

# THE MISSOURI SCHOOL FOR THE DEAF

## 2005 TECHNOLOGY PLAN

MARCH 29, 2005



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# PREFACE

The Missouri School for the Deaf (MSD) is a residential school that was established in 1851 to serve deaf and hard-of-hearing children living in Missouri. MSD is located in Fulton, Missouri, Callaway County. It is a state supported institution under the auspices of the Department of Elementary and Secondary Education. A Board of Advisors reviews policies and procedures and makes recommendations to the Superintendent. Administrative services follow DESE guidelines and procedures. The Missouri Legislature, with the approval of the Governor, determines funding for the school. Ordering and purchasing follow the mandated guidelines of DESE and, as such, state contracts are used whenever possible.

At the present time MSD serves 115 students. Thirty students are non-resident students and are bussed to the school on a daily basis. Eighty-five students reside on campus within the dormitories/cottages that are maintained by residential staff members. The campus is comprised of three separate school facilities. Stark School houses elementary students in grades K-5. Wheeler Hall houses both the middle and high school academic classrooms – grades 6-12. Coates Career and Technology Center houses all vocational classrooms for students in grades six through twelve.

A total of 34 teachers and 17 teacher aides are employed by MSD. Each school supervisor reports directly to the MSD's Assistant Superintendent who reports to the Superintendent. 115 additional personnel are employed by the school in the following departments: Media, Library, Student Life, Student Services, Food Service, Central Supply, Custodial, Maintenance, and Administration. These employees help to provide support for both the academic and residential programs.

## **Additional Statement –**

**We would like to offer the following additional information and/or explanation to be included in the review of our Technology Plan:**

- MSD is accredited by the Conference of Educational Administrators Serving the Deaf (CEASD) and the North Central Association of Colleges and Schools (NCACS).
- MSD has not participated in the Missouri School Improvement Plan (MSIP). We are, however, currently preparing for our first MSIP review which is scheduled to be completed in the spring of 2006. During the preparation for inclusion in MSIP, all of our curriculums have been aligned with Missouri Show-Me Standards as well as the necessary MSIP indicators.

**Additional Statement (cont.)**

- MSD does not currently have a Comprehensive School Improvement Plan (CSIP). We will be developing one based upon the findings of the MSIP review team in 2006. Technology Development will be included in the school's CSIP and, as such, it will be aligned with Missouri Show-Me Standards and MSIP indicators.
- Missouri School for the Deaf is in agreement in general with the National Educational Technology Standards (NETS) for student technology learning as presented by ISTE (International Society for Technology in Education). Suggested performance indicators accompanying the standards were used with some modifications to form our school's technology goals and objectives for students. Specific Missouri School for the Deaf computer technology curriculum is being developed at grade intervals and is being based on the national standards as well as other resources, including web based curricula and lesson plans.
- MSD does not apply for either Title II.D funding or any other technology-related funding. We have been asked by the Assistant Commissioner for Education not to apply for title funding and we are honoring that request. Our compliance with the No Child Left Behind Act (NCLB) is being addressed through both our Technology Plan, our Curriculum Goals and will be enhanced by the development of our CSIP following our MSIP review.
- Our funding for professional development is considered to be a line-item within the school's budget and, as such, is subject to state funding cuts. In the past we have been able to use some CSPD funding from an allotment of IDEA funds from the Division of Special Education to fund professional development. We have been asked to reduce our request for CSPD funds each year by 25%.
- MSD's budget is determined by the Missouri State Legislature and is subject to reduction in spending at any time. During the past three years, 7-10% of our school discretionary budget (from Expense and Equipment) has been spent on technology. This includes all purchases made by the Technology Coordinator. Money from this budget can also be allotted by the Technology Coordinator to be spent for faculty/staff training purposes.

# TECHNOLOGY COMMITTEE

The current technology committee was formed in the spring of 2002 when the work on our first (DESE) technology plan was being completed. The committee first met as a whole during September 2002 after our original plan had been approved. At that point, sub-committees were formed to review and discuss different sections of the plan and to recommend any changes, clarifications or revisions in our strategies that felt were needed. A sub-committee was formed to review the Policies and Procedures (Appendix A) section and they recommended some revisions and clarifications. Their recommendations have been incorporated into the plan that we are now submitting for approval.

Other sub-committees also met during that school year to help monitor the plan and make recommendations to promote the plan and technology campus-wide. Recommendations were made by the Teacher/Staff Training Committee to purchase multiple copies of computer books/training manuals which were distributed to each school building and made available for circulation. Recommendations were also made on how to incorporate training and computer classes into MSD's professional development program and into the curriculum. Additional items that were reviewed and/or decided on by the committee during the past three years include:

- Instant Messaging
- Development of an electronic newsletter
- Revision of the Acceptable Use Policy (recommendations for revisions were rejected by DESE due to conflicts with the state employee's AUP)
- Internet Level System
- Student identity/privacy issues in the development of web pages
- Software filtering
- CIPA compliance

The technology committee has continued to meet at least three times during each of the last three years. The work of the committee for this past year has been to continue to monitor the current plan and to work in sub-committees to formulate and write a new technology plan for 2005-2008. Four separate sub-committees have met on an as-needed basis during this past year to gather and review all information needed to write the 2005 Technology Plan. The technology committee as a whole has met three times to review the work being done and to make any needed additions, corrections and/or revisions.

# TECHNOLOGY PLANNING COMMITTEE

## **Committee Chair:**

- Responsible for meeting leadership and coordination of the committee
- Recommended by Assistant Superintendent and Technology Coordinator

## **Technical Coordinator:**

- Responsible for providing technical guidance to the Technology Committee
- Will provide oversight for the committee and sub-committees as needed

## **Business Department Liaison**

- Will interface between the committee and the school's business department
- May advise on legal matters, use of school premises and resources, as well as financial issues
- May include several members

## **Support Liaison:**

- Will interface between the committee and the school's support and maintenance departments
- May advise committee on use of school resources and structural considerations
- May advise committee on structural considerations for projects involving changes or additions to the schools physical plant
- Recommended by Business Manager

## **Administrative Representatives:**

- Will include representatives from all administrative aspects of the school
- Intended to interface between the Schools' Administration and the Technology Committee
- Recommended by the Superintendent and/or the Assistant Superintendent

## **Curriculum Coordinator:**

- Will advise the committee on the impact that technology has or will have on MSD's curriculum
- Will help align any changes to the school's curriculum with the Technology Plan goals and objectives
- Will work to align the Technology Curriculum with any and all state standards as needed

**School Representatives:**

- Four to six teachers and/or teacher aides will be selected by the school supervisors
- There should be at least one representative from each school area

**Student Life Representatives:**

- One to two persons
- Will interface between the Schools’ Dormitories and the Technology Committee
- Recommended by Director of Student Life

**Parents’ Organization Liaison:**

- Will provide a parent’s perspective on technology for our school
- Will represent the MSD Parent’s Organization as needed
- Will inform the MSD Parent’s Organization of the work of the Technology Committee

**Student Representatives:**

- Students will be selected and recommended by the school supervisors
- Freshmen, Sophomores, Juniors and/or Seniors may be recommended for the committee
- Will be responsible for reporting to the Student Council

2005 Technology Plan Development Committee Member Information							
	Teacher	Administrator	Parent	Student	Other	Name and Area	E-Mail
<b>Technology Focus Areas (TFAs)</b>							
<b>STUDENT LEARNING</b>							
	X					<b>Matt Arnold / Elementary School</b>	<a href="mailto:marnold@msd.k12.mo.us">marnold@msd.k12.mo.us</a>
	X					<b>Jill Haus / Middle School</b>	<a href="mailto:jhaus@msd.k12.mo.us">jhaus@msd.k12.mo.us</a>

**Technology Committee**

	<b>Teacher</b>	<b>Administrator</b>	<b>Parent</b>	<b>Student</b>	<b>Other</b>	<b>Name and Area</b>	<b>E-Mail</b>
<b>Technology Focus Areas (TFAs)</b>							
<b>STUDENT LEARNING</b>							
		X				<b>Tom Basteau / Assistant Superintendent</b>	<a href="mailto:tbasteau@msd.k12.mo.us">tbasteau@msd.k12.mo.us</a>
		X				<b>Margilee LaBorde / Curriculum Coordinator</b>	<a href="mailto:mlaborde@msd.k12.mo.us">mlaborde@msd.k12.mo.us</a>
					X	<b>Patsy Craghead / Librarian / Technology Chair</b>	<a href="mailto:pcraghead@msd.k12.mo.us">pcraghead@msd.k12.mo.us</a>
				X		<b>Branndon Dotson</b>	<i>(Email addresses of students are not given in keeping with our privacy policy)</i>
				X		<b>Angelo Harrington</b>	
				X		<b>Kathleen Holmes</b>	
				X		<b>Tabitha Smith</b>	
				X		<b>Jarrell Harris</b>	
<b>TEACHER PREPARATION AND DELIVERY OF INSTRUCTION</b>							
	X					<b>Kevin Spencer / High School</b>	<a href="mailto:kspencer@msd.k12.mo.us">kspencer@msd.k12.mo.us</a>
	X					<b>Nancy Carr / High School</b>	<a href="mailto:ncarr@msd.k12.mo.us">ncarr@msd.k12.mo.us</a>
		X				<b>David Haus / Supervisor, Vocational Department</b>	<a href="mailto:dhaus@msd.k12.mo.us">dhaus@msd.k12.mo.us</a>
		X				<b>Dee Penneston / Supervisor, High School</b>	<a href="mailto:dpenneston@msd.k12.mo.us">dpenneston@msd.k12.mo.us</a>
		X				<b>Margilee LaBorde / Curriculum Coordinator</b>	<a href="mailto:mlaborde@msd.k12.mo.us">mlaborde@msd.k12.mo.us</a>
					X	<b>Wendy Jensen / Educational Consultant</b>	<a href="mailto:wjensen@msd.k12.mo.us">wjensen@msd.k12.mo.us</a>
					X	<b>Patsy Craghead / Librarian /Technology Chair</b>	<a href="mailto:pcraghead@msd.k12.mo.us">pcraghead@msd.k12.mo.us</a>

**Technology Committee**

	<b>Teacher</b>	<b>Administrator</b>	<b>Parent</b>	<b>Student</b>	<b>Other</b>	<b>Name and Area</b>	<b>E-Mail</b>
<b>Technology Focus Areas (TFAs)</b>							
<b>Administration/Data Management/Communication Process</b>							
		X				<b>Barbara Garrison / Superintendent</b>	<a href="mailto:bgarrison@msd.k12.mo.us">bgarrison@msd.k12.mo.us</a>
		X				<b>Tom Basteen / Assistant Superintendent</b>	<a href="mailto:tbasteen@msd.k12.mo.us">tbasteen@msd.k12.mo.us</a>
		X				<b>Richard Keller / Director, Student Life</b>	<a href="mailto:dkeller@msd.k12.mo.us">dkeller@msd.k12.mo.us</a>
		X				<b>Allan Ensor / Director, Ancillary Services</b>	<a href="mailto:aensor@msd.k12.mo.us">aensor@msd.k12.mo.us</a>
		X				<b>Scott Horton / Technology Coordinator</b>	<a href="mailto:shorton@msd.k12.mo.us">shorton@msd.k12.mo.us</a>
		X				<b>Harold Siebert / Assistant Business Manager</b>	<a href="mailto:hsiebert@msd.k12.mo.us">hsiebert@msd.k12.mo.us</a>
		X				<b>Margilee LaBorde / Curriculum Coordinator</b>	<a href="mailto:mlaborde@msd.k12.mo.us">mlaborde@msd.k12.mo.us</a>

<b>Resource Distribution and Use</b>							
		X				<b>Scott Horton / Technology Coordinator</b>	<a href="mailto:shorton@msd.k12.mo.us">shorton@msd.k12.mo.us</a>
		X				<b>Tom Zengel / Business Manager</b>	<a href="mailto:tzengel@msd.k12.mo.us">tzengel@msd.k12.mo.us</a>
		X				<b>Harold Siebert / Assistant Business Manager</b>	<a href="mailto:hsiebert@msd.k12.mo.us">hsiebert@msd.k12.mo.us</a>
			X		X	<b>Donna Wolfe / Parent / Library Aide</b>	<a href="mailto:dwolfe@msd.k12.mo.us">dwolfe@msd.k12.mo.us</a>
					X	<b>Wendy Jensen / Educational Consultant</b>	<a href="mailto:wjensen@msd.k12.mo.us">wjensen@msd.k12.mo.us</a>
					X	<b>Virginia Bratten / Secretary, Ancillary Services</b>	<a href="mailto:vbratten@msd.k12.mo.us">vbratten@msd.k12.mo.us</a>
					X	<b>Becky Payne / Supervisor, Media Services</b>	<a href="mailto:bpayne@msd.k12.mo.us">bpayne@msd.k12.mo.us</a>
					X	<b>Gary Bonsal I/ Dorm Director, Student Life</b>	<a href="mailto:gbonsall@msd.k12.mo.us">gbonsall@msd.k12.mo.us</a>

**Technology Committee**

	Teacher	Administrator	Parent	Student	Other	Name and Area	E-Mail
<b>Technology Focus Areas (TFAs)</b>							
<b>Technical Support</b>							
		X				<b>Scott Horton / Technology Coordinator</b>	<a href="mailto:shorton@mds.k12.mo.us">shorton@mds.k12.mo.us</a>
		X				<b>Tom Zengel / Business Manager</b>	<a href="mailto:tzengel@msd.k12.mo.us">tzengel@msd.k12.mo.us</a>
					X	<b>John Jacobs / Supervisor, Maintenance Dept.</b>	<a href="mailto:jjacobs@msd.k12.mo.us">jjacobs@msd.k12.mo.us</a>
					X	<b>Becky Payne / Supervisor, Media Services</b>	<a href="mailto:bpayne@msd.k12.mo.us">bpayne@msd.k12.mo.us</a>

# TECHNOLOGY MISSION STATEMENT

Our Technology Mission Statement was developed by the 2002 Technology Committee. It has been reviewed and accepted with minimal changes by the 2005 Technology Committee. We believe that our school is committed to providing our students with the most current and up-to-date technological equipment and applications as possible within our means. We strive to provide every possible advantage to our students so that they are able to obtain the same quality of education that is provided by public schools throughout Missouri. We feel that our beliefs and efforts are reflected in the mission statement that follows.

**The technology mission of the Missouri School for the Deaf is to provide to the best of our ability the equipment and programs necessary to support the school’s philosophy and mission statement. We believe that all students can learn and become productive citizens. We believe that students will be empowered through guidance and role models to identify their own roles as productive members of American society. To this end, we strive to provide a technological learning environment that will allow our students to develop their skills to the best of their ability.**

# SCHOOL MISSION STATEMENT

*The Missouri School for the Deaf has adopted the following part of Missouri’s Department of Elementary and Secondary Education’s Mission Statement as our School’s Mission Statement.*

“The Department of Elementary and Secondary Education is a team of dedicated individuals working for the continuous improvement of education and services for all citizens. We believe that we can make a positive difference in the quality of life for all Missourians by providing exceptional service to students, educators, schools and citizens”<sup>1</sup>

# SCHOOL PHILOSOPHY

“The faculty and staff of the Missouri School for the Deaf believe that the purpose of education is to guide, assist and encourage students to become involved, productive citizens and independent life-long learners. To that end we believe it is our responsibility to provide opportunities for all students to achieve mastery of skills commensurate with their abilities. We further believe that it is the purpose of the Missouri School for the Deaf to provide these opportunities for individual growth within intellectual, social, physical and emotional spheres.”<sup>2</sup>

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<sup>1</sup> Missouri School for the Deaf Self Study, Conference of Educational Administrators Serving the Deaf & North Central Association of Colleges and Schools, 1999, p. 41.

