



Orangeburg Consolidated School District Four
Technology Plan 2013-2016

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Achieving Goals Through Technology
Orangeburg Consolidated School District Four

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District Profile

Number of Schools in District:	10
Number of Students Enrolled	3965
Percentage of Students Eligible for Free and Reduced Lunches	76%
Number of English as a Second Language	8
Number of Dropouts	36
Graduation Rate Percentage	78.2%
E-rate Discount Percentage	90%

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EXECUTIVE SUMMARY

The document, *Achieving Goals Through Technology*, Orangeburg Consolidated School District Four's Long Range Plan 2013-16, provides the framework for explaining, monitoring, and evaluating Orangeburg District Four's pathway to continuous progress and advancement through technology implementation. The plan is designed to allow Orangeburg School District Four not merely to satisfy but to exceed the requirements established by the Education Oversight Committee as well as those requirements set forth in the state strategic plan; the federal No Child Left Behind Act of 2001; and Proviso 1.40 of 2001, which is Proviso 1.29 in the 2003-04 General Appropriations Bill entitled "SDE: Teacher Technology Proficiency".

Achieving Goals Through Technology, Orangeburg School District Four's Long Range Plan 2013-16, begins with a district profile which lists schools, enrollments, and other demographic data. Next is a needs assessment describing current technology needs, inventory, and support strategies. The district's vision and mission statements address these needs and are aligned with the state technology plan as well as the No Child Left Behind Legislation.

After presenting a district profile and stating needs, vision, and mission, *Achieving Goals Through Technology* presents five core technology dimensions that must be addressed in order to continue improving student achievement through the use of technology as an integrated tool. All strategic actions are designed to increase student achievement through the effective integration of technology into the core curriculum. Measurable goals, sources of baseline data, objectives and strategies, benchmarks, and an evaluation plan are given for each core technology dimension.

The five core technology focus dimensions and the major goals set forth for these areas are as follows:

Technology Dimension 1: Learners and Their Environment

Goal: Orangeburg Consolidated School District Four teachers will guide students in Grades K-12 to apply developmentally appropriate technology standards to all curriculum areas to communicate effectively, achieve high academic standards, and successfully participate in a changing information-based society while achieving technological literacy.

Technology Dimension 2: Professional Capacity

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Goal: Through training and professional growth in technology, educators will apply and demonstrate the ability to use effective research-based strategies that support South Carolina learning standards across the curriculum.

Technology Dimension 3: Instructional Capacity

Goal: Orangeburg Consolidated School District Four will provide students with the resources and instruction necessary to develop skills and competencies to use technology tools to achieve high academic standards and to participate actively in a changing information based society.

Technology Dimension 4: Community Connections

Goal: Orangeburg Consolidated School District Four will encourage parental and community involvement by providing technology tools, resources, and necessary training to parents and community members to increase student achievement.

Technology Dimension 5: Support Capacity

Goal: Orangeburg Consolidated School District Four will expand and support technology resources to assist educators and learners in meeting state academic standards.

Each of these goals is followed by recommended implementation strategies and considerations that reflect aspects of the particular core dimension. Provided at the end of the five dimensions sections in the document is a cumulative list of benchmarks that are crafted to enable the technology planning committee to validate progress on an annual basis.

The technology planning committee has infused several mechanisms for soliciting feedback for plan modifications on an ongoing basis. The plan will be reviewed annually, and the collected data will be used to make decisions regarding improvement and change. *Achieving Goals Through Technology* is a dynamic document designed to be flexible and updated to support continuous growth and progress.

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District Needs Assessment

Orangeburg Consolidated School District Four is currently upgrading its infrastructure to allow better functionality of our programs and the internet. New Virtual Hosts are being added to allow the district to upgrade our Microsoft® 2003 and 2008 operating systems to the latest version.. The district is seeking Microsoft Network technical training for its support staff to be more equipped to support the new networking architecture. The district will continue to require high speed bandwidth to support the intranet and internet demand for access to educational applications that are both WEB based and server based. We will continue to purchase and support student and staff email as well as school and teacher web pages. We will utilize a parent notification system which allows for regular/emergency communication between home, school, and community as well as daily absence calling. Upgrades and replacement of Distance Learning equipment will be sought to update the district's thirteen year old equipment. Wireless communication through cellular service will be requested to provide communication between district resources and personnel as well as students. We are striving to provide staff training that encourages teachers to integrate technology into the classroom. District staff assists in providing the necessary training to our teachers.

The district has also begun an aggressive online or virtual course offering to our high school age students that will improve the district's graduation rate and allow for more recovery of credits to these students. This will require the expansion of remote access to WEB based providers.

All of these plans are contingent upon being approved by E-Rate and the districts ability to have matching funds. The appropriate percentage of matching funds has been budgeted.

The district is also upgrading its aging computers. Many computers in our district are at least four years old and are not capable of being upgraded or are uneconomical to upgrade. Adding computer labs, both fixed and mobile, to our schools and purchasing student based programs for them is ongoing. The district is preparing to replace or upgrade administrative computers to meet the needs of the State Department's request to migrate to a new version of the student information system (Power School).

We are striving to find ways to meet the requirements of No Child Left Behind by trying to expand and enhance our technology.

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District Technology Vision

Orangeburg Consolidated School District Four will provide an instructional environment where students will use technology as a tool to ensure their success. The district will accomplish this by:

- Integrating technology into all curriculum areas to enhance instruction
- Providing connectivity between classrooms, schools, our district office and other districts
- Providing students, parents, staff, teachers, and the community access to the Internet
- Expanding the district's educational resources to include virtual classrooms, online classes, video conferencing, web-based instruction, and assistive technology equipment
- Providing continuous and comprehensive technology training for students, teachers, administration and the community.
- Maintaining state of the art equipment as funding allows.

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District Mission Statement

The mission of the Orangeburg Consolidated School District Four, through the combined efforts of the home, school, and community, is to provide quality educational opportunities appropriate for individual learners to help them reach their maximum potential and become successful, productive citizens.

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Technology Dimension 1: Learners and Their Environment

Snapshot of Current Technology Use in District

- Software application available and used proficiently at all schools - Primary, Elementary, Middle, and High
- Certified staff online technology assessment (Techassessment System)
- Student online technology assessment (Techassessment System)
- ISTE Nets Student Technology Standards
- Mobile and stationary computer systems with wireless connectivity, smartboards, LCD projectors, classroom LCD televisions with tablet PC's to broadcast various educational resources.

Overall Goal for this Dimension

Orangeburg Consolidated School District Four teachers will guide students in Grades K-12 to apply developmentally appropriate technology standards to all curriculum areas to communicate effectively, achieve high academic standards and successfully participate in a changing information-based society while achieving technological literacy.

Objectives, Strategies and Action Steps to Reach Goal

Teachers will complete technology training at the level 3 standard outlined in the Districts' Technology Proficiency Plan.

The district will teach and assess appropriate technology skills to all students in grades K-12 to promote individual development and meaningful learning.

The district will develop student technology standards in accordance with the No Child Left Behind Act by assuring that all students are technologically proficient by the eighth grade.

Teachers will integrate technology into their curriculum to guide students in

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problem-solving, authentic tasks, and to foster confidence in their ability to function adequately in a variety of technology areas.

The district will identify students' technology needs for grades K-8 using **Student Techassessment** grade level assessments and **Techassessment** recommendations to assure that all students are technologically proficient by the end of 8th grade.

Teachers will assign and guide students in Grades K-12 in technology-based projects and presentations.

Implementation Action Steps for Districts and Schools

The percentage of teachers who include and implement developmentally appropriate technology standards in their curriculum will increase from 75% to 95% by 2016.

The percentage of teachers who integrate technology into their lesson plans will increase from 75% to 95% by 2016.

By the year 2016 Orangeburg Consolidated School District Four teachers and students will use and apply appropriate standards to all curriculum areas to increase student's confidence in their ability to think and communicate.

Funding Considerations for District and Schools

Technology funds will be based on need, priority, and availability of funding.

Evaluation of Objectives

- Weekly evaluations of lesson plans to monitor technology implementation
- Weekly walkthroughs to observe lessons
- Checklists showing observed technology skills of students K-12
- Technology project list form
- Student work samples and portfolios through the use of Techassessment
- Student Technology Competency Profiles

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Technology Dimension 2: Professional Capacity

Snapshot of Current Technology Use in District

Technology Survey
Online Technology Assessment
Self-Assessment
Observation
National Center for Education Statistics (NCES) Survey
Educator's Portfolio

Overall Goal for this dimension

Through training and professional growth in technology, educators will apply and demonstrate the ability to use effective research-based strategies that support South Carolina learning standards across the curriculum.

Objectives, Strategies and Action Steps to reach Goal

Teacher Coaches will be assigned to each school to train and monitor colleagues and guide novices in the use of technology integration.

A needs assessment will be given to teachers to determine the required professional development opportunities and levels of proficiency.

Technology workshops and courses will be designed and offered to accommodate the faculty at varying levels of proficiency.

