, then, a tech plan that is valid for E-Rate purposes might not address non telecommunications items at all, such as end-user devices,

professional development, intelligent white boards, instructional software, administrative information systems, etc.

- *No Child Left Behind*: The No Child Left Behind Act (NCLB) of 2001 reauthorized the Elementary and Secondary Education Act. NCLB established aggressive student achievement goals and required states to develop plans, assessment vehicles, and other monitoring systems to ensure adequate progress toward meeting those goals. The Federal government also tied distribution of targeted funds authorized in Federal statutes (such as Title I, Title II, Title IX, etc.) to diligent execution and monitoring of district and school progress toward meeting NCLB goals.

  As a result many states – including Arizona – now require their districts to have approved plans for meeting not only NCLB goals, but additional goals set by the state's department of education. The Arizona Department of Education implemented a new online system one year ago called ALEAT – Arizona LEA Tracking system – that districts are to use to document their district plans and to monitor progress toward meeting plan milestones on an ongoing basis. While use of ALEAT is mandatory for programs funded through Federal funds, SIG grants, English Language Lerner programs, and Education Technology, ADE's intent is that districts should use ALEAT to document and manage district-wide plans in general.

  ALEAT requires a specific format for technology plan documentation. Further, given its focus on NCLB and other student achievement related goals, the format and required components focus almost entirely on *education technology*. The one area that goes beyond the academic boundary is infrastructure. While infrastructure obviously supports all aspects of a district's operations – academic and otherwise – the clear influence here is the need to have E-Rate approved technology plans.

  ADE's requirements for technology plans, as manifest in ALEAT, are very high level. They are focused on goals, objectives, and high level milestones and action steps. There is no requirement for detailed descriptions of technology initiatives, nor a requirement to provide specific budget estimates for initiatives. Therefore, without the district exercising its own diligence and going beyond ADE requirements, technology plans can be and often are not really actionable.

In previous years, TUSD had an Education Technology Department that developed the district's Technology Plan. That department worked with the Technology Services (TS) Department to ensure that the infrastructure components of the plan were in place and met E-Rate requirements, but beyond that the Tech Plan addressed only instructional needs and remained at the goal-focused high level required for approval by ADE. Each year a committee of teachers, curriculum specialists, principals, academic directors, etc. was formed to review and update the plan. While the committee brought forward many creative ideas, there was not a strong connection or validation between its work and district leadership. Further, since the committee was populated by different people each year, there was little plan continuity from year to year. The Ed Tech Department was responsible for coordinating Governing Board approval each year for the Tech Plan.

The Education Technology Department was abolished during the 2009-10 school year, but the responsibility for developing, maintaining, and coordinating Governing Board approval was not officially transferred to TS or any other department.

1.2 Moving Forward – New Planning Process and Structure

It is essential that TUSD develop and maintain a comprehensive, multi-year Technology Plan that meets the following criteria:

- Addresses *all* technology needs of the district – academic and operational/administrative
- Meets the Arizona Department of Education requirements for Technology Plans, as defined in the ALEAT system
- Addresses requirements of the Federal E-Rate Program
- Is fully aligned with the Superintendent's and Governing Board's goals and priorities
- Is sufficiently detailed as to be actionable
- Is open and transparent to the administration, the Governing Board, and the public

Meeting this objective requires a new technology planning process and structure. In March of 2011 the CIO developed a proposal for a new process and structure for consideration and approval by the Superintendent and Cabinet. The proposal was approved in April and contains the following key components:

- ✓ Establishment of a Strategic Technology Planning Council consisting of a representative selection of Building Principals (all levels), academic directors, and administrative/operational directors and coordinators.
- ✓ Subsequent establishment of a Technology Advisory Group consisting of a diverse selection of teachers, administrators, and operational staff. The TAG will be formed following the start of the 2011-12 school year.
- ✓ Development of an annual technology planning calendar aligned with the district's priority and budget development processes.
- ✓ Implementation of a process for creating, judging, approving, and monitoring execution of proposals for initiatives that constitute the actionable parts of the Technology Plan.
- ✓ Complete and recurring coordination with the Technology Oversight Committee.

The Strategic Technology Planning Council (STPC) was established and had its first meeting on 4/25/2011. STPC membership is listed in Appendix A of this document. The Council has met frequently since that date and thus far has accomplished the following:

- Developed the parts 1-5 (of 6) of the ALEAT Technology Plan required by ADE. This includes the important Needs Assessment (part 5).
- Assisted in updating part 6 – the Continuous Improvement Plan – of the ALEAT input.
- Developed the overall 2011-14 Technology Plan strategy, including the eight plan initiatives.
- Developed a proposed structure for the Technology Advisory Group.
- Established a draft schedule for completion of the Technology Plan document, including detailed initiative plans.

In addition to completing the 2011-14 Technology Plan document, the STPC will soon develop a proposal for the standard annual Technology Planning Process and Calendar. The process will be rolled out during this coming school year and will become an important foundation for addressing all the criteria listed at the beginning of this section.

1.3 Purpose

The purpose of this Technology Plan document is twofold. First, it communicates the six components of the 2011-14 TUSD Technology Plan, as required by the ADE for the ALEAT system. Collectively, these components comprise what must be approved by the Superintendent and the Governing Board and submitted to the ADE by July 31, 2011. Second, the document describes the overall strategy for the Technology Plan as well as the major technology initiatives being planned for the coming school year.

1.4 Scope

The intended scope of the TUSD Technology Plan includes all major technology initiatives/programs in support of academic and administrative/operational needs of the district. This includes *all* initiatives and programs regardless of funding sources.

During this first year of the new technology planning process and structure, however, TUSD leadership recognizes that a number of important technology programs and initiatives are already in progress. Implementation of the Lawson Enterprise Resource Planning System (ERP) is a very visible and important example. Part of the STPC's work during the coming school year is to evaluate and incorporate new and ongoing technology programs and initiatives so that when the plan is updated next year, all major technology investments are encompassed in the plan.

1.5 Governance and Approval

The only part of the Technology Plan that the Governing Board *must* approve by public vote is the six components that comprise the district's submission to the state's ALEAT system. This approval is planned to occur at the July 12th Regular Meeting of the Governing Board.

However, it is important to the integrity of the process that all components of the Technology Plan be developed and approved in a transparent fashion. To that end, the Technology Oversight Committee will be briefed on a recurring basis as details of the plan are developed. Further, in October of this year staff will present the completed Technology Plan, along with the plan initiatives and estimated budgets, to the Governing Board. While this step does not require a formal approval vote by the Board, it is important that Board members and members of the public are aware of and have the opportunity to comment on the plan in its entirety. Finally, in accordance with state law and procurement policy, each initiative that includes a contractual acquisition of products and/or services whose total value exceeds the appropriate thresholds will be brought to the Governing Board for formal approval prior to contract award.

2   Strategic Approach for 2011-2014

2.1 Alignment with TUSD Priorities

It is essential that TUSD's Technology Plan be aligned with the district's overall priorities and direction as stated by the Superintendent and Governing Board. With the recent change in Superintendent, a formal district plan or strategy document does not yet exist. However, in many recent meetings, as well as Governing Board meetings, three priorities for the coming school year and beyond have clearly emerged:

1. Improve Academic Achievement throughout the district
2. Implement the standard instructional model (EEI)
3. Focus on rebuilding the foundation and basic operating systems of the district

Further, the Superintendent and Cabinet have recently developed (not yet officially published) a set of four strategic focus areas. They are:

1. Excellence in Academic Achievement
2. Safety and Well-Being
3. Stewardship of the Taxpayers Funds
4. Quality Customer Service

While much additional work and detail is required around these priorities and strategic focus areas, they do serve as direction for development of the Technology Plan overall strategy and inclusion of specific initiatives. With this direction in mind, the STPC – along with participation by selected Cabinet members – developed the overall strategy defined in the following section.