<sup>2</sup> Ibid. p. 42

## CURRENT STATUS – COMPILING RAW DATA

### Standardized Assessments

Students are given MAP tests each year, and the results compiled by the Department of Elementary and Secondary Education. These results are then used when updating existing curriculum or developing new curriculum. These results are available on file.

### Local Performance Assessments

Recently developed curriculum in all subject areas is written to meet National Educational Technology Standards and the Missouri Show-Me Standards. Curriculum revision will be directed by the Comprehensive School Improvement Plan once one has been developed following the completion of MSD’s Missouri School Improvement Plan. Curriculum revision and assessment as currently under development are based on State and national Best Practices data. Curriculum guidelines include ongoing assessment plans, including tests, observation, objectives and educational goals in each subject area. Examples of current Curriculum are available on file.

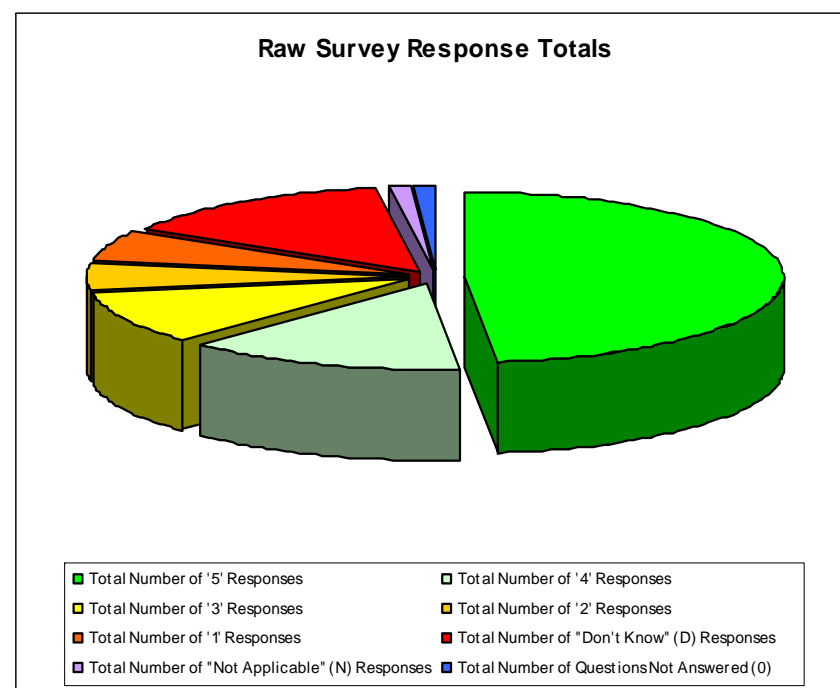
### Surveys and Records

For the 2004-2005 revision of our Technology plan, the Missouri School for the Deaf undertook a series of extensive and in-depth technology surveys covering our entire staff and the full student body.

### Staff Surveys

A staff-directed survey comprised of 93 questions covering basic and advanced computer skills, and highlighting specific skills in Microsoft Word, Excel, and PowerPoint, as well as email-related skills in GroupWise was developed from various online sources by the Data Analysis Subcommittee.

Staff were asked to rate their confidence in their skill level in the task or concept described by each question. The rating could be “Don’t Know”, “Not Applicable”, or a figure of 1 through 5, with 1 being “Least



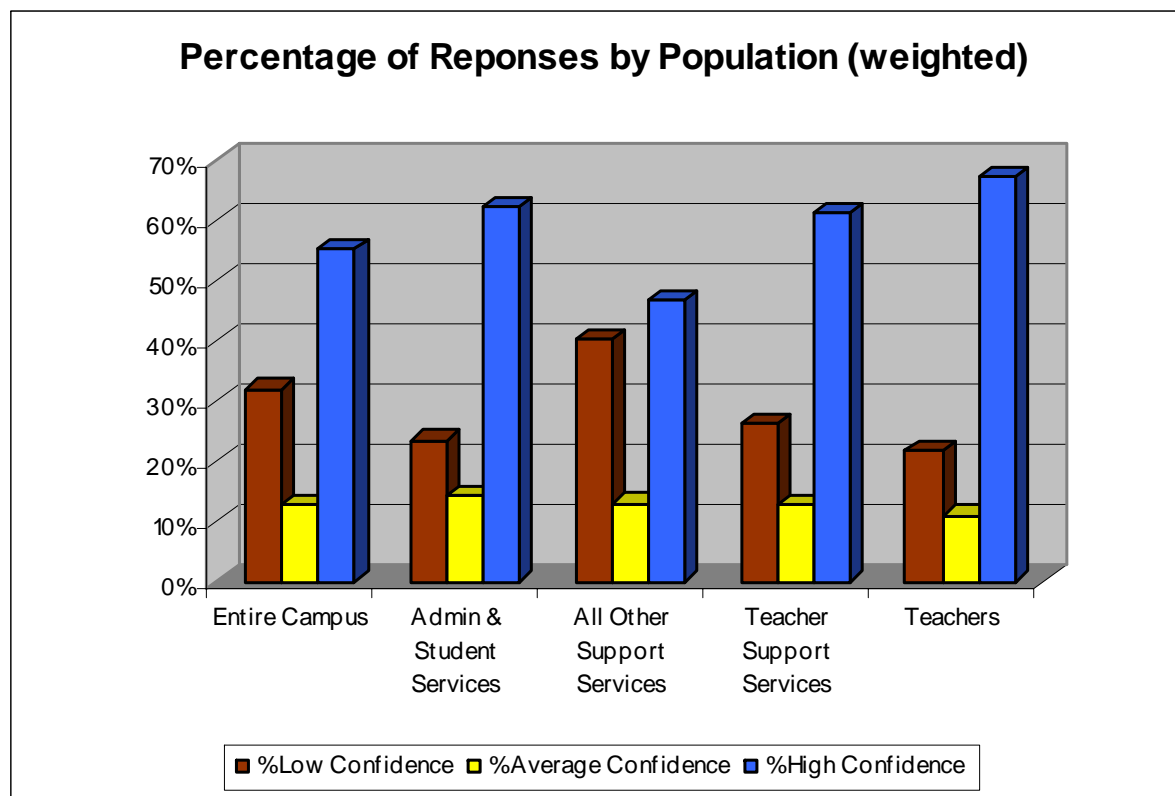
## Student Learning

Confident” and five being “Most Confident.” A total of 164 surveys were completed. The results were then tabulated. The following chart shows the ratio of each possible answer, as a percentage of the whole. A complete list of the questions, along with charted responses is available in the appendices of this tech plan.

Once the tabulation was completed, each question was given an “expected” and “above expected” rating. The “Expected” rating represented the confidence level that our staff could be expected to exhibit in a given skill. The “Above Expected” rating represented a confidence level that was beyond what an average staff member might be expected to have. This rating system allowed us to adjust both for questions that were more ‘technical’ in nature, and for questions that might be considered ‘simple’ or ‘common knowledge.’

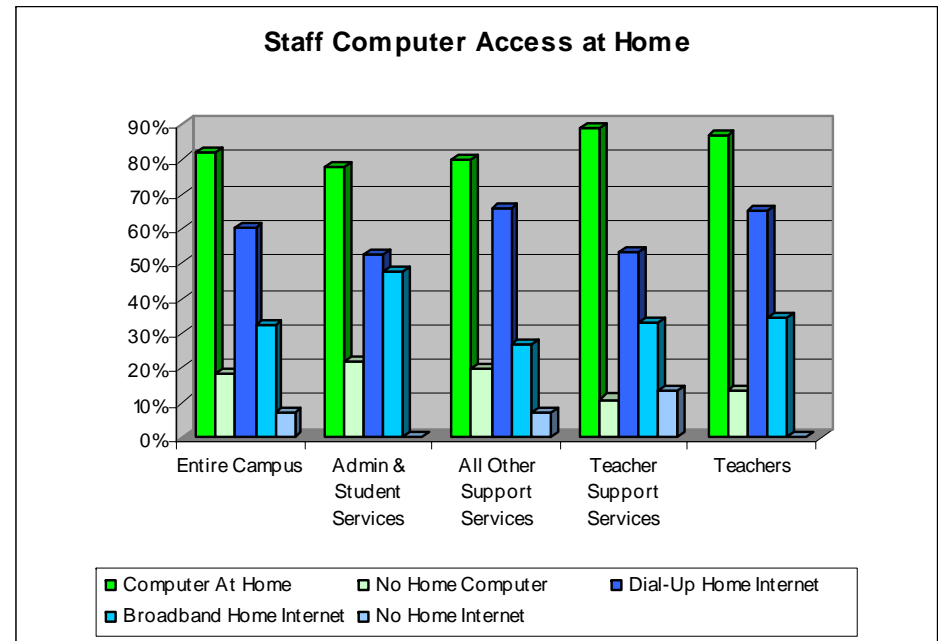
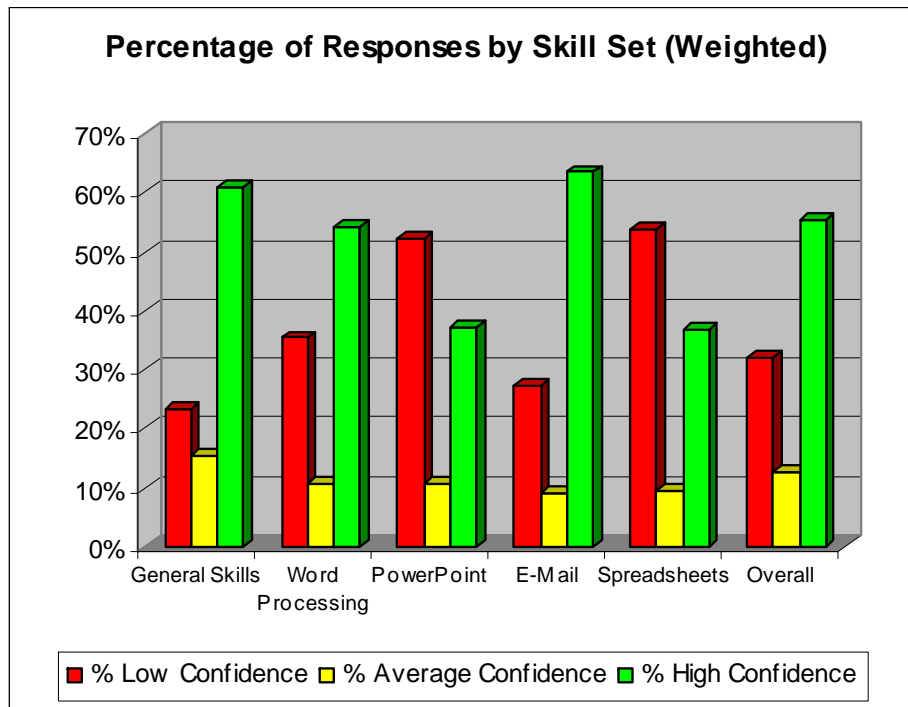
First, the results of the survey were broken out into sections of the campus population. Administration (including School Administrators) and the employees of our Student Services department (counselors, audiologist, school nurses and psychologist, etc.) were grouped together. Other support staff (Maintenance personnel, cooks, custodial staff, our Dormitory personnel, etc.) formed the second group. Teaching Support staff (Media, Teacher Aides, etc.) form the third group, and our Teachers form the fourth (and last) group. The following chart details the survey results when broken out into these population groups. The values are in percentages of the whole.

We were very pleased to note that our teaching staff showed the highest overall confidence of any group, and the lowest “below expected level” score. It should be noted that the apparently low scores for “Average Confidence” are to be expected; they represent those questions which were answered at *exactly* the expected level, as opposed to answers above or below the expected level. In response to these figures, the Technology Committee will be further investigating increased training opportunities.



Additionally, the survey asked if an individual had a computer at home, and if so, if they had Internet Access at home, and what type. Responses were then charted into the same groups as above.

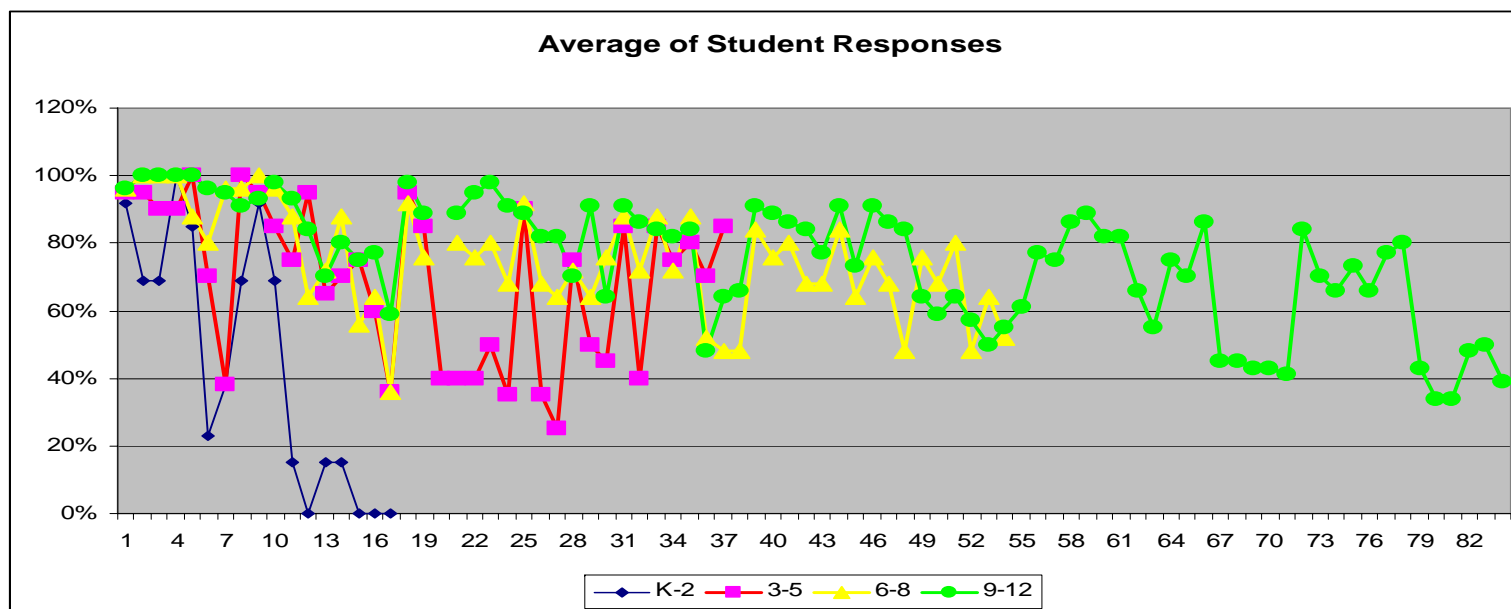
Next, the survey responses were broken out by Skill Set. The survey was divided into five sections: General skills, Word Processing (Microsoft Word) skills, Presentation (PowerPoint) skills, Email (GroupWise) skills, and Spreadsheet (Excel) skills. The following chart shows the responses in these categories, as well as an overall (all questions) score. Again, the values are in percentages of the whole.



