

CONNECTICUT STATE DEPARTMENT OF EDUCATION
EDUCATIONAL TECHNOLOGY PLAN TEMPLATE



Published: February 2003
Due: September 5, 2003

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OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

VISION

“ ‘Fifty years ago, high school students graduated knowing perhaps 75 percent of what they would need to know to be successful in the workplace, family, and community. Today, the estimate is that graduates of our schools leave knowing perhaps 2 percent of what they will need to know in the years ahead – 98 percent is yet to come.’¹

Society has undergone a fundamental shift from an industrial economy to a knowledge economy. Schools based on the industrial model expect students to be compliant and dependent learners. In today’s knowledge economy students must be empowered to become self-directed, interdependent and self-assessing learners. This shift requires a significant change in teaching and learning and technology is a vital tool for accomplishing this shift in teaching and learning.

In order to help students be successful in a knowledge economy,

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences.
- learners and their families must have equal access to tools that support their learning.
- the locus of control for learning must shift from teacher directed to student directed learning.
- learners must master the information literacy skills to access, investigate, and apply information.
- every classroom in Connecticut must be connected to the statewide network with access to a digital resources and curricula.
- learners must demonstrate their understandings and skills relative to measurable performance standards.
- technology must be a vital link among the staff, students, parents, and expanded community.’²

This template is designed to help every school district use technology effectively by developing a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum, professional development, infrastructure, hardware, technical support, and software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

These high-quality comprehensive educational technology plans must be collaborative and include ideas and suggestions from all members of the educational community. These stakeholders may include: faculty, staff, parents, students, and others. The planning process needs to be a shared activity that not only involves schools and school districts, but also the community at large. Resources and links have been provided in the appendices to assist in the development of local educational technology plans. Please refer to them as you begin the planning process.

¹ Barth, Learning By Heart, 2001

²CAPPS Technology Position Statement, 12/14/01

EDUCATIONAL TECHNOLOGY PLAN REQUIREMENTS

Technology Plan Component Requirements	Connecticut General Statutes CGS 10-262(n)	No Child Left Behind Act of 2001	Universal Service Program (USP)
	As a prerequisite for state technology infrastructure funding, the plan must:	As a prerequisite for federal educational technology funding, the LEA must have a new or updated long-range strategic educational technology plan that addresses the following areas:	As a prerequisite for USP discount eligibility, the plan must:
1. Goals and Strategies	Establish clear goals and a strategy for using telecommunications and information technology to improve education.	Goals and strategies for improving academic achievement and teacher effectiveness; Steps to increase accessibility; Parental involvement; and Collaboration with adult literacy service providers.	Establish clear goals and a realistic strategy for using telecommunications and information technology to improve education.
<ul style="list-style-type: none"> • Infrastructure, Technical Support, Hardware and Software 	Include an assessment of the telecommunication services, hardware, software and other services that will be needed to improve education.	Technology type and costs.	Include an assessment of the telecommunication services, hardware, software and other services that will be needed to improve education.
<ul style="list-style-type: none"> • Curriculum 		Promotion of curricula and teaching strategies that integrate technology; Integration of technology with curricula and instruction; and Innovative delivery strategies.	
<ul style="list-style-type: none"> • Professional Development 	Include a professional development strategy to ensure that teachers know how to use the new technologies to improve education.	Professional development.	Have a professional development strategy to ensure that staff knows how to use the new technologies to improve education.
<ul style="list-style-type: none"> • Data Management 	Per Connecticut General Statute 10-10a – all school districts shall participate in the public school information system designed for the purpose of establishing a standardized electronic data collection and reporting protocol that will facilitate compliance with state and federal reporting requirements, improve school-to-school and district-to-district information exchanges and maintain the confidentiality of individual student and staff data.		
<ul style="list-style-type: none"> • Fiscal Planning/Resources 	Provide for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education.	Coordination with other resources; and Supporting resources.	Provide for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education.
<ul style="list-style-type: none"> • Monitoring and Evaluation 	Include an evaluation process that enables the school to monitor progress towards the specified goals and make adjustments in response to new developments and opportunities as they arise.	Accountability measures.	Include an evaluation process that enables the school to monitor progress towards the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.
2. Educational Technology Policies		LEA certification that elementary and secondary schools that do not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet have adopted and are enforcing Internet safety policies as required under the Children’s Internet Protection Act (CIPA).	Certification that CIPA requirements have been met for schools that receive e-rate discounts.

