

# Final Plan for Consolidation, Timeline, and Application for Proviso 1.88(A) Funding

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## **A. Identifying Information**

<b>Item</b>	<b>Description</b>
District 1:	Bamberg School District 1
Main Application Contact:	Dottie Brown Interim Superintendent
Contact's Email:	dbrown@bamberg1.net
Superintendent:	Dottie Brown Interim Superintendent
Board Chair:	Janeth Walker
Accountability-Testing Officer:	Jessica Moody
ADEPT Coordinator:	Denise Miller
CFO/Business Official:	Devon B. Furr
Chief Academic Officer:	Devon B. Furr
CTE Director:	Phyllis Overstreet
Federal Program Official(s) <sup>1</sup> :	Phyllis Overstreet
Food Service Director:	Heather Zwiker
Personnel/HR Director:	Devon Furr
Technology Director:	Ricky Padgett
Legal Representation:	Boykin & Davis
Audit Firm:	McGregor & Co.
District 2:	Bamberg School District 2
Main Application Contact:	Dr. Deonia A. Simmons Interim Superintendent
Contact's Email:	dsimmons@bamberg2.org
Superintendent:	Dr. Deonia A. Simmons Interim Superintendent
Board Chair:	Beverly Bonaparte
Accountability-Testing Officer:	Dr. Ruby J. Johnson
ADEPT Coordinator:	Dr. Ruby J. Johnson
CFO/Business Official:	Devon B. Furr
Chief Academic Officer:	Dr. Ruby J. Johnson
CTE Director:	Dr. Deonia A. Simmons
Federal Program Official(s):	Dr. Ruby J. Johnson
Food Service Director:	Heather Zwiker
Personnel/HR Director:	E. Michelle Nimmons
Technology Director:	Ricky Padgett
Legal Representation:	Boykin & Davis
Audit Firm:	McGregor & Co.

***The following plan is a unique collaborative effort between Bamberg School District One and Bamberg School District Two. It reflects the desire to keep local control as an essential component of the consolidation process. While keeping the “end in mind” of Consolidation in to the Bamberg County School District, this plan focuses on what is best for all students of Bamberg County while being beneficial to stakeholders.***

## B. Timeline for Consolidation

Please indicate the school year by which the districts anticipate completion of consolidation (pick one, please)

\_ School Year/Fiscal Year 2020-21 Transition Year 1    \_\_\_ School Year/Fiscal Year 2021-22 Transition Year 2

X\_ School Year/Fiscal Year 2022 Consolidation Year. Year 3 New Bamberg County School District

The following is a Timeline with broad action steps that need to be realized and audited through the two Transition Years and first year of Consolidation.

### Bamberg County Consolidation Timeline

*Focusing on what is best for all students of Bamberg County while beneficial to stakeholders!*

Three main areas of focus should be Strategic (involves Admin/Staff /Community), Organizational (BOE/Admin) and Operational (Administration).

#### Transition Year 1 (2020-2021)

- **Presently Interim Superintendent Dr. Simmons and Interim Superintendent Mrs. Brown leading Districts**
- **Two Independent BOE/ with collaboration**
- Shared services agreement for Finance and Technology Directors
- Continue to share services on all positions needed especially Admin/ Central Office/Supervisor retirements or resignations.
- Focus on Consolidation Plan worked on by Consolidation Committee and State Department.
- Adopted plan by both BOE on 11-23-2020.
- Both Boards of Education would establish a new "Fiscal Agent" subject to the direction of representatives of each board. The approval authority given to the interim superintendents. Their responsibility is to establish the Financial Apparatus for the new BCSD.
- Start to study/analyze personnel needs during transition years. (facilitator and both Superintendents)
- Decide on New District Administration and Professional Development Center location.
- Use communication tools (Board Administration/Staff) available including community meetings if necessary to help stakeholders to absorb consolidation information/ transparency.
- Discussion on Strategic Plan Process

#### Transition Year 2 (2021– 2022)

- **Superintendent Mrs. Brown and Deputy Superintendent Dr. Simmons leading both districts.**
- **Two Independent BOE/ with collaboration**
- Continue Shared services agreement with Finance Director, Technology Director, Food Service, and any other positions. Share personnel services where and when appropriate.
- Legislative action for appointed BOE of the new Bamberg County School District to include 7 or 9 existing elected board members until election cycle starts in 2023-24 school year. Timeline clearly communicated to stakeholders.
- Existing school boards will hire a Superintendent and an Assistant Superintendent for 21-22 school year and for the New Bamberg County School District, who will develop a staff plan for BCSD.
- Start Strategic Planning Process (assign team)
- Start to return and combine programming as appropriate (Career tech, alternative school etc.)