This chart provided an excellent overall look at specific skills sets, and showed that training needs to be increased in PowerPoint and Spreadsheets. Again, it should be noted that the apparently low scores for “Average Confidence” are to be expected; they represent those questions which were answered at *exactly* the expected level, as opposed to answers above or below the expected level.

## Student Surveys

A different series of surveys were conducted with our students. A master survey was developed to cover the entire student body. The survey consisted of an increasingly complex series of concepts. Younger students (Kindergarten through 2<sup>nd</sup> grade) were asked only to fill out the first series of questions, with assistance from their teachers. The next grade group (3<sup>rd</sup> through 5<sup>th</sup> grades) answered those questions, plus a second section of progressively more difficult questions. The next grade group (6<sup>th</sup> through 8<sup>th</sup>) got a third section to fill out, and the last group (9<sup>th</sup> through 12<sup>th</sup> grades) got a fourth section. Questions included a wide array of skills, from “Use a Remote Control” (all age groups) through “Log On/Off the computer” (starting at the 3<sup>rd</sup> grade), “Check Spelling and Grammar using computer-based tools” (starting at the 6<sup>th</sup> grade), and “Describe a problem when asking for Technical Assistance” (starting at the 9<sup>th</sup> grade). Students were asked to answer each question with “Yes” or “No” indicating whether the student thought they could accomplish the task described. A complete listing of questions and a breakdown of positive responses is available in the Appendices.



These results are being used to help develop additional or improved curriculum in conjunction with existing Show-Me standards.

## Policies and Procedures

The Missouri School for the Deaf, as part of the MOREnet program, is subject to Child Internet Protection Act (CIPA) guidelines, and as such has implemented a comprehensive internet filtering system. As laid out in our Acceptable Use Policy (Included in the Appendices), students receive different levels of internet access according to various criteria. Student below 9<sup>th</sup> grade are granted Internet access only in classroom situations, and are filtered against inappropriate material, online email and chat websites and systems (including Instant Messaging Systems), and other related content. Students at the 9<sup>th</sup> grade level and higher may have a broader range of internet access, once a signed parental permission form is produced. Parental permission grants high school students “Level 1” access; this gives the student access to the internet during the class day. Instant messaging is still filtered to help the student focus on class work. Once the student has attained “Level 1” access, they may apply for “Level 2” access; this requires a signature from the students’ advising teacher, or the high-school director. “Level 2” internet access grants access to web-based email systems, chat websites and instant messaging systems during after-school hours. Computers are provided in the dormitories for this purpose. This is intended to help the student develop personal communications skills and English language skills. (Please see **Policies and Procedures in Appendix C.**) Other related policies, such as the school web page publication and content policy, are available upon request.

## Student, Teacher and Administrator Standards

The technology mission of the Missouri School for the Deaf is to provide the equipment and programs necessary to support the school's philosophy and mission statement to the best of our abilities. We believe that all students can learn and become productive citizens. We believe that with guidance and role models, students will be empowered to identify their own roles as productive members of society. To this end, we strive to provide a learning environment that will allow our students to develop their technological skills to the best of their abilities. Our ongoing goal is to utilize currently available technology and training to provide the best instructional environment for our students. In pursuit of this goal, we use national and statewide assessment data on the use of instructional technology in public schools, as well as data assessing student achievement that result from the use of instructional technology.

We are generally in agreement with the National Educational Technology Standards (NETS) for student, teacher and administrator technology learning and usage as presented by the International Society for Technology in Education (ISTE). Specifically, the suggested performance indicators accompanying these standards were used (with some modifications) as a basis in the formation of our school's goals and objectives for student, teacher, and administrator use and knowledge of various forms of instructional technology. Specific Missouri School for the Deaf curriculum for technology was developed at grade intervals as well, based on these national standards and other related resources. Examples of this curriculum are included in appendix C. Additional curricula are available or in development for classes in specific subject areas such as word processing, computer-based presentations, use of spreadsheets, information processing, keyboarding, digital imaging, and desktop publishing.

The Missouri School for the Deaf Technology Curriculum (Appendix C) includes the National Educational Technology Standards for students as goals placed in appropriate categories, and as units with specific objectives necessary to achieve those goals. The objectives

## **Student Learning**

are based on information obtained from surveys conducted and analyzed by the Data Collection subcommittee in the spring of 2005. All students and staff of the Missouri School for the Deaf participated in these surveys in cooperation with the development of the 2005-2007 Technology Plan.

## **Total Cost of Ownership**

Over the last three years, the Missouri School for the Deaf has expended an average of \$160,000 per year on technology-related items and services. This includes the \$35,000 annual salary for the current Computer Information Technologist (III), and \$125,000 expended yearly in new purchases, ongoing maintenance costs, and training costs. At the current complement of 250 computers, this results in an effective cost of \$640 per computer per year. The Missouri School for the Deaf will normally use a given computer for six years in as many as three different locations/roles; using this 6-year average life of a computer, our overall Total Cost of Ownership per computer is approximately \$3840. This figure includes cost of printers (local and network), LCD projectors, large-screen presentation monitors, all network-related costs and purchases (wiring and other network infrastructure), software licensing, upgrades and purchased, any ongoing service contracts (software and hardware) and so forth. This figure does not include the cost of supplies (printer ink and toner, paper, batteries, and other consumables) and certain types of peripherals such as digital cameras. More specific cost related figures are on file in the Technology Coordinator's office and are available upon request.

## **Analyses of Current Status and Trend Data**

Survey results show a high level of confidence among most staff for basic computer skills, including email and word processing. Detailed survey results (see Appendix A) show shortcomings in specific areas, but also highlight a need for further training in PowerPoint and Excel.

## **Professional Development Data**

Groups of teaching and technical support staff are sent to the MOREnet Educational Technology Conference each fall, and Technical staffs normally attend the MOREnet Spring Technology conference. In addition, a special private technology conference has been organized for the technology staff of several Midwestern schools for the Deaf, and will have its first annual spring meeting in the spring of 2005. Several teachers are currently organizing task-specific training as a part of their Career Ladder programs. This serves two purposes; the training teacher gets professional development in teaching themselves enough to create the classes and teach others, and participating teachers get professional development opportunities provided to them by the availability of these classes. This training is usually particularly effective, as the training teachers can provide much focused training on areas needed by the other teachers in a format that is immediately familiar to those teachers.

## Administrative Networking Tools

School financial management is handled using the State of Missouri accounting system, SAM II. SAM II provides Purchasing, Human Resources, and Fixed Assets tracking. The Computer Support Technologist (III) uses a variety of technical tools to service the network, including reporting tools to analyze staff and student Internet use.

## Data Management Tools

The Missouri School for the Deaf is currently in the process of implementing a new School Records Management System, specifically a product from Software Technologies, Inc. This new product will integrate our office and classroom software more thoroughly than the old product. The new system includes a complete list of the Show-Me standards, assisting teachers to develop new lesson plans that directly relate to those standards. The grade book module is web-based and will allow internet-equipped teachers to access their grade books from home for grading and lesson planning purposes. The system includes a parent-link function, allowing parents access to their children's grades, homework assignments, and the teachers lesson plans. This change has been implemented in response to ongoing issues with the existing system, WinSchool. WinSchool (by Chancery systems) suffers from issues of complexity and poor integration between the grade book program used by teachers and the Office component used by school Administrators.



**Software Technology, Inc.**

*Administrative Software For Schools*

## Communications Tools

The Missouri School for the Deaf makes extensive use of email in day-to-day operations. More than 90% of school staff has individual email accounts provided by the school. All students above the 8<sup>th</sup> grade also have individual email accounts provided by the school. Email – by its nature as a written communications medium, has helped significantly improve staff communications on campus by bypassing the varied levels of signed communication proficiency among different sections of the staff and presenting a uniform communications medium. It has also helped residential students in providing better communications with their families, which in turn has helped those students to improve their communications and language skills.

As of the spring of 2004, MSD has also implemented a system of inexpensive “Video Phones” which provide visual communications between various administrative offices and other locations on campus. To maintain CIPA compliance, a separate network was installed to support 26 video stations (as many as 40 can be supported). The system, CVC (Campus Video Communications) is capable of placing and accepting point-to-point video calls both within the local network and through the school’s internet connection to remote locations with compatible equipment.

CVC stations have been strategically placed on campus to allow all staff and students’ access. In combination with a publicly provided service called “Video Relay Services”, students and staff can place phone calls through trained sign language interpreters to hearing individuals and can receive calls in the same way at no cost to the school or to the remote users. More information about these two systems is available from the Technology Department.



*Parents now say “Hi” with a smile*



*Phone calls get more fun with streaming video*

## GOALS

**The Technology Committee has determined that the overall goal of technology at the Missouri School for the Deaf will be to utilize to the best of its ability any available current technology equipment, applications, training and instruction practices in order to provide a sophisticated and equitable technological environment to meet and exceed the educational needs of our students.**

To that end, and in alignment with DESE's Education Technology Strategic Plan (2002-2006), MSD has developed the following goals –identifying one for each of the five TFAs. *(Please refer to the Additional Information regarding MSIP, CSIP and Title II.D which was included in the Preface of this document.)*

### **Student Learning Goal (I)**

To provide for each of our students current equipment, instruction and training of available technology in order to meet the curriculum objectives which directly relate to student academic achievement and performance.

### **Teacher Preparation and Delivery Goal (II)**

To provide for our teachers current equipment, instruction and training of available technology so that they will be able to instruct and prepare MSD students to meet and achieve their academic goals and performance expectations.

### **Administration/Data Management/Communication Process Goal (III)**

To provide our Administration and Support Staff with current equipment, training and knowledge of available technology in order to maintain accurate and current records of MSD students and to promote any and all advances in the communication process so that all faculty, staff and parents will be able to participate in the education of our students.

### **Resource Distribution and Use Goal (IV)**

To provide equitable access to and to promote the best use of any and all technology made available to the students, faculty, and staff of the Missouri School for the Deaf that allows the focus of technology to maintain and enhance the educational role of our school.

### **Technical Support Goal (V)**

To provide the knowledge, the training and the staff to promote and maintain in a timely manner all available technology to the students, faculty and staff of the Missouri School for the Deaf in order that it can meet and exceed the educational needs of our students.

# STUDENT LEARNING

**Student Data Analysis** – Analysis has been based on an extensive survey that was done in February, 2005 as well as general observations of committee members, faculty and the Technology Coordinator. 102 student surveys were completed. 189 faculty/staff surveys were distributed; 164 were completed and returned to the Data Analysis Committee. Please see Appendix A for summaries of the survey results.

Based on the results of the surveys and observations, the Technology Committee has determined the following strengths and weaknesses and has listed the supportive information where applicable:

<b>Strengths:</b>	<b>Supportive Information:</b>
Adequate number of computers to meet the daily needs of the students. There is at least one computer in every classroom and all networked computers are equipped for Internet and Email and are CIPA compliant.	89 computers available
Computer labs available in all school buildings.	10 labs containing 74 computers (5 school building labs and 5 classroom labs)
Computers are available in the dormitories for after-school use.	2 labs containing 15 computers
Adequate number of printers available campus wide for the students use.	10 networked printers and various other printers are available
Policies and procedures for student access to computers are in place.	See Appendix C
All library materials are electronically cataloged and circulated using Athena which can be accessed using any networked computer on campus.	4 computers are located in the library lab which allows them access to Athena through a library user ID.
A new computerized emergency warning system, which was developed specifically for the deaf school, has been installed campus wide. The system utilizes color-coded flashing lights and audible/verbal alarms to signal emergencies as well as scheduled class time changes.	Color-coded displays are strategically located in every academic, residential and office building throughout the school.
New graphic art production equipment has been added to the Media Department which allows them to fill graphic art requests by Administration, Faculty and Staff. A computer has also been purchased and installed to do digital production editing. Materials for use in the classroom are requested throughout the year and are filled in a very timely manner by the Media personnel (5 FTEs).	Video editing capabilities were installed in the fall of 2004. A banner printer and 2 wide-format color laser printers were added in March, 2005.

Weaknesses	Supportive Information
Lack of student competency in the following computer skills: PowerPoint, use of a CVC, use of a TTY, Excel, advanced Microsoft Word skills, Network Manipulations, Scanner, Digital Pictures, Email Concepts, Basic Printer Skills	Survey – see Appendix A
Lack of a school-wide technology curriculum	Observation
Lack of training for teachers so that they can implement the technology curriculum.	Survey – see Appendix A

**Student Learning Objectives** – Our 2002 Technology Plan listed several goals that were related to the Student Learning TFA. Listed below are these goals as well as information as to their progress during the past three years:

- **To maintain, promote and increase our current level of technological equipment and knowledge in order to continue our growth in this field.** Information supporting the progress of this goal is listed in the Current Status section. We have incorporated this goal into the 5 TFA goals of the 2005 Technology Plan.
- **To continue to provide the best technological assistance and training for our staff and students.** We have made a continued effort to achieve this goal but we have listed the lack of teacher training as one of our main weaknesses. We have incorporated this goal into the 5 TFA goals of the 2005 Technology Plan.
- **To revise, promote and enforce our Acceptable Use Policy and to improve and increase the use of the Internet for all students and staff.** Our AUP was revised but revisions were rejected by DESE. All of our classroom and lab computers are connected to the Internet and are CIPA compliant. All faculty, staff and administration computers are connected to the Internet.

Using the strengths and weaknesses of the Student Learning Data Analysis and to comply with the Show-Me Standards, the following goal and objectives have been developed by the Technology Committee (*Please refer to the Additional Information regarding MSIP, CSIP and Title II.D which was included in the Preface of this document.*):

**Student Learning Goal** – To provide for each of our students current equipment, instruction and training of available technology in order to meet the curriculum objectives which directly relate to student academic achievement and performance.

Student Learning Objectives – (cont.)