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

- Utilizing the template that follows on pages 1-7, complete and submit your local technology plan to the following RESC staff for an initial review*:

RESC Region	Staff	Phone	Fax	Email
ACES	Karen Kaplan	203-407-4445	203-407-4590	kkaplan@aces.k12.ct.us
CES	Esther Bobowick	203-365-8883	203-365-8878	bobowice@ces.k12.ct.us
CREC	Scott Nierendorf	860-524-4042	860-246-3304	snierendorf@crec.org
EASTCONN	Jim Huggins	860-455-0707	860-455-0691	jhuggins@eastconn.org
Education Connection	Sean Kavanaugh	860-567-0863	860-567-3381	kavanaugh@educationconnection.org
LEARN	Dorothy B. Dugas	860-434-4800	860-434-4871	dbdugas@learn.k12.ct.us

*Note: See Appendices A-E when developing your local plan.

- When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off as recommended for approval on the cover page by RESC regional staff, submit an electronic version of your plan for final review/state certification to Travis Rose at travis.rose@po.state.ct.us and mail a hard copy by September 5, 2003 to:
 Travis Rose
 Connecticut State Department of Education
 Room 231 - State Office Building
 P.O. Box 2219
 Hartford, CT 06145-2219
- Upon review and approval by the CSDE, a letter of approval/state certification will be sent by the CSDE to the Superintendent of Schools with a copy to the educational technology plan contact.

Cover Page

**EDUCATIONAL TECHNOLOGY PLAN
2003-2006**

District/Agency:	Madison	
District Code:	076	
Technology Plan Contact:	Arthur Sickle, Technology Manager	
Phone:	203.245.6314	
Fax:	203.245.6330	
Email:	sicklea@madisonct.org	
Address:	10 Campus Dr. Madison, CT 06443	
Plan Components:	Section One: Goals and Strategies	
	Section Two: Educational Technology Policies – CIPA Certification	
Name of Superintendent:	Dr. H. Kaye Griffin	
Email:	griffinhk@madison.k12.ct.us	
Signature of Superintendent: <i>(use blue ink)</i>		Date
Board of Education Approval Date:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		
Regional Recommendation for Approval:		
SDE Reviewer:		
SDE Approval:		

Educational Technology Plan Components

LEA/Agency Vision/Mission Statement for Educational Technology:

We are currently experiencing technological advances as never before witnessed in the history of the world. Technology use is no longer an option, a luxury, or an add-on; it is an inevitable reality.

In order to make the inevitable reality of technology meaningful, empowering, and inspiring, we must prepare the students of the Madison Public Schools, learners in grades K-12, with the lifelong skills necessary to harness the resources so readily available to them. Our students will learn more, achieve higher goals, and be better thinkers because of the opportunities we are able to provide. By completely integrating technology in all curriculum areas, by teaching technology not as a tool but as an integrated cornerstone of learning, we can ensure that our students will be better able to communicate, explore, and analyze than at any time in the past.

As technology continues to evolve, teachers too must be provided with access to the newest technology and on-site training and support. Properly trained, teachers will act as mentors and facilitators to student learning, using a broad repertoire of instructional skills and strategies made possible by the full range of technology available to them. Teachers will make technology a daily part of the learning process. By building technology teams and using a team approach, the delivery of instruction using technology will be seamless and natural.

SECTION ONE: GOALS AND STRATEGIES						
State Infrastructure Goal:						
To provide sufficient number of computers and devices, with sufficient technical support, connected to the Connecticut Education Network (CEN), to enable all students to use technology as a key element of instruction.						
LEA/Agency Narrative:						
To develop technology infrastructure to provide a flexible, high performance network to facilitate administrative data management, sharing of information between students and staff, and connectivity to educational resources.						
Information on the CEN is located at http://www.ct.gov/cen/site/default.asp . Planners should describe their infrastructure, hardware, software and technical needs and 3-year projections. Update the district information that can be accessed at http://www.catalog.state.ct.us/cen/CENAdminLogin.asp?cenNav=1 and use this information to assist in the completion of this section. Contact John Vittner at (860) 622-2241 or john.vittner@po.state.ct.us for your USER ID and PASSWORD .						
Check one:						
<input checked="" type="checkbox"/> District information has been updated on the Department of Information Technology website						
<input type="checkbox"/> District information has not been updated (information is current)						
Results of Needs Assessment (where you are now and where you would like to be in three years)	Objectives/Activities/Strategies	Monitoring and Evaluation Procedure	Fiscal Resources and Projected Costs			
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Fed.</td> <td style="width: 33%;">State</td> <td style="width: 33%;">Local</td> </tr> </table>	Fed.	State	Local
Fed.	State	Local				