#### Consolidation Year 1 (2022 – 2023)

- **New BCSD Superintendent**
- New District Starts
- New 7 or 9 member BOE is in action (Board Development and Training)
- Further consolidation of programming where appropriate.
- Strategic Planning Process – Vision and Mission, Action Steps etc. assisting both communities understanding.
- Focus on consolidation of Curriculum/Instruction/Staffing
- Transition to elected BOE (Discussion and Timeline)

*Note: Strategic Plan –develop, assess, implement, audit or Plan, Do, Study, Act (PDSA Model)*

### C. Vision for Students and Consolidation

To maximize the educational and career opportunities of the children of Bamberg County, South Carolina, the Boards of Bamberg School District 1 and Bamberg School District 2 have each voted to approve this final application for the consolidation of our school districts.

- Bamberg 1 and Bamberg 2 envision a county-wide school district that will be able to improve efficiency, standardize technology, equalize services, optimize staffing, and provide students with increased educational opportunities by having a larger base of students to support additional educational programming.
- It is the vision of the consolidated *Bamberg County School District* to improve academic achievement and educational outcomes for all students in all grades. This new vision for students will be clearly articulated through professional development, instruction, research, programs, and actions directly centered on successful student achievement. The consolidation of these two districts would include the process of adapting common curricula focusing on improved student achievement. It will include transparency and fairness in reporting, professional development, curriculum adoption, and overall academic assignments. The partnering districts will continue their efforts to mitigate any repercussions related to student services, summer programs, competitive grants, online learning, etc. during the Transitional Years 1, 2, and 3. Using 2019 SC School Report Card data, Table 1 below summarizes student performance data for Bamberg Districts One and Two on state assessments, SC Ready ELA and Math and End of Course (EOC) exams for English 1 and Algebra 1, and shows comparison to SC's state rate of performance.

*Table 1: 2019 SC School Report Card Data for Students' Performance on State Assessments*

District	Percent of Students scoring "Meets" or "Exceeds" Expectations on SC READY ELA	State Rate	Percent of Students Scoring "Meets" or "Exceeds" Expectations on SC READY MATH	State Rate	Percent of Students scoring "F" on End of Course exam for English 1	State Rate	Percent of Students Scoring "F" on End of Course exam for Algebra 1	State Rate
Bamberg 1	37.8%	45.4%	44.9%	45.2%	26.4%	28.1%	21.7%	28%
Bamberg 2	24.1%	45.4%	15.2%	45.2%	71.2%	28.1%	64.4%	28%

The data shows students in both districts meeting or exceeding expectations on SC Ready ELA and Math as below state rates of 45.4% for ELA and 45.2% for Math. The data also shows students' failure rate on EOC's in English 1 and Algebra 1 in Bamberg 1 was below the state failure rate while students in Bamberg 2 exceeded the state rate. Efforts to increase student achievement will include review and evaluation of current curricula and programs, along with implementation of evidence-based curricula, instructional methodologies, and tiered intervention programs for all grades. The district will also seek to continue updating instructional technology for classrooms and going one-to-one with technological devices and programs for all students' supplemental instruction and/or remediation. The consolidated district will also focus on acquiring and maintaining highly qualified teachers for all core subjects in all grades.

Table 2 below summarizes both district's student data for on-time (four year) graduation rates, college and career ready rates, and compares districts' performance to state rates. Table 2 also shows the number of students in Bamberg 1 and Bamberg 2 enrolled in College and Technical Education (CTE) courses as well as the number of completers in these courses.

*Table 2: 2019 SC School Report Card Data for Graduation, College and Career Readiness, and CTE*

District	Four-Year Cohort Graduation Rate	State Graduation Rate	% of Diploma Earners who are College and Career Ready	State Rate	Number of Students Enrolled in CTE Courses	Number of CTE Completers
Bamberg 1	87.7%	81.1 %	35.1%	38.9 %	300	48
Bamberg 2	74.6%	81.1 %	4.4%	38.9%	107	4

The data indicates Bamberg 1's graduation rate as slightly above the state rate of 81.1% while Bamberg 2's rate is below the state rate. Data also indicates the percent of students scoring college and/or career ready in Bamberg 1 and Bamberg 2 is below the state rate of 38.9%. Both districts offer Education and Economic Development (EEDA) clusters and Career and Technical Education (CTE) courses aligned to these clusters including: *Agriculture; Arts; Business Management; Education; Government; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Science, Technology, Engineering, & Mathematics; and Transportation, Distribution, & Logistics*. Both districts also offer Business Education, Family & Consumer Sciences, and AP level Computer/Technology Science courses. The consolidated district will seek to increase graduation rates to be at or above the state rate by increasing student tracking, intervention, and retention efforts. Also, the consolidated district will seek to increase the number of students scoring "college and career ready" to be at or above the state rate, and increase the number of students enrolled in and completing CTE courses through increased access for all students to these courses and expanded shared services across schools.

