
***THE PIMA PARTNERSHIP CHARTER SCHOOLS’
THREE-YEAR EDUCATIONAL TECHNOLOGY PLAN***

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Plan Term: Start Date: July 1, 2009 End Date: June 30, 2012

Plan URL: www.thepartnership.us

EXECUTIVE SUMMARY

Developing a comprehensive technology plan, based on the educational goals of The Pima Partnership Charter Schools, will ensure that the most appropriate technologies are effectively infused in our instructional and/or administrative systems and programs. Thorough planning also ensures that all stakeholders have equitable access and achieve the greatest benefit from routine use of our educational technology. This comprehensive technology plan demonstrates clear targets for technology use, spells out desired goals for learners, creates a vision for future directions, builds support from stakeholders, and demonstrates to those who might provide funding that Pima Partnership Charter Schools are ready to meet the challenges ahead.

In addition, Arizona Charter Schools (LEAs) who apply for technology funding through any federal grant program, are required to have developed a comprehensive, three or five year technology plan, which outlines how the agency intends to utilize and integrates educational technology within the core curriculum. To that end, this three-year comprehensive technology plan is written to comply with all local, state, federal government No Child Left Behind (NCLB), and Universal Service Fund (USF) E-Rate requirements.

The Pima Partnership Charter Schools

- Are compliant with the provisions of the Children’s Internet Protection Act (CIPA).
- Will apply for (USF) E-Rate funding for FY’s 2010, 2011 and 2012.

Date/Plan Approved by Board: January 27, 2009

Certified by:

Signature of Authorized School System Agent (blue ink)

Printed Name: Harry Kressler

Title: Superintendent

Date: January 27, 2009

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THE PIMA PARTNERSHIP PROFILE

“Building partnerships with young people, families and communities to improve their quality of life.”

Initiated with a paid staff of five, funded by a five-year grant from the U.S. Center for Substance Abuse Prevention, The Partnership has grown to an award winning mid-size organization with 104 licensed and degreed professional staff, 20 youth and adult interns, over 300 volunteers and an annual operating budget of \$7.1 million dollars. The Partnership is an Arizona state-licensed addiction treatment and prevention provider and its Charter High School is accredited by the North Central Association. The newly built Pima Partnership Academy (PPA) is a state of the art facility which includes high technology, highly-qualified teachers, and high expectations of students. The Pima Partnership Charter Schools provide services from two charter schools and one facility in the downtown Tucson area and an office in Phoenix, Arizona.

Charter School Buildings

<p>Pima Partnership Academy (PPA) <i>Serving Grades: 7-8</i> 1346 N. Stone Avenue Tucson AZ 85705 Phone: 520.326.2528 Fax 520.326.2527</p>	<p>Pima Partnership High School (PPHS) <i>Serving Grades: 9-12</i> 1346 N. Stone Ave. Tucson, AZ 85705 Phone: 520.326.2528 Fax 326-2527</p>
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District Technology Coordinator/Contact Information

Contact Name: Val Alexander	Telephone: 520.971.2610
LEA: The Pima Partnership	Fax: 520-791-2202
Address: 2525 E. Broadway, Suite 100 Tucson, AZ 85716	E-mail: valexander@thepartnership.us

Demographics

LEA Name: The Pima Partnership Charter Schools	
CTDS: The Partnership (10-87-11-000) PPHS (10-87-11-201) PPA (10-87-11-101)	
Number of charter schools in the LEA (2008/09)	2
Number of teachers (2008/09)	13
Number of students enrolled (2007/08)	200
Percent of students eligible for free/reduced lunch (2007/08)	94%
Title I poverty level (2008/09)	94%
Teacher/Student Ratio (2008/09)	1-15
Student/Computer Ratio (2008/09)	3:1
Number of schools identified as excelling	0
Number of schools identified as highly performing	0
Number of schools identified as performing plus	0
Number of schools identified as performing (2006/07)	1
Number of schools identified as underperforming	0
Based on census tract information, is your entity rural or urban	Urban

Board of Directors

Like many organizations with a mission to improve community conditions, we welcome the support of individuals and organizations to make the success of our programs possible. Currently, our community board of directors includes major decision makers from city, county, state government, grassroots institutions, local businesses, as well as Native American tribes, youth and disability advocates. (<http://www.thepartnership.us/Directors.aspx>)

Technology Committee

Pima Partnership Charter Schools' Technology Committee is comprised of stakeholders from various community groups, administration, teachers, parents and students who are committed to planning for and implementing technologies that prepare our students for 21st Century learning. Committee members are selected based on their willingness to volunteer their expertise and knowledge of school policies, procedures and educational technologies required to meet challenging academic standards for all our students. The role of the Technology Committee is to develop, implement and evaluate this technology plan on at least an annual basis to determine the efficiency and effectiveness of meeting our objectives for our technology initiatives. The following table lists the Pima Partnership Chart Schools' Technology Committee members:

Table 1: Technology Committee Members

Member Name	Title	Constituency Represented
Thomas Miller	Principal	PPA
Heidi Bacon	Director for Curriculum	PPA/PPHS
Val Alexander	Technology Coordinator	PPA/PPHS
Jacqueline Hernandez	Project Director/Asst. Prin.	PPA
Delores Baker	Parent	PPHS
Terri Marshall	Technology Teacher	PPHS
Berry Brown	Technology Teacher	PPA
Faustina Sanders	Graduate	PPHS

The tentative Technology Committee meeting schedule during the course of this three year plan is as follows:

Table 2: Technology Committee Meeting Schedule

Technology Committee Meeting Schedule		
Year	Frequency	Month
1) 2009-2010	Annually	March/April
2) 2010-2011	Annually	March/April
3) 2011-2012	Annually	March/April

VISION AND MISSION

Vision Statement

The vision of Pima Partnership Academy and High School is providing each student with opportunities to learn successfully in an enriching, academically challenging, project-oriented, nurturing and rehabilitative school environment. These schools embrace the student in a unique student-centered learning environment based on personal interests, careers and community service. Our ultimate goal is to expand the knowledge, develop the potential and broaden the vision of all students so that they become responsible, productive, employable and compassionate citizens of the world. The Partnership's central goal is to help foster conditions for positive change by providing a range of "real world" services and programs to individuals, community groups, agencies and institutions.

Charter Mission Statement

Pima Partnership Academy and High School are Arizona Charter Schools dedicated to bringing challenging educational opportunities to its student body. Those opportunities involve exploration and enhancement of the whole student intellectually, socially and personally. As a result, students are exposed to many diverse activities that can help them grow into fully engaged and confident citizens.

TECHNOLOGY PLAN IMPLEMENTATION

Technology Plan Goals and Strategies

The Pima Partnership Academy and High School Board of Directors has established school improvement goals to assess all future needs for technology and its use in instruction. Consistent with these school improvement goals and state requirements, Pima Partnership has aligned the Educational Technology Plan goals in this plan with each of the Arizona Educational Technology Plan and the School Improvement Plan goals. Once the technology plan goals were identified and objectives determined for each goal, the Technology Committee established the most relevant strategies/action plans and corresponding accountability measures and timelines necessary to meet the stated objectives.

State Goal: *Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum by December 2006.*

- 1. Pima Partnership Academy and High School Goal:** On or before January 1, 2010, Pima Partnership Academy and High School will have a curriculum map that outlines the scope and sequence for grades 9-12 and that is aligned to the Arizona Academic K-12 Standards for the following core subject areas: English, Mathematics, Science and Social Studies.

Table 3: Goal 1 - Objectives and Strategies

Objectives	Strategy/Action Plan	Accountability Measure	Timeline (Task % Done/Year)
a. Integrate technology to assist PPHS in meeting the goals set by the Pima Partnership High School and the Arizona School Improvement Plan for student achievement.	<p>Conduct a technology needs assessment in the core subject areas of English, Mathematics, Science, and Social Studies.</p> <p>Integrate hardware and software as outlined in the ASIP and the ASIP grant.</p>	<ul style="list-style-type: none"> • Student/parent/teacher surveys. • Professional development training logs. • Completion of the needs assessment. • Conduct quarterly benchmark assessments. 	<ul style="list-style-type: none"> • To be completed October 31st of 2009. • Ongoing beginning in August of 2009.
b. Align curriculum with the Technology Education Standards of the Arizona Academic K-12 Standards.	<p>Research best practices and develop lesson plans that align with the Arizona K-12 Technology Education Standards.</p>	<ul style="list-style-type: none"> • Professional development training logs, curriculum maps, and lesson plans that align to the Arizona Academic K-12 Content Area and Technology Education Standards. 	<ul style="list-style-type: none"> • Summer 2009 in-service. August through October 2009. • First semester lesson plans. • October 2009 through December 2009 • Second semester lesson plans.
c. Identify, create and employ measurable and achievable grade level projects incorporating core strands with quality assessments to evaluate achievements.	<p>Train teachers to incorporate technology-based projects.</p> <p>Develop formative and summative assessments that measure mastery and incorporate technology.</p>	<ul style="list-style-type: none"> • Attend professional development workshops with the Pima County Superintendent's Office. 	<ul style="list-style-type: none"> • Summer 2009 teacher in-service and on-going professional development.

State Goal: *Ensure that quality teachers, staff, and administrators are involved in Arizona educational institutions and that they are proficient in the use and integration of technology through professional development activities.*

2. Pima Partnership Academy and High School Goal: Engage professional development for administrators, teachers and staff on curriculum development, design, and mapping with a focus on technology integration.