2.2 Focus on Improving TUSD's Technology Foundation

It is clear from internal assessments and feedback from staff, faculty, and the community that the technology *foundation* throughout TUSD is in dire need of improvement. Technology foundation includes essential components and mechanisms such as the network and telecommunications infrastructure, end-user computers and associated devices (for staff, faculty, and students), servers that support mission-critical software applications, IT security, disaster recovery, and even office copiers. Many equipment items in these categories are well past their projected end of life and in some cases are no longer supported by the manufacturer. Further, as everyone is well aware, the *capacity* of the technology foundation to support even *current academic and operational needs* – let alone projected needs – is far below what is minimally required. Finally, another essential part of the foundation is the *technology skills and competencies* that employees bring to their work.

The STPC and TUSD executive leadership feels a strong sense of urgency regarding the need to provide our schools and departments with tools and capacity that are appropriate and necessary to 21st century learning and efficient operations. However, budget limits are well understood and appreciated, and district leadership understands the limited capacity of the district to implement and absorb multiple substantial projects and changes simultaneously. Therefore, the STPC and Cabinet's position is that for at least the coming school year and perhaps 2012-13 the appropriate strategy is to focus *primarily* on:

✓ Replacing aging infrastructure and other foundation technology equipment;

✓ Increasing the capacity of the technology foundation;

✓ Improving security, availability, sustainability, and recoverability;

✓ Assessing and improving technology skills and competencies.

While the strategy clearly focuses on the technology foundation, the STPC feels that it is important to provide tools to improve the ability of our schools and departments to *communicate effectively* with our students and the community. This ability directly supports Academic Achievement Excellence and good Customer Service. Therefore, along with the foundation initiatives, the strategy includes improvements to our ability to communicate via school, classroom, and department websites.

The specific initiatives and programs that are under consideration for implementation in 2011-12 and beyond are described in Section 3 – Initiatives for 2011-2014. The descriptions are currently fairly high level; as the STPC details the scope, specific objectives, schedules, and budgets for each over the next 3-4 months, the plan will be updated accordingly and will clearly spell out the results and impact we expect. Coordination with the Technology Oversight Committee will help to ensure both planning quality and process transparency.

Over the course of the 2011-12 school year and beyond, the STPC also will monitor execution of initiatives, increase the comprehensiveness of the plan, and modify it in accordance with overall district strategy as it evolves and becomes more defined.

3   Initiatives for 2011-2014

3.1 Network/Telecommunications Infrastructure Upgrade

3.1.1 Description of Need and Solution

Currently a large majority of the schools in the district do not have adequate network capacity to meet the demand. It can take minutes to log in, and some network applications barely run. In addition, during the past year, telecommunications problems (specifically telephones) across the district have increased substantially. School phones often don't call out, accept calls in or simply work as required.

This initiative consists of upgrades to the Wide Area Network, Local Area Networks, cabling of same, wireless, switches and other components that connect user devices and servers throughout the district, to the Internet, as well as the district telephone infrastructure. Also included are improvements to the communication closets and telecommunications and network security.

3.1.2 Scope

TUSD put forth an E-Rate request earlier this year to upgrade WAN capacity at 35 additional schools. It is assumed that the project will be fully funded. Last year the District upgraded the WAN capacity at 26 locations within the District. This request is coupled with prior year requests, for which we expect to receive funding sometime during the coming school year. The prior year requests include LAN upgrades for 38 schools and centers.

This new initiative encompasses all district sites, including the ones just completed. Last year's upgrades and the upgrades addressed for 2011-12 in the E-Rate request temporarily uncouple voice telecommunications from data. This new initiative will converge voice with data over a single infrastructure. Further, it is important to review all the network and telecommunication needs for now and the future for the entire district.

3.1.3 Objectives

TUSD will have a comprehensive, updated network and telecommunications system that meets the stated requirements of the district.

3.1.4 Strategy

The initiative will ultimately result in an RFP that will be released in November. Vendors will be asked to provide a capacity model for each of the sites and the district as a whole. They will also provide current industry standards and best practices to meet the district's network and telecommunication requirements. Funding for this initiative will cross multiple years and will come from the district's budget, E-Rate, and potentially Bond funds.

3.1.5 Research Activities

Vendors will be invited to a *Vendor Fair* within the next several weeks to participate in an open initial discussion, prior to an RFI. At this event, staff will present our current situation and some of the capabilities the district plans to provide in the future. They will be asked to provide an approach to a solution and approximate timelines for completing the work, including how the work could be broken into phases. This information will be used to create an RFP for release in early November.

3.1.6 Acquisition Approach

The initiative calls for a competitive acquisition using an RFP. Proposals will be evaluated using an evaluation committee according to TUSD procedures. Additionally, the RFP will solicit options for implementing the project over multiple years, as there is not funding to upgrade the entire district in one year.

3.1.7 General Schedule

The STPC anticipates a schedule similar to the following:

- July – with the TOC's involvement plan and hold the Vendor Fair
- August – receive and review the data from the Vendors with TOC
- September – write the RFP with TOC input
- October – get approval for the RFP (and associate E-Rate requests) and release it
- November/December – receive and evaluate proposals
- January – select winning proposal and recommend Board approval; start phase 1 implementation

3.1.8 Impact

Access to online materials, interactive websites, and streaming video will allow teachers to incorporate a vast amount of hyper media content into their lesson plans and encourage students to explore different avenues of creation and expression in a project-based learning environment. Teachers will be able to perform administrative tasks in a time-efficient manner, thus increasing the time they can spend on instructional tasks. Department staff will be able to increase efficiency and telephone communications throughout the district will be far more reliable.

3.2 End-User Device Lifecycle Program

3.2.1 Description of Need and Solution

TUSD has over 1,500 PCs, Macs and laptops that are ten years old. These computers are in school computer labs, on the desks of staff and teachers within the district, and they barely run. They are so slow that valuable learning or productivity time is wasted waiting for the computer to turn on and run software (i.e. struggling students who require software interventions are unable to use the prescribed software to support their learning gap). Of the approximate 20,000 total end-user devices to serve 53,000 students and 8,400 staff, the district has over 10,000 computers that are more than four years-old (common standard age for replacement

is four years). There currently is no lifecycle maintenance/refresh for any devices in the district. By 2013 AIMS and other assessment instruments will be administered online only.

This initiative consists of leasing PC and MAC desktop and laptop replacements. It may also include tablet devices. It also will create a strategy for the placement of end-user devices in the district, and an Asset Management Plan.

3.2.2 Scope

By the end of the first year, TUSD will have a Lifecycle Management Plan which includes assessing, leasing, implementing, maintaining, replacing/retiring all TUSD's end-user devices. We anticipate as much as 20% of the district's inventory being under the lease program by end of 2011-12 school year.

3.2.3 Objectives

The district has appropriate and capable end-user devices that meet the needs of the staff and student. These devices are refreshed every five years based on the Lifecycle Management Plan.

3.2.4 Strategy

Input from the District will be gathered regarding the various needs in the classroom and in the office for end-user devices, now and in the near future. Because of the length of time this assessment will take, this initiative will begin by replacing some of the oldest computers with 5-year leased computers, so that classes and business processes won't be adversely affected by underperforming hardware. Criteria by which computers get replaced this year will be created with input from appropriate stakeholders, including the STPC and TAG. During the first year, replacements will be constrained by the ability of the current site infrastructure to support the replaced computers.

3.2.5 Research Activities

The TAG will help define the process used and the data gathered (current and future requirements of district personnel and students regarding end-user devices). Implementation of the new Common Core Standards is expected to affect the requirements for end-user devices, so the Curriculum and Instruction Team will provide input to ensure that as curriculum needs are identified so are the corresponding technology needs.

This data will be combined with current industry standards and best practices regarding implementation of end-user devices in business and academic settings. Because of the dependency end-user devices have on the network and infrastructure within the district, good communication between the two initiatives will be important. Increased end-user devices means an increase in electrical need as well. Expansion of site electrical capacity will be included in the planning.