<ul style="list-style-type: none"> • Updated and created new inventory databases. • Reducing average age of equipment. • Completed wiring of district elementary schools for internet connectivity completing CEN connectivity requirements for entire district. • Upgrades to switching equipment across various buildings in the district. • Network operating system upgrades • Replaced Apple equipment in middle school with Windows based PCs. • Installed Windows based PC in every elementary core classroom. <p>Over the next three years, MPS will implement an <i>Obsolescence Replacement Program</i> which will include:</p> <ul style="list-style-type: none"> • continuing the standardization of PC hardware. • upgrade network servers, routers, and switches. • continue to upgrade network operating systems. <p>MPS will also look to install additional data drops in classrooms and implement wireless solutions where appropriate.</p>	<p>2003-04:</p> <ul style="list-style-type: none"> • Install and configure technology equipment in new high school. • Reallocate and configure technology equipment consistent with Madison's <i>Future Schools</i> initiative. • Continue <i>Obsolescence Replacement Program</i> consistent with TCO concept. 	<ul style="list-style-type: none"> • The Manager of Technology monitors the infrastructure, the network, and hardware specifications. • The district utilizes the CT State frameworks and guidelines for technology implementation, based on the CT administrative, teacher, and student technology competencies. 	<p>Combination of Federal/State/Local funding will provide 100% of expected costs.</p>
	<p>2004-05:</p> <ul style="list-style-type: none"> • Upgrade all switches in K-8 buildings. • Continue <i>Obsolescence Replacement Program</i> consistent with TCO concept. • Equip renovated middle school with technology equipment. • Phase out final district-owned Apple equipment in core classrooms. 	<ul style="list-style-type: none"> • The Manager of Technology monitors the infrastructure, the network, and hardware specifications. • The district utilizes the CT State frameworks and guidelines for technology implementation, based on the CT administrative, teacher, and student technology competencies. 	<p>Combination of Federal/State/Local funding will provide 100% of expected costs.</p>
	<p>2005-06:</p> <ul style="list-style-type: none"> • Continue <i>Obsolescence Replacement Program</i> consistent with TCO concept. 	<ul style="list-style-type: none"> • The Manager of Technology monitors the infrastructure, the network, and hardware specifications. • The district utilizes the CT State frameworks and guidelines for technology implementation, based on the CT administrative, teacher, and student technology competencies. 	<p>Combination of Federal/State/Local funding will provide 100% of expected costs.</p>

State Curriculum Goal:

To infuse the state student technology competencies across all curriculums used in the district.

LEA/Agency Narrative:

To advance our ongoing commitment to, and integration of technology in the Madison Public Schools.

The purpose of this section is for planners to define, demonstrate, and apprise how they are utilizing educational and instructional technology to support curricular goals that align with the Connecticut Common Core of Learning and Curriculum Frameworks to create a successful learner-centered environment to accommodate a diverse learning community.

Planners must consider how instructional and educational technology can be seamlessly integrated into the teaching and learning process to support curriculum goals and objectives.

Results of Needs Assessment (where you are now and where you would like to be in three years)	Objectives/Activities/Strategies	Monitoring and Evaluation Procedure	Fiscal Resources and Projected Costs		
			Fed.	State	Local
<ul style="list-style-type: none"> Madison Public Schools has created a new <i>K-8 Integrated Technology Curriculum Guide (ITGS)</i> in summer of 2002. This guide was aligned with state and national standards. In three years MPS strives to have this curriculum fully integrated into the K-8 curriculum. Within three years, MPS will develop and implement a 9-12 piece to the integrated technology curriculum guide. Develop assessment methods to evaluate learning outcomes as stated in ITCG. 	2003-04: <ul style="list-style-type: none"> To refine and revise ITCG based on feedback from certified staff and Instructional Technology Specialists (ITS). Continue to update and add sample indicators and suggested units for integration in the ITCG. Create a technology vehicle for sharing information, projects, lesson plans, and ideas between certified staff. ITS staff will continue to facilitate and support development of integrated technology into the curriculum. 	<ul style="list-style-type: none"> Student self-assessment survey Updated and revised sample indicators for ITCG 	Combination of Federal/State/Local funding will provide 100% of expected costs.		
	2004-05: <ul style="list-style-type: none"> To refine and revise ITCG based on feedback from certified staff and ITS. Continue to update and add sample indicators and suggested units for integration in the ITCG. Develop tools to assess learning outcomes of K-8 ITCG. Create a high school curriculum committee to focus on the integration of technology. 	<ul style="list-style-type: none"> Updated and revised sample indicators for ITCG 	Combination of Federal/State/Local funding will provide 100% of expected costs.		