Table 4: Goal 2 – Objectives and Strategies

Objective	Strategy/Action Plan	Accountability Measure	Timeline (Task % Done/Year)
a. Determine and increase the proficiency levels of administrators and teaching staff regarding the general use of technology for enhancing teaching and learning.	Train teachers, administrators and staff on using technology resources in the classroom, e.g., smart boards, auto responders, document cameras, etc. Teachers and administrators set professional development goals for technology as part of their yearly evaluations.	<ul style="list-style-type: none"> Professional development training webinars, logs, classroom observations, and lesson plan reviews. Review of goals on yearly evaluations. 	<ul style="list-style-type: none"> Summer 2009 in-service and on-going training. Yearly evaluations beginning in May of 2010.
b. Focus technology planning on relevant staff development by keeping technology applications current, with attention to providing appropriate technical support.	Ensure that faculty, and staff, have necessary technology support and resources.	<ul style="list-style-type: none"> Inventory and maintenance records, work-order requests and Professional Development training logs. 	<ul style="list-style-type: none"> On-going.
c. Provide professional development for staff on developing assessments, and aligning assessments to the Arizona Academic K-12 Standards.	Job embedded professional development based on the work of Marzano, Pickering and Pollack (2001), McTighe (1997), and Wiggins and McTighe (1998)	<ul style="list-style-type: none"> Teacher lesson plans and review of teacher developed (local) formative and summative assessments. 	<ul style="list-style-type: none"> Summer 2009 in-service. August through October 2009. First semester lesson plans. October 2009 through December 2009. Second semester lesson plans.
d. Continue to provide professional development opportunities targeted to increasing student academic achievement and technology literacy.	Professional literature on incorporating multi-modal and digital literacy into the content area classroom. Train teachers on the use of digital and multi-modal literacy. Work to bridge students' out-of-school literacy with their in-school literacy practices.	<ul style="list-style-type: none"> Teacher study group participation logs. Professional development certificates from attending workshops and conferences. Quarterly benchmark assessments. 	<ul style="list-style-type: none"> Summer 2010 in-service. On-going.

State Goal: *Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.*

- 3. Pima Partnership Academy and High School Goal:** Provide and support appropriate technologies necessary for technology integration, student achievement, professional development and community engagement.

Table 5: Goal 3 – Objectives and Strategies

Objective	Strategy/Action Plan	Accountability Measure	Timeline (Task % Done/Year)
a. Develop strategies to maximize and enhance the use of existing technologies by staff and students to meet continued technology evolution.	Pilot and test new technology hardware and software. Solicit input from stakeholders for enhancing existing technology. Train staff on using existing technologies.	<ul style="list-style-type: none"> Teacher/staff /parent surveys, staff meetings, and focus groups. Teacher/staff training logs. 	<ul style="list-style-type: none"> Ongoing. Surveys to be completed by October 31, 2009 with staff meetings and/or focus groups held quarterly through March of 2012.
b. Ensure that all our facilities meet the minimum standards of technology infrastructure and hardware placement.	Conduct assessment of information and technology system with support from outside expertise/consultant.	<ul style="list-style-type: none"> Completed Assessment Record, e.g., memo, letter, meeting, etc., of findings communicated to stakeholders. 	<ul style="list-style-type: none"> July, 2009.
c. All staff and students will apply technology ethically and effectively to create lifelong learning in a global society.	Students and staff will attend two one- hour trainings on the effective and ethical use of technology.	<ul style="list-style-type: none"> Workshop participation records. Student attendance records and student sign-in sheets. 	<ul style="list-style-type: none"> Staff will attend the workshop during the summer in-service training. (2009, 2010, and 2011). Students will attend the workshop during the second week of the fall semester (2009, 2010, and 2012) and a follow-up training in January (2010, 2011, and 2012).
d. Continue to maintain and support our existing technology infrastructure and network.	Maintain capacity of existing staff with regular training and technical skill building.	<ul style="list-style-type: none"> Staff training records. 	<ul style="list-style-type: none"> Ongoing.

State Goal: *Ensure that all K-12 institutions will be positively involved in collaboration and partnerships that are supportive of technology use and curricular integration.*

4. Pima Partnership Academy and High School Goal: All staff and students will apply technology ethically and effectively to create lifelong learning in a global society.

Table 6: Goal 4 – Objectives and Strategies

Objective	Strategy/Action Plan	Accountability Measure	Timeline (Task % Done/Year)
<p>a. Ensure the effective use of technology to promote parental involvement in collaboration with our community.</p>	<p>Include Technology Use policy in Parent/Student Handbook.</p> <p>Invite participation technology training opportunities for parents.</p> <p>Enhance the PPA/PPHS website with more interactive information and communication services for parents, students and the community.</p>	<ul style="list-style-type: none"> • Student/Parent Handbook and Technology Use agreements. • Updated and enhanced website with community and community partner links. 	<ul style="list-style-type: none"> • August 2009, 2010, and 2011.
<p>b. Increase available access to our facilities, as appropriate, to all stakeholders.</p>	<p>Provide opportunities for parents to participate in technology trainings with their students.</p>	<ul style="list-style-type: none"> • Semi-annual technology training workshops for parents and students. 	<ul style="list-style-type: none"> • Semi-annual workshops to be held on or before: October 31, 2009, March 31, 2010, October 31, 2010, March 31, 2011, October 31, 2011.
<p>c. Articulate to all members of the educational community the learning goals for each grade and core content area.</p>	<p>The revised Technology Curriculum Scope and Sequence will be articulated and provided to stakeholders.</p>	<ul style="list-style-type: none"> • Teacher development of learning goals. Completed curriculum maps, lessons, and assessments. 	<ul style="list-style-type: none"> • Curriculum maps, lesson plans, and assessments to be completed Summer 2009 in-service (August through October 2009). • First semester lesson plans. (October 2009 through December 2009). • Second semester lesson plans. Piloting and revisions of maps, lesson plans, and assessments will be on-going.

State Goal: *Ensure that all K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.*

5. Pima Partnership Academy and High School Goal: Support all students and staff in demonstrating knowledge, skills and understanding of appropriate technologies through the performance of everyday tasks and assignments.

Table 7: Goal 5 – Objectives and Strategies

Objective	Strategy/Action Plan	Accountability Measure	Timeline (Task % Done/Year)
a. Enhance the learning process to meet the technology needs of all students.	<p>Prioritize assistive technology needs.</p> <p>Research and acquire assistive technology as appropriate within budgetary guidelines.</p>	<ul style="list-style-type: none"> • Prioritized list of technology needs presented to stakeholders. • Implementation and integration of assistive technology. 	<ul style="list-style-type: none"> • October 2009; • January 2010; • May 2010; • October 2010; • May 2011; and • October 2011.
b. Meet or exceed the K-8 technology initiatives at the PPA.	<p>The technology curriculum will be reviewed and enhanced for content and effectiveness.</p> <p>Allocate time and resources for PPA students to increase their technological literacy.</p>	<ul style="list-style-type: none"> • Arizona Technology Standards aligned to the Arizona Academic K-12 curricula as evidenced in the PPA written curricula for Mathematics, English, Science, and Social Studies. • Computer lab room reservations, completed lesson plans and student grades on technology assessments. 	<ul style="list-style-type: none"> • Summer 2009 in-service. (August through October 2009). • First semester lesson plans. (October 2009 through December 2009). • Second semester lesson plans. • Ongoing. Quarterly review of grades received on technology assignments, projects, and assessments.
c. Ensure equal access to technological resources for all students, administrators, teachers, and staff.	<p>Require assistive technology devices and services as part of IEP.</p> <p>Allocate resources equitably to teachers based on content area and technology needs.</p>	<ul style="list-style-type: none"> • Review of IEP goals, accommodations and modifications. • Review results of staff needs assessments. 	<ul style="list-style-type: none"> • July 2009 and ongoing. • Surveys to be completed on or before October 31, 2009, and continued annually as part of yearly NCA and school improvement plan needs assessments.

State Goal: *Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.*

6. Pima Partnership Academy and High School Goal: On or before January 1, 2010, Pima Partnership Academy and High School will have developed and implemented formative and summative assessments aligned to state academic standards.

Table 8: Goal 6 – Objectives and Strategies

Objective	Strategy/Action Plan	Accountability Measure	Timeline (Task % Done/Year)
a. Develop and implement a variety of formative and summative assessments to evaluate student achievements and determine mastery of performance objectives.	Teachers will receive training in formative and summative assessments through the Pima County Superintendent’s office, the IDEAL website, and ADE sponsored workshops and conferences to inform teaching and learning. Teachers will receive on-going training in differentiated instruction.	<ul style="list-style-type: none"> Professional development logs, workshop/conference participation certificates, lesson plans, and assessments. 	<ul style="list-style-type: none"> On-going throughout the 2009/2010, 2010/2011, and 2011/2012 school years. Summer in-service 2009, 2010, and 2011.
b. Enhance the learning process to meet the needs of the Pima Partnership Academy and High School learning communities.	Employ technology resources in the classroom to increase student achievement. Use assessment technologies and benchmark software to assess student learning and inform instruction both daily and quarterly.	<ul style="list-style-type: none"> AYP. Arizona Learns Designation. Increase in the number of students earning credit in their core content classes, and improved AIMS DPA/Terra Nova, and AIMS scores. 	<ul style="list-style-type: none"> December 2009; May 2010; December 2010; May 2011; December 2011; and May 2012.
c. Perform ongoing surveys and observations, over the next three year, as evidence of the overall success of the Technology Plan.	Survey parents, students and staff as part of the yearly NCA and school improvement needs assessment. Classroom observations and teacher and student focus groups.	<ul style="list-style-type: none"> Completed surveys and needs assessments. Results of focus group meetings disseminated to stake holders. 	<ul style="list-style-type: none"> October 2009, 2010, and 2011. Quarterly meetings to be held in December 2009, March 2010, May 2010, December 2010, March 2011, May 2011, December 2011, March 2012, and May 2012.