3.2.6 Acquisition Approach

The goal is to maximize resources and be good stewards of tax payer's dollars. Leasing end-user devices is a cost effective and efficient way to acquire the hardware needed without having to pay full price the first year. This will enable TUSD to lease end-user devices for five years at approximately one fifth of the full purchase

price the first year. External manpower to implement the project may be required and incorporated into budget estimates.

Current thinking is to replace a large number of the oldest computers in the district during the first year. In subsequent years the research information will guide the replacement and movement of computers within the district.

3.2.7 General Schedule

The STPC anticipates a schedule similar to the following:

- July/September – use the new Technology Advisory Group to research and implement best data gathering methodology
- October – develop and issue RFP for a leasing program
- November - receive and evaluate the proposals (incl TOC observation and review)
- December – assemble the TAG, gather end-user device requirements, select the winning proposal, obtain Board approval for recommended vendor
- January/ February –start lease and begin phase 1 implementation
- March – work with district stakeholders to review end-user device requirements and create an implementation plan for future years

3.2.8 Impact

Staff, students and teachers of TUSD have the end-user devices required to support their work and learning. The technology is available when needed in the classroom for the specific teachable moment. Students will be able to interact with the technology in a manner which maximizes academic learning time and facilitates acquisition of content objectives. Teachers will be able to perform administrative tasks efficiently and effectively and to present learning experiences that engage students and increase student achievement.

3.3 Critical Server Replacements

3.3.1 Description of Need and Solution

Of the over 550 servers (full standalone servers, and desktops providing server services) within TUSD, over 400 are in critical condition (could fail permanently at any time with little or no capacity within the district to quickly replace them). This includes school file servers, large application servers (such as Mojave – the Student Information System) and small application servers (e.g. Waterford and Success Maker intervention software and others).

This initiative includes creating a Management Plan for TUSD's servers (including all other associated equipment: Un-interruptible Power Supplies (UPS), racks, storage, etc.) as well as replacing district servers that are at risk of imminent failure through a five-year leasing program, potentially combined with the lease of end-user devices.

3.3.2 Scope

All servers are part of this initiative, but the 400 servers in critical condition will be replaced first. In parallel, a Lifecycle Management Plan will be created to properly manage the placement and lifecycle of TUSD's servers. The plan will include assessment of the impact to the software by the new servers and the possible need to upgrade/replace software to enable it to run on the upgraded hardware.

3.3.3 Objectives

TUSD has the number and type of servers required for staff and students to complete their work. These devices are refreshed based on the Lifecycle Management Plan.

3.3.4 Strategy

Input from throughout the district will be gathered regarding the various server needs in support of the classroom and offices, now and as the district moves forward with the Technology Plan. Because of the length of time this assessment will take, this initiative will begin by replacing some of the oldest servers with five-year leased servers, so that classes and business processes won't be adversely affected by inoperable hardware. A comprehensive Server Management Plan will be created as part of the overall Lifecycle Management Plan.

3.3.5 Research Activities

Current and future requirements for academic and administrative use regarding servers will be gathered. Implementation of new and evolving curriculum is expected to affect the requirements for servers, so the academic planning group (under the Deputy Superintendent) will be included in the project. Thus, as curriculum needs are identified, the corresponding technology needs are also determined.

This data will be combined with current industry standards and best practices regarding implementation and support of servers in business and academic settings. Because of the dependency servers have on the network and infrastructure within the district, good communication between the two initiatives will be practiced. Since the change in the number or capability of servers means a possible change in electrical need, expansion of site electrical and HVAC capacity is needed, and appropriate funding will be identified.

3.3.6 Acquisition Approach

The intent is that servers will be added to the same five-year leasing program as the end-user devices. The current thinking is to replace a large number of the oldest servers in the district during the first year. External manpower to implement the project might be needed. In subsequent years, information from the research will guide the replacement and movement of servers throughout the district.

3.3.7 General Schedule

The STPC anticipates a schedule similar to the following:

- July/August - research the current server deployment throughout the district

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- September– work to combine server requirements into the end-user device RFP for a leasing program (see Section 3.2).
- Proceed with procurement and implementation start-up as per schedule in Section 3.2.
- February– work with district stakeholders to review server requirements and make modifications to the server lifecycle plan as required.

3.3.8 Impact

Staff, faculty, and students can be confident that the district's servers are properly managed and providing all required support to academic and operational needs.

3.4 Office Copier and Printer Lifecycle Program

3.4.1 Description of Need and Solution

TUSD appears to have many more copiers (over 400), printers (over 2000 not counting the small desk-side models), faxes and scanners than it needs. A large number are beyond the point at which they should be replaced (many copiers and printers are over seven years old). They are energy-inefficient and the maintenance cost on them is high. Their locations within the sites are not optimal, and many sites have no high capacity device at all.

The intent of this initiative is to fully research and document the current situation and, if the Return on Investment analysis supports it, to acquire and implement a full service (including all maintenance, installation, removal, and non-paper supplies) lease for copiers, scanners, faxes, and printers to reduce operating costs and the large support overhead.

3.4.2 Scope

This initiative includes all academic and business scanners, faxes, printers and copiers throughout the district. Analysis will include Print Shop operations and maintenance costs. Consideration will be given to reducing the overall number of devices through intelligent and effective consolidation.

3.4.3 Objectives

All TUSD scanners, faxes, printers and copiers are on a full service lease. Placement of equipment meets staff needs while also reducing costs.

3.4.4 Strategy

A Return on Investment study will be conducted to determine how much can be saved with this initiative. An RFI and then RFP will be published to select a vendor to provide implementation and full service for the scanners, faxes, printers and copiers using a lease program.

3.4.5 Research Activities

See Section above.

3.4.6 Acquisition Approach

The district will release an RFI to gather information regarding available programs and interested suppliers. An RFP will be developed and released subsequently, and proposals will be evaluated using district purchasing procedures.

3.4.7 General Schedule

The STPC anticipates a schedule similar to the following:

- November - work with TOC to create RFI for the ROI research and options for full service of all printer, scanner, fax and copiers
- December/January – based on RFI results develop and release the RFP
- February/March – receive and evaluate proposals
- April/May - select winning proposal, obtain Board approval, start lease and begin phase 1 implementation
- July – work with district stakeholders to review smaller scanners, faxes, printers and copiers and plan initiative for the following year to look at similar solution for smaller devices

3.4.8 Impact

TUSD saves substantial money on leased scanners, faxes, printers and copiers, while also saving support time and effort. Users of the devices have modern, fast, multi-functional devices to meet their scanning, faxing, printing and copying needs, and the district reduces its paper use and becomes more environmentally friendly.

3.5 IT Security and Disaster Recovery Modernization

3.5.1 Description of Need and Solution

According to a recent assessment conducted by an external party, TUSD's IT Security practices fall far short of industry best practices regarding IT Security and Disaster Recovery. We are exposed to a variety of security threats and must immediately start addressing the situation. Most of this work will require expert help from external sources.

This specific initiative will improve TUSD's IT Security and Disaster Recovery capacity.

3.5.2 Scope

This initiative encompasses the aspects of IT Security in which the district is most exposed as well as a comprehensive Data Backup and Recovery plan. The plan will not just include Technology Services equipment and managed data but all items within the district that require backup and recovery of data. It will also include a more in-depth assessment of security risk and recommendations for remediation. Risk Management, Legal and others in the District will be part of this initiative. The initiative will include coordination with infrastructure security and disaster planning to ensure that what is being done as part of the infrastructure initiative is reviewed and included in this plan.

3.5.3 Objectives

TUSD is adhering to IT industry security standards and has a viable Data Backup and Recovery plan.

3.5.4 Strategy

Initially, this initiative will address the most visible and important issues, while later during the year a full assessment of the district will be conducted and an IT Security Plan and Data Backup and Recovery plan will be created and implemented.

3.5.5 Research Activities

The high level survey of IT security done by HP that Technology Services commissioned will be reviewed and a decision on what will be addressed initially be will be made .