	<p>2005-06:</p> <ul style="list-style-type: none"> • To refine and revise ITCG based on feedback from certified staff and ITS. • Continue to update and add sample indicators and suggested units for integration in the ITCG. • High school curriculum committee will develop 9-12 component of ITCG. 	<ul style="list-style-type: none"> • Updated and revised sample indicators for ITCG 	<p>Combination of Federal/State/Local funding will provide 100% of expected costs.</p>
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State Professional Development Goal:

To provide technology skill training to teachers and administrators to enable them to use technology as an instructional tool, to integrate technology into the curriculum and to provide leadership in using technology as an educational reform strategy.

LEA/Agency Narrative: To continue to provide quality technology training and support to certified staff in promoting the seamless integration of technology into the curriculum.

The plan must have a professional development strategy for ongoing, sustained professional development for teachers and administrators to ensure that staff knows how to use these new technologies to improve education. The plan must describe the method(s) used to determine technology professional development needs of certified and non-certified staff and include an explanation of how the acquired technologies will be integrated into the curriculum to enhance teaching, training and student achievement.

Results of Needs Assessment (where you are now and where you would like to be in three years)	Objectives/Activities/Strategies	Monitoring and Evaluation Procedure	Fiscal Resources and Projected Costs		
			Fed.	State	Local
<ul style="list-style-type: none"> • Creation of four new district-wide Instructional Technology Specialists (2001- 2002). • District developed technology training plan (Madison Educational Technology Training Initiative, METTI) for guidelines to train certified staff. • Instructional Technology Specialists (ITS) received advanced training in networking and software applications. • All certified staff has taken 	2003-04: <ul style="list-style-type: none"> • Continue to provide new professional development opportunities in technology to certified staff to meet state certification requirements. • Continue to provide opportunities for ITS to continue to explore new developments in technology. • Provide all certified staff with e-mail access and continued training. • Train all certified staff in use of teacher module of student administrative system. • Train all certified staff in the use of web-authoring software. • Provide training and support in the utilization of the LAN/WAN network for teacher/student communication. • Provide Special Education staff with training and support with new IEP software. 	<ul style="list-style-type: none"> • Teacher self – assessment • Annual PPDAs (Personal Professional Development Assessment) • Connecticut Competency Standards for Teachers 	Combination of Federal/State/Local funding will provide 100% of expected costs.		

<p>Level I UConn Neag School of Education Technology Assessment.</p> <ul style="list-style-type: none"> • Based assessment results, ITS developed introductory and intermediate courses for certified staff. • All certified staff completed 20 hours of technology training over the course of the 2001-2003 school years. • Certified staff will continue to integrate technology into the curriculum 	<p>2004-05:</p> <ul style="list-style-type: none"> • Continue to provide new professional development opportunities in technology to certified staff to meet state certification requirements. • Continue to provide opportunities for ITS to continue to explore new developments in technology. • Implement district-wide use of school web sites by certified staff as a communication tool for students and parents. • Implement use of teacher module of student administrative system by all certified staff. • Develop a method for assisting certified staff to self-assess their technology competencies resulting from METTI training. • Research methods for district wide assessments of teacher technology competencies. 	<ul style="list-style-type: none"> • Teacher self – assessment • Annual PPDAs (Personal Professional Development Assessment) • Connecticut Competency Standards for Teachers 	<p>Combination of Federal/State/Local funding will provide 100% of expected costs.</p>
	<p>2005-06:</p> <ul style="list-style-type: none"> • Continue to provide new professional development opportunities in technology to certified staff to meet state certification requirements. • Continue to provide opportunities for ITS to continue to explore new developments in technology. • Develop method for district wide assessment of teacher technology competencies. 	<ul style="list-style-type: none"> • Teacher self – assessment • Annual PPDAs (Personal Professional Development Assessment) • Connecticut Competency Standards for Teachers 	<p>Combination of Federal/State/Local funding will provide 100% of expected costs.</p>

State Data Management Goal:

To develop a data management system, compatible with the SDE student database, that enables school leaders to make quality policy and instructional decisions.

LEA/Agency Narrative:

To upgrade current student administrative system to a centralized database improving standardization of student data, reduce redundant data entry, and facilitate compatibility with SDE databases.