Teachers will document technology proficiencies through the use of an online self-assessment instrument.

Implementation Action Steps for Districts and Schools

The percentage of technology proficient teachers in the district will increase from 80% to 95% by 2016.

By 2016, 95% of teachers will have received technology training.

By the end of 2016 all teachers will be technologically proficient by integrating technology as a tool to increase student achievement and engage students in lifelong learning experiences.

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Funding Considerations for Districts and Schools

Technology funds will be expended based on need, priority, and availability of funding.

Evaluation of Objectives

- Documented classroom walkthroughs and evaluations
- Examination of Teacher Technology portfolios to include lesson plans, professional activities, student work, etc.
- Record of attendance and completion levels of teacher professional development courses/workshops
- Online teacher self-assessment instrument to be completed

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Technology Dimension 3: Instructional Capacity

Snapshot of Current Technology Use in District

- Expanding assistive technology resources
- Annual teacher technology goals and objectives at school, district, and state levels
- Participation in state assessments
- Integration of technology in lesson plans

Overall Goal for this Dimension

Orangeburg Consolidated School District Four will provide students with the resources and instruction necessary to develop skills and competencies to use technology tools to achieve high academic standards and to participate actively in a changing information based society.

Objectives, Strategies and Action Steps to Reach Goal

- Teachers will instruct and evaluate all students in the use of technology.
- Teachers will maintain documentation of students' technology proficiencies.
- Teachers will demonstrate and guide students in the use of a variety of software and technology resources.
- Administrators, teachers, and students will complete state mandated technology assessments.

Implementation Action Steps for Districts and Schools

- The percentage of students who will be trained in the use of technology and exposed to appropriate software will increase from to 100% by 2016.
- Teachers will be proficient in integrating technology as a teaching tool by 2016.
- Students will be proficient in using appropriate technology to meet their educational and personal needs by 2016.
- Students' work samples will document their use and understanding of technology.

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Funding Considerations for Districts and Schools

Technology funds will be expended based on need, priority, and availability of funding.

Evaluation of Objectives

- Student self-assessment instrument to be completed bi-annually
- Monthly documented classroom walkthroughs and evaluations
- Annual evaluation of student portfolios
- Teacher observational checklist of student progress
- End of year assessment using Student Techassessment

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Technology Dimension 4: Community Connections

Snapshot of Current Technology Use in District

- School Improvement Counsel Meetings
- Collaboration with Local Industry and Adjacent Districts
- Student/Parent Survey
- Parent Conferences
- Communications Through the Use of an Automated Calling System
- National Center for Education Statistics (NCES) Survey

Overall Goal for This Dimension

Orangeburg Consolidated School District Four will encourage parental and community involvement by providing technology tools, resources, and training required to increase student achievement.

Objectives, Strategies, and Action Steps to Reach Goal

Technology Open House at the School Level to Demonstrate to the Community the Types of Technology Used in the Classroom

Parent and community volunteers will complete basic computer/Internet skills training offered by the district.

Public Information personnel, Technology and media specialists will formulate and disseminate websites and the passwords needed to access web-based products.

Media specialists and educators will provide the information, instruction, and technology required to train teachers, parents, and community volunteers.

Information will be disseminated to the Community via the Automated Notification System

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Implementation Action Steps for Districts and Schools

- All media centers, technology labs, and educators are to be available for active involvement in training students and parents in order to help meet their technological needs.
- This assistive technology support will target improving student grades, parental and community involvement and technology skills.
- Parents and community members will become more knowledgeable and comfortable using available technology.
- Student's test scores will increase.

Funding Considerations for District and Schools

Technology funds will be expended based on need, priority, and availability of funding.

Evaluation of Objectives

- Annual surveys will be given to parents, students, and teachers.
- District/School Surveys
- School Improvement Council (SIC)
- School Technology Committee

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Technology Dimension 5: Support Capacity

Snapshot of Current Technology Use in District

- State Inventory Survey
- Diagram of networks
- Local school inventory
- Personnel listing for Human Resources

Overall Goal for this Dimension

Orangeburg Consolidated School District Four will expand and support technology resources to assist educators and learners in meeting state and federal academic standards.

Objectives, Strategies and Action Steps to Reach Goal

- Provide support for current technology to ensure an integrated secure network infrastructure.
- Provide adequate funding to maintain current technological infrastructure and provide funding for growth in today's global market.
- Devise and implement an upgrade and recycle plan.
- Provide a disaster recovery plan for all points of failure.
- Implement a web-based information and instruction site.

Implementation Action Steps for District and Schools

- Technology staff will continue to be utilized in the support of teacher's technology proficiencies through 2016.
- Technology staff will continue to be trained to support and maintain school networks and classroom computers through 2016.

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- By the year 2016, there will be a trained technical staff and additional funding to support teacher and student use of current and new technologies.

Funding Considerations for District and Schools

Technology funds will be expended based on need, priority, and availability of funding.

Evaluation of Objectives

- Continued inventory of hardware and software
- Technology staff's documented workshops and development (PDTracker)
- Quarterly evaluation of support staff
- State technology survey
- Local school inventory
- Staff Surveys
- Personnel reports from Human Resources

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2013-14

Learners and Their Environment

- Seventy Five percent of students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Sixty percent of the students will possess effective communication skills and technology literacy as evidenced by Student Techassessment and classroom demonstration.

Professional Capacity

- Teachers will achieve technology level 2 proficiency as evidenced by teacher technology proficiency assessments using Certified Techassessment. Sixty percent of the teachers will also demonstrate level 3 proficiency using Certified Techassessment. The teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology mentors, and integrating technology into the curriculum to teach the state curriculum standards.
- One hundred percent of the schools will have a teacher coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.

Instructional Capacity

- Teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology assignments in the teacher lesson plans.
- All teachers will have state of the art technology to be used in daily instruction.

Community Connections

- Orangeburg Consolidated School District Four will report a 10% yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Orangeburg Consolidated School District Four will have a community partnership that provides research and evaluation for a district's major (school wide or larger) technology projects.
- Orangeburg Consolidated School District Four will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Orangeburg Consolidated School District Four will provide and document professional development training in how to access and use available community resources.
- Twenty-five percent of the primary, elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

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Support Capacity

- Orangeburg Consolidated School District Four will include in its technology plans an assessment of current technology needs, current technology inventory, and current technology support strategies.

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2010–11

Learners and Their Environment

- Eighty percent of students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Sixty Five percent of students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios, Student Techassessments and by presentations at technology conferences and fairs.

Professional Capacity

- Teachers will achieve technology level 2 proficiency as evidenced by teacher technology proficiency assessment (Certified Techassessment) . Seventy percent of the teachers will also demonstrate level 3 proficiency as evidenced by teacher technology proficiency assessment in (Certified Techassessment) and by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school teacher coach, and integrating technology into the curriculum to teach the state curriculum standards.
- One hundred percent of the schools will have a teacher coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.

Instructional Capacity

- Teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assignments in their lesson plans.
- Students will meet the information literacy and technology skills for their grade level as found on the SDE’s performance matrix for information literacy and technology education.

Community Connections

- Orangeburg Consolidated School District Four will report a 10% yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Orangeburg Consolidated School District Four will have a community partnership that provides research and evaluation for a district’s major (school wide or larger) technology projects.
- Orangeburg Consolidated School District Four will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Orangeburg Consolidated School District Four will provide and document professional development training in how to access and use available community resources. Results will be reported on the SDE on-line professional development tracking system.

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- Thirty-five percent of the primary, elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Orangeburg Consolidated School District Four will include in its technology plan an assessment of current technology needs, current technology inventory, and current technology support strategies.

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2011-12

Learners and Their Environment

- Eighty five percent of students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Eighty five percent of students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Teachers will achieve technology level 2 proficiency as evidenced by teacher technology proficiency assessment (Certified Techassessment) . Eighty percent of the teachers will also demonstrate level 3 proficiency as evidenced by teacher technology proficiency assessment in (Certified Techassessment) and by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school teacher coach, and integrating technology into the curriculum to teach the state curriculum standards.
- One hundred percent of the schools will have a teacher coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.

Instructional Capacity

- Teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assignments in their lesson plans.
- Students will meet the information literacy and technology skills for their grade level as found on the SDE’s performance matrix for information literacy and technology education..

Community Connections

- Orangeburg Consolidated School District Four will report a 10% yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Orangeburg Consolidated School District Four will have a community partnership that provides research and evaluation for a district’s major (school wide or larger) technology projects.
- Orangeburg Consolidated School District Four will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- Orangeburg Consolidated School District Four will provide and document professional development training in how to access and use available community resources.

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- Fifty percent of the primary, elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Orangeburg Consolidated School District Four will include in its technology plans an assessment of their current technology needs, current technology inventory, and current technology support strategies.

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Bibliography

OCSD4 Technology Plan 2013-16

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Appendix 1: Teacher Technology Proficiency Proviso Professional Development Plan

I. Standards

Our district has adopted the teacher standards below which are based on the ISTE standards.