3.5.6 Acquisition Approach

An organization or commercial company that specializes in IT Security will be contracted to do a full IT Security review. Additionally, an RFP will be issued to develop a Data Backup and Recovery assessment and to acquire a backup and recovery solution. The TOC will be apprised of all this work and have an opportunity for providing input and guidance.

3.5.7 General Schedule

The STPC anticipates a schedule similar to the following:

- July/August - Technology Services will review the IT Security issues, and in consultation with the TOC will select the most critical areas to address this fiscal year
- September – develop strategy for remediation of selected security issues; work with TOC to develop requirements for data backup and recovery solution
- October/November – issue RFP's for backup/recovery solution and, as necessary, security issues remediation support
- November/December – evaluate proposals a make selections
- January – start implementation of security remediation and backup/recovery solution
- February/March – start planning for full initiative to complete an IT Security and Disaster Recovery Assessment and then implementation of remediation for 2012-13 school year

3.5.8 Impact

The District is protected from and capable of responding to security threats and disasters in a comprehensive and capable manner.

3.6 Professional Development for Minimum Technology Competencies

3.6.1 Description of Need and Solution

TUSD employs over 9200 people. There are staff who are expected to use technologies to function effectively and efficiently within their positions who currently don't have the skills to appropriately use these technologies. Some are unable to reply to email, create a meeting, update a document, create a spreadsheet, etc. The resulting inefficiency and ineffectiveness decrease productivity, increase costs, and potentially put student achievement at risk.

This initiative will create a process for self-assessment and professional growth regarding the use of technology so that all staff meets TUSD's minimum technology competencies. As base-line efficiency is established and achieved for each employee group, the competencies will be updated to reflect the needs of the respective employee group and changing technologies. The intent is also that competencies will be included in all position descriptions so that new hires will be aware of the required skills. Usage of these skills should be included in the evaluation process.

3.6.2 Scope

Initially, this project is for administrators within the district, but in future years it will be expanded to include other position types as well as to have more comprehensive competencies.

3.6.3 Objectives

Increase effectiveness and efficiency of district personnel.

Promote the effective integration of technology within the classroom in order to increase student achievement.

3.6.4 Strategy

The STPC will work with Human Resources and other district personnel, including the new Professional Development team to create a self-assessment instrument (possibly on-line) as well as create the professional development program. TUSD already has many tools to help increase staff's capacity regarding technology literacy. As this initiative is implemented, an assessment of each person's hardware needs will be performed to ensure outdated equipment doesn't negatively impact the staff's new learning. This should include performance feedback in the staff evaluation process.

3.6.5 Research Activities

The STPC will work with other departments to determine the best way to plan and implement this project.

3.6.6 Acquisition Approach

There is currently no expectation for any purchases to be needed, as the training materials are already easily available and Technology Services Training group can provide special classes as needed. If an online assessment tool is needed, one can be created easily with the tools already in the district.

3.6.7 General Schedule

The STPC anticipates a schedule similar to the following:

- July/August – STPC will start working with other department on the best way to approach and implement the initiative
- September –preparation of the assessment and professional development plan
- October – completion of the implementation plan for rollout of the initiative and planning for continuation and improvement
- November – June –implement the assessment and professional development, create, get approval for and implement the Human Resources aspect of the plan

3.6.8 Impact

Staff in TUSD will have the knowledge and ability to use the technology expected of their position, thus increasing district-wide efficiency and student achievement.

3.7 Improved Web Presence and Support for Schools and Teachers

3.7.1 Description of Need and Solution

Currently, TUSD school websites are housed on a server called Edweb that was intended to provide each school and teacher the ability to create their own web pages for communicating with parents, students and the community at large. The service was originally created by Educational Technology, but now the support is spotty and spread across different district departments. The current underlying software, operating system and hardware are no longer supported and the tools are very cumbersome to use. The same characteristics can legitimately be used to describe the district's web presence across the board.

This project will analyze current and future district requirements for a web presence (high level view of the district, schools, teachers/classes, and operational departments). In addition, an overall district web architecture will be created that will enable different aspects to be implemented in phases. Eventually, the Edweb functionality will be replaced with a current-technology alternative solution for the district to more easily communicate with its stakeholders and the community in general.

3.7.2 Scope

This initiative will include a needs assessment for district personnel regarding online web presence, and a vendor led web and server architecture plan (server and network topology; included services [blog, wiki, calendaring, etc.], hardware and software options; capacity planning, etc.). This will eventually include all aspects of the district's web presence but the solution will be piloted in order to garner as much input as

possible and will be implemented in phases. Templates will be used to enable easy execution and ensure consistency of use for the customers.

3.7.3 Objectives

TUSD has an integrated, easy to use environment for improving the district's web presence and for enabling administrators and faculty to develop and maintain websites based on common templates. The new TUSD web services platform is implemented and used in all schools and departments across the district.

3.7.4 Strategy

Working with a selected vendor partner, district staff will plan and implement this project. A visit to at least one other district that has successfully implemented similar web technologies will be completed to understand the opportunities and pitfalls. The vendor partner will be consulted to plan and build the architecture, implement the templates and get the service up and running. Afterwards, Technology Services will maintain and improve the system as required. Professional development will be included to ensure an easy transition both for district web masters as well as Technology Services support technicians. Public Relations communication of the new abilities will be included so that the user community is aware of the new and improved web presence.

3.7.5 Research Activities

Requirements will be gathered across the district. There are many different needs which will be grouped into phases of implementations. Other schools using current web presence platforms will be visited.

3.7.6 Acquisition Approach

An RFP will be used to hire the initial company to design and create the architecture and templates. Within the constraints of procurement policies and regulations the vendor will help develop the approach for acquisition of any hardware and software needed to meet the project's objectives.

3.7.7 General Schedule

The STPC anticipates a schedule similar to the following:

- July – September – Visit one or more districts that have implemented a district-standard web presence environment
- August/September – Conduct requirements gathering through the TAG and throughout TUSD
- October/November – Develop and release an RFP for a vendor that can develop required architecture and build the initial web presence for the district in phases
- December/January – Select vendor and obtain Board approval
- February-May – Work with vendor partner to develop staff, acquire any required equipment and/or software, and plan phased implementation
- June and Beyond – Begin pilots and roll out phased implementation

TUSD

3.7.8 Impact

There is increased communication to/from students, parents and the community at large about the district, schools, classes, activities, etc. Creation of a virtual work space will allow both teachers and students to work collaboratively in an asynchronous manner best suited for college and workplace readiness.

3.8 Maintenance of Technology

3.8.1 Description of Need and Solution

Every item of Technology in TUSD should be supported with funding for maintenance and supplies as part of an overall Asset Management Program. Unfortunately, this support is almost non-existent throughout the district. In general, there is no central funding for maintenance of technology and purchase of associated supplies, and schools' budgets rarely have capacity to fund these often expensive items. This initiative is intended to responsive central provisioning of at least substantial subset of routine and necessary supplies and maintenance capabilities.

3.8.2 Scope

This initiative addresses maintenance and supplies for all types of technology the district currently owns (about 28 different types including PC's, monitors, cabling, phones, projectors, bulbs, etc.).

3.8.3 Objectives

Supplies can quickly be issued and maintenance of equipment is budgeted.

3.8.4 Strategy

This year the concentration will be on creating a small inventory of replacement parts as well as replacing broken items. Next year an Asset Management plan for all TUSD technology equipment will be developed.

3.8.5 Research Activities

Technology Service will research the current need for replacement parts and systems that need maintenance.

3.8.6 Acquisition Approach

Technology Services will work with the CFO to budget for and purchase needed supplies and replacement items.

3.8.7 General Schedule

The STPC anticipates a schedule similar to the following:

- July - September - Technology Services conducts an assessment of the maintenance needs of technology within the district

- October– Working with Purchasing and Finance, Technology Services develops a purchasing strategies to address the high priority maintenance and supply items; also works with Finance/CFO to determine the available budget to support the initiative
- November – The team develops appropriate processes for tying purchase of technology equipment to the ability to fund maintenance and supplies
- November – June – Technology Services purchases and does an initial maintenance sweep of equipment within the district
- February – April – Technology Services develops an initiative to create a comprehensive Asset Management Plan that includes end-user devices and all other assets for which maintenance and supplies are required.