Both Bamberg 1 and Bamberg 2 School Districts have implemented many proven and proactive practices to close the gaps in student achievement (effective teacher in every classroom, evidence-based programs, qualified administrators, MTSS, extended learning programs, etc.) Carefully reviewing data from both districts indicated similarities and well as dissimilarities of instructional priorities. For example, writing across the content area, soft skills, and literacy were areas identified for "laser focused instruction". Elementary and secondary math instruction was also an area for targeted priorities.

***Through the Transition Years 1 and 2 both districts will proactively collaborate on instruction and curriculum issues!***

Both partnering districts and the consolidated district will continue instructional focus supported by Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI) to include:

- Improving Student Achievement as evidenced by students' state assessment performance (i.e. SC PASS & SC Ready in Gr. 3-8 and EOC's in Gr 9-11)
- Instructional focus includes: Early Literacy, Numeracy, and Integration of Technology.
- Improving Achievement Gaps between and General and Special Populations (i.e. All Students and Students with Disabilities)
- Increasing on-time Graduation Rate

- Decreasing Student Drop Out Rate
- Improving Post-Secondary Outcomes for Students with and without disabilities (e.g.. post-secondary school enrollment, post-secondary employment, employability credentials and independent living)
- Expanding Advanced Placement (AP) Programs

*We will continue to work collaboratively to develop comprehensive, quality instructional programs that encompass conceptual, procedural, and problem solving skills for all students. Staffs will work in teams to analyze data, formulate needed curriculum changes, and prepare instruction for cohesive teaching practices districtwide.*

*Due to the nationwide COVID 19 situation which has changed the method of instructional delivery, eroded time with students, and minimized the time staff could collaborate, this plan will continue to evolve. When this situation is resolved, staff will have more time for face to face meetings and will be in a better position to continue investigation and revisions as appropriate.*

The following pages are the Curriculum and Instruction data from both partnering districts that will be used as the basis for Instructional collaboration during Transition Years 1 and 2. This information will drive the changes needed for the New Bamberg County School District's focus on student achievement and staff direction. Included in these pages are such areas as common curriculum, transparency and fairness in reporting, professional development (joint PD days), expansion of course offerings, and reducing of duplication of services. Both districts will work cohesively to narrow the achievement gap for students who need additional educational experiences and social support. This includes incorporated curriculum resources into the state purchased learning objective depository.

Instructional Programs/Services/Curriculum by Grade			
Richard Carroll Elementary School		Denmark-Olar Elementary School	
Grade Level	Subject & Curriculum/Program	Grade Level	Subject & Curriculum/Program
PreK	<b>Reading/Writing:</b> Creative Curriculum; SC Early Learning Standards <b>Mathematics:</b> Creative Curriculum; SC Early Learning Standards <b>Science:</b> District Curriculum <b>Social Studies:</b> N/A <b>Supplemental:</b> Seesaw <b>Special Education:</b> iStation, Unique Learning, Reading Eggs (PreK-6 <sup>th</sup> ) <b>Social Emotional Learning:</b> The Leader In Me (PreK-6 <sup>th</sup> )	PreK	<b>Reading/Writing:</b> Big Day Curriculum; Waterford Upstart Family Project; SC Early Learning Standards <b>Supplemental:</b> Tell Me Program <b>Mathematics:</b> Big Day Curriculum; Waterford Upstart Family Project <b>Science:</b> Big Day Curriculum; Waterford Upstart Family Project <b>Social Studies:</b> Big Day Curriculum; Waterford Upstart Family Project <b>Supplemental:</b> Tell Me Program <b>Social Emotional Learning:</b> The Leader In Me School (5K-5 <sup>th</sup> ); Overcoming Obstacles
5K	<b>Reading/Writing:</b> Rooted in Reading; Phonological Awareness Systematic Curriculum <b>Supplemental:</b> Reading Eggs; Alphabet Book; Reading A-Z	5K	<b>Reading/Writing:</b> B5 D2 Curriculum; SC Early Learning Standards <b>Supplemental:</b> Fountas & Pinell Literacy; Reading Strategies (5K-2)