The purpose of this section is for planners to develop a strategy, which supports interorganizational relationships, quality information system planning, and proposed outcomes for informational and knowledge sharing networks. The developed data management and data-mining strategies should serve as a catalyst to make quality leadership and instructional decisions to enhance the learning community.

Results of Needs Assessment (where you are now and where you would like to be in three years)	Objectives/Activities/Strategies	Monitoring and Evaluation Procedure	Fiscal Resources and Projected Costs		
			Fed.	State	Local
<ul style="list-style-type: none"> Madison Public Schools has begun the selection process for a new student administrative software package. By the end of 2002-2003, MPS will purchase new student administrative software package. <p>Over the next three years, MPS will fully migrate to new student administrative system and be consistent with SDE databases</p>	2003-04: <ul style="list-style-type: none"> Convert current and historical data from existing distributed databases to new centralized environment. Run new student administrative system in parallel with existing system. Provide district training and support to appropriate staff consistent with job responsibilities. 	<ul style="list-style-type: none"> Work with vendors to reconcile data conversions. Compare existing reporting with reports generated with new system to ensure accuracy. Through vendor provided training and ITS support. 	Combination of Federal/State/Local funding will provide 100% of expected costs.		

and requirements.	2004-05:	<ul style="list-style-type: none"> • Student administrative software will be fully implemented across the district. • Certified staff will integrate new technology to improve classroom management and complete administrative tasks more efficiently. 	<ul style="list-style-type: none"> • All student reporting will be produced using new student software. 	Combination of Federal/State/Local funding will provide 100% of expected costs.
	2005-06:	<ul style="list-style-type: none"> • Improved data management will allow administrators and certified staff to make data driven decisions regarding curriculum, programs and policies. • Meet or exceed State and Federal reporting requirements. 	<ul style="list-style-type: none"> • Through use of ad hoc query capabilities and generation of standardized reports. 	Combination of Federal/State/Local funding will provide 100% of expected costs.

SECTION TWO: POLICIES

State Policy Goal:

To develop educational technology policies in the areas of confidentiality, the Connecticut Education Network, content management, copyright, education software: licenses, posting of student work/pictures, purchasing, security/filtering, student acceptable use policies, technology competencies, technology construction, technology hardware replacement and intellectual property.

LEA/Agency Narrative:

To review existing Board of Education policies regarding technology and make recommendations for revisions and/or additional policies where appropriate.

The purpose of this section is to examine current policies and procedures and develop/revise them as necessary.

Results of Needs Assessment (where you are now and where you would like to be in three years)	Objectives/Activities/Strategies	Monitoring and Evaluation Procedure	Fiscal Resources and Projected Costs		
			Fed.	State	Local
<p>Existing policies include:</p> <ul style="list-style-type: none"> • Grants, Gifts and Donations • Inventories: Controls of Equipment and Materials and Equipment Repair • Computers: Web Sites / Pages • Acceptable Use of Computer Equipment and Related Systems, Software and Networks • Computers: Websites / Pages • Technology and Instruction • Use of Computers in Instruction • Resource Centers / Media Centers / School Library • Use of Internet / Online Services <p>○ Over the next three years, the existing policies will be reviewed and revision recommendations will be forwarded to the Board of Education for consideration.</p>	<p>2003-04:</p> <ul style="list-style-type: none"> • Review and make recommendations for potential revisions for the following policies: <ul style="list-style-type: none"> ○ Acceptable Use of Computer Equipment and Related Systems ○ Use of Internet / Online Services ○ Computers: Web Sites / Pages ○ Use of Computers in Instruction ○ Technology and Instruction • Devise strategies to facilitate the implementation of any BOE policy revisions. 	<p>Madison BOE Policy Committee with advisement from district Technology Manager monitor the accuracy, timeliness and currency of all technology-related policies.</p>	<p>Combination of Federal/State/Local funding will provide 100% of expected costs.</p>		
	<p>2004-05:</p> <ul style="list-style-type: none"> • Review and make recommendations for potential revisions for the following policies: <ul style="list-style-type: none"> ○ Inventories: Controls of Equipment and Materials and Equipment Repair ○ Grants, Gifts and Donations ○ Resource Centers / Media Centers / School Library • Devise strategies to facilitate the implementation of any BOE policy revisions. 	<p>Madison BOE Policy Committee with advisement from district Technology Manager monitor the accuracy, timeliness and currency of all technology-related policies.</p>	<p>Combination of Federal/State/Local funding will provide 100% of expected costs.</p>		