The following technology components provide employees with specific technological skills by which they can measure their current level of expertise and set goals for future learning. Each component is divided into three levels.

Level I reflects the beginning stages where users are concentrating on developing basic technology skills. At this level, users need extensive technological instruction and support.

Level II users are more confident in routine technological tasks. They recognize and are able to perform “carry over” tasks from one area to other areas. Technological instruction at this point moves to a higher level of skill with a shift toward integration into the classroom and office.

Level III users are proficient in utilizing technology as an essential tool for problem solving and decision making. Users are independent learners, who adjust easily to new technologies and their impact on education and society and share their expertise with others on a local, state, and national level.

Employees will keep a portfolio of their competencies. Workshops and graduate courses will be offered throughout the school year to enhance technological skills for all employees. To acquire endorsement, teachers will need to meet the standards in levels I and II.

Teacher Standards

*Orangeburg Consolidated School District Four
Post Office Box 68
Cope, SC 29038*

Teacher Technology Standards Checklist One

Names: _____

SSN: _____

School: _____

Subject _____

Teacher Standards

COMPONENT 1: All teachers will use computer peripherals (printer, scanner, digital camera) as teaching and learning tools.

Level 1

- a. ___ Connect peripherals to a computer
- b. ___ Load paper, transparencies, labels, etc., into a printer
- c. ___ Scan an image
- d. ___ Photograph objects using a digital camera
- e. ___ Install appropriate peripheral software as needed
- f. ___ Download images from the digital camera
- g. ___ Save the images by selecting the appropriate format (.bmp., .tip, .jpg, etc.) to a hard drive, floppy disk, and network drive

COMPONENT 2: All teachers will be proficient users of word processing software as a teaching and learning tool.

Level 1

- a. ___ Create, modify, preview, and print work processing documents
- b. ___ Identify and use menu commands and/or toolbars
- c. ___ Utilize word processing templates
- d. ___ Perform basic text editing tasks such as inserting and deleting text, changing case, etc.
- e. ___ Perform basic formatting tasks such as changing font attributes, setting tabs, aligning text, changing margins, etc.
- f. ___ Perform basic editing tasks such as inserting page breaks, copying/cutting and pasting, etc.
- g. ___ Utilize basic tools such as spelling/grammar and thesaurus
- h. ___ Insert clipart into documents
- i. ___ Save word processing documents to a hard drive, floppy disk, and network drive

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COMPONENT 3: All teachers will be proficient users of database software as a teaching and learning tool.

Level 1

- a. ___ Create, modify, preview, and print databases
- b. ___ Identify and use menu commands and/or toolbars.
- c. ___ Distinguish among fields, records, and files
- d. ___ Create properly formatted database fields
- e. ___ Enter data into database fields to create records
- f. ___ Name and save database files to a hard drive, floppy disk, and network drive
- g. ___ Delete fields and records
- h. ___ Insert fields and records
- i. ___ Create database forms
- j. ___ Sort database fields alphabetically or numerically
- k. ___ Locate specific information using the Find function

COMPONENT 4: All teachers will be proficient users of spreadsheet software as a teaching and learning tool.

Level 1

- a. ___ Create, modify, preview, and print spreadsheets
- b. ___ Identify and use menu commands and/or toolbars
- c. ___ Distinguish among cells, rows, columns, sheets, and workbooks
- d. ___ Enter labels and values into cells
- e. ___ Perform basic formatting tasks such as changing font attributes, aligning text, changing margins, changing row height and column width, etc.
- f. ___ Enter simple formulas and functions
- g. ___ Name and save spreadsheets to a hard drive, floppy disk, and network drive

COMPONENT 5: All teachers will be proficient users of multimedia software as a teaching and learning tool.

Level 1

- a. ___ Plan and storyboard multimedia presentations
- b. ___ Identify and use menu commands and/or toolbars
- c. ___ Create multimedia presentations using a pre-designed format
- d. ___ Create multimedia presentations from scratch
- e. ___ Perform basic text editing tasks
- f. ___ Insert clipart into multimedia presentations

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- g. ___ Select and incorporate visual effects
- h. ___ Name and save multimedia presentations to a hard drive, floppy disk, and network drive
- i. ___ View and print multimedia presentations in various formats
- j. ___ Present multimedia presentations

COMPONENT 6: All teachers will use telecommunications as a teaching, learning, and communication tool.

Level 1

- a. ___ Access the school network and read e-mail messages
- b. ___ Reply to, forward, print, and delete e-mail messages
- c. ___ Locate addresses of other users within the district
- d. ___ Address, compose, and send e-mail messages
- e. ___ Customize e-mail messages with available options

COMPONENT 7: All teachers will use electronic (DISCUS, CD-ROM encyclopedias, etc.) and on-line resources (Internet) as teaching and learning tools.

Level 1

- a. ___ Ensure compliance with copyright laws in the use of electronic and on-line resources
- b. ___ Access and evaluate electronic and on-line resources
- c. ___ Perform basic navigating tasks such as scroll, back, forward, etc.
- d. ___ Set and use bookmarks
- e. ___ Print information from electronic and on-line resources
- f. ___ Save information to a hard drive, floppy disk, and network drive

COMPONENT 8: All teachers will identify, evaluate, and select appropriate software.

Level 1

- a. ___ Identify school and district software available.
- b. ___ Identify and evaluate software based on student needs
- c. ___ Determine compatibility of software based on system requirements

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Orangeburg Consolidated School District Four
Post Office Box 68
Cope, SC 29038

Teacher Technology Standards Checklist Two

Names: _____ SSN: _____

School: _____ Subject _____

Teacher Standards

COMPONENT 1: All teachers will use media equipment (TV, VCR, camcorder, still camera, audiocassette/CD player, and interactive boards) as teaching and learning tools.

Level 2

- a. ____ Demonstrate the use of media equipment (TV, VCR, camcorder, still camera, audiocassette/CD player, and interactive board) as a teaching/learning tool
- b. ____ Facilitate student use of media equipment within curriculum standards
- c. ____ Create or modify lesson plans to utilize media equipment

COMPONENT 2: All teachers will use the computer as a teaching and learning tool.

Level 2

- a. ____ Use Windows Explorer/File Manager to create, copy, move, rename and delete file from a hard drive and floppy disk
- b. ____ Use Windows Explorer/File Manager to create, copy, move, rename and delete folders/directories from a hard drive and floppy disk
- c. ____ Create backups of critical data on a hard drive and floppy disk/flash drive
- d. ____ Install software programs
- e. ____ Demonstrate the use of the computer as a teaching and instructional management tool
- f. ____ Facilitate student use of the computer within curriculum standards
- g. ____ Create or modify lesson plans to utilize the computer

COMPONENT 3: All teachers will use computer peripherals (printer, scanner, digital camera) as teaching and learning tools.

Level 2

- a. ____ Change printer ribbons, cartridges, and/or toner
- b. ____ Insert digitized images into various applications
- c. ____ Edit digitized images
- d. ____ Specify default printer

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- e. ____ Manage/cancel print jobs
- f. ____ Demonstrate the use of computer peripherals as a teaching and instructional management tool
- g. ____ Facilitate student use of computer peripherals within curriculum standards
- h. ____ Create or modify lesson plans to utilize computer peripherals

COMPONENT 4: All teachers will be proficient users of word processing software as a teaching and learning tool.

Level 2

- a. ____ Perform advanced formatting functions such as customizing tabs, headers and/or footers, bullets or numbering, borders and shading, etc.
- b. ____ Create and format tables
- c. ____ Create and print form letters, envelopes, and mailing labels using the mail merge feature
- d. ____ Import, format, and edit images (picture files)
- e. ____ Change default settings (margins and font attributes)
- f. ____ Create and edit word processing templates
- g. ____ Integrate word processing with other applications such as databases, spreadsheets, etc.
- h. ____ Demonstrate the use of work processing software as a teaching, learning, and instructional management tool
- i. ____ Facilitate student use of word processing software within curriculum standards
- j. ____ Create or modify lesson plans to utilize work processing software

COMPONENT 5: All teachers will be proficient users of database software as a teaching and learning tool.

Level 2

- a. ____ Create, print and customize reports using specific query criteria
- b. ____ Create, run, and print queries using comparison and compound operations
- c. ____ Export data to spreadsheets
- d. ____ Import data into database files from other applications
- e. ____ Demonstrate the use of database software as a teaching, learning, and instructional management tool
- f. ____ Facilitate student use of database software within curriculum standards
- g. ____ Create or modify lesson plans to utilize database software

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COMPONENT 6: All teachers will be proficient users of spreadsheet software as a teaching and learning tool.