	<p><b>Mathematics:</b> Houghton-Mifflin Harcourt; Engage New York  <b>Supplemental:</b> Reflex Math; Dreambox (5K-6<sup>th</sup>)  <b>Science:</b> District Science Curriculum  <b>Supplemental:</b> Picture Perfect (5K-3<sup>rd</sup>); Foss Kits (5K-6<sup>th</sup>)  <b>Social Studies:</b> Teacher-Created Curriculum</p>		<p><b>Mathematics:</b> B5 D2 Curriculum; SC Early Learning Standards  <b>Science:</b> B5 D2 Curriculum; SC Early Learning Standards  <b>Social Studies:</b> B5 D2 Curriculum; SC Early Learning Standards</p>
1 <sup>st</sup> & 2 <sup>nd</sup>	<p><b>Reading/Writing:</b> Rooted in Reading, Phonological Awareness Systematic Curriculum  <b>Supplemental:</b> Reading Eggs (1<sup>st</sup> only); Reading A-Z  <b>Mathematics:</b> Houghton-Mifflin Harcourt; Engage New York  <b>Science:</b> BSD 1 Science Curriculum; Pearson: Interactive Science  <b>Social Studies:</b> Teacher-created Curriculum; Pearson: My World  <b>Supplemental:</b> Scholastic News</p>	1 <sup>st</sup> & 2 <sup>nd</sup>	<p><b>Reading/Writing:</b> SC Standards; B5 D2 Curriculum; Writing Fundamentals; Unique Learning System  <b>Mathematics:</b> SC Standards; B5 D2 Curriculum; Math in Practice; CAI; Unique Learning System (2<sup>nd</sup>)  <b>Science:</b> B5 D2 Curriculum; SC Standards  <b>Social Studies:</b> B5 D2 Curriculum; SC Standards (1<sup>st</sup>-5<sup>th</sup>)</p>
3 <sup>rd</sup> -6 <sup>th</sup>	<p><b>Reading/Writing:</b> Engage New York  <b>Supplemental:</b> Reading A-Z (3<sup>rd</sup>-6<sup>th</sup>); USA Test Prep (4<sup>th</sup>-6<sup>th</sup>)  <b>Mathematics:</b> Houghton-Mifflin Harcourt; Engage New York  <b>Science:</b> BSD I Science Curriculum; Pearson: Interactive Science  <b>Supplemental:</b> USA Test Prep (4<sup>th</sup>-6<sup>th</sup>)  <b>Social Studies:</b> Teacher-created Curriculum; Pearson: My World  <b>Supplemental:</b> USA Test Prep (4<sup>th</sup>-6<sup>th</sup>)</p>	3 <sup>rd</sup> -5 <sup>th</sup>	<p><b>Reading/Writing:</b> SC Standards; B5 D2 Curriculum; Writing Fundamentals  <b>Supplemental:</b> Guided Reading Teacher; Companion; EPIC Digital Library; RAZ Kids  <b>Mathematics:</b> SC Standards; B5 D2 Curriculum; Math in Practice  <b>Supplemental:</b> Study Island; Math in Practice</p>

<p>RCES Additional Supports:</p> <p>Read to Succeed Summer Camp: 5K-3<sup>rd</sup></p> <p>EEDA Grant-Enhance 3<sup>rd</sup> Grade Reading Camp</p> <p>EEDA Grant-Summer Math Camp: 3<sup>rd</sup>-6<sup>th</sup> Grade</p>	<p>Denmark-Olar Additional Supports:</p> <p>Benchmark Assessments</p> <p>NWEA</p> <p>TE 21 Case Management</p> <p>Brigance (Special Education)</p> <p>Read to Succeed Summer Camp: 1<sup>st</sup>-3<sup>rd</sup></p> <p>21<sup>st</sup> Century Afterschool Program</p> <p>District Pacing Guides</p> <p>Algebra Nation</p>
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### MTSS Procedures for Math