The following table outlines the Technology Plan Evaluation for this three year plan.

Table 9: Technology Plan Evaluation

Tech Plan Goals	Evaluation Question(s)	Evaluation Strategies	Responsible party/parties	Timeline (Task % Done/Year)	Evaluation Check Points for mid course corrections.
<p>Goal 1: On or before January 1, 2010, Pima Partnership Academy and High School will have a curriculum map that outlines the scope and sequence for grades 9-12 and that is aligned to the Arizona Academic K-12 Standards for the following core subject areas: English, Mathematics, Science and Social Studies.</p>	Were the stated objectives met to achieve this goal?	<p>Results of technology needs assessment; Teacher hours spent in professional development activities related to mapping the curricula, writing lesson plans, and developing assessments; Analysis of lesson plans for evidence of technology integration; results of student reflections, local assessments, performance outcomes on projects, and quarterly grades.</p>	Principal	Surveys to be completed October 2009.	<p>E-rate rules state: The Plan includes an evaluation <u>process</u> that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.</p>
	What steps did PPHS take to integrate technology into the written curricula?		Director of Curriculum	Professional development and assessment outcomes to be assessed at the end of each semester beginning December 2009.	
	What was the effect of technology integration on student performance?		First semester curriculum technology alignment to be completed at the end of the first quarter of 2009.		
	How did the use of projects and local assessments improve student achievement outcomes?		Second semester technology alignment to be completed at the end of the second quarter of 2009.		
<p>Goal 2 Engage in professional development for administrators, teachers and staff on curriculum development, design, and mapping with a focus on technology integration.</p>	How did professional development increase the proficiency levels of teachers, staff and administration in using technology to enhance instruction?	Teacher/Administrator self-evaluations, classroom observations, review of lesson plans.	Principal	<p>Semi-annual evaluations beginning in December of 2009.</p>	<p>E-rate rules state: The Plan includes an evaluation <u>process</u> that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.</p>
	What steps were taken to keep technology current and provide technical support?	User satisfaction surveys, the number of work orders and service-related technology issues, and time spent with help desk and support personnel.	Director of Curriculum		
	What was the effect on system operability and end-user satisfaction?	Credit earned core content classes, and AIMS DPA/ AIMS/ Terra Nova scores.	IT Manager		
	How did professional development in technology integration affect Reading and Writing achievement outcomes?				

Tech Plan Goals	Evaluation Question(s)	Evaluation Strategies	Responsible party/parties	Timeline (Task % Done/Year)	Evaluation Check Points for mid course corrections.
Goal 3 Provide and support appropriate technologies necessary for technology integration, student achievement, professional development and community engagement.	What strategies proved most effective in increasing student achievement?	Student self-evaluations and reflections and teacher observations.	Principal Director of Curriculum	Semi-annual evaluation and data collection beginning in December of 2009 and ending May 2012.	E-rate rules state: The Plan includes an evaluation <u>process</u> that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.
	What results were obtained as a result of the technology assessment and what was the effect on end users?	Final report on system assessment, end-user satisfaction surveys.	IT Manager		
	What was the effect of training on the ethical use of technology by students?	The number of disciplinary referrals for inappropriate use of technology and technology resources, and student/staff surveys on the effectiveness of the training.			
Goal 4 All staff and students will apply technology ethically and effectively to create lifelong learning in a global society.	How did the technology integration plan initiatives enhance parent communication and participation in the school community?	Results from parent surveys; increase in the number of parents attending open house and Title I meetings; parent participation in school activities and technology workshops.	Principal Parent Liaison.	Semi-annual data collection beginning in December of 2009.	E-rate rules state: The Plan includes an evaluation <u>process</u> that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.
Goal 5 Support all students and staff in demonstrating knowledge, skills and understanding of appropriate technologies through the performance of everyday tasks and assignments.	Which assistive technologies were determined to be most useful in providing equal access for exceptional education students?	Results of IEP analyses, student self-reporting, teacher observations, assessment results.	Principal Exceptional Education Coordinator	Semi-annual evaluation and data collection beginning in December of 2009 and ending May 2012.	E-rate rules state: The Plan includes an evaluation <u>process</u> that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.
	What process was used to determine which technologies to use?	PPA technology elective quarterly grades, student accountability matrix for demonstrating mastery of performance objectives.	PPA Technology Teacher.		
	What outcomes indicated that PPA students met or exceeded technology initiatives?				

Tech Plan Goals	Evaluation Question(s)	Evaluation Strategies	Responsible party/parties	Timeline (Task % Done/Year)	Evaluation Check Points for mid course corrections.
<p>Goal 6 On or before January 1, 2010, Pima Partnership Academy and High School will have developed and implemented formative and summative assessments aligned to state academic standards.</p>	<p>Were the stated objectives met to achieve this goal?</p> <p>How was benchmark software used to inform instruction?</p> <p>What was the overall effect on student achievement?</p> <p>What measures did PPA and PPHS use to measure the overall success of its technology plan?</p>	<p>Yearly parent, student, and staff surveys, yearly NCA and school improvement needs assessment results, AYP and Arizona Learns determinations, number of student disciplinary infractions, percentages of students earning credit, number of teacher professional development hours, and attainment of teacher and administration technology goals.</p>	<p>Principal</p> <p>Director of Curriculum</p>	<p>Semi-annual evaluation of data beginning in December, 2009.</p>	<p>E-rate rules state: The Plan includes an evaluation <u>process</u> that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.</p>
<p>Goal 7 Provide and coordinate all funding sources necessary to meet our technology plan goals, objectives and strategies.</p>	<p>How was funding allocated to meet technology plan goals, objectives, and strategies?</p> <p>What new sources of funding did PPA and PPHS obtain to provide sustainability?</p> <p>How did funding technology initiatives improve instructional outcomes?</p>	<p>Levels of federal funding through federal programs, new grant-funded sources, and the types and amount of technology purchased, evidence of incorporation of technology in instructional planning, delivery, and assessment, students' quarterly grades, and AIMS DPA/Terra Nova, and AIMS results.</p>	<p>Principal</p> <p>CFO</p> <p>School Business Manager</p> <p>Director of Curriculum</p>	<p>Ongoing monthly cash management reports, budget allocations on entitlement grants, budget line items on competitive grants, and semi-annual evaluation of data beginning July, 2009.</p>	<p>E-rate rules state: The Plan includes an evaluation <u>process</u> that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.</p>

State Goal: *Develop a schema of current and future financing requirements to support the LEA's Technology Plan.*

7. Pima Partnership Academy and High School Goal: Provide and coordinate all funding sources necessary to meet Pima Partnership Academy and High School's technology plan goals, objectives and strategies.

Table 10: Goal 7 – Objectives and Strategies

Objective	Strategy/Action Plan	Accountability Measure	Timeline (Task % Done/Year)
a. Investigate and pursue funding sources along with the reallocation of existing dollars to enhance our technology initiatives.	Use funding from Title I, Title 2a, Title I School Improvement, and the CTE Basic Grant and State Priority Grant to fund technology initiatives with the CTE grants funding technology initiatives in CTE.	<ul style="list-style-type: none"> Budget line items allocated to improving instruction using instructional technology. 	<ul style="list-style-type: none"> Ongoing beginning July of 2009.
b. Investigate local, state and federal funding opportunities and give relevant funding consideration.	Seek additional funding sources for instructional technology to enhance and promote student achievement.	<ul style="list-style-type: none"> Obtain local, state, and federal funding sources to improve and enhance PPA and PPHS' technology resources. 	<ul style="list-style-type: none"> Ongoing beginning July of 2009.
c. Provide relevant, sustainable educational technologies that enhance teaching and learning for improving academic achievement.	<p>Educate teachers, staff, and administrators on relevant educational technologies to promote academic achievement.</p> <p>Ensure that funding is allocated for improving and enhancing educational technology in Maintenance and Operations budgets and in federal programs funding.</p>	<ul style="list-style-type: none"> Teacher study group participation, attendance and participation at educational technology events and forums, and the attainment of instructional technology goals on teacher/staff; administration yearly evaluations. Budget line items allocated for instructional technology. 	<ul style="list-style-type: none"> Ongoing beginning July of 2009.

TECHNOLOGY NEEDS ASSESSMENT

Curriculum Integration

The Partnership has a documented history of successful policy and curriculum development. The design of the Pima Partnership Charter Schools' curriculum is driven by the state and national goals and performance indicators for student learning in technology. As a valuable resource for teachers, it was created from the most recent research on learning in technology along with the Arizona Academic K-12 Standards, the Arizona Educational Technology Plan; the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS), and "best practices" outlined in research based teaching programs. ([Appendix A](#))

At Pima Partnership Academy and High School, teachers are trained to bring out the best in all our students. In addition to the teachers being instructors of knowledge, they are advisors who coordinate and guide the learning plans of no more than 30 students each. The majority of the advisors' day is spent in directed teaching, connecting their students to resources, individually coaching them in their work, helping them develop projects and communicating with mentors and parents. In addition, each school has a small teacher to student ratio for facilitating challenging educational opportunities for all our students. Those opportunities involve exploration and enhancement of the whole student intellectually, socially and personally. As a result, students are exposed to many diverse activities including technology that can help them grow into fully engaged and confident citizens.

Established in 2008, Pima Partnership Academy (PPA) offers a unique learning environment for students in a new, state-of-the art facility, which includes high technology, highly-qualified teachers, and high expectations of students. This facility is located on a 1.8 acre campus that also includes Pima Partnership High School.

The academic program of PPA integrates six successful strategies to help students learn:

- 1) A "real world" curriculum that includes foundations for career preparation;
- 2) A way of teaching that is flexible and responsive to the different learning styles of students;
- 3) A staff that participates in ongoing professional development to better serve students;
- 4) A school climate that stresses academic excellence, good behavior and kindness toward others;
- 5) A safe environment with zero tolerance policies regarding illegal drug use and violence; and
- 6) Meaningful involvement for parents and caregivers to support student learning.