3.8.8 Impact

Schools and departments will have reduced wait times on repairs. Approvals for acquisition of technology equipment will be tied directly to the district's ability to fund maintenance and supplies.

4   Plan Schedule Summary

There are two different tracks of work that will be done up through October. The first was discussed above regarding the basic work needed to start the research for the initiative strategies. The second is to write the current initiative strategies into complete initiative proposals, with budget projections, return on investment analysis and performance metrics included. Below is the schedule for the second track of work.

- July and August – the above initiative strategies will be turned into initiative proposals, put presentation of initiatives on Governing Board agenda in October
- September – TOC and STPC review initiative proposals
- October – proposals are presented to the Board as Information Item

Appendix A – Strategic Technology Planning Council Members

Following is the current membership of the Strategic Technology Planning Council. In general, STPC members are appointed for three year terms. Since this is the first year of the Council's existence, terms of one and two years will be set for some members to avoid a total turnaround in membership after three years.

Name	Position/Title
John Gay	Chief Information Officer
Frank Armenta	Principal of Cholla High School
Clarice Clash	Interim Coordinator for High School Curriculum and Instruction
Mary Quinnan	Principal of Maxwell Middle School
Donna Lewis	Director for Middle Schools
Sabrina Cruz	Principal of Brichta Elementary School
Kendra Bell	Director for Elementary Schools
Kathy Prather	Director of Career and Technical Education
Shelly Duran	Director of Title 1
Ellen Brownson	HR Program Coordinator, Sr
Jim Burns	Operations Business Office Coordinator
Adrian Sanchez	Assistant Director, Financial Services
David Scott	Director of Accountability and Research

Appendix B – Arizona Department of Education ALEAT Submission

The ALEAT submission must be printed and signed by the Superintendent. It is attached as a separate document.

Tucson Unified School District

TUSD
Celebrate the US!

Bond Report

School Year 2009-2010

BOND EXPENDITURES

Total Bond Program Budget
$235 million

Bonds Sold as of June 2009
$161 million

Total Expenditures/Encumbrances as of June 2009
$130 million

Remaining Bond Budget as of June 2009
$105 million

Bonds & Architecture: Marcus E. Jones, R.A.
Chief Operations Officer: Joseph "Jay" Johnston, Jr.

BOND FISCAL OVERSIGHT COMMITTEE
Meetings are typically the first Thursday of every month.

David Ashcraft   Donna Calvert   Keith Day
Vanessa Garrison   Lisa Howells   Dan McDonald
Earl Mendenhall   Robert Shelby

TUSD GOVERNING BOARD
Meetings are typically the second Tuesday of every month.

Judy Burns, *President*
Dr. Mark Stegeman, *Clerk*
Bruce Burke
Miguel Cuevas
Adelita S. Grijalva

SUPERINTENDENT
Elizabeth Celania-Fagen, Ed.D.

HIGHLIGHTS

Upgrades and Renovations

TUSD schools are benefiting from general renovation projects. Developed in conjunction with site administrators and school councils, these projects are making needed improvements District-wide. To date, sixty schools have been approved by the BFOC for work under this bond program.

High Schools

The Bond program addresses three specific areas at TUSD High Schools that are in great need of attention. Major upgrades are being addressed through projects focusing on Fine and Performing Arts, P.E. and Interscholastics & Science Classrooms.

Community Approved

OPERATIONS

For more information regarding the Bond Program please visit the TUSD Web site at *www.tusd1.org* and look under Bond Information or call the Bonds & Architecture Division at (520) 225-4880.

More Highlights

Safety & Conservation

- Support School Facilities Board Energy Grant Study
- Lighting Retrofit Projects
- Site and Building Security Upgrades
- Reclaimed Water Conversions
- Renewal Building Design
  (Classroom Additions at Grijalva, Maldonado & Miller)

Supporting Student Achievement

- Science room renovations at Cholla, Rincon, Sabino, Sahuaro and Santa Rita high schools
- New school to replace portables at Mary Meredith K-12
- Two new schools – Elementary / Middle

Physical Education and Interscholastics

- At high schools, renovations will be completed on ball fields, indoor and outdoor courts, bleachers, lighting, scoreboards, sound systems, lockers, goals, showers, restrooms, concession stands, equipment rooms, tracks, practice rooms, training rooms and support facilities.
- Physical education facilities will be constructed at some middle and elementary schools to create a safer environment better suited to classes.

Valencia Middle School Classroom Addition

Thanks to the 2004 Bond initiative, Valencia Middle school was identified and approved to receive a new classroom wing to help ease the need for more permanent classroom space. By the fall of the 2008 school year, a fifteen classroom addition was constructed. The Architectural design team was able to maintain the exterior design elements of the original school, matching the color and accent detail of the concrete masonry block, also matching the roof design utilizing a standing seam metal roof panel system. Four of the fifteen new spaces are direct add-on spaces attached to the existing school structure which houses science classrooms and a computer classroom. The remaining eleven classrooms are located in a separate wing, each room approximately 1000 sq. ft. with plenty of natural lighting. All classrooms in this wing are built for general purpose teaching, also providing student and faculty restrooms. The building was designed utilizing the natural sloped terrain, producing a multi-tiered floor elevation to the building. The horse-shoe layout of the structure draws focus to the amphitheater court yard that provides student seating which is extensively used at the site especially in regards to the 6th grade classes.   This project has eliminated the need for portable classrooms at the campus.

Current Project Status

Transportation

- New Buses
- Central Transportation Facility Upgrades
- ⊕ Westside Transportation Facility
- ☑ Eastside Transportation Facility Upgrades

Classroom Additions

- Banks
- Oyama
- Blenman
- Doolen
- Hudlow
- Mansfeld
- Rincon/University
- Robins
- ☑ Valencia
- ☑ White
- ☑ Vesey
- ◧ Grijalva
- ◧ Miller
- ◧ Maldonado

New Schools

- ☑ Mary Meredith Replacement
- ◈ New Elementary Space
- ◈ New Middle Space

Classroom Renovations

- Borman
- Cholla
- Hughes
- ☑ Valencia

Central Support

- LIRC Weatherproofing Phase I & II
- Morrow Ed Center Parking Lot
- Summers Finance Building Emergency Generator
- ◧ Winsett Compound Pavement Improvements
- ⊕ LIRC Weatherproofing Phase III

High School PE and Interscholastics

Tennis Court Resurfacing

- Phase I – Rincon, Catalina, Palo Verde, Sabino
- Phase II – Pueblo, Sahuaro, Santa Rita
- ⊕ Phase III - Santa Rita, Sahuaro secondary courts
- ◈ Phase IV – Tucson, Cholla

Practice Gyms

- ◧ Cholla
- ◧ Tucson
- ☑ Sabino, Sahuaro, Santa Rita

Restrooms and Concession Stands

- Group I – Sabino, Sahuaro, Santa Rita
- ☑ Group II – Catalina, Palo Verde, Pueblo, Rincon/University

Additional general projects include track resurfacing, locker renovations, bleacher and field lighting at some schools.

Science Renovations

- Sabino
- Cholla
- ☑ Rincon
- ☑ Sahuaro
- ◧ Santa Rita
- ◈ Pueblo

Fine and Performing Arts Renovations

- Sahuaro
- ☑ Palo Verde
- ◧ Cholla
- ◧ Sabino
- ◈ Catalina
- ◈ Pueblo

Legend

℃	Complete	◧	Construction
±	Planning/Design	◈	Future Project

School Site Selection Process

The new School Site Selection process follows Board Policy FEE and the associated regulation. A range of feasible sites is reviewed by a committee and then recommend the top site to the Governing Board. Staff will obtain appraisals and engineering studies and negotiate with landowner to secure the site. The process includes meeting with adjacent neighbors to inform them of TUSD's intentions and solicit concerns. After the "due diligence" is complete, the site purchase is presented to the Governing Board for approval.