Grade	August- September	October-November	December-March	March-May
1 <sup>ST</sup> – 6 <sup>TH</sup>	<p>The MTSS team reviews MAP data to identify the lowest 10% of students in math. The team analyzes all data collected the student (classroom grades, attendance, teacher observations, etc.) to determine the need for Tier 2 intervention.</p> <p>Teachers form small groups based on this data. (Tier 2)</p> <p>The MTSS math coordinator assesses identified students using McGraw-Hill Number Worlds (K-3) and/or Horizons Math Readiness Evaluation (4-6).</p> <p>If students score poorly on these screeners, an Aimsweb probe is administered to determine error patterns to make a plan for Tier 3 instruction.</p>	<p>Tier 2 instruction continues in the classroom and Tier 3 instruction begins outside of the classroom with a math interventionist based on the results of the Aimsweb probes.</p> <p>Intensive intervention begins and students are progress-monitored weekly with Aimsweb probes.</p> <p>Students who do not respond to intensive interventions are referred to the SIT.</p>	<p>The MTSS team reviews winter MAP data to identify the lowest 10% of students in math. The team analyzes all data collected (classroom grades, attendance, teacher observations, etc.) to determine the need for Tier 2 intervention.</p> <p>Teachers readjust small instructional groups based on this data. The MTSS math coordinator assesses identified NEW students using McGraw-Hill Number Worlds (K-3) and/or Horizons Math Readiness Evaluation (4-6).</p> <p>If students score poorly on these screeners, an AimsWeb probe is administered to determine error patterns to make a plan for Tier 3 intensive instruction.</p>	<p>The MTSS team reviews the spring MAP data to again identify the lowest 10% of students in math, specifically to make sure there are no new students of concern.</p> <p>If there is a new student of concern, the process repeats itself and small group and individualized instruction is planned by the SIT.</p>



**\*There will be discussion and action plans to consolidate curriculum in both districts.**

### **English Language Learners**

All students identified as an English Language Learner are in regular education classrooms for Tier 1 instruction. They are administered the same screeners and assessments as all other learners. The MTSS team takes special care to track these students academically, behaviorally, and socially. In Tier 2 instruction, more time is given to these students on phonics, phonemic awareness, and sight words. All ELL students participate in Tier 3 instruction for reading through 3<sup>rd</sup> grade. Annual WIDA scores show this intervention is having a positive impact on their development. In grades 4-6, students are closely monitored by the MTSS team and Tier 3 intervention is provided on a case-by-case basis as needed.

### **MTSS for Social-Emotional Learning (SEL)**

#### *Tier One:*

Richard Carroll Elementary School (Bamberg 1) and Denmark-Olar (Bamberg 2) are both “Leader in Me Schools” using similar concepts and strategies for students. This is an approved curriculum used daily in our building to establish a universal community of leaders around common goals and expectations. Goal setting and data tracking at a personal, class, and school level help to create an environment of accountability, ownership and leadership. The students have multiple opportunities to lead throughout the day and the school has a common vision and vocabulary to deal with students who fall short of their leadership responsibilities on a daily basis. Additionally, teachers deliver lessons each day on the Seven Habits from the published Leader in Me curriculum and use resources from the website to supplement their instruction.

In addition, all students complete a universal screener to assess for social/emotional concerns.

#### *Tier 2:*

When students are experiencing difficulty in the classroom with social-emotional needs, the classroom teacher refers the student to the school counselor or school psychologist. Tier 2 interventions are implemented based on student needs. Examples of Tier 2 social/emotional interventions may include:

- Daily check in/check out with the counselor/school psychologist
- Small group counseling sessions
- Social skills groups
- Implementation of a behavior contract
- Creating and practicing social stories

#### *Tier 3:*

When students do not respond to Tier 2 social/emotional interventions, the student is referred to the SIT to develop intensive/individualized interventions and/or the student may be referred for counseling with an outside counselor or agency (McCord Center).

## **MTSS Referral to Student Intervention Team Procedures**

### **Student Referral to Support Team**

1. A student may be referred by a parent, self, teacher, administrator, or Student Support Team led by Guidance Counselor and School Psychologist and comprised of teachers, administrators, Reading Coach, etc. Written referrals must be made by contacting the Guidance Counselor.

Team member will provide a referral form to the referring person(s) in order to collect existing data. This form must be completed and returned to the appropriate Student Support Team member within one week of the referring person receiving the form.

2. If a parent is the referring party, the Student Support Team will send a Parent Referral Form and a Parent Referral Response Letter to inform the parent that we are aware of their request.
3. If a district employee is the referring party, the Student Support Team will send the parent a Parent Letter Upon Staff Referral and a parent referral form to help gather information.
4. Within 15 days of receiving the forms and collecting all other existing data, the Student Support Team will convene to consider the referral and to review any existing data on the student. The team will be comprised of Student Support Team members, grade level teacher, and any other individuals who are knowledgeable about the student and existing data.
5. After the 15 days, Student Support Team member will arrange the Student Intervention Team (SIT) meeting date and time.
6. During SIT Meeting #1, the team will determine that the existing data demonstrates that (a) no further action is needed, (b) more data needs to be collected and/or interventions implemented, (c) consent to evaluate needed or (d) 504 referral.
7. Classroom Teachers are required to bring all documentation to SIT meetings that deal with the student at hand.
8. During SIT Meeting #2 and #3 (if applicable), the Student Intervention Team will reconvene to discuss/review progress.