Objective #	Objective	Progress Expected	Progress Measured	Benefit to Student Learning	Addresses Weaknesses and/or Learner Needs
SL1	Implementation of the K-12 Technology Curriculum guide in 2005-2006 school year will provide students with specific computer skills at various grade levels. (Technology Curriculum has been aligned with Missouri Show Me Standards – see Appendix C)	By the end of the 2005-2006 school year, 80% mastery of 2 <sup>nd</sup> grade skills for students above 2 <sup>nd</sup> grade.	Demonstrations, Discussions, Teacher Observations, Rubrics and surveys will be used to monitor and measure student progress and assess skill levels.	Students will be more competent in their use of computers and other technology to communicate, to improve and to better their educational skills.	Lack of a Technology Curriculum for the teachers to use K-12.
SL2	In 2005-2006, provide training for staff as necessary to use and teach technology skills to all students to include TTY and CVC skills, taking digital pictures and the concepts of email.	By the end of the 2005-2006 school year, 80% mastery of 2 <sup>nd</sup> grade skills for students above 2 <sup>nd</sup> grade.	Demonstrations, Discussions, Teacher Observations, Rubrics and surveys will be used to monitor and measure student progress and skill levels.	Students will be able to perform basic computer skills, use a TTY, take digital pictures and use email to communicate.	Various areas of weakness in performing basic computer skills were indicated in the 2005 survey.
SL3	Incorporation of a PowerPoint specific Curriculum will help guide teachers to use PowerPoint with and for their students.	Students will be able to use the computer to create a PowerPoint presentation.	Actual PowerPoint presentations will be observed and reviewed to determine the student's competency to use this application.	Students will have a venue to present their research, reports and/or other class requirements through the use of PowerPoint.	Less than 76% of our students in grades 3-12 know how to use PowerPoint and less than 68% know how to edit a presentation.
SL4	In 2006-2007 school year, provide training for staff as necessary to use and teach technology skills to all students to include the basic use of Microsoft Word, the use of a scanner, PowerPoint skills, and the use of spreadsheets.	By the end of the 2006-2007 school year, 90% mastery of 2 <sup>nd</sup> grade skills for students above 2 <sup>nd</sup> grade and 80% mastery of 5 <sup>th</sup> grade skills by students above 5 <sup>th</sup> grade.	Demonstrations, Discussions, Teacher Observations, Rubrics and surveys will be used to monitor and measure student progress and skill levels.	Students will be able to use Microsoft Word, a scanner, PowerPoint, a CVC and spreadsheets in addition to their basic computer skills.	Various areas of weakness in performing basic computer skills were indicated in the 2005 survey including knowing what a CVC is, how to use a scanner and how to create/use a spreadsheet.

Student Learning Objectives – (cont.)

Objective #	Objective	Progress Expected	Progress Measured	Benefit to Student Learning	Addresses Weaknesses and/or Learner Needs
SL5	In 2007-2008 school year, provide training for staff as necessary to use and teach technology skills to all students to include the use of Microsoft Word at an advanced level, network manipulations, advanced PowerPoint skill and additional spreadsheet concepts.	By the end of the 2007-2008 school year, 90% mastery of 2 <sup>nd</sup> grade skills for students above 2 <sup>nd</sup> grade, at 90% mastery of 5 <sup>th</sup> grade skills for students above 5 <sup>th</sup> grade, and 80% mastery of 8th grade skills for students above 8th grade.	Demonstrations, Discussions, Teacher Observations, Rubrics and surveys will be used to monitor and measure student progress and skill levels.	Students will be able to use computers and computer programs at a more advanced skill level.	Less than 70% of our 6 - 12 grade students knew basic network application skills, less than 60% knew advanced skills of PowerPoint, and less than 50% knew basic spreadsheet concepts.

**Please note:** Missouri School for the Deaf is in agreement in general with NETS ( National Educational Technology Standards) for student technology learning as presented by ISTE (International Society for Technology in Education). Suggested performance indicators accompanying the standards were used with some modifications to form our school’s technology goals and objectives for students. Specific Missouri School for the Deaf computer technology curriculum is being developed at grade intervals and is being based on the national standards as well as other resources, including web based curricula and lesson plans.

Student Learning Plans – Action Plans and Implementation Strategies

Tech Plan Goal	Tech Plan Objective	MSIP Standard	Action Step /Activity	Beginning Date	Benchmark Dates	Completion Dates	Correction Strategies	Person Responsible	Funding Source
I	SL1	6.1*3 6.3*4 6.4*1 6.4*3 6.4*4	General technology curriculum guide will be presented to the faculty and will be implemented into the K-12 classrooms.	August, 2005	Reviewed May, 2006	Ongoing	Methods of instruction and observations of students will be reviewed by Curriculum Coordinator.	Curriculum Coordinator	NA

**Student Learning**

<b>Tech Plan Goal</b>	<b>Tech Plan Objective</b>	<b>MSIP Standard</b>	<b>Action Step /Activity</b>	<b>Beginning Date</b>	<b>Benchmark Dates</b>	<b>Completion Dates</b>	<b>Correction Strategies</b>	<b>Person Responsible</b>	<b>Funding Source</b>
<b>I</b>	<b>SL2</b>	<b>6.1*2 6.1*3 6.3*1, *2,*3, *4</b>	Training provided to the faculty with a focus on basic computer and printer skills, TTY and CVC skills, use of a digital camera and the general concepts of email.	August, 2005	Reviewed December, 2005	Spring, 2006	Training classes will be reviewed and revised as needed to meet the teachers' skill levels in order to implement the Technology Curriculum.	Assistant Superintendent, Technology Coordinator	Tech. Budget / Prof. Dev. Budget
<b>I</b>	<b>SL3</b>	<b>6.1*1 6.1*3 6.4*2, *3</b>	PowerPoint Curriculum will be used with/and for students to enhance their daily classroom skills.	August, 2005	Reviewed December, 2005	Ongoing	Curriculum will be reviewed and revised as necessary to meet the educational needs of the students.	Faculty	NA
<b>I</b>	<b>SL4</b>	<b>6.1*2 6.1*3 6.3*1- 4</b>	Training provided to the faculty with a focus on Microsoft Word, use of a scanner, PowerPoint skills, and use of spreadsheets.	August, 2006	Reviewed December, 2006	Spring, 2007	Training classes will be reviewed and revised as needed to meet the teachers' skill levels in order to implement the Technology Curriculum.	Assistant Superintendent, Technology Coordinator	Tech. Budget / Prof. Dev. Budget
<b>I</b>	<b>SL5</b>	<b>6.1*2 6.1*3 6.3*1- 4</b>	Training will be provide to the faculty with a focus on advanced Microsoft Word, network manipulations, advanced PowerPoint and additional spreadsheet skills.	August, 2007	Reviewed December, 2007	Spring, 2008	Training classes will be reviewed and revised as needed to meet the teachers' skill levels in order to implement the Technology Curriculum.	Assistant Superintendent, Technology Coordinator	Tech. Budget/ Prof. Dev. Budget

# TEACHER PREPARATION

**Teacher Preparation Data Analysis** – Data Analysis has been based on an extensive survey that was done in February 2005 as well as general observations of committee members, faculty and the Technology Coordinator. 189 surveys were distributed; 164 surveys were completed and returned to the Data Analysis Committee. Please see Appendix A for summaries of the survey results.

Based on the results of the completed surveys, observations and discussions, the Technology Committee has determined the following strengths and weaknesses and has listed supportive information where applicable:

<b>Strengths:</b>	<b>Supportive Information:</b>
Adequate number of computers to meet the daily needs of the teaching and support staff. Every classroom has at least one computer.	42 computers available
Computer labs available in every academic building for classroom and individual use. There are 5 school building labs and 5 classroom labs.	10 labs containing 74 computers
Adequate numbers of printers are available for faculty and staff to use.	43 printers available
Student record management system (WinSchool) currently in place but will be replaced by August 2005. Training for faculty and staff in the use of STI is scheduled 4/2005-8/2005.	The new system, STI (Software Technology, Inc.), has been researched and selected by Technology Coordinator, Faculty and Staff, Student Life Director and Assistant Superintendent.
Policies and procedures for use of equipment are in place.	See Appendix C
A wide variety of software programs have been purchased by the Technology Coordinator and have been made available to the Faculty and Staff.	Available in the Technology Coordinator's Office.
<b>Weaknesses:</b>	<b>Supportive Information:</b>
Lack of teacher training in the following computer skills: PowerPoint, Excel, advanced Microsoft Word skills, Network Manipulations.	Survey – see Appendix A
Lack of a school-wide technology curriculum.	Observation
Lack of training for teachers so that they can implement the technology curriculum. MSD has the software capabilities but the lack of teacher training remains a weakness.	Survey – see Appendix A

**Teacher Preparation Objectives** – Our 2002 Technology Plan listed several goals that were related to the Teacher Preparation TFA. Listed below are these goals as well as information as to their progress during the past three years:

- **To maintain, promote and increase our current level of technological equipment and knowledge in order to continue our growth in this field.** Information supporting the progress of this goal is listed in the Current Status section. We have incorporated this goal into the 5 TFA goals of the 2005 Technology Plan.
- **To continue to provide the best technological assistance and training for our staff and students.** We have made a continued effort to achieve this goal but we have listed the lack of teacher training as one of our main weaknesses. We have incorporated this goal into our 2005 Technology Plan.
- **To establish and promote an ongoing, consistent staff technology training program.** We have not established this type of program and as such, we have incorporated this goal into our 2005 Technology Plan.
- **To revise, promote and enforce our Acceptable Use Policy and to improve and increase the use of the Internet for all students and staff.** Our AUP was revised but revisions were rejected by DESE. All of our classroom and lab computers are connected to the Internet and are CIPA compliant. All faculty, staff and administration computers are connected to the Internet.
- **To provide the hardware and software that is necessary to support life-skills classes, technical skills, educational skills, fitness skills, internet research skills and career path choices of our students.** All of the hardware is in place to support the software programs to meet this goal and sufficient software has been purchased to allow teachers the ability to meet this goal.

Using the strengths and weaknesses of the 2005 Teacher Preparation Data Analysis, the results of our previous plans and to comply with the Show-Me Standards, the following goal and objectives have been developed by the Technology Committee (*Please refer to the Additional Information regarding MSIP, CSIP and Title II.D which was included in the Preface of this document.*):

**Teacher Preparation and Delivery Goal** – To provide for our teachers current equipment, instruction and training in all available technology so that they will be able to instruct and prepare MSD students to meet and achieve their academic goals and performance expectations.

Teacher Preparation Objectives

Objective #	Objective	Progress Expected	Progress Measured	Benefit to Student Learning	Addresses Weaknesses and/or Learner Needs
TP1	Implementation of the K-12 Technology Curriculum in 2005-2006 will guide teachers to provide students with specific computer skills at various grade levels. (Technology Curriculum has been aligned with Missouri Show Me Standards – see Appendix B)	By May 2006 the Technology Curriculum will have been used and an 80% mastery level of second grade skills for all students above second grade will be used to validate the curriculum.	Demonstrations, Discussions, Teacher Observations, Rubrics and surveys will be used to monitor and measure student progress and skill levels.	Teachers will be more aware of the technology and better prepared to teach the skills that will benefit MSD students	Lack of a Technology Curriculum for the teachers to use K-12.
TP2	In 2005-2006, training will be provided to the faculty so that they will have the skills to implement the technology curriculum guide with an added focus on basic computer and printer skills, use of a CVC, use of a TTY, use of a digital camera and general concepts of email.	By May 2006, using the technology instruction provided by the teachers, there will be 80% mastery of second grade skills for all students above second grade.	Demonstrations, Discussions, Teacher Observations, Rubrics and surveys will be used to monitor and measure student progress and skill levels.	Students will be able to perform basic computer skills, use a TTY, use a CVC, take digital pictures and use email to communicate with family, friends and staff.	Various areas of weakness in technology skills were indicated on the 2005 survey.
TP3	Incorporation of a PowerPoint specific Curriculum will help guide teachers to use PowerPoint with and for their students.	With the instruction provided by the teachers, the students will be able to create a PowerPoint presentation.	Actual PowerPoint presentations and skills will be observed and reviewed to determine the students' skill levels.	Students will be able to present their research, reports and/or other class requirements by using PowerPoint.	Less than 50% of our faculty stated that they know how to use PowerPoint. Less than 76% of our students in grades 3-12 know how to use PowerPoint and less than 68% know how to edit a presentation.

Teacher Preparation Objectives – (cont.)

Objective #	Objective	Progress Expected	Progress Measured	Benefit to Student Learning	Addresses Weaknesses and/or Learner Needs
TP4	Training will be provided for faculty and staff in the use of STIClassroom portion of the new student records management program (STI).	Teachers and support staff will be able to perform various functions of the student records management system.	Progress will be measured through observations and through discussions held with teachers by their supervisor and/or the Technology Coordinator.	Teachers will have much better access to student information and to the daily record facets of classroom management. Communication between the school and families will also be more easily accessible.	Problems with the current student records system have resulted in frustration and enormous amounts of time being spent to correct the ongoing problems.
TP5	In 2006-2007, provide training for faculty and staff as necessary to use and teach technology skills to all students to include the basic use of Microsoft Word, the use of a scanner, PowerPoint skills, use of CVCs and the use of spreadsheets.	By May 2007, using the technology instruction provided by the teachers, there will be 90% mastery of second grade skills for all students above second grade and 80% mastery of fifth grade skills by all students above fifth grade.	Demonstrations, Discussions, Teacher Observations, Rubrics and surveys will be used to monitor and measure student progress and skill levels.	Students will be able to use Microsoft Word, a scanner, PowerPoint, a CVC and spreadsheets in addition to their basic computer skills.	Various areas of weakness in performing basic computer skills were indicated in the 2005 survey including what a CVC is, how to use a scanner, and how to create and use a spreadsheet.
TP6	In 2007-2008, provide training for staff as necessary to use and teach technology skills to all students to include the use of Microsoft Word at an advanced level, network manipulations, advanced PowerPoint skills and the basic use of spreadsheet concepts.	By May 2007, using the instructions provided by the teachers, there will be 90% mastery of second grade skills for students above 2 <sup>nd</sup> grade, at 90% mastery of fifth grade skills for students above fifth grade, and 80% mastery of eighth grade skills for students above eighth grade.	Demonstrations, Discussions, Teacher Observations, Rubrics and surveys will be used to monitor and measure student progress and skill levels.	Students will be able to use computers and computer programs at a more advanced skill level.	Less than 70% of our 6 - 12 grade students knew basic network application skills, less than 60% knew advanced skills of PowerPoint, and less than 50% knew basic spreadsheet concepts.

## Teacher Preparation

*Please note: Missouri School for the Deaf is in agreement in general with NETS (National Educational Technology Standards) for student technology learning as presented by ISTE (International Society for Technology in Education). Suggested performance indicators accompanying the standards were used with some modifications to form our school's technology goals and objectives for students. Specific Missouri School for the Deaf computer technology curriculum is being developed at grade intervals and is being based on the national standards as well as other resources, including web based curricula and lesson plans.*

### Teacher Preparation – Action Plans and Implementation Strategies

Tech Plan Goal	Tech Plan Objective	MSIP Standard	Action Step/Activity	Beginning Date	Benchmark Dates	Completion Dates	Correction Strategies	Person Responsible	Funding Source
II	TP1	6.1*3 6.3*4 6.4*1 6.4*3 6.4*4	General technology curriculum guide will be presented to the faculty and will be implemented into the K-12 classrooms.	August, 2005	Spring, 2006	Ongoing	Methods of instruction and observations of students will be reviewed by Curriculum Coordinator.	Curriculum Coordinator and Faculty	NA
II	TP2	6.1*2 6.1*3 6.3*1- *4	Training provided to the faculty with a focus on basic computer and printer skills, TTY and CVC skills, use of a digital camera and the general concepts of email.	August, 2005	Reviewed December, 2005	Spring, 2006	Training classes will be reviewed and revised as needed to meet the teachers' skill levels.	Assistant Superintendent, Technology Coordinator	Tech. Budget / Prof. Dev.
II	TP3	6.1*1 6.1*3 6.4*2, *3	PowerPoint Curriculum will be used with/and for students to enhance their educational learning skills.	August, 2005	Reviewed May 2006	Ongoing	Curriculum will be reviewed and revised as necessary to meet the students' educational needs.	Faculty	NA
II	TP4	6.7 6.7*3 6.7*4	STI training	Spring, 2005	Reviewed June, 2005	Fall, 2005	Training sessions will be reviewed and changed as needed.	Technology Coordinator, Assistant Superintendent	Tech. Budget

Teacher Preparation – Action Plans and Implementation Strategies (cont.)