Pima Partnership Academy and High School have mapped curricula in the core content areas of English, Mathematics, Science, and Social Studies. Curriculum maps and lesson plans were aligned to the Arizona Academic K-12 Standards. ([Appendix C](#)) Assessments were developed in alignment with performance objectives and designed to measure mastery using the FAME scale (falls far below, approaches, meets, or exceeds). As formative and summative assessments were identified as a goal on the Pima Partnership High School (PPHS) 2008 Arizona School Improvement Plan (ASIP), all teachers received professional development on creating and implementing formative and summative assessments in their curriculum content areas. The

training was given by the Pima County Superintendent's Office where teachers learned how to use data to drive instruction.

Following the release of the 2008 AIMS scores, it was determined that student achievement results at PPHS, particularly in Mathematics, showed a marked decrease from previous year's scores. Accordingly, the PPHS school improvement plan identified four areas for improvement; Mathematics AIMS, Reading AIMS, formative and summative assessments aligned with state standards in the core content areas (English, Mathematics, Science and Social Studies) and ensuring that all teachers are highly qualified.

In conducting an analysis in response to not making Adequate Yearly Progress (AYP) in Mathematics, PPHS outlined the following trends that were revealed through analyzing student transcripts, quarterly grades, graduation rates, mobility rates, the Basic Achievement Skills Inventory grade-level equivalencies, and AIMS and Terra Nova scores. The following trends were identified for the 2009 ASIP:

- 1) The data suggests that for four years students made slow achievement gains in reading and mathematics;
- 2) In 2008, Pima Partnership High School was serving more incoming students with significant gaps in their education;
- 3) Reviews of student transcripts indicated that a number of sophomore students had not successfully completed English, Algebra, and Geometry courses before taking the AIMS test, which left a number of students unprepared for AIMS;
- 4) The trends indicated a need for assessments that informed placement and provided support to remediate gaps;
- 5) The school conducted a placement assessment in the fall of 2008 that indicated far greater numbers of students were reading and performing mathematics significantly below grade level;
- 6) The data suggests an increased need for academic supports in reading and mathematics; and
- 7) The data suggests a need for on-going professional development in the development and use of formative and summative assessments.

Given the trends identified above, Pima Partnership Academy and High School are seeking to use educational technology to provide quarterly benchmark assessments using Galileo software and enhance classroom instructional delivery models. Pima Partnership High School is adding SmartBoard technology to three additional classrooms and purchasing graphing calculators and auto responders for its Mathematics and Science classrooms. PPHS is researching hardware and software strategies and interventions to enable teachers to increase student engagement, time on task, and improve student achievement outcomes. Teachers have expressed interest in incorporating multi-modal and digital literacy into their content area classrooms. Consequently, both PPA and PPHS have dedicated resources to improving technology training for teachers and are incorporating technology interventions and strategies to achieve positive student learning outcomes.

Student Achievement

The Pima Partnership Charter Schools will integrate technology standards into its curricula and instructional programs and practices that will insure that all students will become successful, contributing citizens in a global society. The goal of PPA and PPHS, during the course of this

plan, is to have a curriculum map that outlines the scope and sequence for grades 7-12 and that aligns the curricula to the Arizona Academic K-12 Standards and incorporates the Arizona Technology Education Standards.

The AZ Technology scope and sequence has individual grade level assessments with required proficiency levels that are expected to be mastered as students exit each grade level. Regardless of grade level, all students are required to learn about keyboarding, word processing, spreadsheets, databases, desktop publishing, multimedia and telecommunications; while teaching staff needs to be aware of the various AZ Standards and Benchmarks that apply to technology as they relate to the individual curriculum strands. Accordingly, Pima Partnership Charter Schools are committed to promoting curricula and teaching strategies by making technology available to all stakeholders and training staff and students on when, why and how to effectively use it for enhancing teaching and learning.

To determine the efficacy of technology use, a variety of feedback methods will be developed to ensure consistent evaluation of technology integration at each grade level. Data from student performance on the Arizona Instrument to Measure Standards (AIMS) test, as well as local and common assessments such as AZ Learns Achievement Profiles, will be used to determine the impact of technology integration on student achievement. In addition to the 2008 PPHS School Improvement Plan, other plans and strategies may be developed based on the results of the cumulative achievement data and the extent in which each school is meeting or exceeding Adequate Yearly Progress (AYP).

Professional Development

At Pima Partnership Academy and High School, professional development is focused on integration of technologies into curricular areas. The Technology Education Standards ([Appendix B](#)) have been utilized to determine the professional development activities necessary for our teachers to seamlessly apply technology to learning in all grades 7-12. Surveys and evaluations are used to determine which professional development activities and workshops will best serve the needs of our administrators, teachers, non-certified staff and students.

Professional development strategies, including contractual and Title II funds are in place to ensure that all administrators, teachers and non-certified staff are made aware of how to use available technologies to improve student learning. Some examples of professional development resources available to support our technology integration programs are:

- Technology training through the Pima County Superintendent's Office;
- The AZ IDEAL eLearning Platform;
- Pima Community College and the University of Arizona Continuing Teacher Education programs;
- ADE sponsored conferences and workshops; and
- Videos and professional development materials.

Professional development opportunities available to administrative staff include but are not limited to:

- Ongoing and readily accessible technical assistance included under existing contract services on both *SchoolMaster* and *FundWare*;
- As needed for new staff; 2-day training on *FundWare* provided by nfpAccounting Technologies and/or the Partnership's *Fundware* consultant who provides onsite training in Tucson;

-
- Annual refresher course on *FundWare*; provided by *FundWare* consultant via remote login-teleconference;
 - The Partnership's trained administrative staff also conduct in-house trainings on individual modules as needed; and
 - Registrar, school attendance clerks, and Business Manager complete an annual two-day conference conducted by Tyler Technologies, the Partnership's *SchoolMaster* consultant. This conference provides information on new *SchoolMaster* developments, updates, and refresher courses on the use of the system.

Parental Communications and Community Relations

Pima Prevention Partnership (PPP) is a nationally recognized community-based, non-profit organization that provides research, program, and grant development assistance for JSCC initiatives. In its sixteen year history as Pima County's leading substance abuse and delinquency prevention coalition, the PPP has provided policy leadership, program development, youth prevention services, grant writing, planning and evaluation services to promote community development. PPP has been recognized as an Outstanding Coalition in the U.S. from CADCA (Community Anti-Drug Coalition of America) for its work in delinquency prevention and the inclusion of ethnic and disability cultures in its prevention efforts.

The Pima Prevention Partnership strongly believes that effective communication is supported by the feedback and input of those who are directly affected by the implementation of our technologies. We work with the community rather than doing for the community to fill in the many gaps that exist in human services today. Collaboration of our efforts with various grass-root groups, nonprofit agencies, government agencies and unique individuals in the community, The Partnership is developing new and exciting solutions to address the pressing problems of the day.

The Partnership's central goal is to help foster conditions for positive change by providing a range of "real world" services and programs to individuals, community groups, agencies and institutions. For a complete list of our community partners, visit our website at www.thepartnership.us/Charter/Partners.aspx.

The Pima Partnership Charter Schools' Educational Technology Plan will be disseminated to our community as a link on our website. Presently, The Pima Prevention Partnership has a general informational website in place that includes program details, Charter School descriptions and staffing information. The website is available to all parents, students, and the community.

Equitable Use of Technology

The Pima Partnership Charter Schools are committed to ensuring equitable access to all our technologies. In addition to daily classroom technology, the 21st Century Literacy Center, housed within the High School, offers after-school and weekend education and social services to students and their parents/caregivers. The Pima Partnership Charter Schools also have an ongoing commitment to meeting the needs of students with disabilities. The Individuals with Disabilities Education Act (IDEA) of 1990, and the reauthorization of 1997, require that assistive technology devices and services are considered and incorporated as part of the students' Individual Education Plan (IEP). The Pima Partnership Charter Schools continue to investigate and implement appropriate technology tools that not only reach special education students, but all students in our agency. The following table details the extent technology is availability to our administrators, teachers, students, staff and community.

Table 11: Technology Availability by Stakeholders

Stakeholder	Few, if any have access	Access primarily in teacher work areas, offices, libraries, or computer labs	User has access to computer for individual use in classroom or office
Administrators			X
Teachers (academic)			X
Teachers (vocational)			X
Teachers (exceptional education)			X
Teachers (electives)			X
Students		X	
Students with disabilities			X
Non-certified staff			X
Parents/Community		X	

Technology Delivery/Needs

Technology is a modern set of tools and processes that are a part of our daily activities. Technology, like the pencil and paper, is a tool to effectively instruct students in their various curricula and is a tool to assist administrators, teachers, and staff in the effective, efficient execution of their daily job responsibilities and activities. Pima Partnership Charter Schools have a commitment to providing technology that includes but is not limited to the following:

Virtual Learning/Fieldtrips

Increased access to smart board technology and personal computers will enable students to participate in e-learning, observe scientific experiments, and visit places to explore archaeological finds, geography, and experience culture and the arts from around the world.

On-line Higher Education Courses (TechPrep)

PPHS Students currently participate in Pima County Joint Technological District (JTED) Career and Technical Education Classes that often use a web-based delivery system.

Multi-Media Vocational Courses

Enhanced software and hardware technology interventions would enable PPA and PPHS students to create multi-media artifacts and presentations using Creative Suite software and other commercially-based software that would enhance learning and provide students with a technological skill set that would enable them to compete in today's job market.