The following options may be considered:

1. Team may/will consider having student:
  - a. Return to regular education due to satisfactory progress made.
  - b. Continue tiered interventions; or
2. SIT team will reconvene to determine eligibility for and /or placement under Section 504; or
3. Multidisciplinary team meeting convenes to determine eligibility for placement into programs for students with disabilities, or Special Education, following an initial or reevaluation for a suspected disability.

### Academic Areas of Focus based on MAP Trend Data

Grade Level	Areas of Strength	Areas of Weakness
1 <sup>st</sup> grade	Algebraic Thinking and Operations  Literary and Informational Texts	Measurement and Data Analysis  Principles of Reading
2 <sup>nd</sup> grade	Geometry  Informational Texts: Meaning and context	Measurement and Data Analysis  Vocabulary: Determine and Clarify Word Meaning
3 <sup>rd</sup> grade	Algebraic Thinking and Operations  Informational Texts: Language, Craft and Structure	Geometry  Vocabulary: Determine and Clarify Word Meaning
4 <sup>th</sup> grade	Algebraic Thinking and Operations  Informational Texts: Language, Craft and Structure	Geometry  Literary Texts: Meaning and Context
5 <sup>th</sup> grade	Geometry  Literary Texts: Language, Craft and Structure	Measurement and Data Analysis  Informational Texts: Meaning and context
6 <sup>th</sup> grade	Algebraic Thinking and Operations  Literary Texts: Language, Craft and Structure	Geometry and Measurement  Vocabulary: Determine and Clarify Word Meaning

Bamberg Ehrhardt Middle School		Denmark-Olar Middle School	
Grade Level	Subject & Curriculum/Program	Grade Level	Subject & Curriculum/Program
7th	<b>Year-Long Duration:</b> <b>English Language Arts:</b> HMH: Collections 7 <sup>th</sup> Grade <b>Mathematics:</b> HMH: Into Math <b>Advanced Mathematics:</b> HMH: Into Math Advance II <b>Science:</b> Pearson: Interactive Science <b>Social Studies:</b> McGraw-Hill: Contemporary Culture	6 <sup>th</sup>	<b>Year-Long Duration:</b> <b>English Language Arts:</b> BSD2 Curriculum; SC Standards; Literature & Writing Coach, Pearson Ed. Student Edition <b>Mathematics:</b> BSD2 Curriculum; SC Standards; Math Nation, SC Grade 6; Study Edge, Student Ed. <b>Science:</b> BSD2 Curriculum; SC Standards; Interactive Science, 2 <sup>nd</sup> Year Student Ed.; Buckley, Pearson Ed. <b>Social Studies:</b> BSD2 Curriculum; World History: Ancient Civilizations Through Renaissance, SC Ed.; Burstein & Shek  <b>Semester Duration:</b> <b>Health/Physical Education:</b> SC Standards; BSD2 Curriculum; Health & Wellness, Student Ed.; Glencoe Health <b>Keyboarding:</b> BSD2 Curriculum; Century 21, Hoggatt & Shank, Student Ed. <b>Music:</b> BSD2 Curriculum; Essential Elementary for Band, Book I, Lautzenheiser, et al, Student Ed. <b>Enrichment/Computer Lab:</b> Study Island
8 <sup>th</sup>	<b>Year-Long Duration:</b> <b>English Language Arts:</b> HMH Collections 8 <sup>th</sup> Grade <b>English I Honors:</b> HMH Collections 9 <sup>th</sup> Grade <b>Mathematics:</b> HMH: Into Math 8 <sup>th</sup> Grade <b>Algebra I:</b> Big Ideas Learning: Algebra I <b>Science:</b> Pearson: Interactive Science 8 <sup>th</sup> Grade <b>Social Studies:</b> Clairmont Press: SC The Beautiful Palmetto State	7th	<b>Year-Long Duration:</b> <b>English Language Arts:</b> BSD2 Curriculum; SC Standards; Literature, Grade 7+; 6-Year Writing Coach <b>Mathematics:</b> BSD2 Curriculum; SC Standards; Math Nation, SC Grade 7; Study Edge, Pearson Educ. Student Ed. <b>Science:</b> BSD2 Curriculum; SC Standards; Interactive Science, Grade 7 2 <sup>nd</sup> Year Student Ed., Pearson, Buckley, et al <b>Social Studies:</b> BSD2 Curriculum; SC Standards; Contemporary Cultures: 1600 to the Present, SC Educ. Grade 7, Spielvogel  <b>Semester Duration:</b> <b>Health/Physical Education:</b> BSD2 Curriculum; SC Standards; Decisions for Health, Student Ed., Level Red <b>Keyboarding:</b> BSD2 Curriculum; Century 21, Computer Applications/Keyboarding, Haggart/Shank 3 <sup>rd</sup> Ed.; SC Standards <b>Art:</b> BSD2 Curriculum; SC Standards; Art/Human Experience: A Global Pursuit, 1 <sup>st</sup> Ed. <b>Enrichment:</b> BSD2 Curriculum; SC Standards
		8 <sup>th</sup>	<b>Year-Long Duration:</b> <b>English Language Arts:</b> Literature and Writing Coach, Pearson, Stud. Ed <b>Mathematics:</b> BSD2 Curriculum; SC Standards; Math Nation, SC Grade 8; Study Edge, Student Ed.; Contemporary Cultures: 1600 to the Present, SC Ed., Spielvogel

