



March 25, 2009

Integrated Day Charter School
68 Thermos Avenue
Norwich, CT 06360

Attn: Anna James

Subj: Submission of 2009-2019 Educational Technology Plan

Dear Ms. James,

It has been a pleasure reviewing the 2009-2012 Educational Technology Plans for all the districts/schools this year. In reviewing the plans, it is apparent that many exciting ventures that have been ongoing since the previous technology plan cycle.

I am pleased to inform you that the Educational Technology Plan submitted for review by your district has met all the requirements as set forth by the Connecticut State Department of Education. It is now ready to continue the process of Board Approval and submission to the State Department of Education by June 30, 2009.

On behalf of LEARN, I wish you much success in the implementation of your technology plan and as always, LEARN is a willing partner in helping you accomplish your goals. Please feel free to contact LEARN, as needed, for professional development, technology services and/or consulting in any capacity. As a final note, please ensure that LEARN is provided with a final copy of the technology plan after the Board of Education submission and approval dates have been secured.

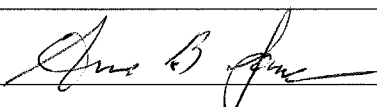
Sincerely,

A handwritten signature in black ink that reads "Dawn R. Boch". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

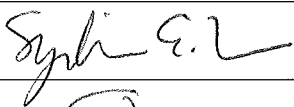
Dawn R. Boch
LEARN, Technology Specialist
dboch@learn.k12.ct.us, 860-434-4800, x109

INTEGRATED DAY CHARTER SCHOOL

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012

District/Agency:	Integrated Day Charter School	
LEA Code:	264	
Technology Plan Contact:	Cheryl Abbiati	
Phone:	860-892-1900	
Fax:	860-892-1902	
Email:	cheryla@idcs.org	
Address:	68 Thermos Ave.	
Name of Superintendent or Director:	Anna James	
Email:	annaj@idcs.org	
Signature of Superintendent or Director:		Date: 3.5.09
Date Submitted to Board of Education:	4-22-09	
Date Approved by Board of Education:	4-22-09	

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date: 25 Mar. 09
RESC Recommendation for Approval:	(Yes) / No / Conditional	Date: 25 Mar. 09
CSDE Authorization:		Date:

Published: March 2009 in revision process
 Submissions to RESC for review due before March 9, 2009


TABLE OF CONTENTS

COVER PAGE	1
TABLE OF CONTENTS	2
TECHNOLOGY PLAN PREPARATION CHECK-OFF PAGE	3
LEA FEDERAL GRANT PROGRAM COMPLIANCE FORM	4
DISTRICT'S CURRENT STATUS	5-7
LEA Profile	5
Technology Planning Committee	6
Vision Statement	7
Needs Assessment	8-15
ADDRESSING STATE AND DISTRICT GOALS	16-23
Technology Funding Sources and Costs	24-26
CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION	27
APPENDIX A: Educational Technology Planning Toolkit	28
APPENDIX B: Technology Plan Review Guide	29

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6
- Goal 7
- Technology Funding Sources and Costs
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting



Signature of Authorized LEA Agent

3.5.09

Date

LEA Federal Grant Program Compliance Form

Integrated Day Charter School

Local Education Agency (LEA) submitting this plan.

Developing a comprehensive technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs) who apply for technology funding through any Federal grant program are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777]

_____ will be CIPA compliant by this date. _____

has applied for E-Rate Funding for FY 2008.

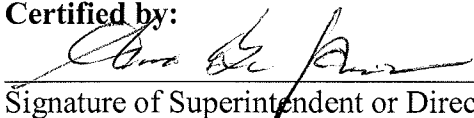
The LEA's comprehensive technology plan must be approved by the local board of education.