	<p>2005-06:</p> <ul style="list-style-type: none"> • Recommend new policies to supplement existing Board of Education policies. • Devise strategies to facilitate the implementation of any new BOE policies. 	<p>Madison BOE Policy Committee with advisement from district Technology Manager monitor the accuracy, timeliness and currency of all technology-related policies.</p>	<p>Combination of Federal/State/Local funding will provide 100% of expected costs.</p>
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CHILDREN’S INTERNET PROTECTION ACT (CIPA) CERTIFICATION:

Schools and libraries that plan on receiving E-rate discounts on Internet access and/or internal connection services after July 1, 2002, need to be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety Policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://e-ratecentral.com/help/cipa_policy_primer.pdf

I, _____, certify that one of the following conditions (as indicated below) exists in
Superintendent/Director

 LEA

- My district/agency is e-rate compliant; or
 My district/agency is not e-rate compliant (check one additional box below):

<input type="checkbox"/>	Every “applicable school*” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
<input type="checkbox"/>	Not all “applicable schools*” have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
<input type="checkbox"/>	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

**<http://www.ed.gov/legislation/ESEA02/pg37.html>

 Signature _____
 Date

APPENDICES

(For Information/Planning Purposes Only)

Appendix A: Guiding Questions

Appendix B: Educational Technology Planning Toolkit

Appendix C: CAPSS Technology Position Statement

APPENDIX A: GUIDING QUESTIONS

The following guiding questions were designed to stimulate your conversation surrounding your agency's status along a continuum of technology integration. While you need not respond to each question, they are intended to be used in the planning process to facilitate the development of local educational technology plans.

Infrastructure, Hardware, Software and Technical Support

1. What is the technology infrastructure of each school in your district?
 - a. Include schematic drawings that show the location of wiring closets, classrooms with Internet access, and identify the types of LAN and WAN connectivity
2. What type of data and video networking and Internet access is available?
3. What is the effectiveness of the present infrastructure and telecommunication services that have been provided by the district?
4. How will your district provide supporting resources to ensure successful and effective uses of technology?
5. How has your district implemented the appropriate Internet safety measure in compliance with state and federal laws?
6. What educational technology policies have been developed/adopted?
7. What is the type and level of technical support that exists within your district?
8. What software exists within your district including networking, instructional, office production, and technology education?
9. How does your plan leverage interoperability?

Curriculum

1. How does your plan promote curriculum and teaching strategies that integrate technology?
2. How does your plan integrate technology into the Connecticut Common Core of Learning?
3. How does your plan promote innovative delivery strategies, which include e-learning?
4. How does your plan support global connectivity?
5. What are your innovative strategies that include special needs learners and the use of assistive technology?
6. How does your plan address the creation and utilization of digital content and networked applications to increase learner performance?
7. How does your plan integrate e-learning into the curriculum frameworks?
8. How does your plan address the additional time requirements for planning teams to reflect upon new pedagogical practices?
9. What are the learning theories that support your instructional goals?

Professional Development

1. What are the specific resources and strategies that you plan to implement to ensure that your staff is ready to use and maintain the telecommunications and information technologies?
2. Who will be in charge of coordinating the professional development activities?
3. Are there in-service slots set aside for technology-related professional development?
4. Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers and librarians to pick up these new skills?
5. What models of professional development would work in your organization to train your staff?
6. What professional development opportunities and resources exist for your technical staff?
7. Do you have the resources in house to train these staff members or do they need to go to outside courses, or a combination of the two?
8. What financial and time resources exist to keep the staff up-to-date in learning about new technologies?

9. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet: courses sponsored by the State Department of Education)?
10. What professional development opportunities and resources exist for your professional staff (i.e., teachers or librarians) to ensure that they cannot only use the new technologies, but to use them to deliver improved teaching and learning or improved library service?
11. What classes or seminars are available to your staff on an ongoing basis within your organization?
12. Can your staff meet with others who are already further along in implementing technology in another school or library?
13. What professional development is available from service providers?
14. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet: courses sponsored)?

Data Management

1. How does your organization collect data?
2. What types of data does your district use to make instructional decisions?
3. What policies are implemented to protect sensitive data?
4. What policy measures are used to ensure the appropriate management of data?
5. How does your district utilize a student information management system?
6. What is the relationship between district databases? (district data map)
7. What is the specific methodology that your district uses to analyze and report data?
8. What specific measures has your district made to interface with various state agencies?
9. What are your district's business rules that govern database application development for vendors?
10. What accountability measures will be used to evaluate the extent to which activities are effectively integrating technology into curricula and instruction, increasing the ability of instructional staff to teach, and enabling students to reach Connecticut's challenging academic standards?