Tech Plan Goal	Tech Plan Objective	MSIP Standard	Action Step/Activity	Beginning Date	Benchmark Dates	Completion Dates	Correction Strategies	Person Responsible	Funding Source
II	TP5	6.1*2 6.1*3 6.3*1- *4	Training provided to the faculty with a focus on Microsoft Word, use of a scanner, PowerPoint skills, and the use of spreadsheets.	August, 2006	Reviewed December, 2006	Spring, 2007	Training classes will be reviewed and revised as needed to meet the teachers' skill levels in order to implement the Technology Curriculum.	Assistant Superintendent, Technology Coordinator	Tech. Budget/ Prof. Dev.
II	TP6	6.1*2 6.1*3 6.3*1- *4	Training provided to the faculty with a focus on advanced Microsoft Word, network manipulations, advanced PowerPoint and additional spreadsheet skills.	August, 2007	Reviewed December, 2007	Spring, 2008	Training classes will be reviewed and revised as needed to meet the teachers' skill levels in order to implement the Technology Curriculum.	Assistant Superintendent, Technology Coordinator	Tech. Budget/ Prof. Dev.

# ADMINISTRATION

*(Additional note – For the purpose of the Technology Plan, Administration at MSD includes those personnel who are classified as supervisors and above, all Business Office Personnel, all Human Resource personnel, Curriculum Coordinator, all Power House Staff, all Custodial Staff and all secretaries who work in these offices. Support Staff includes the areas of Student Ancillary Services, Media Department, Library, and Teacher Aides.)*

**Administration/Management/Communications Data Analysis** – Using the Data Analysis has been based on an extensive survey that was done in February 2005 as well as general observations of committee members, faculty and the Technology Coordinator. 189 faculty/staff surveys were distributed; 164 surveys were completed and returned to the Data Analysis Committee. Please see Appendix A for summaries of the survey results.

Based on the results of the surveys, observations and discussions with Administrative staff, the Technology Committee has determined the following strengths and weaknesses and has listed supportive information where applicable:

<b>Strengths:</b>	<b>Supportive Information (if needed):</b>
Adequate number of computers to meet the daily needs of the Administration and Support Staff	88 computers available
Adequate numbers of printers are available for Administration and staff to use.	72 printers available
Student record management system currently in place but will be replaced before August, 2005. Training for Administration and Support Staff in the use of STI is scheduled for August 2005. The new STI system will also support CORE Data report requests.	A new system, STI (Software Technology, Inc.), has been researched and selected by school supervisors, teachers, secretaries, Technology Coordinator, Dorm Administrator, Ancillary Services Director and Assistant Superintendent.
Policies and procedures for use of equipment are in place.	See Appendix C

## Administration

<b>Strengths:</b>	<b>Supportive Information (if needed):</b>
GroupWise email system available campus-wide provides an excellent form of communication between Administration, Supervisory Team, Faculty, Support Staff, Residential Staff, Students and Families of students.	
GroupWise is also available through remote connections providing faculty and staff the opportunity to communicate with the campus while they are off campus.	
All library materials are electronically cataloged (and circulated) using Athena, which can be accessed using any networked computer on campus.	
All audiovisual equipment is managed and maintained, including regular upgrades and preventive maintenance, by the Media Department. Equipment includes Computer Laptops, TTYs, digital and video cameras that can be circulated for off-campus use.	
A new computerized emergency warning system, which was developed specifically for the deaf school, has been installed campus wide. The system utilizes color-coded flashing lights and audible/verbal alarms to signal emergencies as well as scheduled class time changes.	
New graphic art production equipment has been added to the Media Department which allows them to fill graphic art requests by Administration, Faculty and Staff. A computer has also been purchased and installed to do digital production editing.	A banner printer and 2 wide-format color laser printers were added in 2004. Video editing capabilities were installed in the fall of 2004.
MSD follows all SAMII financial and human resource procedures. Staff has been efficiently trained in areas pertaining to budgeting, ordering, inventory, human resource and record maintenance.	
<b>Weaknesses:</b>	<b>Supportive Information (if needed):</b>
Development of the Distance Learning program has not been completed. Although connections with other schools are being pursued, the equipment purchased for this program is not being utilized.	
Management of student records has been time-consuming and frustrating. Problems with E-Class are a result of poor integration with WinSchool (the office program). WinSchool also does not have the capability of supporting CORE Data reports.	General observation and meetings with all personnel involved in the use of these programs reported numerous problems.
MSD has not participated in MSIP and does not have a Comprehensive School Improvement Plan.	MSD will be reviewed by an MSIP team for the first time in 2006.

**Administration/Management/Communications Objectives** – Our 2002 Technology Plan listed two goals that were related to the Administration TFA. These two goals are listed below as well as information regarding their completion during the past three years.

- **To provide relevant, computerized student assessment tools to staff and administration.** This goal is in the process of being completed with the new installation of STI.
- **To establish, maintain and promote a high-grade visual communication system throughout the campus.** This goal was completed with the installation of the new color-coded visual and audible warning/bell system

Using the strengths and weaknesses of the Administration Data Analysis and to comply with the Show-Me Standards, the following goal and objectives have been developed by the Technology Committee:

**Administration/Data Management/Communication Process Goal (III)**

**To provide current equipment, training and knowledge of all available technology to maintain accurate and current records of the students of MSD and to promote any and all advances in the communication process so that all faculty, staff and parents will be able to participate in the education of our students.**

Objective #	Objective	Progress Expected	Progress Measured	Benefit to Student Learning	Addresses Weaknesses and/or Learner Needs
<b>A1</b>	Training for Administration and Staff in the use of STI will be held so that all staff will be familiar and ready to use the school record management system. STI will also support CORE Data report requests.	Administration and Staff will be able to perform various functions of the student records management system.	Observations of use and discussions held with Administration and Staff will be used to measure progress.	There will be a more efficient way to access student records and information, which will provide means for better communication.	Problems with the current system have created frustration and enormous amounts of time being spent to correct the ongoing problems.
<b>A2</b>	Curriculum Coordinator and Faculty will develop technology curriculums in Desktop Publishing, Information Processing, Photography and Graphic Arts.	Curriculums for specific technology applications to be used in the classrooms will be developed during the next three years.	Development of new curricula will be reported on and distributed by the Curriculum Coordinator.	Additional specific technology curricula will provide students with advanced skills.	Less than 10 teachers are currently using any technology in their classrooms that relate to these subject areas.

**Administration**

Objective #	Objective	Progress Expected	Progress Measured	Benefit to Student Learning	Addresses Weaknesses and/or Learner Needs
<b>A3</b>	Development of the Distance Learning Program will continue.	Connections with other schools will continue to be pursued and Distance Learning classes and/or special subject programs will be available to the school.	Progress will be monitored, reported and managed by the Distance Learning Committee.	Additional class subjects and/or special subject programs will be made available to the teachers to use with the students.	Equipment has been purchase but is not being utilized. Difficulties in finding programs to fit with the education of the deaf have caused delays in implementing this program.

## Administration/Management/Communication – Action Plans and Implementation Strategies

Tech Plan Goal	Tech Plan Objective	MSIP Standard	Action Step/Activity	Beginning Date	Benchmark Dates	Completion Dates	Correction Strategies	Person Responsible	Funding Source
III	A1	6.2*3 6.4*2, *3 8.7	Training in the use of the new student records management system will begin in April 2005 and will be conducted by STI staff.	April, 2005	Reviewed for additional training – January, 2006	August, 2005	Training will be reviewed and revised as needed by the Technology Coordinator working in conjunction with the training staff from STI.	Technology Coordinator, Assistant Superintendent	Tech. Budget
III	A2	6.1*2, *3, *4	Development of curricula for Desktop Publishing, Information Processing, Photography and Graphic Arts will begin.	August, 2005	January, 2006	May, 2006	Schedule for development of these curriculum areas will be reviewed and revised as necessary to meet the needs and goals of the general Technology Curriculum.	Curriculum Coordinator, Faculty	NA
III	A3	6.3*1, *3 6.4*1, *3, *4	Development of Distance Learning program will continue in order to provide additional classes and/or subject programs to our students. Training on the use of the equipment will be made available to the Faculty and Staff.	Ongoing	Fall, 2005	Ongoing	Distance Learning Committee will continue to monitor and develop the use of the Distance Learning Program. The program will be developed and revised as necessary to meet the needs of our students	Distance Learning Committee, Technology Coordinator, School Supervisors	Tech. Budget

# RESOURCES

**Resource Distribution and Use Data Analysis** – Analysis is based upon data collected from the Open Computers and Software Inventory System, The MSD physical inventory (items \$400.00 to \$999.00), the SAM II physical inventory (items \$1,000.00 and up), the SAM II Financial system, and the extensive survey that was completed by the Technology Committee in February, 2005. Using the information obtained from these resources the Technology Committee has identified the following strengths and weaknesses and has listed supportive information where applicable:

<b>Strengths:</b>	<b>Supportive Information if applicable:</b>
All buildings on campus and all computers on campus with the exception of approximately 35 stand-alone computers are connected to the LAN.	
All Administrators, Teachers and Staff have access to all available technologies.	
All Administrators, Teachers and Staff members have email accounts and access to web services.	
The system is 100% CIPA compliant	
All Instructional Classrooms have at a minimum one Internet connected computer.	
MSD's student to internet connected device ratio is slightly better than 2:1.	
All Teachers have a computer with Internet access and a printer	

Weaknesses:	Supportive Information
While all the buildings are connected with Cable TV and the Media Dept. has a satellite receiver, the campus as a whole lacks a true Multimedia Distribution system.	
All classrooms do not have a telephone or equivalent telecommunication device. The Elementary school building has telephones in every classroom and the Vocational building has a two-way intercom system for verbal communication. However the most effective forms of communication for our deaf/hard of hearing students and staff members are email, instant messaging and our CVC system	
While all Teachers have a computer and printer, they do not have a projection device or interactive whiteboards. There are however several large screen TV monitors available for presentation purposes.	
MSD does not have an on-going training program in place and does not have a Technology Training support person	

**Resource Objectives** – Our 2002 Technology Plan listed several goals that were related to the Resource TFA. These goals are listed below with information as to the progress of each:

- **To maintain, promote and increase our current level of technological equipment and knowledge in order to continue our growth in this field.** Based on the survey results as well as the data analysis of our resources, we feel that we have managed to fulfill the objectives relating to this goal but we feel that this is an important part of our new plan and therefore this goal has been incorporated into the objectives of the 2005 Technology Plan.
- **To provide the hardware and software that is necessary to support life-skills classes, technical skills, educational skills, fitness skills, internet research skills and career path choices of our students.** All of the hardware is in place to support the software programs to meet this goal and sufficient software has been purchased to allow teachers the ability to meet this goal. We feel that this is also an important part of our overall technology goal and have incorporated it into the new plan as well.

Using the strengths and weaknesses of the Resource Data Analysis as well as the goals from above, the following goal and objectives have been developed by the Technology Committee:

**Goal - To provide equitable access to and to promote the best use of any and all technology available to the Missouri School for the Deaf, its students, faculty and staff that enables the focus of the enhancement of education.**

Objective #	Objective	Progress Expected	Progress Measured	Benefit to Student Learning	Addresses weaknesses and /or Learner Needs (if applicable)
<b>R1</b>	Computer's and Related equipment kept current and available to all.	Replace old equipment on a 4 year rotating basis	All computers were upgraded during the previous 3 years.	Students can expect school equipment to be similar to the equipment they will be using in college and/or the job market.	
<b>R2</b>	Maintain Internet Accessibility.	Make available to all	MSD has wired every classroom for internet access.	Provides additional learning resources and opportunities.	
<b>R3</b>	Accessory Items. Digital Cameras, Scanners, VCR's, Projectors, etc. made available for student learning.	Make available to teachers and students to enhance the learning experience	Multiple Digital cameras purchased for building and classroom use. VCR and Projectors inspected and repaired/replaced on an annual basis as money permits.	Helps teachers to provide more locally relevant and visually attractive learning materials, can enhance the learning environment with locally created materials, as well as providing ready classroom access to extensive audio-visual resources.	
<b>R4</b>	Communications, TTY's, CVC, Handheld devices, E-mail, Instant Messaging, Cable TV, and Emergency Warning System kept current and available to all.	To provide students and staff the best feasibly available methods of communication	Recently added Emergency Warning system with upgraded class change signaling and Campus Video Communications system. (CVC).	Increased communications with home-bound families and friends. Helps students develop language and social skills.	
<b>R5</b>	Purchase Program Support Software as needed.	To provide specialized software programs to enhance administration of and support of the student learning process	In the process of implementing a new custom designed student discipline tracking software and replacing WinSchool student record keeping with STI.	Provides administration with better statistical information, as well as more individualized assessments of student activities and performance.	

Objective #	Objective	Progress Expected	Progress Measured	Benefit to Student Learning	Addresses weaknesses and /or Learner Needs (if applicable)
<b>R6</b>	Purchase Educational Software as needed.	Provide the teachers with necessary software to enhance the student learning experience.	Multiple student learning software titles evaluated and purchased at the Elementary and Middle School levels in the last 3 years. Most Educational software being upgraded to Windows XP compliant titles.	Can help students by providing learning activities that focus on the specific subject areas and providing a more in-depth and interactive learning experience in those areas.	