Date the plan was approved: 4-23-09

OR

Date the plan is to be submitted for board approval: 4/22/09

Certified by:


Signature of Superintendent or Director

3.5.09
Date

Anna James
Printed Name of Superintendent or Director

LEA Profile

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

LEA NAME: Integrated Day Charter School	
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year?	30
Based on that evaluation, how many of those students were considered technologically literate?	26/30
How many hours of technology related professional development were offered to certified educators in 2007-08? <i>(Include workshop hours that are offered to all of your educators-both teachers and administrators. These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering pd, do not include any of those hours.)</i>	2
How many hours of technology related professional development were offered to administrators in 2007-08? <i>(Count only those pd hours offered specifically for administrators.)</i>	3
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest terms; the fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate-the answer would be 110/120.)</i>	17/21
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)</i>	N/A

When filling out the table below, please consider the following conditions:	
<ul style="list-style-type: none"> ▪ the number and percentage of each grade level of students that can have high-speed internet access at the same time; ▪ that students are grouped in clusters of no more than thirty and no less than ten; and ▪ that students remain in their own school. 	
Maximum number of Grade 4 students who could be accommodated under the above conditions.	18
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	18/33
Maximum number of Grade 6 students who could be accommodated under the above conditions.	18
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	18/33
Maximum number of Grade 8 students who could be accommodated under these conditions.	12
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	12/33
Maximum number of Grade 10 students who could be accommodated under the above conditions.	N/A
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	N/A

VISION STATEMENT



The IDCS is alternative program, which integrates changing technology standards with exploration of curricular content. The philosophy of the program recognizes that to be actively involved and truly engaged the learner must have input in the content and the process. Instructional technology is viewed as a whole, dynamic activity, which extends beyond the classroom to the local and global community. The students are expected to identify areas of personal interest, investigate and integrate curriculum areas in order to present a technologically synthesized class presentation. The research incorporates all levels of technology from start to finish, with video recording of the presentation for student reflection and portfolio assessment. Personal projects instill pride and intellectual curiosity while incorporating multiple areas of curriculum and technology modes.

2. Professional Development

Strengths

- A survey is used for assessing the technology professional development needs of teachers, administrators and some non-certified staff.
- Non-certified staff members have some tutorials offered through GNC.
- Informal technology instruction is on going throughout the year.
 - Between 7:30-4:00 by mentors and tech support.
- Technology professional development activities include:
 - digital camera and camcorder equipment care and use
 - email access
 - web page management
 - voicemail
 - hosted site use and testing
 - library circulation
 - trouble shooting
 - NEO management
 - Tips and tutorials are offered through the web page.
- Technology workshops are assessed through observation of participation, feedback sheets, demonstration of skills and CEU's.
- Vendor training is planned when a significant new piece of technology is introduced and attendance is required to ensure a foundation level of staff proficiency.

Weaknesses

- Technology training needs to be scheduled and recorded. Available time for staff training is severely limited due to competing requirements.
- Funding needs to be increased to provide cutting edge use of resources.
- Vendor training is not mandatory for all users, therefore training is not always provided to those that need it the most.

