Little is known about how to implement telecommunications technology, especially in the high school science classroom. The purpose of this study was to examine and describe the high school science environment within an emerging telecommunications-rich setting in an effort to provide a better framework for implementation of telecommunications technology in science classrooms. Data was collected through open-ended ethnographic interviews with 24 high school science teachers from a single district who had been in an emerging telecommunications-rich environment for at least two and one-half years. This paper will focus on teachers’ use of telecommunications and students’ perceived use of telecommunications. A five-stage Concerns Based Adoption Model CBAM including awareness, personal, management, impact, and collaboration stages provided a theoretical framework for data analysis and subsequent discussion. Separate lists of teachers’ use of telecommunications and teachers’ perceptions of student's use of telecommunications by stages of implementation were developed, including users and non-users alike.