**Resource Plan - Action Plans and Implementation Strategies:**

Tech Plan Goal	Tech Plan Objective	MSIP Standard	Action Step/Activity	Beginning Date	Benchmark Dates	Completion Dates	Correction Strategies	Person Responsible	Funding Source
<b>IV</b>	<b>R1</b>	<b>6.4*1</b>	Maintain Computers, upgrading equipment on a 4-year rotating schedule	Ongoing	Review Annually	Ongoing	Monitor age and reliability of equipment, adjust implementation as budget allows	Technology Coordinator	Tech. Budget
<b>IV</b>	<b>R2</b>	<b>6.4*1</b>	Maintain Internet connectivity and proper bandwidth capability	Ongoing	Review Annually	Ongoing	Monitor reliability and usage of internet bandwidth	Technology Coordinator	Tech. Budget

**Resources**

<b>Tech Plan Goal</b>	<b>Tech Plan Objective</b>	<b>MSIP Standard</b>	<b>Action Step/Activity</b>	<b>Beginning Date</b>	<b>Benchmark Dates</b>	<b>Completion Dates</b>	<b>Correction Strategies</b>	<b>Person Responsible</b>	<b>Funding Source</b>
<b>IV</b>	<b>R3</b>	<b>6.4*1</b>	Maintain accessory items, upgrading as necessary	Ongoing	Review Annually	Ongoing	Monitor age and serviceability of accessory equipment	Technology Coordinator, Media Director	Tech. Budget
<b>IV</b>	<b>R4</b>	<b>6.4*1, *2, *4</b>	Maintain communications devices, implement new technology where feasible	Ongoing	Review Annually	Ongoing	Monitor communications devices and repair or replace as needed.	Technology Coordinator, Media Director, Plant Engineer	Tech. Budget
<b>IV</b>	<b>R5</b>	<b>6.4*2, *4</b>	Purchase Program Support Software	Ongoing	Review Annually	Ongoing	Monitor and review software needs; add or replace programs as needed.	Technology Coordinator, Assistant Superintendent, Student Services Director	Tech. Budget
<b>IV</b>	<b>R6</b>	<b>6.4*2, *4</b>	Purchase Educational Software	Ongoing	Review Annually	Ongoing	Monitor and review software needs; add or replace programs as needed.	Technology Coordinator, Curriculum Coordinator, Assistant Superintendent	Tech. Budget

# TECHNICAL SUPPORT

**Technical Support Data Analysis** has been based on an extensive survey that was done in February 2005 and upon observations by the Technology Committee and the Administrations. Based on the information gathered the Technology Committee determined the following strengths and weaknesses:

<b>Strengths:</b>	<b>Supportive Information:</b>
Currently MSD has one technical support FTE for its network of 250 computers and affiliated equipment.	
MSD has an accurate and up-to-date count of all computers and their operating configuration.	Information available onsite.
MSD has an accurate and up-to-date compilation of all installed software.	Information available onsite.
MSD has an accurate count of all its software licenses.	Information available onsite.

<b>Weaknesses:</b>	<b>Supportive Information:</b>
The school does not have a trackable reporting system for technical problems and the timeliness of repair.	
MSD does not have an on-going technical educational program for its teachers and staff.	Survey results – Appendix A.
MSD does not have an Instructional Technology FTE	

**Technical Support - Objectives**

**Goal:** To provide the knowledge, the training and staff to promote and maintain all available technology to the Missouri School for the Deaf so that it meets the needs of our students, faculty and staff.

Objective #	Objective	Progress Expected	Progress Measured	Benefit to Student Learning	Addresses weaknesses and /or Learner Needs
T1	Develop a trackable reporting system for technology work orders	New system to be implemented in August 2005	Review Spring 2006	Better computer system reliability. Quicker problem resolution.	Provide accountability in technical problem resolution. Reduce delays in problem resolution.
T2	Develop an On-going instructional technology program	More Career Ladder Training hours	Review Spring 2006	Better teacher preparation. Provide more thorough subject coverage.	Better teacher familiarity with technical issues. Better implementation of technology into the classroom.
T3	Hire an Instructional Technology Person	Request FTE from DESE.	Establish request status yearly.	Better teacher preparation. Provide more thorough subject coverage.	Better teacher familiarity with technical issues. Better implementation of technology into the classroom.

**Technical Support - Action Plan and Implementation Strategies:**

<b>Tech Plan Goal</b>	<b>Tech Plan Objective</b>	<b>MSIP Standard</b>	<b>Action Step/Activity</b>	<b>Beginning Date</b>	<b>Benchmark Dates</b>	<b>Completion Dates</b>	<b>Correction Strategies</b>	<b>Person Responsible</b>	<b>Funding Source</b>
<b>V</b>	<b>T1</b>	<b>6.4*1</b>	Develop a trackable reporting system for technology work orders	August, 2005	Review October, 2005	January, 2006	Monitor for accuracy and usefulness. Replace if necessary	Technology Coordinator	Tec. Budget
<b>V</b>	<b>T2</b>	<b>6.2*2 6.4*3 6.7*4</b>	Develop an ongoing instructional technology program for faculty and staff.	August, 2006	Review Annually	Ongoing	Develop a faculty and staff training curriculum.	Assistant Superintendent, Technology Coordinator, Curriculum Coordinator	Tech. Budget/ Prof. Dev.
<b>V</b>	<b>T3</b>	<b>(State Tech. Plan Goal 5/b)</b>	Begin process of hiring an Instructional Technology Person	January, 2006	Review monthly	August, 2006	Renew or revise FTE request as needed.	Superintendent	Tech. Budget

# COMMUNICATION/DISSEMINATION, MONITORING, AND EVALUATION:

## **Dissemination:**

The Missouri School for the Deaf is not a school district and therefore does not have a local school board to apprise or seek approval from nor does it have local patrons to inform. That being said MSD strives to keep the parents of its students, the MSD Board of Advisors and other interested parties informed of the progress being made at the school. The following methods will be used for disseminating information pertaining to the MSD Technology Plan:

- The members of the Board of Advisors will be given printed copies of the Plan.
- The Plan will be published to the MSD website.
- The periodic newsletter published by the Superintendent will contain updates on the use of Technology at the school.
- Periodic news releases will be provided to the local media.

## **Monitoring:**

Monitoring of the Missouri School for the Deaf Technology Plan shall be on-going and accomplished through the following means:

- The Missouri School for the Deaf shall meet at least once annually to review the progress of the plan.
- The Technology Committee Chairperson and the Technology Coordinator shall monitor all technology purchases, the technology infrastructure and technology support on a quarterly basis.
- The Technology Committee Chairperson, the Technology Coordinator and the Curriculum Coordinator shall review the professional development and student learning portions of the Plan.
- The Technology Coordinator will monitor network resource use, network and internet connections, hardware maintenance and repair.
- The Technology Committee Chairperson, the Technology Coordinator, the Curriculum Coordinator and the Teaching Staff members of the Technology Committee shall review the educational software and surveys to insure that the goals and objectives for Student Learning and Teacher Prep are being achieved as outlined by the Plan.

**Evaluation:**

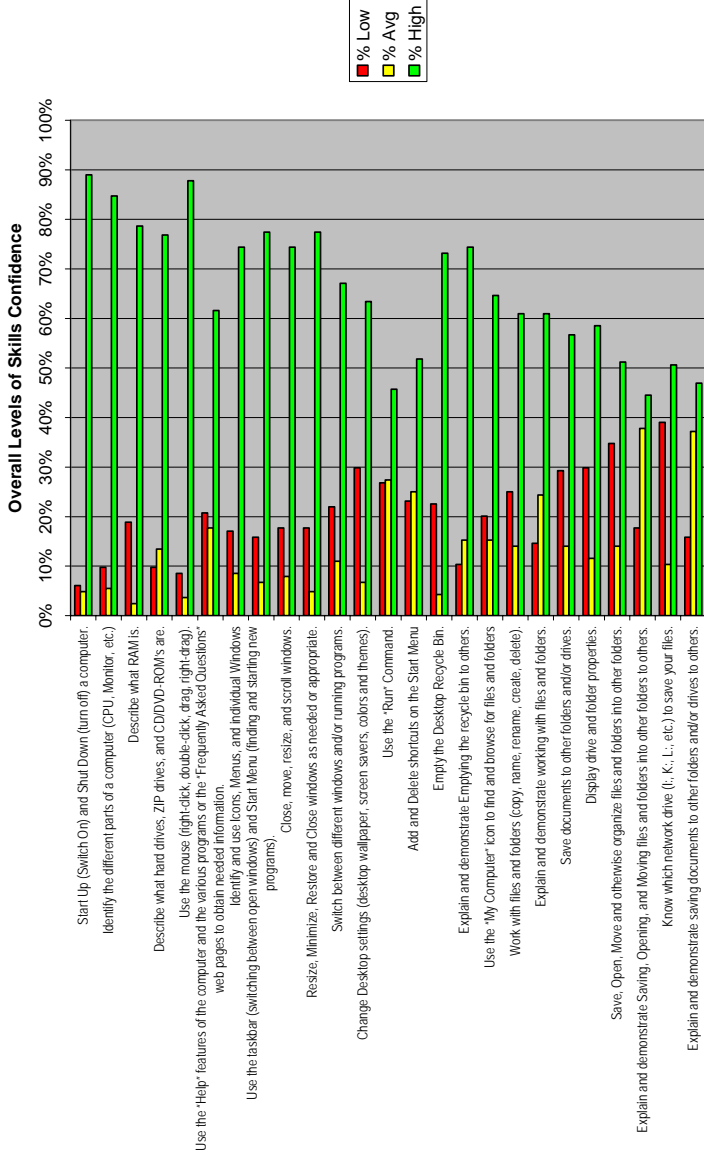
Evaluation of the Missouri School for the Deaf Technology Plan shall occur as follows:

- Through the use of the recently formulated and implemented technology survey.
- Through the use and analysis of additional surveys and standards based testing to test student skills according to the recently adopted NETS standard
- Through the use and analysis of additional surveys to test Teacher Preparation according to the recently adopted NETS standards.
- Through the analysis of available data on school usage hardware, software and related technology resources.

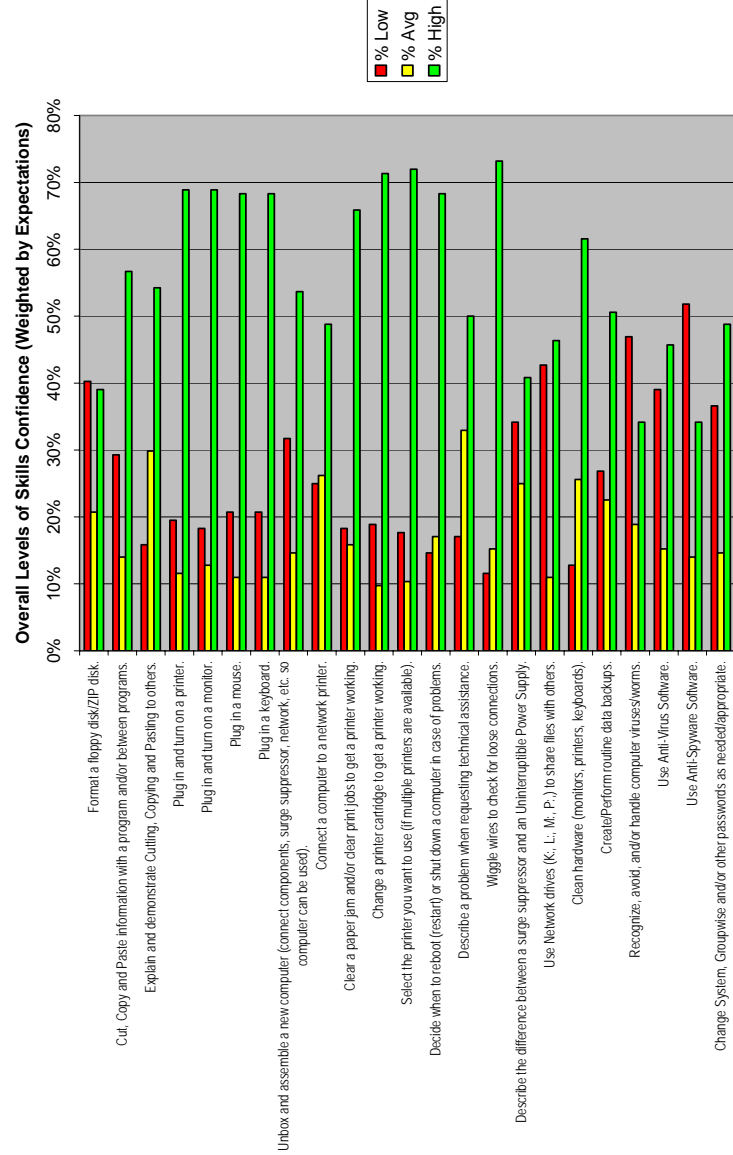
Results of the data analysis will be presented to the Technology Committee for review on an annual basis to determine MSD's progress in relation to its stated goals and will be the basis for all adjustments and modifications to the Plan.

