Building-Level Digital Leadership & Inclusion Plan

Max Swartout

Department of Teacher Education and Leadership Studies

Youngstown State University

EDAD 7022: Clinical Experience 4

Dr. Charles Jeffords

April 13, 2026

Section I - Current Building Practices & Analysis

Our building currently demonstrates a strong commitment to digital access and inclusive practices. We maintain a 1:1 student-to-device ratio, supported by a district investment of over $180,000 in Chromebooks and a sustainable five-year phase-out and replacement plan, ensuring assistive technology (AT) is integrated into the agency-wide technology planning and budgeting process (Quality Indicators for Assistive Technology [QIAT] Community, 2015a). General educational technology is robust, and our assistive technology (AT) implementation is highly individualized. Based on current IEP data (Appendix A), students utilize a spectrum of AT ranging from low-tech visual supports, transition cards, and manipulatives to high-tech options such as Speech Generating Devices (SGDs). When students outgrow low-tech systems, we proactively initiate Augmentative and Alternative Communication (AAC) evaluations to secure more robust systems (Appendix A).

Building-level consistency regarding digital accommodations is high. Teachers reliably follow IEPs and seamlessly utilize our digital platforms. Specifically, staff members use the NeoNet ecosystem (including ProgressBook, StudentServices, and Unified Insights) to accurately document accommodations and monitor student progress on IEP goals in real-time. Furthermore, our building benefits from a highly collaborative relationship between our strong student services department and our technology contractor, ensuring students' digital needs are met efficiently.

While our foundational systems are strong, a critical analysis reveals a few areas for growth to ensure total legal compliance and instructional equity:

(1) Training Fatigue: Staff complete mandatory online learning modules regarding student confidentiality annually, however it becomes monotonous which

diminishes the rigor and effectiveness of the training. To ensure data privacy remains a priority, these online trainings must be supplemented with brief, verbal reinforcements during staff meetings.

(2) Contingency Protocols for AT Failures: Currently, because no single student relies solely on a device for communication, we lack a formalized protocol for when assistive technology breaks down. Perhaps a building-wide contingency plan should be established, inserted into the handbook, and announced to staff, establishing the written procedural guidelines necessary to ensure equitable access to AT devices and services (QIAT Community, 2015a). This would help us be ready for any student at any time.

(3) Untapped AI Tools for Differentiation: There is an observable equity gap in how instructional materials are leveled. Teachers lack training on utilizing Artificial Intelligence tools (e.g., Google Gemini, MagicSchool AI, ChatGPT) to instantly adapt and level texts for students with disabilities. Integrating these tools would allow all students to access the exact same core content tailored to their specific reading levels, representing a game-changing approach to inclusive differentiation.

Section II: My Building-Level Vision for Inclusive Technology

The Vision Statement

As the instructional leader of this building, my vision is to establish a shared, student-centered vision for inclusive learning environments that support the success of students with disabilities, demonstrating the administrative leadership necessary to improve the quality of services and sustain effective programs (QIAT Community, 2015a). Perhaps something like:

> We will create a Universal Learning Environment where technology acts as a bridge to high-quality, Tier 1 instruction, moving beyond simple digital access to true digital empowerment. By utilizing AI-driven differentiation and robust assistive technology (AT) systems, we ensure that every student is empowered to engage with grade-level content and make measurable progress in the general curriculum.

This vision is centered on three measurable pillars of student success, ensuring the vision connects directly to student outcomes and aligns with our school improvement plan: instructional equity, student independence, and data-driven growth.

First, using AI tools to level texts in real-time ensures technology systems are responsive to individual IEP and 504 requirements. This allows students with disabilities to participate in and benefit from a Free Appropriate Public Education (FAPE) without being removed from core content. Second, by proactively managing AT and assistive services, we ensure approved devices are consistently implemented within classroom instruction. This empowers students to accomplish their unique IEP goals and objectives. Third, we will utilize a systematic process to evaluate the impact of AT services on student achievement, ensuring evaluation of effectiveness is a dynamic, responsive, and ongoing process (QIAT Community, 2015c).