Level 2

- a. _____ Perform advanced formatting functions such as headers and/or footers, hide/unhide columns, freeze/unfreeze columns, insert and delete columns and rows
- b. _____ Perform copy functions using relative and absolute values
- c. _____ Perform fill series functions using selected criteria
- d. _____ Sort spreadsheet data
- e. _____ Create, format, and print charts and graphs
- f. _____ Create and edit spreadsheet templates
- g. _____ Integrate spreadsheets with other applications such as word processing, database, etc.
- h. _____ Demonstrate the use of spreadsheet software as a teaching, learning, and instructional management tool
- i. _____ Facilitate student use of spreadsheet software within curriculum standards
- j. _____ Create or modify lesson plans to utilize spreadsheet software

COMPONENT 7: All teachers will be proficient users of multimedia software as a teaching and learning tool.

Level 2

- a. _____ Incorporate sound and/or video into multimedia presentations
- b. _____ Import, format, and edit images (picture files)
- c. _____ Import and format data from other applications
- d. _____ Create multimedia backgrounds using paint/draw tools or software
- e. _____ Create multimedia presentation templates
- f. _____ Customize multimedia presentation templates
- g. _____ Demonstrate the use of multimedia presentation software as a teaching, learning, and instructional management tool
- h. _____ Facilitate student use of multimedia presentation software within curriculum standards
- i. _____ Create or modify lesson plans to utilize multimedia presentation software

COMPONENT 8: All teachers will be proficient users of desktop publishing software as a teaching and learning tool.

Level 2

- a. _____ Create advanced publications that combine text and graphics (newsletters, flyers, calendars, certificates, business cards, etc.)
- b. _____ Select and manipulate objects by grouping, ungrouping, layering, wrapping text, etc.
- c. _____ Import, format, and edit images (picture files)
- d. _____ Perform advanced formatting such as bulleted or numbered list, column justification, etc.

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- e. ____ Import and format text from other applications
- f. ____ Create and print publications using the mail merge feature
- g. ____ Demonstrate the use of desktop publishing software as a teaching, learning, and instructional management tool
- h. ____ Facilitate student use of desktop publishing software within curriculum standards
- i. ____ Create or modify lesson plans to utilize desktop publishing software

COMPONENT 9: All teachers will use telecommunications as a teaching, learning, and communication tool.

Level 2

- a. ____ Create additional mail folders
- b. ____ Move e-mail messages to folder
- c. ____ Create distribution lists
- d. ____ Send e-mail messages with attachments
- e. ____ Save the print attachments
- f. ____ Subscribe and unsubscribe to mailing lists
- g. ____ Demonstrate the use of telecommunications as a learning and instructional management tool
- h. ____ Facilitate student use of telecommunication within curriculum management
- i. ____ Create or modify lesson plans to utilize telecommunications

COMPONENT 10: All teachers will use electronic (DISCUS, CD-ROM encyclopedias, etc.) and on-line resources (Internet) as teaching and learning tools.

Level 2

- a. ____ Locate information using effective searching techniques
- b. ____ Edit and organize bookmarks to meet curricular needs
- c. ____ Develop and/or utilize on-line student projects
- d. ____ Demonstrate the use of electronic and on-line resources as teaching and instructional management tools
- e. ____ Facilitate student use of electronic and on-line resources within curriculum standards
- f. ____ Create or modify lesson plans to utilize electronic and on-line resources

COMPONENT 11: All teachers will identify, evaluate, and select appropriate software.

Level 2

- a. ____ Evaluate and select software based on alignment with curriculum students, student interaction,

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problem solving, and critical thinking

- b. _____ Determine quality of supplemental features such as teacher management options, software instructions, and extension activities

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LEVEL 3 PROFICIENCY

COMPONENT 1: All teachers will use media equipment (TV, VCR, camcorder, still camera, audiocassette/CD player, and interactive boards) as teaching and learning tools.

Level 3

- a. Act as an independent learner in the use of media equipment
- b. Act as a technology leader assisting other teachers in the utilization of media equipment in the classroom

COMPONENT 2: All teachers will use the computer as a teaching and learning tool.

Level 3

- a. Act as an independent learner in the use of the computer
- b. Act as a technology leader assisting other teachers in the utilization of the computer in the classroom

COMPONENT 3: All teachers will use computer peripherals (printer, scanner, digital camera) as teaching and learning tools.

Level 3

- a. Act as an independent learner in the use of peripherals
- b. Act as a technology leader assisting other teachers in the utilization of peripherals in the classroom

COMPONENT 4: All teachers will be proficient users of word processing software as a teaching and learning tool.

Level 3

- a. Act as an independent learner in the use of word processing applications
- b. Act as a technology leader assisting other teachers in the utilization of word processing in the classroom
- c. Include samples of student work addressing this component in a personal technology portfolio

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COMPONENT 5: All teachers will be proficient users of database software as a teaching and learning tool.

Level 3

- a. Act as an independent learner in the use of database applications
- b. Act as a technology leader assisting other teachers in the utilization of database files in the classroom
- c. Include samples of student work addressing this component in a personal technology portfolio

COMPONENT 6: All teachers will be proficient users of spreadsheet software as a teaching and learning tool.

Level 3

- a. Act as an independent learner in the use of spreadsheet applications
- b. Act as a technology leader assisting other teachers in the utilization of spreadsheets in the classroom
- c. Include samples of student work addressing this component in a personal technology portfolio

COMPONENT 7: All teachers will be proficient users of multimedia software as a teaching and learning tool.

Level 3

- a. Act as an independent learner in the use of multimedia presentation applications
- b. Act as a technology leader assisting other teachers in the utilization of multimedia presentation in the classroom

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- c. Include samples of student work addressing this component in a personal technology portfolio

COMPONENT 8: All teachers will be proficient users of desktop publishing software as a teaching and learning tool.

Level 3

- a. Act as an independent learner in the use of desktop publishing applications
- b. Act as a technology leader assisting other teachers in the utilization of desktop publishing in the classroom
- c. Include samples of student work addressing this component in a personal technology portfolio

COMPONENT 9: All teachers will use telecommunications as a teaching, learning, and communication tool.

Level 3

- a. Act as an independent learner in the use of telecommunications
- b. Act as a technology leader assisting other teachers in the utilization of telecommunications
- c. Include samples of student work addressing this component in a personal technology portfolio

COMPONENT 10: All teachers will use electronic (DISCUS, CD-ROM encyclopedias, etc.) and on-line resources (Internet) as teaching and learning tools.

Level 3

- a. Act as an independent learner in the use of electronic and on-line resources
- b. Act as a technology leader assisting other teachers in the utilization of electronic and on-line resources in the classroom
- c. Publish web pages to communicate with students, parents, and the community
- d. Include samples of student work addressing this component in a personal technology portfolio

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COMPONENT 11: All teachers will identify, evaluate, and select appropriate software.

Level 3

- a. Act as an independent learner to identify, evaluate, and select appropriate software
- b. Act as a technology leader assisting other teachers in identifying, evaluating, and selecting appropriate software

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Appendix 2: Acceptable Use Policy

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code IJNDB

Issued 10/21/2003

Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

Internet acceptable use

Because technology is becoming a vital part of the educational process and the curriculum of Orangeburg Consolidated School District Four public schools, the district will provide students and staff access to the Internet. By providing this access, the district intends to promote educational excellence and allow access to resources unavailable through traditional means. Through the Internet, students and staff will have access to the following.

- electronic mail communication with people all over the world
- information and news from many research institutions such as NASA
- public domain software and graphics of all types for school use
- many university library catalogues, the Library of Congress and a large collection of information of educational value

With access to computers and people all over the world also comes the availability of material that has no educational value. Orangeburg Consolidated School District Four public schools has installed the appropriate hardware and software to filter inappropriate content as mandated by the Children's Internet Protection Act. However, on a global network, it is impossible to control all materials and limit all access to information that has no educational value. The school district firmly believes that the valuable information and the interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the school district.

The smooth operation of the Internet network relies on the proper conduct of the end users who must adhere to strict guidelines. Any violation(s) of these guidelines will subject the user to appropriate disciplinary action.

Prior to accessing the Internet, students and staff must receive instruction on the appropriate use of the Internet. In addition, parents/legal guardians will be required to sign a permission form annually allowing the student to access the Internet from the school. Students must sign a form annually acknowledging that they have read and understand the AR, that they will comply with the established guidelines set forth herein and that they understand the consequences for violating these guidelines. All employees must sign

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a similar acknowledgment form.

Accessing inappropriate sites

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

Adopted 7/15/97; Revised 10/21/03, 10/07

Legal references:

Federal law:

[47 USC Section 254](#)(h) - Children's Internet Protection Act.

The Digital Millennium Copyright Act of 1998, Section 512 - Limitations on liability relating to material online.

S.C. Code of Laws, 1976, as amended:

[Section 10-1-205](#) - Computers in public libraries; regulation of Internet access.

[Section 16-3-850](#) - Encountering child pornography while processing film or working on a computer.

[Section 16-15-305](#) - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.

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INTERNET ACCEPTABLE USE POLICY

Administrative Rule

Issued 10/21/03

Internet acceptable use

The purpose of Orangeburg Consolidated School District Four public school's decision to provide Internet access is to allow an expanded opportunity for research and education by providing access to unique resources and the opportunity for collaborative work. All use of the Internet must be in support of education and research, consistent with the educational objectives of the school district and in compliance with the Children's Internet Protection Act (CIPA). Use of another organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any state or national laws or regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret.