# APPENDIX A – OVERALL (WEIGHTED) STAFF SURVEY RESULTS

## Tech Committee Survey (1st Section)

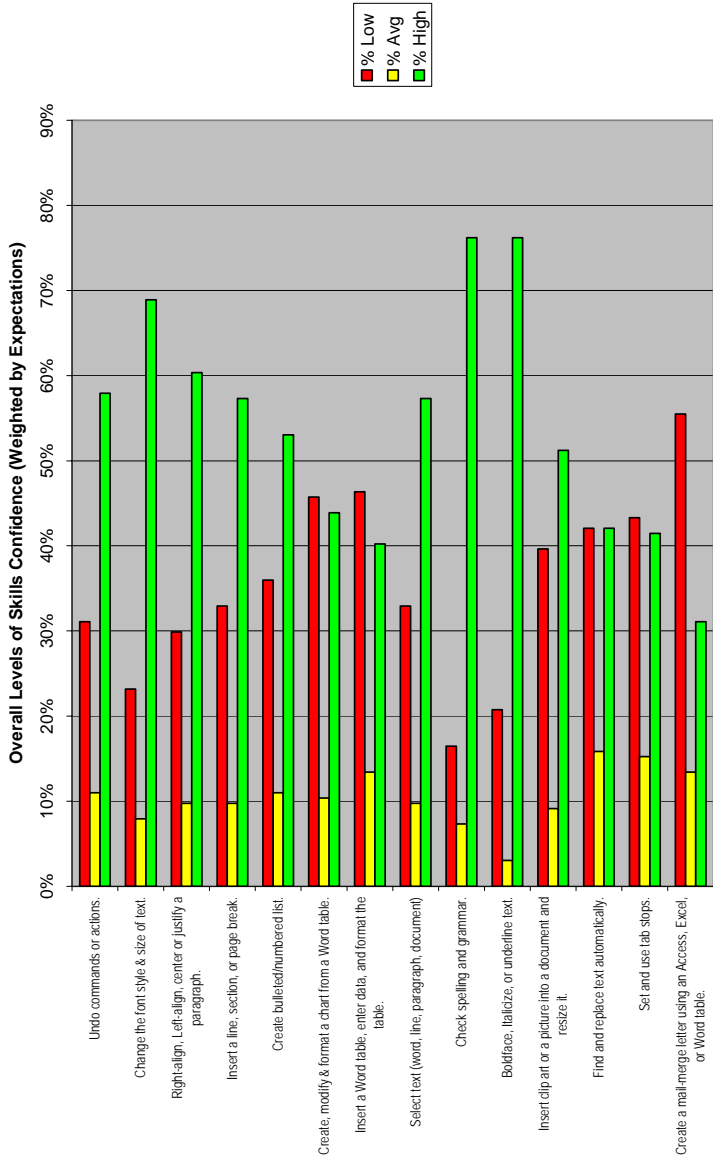


## Tech Committee Survey (2nd Section)

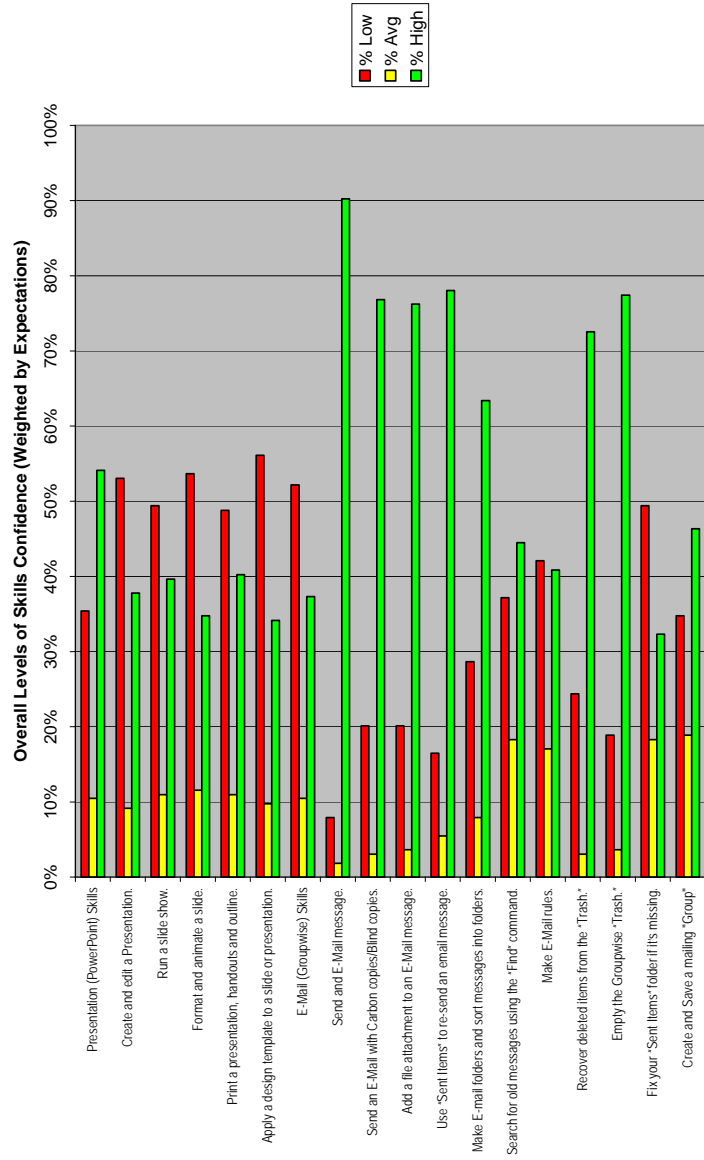


# Appendix A – Overall (Weighted) Staff Survey Results

Tech Committee Survey (Word Processing)

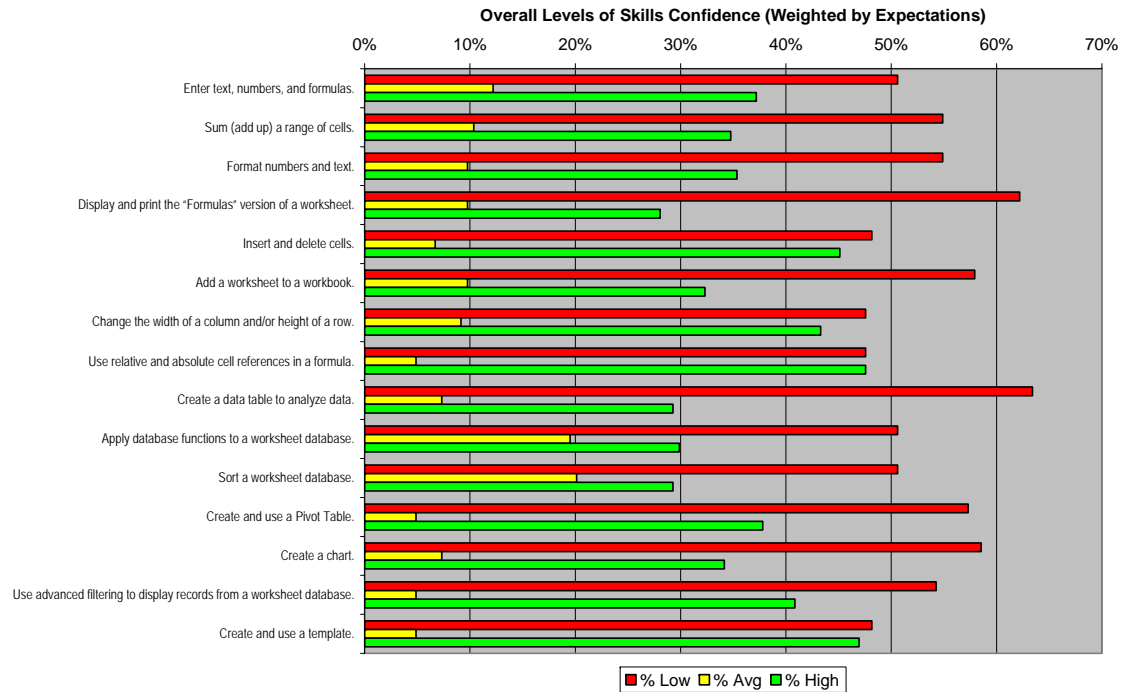


Tech Committee Survey (PowerPoint & Email)



## Appendix A – Overall (Weighted) Staff Survey Results

### Tech Committee Survey (Spreadsheets)



Please note that these charts are “Weighted.” Each question was given individual scoring levels for “Expectation” and “Above Expectation.” For example: Question #3 “Describe what RAM is.”; this question was given an “Expected” confidence level of “1” (low) and an “Above Expected” confidence level of “2.” This reflects the fact that we really don’t expect our staff to be able to describe what Random Access Memory is, as that is relatively specialized and unusual knowledge for a computer ‘layman’ to have. Conversely, the question “Plug in and turn on a Monitor” was given an “Expected” level of 4 (high) and an “Above Expected” level of 5 (very high), to reflect the fact that plugging in an turning on a monitor is not a particularly technical task and does not require unusual skills or knowledge.

# APPENDIX B – SAMPLE CURRICULUM

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Kindergarten through Grade 2

1

By the end of grade two, the student will

### **Unit 1: Technology Operations and Concepts**

Use input devices and output devices to successfully operate computers, VCRs, telephones/TTYs and other technologies

**(G 1:4)**

- use remote controls
- turn the computer, monitor, and printer on/off
- use the computer mouse
- print a picture or letter
- use a TTY with help

Use a variety of media and technology resources for directed and independent learning activities **(G 1:4) (CA 1) (SS 7) (S 8)**

**(M1)**

- start, play and quit a computer game
- type (locate letters) on a keyboard
- take a picture with a digital camera

Communicate about technology using developmentally appropriate and accurate basic terminology **(G 1:4) (CA 1)**

- explain what a TTY does
- dial out, type on and use a TTY with help
- explain what 711 is

With teacher support and direction, use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning **(G 1:4) (CA 1) (SS 7) (S 8) (M1)**

- select, start, play and quit computer games

D/R 03/03/05 in current use

### **Suggested Performance Activities/Assessment**

Demonstrate use of mouse, keyboard, remote control, monitor, printer, digital camera, TTY and other technologies at a basic level and allow students to use Assist with using a TTY, taking a picture using a digital camera, and using email to appropriately send messages Expect students to use a remote control for a TV/VCR

Assessment: Teacher Observation, Rubrics

Choose a videotape, or other resource, for learning

Have students use various software programs to reinforce subject area concepts

Begin exploring the computer keyboard to follow directions required by software and to locate individual lowercase and capital letters

Assessment: Teacher Observation, Discussion, Rubrics

Signs might include mouse, keyboard, remote control, monitor, printer, VCR, TTY and other technology vocabulary including 711

Assessment: Discussion, Teacher Observation

Make choices from a variety of educational software options to meet known objectives

Discuss pros and cons of various choices

Assessment: Discussion, Teacher Observation

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Kindergarten through Grade 2

2

By the end of grade two, the student will

**Unit 2: Social, Ethical, Legal and Human Issues**

Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom

(G 1:4; 2:2-4; 4:6) (CA 1)

- select, start, play and quit computer games
- share games

Demonstrate positive social and ethical behaviors when using technology (G 1:4; 2:2-4; 4:6) (CA 1)

- generate rules for using technology

Practice responsible use of technology systems and software (G 1:4; 4:6)

**Unit 3: Productivity**

Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts ideas, and stories (G 1:4; 2:7; 4:6) (CA 1)

- select, start, play and quit computer games
- print a picture or letter
- dial out, type on and use a TTY with help
- take a picture with a digital camera

Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners (G 1:4; 2:7) (CA 1, 6)

- participate in demonstrations for sharing information by email and by TTY

D/R 03/03/05 in current use

**Suggested Performance Activities/Assessment**

Share resources, take turns, choose another option while waiting, follow a schedule, work with others

Assessment: Discussion, Teacher Observation

Have students ask permission to use equipment, refrain from arguing, and help develop rules for using technology

Assessment: Discussion, Teacher Observation

Use equipment the right way, clean up and put things away

Assessment: Discussion, Teacher Observation

Use available software and other resources to make and illustrate stories (teacher will have to introduce each resource, such as clip art, pictures from a camera, etc. so that students know what is available)

Assessment: Rubrics, Teacher Observation

May need to plan actual TTY use opportunities

Concept development so use demonstrations emphasizing sharing information and asking and answering questions,

Assessment: Discussion, Teacher Observation, Rubrics

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Grade 3 through Grade 5

3

By the end of grade five, the student will

**Unit 1: Technology Operations and Concepts**

Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively (**G 1:4**)

- log on/off the computer
- use the start button
- use a digital camera without help to take pictures
- recognize what a scanner does
- use a scanner with help
- use a calculator, when appropriate

Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide (**G 1:4**) (**CA 1**)

- know what a CVC does
- use a CVC with help
- get on the internet with supervision

Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities (**G 1:4**) (**CA 1**) (**SS 7**) (**S 8**) (**M1**)

- change from one game to another
- use a search engine to find information

**Unit 2: Social, Ethical, Legal and Human Issues**

Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use (**G 1:4**; **2:3**; **3:1-8**; **4:6**) (**CA 6**)

D/R 03/03/05 in current use

**Suggested Performance Activities/Assessment**

Evaluate typing skills by students and make this a priority  
Demonstrate and encourage participation in all activities connected with technology

Explain the computer usage policy at MSD to students  
Connect digital camera usage to ethical and legal issues  
Pair up students to evaluate each other's abilities when taking pictures

Be sure to demonstrate scanner use as a group activity

Assessment: Teacher Observation, Rubrics

Connect this area to ethical issues as well

Demonstrate CVC usage as a group activity

Use the CVC to gain information or solve problems as appropriate

Always supervise internet use at this level

Assessment: Discussion, Teacher Observation

Assessment: Teacher Observation

Generate computer use rules with students

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Grade 3 through Grade 5

4

By the end of grade five, the student will

**Unit 2: Social, Ethical, Legal and Human Issues (Cont.)**

- know the appropriate use of a computer
- know the consequences of not using a computer appropriately

Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources  
(G 1:4, 7; 2:3, 7; 3:5-8; 4:4) (CA 5)

**Unit 3: Productivity**

Create developmentally appropriate multimedia products with support from teachers, family members or student partners  
(G 1:4, 7; 2:1, 3, 5, 7; 4:5, 6) (CA 1, 5) (SS 6, 7) (FA 1, 3)

- find Microsoft Word
- use a word document
- cut, copy, and paste in a document
- save and name a document
- insert a picture into a document
- edit a picture
- use PowerPoint with help to make a presentation
- use Spreadsheets at a beginning level with help

Use general purpose productivity tools and peripherals to support personal productivity, remediates skill deficits, and facilitates learning throughout the curriculum (G 1:4; 2:1; 3:7; 4:1)  
(CA 1, 6) (M 1) (SS 7) (FA 1) (S 7, 8) (H/PE 6)

D/R 03/03/05 in current use

**Suggested Performance Activities/Assessment**

Assessment: Discussion, Rubrics

Assessment: Discussion

Evaluate production skills from previous level of technology curriculum

There are many specific applications for Spreadsheets in science and math, and the beginning level would include understanding the parts of the Spreadsheet and being able to enter information and use a simple formula

Assessment: Rubrics, Discussion, Observation

Help students evaluate specific software to use to meet specific needs (math, science, social studies, etc.)

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Grade 3 through Grade 5

5

By the end of grade five, the student will

**Unit 3: Productivity (Cont.)**

- change from one game to another
- use a digital camera without help to take pictures
- use a scanner with help

Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom (**G 1:4; 2:1**) (**CA 1**)

- use a digital camera without help to take pictures
- use a scanner with help
- use PowerPoint with help to make a presentation

Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests (**G 1:4**) (**CA 1, 6**)

- get on the internet with supervision
- use a search engine to find information

Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems (**G 1:4; 3:6-8**) (**CA 1, 6**)

D/R 03/03/05 in current use

**Suggested Performance Activities/Assessment**

Assessment: Skill Charts, Rubrics, Discussion

This can be done in any and all subject areas for reports and other productions

Assessment: Rubric, Teacher Observation, Written and PowerPoint Assignments

Always supervise internet use at this level

Assessment: Rubrics, Teacher Observation

Assessment: Discussion, Teacher Observation

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Grade 6 through Grade 8

6

By the end of grade eight, the student will

**Unit 1: Technology Operations and Concepts**

Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use (G 1:4; 4:1)

- use a scanner without help
- empty the recycle bin
- know when to reboot or shut down a computer
- check for loose connections (wiggle wires)

Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society (G 1:1, 4; 2:3, 6, 7; 3:5; 4:8) (CA 6)

- use PowerPoint to make a presentation
- create and edit a presentation

Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research (G 1:1-8; G 2:1) (CA 1, 4, 6) (M 3) (S 7, 8)

- use PowerPoint to make a presentation
- create and edit a presentation
- use beginning Spreadsheets skills for data display

Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems (G 1:4) (CA 6)

**Unit 2: Social, Ethical, Legal and Human Issues**

Exhibit legal and ethical behaviors when using information and

D/R 03/03/05 in current use

**Suggested Performance Activities/Assessment**

Experiment with students to solve computer glitches and let students offer suggestions for solutions and discuss what they think will be effective

Help student develop checklists for computer operation

Help students develop checklists for operation of other technologies (TTY, digital camera, VCR, etc.)

Assessment: Discussion, Teacher Observation, Operations Checklists

A review of changes brought by computers to various jobs can be done with signed/written/PowerPoint report possibilities

Help students compare production methods with and without technological innovations (manufacturing, medicine, science, environmental issues, etc.)