		<p><b>Science:</b> Interactive Science Grade 8, Student Ed., Pearson-Buckley, et al</p> <p><b>Social Studies:</b> BSD2 Curriculum; SC Standards; The Beautiful Palmetto State, Dr. Robert Moore</p> <p><b>Semester Duration:</b></p> <p><b>Health/Physical Education:</b> BSD2 Curriculum; SC Standards; Decisions for Health, Grade 8, Holt, Student Ed.</p> <p><b>Art:</b> BSD2 Curriculum; SC Standards; Art: The Human Experience; Art: A Global Pursuit, 1<sup>st</sup> Ed.</p> <p><b>Music:</b> BSD2 Curriculum; SC Standards</p> <p><b>Keyboarding:</b> BSD2 Curriculum; Century 21 Computer Applications/Keyboarding, 3<sup>rd</sup> Ed., Hoggart/Shank</p> <p><b>Enrichment:</b> BSD2 Curriculum; SC Standards</p>
	Special Education	<p><b>Year-Long Duration:</b></p> <p><b>English Language Arts:</b> Core Curriculum Plus: Reads to Learn, Attainment Co., Weiland, Browde, Mims, Lee, Zakas; Plus: ELA Classroom Blended, Attainment Co., Weiland, Nelson, Lee, Zakas</p> <p><b>Mathematics:</b> Core Curriculum Plus: Teaching to Standards-Math, Attainment Co., Kinney, Trela, Jiminez, Browder</p> <p><b>Science:</b> Core Curriculum: Teaching to Standards-Science, Courtade, Jiminez, Tela, Browder, Crissey</p> <p><b>Social Studies:</b> Discovering Our Past: A History of the World-Early Ages, Spielvogel, Student Ed.</p> <p><b>Early Reader:</b> Early Literacy Skills Builder Curriculum for Older Students, Browder, Gibbs, Ahlgrim-Delzel; Early Reading Skills Builder Curriculum</p> <p><b>Reading Middle:</b> New-2-You Curriculum for Reading-Middle, Digital, N2Y, LLC</p> <p><b>Language Arts:</b> Access Language Arts, Write App Technology, Based Blended Kit, Attainment Co.</p> <p><b>Writing:</b> Access Write Software-Technology Based Kit, Attainment Co.</p>
	<p><b>Denmark-Olar Additional Supports</b></p> <p>TE 21 EnCase</p> <p>Common Literature</p> <p>USA Test Prep</p> <p>Depth of Knowledge (DOK)</p> <p>Gifted &amp; Talented Class</p> <p>Conflict Resolution</p>	