TECHNOLOGY AVAILABLE TO STAFF

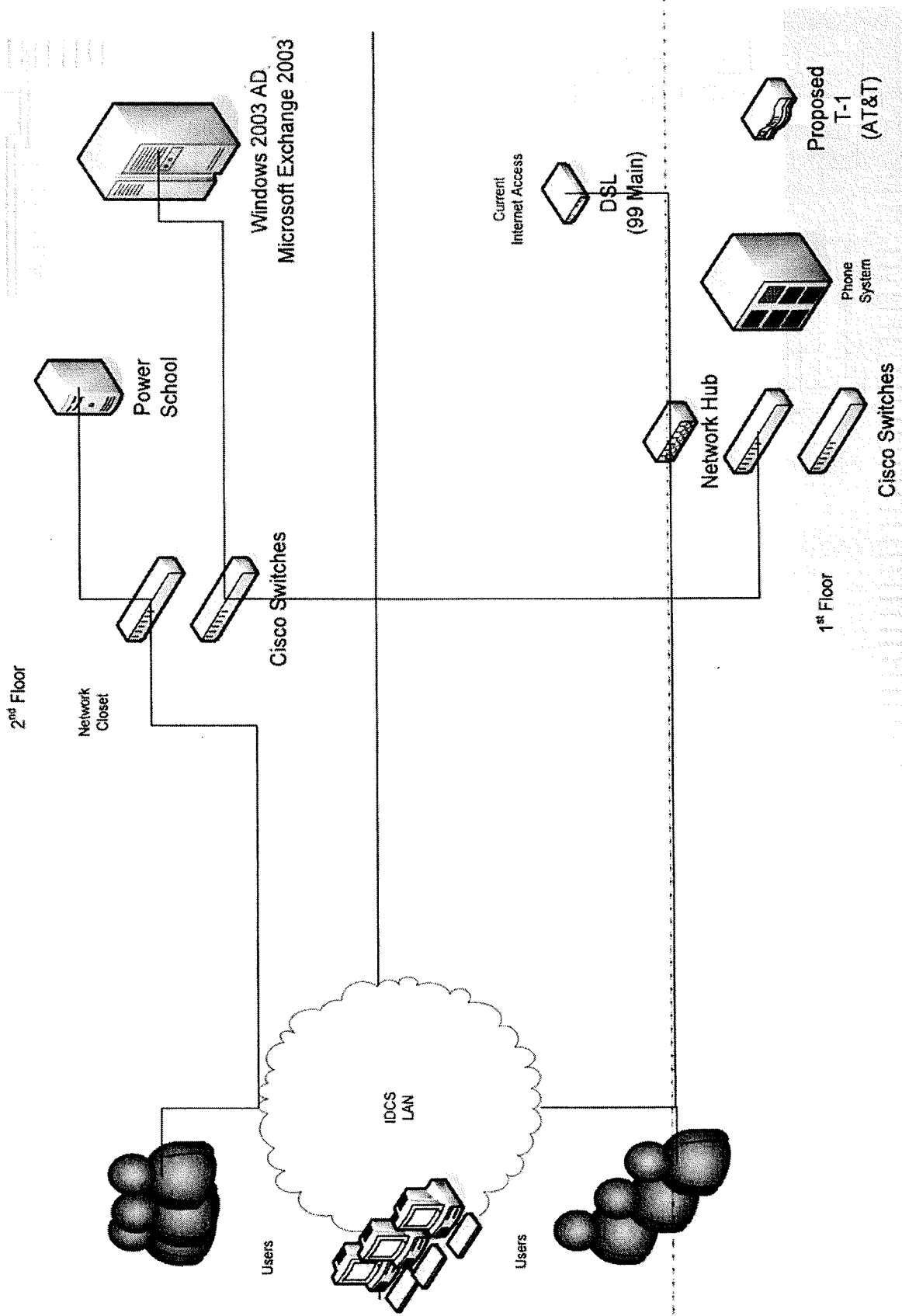
	Available on Campus	Off Campus
Administrators	Computers, laser printers, phone/voicemail, Internet, Email, Web pages, Office 2003, Adobe Acrobat Pro, and PowerSchool.	Web Page, Email, and Voicemail.
Teachers (preschool)	Laptop, laser printer, digital camera, Office 2003, phone/voicemail, Internet, Email, PowerSchool for attendance, Lexia, Web pages and shared digital camcorder, projector, hot laminator shared with whole school and 1 cold laminator shared, 1 shared copier, and shared TV/DVD cart.	Laptop, Web Page, Email, and Voicemail.
Teachers	Laptop, laser printer, digital camera, Office 2003, phone/voicemail Internet, Email, PowerSchool for attendance, Lexia, Harcourt Math online, Web pages and 6 shared DVD camcorders, 4 digital projectors, 2 SmartBoards, 7 overhead projectors, 1 hot laminator shared with whole school and 2 cold laminators, 1 shared copier, and shared TV/DVD cart (3 rooms mounted TV/VHS).	Laptop, Web Page, Email, and Voicemail
Noncertified Staff	Computer/Laptop, laser printer, digital camera, Office 2003, phone/voicemail, Internet, Email, Web pages and shared digital camcorder.	Web Page, Email, and Voicemail.