Interactive Video System

Pima Partnership Academy and High School seek to incorporate video streaming and voice over IP solutions to enhance opportunities for distance learning and video conferencing.

Internet Research Tools

Pima Partnership Schools intend to use technology to provide students with Internet-based research tools such as Grolier's On-line Encyclopedias and e-Library.

Infrastructure and Telecommunication/Needs

Since technology is viewed as a tool to aid student learning and achievement, technology purchases for use by our administrators, teachers, staff, and students is selected based upon their present and future needs. Integration of technology into the curriculum and all its support systems has made the Pima Partnership Charter Schools' technology infrastructure a critical resource requiring virtually 100% availability. As such, all of equipment must adhere to certain specifications and tested to confirm interoperability within our infrastructure. Following are the technologies currently used by the district to enhance teaching and learning:

The Partnership Website

The Partnership's corporate website, www.thepartnership.us, includes links on the home page to Pima Partnership Academy (PPA) and Pima Partnership High School (PPHS). Information specific to each school, such as available programs and registration, can be obtained from accessing these links.

Web Hosting

The Partnership currently maintains and hosts the existing Pima Prevention Partnership website. During the course of this plan, The Partnership will explore and consider options for school web hosting services that include teacher WebPages and a student/parent portal. E-Rate funds will be used to offset the costs for this service.

Local Area Network (LAN)

Pima Prevention Partnership has a Wide Area Network (WAN) that connects the Local Area Network (LAN) at each of our four sites through an MPLS system provided through Data Net Solutions. The two school buildings (PPA and PPHS) are connected to each other via fiber optic cable thereby forming a single LAN. All of the computers on the school LAN have access to the Internet and are protected by a content filter firewall. There are two servers that are part of the school LAN. One server houses the SchoolMaster program that contains student records and files. The second server is used for file sharing and storage.

E-mail Services

A number of technology tools are utilized by PPA and PPHS staff to further enhance communications between administration, teachers, parents, students, and the community. Presently, Pima Partnership Charter Schools subscribe to a web-based pop3 email provider that manages our email service. During the course of this plan, we intend to explore options for installing our own e-mail server with E-Rate funding sources.

Telecommunications/Voice System

The current telephone system is included in the Multiprotocol Label Switching System (MPLS) that The Partnership leases through MYTEL. The High School has a digital telephone system and the Middle School uses IP telephones. MPLS gives network operators a great deal of flexibility to divert and route traffic around link failures, congestion, and bottlenecks. Cellular telephones are provided to administrators and other staff for communication between staff, students, parents and the community. E-Rate funding is used to offset the cost of our telecommunication services.

Internet Access

Presently, Pima Partnership Charter Schools have Internet service that is provided through its telephone system service provider, MYTEL. To preserve network bandwidth and restrict access to inappropriate web-sites, all computers have protected access to the Internet via firewall software and a CIPA filter. During the course of this plan, The Partnership plans to upgrade the existing firewall with E-Rate funding to reduce costs.

Infrastructure Upgrades

During the course of this three year plan, Pima Partnership Charter Schools will seek upgrades to the infrastructure that includes additional data drops in both buildings and network switches. E-Rate funds will be used to offset the costs of these upgrades.

Video Distribution System

During the course of this three year plan, Pima Partnership Charter Schools will explore options for a video distribution system. This system will allow The Partnership to provide streaming video to classrooms to enhance instruction and the learning experience for all our students. E-Rate funds will be used to offset the costs of this system.

Administrative Technology/Needs

The Partnership utilizes two separate data systems to conduct official school business, *SchoolMaster* Student Information System and *FundWare* Accounting System. Descriptions of these services are detailed below:

SchoolMaster

The Pima Partnership Charter Schools currently use *SchoolMaster*, its Student Information System (SIS), for all student enrollment and attendance monitoring. *SchoolMaster* is used to record all student demographic information including students who are identified as English Language Learners and/or Exceptional Education students. The SIS keeps track of attendance and all related attendance reporting functions such as class participation, student grades, student credit accruals, standardized test results, transcripts, and a parent notification system that allows parents/caregivers to log in and monitor their students' academic progress.

This SIS is also used to upload SAIS data directly to the Arizona Department of Education. All scheduling of classes is accomplished through this system. Teachers use an electronic grade book that is part of the SIS wherein student grades are directly uploaded into the system to generate report cards and progress reports. The system is used to inform attendance policy and instructional decision-making. Technical support comes from *SchoolMaster* staff that have been consistently accessible, knowledgeable, and reliable; and trained Pima Prevention Partnership staff that provide on-site training and phone consultation to the Registrar and attendance clerks at PPHS and PPA.

FundWare

The Pima Prevention Partnership maintains funds received from each grant/contract in separate ledger accounts on a state-of-the-art accounting system called *FundWare*. This system ensures that funds are not comingled with other ledger accounts.

Pima Prevention Partnership (PPP) complies with Uniform Administrative Requirements of OMB Circular A-122 (Cost Principles for Nonprofit Organizations) as well as the applicable sections of OMB Circular A-110 and OMB Circular A-133. The PPA's financial management system provides for records that identify the source and application of funds provided for financially assisted activities and effective control over and accountability for grant cash, real and personal property, and other assets. In the seventeen year history of A-133 financial audits conducted at the Pima Prevention Partnership, there have been no findings.

In general, the overall features of *FundWare* include:

- Multiple fund management - General Ledger-Project/Grant tool is designed specifically for nonprofit and government organizations
- Multiple-year reporting options
- Allocation functions

- Budget control
- Fixed asset management
- External data integration
- Payroll functions

The major features of the *FundWare* system include multiple fixed management, multiple-year reporting options, allocation functions, budget control, fixed asset allocation, and external data integration. The Pima Prevention Partnership also utilizes *FundWare* for accounts payable, accounts receivable, bank reconciliation, payroll, budget preparation, cash receipts, tracking financial institutions, and keeping track of payroll.

Standard Hardware

PPA	PPHS	Administrative
4 - teacher laptop computers	3 - teacher Laptop computers	Poweredge 2950 server for Schoolmaster
	6 - desktop teacher computers	Poweredge 2850 for file sharing and storage
		Acelus server for Math Curriculum
		7 - administrator laptops
		3 - support Staff desktops

Standard Software Applications

PPA	PPHS	Administrative
MS Office 2007	MS Office 2007	MS Office 2007
	MS Office 2003	School Master
	Creative Suite	Adobe Professional

Classroom Equipment

PPA	PPHS
SmartBoard, digital projector, document camera (5 classrooms)	SmartBoard, digital projector document cameras (2 classrooms)
Laser Printer (5 classrooms)	Portable SmartBoard and digital projector with laptop
10 - student Desktops	Laser printers (7 classrooms)
	2 - student laptop computers (marketing classroom)
	14 - student desktop computers

Technology Lab Equipment

PPA	PPHS
1 - laser printer	1 - wireless router
20 - desktop computers	4 - laptop computers
	16 - desktop computers
	2 - laser printers
	16 - desktop computers

Technical Support/Needs

The Pima Partnership Charter Schools have numerous resources to ensure the successful use of technology available to administrators, teachers, students, and staff. Policies and guidelines have been implemented to ensure proper and effective use of our technology. ([Appendix D](#)) These policies/guidelines include: internet usage, general computer usage, email usage, and telephone system (voicemail) usage. The technical support services available to assist users include but are not limited to the following:

- Pima Prevention Partnership Information Technology Manager;
- Outside Computer and IT Consultants;
- Accounting Information Consultants; and
- Student Information Systems Consultants and Trainers.

STRATEGIES FOR FINANCING TECHNOLOGY

Supporting Resources

The Pima Partnership Charter Schools will assess portions of the technology plan that can be funded with existing budget line items and leverage other funding options such as USF E-Rate for any remaining line items. The following table details the funding sources available to meet the goals, objectives and strategies outlined in this three year plan.

Table 12: Supporting Resources

Source	Amount	Period Available	Purpose and Restrictions
General Funds	\$88,338.00	Years: 1, 2, 3	
USF E-Rate	\$72,000.00	Years: 1 & 2	Telecommunications Internet Access
USF E-Rate	\$36,000.00	Year: 3	Telecommunications Internet Access
Other	\$138,267.00	Years: 1, 2, 3	

The following table details the timeline and funding available for resources acquired during this three year plan in addition to one year beyond the plan.

Table13: Technology Funding Resources

Expenditures	Year 1	Year 2	Year 3	Year 4
Hardware	\$22,068.00	\$8,101.00	\$7,801.00	\$22,068.00
Software	\$22,245.00	\$22,245.00	\$22,245.00	\$22,245.00
Interoperability	\$45,900.00	\$5,900.00	\$5,900.00	\$41,900.00
Curriculum Integration	\$50,000.00	\$40,000.00	\$0.00	\$50,000.00
Professional Development	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Technical Assistance	\$23,000.00	\$6,000.00	\$6,000.00	\$23,000.00
Support and Maintenance	\$2,200.00	\$1,000.00	\$1,000.00	\$2,200.00
Telecommunications	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
Internet Access	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00

TECHNOLOGY FUNDING SOURCES AND COSTS

Annual Budget Summary

The following tables identify the funding sources currently available and the expenditures required to support our technology initiatives during the next three years:

Table 14: Three Year Technology Plan Budget

Year 1 (2009/10)					
Acquired Technologies And Professional Development	M&O	USF E-Rate Discount	E-Rate Non-discount Portion	NCLB	Other (Specify)
Computerized Curriculum	\$5,000.00			\$10,000.00	\$50,000.00 Middle School Development Grant \$5,000.00 Instruction Improvement Fund
Equipment	\$7,801.00			\$7,267.00	\$7,000.00 Middle School Development Grant:
Software Licenses	\$2,245.00				
Support & Maintenance	\$2,200.00				
Consultants	\$6,000.00				\$17,000.00 Middle School Development Grant
Professional Development	\$1,000.00			\$4,000.00	
Interoperability	\$5,900.00	\$36,000.00	\$4,000.00		
Telecommunications		\$27,000.00	\$3,000.00		
Internet Access		\$ 9,000.00	\$1,000.00		
Total	\$30,146.00	\$72,000.00	\$8,000.00	\$21,267.00	\$79,000.00