To ensure shared ownership of inclusive digital practices, I will lead the following communication and engagement strategies:

(1) I will communicate this vision clearly to all staff and personnel. Rather than relying on isolated yearly modules, we will hold monthly "Digital Inclusion Spotlights" to share evidence-based instructional practices and reinforce professional knowledge.

(2) We will communicate our building-level vision to families and caregivers through IEP meetings and digital newsletters, ensuring they understand how technology supports their child's educational outcomes.

(3) I will model reflective practice and lead change by supporting collaboration among general educators, special educators, and our technology partners. This ensures our school-based routines protect student privacy while maintaining instructional consistency.

Section III: Instructional Supervision & Staff Capacity

As the building principal, I will ensure that technology systems are implemented to support legal compliance and inclusive instruction. In line with International Society for Technology (ISTE) Standard 3.3 (Empowering Leader), I will conduct classroom walkthroughs and formal evaluations utilizing a building IEP/504 digital accommodation monitoring tool to look for specific evidence of "Empowering Leadership" (ISTE, 2024).

Specifically, I will look for: (1) active AT engagement (i.e. observation of students utilizing identified assistive technology, such as Speech Generating Devices (SGDs) or visual supports, during Tier 1 instruction rather than in isolation), ensuring AT is fully integrated into the student's curriculum and daily activities across environments (QIAT Community, 2015b); (2) AI-driven differentiation (i.e. evidence that teachers are using AI tools (e.g., Gemini, MagicSchool AI) to provide leveled texts, ensuring all students access the same core curriculum content, if applicable); and (3) documentation alignment (i.e. verification that the digital accommodations observed in practice align with the data recorded in NeoNet/Unified Insights).

To bridge identified gaps (specifically the "click-through fatigue" of online training), I will implement a multi-modal Professional Development (PD) strategy that follows research-based models for adult learning including multiple formats delivered at multiple skill levels (QIAT Community, 2015e). PD will include hands-on coaching, interactive spotlights, and reflective practice. When gaps are identified during walkthroughs, I will provide targeted coaching on integrating AT into daily activities, moving from "unacceptable" sporadic use to "promising" full integration, while evaluating the effectiveness of training by measuring changes in practice that result in improved student performance (QIAT Community, 2015e). Monthly staff meetings will include five-minute “AI for Inclusion" demonstrations where teachers share prompts used to level texts or create digital scaffolds. Staff will use the QIAT Self-Evaluation Matrices to reflect on their own competencies in supporting quality AT services.

Section IV - Operational Consistency & Privacy

Data Privacy and Confidentiality Routines

As a Systems Designer (International Society for Technology in Education [ISTE], n.d.), I am responsible for creating school-based routines that protect student privacy and ensure operational consistency. Confidentiality is a multidisciplinary responsibility. To manage access to confidential records, I will implement targeted training and quarterly check-ins ensuring that the building secretary, school counselor, school psychologist, and teaching staff are operating on the exact same page regarding data privacy laws (e.g., FERPA) and IEP access.

In the event of a potential data breach or tech misuse, our building will strictly follow established district and building protocols. However, my leadership role does not end at compliance. Following any incident, I will lead a building-level debrief to evaluate

our response and formally recommend necessary improvements to district policies, ensuring our safeguards evolve alongside emerging technologies.

Technology must also connect directly to student safety and mental well-being. We will proactively address this by providing teachers with comprehensive digital citizenship lesson plans to deliver to students, establishing clear expectations for online behavior and how to use digital reporting systems for safety or mental health concerns.

Furthermore, I will ensure families are partners in this effort by sharing our digital safety protocols and mental health tech resources via monthly newsletters and dedicated materials at Back-to-School Night.