Assessment: Rubrics for reports, Discussion

Opportunity to implement technology as it applies to math and science for research projects

Use interactive simulation software (SimCity, Oregon Trail and many others) for cause and effect decisions

Use PowerPoint for reports in any subject area

Use Spreadsheets as appropriate in any subject area

Assessment: Rubrics, Teacher Observation

Discuss a variety of ways to approach problem solving

Assessment: Discussion, Rubrics

Discuss and check for understanding of the possible

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Grade 6 through Grade 8

7

By the end of grade eight, the student will

**Unit 2: Social, Ethical, Legal and Human Issues (Cont.)**

technology, and discuss consequences of misuse

**(G 1:4; 2:3) (CA 6) (H/PE 5)**

- relate consequences of sharing personal information
- develop appropriate rules for computer use based on age, legal issues and personal values

Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems **(G 1:4, 7; 2:7; 3:6; 4:1) (CA 5)**

- explore the reliability of computer information and
- develop criteria to rate computer information

**Unit 3: Productivity**

Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum **(G 1:4; 2:1, 3, 5, 7; 4:5, 6) (CA 1, 5) (SS 6, 7) (FA 1, 3)**

- identify and use icons, menus and individual windows
- use the taskbar and start menu
- resize, minimize, move, scroll, restore and close windows
- undo commands and actions
- change font size and style of text
- insert a line, section or page break
- select text (word, line, paragraph, document)
- check spelling and grammar
- use boldface, italicize and underline

D/R 03/03/05 in current use

**Suggested Performance Activities/Assessment**

dangers of email use, identity theft, and inappropriate websites exploration/use

Assessment: Discussion, Rule Generation, Checklists for Computer Use

Use a variety of sources for information on a subject to compare internet information to established sources

Compare internet information from a variety of sources

Develop criteria to judge whether computer information can be determined accurate and complete

Assessment: Criteria Development, Rubrics, Discussion

Can use development of videotapes, photographs and other technology including computer report writing to address many ways to share information in any subject area

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Grade 6 through Grade 8

8

By the end of grade eight, the student will

**Unit 3: Productivity (Cont.)**

Design, develop, publish, and present products (e.g., Web pages, videotapes, presentations) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom (**G 1:4; 2:1, 2, 5; 3:1-8; 4:1, 6**) (**CA 1, 6**) (**M 1**) (**SS 7**) (**FA 1**) (**S 7, 8**) (**H/PE 6**)

- run a slide show
- format and animate a slide
- print a presentation, handouts and outline
- apply a slide template to a slide or presentation

Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom (**G1:1-4, 8, 10; 2:3, 7; 3:1-8; 4:1, 5-8**) (**CA 1, 6**)

- use a CVC with permission without help
- use a TTY without help
- use Relay services without help

D/R 03/03/05 in current use

**Suggested Performance Activities/Assessment**

Consider a contribution to the MSD web pages by class or within a subject area with a specific focus

Assessment: Rubrics, Teacher Observation

Use all campus resources to share information, ask and answer questions, and solve problems both on campus and outside of this school

Use Distance Learning resources to enhance learning in the classroom

Assessment: Rubrics, Discussion

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Grade 9 through Grade 12

9

By the end of grade twelve, the student will

### **Unit 1: Technology Operations and Concepts**

Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving (**G 1:4; 3:1-8; 4:1**) (**CA 6**)

- use and describe hard drives, ZIP drives and CD/DVD ROMs
- use “My Computer” icon to find and browse for files and folders
- recognize network drives to save various files
- share files with others using network drives
- back up and save information
- format a floppy disk/ZIP drive
- troubleshoot problems (know when to reboot or shut down a computer)
- check for loose connections(wiggle wires)
- recognize, avoid and handle computer viruses
- use Anti-Virus software
- use Anti-Spyware software
- select printers from multiple available printers

Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs (**G 1:1, 4; 2:3, 6, 7; 3:5; 4:8**) (**CA 6**)

- use PowerPoint to make a presentation
- create and edit a presentation
- use the “help” features of the computer and/or “Frequently

D/R 03/08/05 in current use

### **Suggested Performance Activities/Assessment**

Expect and encourage use of appropriate technology across curricular areas

Formal computer classes may begin at this level – see curricula for Keyboarding, PowerPoint, Information Processing and Desktop Publishing for more details

Assessment: Rubrics, Written Assignments, Teacher Observations

A review of changes brought by computers to various recreational activities, educational opportunities and jobs can be done with signed/written/PowerPoint report possibilities

Help students compare production methods with and without technological innovations (manufacturing, medicine, science, environmental issues, recreation,

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Grade 9 through Grade 12

10

By the end of grade twelve, the student will

**Unit 1: Technology Operations and Concepts (Cont.)**

Asked Questions” web pages to obtain needed information

Make informed choices among technology systems, resources and services (**G 1:1, 4; 3:4; 4:1**) (**CA 6**)

- use the “help” features of the computer and/or “Frequently Asked Questions” web pages to obtain needed information
- switch between different windows/running programs
- describe a problem when asking for technical assistance

Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence) (**G 1:4, 8; 2:1, 3, 6, 7; 3:8, 4:8**) (**CA 6**)

- copy, name, rename, create and delete files and folders
- Save, Open, Move and otherwise organize files and folders
- save to folders and/or drives
- change System, Groupwise and/or other passwords
- use “Sent” items to re-send a message
- make email folders and sort messages
- cut, copy, paste information within and between programs
- Right-align, Left-align, center or justify a paragraph
- create bulleted/numbered lists
- enter text, numbers and formulas into a spreadsheet
- sum a range of cells in a spreadsheet
- format numbers and text in a spreadsheet
- insert and delete cells in a spreadsheet
- change the width of a column and /or height of a row in a

D/R 03/08/05 in current use

**Suggested Performance Activities/Assessment**

learning experiences, etc.)

Assessment: Rubrics, Discussion, Written Assignments

Generate a comparison of various technology resources and advantages and disadvantages of each

Assessment: Rubric, Discussion, Comparison Chart

Use technology tools for balancing budgets, planning expenditures, scheduling appointments and assignments, and sharing information as well as other tasks

Use computer skills to produce assignments for classes including charts, graphs, comparisons of information, statistics, college and career exploration, etc.

## Lesson Objectives

Specific Objectives Aligned to the Missouri Standards

Technology – Grade 9 through Grade 12

11

By the end of grade twelve, the student will

**Unit 1: Technology Operations and Concepts (Cont.)**

spreadsheet

- create a chart in a spreadsheet

**Unit 2: Social, Ethical, Legal and Human Issues**

Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole (G 1:4, 8; 2:7; 3: 1, 7, 8) (CA 6) (S 8) (SS 7)

Demonstrate and advocate for legal and ethical behaviors among peers, family and community regarding the use of technology and information (G 1:1, 4; 2:3, 7; 4:1, 4) (CA 6)

**Unit 3: Productivity**

Evaluate technology-based options, including distance and distributed education, for lifelong learning (G 1:2, 7; 3:8; 4:1) (CA 6)

Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications and productivity (G 1:4, 10; 2:7; 4:1, 6) (CA 6)

Select and apply technology tools for research, information analysis, problem solving and decision-making in content learning (G 1:4; 3:1-8; 4:8) (CA 6) (S 7, 8)

Investigate and apply expert systems, intelligent agents and simulations in real-world situations (G 1:10; 2:7; 3: 8; 4:8) (CA 6)

Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile,

D/R 03/08/05 in current use

**Suggested Performance Activities/Assessment**

Assessment: Rubrics, Written Assignments, Discussion

Assessment: Written Assignment, Discussion

Include copyright laws and plagiarism in discussions

Investigate honor systems in educational settings

Assessment: Discussion, Written Assignments

Investigate a variety of learning options for lifelong learning on a variety of topic (academic, special interest)

Assessment: Discussion, Participation in learning opportunities

Assessment: Discussion, Teacher Observation, Rubrics

Assessment: Discussion, Teacher Observation, Rubrics

Use technology in all subject areas as appropriate

Assessment: Discussion, Rubrics

Use technology in all subject areas as appropriate

**Lesson Objectives**

Specific Objectives Aligned to the Missouri Standards

**Technology – Grade 9 through Grade 12**

**12**

By the end of grade twelve, the student will

**Unit 3: Productivity (Cont.)**

synthesize, produce, and disseminate information, models, and other creative works (**G 1:8, 10; 2:4, 5; 4:4-6**) (**CA 6**)

D/R 03/08/05 in current use

**Suggested Performance Activities/Assessment**

Assessment: Rubrics, Discussion, and Teacher Observation

# APPENDIX C - POLICIES AND PROCEDURES

## **Missouri School for the Deaf Acceptable Use Policy for the Internet**

Please read the following carefully before signing the attached terms and conditions...

Internet access is now available to students and staff of the Missouri School for the Deaf (MSD). This access offers vast, diverse and unique resources to both students and teachers. **The goal in providing this service to staff and students is to promote educational excellence at the Missouri School for the Deaf by facilitating resource sharing, innovation, and communication.**

The MSDnet is an electronic network, which accesses the Internet. The Internet is an electronic highway connecting computers and subscribers worldwide. Students and staff have access to:

- Electronic mail (e-mail) communication
- Worldwide information and news
- Public domain and shareware software of all types
- Discussion groups on a variety of topics
- Access to many university libraries, catalogs, The Library of Congress and more

With access to computers and people all over the world also comes the availability of material that may not be considered educationally valuable in the context of the school setting. The Missouri School for the Deaf has taken available precautions, which are limited, to restrict access to controversial materials. However, on a global network, it is impossible to control all materials. MSD believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with its educational goals.

Internet access is coordinated through a complex association of government agencies, regional and state networks. **In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines.** The guidelines are provided here so that you are aware of the responsibilities that you are about to acquire. In general, this requires efficient, ethical and legal use of the network resources. **If an MSDnet user violates any of these provisions, his or her account with MSDnet may be restricted or terminated and future access could be denied or revoked.** Your signature on the attached contract indicates you understand the terms and conditions.

### **MSDnet Terms and Conditions (August 1996)**

1. **Acceptable Use:** The purpose of MOREnet, which is MSD's backbone network to the Internet, is to support research and/or education in and among Missouri schools by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and/or research and must be consistent with the educational objectives of the Missouri School for the Deaf. Use of other organizations'

## Appendix C – Policies and Procedures

networks or computing resources must comply with MSD rules. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to:

- copyrighted material
- threatening or obscene material
- material protected by trade secret.

2. **Privileges: The use of MSDnet is a privilege, not a right, and inappropriate use will result in a suspension or cancellation of those privileges.** The administration such as school supervisors and dormitory directors of MSD may request the system administrators to deny, revoke, or suspend specific user accounts. Faculty and staff members may recommend to their supervisors that computer privileges be denied, revoked or suspended. Based on the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and the system administrators' decision is final. Inappropriate use includes, but is not limited to, use of the internet during on-duty hours by staff for non-school-related purposes. These issues can be addressed during non-duty hours.

3. **Netiquette:** You are expected to abide by the generally accepted rules of network etiquette. This includes, but is not limited to, the following:

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not reveal personal identifiable information on-line.
- Do not reveal personal identifiable information of others on-line.
- Electronic mail (E-mail) enjoys some rights to privacy. It is generally considered private *although privacy is not guaranteed*. E-mail can be violated by computer hackers. The MSD systems administrators can also access campus E-mail and may report any messages, which support illegal activities to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by messages or by annoying other users using the talk or write functions.

4. **Liability:** MSD will not be responsible for any damages you suffer resulting from the use of the Internet. This includes, but is not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, service interruptions or by your errors or omissions. Use of any information obtained via MSDnet is at your own risk. MSD specifically denies any responsibility for the accuracy or quality of information obtained through internet use.

5. **Security:** Security on any computer system is a high priority, especially when the system involves many users.

- If you feel you can identify a security problem on MSDnet, you must notify a system administrator. Do not demonstrate the problem to anyone else.
- Do not give your password to any other individual.
- Attempts to log in to the system as any other user will result in cancellation of user privileges.
- Attempts to log on to MSDnet as a system administrator will result in cancellation of user privileges.

## Appendix C – Policies and Procedures

- Any user identified as a security risk or having a history of problems with other computer systems may be denied access to MSDnet.
6. **Vandalism:** Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, MSDnet or any of the agency or other networks that are connected to MSD, or the MOREnet Internet link. This includes, but is not limited to uploading, deliberate downloading or creation of computer viruses.
  7. **Updating Your User Information:** MSDnet may occasionally require new registration and account information from you to continue the service. You must notify MSDnet of any changes in your account information (address, etc.).
  8. **Acceptance of Terms and Conditions:** All terms and conditions as stated in this document are applicable to the Missouri School for the Deaf. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Missouri and the United States of America. Any MSD student or staff member may apply for an Internet account. To do so, you must complete the attached contract, application and training as required. Students will return the application to his/her sponsoring teacher. You may retain this copy of the Terms and Conditions for your files.

### Acceptable Use Policy Signature Form

**PARENT OR GUARDIAN (If the applicant is under the age of 18, a parent or guardian must read and sign this agreement.)**

I understand the Terms and Conditions of MSD’s Acceptable Usage Policy. I understand that this access is designed for educational purposes and MSD has taken available precautions to eliminate controversial material. However, I also recognize it is impossible for MSD to restrict access to all controversial materials and that my son or daughter is to access only appropriate materials on the Internet. I hereby give my permission for my child to use the Internet.

Parent/Guardian’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Level I – (Supervised Use) Application for MSD Internet Use**

*Sponsoring teacher- required for student application (please print):* \_\_\_\_\_

*Sponsoring teacher’s signature:* \_\_\_\_\_

(I have explained this policy to the applicant.)

*Student’s Age:* \_\_\_\_\_ *Grade:* \_\_\_\_\_

**LastName:** \_\_\_\_\_ **First Name:** \_\_\_\_\_ **MI:**

\_\_\_\_\_

**User applicant signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(Student must sign here)*

\_\_\_\_\_ **Level II (Independent Use) Teacher and Student must sign, and Supervisor must initial.**

This applicant has demonstrated the skill and responsibility necessary for *Level II* MSD Internet use.

\_\_\_\_\_  
*Teacher’s Signature*

\_\_\_\_\_  
*Supervisor’s Initials*

\_\_\_\_\_  
*Date*

***Student’s Signature:*** (I agree to abide by the Terms and Conditions in the MSD Acceptable Use Policy.)

## High School Student Levels system for Internet Access

All high school students are automatically granted basic computer systems access upon entering 9<sup>th</sup> grade. This access includes a system name and password, and a system email account. They are also granted “Basic” or “Level 0” internet access. At this level, the student is able to email both on- and off-campus, and can browse campus-based web pages, including the MSD home page. All other public internet websites are blocked. This level of access may be rescinded or suspended at staff discretion.

The next level is “Level I”. To be given this level of access, the student must have their parents sign a permission form. Blank permission forms are mailed out yearly, and are available in the high school office. Students over 18 may sign their own forms. This level grants access to the public internet from 8:00am through 3:30pm on school days. The students are only expected or allowed internet access during school hours, and while under supervision. This level of access may be revised at staff discretion, either to Level 0, or a complete suspension of all computer privileges.

The highest level is “Level II”. To be given this level of access, the student must have their teacher/advisor sign the permission form, or alternatively, the School Supervisor may sign. Before signing the form, the teacher/supervisor is expected to sit down with the student and explain responsible computer and internet usage. Once the teacher/supervisor feels comfortable that the student may be expected to behave properly in unsupervised situations, they may sign the form. This level extends the internet access time period until 11:00 p.m. on school days, and worked from 8:00am to 1:00 a.m. on Friday and Saturday. This level of access may be suspended at staff discretion. Students are too limited to one and a half hours of leisure computer use. Students will be allowed unlimited computer usage for school research and school related projects.

At all times, all staff and student internet access is logged in detail.