Fiscal Planning/Resources

1. What are the technology types and associated costs?
2. What is the fiscal coordination with other resources?

Educational Technology Policies

1. What educational policies currently exist?
2. Is your district in compliance with the CIPA requirements? If not, what steps must be taken in order to ensure compliance?

The Connecticut Association of Boards of Education, in partnership with the Connecticut Department of Education, has developed a number of educational technology policies. These policies are located at: <http://www.state.ct.us/sde/dsi/technology/techpolicies.htm> and may be used to assist local technology planners in the development of local educational technology policies.

Confidentiality	Purchasing
Connecticut Education Network	Security/Filtering
Content Management	Student Acceptable Use Policies
Copyright	Technology Competencies
Education Software: License	Technology Construction
Posting of Student Work/Pictures	Technology Hardware Replacement

APPENDIX B: EDUCATIONAL TECHNOLOGY PLANNING TOOLKIT

It is recommended that the following companion documents be utilized when developing local educational technology plans:

- Educational Technology Position Statement – Connecticut State Board of Education (<http://www.state.ct.us/sde/board/tech.pdf>);
- Technology Position Statement – adopted December 2001 - Connecticut Association of Public School Superintendents (<http://www.capss.org/>); and
- Strategic Educational Technology Plan – adopted December 2002 – Commission for Educational Technology (http://www.ctedtech.org/lib/ctedtech/CET_2002_Strategic_Plan.doc).

Educational Technology Planning	Site
Connecticut Administrator Technology Standards	http://www.state.ct.us/sde/dsi/technology/CATSV2.pdf
Connecticut Teacher Technology Competencies	http://www.state.ct.us/sde/dsi/technology/CTTCt.pdf
Connecticut Prekindergarten Through Grade 12 Computer Technology Competency Standards for Students	http://www.state.ct.us/sde/dsi/technology/StudentCompv2.pdf
Connecticut Education Network	http://www.ct.gov/cen/site/default.asp
Connecticut Commission for Educational Technology	http://www.ctedtech.org/
Educational Technology Policies	http://www.state.ct.us/sde/dsi/technology/techpolicies.htm
CAPSS Technology Position Statement	http://www.capss.org/
E-rate Central	http://e-ratecentral.com
A GUIDE FOR ASSESSING TECHNOLOGY A guide prepared by the National Forum on Education Statistics under NCES's Cooperative Education Statistics System	http://nces.ed.gov/pubs2003/2003313.pdf
A Critical Issue: Developing a School or District Technology Plan	http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te300.htm
National Center for Technology Planning	http://www.nctp.org
TechSoup – The Technology Place for Non-Profits	http://www.techsoup.org
Educational Technology Planning	http://www.tcet.unt.edu/tek-plan.htm
WestEd	http://www.wested.org
North Central Regional Educational Laboratory	http://www.ncrel.org
Distance Learning Resource Network	http://www.dlrn.org
Southwest Educational Development Laboratory	http://www.sedl.org/pubs/tec26/flash.html
Theory Into Practice	http://tip.psychology.org/

APPENDIX C: CAPSS Technology Position Statement

Visions and Beliefs

“Fifty years ago, high school students graduated knowing perhaps 75 percent of what they would need to know to be successful in the workplace, family, and community. Today, the estimate is that graduates of our schools leave knowing perhaps 2 percent of what they will need to know in the years ahead – 98 percent is yet to come.”¹

Society has undergone a fundamental shift from an industrial economy to a knowledge economy. Schools based on the industrial model expect students to be compliant and dependent learners. In today’s knowledge economy students must be empowered to become self-directed, interdependent and self-assessing learners. This shift requires a significant change in teaching and learning and technology is a vital tool for accomplishing this shift in teaching and learning.

In order to help students be successful in a knowledge economy,

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences.
- learners and their families must have equal access to tools that support their learning.
- the locus of control for learning must shift from teacher directed to student directed learning.
- learners must master the information literacy skills to access, investigate, and apply information.
- every classroom in Connecticut must be connected to the statewide network with access to a digital resources and curriculum.
- learners must demonstrate their understandings and skills relative to measurable performance standards.
- technology must be a vital link among the staff, students, parents, and expanded community.

¹ Barth, Learning By Heart, 2001

Leadership

Educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences.