Procedures for use

Employees may access the Internet for educational or work-related purposes at any time which is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff members.

Students will be allowed to access the Internet only through their teachers. No student may access the Internet without permission. Student use must be supervised at all times by a staff member.

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Rules governing use

The use of the Internet is a privilege, not a right, and inappropriate use will result in the cancellation of Internet privileges. Employees and students must abide by the generally accepted rules of network etiquette including, but not limited to, the following:

Be polite.

Do not be abusive in messages to others.

Always use appropriate language.

Profanity, vulgarities or other inappropriate language is prohibited

Illegal activities are strictly forbidden including, but not limited to, the following:

- illegal copies of software being loaded or distributed within the network
- sending e-mail or messages that would be considered threatening
- any malicious activity (software viruses/physical damage, etc.) that would disrupt the district network or any other institutions network

Never reveal the personal address or phone number of yourself or anyone else.

Do not disrupt, harass or annoy other users.

All communications and information accessible via the network are considered the property of the district and are subject to review by the district. (Note: Electronic mail is not secure. District personnel who maintain the network have access to all mail. Messages relating to or in support of illegal or inappropriate activities must be reported to the appropriate authorities by any technician in accordance to the state laws governing CIPA. The district encourages all students and staff to report any inappropriate use of the network to administration.)

Always cite all quotes, references and sources.

Never access inappropriate or restricted information such as pornography, other obscene materials or other information not directly related to the educational purpose for which access is being provided. The Children's Internet Protection Act prohibits the access of any pornographic, obscene or other "harmful" material on school computers by any employee or student. Restricted information includes the following:

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- obscene, libelous, indecent, vulgar, profane or lewd materials
- advertisements for products or services not permitted to minors by law
- insulting, fighting and harassing words
- other materials which may cause a substantial disruption of the academic environment

Vandalism also is prohibited and will result in cancellation of privileges. Vandalism includes any malicious attempt to harm or destroy data of another user and includes, but is not limited to, the uploading or creation of computer viruses.

All users should remain on the system only as long as necessary to complete their work so that other individuals will have equal opportunities to access the Internet.

All users should use the Internet only for research and academic reasons; non-academic uses are prohibited. Do not use the system for financial or commercial gain.

All file uploading from the Internet will be done by a strict, systematic procedure that prohibits the copying of viruses.

Students are always to follow the instructions of the supervising staff member.

Penalties for improper access and use of the Internet

An employee who violates the terms of this administrative rule or otherwise misuses the Internet to access inappropriate material will be subject to disciplinary action up to and including discharge. In addition, the privilege of accessing the Internet also will be subject to cancellation for up to one year.

Students who violate the terms of this administrative rule or who otherwise misuse their access to the Internet also will be subject to disciplinary action in accordance with the district student discipline code. Internet privileges also may be canceled for up to one year. Violations of the laws of the United States or the state of South Carolina also may subject the user to criminal

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prosecution. If a user incurs unauthorized cost, the user, as well as the user's parents/legal guardians if the user is a student, will be responsible for all such costs.

Issued 7/15/97; Revised 10/21/03

Orangeburg County Consolidated District Four Schools

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INTERNET ACCEPTABLE USE POLICY

Student/Parent Certification Form

As the parent/legal guardian of this student, I have read and understand the Internet Acceptable Use policy and administrative rule. I understand that this access is designed solely for educational purposes. I further understand that if my child violates these conditions and rules, his/her access privilege may be revoked for up to one year and disciplinary actions may be taken.

Date

Parent/legal guardian

I have read and understand the school district's Internet Acceptable Use policy and administrative rule. I understand and will abide by the conditions and rules set forth therein. I further understand that violations of these conditions and rules are unethical and also may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked for up to one year, disciplinary action may be taken and appropriate legal actions also may be instituted.

Date

Student

Orangeburg County Consolidated District Four Schools

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INTERNET ACCEPTABLE USE POLICY

Staff Member Certification Form

I have read and understand the school district's Internet Acceptable Use Policy and administrative rule. I understand and will abide by the conditions and rules set forth therein. I further understand that violations of these conditions and rules are unethical and also may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked for up to one year, disciplinary action may be taken, and appropriate legal actions also may be instituted. I also agree to be responsible for any unauthorized costs incurred by my use of the Internet.

Date

Staff member

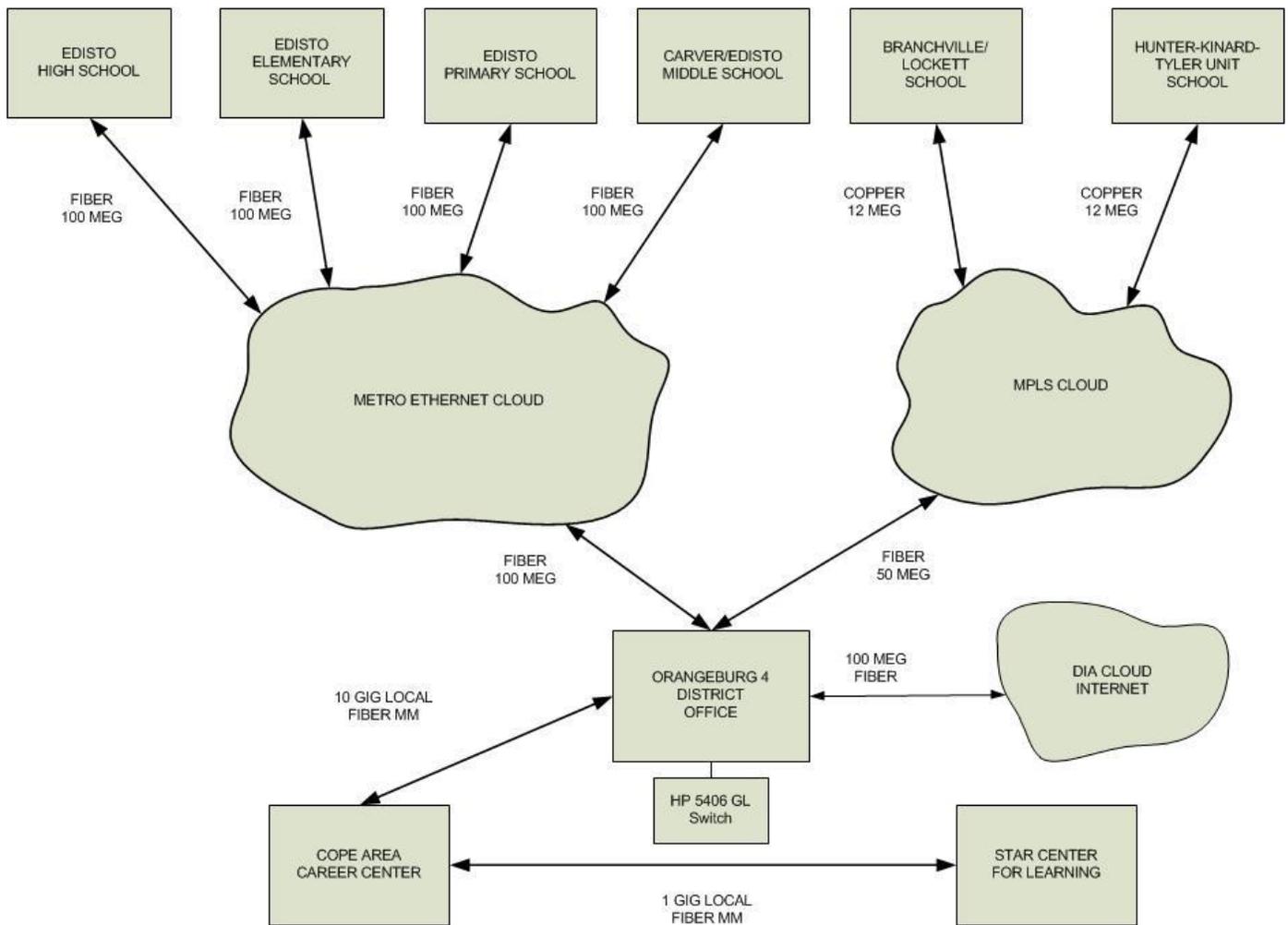
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Appendix 3: District Topology

