NSSEO TECHNOLOGY PLAN

April 2015 - 2018
# Table of Contents

NSSEO Board Members .............................................. 2
Technology Staff .................................................. 3
Technology Steering Committee ................................. 4
Overarching Goals / Mission Statement ....................... 5
Board Goals ........................................................ 6
Assistive and Instructional Technology Program Goal and Focus 7
Technology Vision ............................................... 8
Supporting Board Goals ......................................... 9
Guiding Questions .............................................. 10
Our Words .......................................................... 11
Technology Survey 2015 ......................................... 12 – 15
Continuous Improvement ........................................ 16 – 23
   One to One iPad Pilot with 24 Hours Access.......... 19
Student Achievement ........................................... 24 – 25
Partnerships ....................................................... 26
Fiscal Responsibility ............................................ 27
**NSSEO Board Members**

**District 21**  Debbi McAtee

**District 23**  Carol Botwinski

**District 25**  Charles Williams

**District 26**  Frank Fiarito, President

**District 57**  Dennis Composto

**District 59**  Janice Krinsky

**District 211**  Anna Klimkowicz, Vice President

**District 214**  Jim Perkins

**Superintendent**  Dr. Judith Hackett
Technology Staff

Technology Coordinator:
Mary Ann McGinn

Administrator Assistants:
Karen Fidler, Jean Nielsen

Network Administrator:
John Burke

Database Manager:
Mike Harwood

Curriculum and Technology Training Specialist:
Pam Guio: Miner School and Timber Ridge School
Maripat McNulty: Riley, Forest, MacArthur, and Hersey DHH Programs
Joan Obial: Kirk School

Technicians:
Jose Barragan: Miner and Forest DHH Program
Tom Conte: DESC, Timber Ridge and Hersey DHH Program
Sami Rizvi: Central Office, Professional Development
Jason Nixon: Kirk School, Riley Program, MacArthur DHH Program

Building Liaisons:
Deb Skoskiewicz: DESC
Marianne Wentzloff: Kirk
Technology Steering Committee

Dr. Judy Hackett: Superintendent

Julie Jilek: Assistant Superintendent Business Services

Cathy Kostecki: Assistant Superintendent HR and Instruction

Jill Anderson: Assistant Principal Kirk School

Maggie Benes: Instructional Coordinator Miner School

John Burke: Network Administrator

Pam Guio: Curriculum and Technology Training Specialist

Mary Ann McGinn: Technology Coordinator

Mike Harwood: Database Manager

Dr. Pam Radford: Professional Development Coordinator

Dr. Hassan von Schlegell: Principal Timber Ridge School

Cathy Williams: Director of Business Services
“Building a promising future for students”

NSSEO OVERARCHING GOAL

“Provide visionary leadership that focuses on improved outcomes for students with special needs” recognizes the individual needs of each child and the belief that all children can learn and be contributing members of society.

Mission Statement

NSSEO seeks to build and strengthen home / school / community partnerships to enable students with special needs to become contributing members of society.
Board Goals

CONTINUOUS IMPROVEMENT

Enhance Programs and Services through a Systematic Process that Reflects 21st Century Learning

STUDENT ACHIEVEMENT

Increase Student Growth/Progress in Areas of Academics, Social Emotional Learning, and Independence

PARTNERSHIPS

Promote Effective Change through Engaging Stakeholders

FISCAL RESPONSIBILITY

Maximize Responsible Resource Allocation
We believe technology transforms the way we teach and how students learn. It allows a child with special needs to reach their potential and exceed. Technology gives a child a voice, fosters independence, and allows students to succeed in their school, home, and community environments. When we use technology effectively it opens doors for students that otherwise may be closed. Technology in NSSEO includes instructional technology, assistive technology and informational technology. These branches work together to provide services to students and staff to foster improved outcomes for students.

The Instructional Technology Department utilizes technology to support curriculum, instruction and assessment. Providing 21st century tools, such as mobile devices, interactive white boards, response systems, digital cameras, laptops, multimedia and online learning, enables teachers to engage students, differentiate learning, and improve student outcomes. Professional development, coaching and consultation provide support to schools and classroom teams to maximize student learning.

The Assistive Technology Department helps teams in the consideration, acquisition, implementation and effective monitoring of assistive technology. This is accomplished through the use of trials of low tech through high tech tools to provide augmentative and/or alternative communication and individualized supports to help students’ access curriculum and achieve success in their educational program.