Upgrades and Renovations

Phase I	Phase II	Phase III	Phase IV	Phase V
• Blenman	• Catalina	• Bloom	• Corbett	• Bonillas
• Booth/Fickett	• Fort Lowell	• Brichta	• Cragin	• Cavett
• Borton	• Hohokam	• Carrillo	• Ford	• Duffy
• Cholla	• Hudlow	• Gridley	• Henry	• Erickson
• Doolen	• Lineweaver	• Howell	• Hollinger	• Fruchthendler
• Grijalva	• Maldonado	• Manzo	• Jefferson Park	• Gale
• Howenstine	• Mansfeld	• Marshall	• Menlo Park	• Kellond
• Lynn/Urquides	• Miller	• Reynolds	• Pueblo Gardens	• Lyons
• Naylor	• Myers Ganoung	• Santa Rita	• Robison	• Mission View
• Pistor	• Richey	• Schumaker	• Roskruge	• Ochoa
• Pueblo	• Rincon/UHS	• Steele	• Safford	• PACE
• Valencia	• Roberts	• Tolson	• Vail	• Sewell
• White	• Vesey	• Utterback	• Wright	• Van Horne
		• Van Buskirk		• Warren
				• Whitmore

TUSD Bond Report

School Year to 2010-2011

BOND EXPENDITURES

Total Bond Program Budget
$235 million

Bonds Sold as of July 2010
$235 million

Total Expenditures/Encumbrances as of June 2010
$140 million

Remaining Bond Budget as of June 2010
$95 million

Bonds & Architecture: Marcus E. Jones, R.A.
Chief Operations Officer, Interim: Vivian M. Egbert

BOND FISCAL OVERSIGHT COMMITTEE
Meetings are typically the first Thursday of every month.

David Ashcraft	Donna Calvert	David Flowers
Vanessa Garrison	Dan McDonald	Earl Mendenhall
Robert Selby		William Tilden

TUSD GOVERNING BOARD
Meetings are typically the second Tuesday of every month.

Judy Burns, President
Miguel Cuevas, Clerk
Bruce Burke
Adelita S. Grijalva
Dr. Mark Stegeman

SUPERINTENDENT-INTERIM
John Carroll, Ed.D.

For more information regarding the Bond Program please visit the TUSD Website at http://www.tusd1.org
and look under Bond Information or call Bonds & Architecture at (520) 225-4880.

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sexual orientation, age, religion, or disability in admission or access to,
or treatment or employment in its educational programs or activity.

Highlights

Upgrades and Renovations

TUSD schools are benefiting from general renovation projects. Developed in conjunction with site administrators and school councils, these projects are making needed improvements District-wide. Many of the projects introduce sustainable design and energy effiecent upgrades.

High Schools

The Bond program addresses three specific areas at TUSD High Schools that improve the learning environment. Major upgrades are being addressed through projects focusing on Fine and Performing Arts, Physical Education / Interscholastic and Science Classrooms. New Practice Gyms are featured in this Report.

Community Approved

OPERATIONS

More Highlights

Safety & Conservation

- Conversion to Reclaimed Water Projects at 5 Schools
- School Facility Board Energy Efficiency Upgrades
- Site and Building Security Upgrades
- Water Harvesting and Solar Energy Projects
- Lighting Retrofit Projects

Supporting Student Achievement

- Twelve New Classrooms Constructed
- Fine Arts Renovations to Auditoriums and Classrooms
- K-8 School Education Specification Developed
- General Renovatiosn to Buildings and Playgrounds

Current Project Status

CLASSROOM ADDITIONS
☑ Banks
☑ Doolen
☑ Hudlow
☑ Oyama
☑ Rincon/University
☑ Robins
☑ Blenman
☑ Mansfeld
☑ Valencia
☑ Vesey
☑ White
☑ Grijalva
☑ Miller
☑ Maldonado

CENTRAL SUPPORT
☑ LIRC Weatherproofing Phase I II & III
☑ Morrow Ed Center Parking Lot
☑ Summers Finance Building Emergency Generator
✠ Winsett Compound Pavement Improvements
✠ Transportation Fuel Dispensing Units

NEW SCHOOLS
☑ Mary Meredith Replacement
✠ New K-8 School (Southwest Area)

HIGH SCHOOL PE & INTERSCHOLASTICS
TENNIS COURT RESURFACING
☑ Phase I – Rincon, Catalina, Palo Verde, Sabino
☑ Phase II – Pueblo, Sahuaro, Santa Rita
☑ Phase III – Sahuaro additional courts
⊕ Phase IV - Tucson, Cholla

PRACTICE GYMS
✠ Tucson
☑ Cholla,
☑ Sabino, Sahuaro, Santa Rita

RESTROOMS & CONCESSION STANDS
☑ Group I – Sabino, Sahuaro & Santa Rita
☑ Group II – Catalina, Palo Verde, Pueblo, Rincon/UHS

Additional general projects include track resurfacing, locker renovations, bleacher and field lighting at some schools.

SCIENCE RENOVATION
☑ Sabino
☑ Cholla
☑ Rincon
☑ Sahuaro
☑ Santa Rita
⊕ Pueblo

FINE & PERFORMING ARTS RENOVATION
☑ Sahuaro
☑ Palo Verde
☑ Cholla
☑ Sabino
⊕ Catalina
⊕ Pueblo

TRANSPORTATION
☑ New Buses
☑ Central Transportation Facility Upgrades
☑ Eastside Transportation Facility Upgrades
⊕ Westside Transportation Facility

Tucson High Magnet School's new Practice Gym and the Renovated Original Gym are scheduled to return to service the Fall Semester of 2010. Special detail has been given to respecting the historic nature of the old gym.

Cholla High Magnet School's new Practice Gym project includes a new main lobby, restrooms and concessions. The project also addressed the ADA accessibility issues to the stadium area.

Sahuaro, Santa Rita and Sabino got Practice Gyms using the same basic building plan. The work also included concession and restroom buildings and lobbies created with enclosure of the main gym overhangs.

Five High Schools Receive New Practice Gyms

Prior to the availability of bond funding, only four TUSD high schools had two or more indoor gym floors. With the increase in female students in sports programs and the increase in concern for the PE needs of the students, five high schools had a great need for a second gym. The Bond Program has completed four new Practice Gyms and the fifth is scheduled to complete soon.

The High School PE and Interscholastics category was one of the largest in the Bond Program and has provided many improvements to the schools from tennis court surfacing, to gym flooring and locker room upgrades. These improvements continue with new bleachers, locker replacements and other needed projects.

LEGEND
☑ Complete
✠ Construction
⊕ Planning/Design
◈ Future Project

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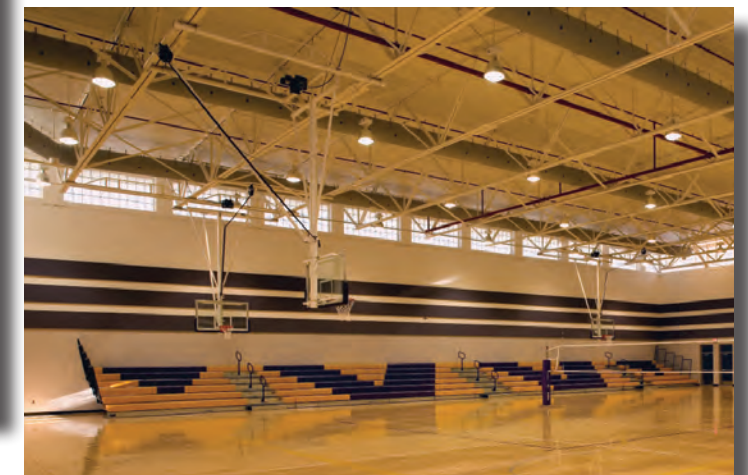
TUCSON UNIFIED SCHOOL DISTRICT

Bond Report

School Year to 2010-2011

BOND EXPENDITURES

Total Bond Program Budget
$235 million

Bonds Sold as of June 2011
$235 million

Total Expenditures/Encumbrances as of June 2011
$168 million

Remaining Bond Budget as of June 2011
$67 million

Bonds & Architecture: Marcus E. Jones, R.A.
Chief Operations Officer: Vivian M. Egbert

BOND FISCAL OVERSIGHT COMMITTEE
Meetings are typically the first Thursday of every month.