Year 2 (2010/11)					
Acquired Technologies And Professional Development	M&O	USF E-Rate Discount	E-Rate Non-discount Portion	NCLB	Other (Specify)
Computerized Curriculum	\$5,000.00	\$36,000.00	\$4,000.00	\$10,000.00	\$5,000.00 Instruction Improvement Fund
Equipment	\$8,101.00				
Software Licenses	\$2,245.00				
Support & Maintenance	\$1,000.00				
Consultants	\$6,000.00				
Professional Development	\$1,000.00			\$4,000.00	
Interoperability	\$5,900.00				
Telecommunications		\$27,000.00	\$3,000.00		
Internet Access		\$ 9,000.00	\$1,000.00		
Total	\$29,246.00	\$72,000.00	\$8,000.00	\$14,000.00	\$5,000.00

Year 3 (2011/12)					
Acquired Technologies And Professional Development	M&O	USF E-Rate Discount	E-Rate Non-discount Portion	NCLB	Other (Specify)
Computerized Curriculum	\$5,000.00			\$10,000.00	\$5,000.00 Instruction Improvement Fund
Equipment	\$7,801.00				
Software Licenses	\$2,245.00				
Support & Maintenance	\$1,000.00				
Consultants	\$6,000.00				
Professional Development	\$1,000.00			\$4,000.00	
Interoperability	\$5,900.00				
Telecommunications		\$27,000.00	\$3,000.00		
Internet Access		\$ 9,000.00	\$1,000.00		
Total	\$28,946.00	\$36,000.00	\$4,000.00	\$14,000.00	\$5,000.00

COORDINATION AND ALIGNMENT OF LOCAL FUNDS

Private Donations

Like many organizations with a mission to improve community conditions, Pima Prevention Partnership and Pima Partnership Charter Schools welcome the support of individuals and organizations to make the success of our programs possible. Every donation is a blessing to the people served by The Partnership, so we accept donations in all shapes and sizes.

Grants

The Pima Prevention Partnership and Pima Partnership Schools will continue to investigate and evaluate any grant and funding opportunities available through private, local, state, and federal programs. Any technology grant funds received will be disbursed according to the goals and objectives outlined in our technology plan. To avoid duplication of grant funds, we will consistently update our technology plan to reflect technologies that have been acquired.

Universal Service Fund (USF) E-Rate Program

The Partnership will seek USF (Universal Service Fund) funds to sustain the ongoing costs of utilizing technology, such as telecommunications and internet access, within our charter schools. The USF E-Rate Program is a federal program created to provide discount reimbursements and assist most schools and libraries with obtaining affordable technologies, including telecommunications and internet access. Discounts are based on an individual schools' enrollment in the National School Lunch program. The Pima Partnership Charter Schools anticipate obtaining approximately 90% annual average reimbursement from E-Rate for Telecommunications and Internet services. For a complete List of Requested E-Rate products and services, see [Appendix E](#).

ACCOUNTABILITY AND EVIDENCE OF ACCOMPLISHMENTS

CIPA Compliance

The Pima Partnership Charter Schools have and will continue to comply with the requirements of the Children’s Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l). The Pima Partnership Charter Schools is committed to assuring the safe conduct of all students, while on the internet, and has a comprehensive policy about the proper use of our technological resources. At the beginning of each school year, students and staff are made aware of the district’s Acceptable Use Policy.

Filter Efforts

The Pima Prevention Partnership intends to preserve network bandwidth and improve network response times by limiting Internet access at the PPA and PPHS to educational-related sites. The filtering device used to block and filter access to the Internet from objectionable and obscene sites is Sonic Wall TV170; thereby ensuring compliance with district policies and maintaining a positive network environment.

Acceptable Use Policies (AUP)

The Pima Partnership Charter Schools, in cooperation with administrators, teachers and other staff, has a comprehensive Acceptable Use Policy ([Appendix D](#)) for our technology and monitors the acceptable use policy through staff and student observation and acquired filtering devices.

Technology Plan Evaluation

This three year technology plan is considered a “living document” that grows and changes as new “emerging” technologies are acquired and implemented. It is also intended to be an aid for administrators, teachers, and staff in helping all students learn and increase proficiency in the core content areas. The Pima Partnership Charter Schools’ Educational Technology Plan will be evaluated and updated each year by the Technology Committee based on whether Pima Partnership Charter Schools are successful in achieving the stated goals and objectives. If it is determined that a goal or objective is not on course, the Technology Committee will make appropriate midcourse corrections/modifications to the plan.

Appendix A-Technology Plan Resources

Websites in Support of Arizona's Technology Plan and Resources to Assist with Completing a Technology Plan

Arizona Academic Standards Unit

<http://www.ade.az.gov/sa/sdi/>

Arizona Department of Education, Technology Support

<http://www.ade.az.gov/technology/>

RTC tech planning and support

http://www.sansimon.k12.az.us/tech_info.htm

Arizona Education and Technology Alliance (professional association)

<http://www.aztea.org>

Arizona Educational Media Association (professional association)

Arizona Association of School Business Officials

<http://www.asbointl.org/>

Evaluation and Research of Educational Technology -

<http://www.ed.gov/technology/evaluation.html>

South East Initiatives Regional Technology in Education Consortium

<http://www.seirtec.org/>

ISTE International Society for Technology in Education

<http://www.iste.org>

NOTE: For information on developing an acceptable use policy, visit

http://www.netc.org/tech_plans/aup.html

Appendix B - Technology Education Standards

STANDARD 1: Fundamental Operations and Concepts

Students understand the operations and function of technology systems and are proficient in the use of technology.

STANDARD 2: Social, Ethical and Human Issues

Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.

STANDARD 3: Technology Productivity Tools

Students use technology tools to enhance learning, to increase productivity and creativity and to construct technology-enhanced models, prepare publications and produce other creative works.

STANDARD 4: Technology Communications Tools

Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

STANDARD 5: Technology Research Tools

Students utilize technology-based research tools to locate and collect information pertinent to the task, as well as evaluate and analyze information from a variety of sources.

STANDARD 6: Technology as a Tool for Problem Solving and Decision-making

Students use technology to make and support decisions in the process of solving real world problems.

Unit: Researching and Financing a Car

Goal: Students will use technology to gain an understanding of the steps involved in purchasing, financing, insuring and maintaining a vehicle. Students will use multi-modal literacy to read, research, write, perform mathematical operations, and present their findings to the class in a multi-media presentation.

Objectives:

1. Students will locate and collect information on a new and used vehicle that they would be interested in purchasing.
2. Students will evaluate their choice of car based on the following factors: Price, safety, lifestyle needs, preferences, mileage, insurance, and resale value.
3. Students will construct an amortization table in Excel for each vehicle.
4. Students will determine insurance and maintenance costs for the vehicles.
5. Students will publish their findings.
6. Students will present their findings using multimedia.

Standards: Technology Education Standards: Standard 3T-P1, PO 1; 3T-P2, PO 2; 3T-P3, PO 1; Standard 5T-P1, PO 3, 4; and Standard 6T-P2, PO 1, a-e.

Interdisciplinary Learning: Reading, writing, research, algebra, economics, and workplace skills.

Materials: Computers with Internet, Excel, and Word, telephones, and Mathematics with Business Applications (Glencoe, 2004), Project Overview and Guidelines.

Time: Eight 85-minute block periods, and two 60-minute block periods.

Set Induction:

Take a moment to think about what you would like your first car to be. What kind of a car do you want? How do you know how much you can afford? How can you use mathematics to figure out what you can afford and how much your car payment will be? Today we're going to begin working on a project where you will learn how to choose a car based on your needs, your wants, your lifestyle, and your budget. You will learn how to choose a car, book it out, and figure out your car payment. In this unit, you will create an amortization table for a used car and a new car, and you will write a minimum of a three-page research paper that outlines your process. You will cite the on-line sources that you used, and you will create a multi-media presentation and present your findings to the class.

Lesson:

1. Students will use the Internet to research possible vehicles.
2. Students will evaluate their lifestyle needs and their budget and choose one new car and one used car that they are interested in purchasing.
3. Students will obtain book values as outlined in the project information handout and guidelines.
4. Students will call for interest rates and create an amortization table for each car.
5. Students will use the Internet to research and obtain insurance information and calculate yearly insurance and maintenance costs.
6. Students will write a three-page minimum research paper using the MLA format to cite their Internet sources.
7. Students will create a multi-media presentation and present their findings to the class.
8. Students will reflect on their learning and discuss the grade they think they earned.

Assessment: The following three assignments will be assessed for mastery:

1. Amortization tables;
2. Research paper; and
3. Multi-media presentation.

The research paper will be scored using the Six Traits Rubric and will focus on organization and content. The Multi-media presentation and self reflection will each be scored using a rubric for performance assessments and reflections, respectively.

Evaluation: Students will provide a written reflection on what they have learned from the unit. Reflections are worth 25 points and will be scored using FAME.

Closure: How will you use what you have learned?

Business Math and Personal Finance Project Overview and Guidelines

This project is designed to help you understand the steps and processes involved in buying a car and in using the Internet as an information resource. Through this project, you will learn how to select, price, and pay for a vehicle. Throughout the project you will research, analyze, compare, contrast, and evaluate data to gain a greater knowledge of the role of the consumer when making major purchases. This project is designed to increase your technological and mathematical literacy and to provide you with hands-on learning, so you can apply your knowledge of mathematics and finance to real-life experience. You will use a variety of technology resources and productivity tools to include the following: Your textbook, the Internet, computers, software, the telephone, and the smart board.