The Informational Technology Department provides a robust network of wired and wireless devices, telecommunications and the infrastructure necessary to support administrative, instructional and assistive technologies. It provides the tools necessary for student learning and for staff to do their jobs effectively.
Technology Vision

All students will participate in technology enriched learning environments that will accommodate the unique needs of every learner and inspire students to attain the knowledge and skills that the 21st century demands including core academics, critical thinking and problem solving, social/emotional development, communication, independence, life and career skills and information, media and technology skills that support human relationships for effective learning.
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Guiding Questions

**Curriculum**

What would it look like sound like and feel like if technology was deeply embedded into teaching and learning?

**Innovation**

When describing the future state of technology with NSSEO what phrases come to mind?

**Infrastructure**

What would it take to make it happen?

Using QR codes during language arts to do research.

Learning to visually track objects using eye gaze software.
Our Words

Wonderful  Leisure  Focused
Multi Modal  Sharing  Common Core Standards
Multi Sensory  Interventions  Academics
Individualized  Ubiquitous  Engaged
Excited  Independent  Mobile
Accessible  Ubiquitous  Engaged
Embedded  Ubiquitous  Mobile
Digital Content  Ubiquitous  Knowledge
Interactive  Collaboration  Create
The following survey was presented to all licensed staff at Kirk School, Miner School, Timber Ridge School, Riley Program and the D/HH Programs.

The data has been categorized by the individual school / program and by staff role. The data has been provided to school / program administrators.
Technology Survey 2015

I feel prepared to support iPads in my classroom / case load:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Answered: 59  Skipped: 3

I would need the following supports to implement iPads in my classroom / case load (check all that apply):

- Classes / Workshops
- Coaching
- Modeling

Answered: 48  Skipped: 14
The students in my classroom/caseload need access to laptops and/or desktop computers for the following instructional purposes. Check all that apply.

Answered: 51  Skipped: 11

- Switch Access
- Specialized Software
- Size of Display
- iPad would meet the need...
Technology Survey 2015

For instructional purposes, I believe the following ratio of iPads would benefit students.

Answered: 59  Skipped: 3

- One or two iPads per...
- One iPad for every two...
- One iPad for every student...

I feel it would be beneficial for students to have access to their iPads at home:

Answered: 59  Skipped: 3

- Strongly agree
- Agree
- Disagree
- Strongly disagree
Continuous Improvement

Establish professional goals, strategies and activities that may include increasing content knowledge, using research based instructional strategies, and aligning classroom activities to NILS, assessment and the effective use of educational technology.

- **Develop Opportunities for Professional Learning Based on the Spring 2014 Needs Assessment**
  - Use of technology tools with students to communicate, collaborate, and connect within the classroom, school and larger community
  - Use of technology tools to increase student independence
  - Use iPads in a 1:1 or 1:2 environment

- **Provide a Variety of Formats for Professional Learning**
  - Workshops
  - Webinars/Skpe Sessions
  - Coaching/Modeling
  - EdCamps/Unconferences
  - Social Media Opportunities

- **Provide Professional Development for Program Assistants to Increase Technology Skills**
  - Develop basic computer and mobile technology skills
  - Use assistive technology tools and strategies
  - Support student learning with apps
Incorporate instructional goals, strategies and activities that reflect accessibility to technology and innovative instructional delivery models

**Increase Access to Mobile Devices for all students and staff**

- Licensed staff member assigned an individual mobile device to support student learning
- Provide access to mobile devices to program assistants to support student learning

<table>
<thead>
<tr>
<th>One iPad each Student</th>
<th>*One iPad every Two Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHH Elementary</td>
<td>DHH Preschool</td>
</tr>
<tr>
<td>DHH Middle School</td>
<td>Kirk School</td>
</tr>
<tr>
<td>DHH High School</td>
<td>Miner School</td>
</tr>
<tr>
<td>Timber Ridge School</td>
<td>Riley Program</td>
</tr>
</tbody>
</table>

*Based on individual student needs*
Continuous Improvement

Incorporate instructional goals, strategies and activities that reflect accessibility to technology and innovative instructional delivery models.