Strong statewide leadership is critical to transforming teaching and learning. Leaders must articulate and co-ordinate a statewide vision for technology that is supported by sufficient resources.

Multiple state organizations and agencies must speak with a common voice and move with coordinated action.

What we need:

- ◆ Dissemination, understanding, and acceptance of statewide vision
- ◆ Predictable, sustainable, ongoing sources of funding
- ◆ Statewide economies of scale
- ◆ Rapid completion of Connecticut Education Network (CEN)
- ◆ Action based research to identify and expand successful classroom practice
- ◆ State Department of Education leadership in the transformation of teaching and learning that will:
 - Transform learning between and within disciplines
 - Co-ordinate work of divisions and bureaus
 - Establish technology as a priority for staff and resources
 - Remove boundaries in law, regulation, and practice
 - Model management practices and interactions with districts

Equity

Learners and their families must have equal access to tools that support their learning.

Access to and interaction with available technology resources for learning is fundamental to PreK – 12 public education. All students and their families are entitled to this access regardless of school district and family economic status.

What we need:

- ◆ Equal access to technology resources for learning
- ◆ Implementation of a state plan for funding equitable access to schools and families and community partners
- ◆ Equal opportunity for all students to develop and apply the identified information literacy skills

Teacher Growth and Development

The locus of control for learning must shift from teacher directed to student directed learning.

Teachers must acquire and apply instructional competencies that utilize current and emergency technologies to enhance student-directed learning through the use of both current and emerging technologies. Educators must apply these skills to their own learning and that of their students.

What we need:

- ◆ Dissemination of best practices that use technology to encourage self-directed learning
- ◆ Dialogue and agreement among stakeholders regarding teacher preparation, certification, and induction processes
- ◆ Identified demonstration sites of excellence

Information Literacy

Learners must master the information literacy skills to access, investigate, and apply information.

Information literacy is a basic skill. Information is the new currency of our society. Everyone engaged in the education process must be able to find, filter, evaluate, retrieve, and utilize information as needed.

As technology evolves, content standards for teaching and learning must be continuously monitored, adjusted, and enhanced. All other aspects of the system (e.g., teacher certification, infrastructure) must be aligned.

What we need:

- ◆ A comprehensive set of statewide information literacy standards
- ◆ On-line opportunities for all learners to develop and master these standards
- ◆ Alignment of standards with all aspects of the educational and economic development processes
- ◆ Continuous review of instructional strategies, assessments, and on-going research and evaluation to reflect the best use of emerging technologies

Infrastructure and Digital Content

Every classroom in Connecticut must be connected to the statewide network with access to a digital resources and curriculum.

This statewide infrastructure must provide every school, district, and student with efficient and effective access to curriculum and methods of sharing information, data, and opportunities.

What we need:

- ◆ A comprehensive statewide digital infrastructure and content that supports this vision of teaching and learning
- ◆ Clearly defined roles and responsibilities among Technology Commission, DOIT, State Department of Education and Legislature
- ◆ State funding to complete the infrastructure and digital content

Expanding Learning Opportunities

Learners must demonstrate their understandings and skills relative to measurable performance standards.

Technology resources expand the opportunities for learning that transcend the need for boundaries such as course, grade, and school levels.

All students must have the opportunity to enroll in on-line activities that match their learning needs and to participate in on-line assessment of their learning.

What we need:

- ◆ District policy for granting credit for on-line learning
- ◆ Infrastructure capacity in every school
- ◆ Common standards and frameworks for assessing on-line learning
- ◆ Content specific course equivalents for on-line learning linked to Connecticut standards and local exit criteria
- ◆ Professional development for teachers to coach students participating in on-line learning
- ◆ A statewide consortium to develop Connecticut based on-line courses for all learners.

Community

Technology must be a vital link among the staff, students, parents, and expanded community.

Technology enables the sharing of information for the purposes of communication, understanding, accountability, and it reduces the boundaries that inhibit achievement. The broader community must have access to an interactive communication system with the schools.

Technology must be available to provide authentic learning opportunities by linking to other workforce professionals. The professional teaching community will benefit from the ability to share and develop together best practices, unit and lesson plans, and student work.

What we need:

- ◆ Professional learning communities among teachers that allow them to share best practices, unit and lesson plans, and student work
- ◆ Opportunities for students to engage in authentic learning opportunities that link them with other workforce professionals
- ◆ A shared structure critical to information and services among constituents
- ◆ Opportunities for parents to be connected to the school in support of student learning

Adopted 14 December 2001