Section V: Reflective Leadership & Change

Professional Growth & PLN Engagement

To effectively lead this building, I must remain a Connected Learner (ISTE, n.d.). I will stay current on inclusive technology practices by subscribing to professional journals and actively participating in professional societies, such as ISTE and the Council for Exceptional Children (CEC, n.d.). Engaging with these Professional Learning Networks (PLNs) will provide me with a continuous stream of research-based best practices that I can bring back to our staff.

Integrating new digital frameworks and AI tools represents a significant shift in instructional practice. I will lead this transition by fostering an "all in this together" building culture. By maintaining transparency about our goals, celebrating small wins during staff meetings, and actively soliciting teacher feedback, I will build the trust necessary to move our school forward. Ultimately, by maintaining high expectations

coupled with high support, we will ensure that our digital systems serve our most important mission: equitable student success.

References

International Society for Technology in Education. (n.d.). *ISTE standards: Education leaders*.

QIAT Community (2015a). *Quality indicators for administrative support of assistive technology services*. https://qiat.org/indicators/indicator-7-administrative-support-for-at/

QIAT Community (2015b). *Quality indicators for assistive technology implementation*.

QIAT Community (2015c). *Quality indicators for evaluation of the effectiveness of assistive technology*. https://qiat.org/indicators/indicator-5-evaluation-of-effectiveness-of-at/

QIAT Community (2015d). *Quality indicators for including assistive technology in the IEP*.

QIAT Community (2015e). *Quality indicators for professional development and training in assistive technology*. https://qiat.org/indicators/indicator-8-at-professional-development/

U.S. Department of Education, Office of Special Education Programs. (n.d.). *Assistive technology guidance for children with disabilities under IDEA*.

Appendix A

Student A:

ASSISTIVE TECHNOLOGY:				
visual supports (i.e.-communication book, picture cards, sentence strips, visual schedules, transition cards, voice output devices, etc.)		1,2,3,4,5,6		school environment: Classroom, General Education Classroom/Resource Room
BEGIN: 04/17/2025	END: 04/15/2026	AMOUNT OF TIME: daily		FREQUENCY: daily as needed
Math Tools may look like unifex blocks, flashcards		6		General Education Classroom/Resource Room
BEGIN: 04/17/2025	END: 04/15/2026	AMOUNT OF TIME: math tasks		FREQUENCY: daily as needed

Student B:

ASSISTIVE TECHNOLOGY:				
visual supports (i.e.-picture cards, sentence strips, visual schedules, transition cards, etc.)		1,2,3,4,5,6		school environment: Classroom, General Education Classroom/Resource Room
BEGIN: 05/14/2025	END: 05/12/2026	AMOUNT OF TIME: daily		FREQUENCY: daily as needed
Math Tools may look like unifex blocks, flashcards		6		General Education Classroom/Resource Room
BEGIN: 05/14/2025	END: 05/12/2026	AMOUNT OF TIME: math tasks		FREQUENCY: daily as needed

Student C:

therapies, since that time.

A review of [redacted] current IEP shows ongoing needs in the areas of English Language Arts-Reading, Written Expression, Mathematics, Vocational and Activities of Daily Living (Task Initiation, Maintaining, and Completion), Functional Language Use, Undesired Behavior Reduction and Alternate Behavior Increase, and Communication (safety questions). His specially designed instruction includes, but is not limited to, 1:1 instruction, visual supports, manipulatives, discrete trial instruction, repeated practice, errorless learning, task analyzed instruction, systematic reinforcement, behavior support plan, functional communication training, preventative sensory strategies, and prompting/shaping. He also receives direct speech and occupational language services. [redacted] participates in a functional and modified curriculum to address deficits in language arts, mathematics, adaptive living, and behavior support and participates in the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities. A Board Certified Behavior Analysis is available t to provide consultation to staff for behavior intervention support plan or additional training as needed. [redacted] also uses a choice board, token board, visual schedules, social narratives, and a speech generating device (SGD) as his assistive technology. [redacted] receives special transportation services that include a transportation aide and access to a safety harness. The following accommodations are noted: access to a speech generating device, manipulatives, reinforcement system, visual supports, clarified/repeated instructions, and behavior support plan.