David Ashcraft	Donna Calvert	David Flowers
Vanessa Garrison	Dan McDonald	Earl Mendenhall
Robert Selby		William Tilden

TUSD GOVERNING BOARD
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Miguel Cuevas, President
Judy Burns, Clerk
Michael Hicks
Adelita S. Grijalva
Dr. Mark Stegeman

SUPERINTENDENT
John J. Pedicone, Ph.D.

For more information regarding the Bond Program, please visit the TUSD Website at www.tusd1.org and look under Bond Information or call Bonds & Architecture at (520) 225-4880.

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Highlights

Upgrades and Renovations

TUSD schools are benefiting from general renovation projects. Developed in conjunction with site administrators and school councils, these projects are making needed improvements district-wide. Many of the projects introduce sustainable design and energy efficient upgrades.

High Schools

The Bond program addresses three specific areas at TUSD High Schools that improve the learning environment. Major upgrades are being addressed through projects focusing on Fine and Performing Arts, Physical Education / Interscholastic and Science Classrooms. TUSD's new K-8 school and high school bleachers are featured in this report.

Community Approved

VIA INGRESSO

OPERATIONS

More Highlights

Safety & Conservation

- Conversion to Reclaimed Water Projects at 5 Schools
- School Facility Board Energy Efficiency Upgrades
- Site and Building Security Upgrades
- Water Harvesting and Solar Energy Projects
- Lighting Retrofit Projects

Supporting Student Achievement

- Twelve New Classrooms Constructed
- Fine Arts Renovations to Auditoriums and Classrooms
- K-8 School Education Specification Developed
- General Renovations to Buildings and Playgrounds

Current Project Status

CLASSROOM ADDITIONS
- ☑ Banks
- ☑ Blenman
- ☑ Doolen
- ☑ Grijalva
- ☑ Hudlow
- ☑ Mansfeld
- ☑ Oyama
- ☑ Rincon/University
- ☑ Robins
- ☑ Valencia
- ☑ Vesey
- ☑ White
- ☑ Miller
- ☑ Maldonado
- ✛ Bloom

CENTRAL SUPPORT
- ☑ LIRC Weatherproofing Phase I II & III
- ☑ Morrow Ed Center Parking Lot
- ☑ Summers Finance Building Emergency Generator
- ☑ Transportation Fuel Dispensing Units
- ✛ Winsett Compound Pavement Improvements

NEW SCHOOLS
- ☑ Mary Meredith Replacement
- ☑ ✛ New K-8 School (McCorkle)

HIGH SCHOOL PE & INTERSCHOLASTICS
TENNIS COURT RESURFACING
- ☑ Phase I – Catalina, Palo Verde, Rincon, Sabino
- ☑ Phase II – Pueblo, Sahuaro, Santa Rita
- ☑ Phase III – Sahuaro additional courts
- ✛ Phase IV – Cholla, Tucson

PRACTICE GYMS
- ☑ Tucson
- ☑ Cholla
- ☑ Sabino, Sahuaro, Santa Rita

RESTROOMS & CONCESSION STANDS
- ☑ Group I – Sabino, Sahuaro, Santa Rita
- ☑ Group II – Catalina, Palo Verde, Pueblo, Rincon/UHS

Additional general projects include track resurfacing, locker renovations, bleacher and field lighting at some schools.

**Tucson High Magnet School's
Hall of Champions**

SCIENCE RENOVATION
- ☑ Cholla
- ☑ Rincon
- ☑ Sabino
- ☑ Sahuaro
- ☑ Santa Rita
- ✛ Pueblo

FINE & PERFORMING ARTS RENOVATION
- ☑ Cholla
- ☑ Palo Verde
- ☑ Sabino
- ☑ Sahuaro
- ✛ Catalina
- ✚ Pueblo

TRANSPORTATION
- ☑ New Buses
- ☑ Central Transportation Facility Upgrades
- ☑ Eastside Transportation Facility Upgrades
- ✚ Westside Transportation Facility

HIGH SCHOOL GYMNASIUM BLEACHERS
- ☑ Sabino
- ☑ Sahuaro
- ☑ Santa Rita

### HIGH SCHOOL STADIUM BLEACHERS
- ☑ Phase I – Palo Verde
- ☑ Phase II – Sabino, Sahuaro
- ✛ Phase III – Cholla, Pueblo, Santa Rita
- ✚ Phase IV – Catalina, Rincon, Tucson

LEGEND
- ☑ Complete
- ✛ Construction
- ✚ Planning/Design
- ◈ Future Project

High School Bleachers

The stadium and gymnasium bleachers at Sabino, Sahuaro, and Santa Rita high schools were replaced. The gymnasium bleachers are manufactured from 100% recycled materials and feature school colors, inset logos, and end curtains. These improvements were provided by the High School P.E. and Interscholastics Category, which was one of the largest in the Bond Program.
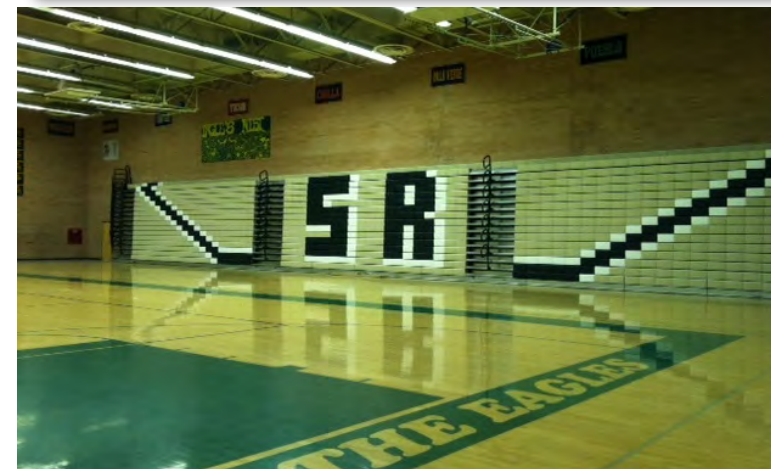
Mary Belle McCorkle Academy of Excellence K-8

TUSD's newest state-of-the-art school has been built with the needs of the 21st century student incorporated into every aspect of the design. The school was named after esteemed TUSD alumna, educator, and leader Dr. Mary Belle McCorkle.