TECHNOLOGY AVAILABLE TO STUDENTS

	Availability in Classrooms	Media Center	Before and After School
Students (preschool)	Computers, laser printers, phone, Internet, Kid Pix 4, Starfall, Lexia.	Computers, Color and Black Laser Printers, Phone, Internet, Starfall, Lexia	Scheduled as needed
Students (elementary)	Computers, laser printers, parental Voicemail, Internet, Web pages, Office 2003, Lexia, Mavis Beacon, Harcourt Math, and PowerSchool, 1 shared laptop/projector cart. Leap pads in some ½ classrooms.	Computers, laser printers, parental Voicemail, Internet, Web pages, Office 2003, Lexia, Mavis Beacon, Easy Tech, Harcourt Math, 1 digital camera and 1 shared laptop/projector cart.	Scheduled as needed. After school program. Over-Time as needed.
Students (middle school)	Computers, NEOS, laser printers, shared mini tape camcorders, parental Voicemail, Internet, Web pages, Office 2003, Lexia, Mavis Beacon, Harcourt Math, and 1 shared SmartBoard.	Computers, NEOS, laser printers, shared mini tape camcorders, parental Voicemail, Internet, Web pages, Office 2003, Easy Tech, Lexia, Mavis Beacon, Harcourt Math, and 1 shared SmartBoard.	Scheduled as needed. After school program. Over-Time as needed.
Students HS	N/A		
Students (with disabilities)	Computers, NEOs, laser printers, shared mini tape camcorders, parental Voicemail, Internet, Web pages, Office 2003, Lexia, Mavis Beacon, Harcourt Math.	Computers, NEOs, laser printers, shared mini tape camcorders, parental Voicemail, Internet, Web pages, Office 2003, Lexia, Mavis Beacon, Harcourt Math, and 1 shared SmartBoard.	Scheduled as needed. After school program. Over-Time as needed.

4. Infrastructure and Telecommunication Continued

IDCS Physical Network Diagram
February 2009



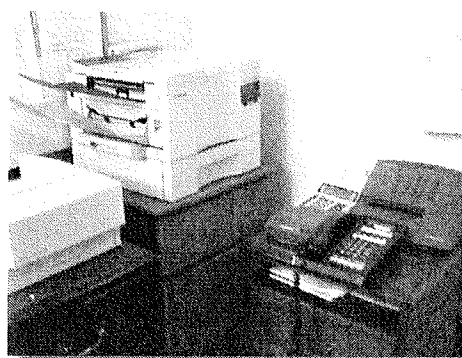
5. Administrative Needs

Strengths

- Administrative (certified and non-certified) staff use technology for communication between all levels of staff, outside organizations, and parents. Activities include accessing Harcourt Math and Lexia Reading diagnostic data for instructional assessment analysis and decision making; PowerSchool for student information system reporting; Web page, Email and Voicemail communication tools; DSL Internet connection for information gathering; web-based maintenance management system; and software for record keeping, financial management, human resources and administration.
- The professional development opportunities that are available to administrative staff are teacher mentors, tutorials and workshops as requested. Funding limitations impair the ability to provide significant training on specialized applications.
- Wireless communications (voice and data) that provide easily portable access to information for administrators will be explored for future enhancements.
- Technology applications or maintenance agreements to enhance and automate facility operations and maintenance will be explored to increase efficiency and effectiveness.

Weaknesses

- Professional development for technology is often low priority and limited by funding and time restraints.
- Computer Management software would help with upkeep, maintenance and management.



**Goal 1:
Improve student academic achievement through the use of technology in elementary and secondary schools.**



<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
<p>All students will have opportunities to achieve academic success through proven <i>research-based strategies.</i></p>	<p>Renew and reevaluate math, reading, technology academic on-line skills and assessment programs as age appropriate. Research Science focused skills and assessment programs.</p>	<p>The curriculum committee will be responsible for planning technology rich student explorations. Teachers will use assessment software programs to identify at risk/unchallenged students, initiate interventions and track progress.</p>	<p>Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012 2010: Science</p>
<p>Students will meet <u>National Educational Technology Standards for Students</u>;</p>	<p>All students attend media classes or individualized lessons using Easy Tech lessons or similar program aligned to National Competency.</p>	<p>Students will be assessed by Easy Tech/other <u>Assessment</u>, as well as, production and performance and teachers will initiate interventions and track progress.</p>	<p>Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012</p>
<p>IDCS will provide resources that reflect <i>scientifically based research and best practices</i> to improve student achievement.</p>	<p>Resources, such as: software, hardware, Internet and on-line subscriptions that have been tested, proven to be successful and aligned with CT competency standards will be identified and purchased.</p>	<p>Teachers will review the resources on a yearly basis and provide recommendations to the curriculum committee. Data will be collected at staff meeting.</p>	<p>Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012</p>

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.