Student D:

Assistive Technology: [redacted] often supports his verbal messages with gestures and has benefitted from the use of low-tech assistive technology such as communication boards, pictures, sentence strips, etc. [redacted] has been very successful with these when used within specific lessons, but [redacted] demonstrates the need for a more robust system that will allow him to use a wider variety of words/phrases and across all settings. [redacted] has been referred for an Augmentative and Alternative Communication evaluation and this is currently in the process of being scheduled. This evaluation is currently scheduled for February 7, 2025.

Student D cont.:

ASSISTIVE TECHNOLOGY:				
Visual supports (i.e. communication book, picture cues, sentence strips, etc.)		All		Schoolwide
BEGIN: 01/28/2025	END: 01/26/2026	AMOUNT OF TIME: School hours		FREQUENCY: Daily

Appendix B

Artifact 1: Building IEP/504 Digital Accommodation Monitoring Tool

Observation Details

Teacher: _____

Grade/Subject: _____

Date & Time: _____

Observer: Max Swartout, Principal

Instructions: This tool is used during informal walkthroughs and formal evaluations to monitor the fidelity of digital accommodations and inclusive technology practices (ISTE 3.3). Check the appropriate box and provide coaching notes where applicable.

Part 1: Assistive Technology (AT) Implementation & Access
Ensuring approved devices are available, functioning, and integrated into Tier 1 instruction (QIAT Implementation).

[ ] Available & Operational: The student's required AT (e.g., Speech Generating Device, Chromebook, visual supports) is present, charged, and in working order.

[ ] Active Engagement: The student is actively using the AT to complete the expected task or communicate.

[ ] Integrated, Not Isolated: The AT is used naturally within the context of the general education curriculum, rather than isolating the student from peers.

[ ] Multiple Strategies: The teacher provides opportunities for the student to use a variety of strategies (including AT) to accomplish the task.

Part 2: AI-Driven Differentiation & Core Access
Ensuring technology bridges access to core content rather than replacing it.

[ ] Leveled Materials: The teacher utilizes digital tools (e.g., AI tools, modified digital texts) to differentiate reading levels while maintaining the core content.

[ ] Digital Scaffolding: Digital graphic organizers, text-to-speech, or dictation tools are offered as accommodations to remove barriers to performance.

[ ] Equitable Participation: The digital accommodation allows the student to actively participate in class discussions or group work.

Part 3: Documentation & Progress Monitoring
Ensuring digital platforms are utilized for accurate reporting and data-driven decisions.

[ ] Accommodation Fidelity: The observed accommodations directly match the requirements outlined in the student's current IEP/504 plan.

[ ] Real-Time Monitoring: The teacher utilizes building platforms (e.g., NeoNet, Unified Insights) to document progress on specific IEP goals.

[ ] Data-Driven Adjustments: There is evidence that digital progress data is being used to make timely instructional adjustments.

Part 4: Coaching & Next Steps

Strengths Observed:

Area for Growth / PD:

Follow-up Coaching Needed? [ ] Yes [ ] No

Target area:

___ AT Integration ___ Software/AI Tools ___ Documentation)

Appendix C

Artifact 2: Professional Learning Outline

Topic: Inclusive Technology & Assistive Technology (AT) Implementation

Leader: Max Swartout, Principal

Target Audience: General Educators, Special Educators, Paraprofessionals, and Related Service Providers

I. Professional Learning Goals (ISTE 3.3

The primary objective is to build staff capacity to consistently and effectively integrate AT devices and AI-driven differentiation tools into Tier 1 instruction, ensuring fidelity to IEP/504 accommodations.

Our strategy will shift from isolated, annual online compliance modules to a multi-modal, continuous learning model that provides training at multiple skill levels (QIAT Community, 2015e).

II. Component 1: Monthly "Digital Inclusion Spotlights"

Instead of overwhelming staff with massive technology training days, we will utilize micro-learning during our existing monthly staff meetings.