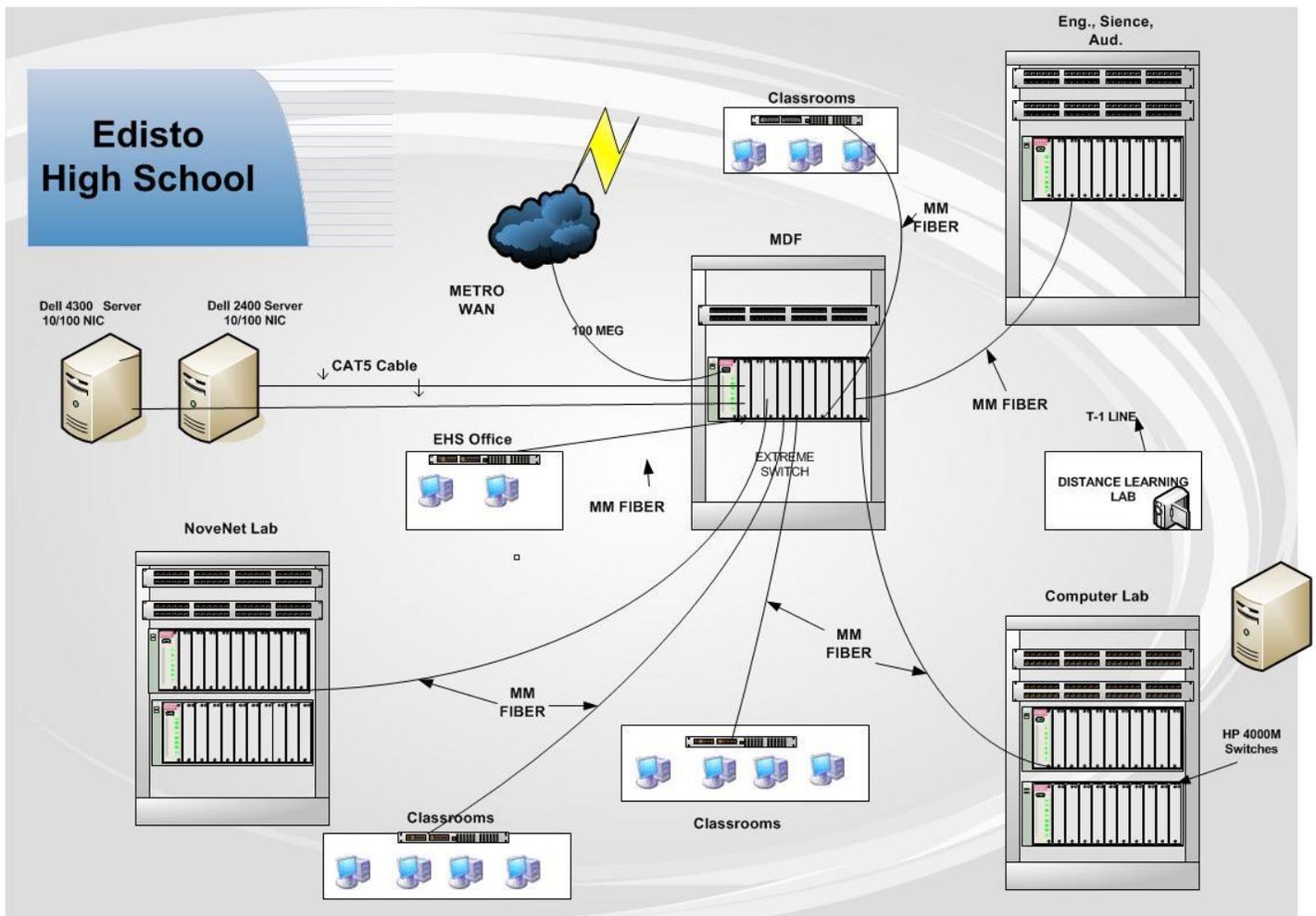
DISTRICT OFFICE

ORANGEBURG CONSOLIDATED SCHOOL DISTRICT 4



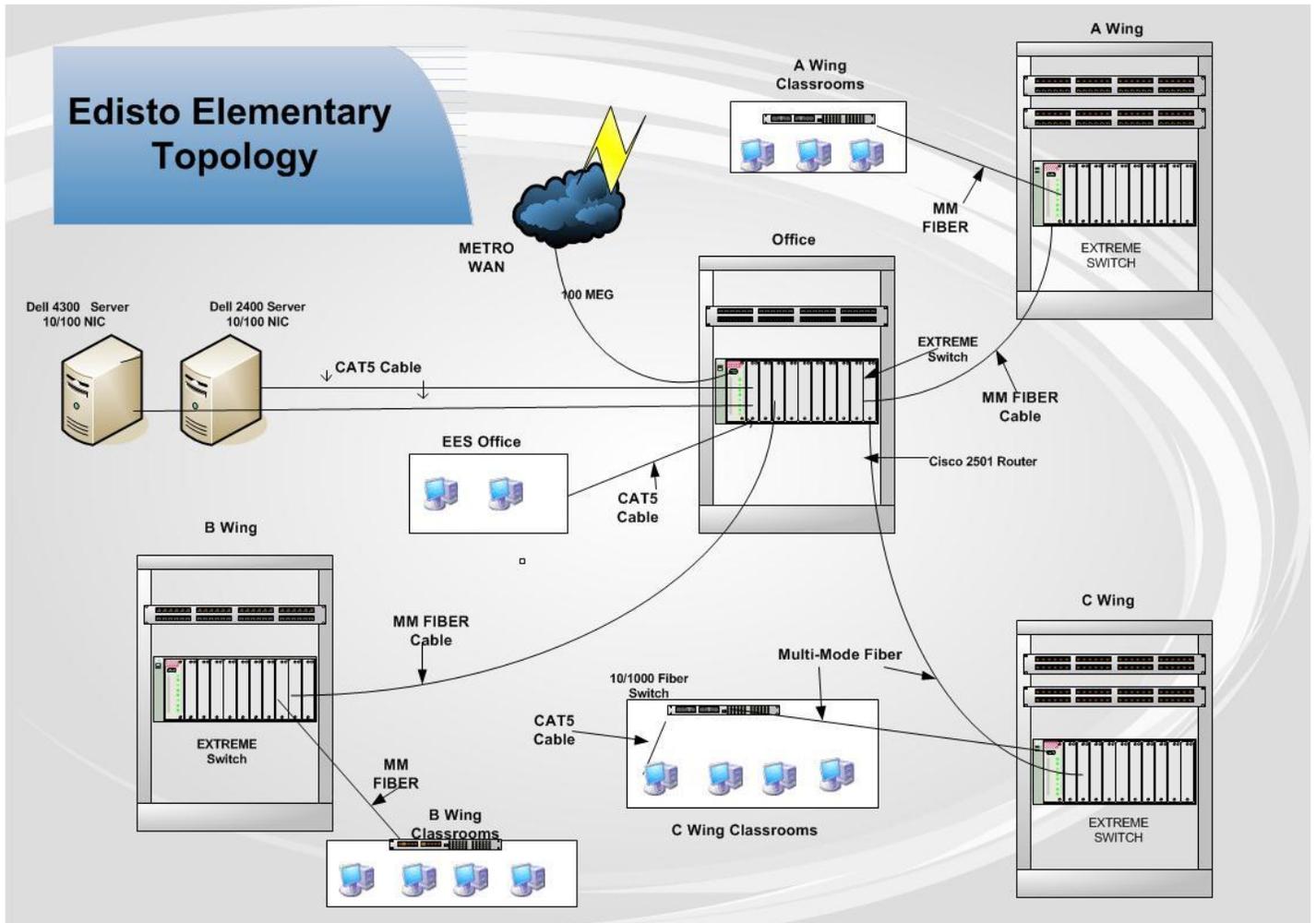
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EDISTO HIGH SCHOOL