<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Staff will be provided incentives to become proficient in the use of technology	Professional development incentives will be provided, including, but not limited to CEUs and release time from job requirements to allow participation. Budget for PD incentives and training.	Administration will provide recognition for technology training. Attendance will document participation.	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012
IDCS will monitor staff tech literacy which will be used to determine professional development offerings and guide requests.	A skills assessment will be given to all staff at the beginning of the year. Professional development opportunities focusing on common areas of weakness will be available as workshops and tutorials will be linked to our web page. Staff evaluations may be revised to include technology skills.	Staff needing technology training will be identified through <u>"Performance indicators for CT Teacher Technology Competencies Summary Page"</u> or other appropriate means and tutorials to improve their skills will be recommended. Administrators will suggest revision of staff evaluations.	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012
IDCS will provide specific PD opportunities to all staff that demonstrates student achievement connected with the use of technology.	IDCS will provide professional development to staff, demonstrating the use of technology to improve student achievement through technology integration. Some staff will in turn provide a follow-up workshop to the rest of the staff using "Train the Trainer" concept; organized by the "tech team". Outside tech training opportunities will be advertised and promoted to encourage staff participation.	Administrators will provide PD opportunities to inspire development of technology rich student opportunities.	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012

Goal 4: Ensure that 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.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Students with special needs will have those needs addressed through technology as needed.	Currently, under the Technology-Related Assistance for Individuals with Disabilities Act (Tech Act), every state receives federal funds that allow them to purchase and use disabled-accessible technology. Special Educators will meet with the Technology Specialist to plan for funding disabled-accessible technology purchases such as: (Voice-activated technology/Lexia). Microsoft Office will be used for: Auto-correct, Spell-check, large print, magnification, etc. through control panel accessibility options. Augmentative and alternative communication (ACC) devices Assistive listening devices (ALDs) Optical character recognition (OCR) descriptive video services (DVS) Text-to-speech applications Closed circuit television	Special educators will identify needs from IEP's and disabled-accessible technology purchases will be made for improving student achievement and facilitating classroom curriculum and tasks.	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012
Innovative practices will be encouraged to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability.	Technology will be available after school in homework club for all students without access at home. To increase the ratio of students to computers to 1:1, mobile labs or options will be purchased. Since the computers may not all be working, the number of computers/NEOS available should be increased above the precise ratio, to reflect the reality of unexpected maintenance. Students without access at home will be identified through a home technology survey and receive NEOs/substitute for home use, as the budget allows.	A home technology survey will be implemented. A community loaner system will be created and put into effect and/or students needing access will be recommended for afterschool.	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012
IDCS will ensure that all students will become technologically literate by the end of 8th grade and maintain or increase their technology literacy and improve academic achievement	Students will take a grade level proficiency test. This may be a subscription online assessment like Easy Tech.	The Media staff will review the results of student proficiency assessment. Intervention will be incorporated as needed.	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012
IDCS will ensure equal access to all students, teachers, staff and administrators.	A technology specialist will inventory and maintain hardware, software, and services to ensure access for all students, teachers, staff and administrators.	The Technology Committee will review an on-line needs assessment survey.	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012

Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
IDCS will meet current and future funding for plan implementation.	IDCS administration will review the plan to analyze financial needs for implementation and research resources. Planning meetings. Dedicated IT budget established. Grant searches and writing.	The plan will be reviewed by administration.	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012
IDCS will develop policies and procedures related to hardware, software, infrastructure and security.	IDCS will assess the current technology policy needs, review current policies and compare with other school systems.	The technology committee will review teacher and student input and compare policies/procedures with other schools.	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012
IDCS will meet current and future funding requirements to keep the technology updated.	Life-cycle management plan will be established for technology assets. The Technology Committee will budget to meet goals for the future..	The tech plan and the technology budget will be reviewed yearly	Ongoing Annually <input type="checkbox"/> 2009 <input type="checkbox"/> 2010 <input type="checkbox"/> 2011 <input type="checkbox"/> 2012

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2009-10

- o IDCS's business manager coordinates or aligns the other federal, state; local funds with IDCS consolidated plans and/or individual school's School Improvement Plans by incorporating technology and PD to meet our tech plan goals.