The format will be 10-minute interactive demonstrations led by the principal, tech integration specialists, or teachers.

Sample Monthly Topics:

- **September:** The AT Spectrum: From Low-Tech Visuals to High-Tech Speech Generating Devices (SGDs).
- **October:** AI for Inclusion: Using MagicSchool AI and Gemini to instantly level reading materials.
- **November:** Data Privacy Refresher: Best practices for digital platforms and protecting student confidentiality.
- **January:** The "Broken Tech" Protocol: What to do when a student's primary AT device fails.

III. Component 2: Targeted Coaching & PLC Integration

This will be hands-on, contextualized support based on building-level data.

The principal will utilize data from the Building IEP/504 Digital Accommodation Monitoring Tool (Artifact 1) to identify specific gaps in AT implementation.

- Coaching: Teachers identified as needing support will receive embedded, hands-on coaching during their planning periods focusing on integrating AT directly into their specific lesson plans.

- Reflective Practice in PLCs: Grade-level Professional Learning Communities (PLCs) will periodically use the QIAT Self-Evaluation Matrices to self-assess their collaborative AT implementation.

IV. Component 3: Evaluation of Effectiveness

We will ensure our professional development actually impacts student outcomes.

The effectiveness of this professional learning plan will not be measured by "attendance," but by observable changes in instructional practice.

Indicators of Success:

- Increased frequency of active AT engagement observed during administrative walkthroughs; and

- Measurable student progress on IEP goals as documented in NeoNet/Unified Insights.

Appendix D

Artifact 3: Building Data Privacy & Confidentiality Protocol Summary
Building Level Focus: Operational Consistency, Student Privacy, and Safety (ISTE 3.4)
Building Leader: Max Swartout, Principal

I. Purpose & Scope

This protocol outlines the building-level routines established to protect student privacy in digital environments, manage secure access to confidential records (e.g., IEPs, 504s), and seamlessly connect digital technology practices to student safety and mental health supports.

II. Confidentiality Routines & Access Management

To ensure strict adherence to FERPA and IDEA privacy mandates, our building will utilize a "front office to classroom" alignment strategy:

- Role-Based Access: Access to confidential student records via our digital platforms (NeoNet, ProgressBook, StudentServices) is strictly granted based on professional necessity.
- Multidisciplinary Alignment: The building principal, secretary, school counselor, and school psychologist will engage in quarterly operational check-ins to review current access logs and ensure alignment on confidentiality procedures.
- Staff Training: To combat online "click-through fatigue," mandatory online confidentiality modules are supplemented with brief, targeted verbal refreshers during monthly staff meetings.

III. Stakeholder Education & Digital Safety

Protecting student data and physical safety requires a proactive, community-wide approach:

- Students: Teachers are provided with structured digital citizenship lesson plans to explicitly teach students about online safety, data privacy, and appropriate use of school devices.
- Families & Caregivers: Digital safety protocols and mental health tech resources are actively shared with parents through the monthly principal’s newsletter and dedicated informational packets at Back-to-School Night.

IV. Student Safety & Mental Health Tech Integration

Technology systems are directly tied to our building’s crisis response and student well-being:

- Anonymous Reporting: We actively promote and monitor the district's digital reporting system, ensuring students have a safe, confidential avenue to report bullying or mental health concerns.

- Crisis Documentation: Staff are trained on utilizing secure digital forms for behavioral and mental health referrals, ensuring sensitive information is routed immediately and securely to the school counselor and psychologist.

V. Data Breach & System Misuse Response

In the event of a suspected data breach, unauthorized access to records, or misuse of technology:

- Immediate Containment: The principal will immediately secure the affected accounts or devices and notify the district technology director.
- District Protocol: Building leadership will strictly follow established district-level policies for reporting and parent notification.
- Building-Level Debrief & Improvement: Following any incident, the principal will lead a debriefing session with the multidisciplinary team to evaluate the building's response. The principal will then formally evaluate and recommend necessary improvements to district policies or building routines to prevent future vulnerabilities.