One to One iPad Pilot with 24 Hour Access
- To provide access to “anytime anywhere learning”
- To teach students to create, collaborate, and communicate
- To increase student empowerment, engagement, and learning
One to One iPad Pilot with 24 Hour Access

Identify Learning Activities
- Incorporate reading, note taking, and annotating on academic material
- Develop activities that support creating, collaborating and communicating
- Daily writing assignments through blogs
- Use of reminders and the calendar into school and homework activities
- Utilize Learning Management System for workflow

Identify Teachers and Students in the Pilot Project
- 3 classrooms at Timber Ridge
- Middle School and High School DHH Classrooms
- Sent home parent letter

Develop Responsible Use Guidelines
- Met with teachers and therapists to discuss guidelines
- Reviewed guidelines with students and parents
- Parent and student permission slip sent home

Google Apps for Education
- Set up Google Apps for Education for teachers and students
- Set up Gaggle for Timber Ridge students for increased filtering
Incorporate instructional goals, strategies and activities that reflect accessibility to technology and innovative instructional delivery models

**Develop 21st Century Learning Environment Committee**
- Develop a Vision
- Identify Guiding Principles
- Explore Resources
  - Research articles on 21st Century Learning Environments
  - Visit other schools
  - Research furniture options
  - Research community partnerships
- Develop a plan to pilot changes in learning environments to promote flexible learning spaces.
Incorporate instructional goals, strategies and activities that reflect accessibility to technology and innovative instructional delivery models.

Explore Integration of STEM Activities into Curriculum

- Provide hands-on, creative ways to encourage students to design, experiment, build and invent as they engage in science, engineering and tinkering.
- Promote learning through play and experimentation.
- Offer tools and materials that encourage students to create rather than consume.

Creating a flash light using Little Bits Circuits

Learning programming during the Hour of Code
Continuous Improvement

Incorporate instructional goals, strategies and activities that reflect accessibility to technology and innovative instructional delivery models

Implement a Digital Citizenship Curriculum that Empowers Students to Think Critically, Behave Safely, and Participate Responsibly in our Digital World

- Practice safe, legal and responsible use of technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity
- Demonstrate personal responsibility for lifelong learning
- Exhibit leadership for digital citizenship

iste.nets

Cyber Safety Presentation from IL State’s Attorney’s Office
Incorporate instructional goals, strategies and activities that reflect accessibility to technology and innovative instructional delivery models

- Share knowledge and learning with a larger community
- Make learning visible to the larger community of school, families and global community
- Share thinking, reflecting, and collaborate with others using social media

Taking a selfie and sharing favorite books on Padlet.

Classroom tweets highlighting events
Student Achievement

Establish professional goals, strategies and activities that may include increasing content knowledge, using research-based instructional strategies, and aligning classroom activities to NILS, assessment and the effective use of educational technology.

Increase Student Growth in Reading and Math
- Support ongoing implementation of Core Curriculum and Interventions using digital solutions
- Support Type I, II, and III assessments
  - PARCC, DLM, MAP
  - Aimsweb, Unique Learning Systems, Lexia – Core 5

Equals Math
Core Curriculum

Lexia Core 5
Intervention
Student Achievement

Establish professional goals, strategies and activities that may include increasing content knowledge, using research based instructional strategies, and aligning classroom activities to NILS, assessment and the effective use of educational technology

Increase Student Independence

- Continue to implement communication systems for all students
- Use data driven decisions for effective assistive technologies
  - Protocol for Accommodations in Reading PAR
  - Assistive Technology Assessment: Developing a Written Productivity Profile
- Increase student independence through evolving choice-making, student-led IEP’s and self-advocacy

Communicating using the iPad as dedicated communication system
Partnerships

Engage Stakeholders in Contributing Ways to the Educational Processes across NSSEO

- Continue Membership to Infinitec
  - Participate in staff development opportunities
  - Access group buy purchases
  - Collaborate with Assistive Technology Coordinators
  - Utilize library of equipment and resources

- Increased Participation in the Parent Network
  - Increase communication and collaboration
  - Identify areas of support with technology
  - Provide professional development opportunities

- Continue to Develop Strong Relationships with Assistive Technology Vendors and Organizations that Support Students with Special Needs
  - Pilot projects that support our goals
  - Participate in focus groups
  - Provide feedback on products and services
Fiscal Responsibility

Provide a Robust Network Infrastructure to Support Student Learning

- Update Wireless Access System increasing access points and functionality using funding from E-Rate - Universal Service Fund for Schools and Libraries
- Increase bandwidth to 500 Mbps to support online learning using funding from E-Rate - Universal Service Fund for Schools and Libraries
- Update operating system on servers
- Increase mobile devices while decreasing number of desktop computers
- Maintain an inventory and replacement schedule of 4-5 years of desktops, mobile devices, and servers