Acquired Technologies and Professional Development	Items	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (SDE Carter School Operating Grant)
Targeted PD	PowerSchool Premier							2500
Instructional Staff PD	SharpSchool NEO mgmt. Easy Tech							1600
Support Staff PD	GNC tutorials		100					1100
Instructional Technology Replacement Cycle	30 computers/yr 5 printers/yr 5 Cameras/yr 5 Desks on wheels		93					11907
Administrative Technology/Network Replacement Cycle	2 Computers/3yr							5500
Staff portable Computing Assets	5 Laptops/yr 5 carts							5000
New Instructional Technology Assets (SmartBoard)	6 SmartBoards 6 projectors							6500
Telecommunications Services (phone, Internet, Web Hosting)	Cell Phone Automatic Emerg. Sys.					6100		7028
Maintenance Services (hardware/software)	Computer Mgmt. software services							19934
TOTAL=*\$67362.00			193			6100		61069

*Pending Available Funds

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2011-12

Acquired Technologies and Professional Development	Items	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/ other than Title II-D	Other (SDE Charter School Operating Grant)
Targeted PD	SharpSchool							3000
Instructional Staff PD	PowerSchool NEO mgmt. Easy Tech							1600
Support Staff PD	GNC Tutorials		100					1250
Instructional Technology Replacement Cycle	10 computers/yr 5 printers/yr 5 Cameras/yr 5 Camcorders 5 desks on wheels							11907
Administrative Technology/Network Replacement Cycle	3 Computers/3yr			10000	2500			8000
Staff portable Computing Assets	5 Laptops/yr							5000
New Instructional Technology Assets (SmartBoard)	3 SmartBoards 3 projectors 12 IPods/handhelds							8500
Telecommunications Services (phone, Internet, Web Hosting)	SharpSchool							7028
Maintenance Services (hardware/software)	Management Software				6100			19934
TOTAL= *\$85012.00			150		12000	6100		66219

*Pending Available Funds

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, must 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/CIPA/cipa_policy_primer.pdf.

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

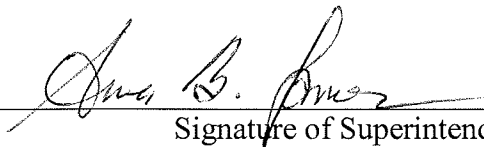
The Integrated Day Charter School
LEA

- My LEA/agency is E-Rate compliant; or
 My LEA/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.

** Codified at 20 U.S.C. § 6777. See also, <http://www.ed.gov/legislation/ESEA02/pg37.html>


Signature of Superintendent/Director

3.5.09
Date

APPENDIX A: Educational Technology Planning Toolkit

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

Educational Technology Planning

	Site
CSDE Position Statement on Educational Technology	http://www.state.ct.us/sde/board/ed_technology.pdf
National Educational Technology Plan	http://www.nationaledeotechplan.org/default.asp
CT Educational Technology BLOG	http://cteducationaltechnology.blogspot.com/
CT Administrator Technology Standards	http://www.state.ct.us/sde/dtl/technology/CATSV2.pdf
CT Teacher Technology Competencies	http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf
National Educational Technology Standards for Students	http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=#30930
<i>SETDA Toolkits</i>	http://www.setda.org/web/guest/toolkits
CAPSS Position Statements on E-Learning and Educational Technology	http://www.capss.org/statements
Partnership for 21 st . Century Skills	http://www.21stcenturyskills.org/
A Guide For Assessing Technology <i>(published in 2002 but still relevant)</i>	http://nces.ed.gov/pubs2003/2003313.pdf
ICT Literacy Skill maps	http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33
Interactive School Technology and Readiness Assessment	http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&CFID=1752780&CFTOKEN=91033516
ISTE's Center for Applied Research in Educational Technology	http://caret.iste.org/

APPENDIX B: Technology Plan Review Guide

Technology Plan Review Guide

Reviewer Sydni Neves LEA Integrated Day Charter School

Complete?
(Y/N)

additional information required/comments

LEA Profile	Y	
Technology Committee	Y	
Needs Assessment	Y	
Goal 1	Y	
Goal 2	Y	
Goal 3	Y	
Goal 4	Y	
Goal 5	Y	
Goal 6	Y	
Goal 7	Y	
Goal 8	N/A	Optional
Technology Funding Sources	Y	

I Sydni Neves
Signature of Reviewer

verify that the Integrated Day Charter School has successfully completed all of the requirements as stated in the Technology plan template.
Name of LEA

APPENDIX C: This section is optional.

As a result of your district's 2006-09 technology plan, please describe, in no more than three pages, one or two initiatives that have added significant value to curriculum and/or instruction. If you are willing to share additional details of these initiatives with other districts (which may be made available on the web), please include the appropriate contact information.