Project Guideline:

1. To get started, you will need to research several makes and models of cars.
2. You will choose two cars based on cost, safety, maintenance, insurance and resale value. You will also need to keep your lifestyle in mind when choosing vehicles, e.g., a two-door sports car would not work for a family with children and pets.
3. You should choose one new model and one used model.
4. You will need to compare makes, models, prices, and incentives.

-
5. You will need to obtain blue book values on the cars and give the retail value and the invoice price. On the used car, you will also need to include the retail value, the wholesale value and the street value.
 6. Once you have chosen your car, you will need to find the cost of insurance for a person your age or for someone 16 or over.
 7. You will also research the cost of gas, as well as monthly and yearly maintenance costs: Oil changes, filters, tires, routine maintenance, etc.
 8. Once you have chosen one new car and one used car, you will need to check out interest rates and financing plans. You will probably need to base them on age 18 with no prior credit, or with a cosigner. You may encounter some difficulty getting financial institutions to quote you rates over the phone. Give it your best try. Plan on financing a new car for five years, and a used car for four.
 9. You will need to have two amortization charts: One for the new vehicle and one for the used vehicle.
 10. Your amortization schedules should be done using Excel. We will work on this together in the lab.
 11. The project will culminate in a minimum three-page written paper that outlines the steps you took in reaching your decision and your findings. You will need to cite your sources and give a multi-media presentation of your car and your findings.
 12. You will turn in your spreadsheets and research papers. You will also turn in a brief written reflection on what you learned from doing this project. You will also need to tell me what grade you would give yourself for this project based on the work you did.

Research papers must be formatted according to MLA format.

- Correctly formatted heading—left margin;
- 1-inch margins;
- 11 font—Calibri, Times New Roman, or Arial; and
- Works Cited page.

The required components for your research paper include an Introduction where you discuss the cars and why you chose them. Next you will discuss the features of the cars and why this make and model fit your lifestyle, attitude, etc. You will discuss the financing, car payment, length of loan, what you will do to make the car payments, insurance, and maintenance. Your paper will be assessed using the Six Traits rubric and will focus on organization, content, and conventions.

The project is worth 250 points, and the points are allocated as follows:

- Spreadsheets 25 points each;
- Research paper 100 points;
- Multi-media presentation 75 points; and
- Final project reflection 25 points.

If you have any questions or concerns, it is very important that you see me as soon as possible. Do not miss class, skip school, or let yourself get behind because you are feeling overwhelmed. See me immediately for help. The car project should be a fun way to practice technology and mathematics, and you will learn a great deal that should help you in the next few years, as you begin to make important financial decisions.

Rubric for Multi-Media Presentations

	4	3	2	1
Subject Knowledge	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct.	Some subject knowledge is evident. Some Information is confusing, incorrect, or flawed.	Subject knowledge is not evident. Information is confusing, incorrect, or flawed.
Citing Sources	All sources are properly cited.	Most sources are properly cited.	Few sources are properly cited.	No sources are properly cited.
Organization	The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct.	The sequence of information is logical. Menus and paths to most information are clear and direct.	The sequence of information is somewhat logical. Menus and paths are confusing and flawed.	The sequence of information is not logical. Menus and paths to information are not evident.
Originality	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness.	The work is an extensive collection and rehash of other people's ideas, products, and images. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, and images. There is no evidence of new thought.
Technical	Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.	Project runs adequately with minor technical problems.	Project runs minimally. There are many technical problems when viewing the project.	Project does not run satisfactorily. There are too many technical problems to view the project.
Professionalism of Presentation	Presentation is clear, organized, and the interest of the audience is maintained throughout.	Thoughts articulated clearly, and audience engaged.	Thoughts don't flow, not clear, audience not fully engaged.	Mumbles, and audience has difficulty hearing and/or is not engaged.

Rubric for Written Reflections

CATEGORY	4	3	2	1
Response is complete	Response completely addresses question(s).	Response addresses most of the question(s).	Response addresses at least part of what was asked.	Response does not address the question(s) asked.
Response is appropriate	Response is totally appropriate--in line with the question(s) asked.	Response is mostly appropriate--very little off-task elements.	Response is somewhat appropriate with more than half of the response off-task.	Response is mostly inadequate and off-task.
Response reflects comprehension	Response reflects complete comprehension of what was asked.	Response reflects adequate comprehension of what was asked--with a few errors.	Response reflects some comprehension of what was asked--with many errors.	Response reflects a lack of comprehension of what was asked.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Word Choice	Writer uses words and phrases that fully convey the writer's thoughts and feelings. The word choice and placement of the words seem natural and not forced.	Writer uses words and phrases that convey the writer's thoughts and feelings. The word choice and placement of the words occasionally are occasionally inaccurate and/or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, depth, or feeling.	Writer uses a limited vocabulary that does not convey the writer's thought and feelings

Appendix D – Acceptable Use Policies

PIMA PARTNERSHIP ACADEMY AND HIGH SCHOOL - Student Internet Contract

STUDENT RIGHTS

Each user has the right to use district hardware/software to promote personal academic growth except for that restricted by school administration.

Users have the conditional right to access the Internet for personal academic growth, information- gathering and communication if they do so responsibly.

Users have the right to retrieve information using methods such as File Transfer Protocol (FTP), Telnet, Electronic Mail (e-mail) and World Wide Web (www). Students have the conditional right to request subscriptions such as newsgroups and listservs.

STUDENT RESPONSIBILITIES

Students who use any hardware/software as an educational resource shall also accept the responsibility for the preservation and care of that hardware/software.

Students using the Internet as an educational resource shall be responsible for the appropriate use of all material received under his/her user account.

Users will be held accountable for any deliberate attempts at knowingly allowing and/or running a computer virus on district equipment.

Use of the network to access pornographic materials, inappropriate text files or files dangerous to the integrity of the network is prohibited. Internet usage for gambling purposes is strictly prohibited.

Users will respect the privacy of other users and will not attempt to modify or use someone else's account or represent themselves as another user.

Use of the network for commercial or for-profit purposes, or for fund-raising without district approval is not allowed.

Students do not have permission to install software applications on school district equipment.

Students are responsible for ensuring subscriptions (i.e., newsgroups, listservs) they request are appropriate. Staff has the right to approve or disapprove the number and kind of mailing lists users may subscribe to.

Students are responsible for adhering to the Student Conduct Code including the provisions herein.

STUDENT RESPONSIBILITIES (continued)

Students will not remove, relocate or modify any hardware, software or files, or enter the system folder or control panel of any computer system. Altering, moving, renaming, hiding or deleting programs, files or applications, or action of a similar nature is prohibited.

Copyright laws will be strictly adhered to when using all computer, scanner, laserdisc and video equipment in the building. All violations of copyright laws (i.e., copying programs without written permission from the copyright holder who is the author or producer of the program) will be covered under the Student Conduct Code, and local, state or federal laws and ordinances.

Using the network to harass other users or plagiarize material is subject to provisions of the Student Conduct Code and local, state or federal laws or ordinances.

SCHOOL DISTRICT RIGHTS

Pima Partnership Academy and High School has the right to review any material stored in files to which users have access, to edit or remove any material which the district, in its sole discretion, believes is unlawful, obscene, abusive or objectionable, and to take appropriate legal action.

Pima Partnership Academy and High School makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for loss of data, service interruptions, or for the accuracy or quality of information obtained through Internet services.

The Pima Partnership Academy and High School has the right to place limits on connection time.

Violation of user responsibilities may result in temporary or permanent loss of Internet address.

DISCIPLINARY ACTION

Use of the Internet is subject to all rules and regulations enumerated in the Student Conduct Code. Enforcement is the responsibility of the staff. Administration will review all cases referred for disciplinary action. In addition to disciplinary actions listed in the Student Conduct Code, any or all of the following may be implemented:

- (1) Student may be excluded from access to Internet.
- (2) Student may be excluded from using any or all computer equipment throughout the district.

I understand and agree to the Rights and Responsibilities of Acceptable Use of the Internet as stated above.

Student Signature

Date

Parent Signature

Date

The Acceptable Use Policy recognizes existing federal requirements for privacy and Internet safety, and the district is CIPA compliant

*** PIMA PARTNERSHIP ACADEMY AND HIGH SCHOOL - Staff Internet Contract**

RIGHTS

Each user has the right to use hardware and software found on school grounds as an integral component of curriculum and professional growth.

Users have the conditional right to access the Internet for professional growth, communication and information-gathering as long as they do so in a manner consistent with the responsibilities listed below.

Users have the right to retrieve information using methods such as File Transfer Protocol (FTP), Telnet, Electronic Mail (e-mail) and World Wide Web (www).

RESPONSIBILITIES

A user exercising his/her right to use any hardware/software as an educational resource shall also accept the responsibility for the preservation and care of that hardware and/or software.

An individual using the Internet as an educational resource shall accept the responsibility for the appropriate use of all material received under his/her user account.

Users will be held accountable for any deliberate attempts at knowingly allowing and/or running a computer virus on district equipment.

Use of the network to access pornographic materials, inappropriate text files or files dangerous to the integrity of the network is prohibited. Internet usage for gambling purposes is strictly prohibited.

Users will respect the privacy of other users and will not attempt to gain access to modify or use someone else's account or represent themselves as another user.

Use of the network for commercial or for-profit purposes, or for fund raising without administrative approval is not allowed.