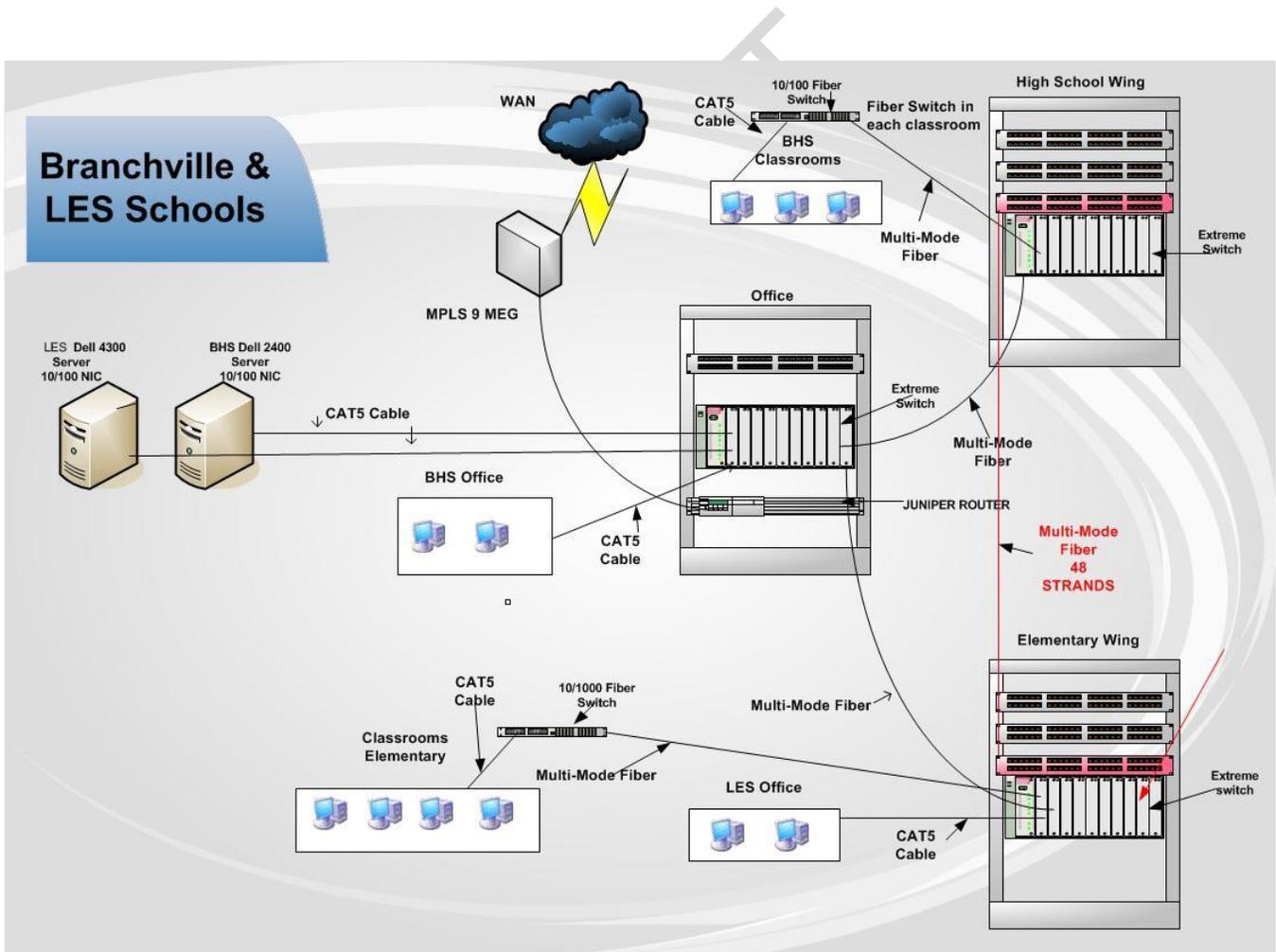
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EDISTO ELEMENTARY SCHOOL



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BRANCHVILLE HIGH SCHOOL
&
LOCKETT ELEMENTARY SCHOOL

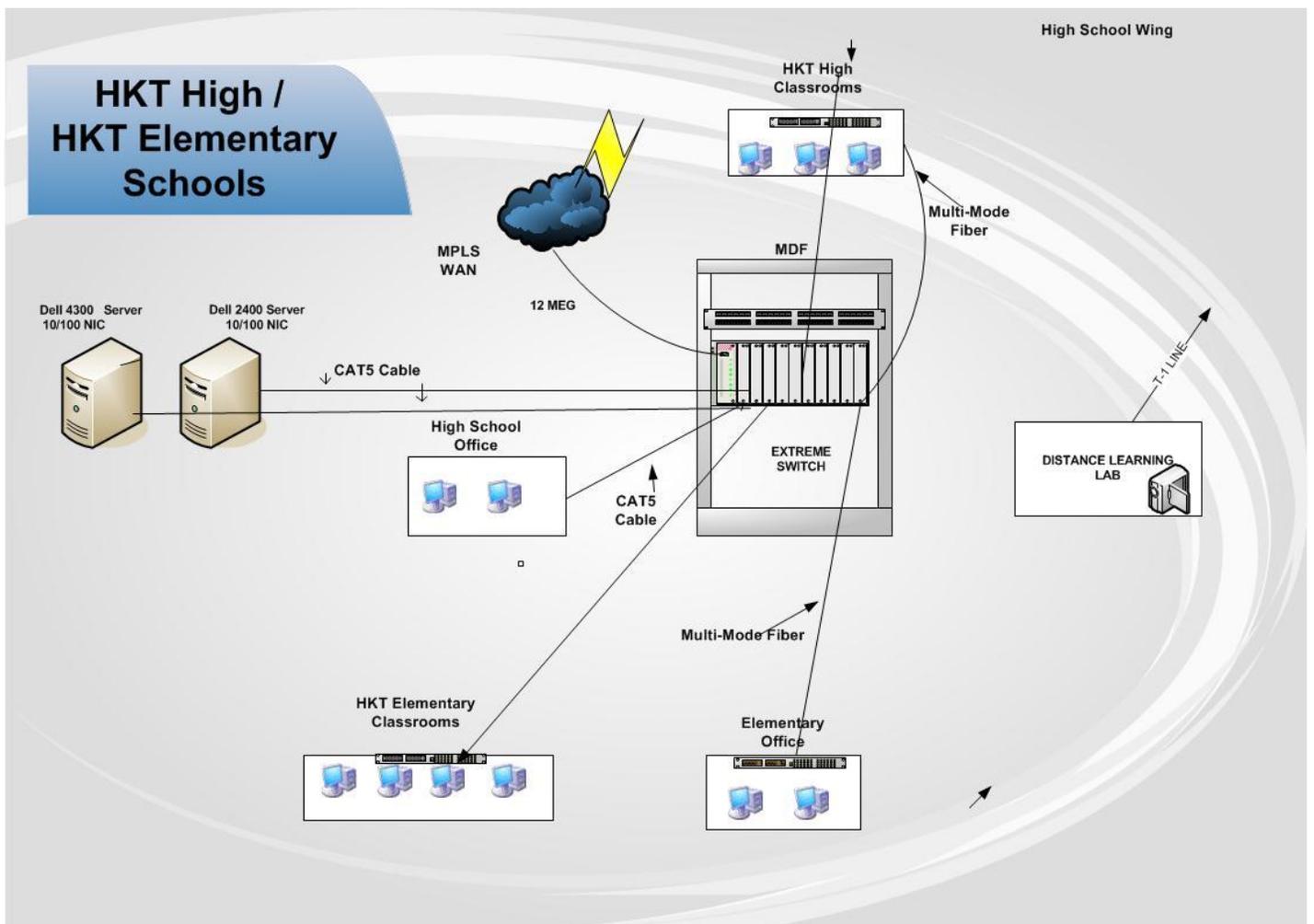


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HUNTER-KINARD-TYLER HIGH SCHOOL

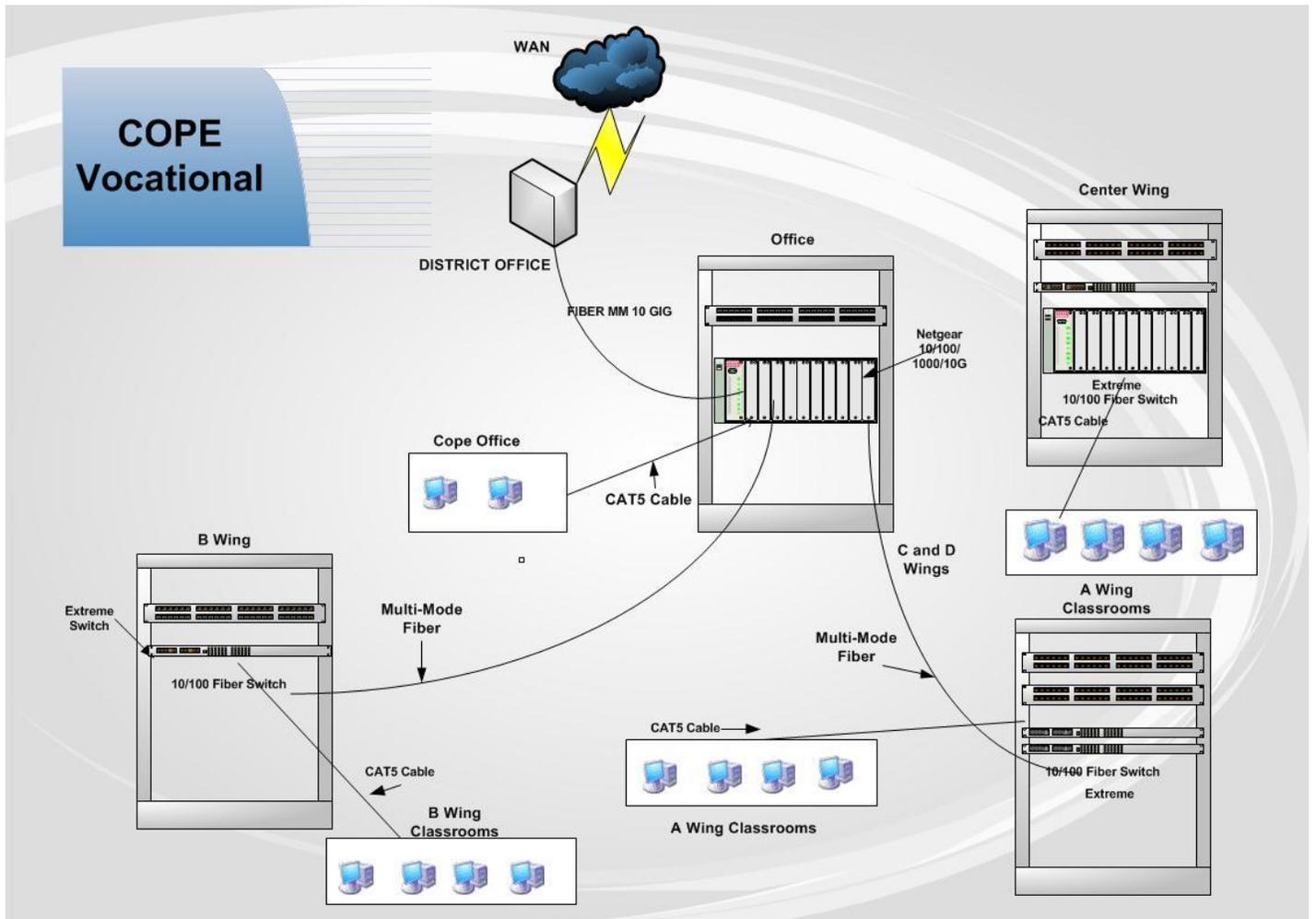
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HUNTER-KINARD-TYLER ELEMENTARY SCHOOL