TUSD_002603

TUCSON UNIFIED
SCHOOL DISTRICT

Community Approved

BOND EXPENDITURES

Total Bond Program Budget

$235,000,000

Total Expenditures/Encumbrances as of September 2013

$232,781,769

Remaining Bond Budget as of September 2013

$632,918

Architecture & Engineering: Marcus E. Jones, R.A.
Chief Operations Officer: Vivian M. Egbert

BOND FISCAL OVERSIGHT COMMITTEE

David Ashcraft	Donna Calvert	Vanessa Garrison
Dan McDonald	Earl Mendenhall	Robert Selby
	William Tilden	

TUSD GOVERNING BOARD

Meetings are typically the second Tuesday of every Month.
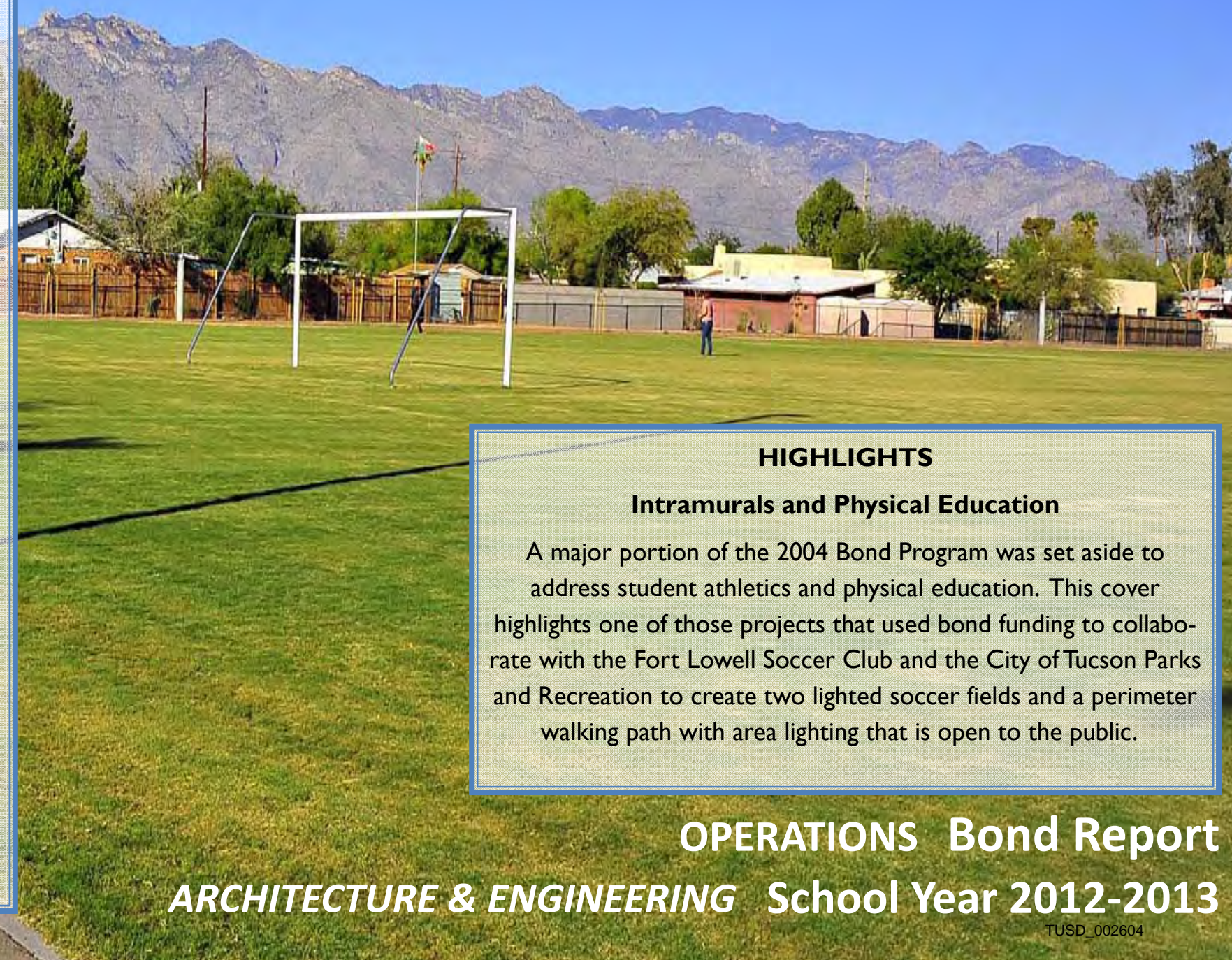
Adelita S. Grijalva, President

Kristel Ann Foster, Clerk

Michael Hicks

Cam Juárez

Dr. Mark Stegeman

SUPERINTENDENT

Dr. Heliodoro T. Sánchez

For more information regarding the Bond Program please visit the TUSD Website at http://www.tusd1.org and look under Bond Information or call Architecture & Engineering at (520) 225-4880.

HIGHLIGHTS

Intramurals and Physical Education

A major portion of the 2004 Bond Program was set aside to address student athletics and physical education. This cover highlights one of those projects that used bond funding to collaborate with the Fort Lowell Soccer Club and the City of Tucson Parks and Recreation to create two lighted soccer fields and a perimeter walking path with area lighting that is open to the public.

OPERATIONS Bond Report

ARCHITECTURE & ENGINEERING School Year 2012-2013

TUSD_002604

The New Westside Transportation Center is now open and serving our Westside students.

Current Project Status

CLASSROOM ADDITIONS

☑ Banks	☑ Miller
☑ Blenman	☑ Oyama
☑ Bloom	☑ Rincon/University
☑ Doolen	☑ Robins
☑ Grijalva	☑ Valencia
☑ Hudlow	☑ Vesey
☑ Maldonado	☑ White
☑ Mansfeld	

GRADE CONFIGURATION ADDITIONS

☑ Lawrence 3-8
☑ Borton K-5
☑ Robins K-8
☑ Rose K-8
⊞ Pueblo Gardens K-8
☑ Whitmore

CENTRAL SUPPORT

☑ LIRC Weatherproofing Phase I, II & III
☑ Morrow Ed Center Parking Lot
☑ Summers Finance Building Emergency Generator
☑ Transportation Fuel Dispensing Units
☑ Winsett Compound Paving Improvements

NEW SCHOOLS

☑ Mary Meredith Replacement
☑ Mary Belle McCorkle Academy of Excellence K-8

HIGH SCHOOL PE & INTERSCHOLASTICS
TENNIS COURT RESURFACING

☑ Phase I—Rincon, Catalina, Palo Verde, Sabino
☑ Phase II—Pueblo, Sahuaro, Santa Rita
☑ Phase III—Sahuaro additional Courts
☑ Phase IV—Tucson, Cholla

PRACTICE GYMS

☑ Cholla
☑ Sabino, Sahuaro, Santa Rita
☑ Tucson

Bond Highlights

Safety & Conservation

- Sustainable Design & LEED Standard Implementations
- School Facility Board Energy Efficiency Upgrades
- Site and Building Security Upgrades

Supporting Student Achievement

- Receiving Schools Enhancements
- Twelve New Classrooms Constructed
- Fine Arts Renovations to Auditoriums and Classrooms
- K-8 School Education Specification Developed
- General Renovations to Buildings and Playgrounds

SCIENCE RENOVATION

☑ Cholla
☑ Pueblo
☑ Rincon
☑ Sabino
☑ Sahuaro
☑ Santa Rita

FINE & PERFORMING ARTS RENOVATION

☑ Catalina
☑ Cholla
☑ Palo Verde
☑ Pueblo
☑ Sabino
☑ Sahuaro

TRANSPORTATION

☑ New Busses
☑ Central Transportation Facility Upgrades
☑ Eastside Transportation Facility Upgrades
☑ Westside Transportation Center

HIGH SCHOOL GYMNASIUM BLEACHERS

☑ Sabino
☑ Sahuaro
☑ Santa Rita

HIGH SCHOOL STADIUM BLEACHERS

☑ Phase I—Palo Verde
☑ Phase II—Sabino, Sahuaro
☑ Phase III—Cholla, Pueblo, Santa Rita
☑ Phase IV—Catalina, Rincon, Tucson

Additional General Projects include track resurfacing, locker renovations, bleacher and field lighting at some schools.

LEGEND
☑ Complete
⊡ Construction
⊞ Planning/Design
◉ Future Project

Student Safety

The 2012-13 School Year saw many bond projects that focused on student health and safety. Access Control systems were placed in many of the campuses, providing a safer school environment and better night security. Playground Safety was also a major element in the year's effort with addition of improved fencing at many campuses and new, safer play equipment on the playground.

Technology Services Support

As this fiscal year ended, the Bond Program was able to provide support to Technology Services by funding over $3,154,864 in in-wall cabling infrastructure to schools that were unlikely to receive federal funding support.

LEED GOLD CERTIFICATION

Energy efficiency has been a key factor in the 2004 Bond Program. It was just recently announced by the U.S. Green Building Council that Mary Belle McCorkle Academy of Excellence K-8 was given a LEED Gold Certification.