RESPONSIBILITIES (continued)

It is the user's responsibility to maintain the integrity of electronic mail systems. Users are responsible for reporting to an administrator e-mail received by him/her which contains pornography, inappropriate information or text files that are potentially dangerous to the hardware or software of the network. Sending e-mail which contains any of the types of information listed above is prohibited.

Copyright laws will be strictly adhered to when using all computer, scanner, laserdisc and video equipment in the building. All violations of copyright laws (i.e., copying programs without written permission from the copyright holder who is the author or producer of the program) will be covered under local, state or federal laws or ordinances.

Use of the network to harass other users or to plagiarize material is prohibited and subject to local, state or federal laws or ordinances.

SCHOOL DISTRICT RIGHTS

Pima Partnership Academy and High School has the right to review any material stored in files to which users have access, to edit or remove any material which the district, in its sole discretion, believes is unlawful, obscene, abusive or objectionable, and to take appropriate legal action.

Pima Partnership Academy and High School makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school will not be responsible for loss of data, service interruptions, or for the accuracy or quality of information obtained through Internet services.

Pima Partnership Academy and High School has the right to place limits on connection time and the number and kinds of mailing lists users may subscribe to.

Violation of user responsibilities may result in temporary or permanent loss of Internet address.

I understand and agree to the Rights and Responsibilities of Acceptable Use of the Internet as stated above.

Signature

Date

*This Acceptable Use Policy recognizes existing federal requirements for privacy and Internet safety, and the district is CIPA compliant.

Pima Partnership Academy and High School

E-Mail Guidelines

User Responsibilities:

PPA and PPHS provide electronic mail to staff to enable them to communicate effectively and efficiently with other members of staff, parents, and educational companies and organizations for academic and administrative purposes only. Personal incidental use is permitted. Use of e-mail to copy, receive, and/or transmit any documents, software, or other information protected by copyright laws is prohibited. When using e-mail at PPA and PPHS, please comply with the following guidelines. Any breach of this policy may lead to disciplinary action.

Do:

- Do check your e-mail daily.
- Do keep e-mail messages concise and short.
- Do include a meaningful subject line in your messages.
- Do check the address line before sending a message and check to ensure that you are sending it to the right person.
- Do delete messages when they are no longer required. It is the personal responsibility of the individual to organize and delete their messages in a timely manner.
- Do use correct spelling and punctuation, especially for parent e-mail communication.
- Do take care not to express views that could be regarded as defamatory, libelous, or harassment.
- Do assume that your e-mail might be forwarded and read by someone else.
- Do use the word CONFIDENTIAL in the subject line to alert the recipient that they should be alone at their computer when reading the message.
- Do stop and give yourself at least ten minutes prior to replying to a message that upsets you.
- Do read your message before sending it.
- Do use proper chain of command (for example, send a concern to your building principal before sending to administrator at the ESC).
- Do use cc sparingly.

Do Not:

- Do not forward e-mail messages sent to you personally to others without the permission of the originator.
- Do not send unnecessarily large e-mail messages or messages with large attachments.
- Do not send mass mailings without prior approval of the Director of Technology.
- Do not participate in chain or pyramid messages or similar schemes.
- Do not put a student or staff name in the subject line.
- Do not use e-mail to discuss confidential information.

Note:

It is important to recognize that while limited personal use of email may not result in an ethics violation; all email messages -- unlike telephone calls -- are public records and are subject to public inspection under state public records laws.

What to do if you receive a message from an unknown source:

Delete the message and do not open any included attachments.

What to do if you receive a large amount of spam:

Contact your building CRT/Media Specialist who will take appropriate action with the district's IT Department.

Pima Partnership Academy and High School Guidelines for District-Related Public Websites

The author must agree to:

Content

- Check to make sure all hyperlinks work.
- Include a clear navigation path for the viewer on the homepage.
- Ensure that website has a strong instructional purpose.
- Include contact information of the author on the home page, including school phone number and e-mail address of author.
- Run a spelling and grammar check prior to publishing, and have another staff member proofread prior to publishing.
- Include easy-to-find hyperlinks to the PPA and PPHS website, the building website, and the curriculum website.
- Make sure that links to other websites are curriculum-related and appropriate for the audience.
- Avoid any form of advertising.

Updates

- Update website at least once every other week (if appropriate). On the home page tell viewers the intended frequency of updates.
- Include when the website was last updated on the home page. If no changes, just change the date.
- Remove obsolete web pages.

Design (Strongly Recommended)

- Keep pages consistent in design/formatting.
- Keep all image sizes small (less than 300 x 250 pixels).
- Use animated graphics (GIF's) sparingly, or not at all.
- Avoid using color combinations that can be difficult to read for persons with color deficit vision (color blindness). Most persons with this disorder have issues with red/green or blue/yellow combinations.
- Avoid backgrounds and animation that detract from the readability of the page.
- Avoid communicating with images only; include text as well, even if brief. People with disabilities rely on text readers.
- Use common fonts such as Arial, Times New Roman, Verdana, and Comic Sans.
- Test website on a dialup connection with different browsers.
- Test website on a monitor that is 800 X 600 and verify that it is visible and easy to navigate.
- Test for printability.
- Include application required for downloadable attachments.

Privacy/Legal Issues

- Adhere to all copyright rules when using pictures, text, graphics, and sound.
- Check with the office prior to posting names, photographs, or work of students. This is VERY important. Some students' parents have requested that anything that might identify their child NOT appear on the Internet.
- Only post first names of students.

Appendix E – USF E-Rate Requested Products and Services

The Pima Partnership Charter Schools **USF E-RATE REQUESTED PRODUCTS AND SERVICES** (FY09: 2009-10)

TELECOMMUNICATION SERVICE

Basic Telephone Service

The Pima Partnership Charter Schools accepted bids for basic telephone service and tariff for (99) DID lines, (2) fax lines and (2) alarm lines. This service is for the time period from July 1, 2009 through June 30, 2010.

Long Distance Service

The Pima Partnership Charter Schools accepted bids for intralata and interlata long distance toll service for (99) DID lines and (2) fax lines. This service is for the time period from July 1, 2009 through June 30, 2010.

Cellular Phone Service

The Pima Partnership Charter Schools accepted bids for cellular telephone service for minimum of (15) cellular phones that include direct connect services within the Pima Partnership.

Dedicated Line Service

The Pima Partnership Charter Schools accepted bids for ISDN PRI line service for (1) ISDN PRI line. This service is for the time period from July 1, 2009 through June 30, 2010.

Dedicated Line Service

The Pima Partnership Charter Schools accepted bids for bonded T1 line service for (1) Bonded T1 line (3 MPS). This service is for the time period from July 1, 2009 through June 30, 2010.

Dedicated Line Service

The Pima Partnership Charter Schools accepted bids for T1 line service for (2) T1 lines. This service is for the time period from July 1, 2009 through June 30, 2010.

INTERNET ACCESS

Internet Access Service

The Pima Partnership Charter Schools accepted bids for 5 MPS internet service for two buildings. This service is for the time period from July 1, 2009 through June 30, 2010.

Web Hosting

The Pima Partnership Charter Schools accepted bids for a content management web hosting service. This web hosting service must include support for (2) instructional buildings. This service is for the time period from July 1, 2009 through June 30, 2010.

Leased Internet Firewall

The Pima Partnership Charter Schools accepted bids for a leasing internet firewall equipment and software according to the USF E-Rate Program protocols. This service is for the time period from July 1, 2009 through June 30, 2010.

Wireless Internet Access

The Pima Partnership Charter Schools accepted bids for Wireless Internet Access service for minimum of (5) wireless telephones. This service is for the time period from July 1, 2009 through June 30, 2010.

Wireless Broadband Service

The Pima Partnership Charter Schools accepted bids for wireless broadband service for a minimum of (10) wireless connections. This service is for the time period from July 1, 2009 through June 30, 2010.

INTERNAL CONNECTIONS

Internet Firewall

The Pima Partnership Charter Schools accepted bids for internet firewall equipment and software according to the USF E-Rate Program protocols (FY09 USF Eligible Products and Services List). This service is for the time period from July 1, 2009 through June 30, 2010.

Network Cabling

The Pima Partnership Charter Schools accepted bids for network cabling for a total of (55) data drops listed in the table below. This service is for the time period July 1, 2009 through June 30, 2010.

Network Electronics

The Pima Partnership Charter Schools accepted bids for network electronic equipment listed in the table below. The Pima Partnership will consider alternate proposals provided the equipment is compatible with the Pima Partnership's existing network. This service is for the time period from July 1, 2009 through June 30, 2010.

<i>Model</i>	<i>Description</i>	<i>Qty</i>
TRENDnet TEG 448WS	48 Port Gigabit Web-Based Smart Switch	2

Email Server

The Pima Partnership Charter Schools accepted bids for email server listed in the table below (or equivalent) according to the USF E-Rate Program protocols (FY09 USF Eligible Products and Services List). This service is for the time period from July 1, 2009 through June 30, 2010.

	Email Server	
Manufacture	Product/Description	Qty
	PowerEdge 2970, (2) Quad Core AMD Opteron™ 2384,4x512K Cache,2.7GHz,1Ghz HyperTransport, No Operating System	
Dell		1
Dell	8GB (8x1GB), 800MHz, Single Ranked	1
Dell	146GB, SAS, 2.5-inch, 10K RPM Hard Drive	6
Dell	73GB, SAS, 2.5-inch, 15K RPM Hard Drive	2
Dell	Redundant Power Supply with Dual Cords	1
Dell	2x Broadcom 5722 1GbE Single Port NIC, PCIe-1	1
Dell	1500VA UPS 120 Volt, Battery Backup & Protection ,2U Rack Mount	1

Email Server Installation

The Pima Partnership Charter Schools accepted bids for MS Exchange Server installation including MS Server 2008 and Exchange Server Software and email services for up to 100 users.