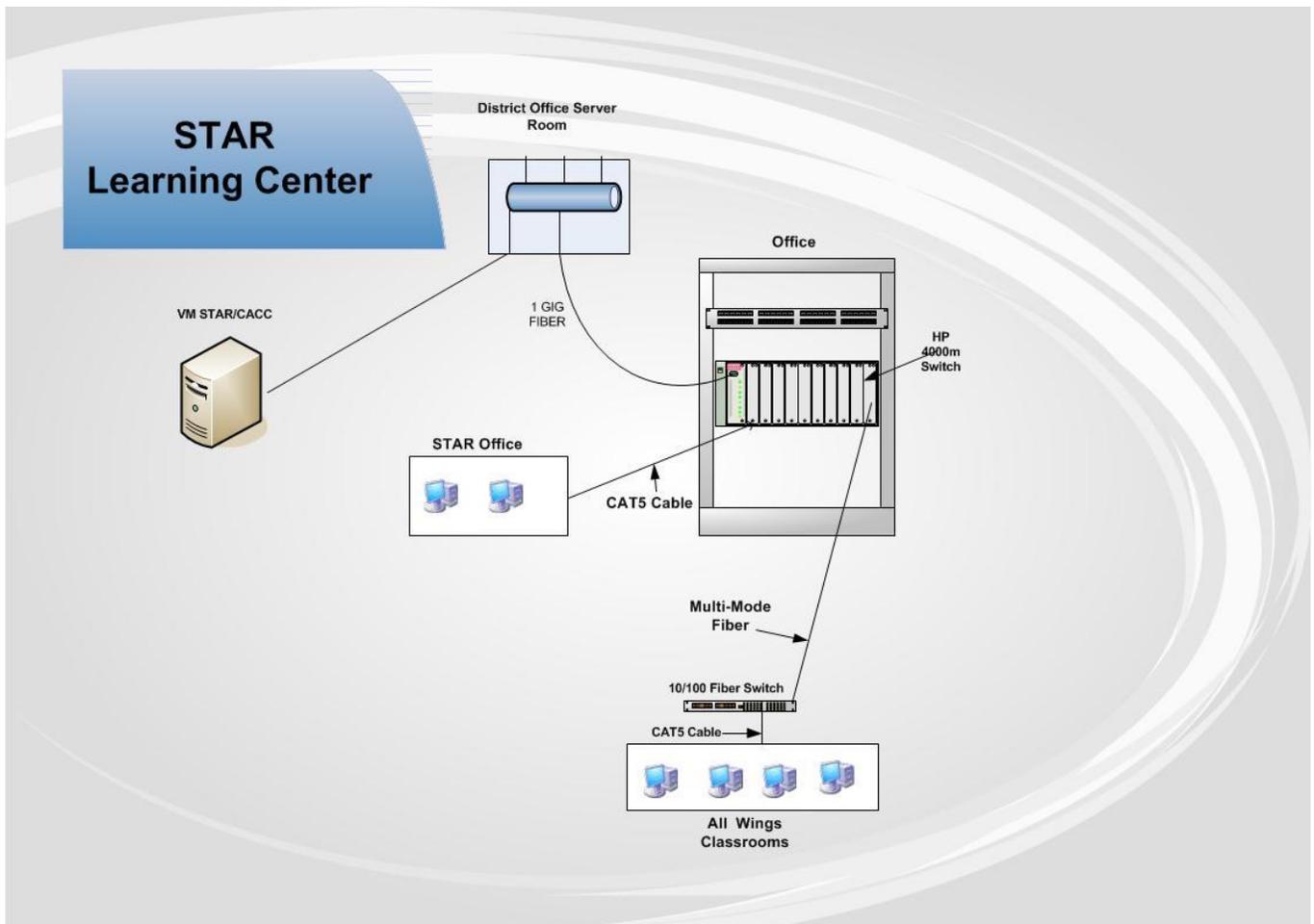
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COPE AREA CAREER CENTER



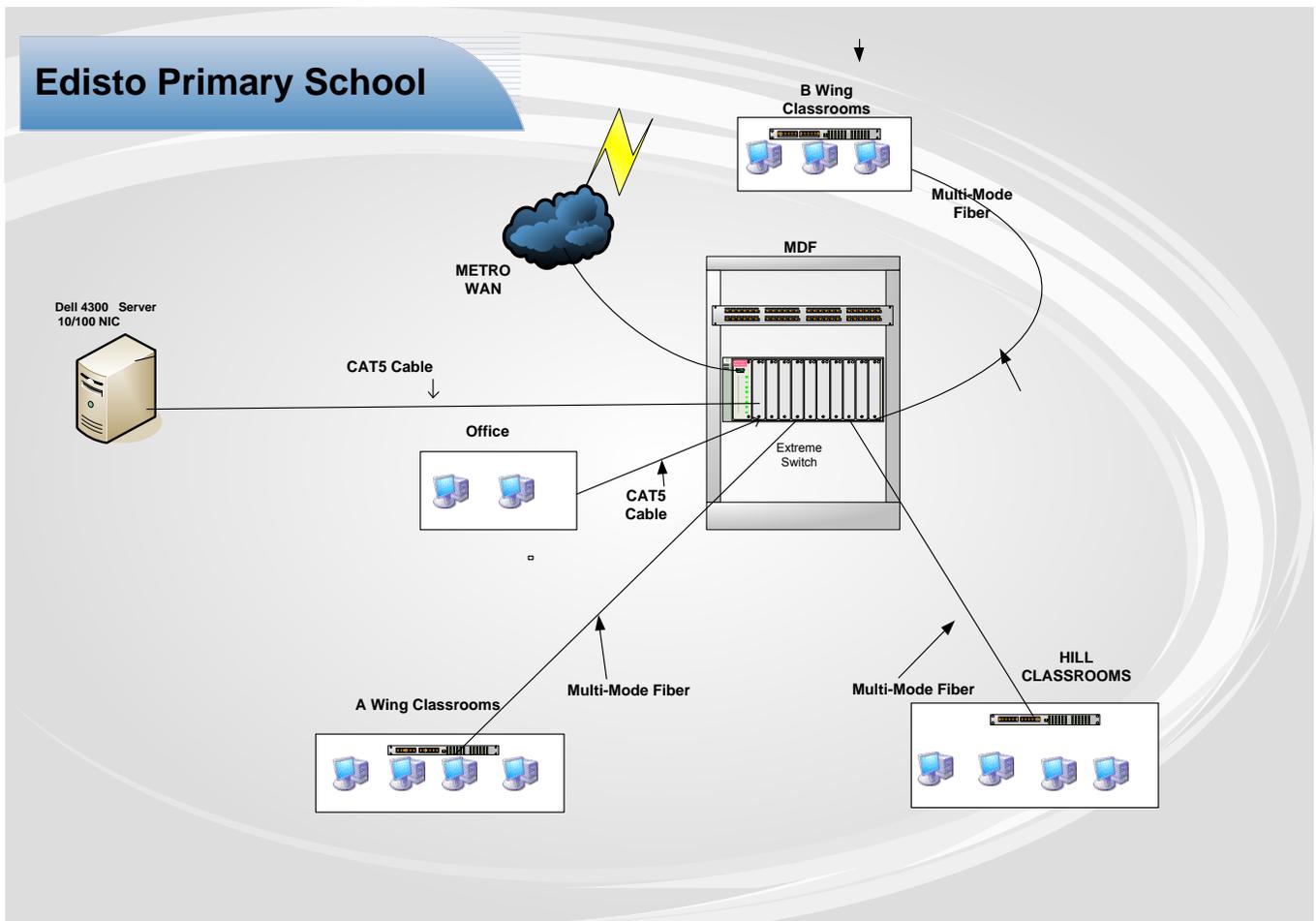
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STAR CENTER FOR LEARNING



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EDISTO PRIMARY SCHOOL



**DISTANCE LEARNING
LAYOUT**

**ORANGEBURG CONSOLIDATED
SCHOOL DIST. 4
VIDEO**