Bamberg Ehrhardt High School				Denmark-Olar High School		
Subject	Curriculum/Program	Duration/ Credit	Dual/College Credit Hours	Subject	Curriculum/Program	Credit
<i>ELA</i>				<i>ELA</i>		
<b>English I-IV</b>	Houghton-Mifflin Harcourt Collections I-9: Foundations of Literature II-10: World Literature (End of Course Exam) III-11: American Literature IV-12: British Literature	1 Semester; 1 Credit Each		<b>English I-IV</b>	BSD2 Curriculum & District Pacing Guide – All I-Mirrors/Windows w/ Literature Level 4 e-book, SC Standards, (Owens) Study Island II-Mirrors Level 5 e-book, SC Standards, (Owens) Study Island III-Mirrors Level 6 e-book, SC Standards, (Owens) Study Island IV-Mirrors Level 7 e-book, SC Standards, (Owens) Study Island (Online Combo)	1 Credit
<b>English 101 &amp; 102</b>	Consult Respective Institution	1 Semester; 1 Credit Each	3 each (USC Salk; Denmark Technical College)	<b>Special Education</b>	9-week Academic Seminar in Reading and Math (Certificate Track)	
<b>Creative Writing</b>	Local Curriculum	9 weeks; .5 (Elective)				
<b>Public Speaking</b>	Glencoe Speech	9 weeks; .5 (Elective)				
<i>Mathematics</i>				<i>Mathematics</i>		
<b>Foundations of Algebra</b>	Foundations: Pearson Algebra – Pearson K12 Learning	1 Semester; 1 Credit		<b>SREB College Math</b>	SREB Curriculum Guide	1 Credit
<b>Intermediate Algebra</b>	Intermediate: Pearson Intermediate – Pearson K12 Learning	1 Semester; 1 Credit		<b>Geometry (Honors)</b>	BSD2 Curriculum, SC Standards, Glencoe Geometry Online, S.C. Ed., McGraw Hill	1 Credit
<b>Algebra I</b>	Algebra 1 - McGraw-Hill School Education	1 Semester; 1 Credit		<b>Calculus</b>	BSD2 Curriculum, SC Standards, Calculus of a Single Variable, Larson	1 Credit
<b>Geometry</b>	Geometry - McGraw-Hill School Education	1 Semester; 1 Credit		<b>ACT Prep Math</b>	ACT Prep	1 Credit
<b>Algebra II</b>	Algebra 2 - McGraw-Hill School Education	1 Semester; 1 Credit		<b>Probability &amp; Statistics</b>	BSD2 Curriculum, Focus on High School Prob. & Stats, NLTm	1 Credit
<b>Pre-Calculus CP</b>	Precalculus – A Graphing Approach; National Geographic Learning- Cengage	1 Semester; 1 Credit		<b>Pre-Calculus</b>	SC Standards, Pre-Calculus/Limits HS Ed. Level 1 (Larson, 2 <sup>nd</sup> Ed.)	1 Credit
<b>Pre-Calculus/Algebra III</b>	Precalculus – A Graphing Approach; National Geographic Learning- Cengage	1 Year (2 Semesters) 2 Credits		<b>Algebra 1</b>	BSD2 Curriculum, SC Standards, Glencoe Algebra I, ALEKS, McGraw Hill 2 <sup>nd</sup> Ed.	1 Credit
<b>Calculus (Math 130)</b>	Concepts of Calculus With Applications – Pearson	1 Semester; 1 Credit	3 (Denmark Tech)	<b>Algebra</b>	Glencoe Algebra 2, McGraw Hill SC Ed.	1 Credit
<b>Probability and Statistics</b>	Elementary Statistics: Picturing the World – Pearson K12 Learning	1 Semester; 1 Credit		<b>Google Applications</b>	Using Google Apps, Kinney/Student Ed.	1 Credit
<b>Probability &amp; Statistics (Math 120)</b>	Elementary Statistics: Picturing the World – Pearson K12 Learning	1 Semester; 1 Credit	3 (Denmark Tech)			
<i>Science</i>				<i>Science</i>		
<b>Integrated Science</b>	BEHS Curriculum aligned to State Standards; Glencoe Physical Science; Pearson Biology	1 Semester; 1 Credit		<b>Physical Science</b>	Physical Science SC Ed.-Online Student Ed., BSD2 Curriculum	1 Credit
<b>Physical Science</b>	BEHS Curriculum aligned to State Standards; Glencoe Physical Science	1 Semester; 1 Credit		<b>Forensic Science</b>	Forensic Science: An Introduction, 2 <sup>nd</sup> Ed., BSD2 Curriculum	1 Credit
<b>Biology</b>	BEHS Curriculum aligned to State Standards; Pearson Biology	1 Semester; 1 Credit		<b>Chemistry (Honors)</b>	Glencoe Chemistry Online: Matter/Change, Dingrado, BSD2 Curriculum, SC Standards	1 Credit
<b>Chemistry</b>	BEHS Science Curriculum aligned to State Standards; Glencoe Chemistry: <i>Matter and Change</i>	1 Semester; 1 Credit		<b>Physics</b>	BSD2 Curriculum, SC Standards, Glencoe Physics: Principles and Problems, Zizewitz	1 Credit
<b>Anatomy</b>	Anatomy – Pearson K12 Learning	1 Semester; 1 Credit		<b>Integrated Science</b>		
<b>Biology II</b>	HMD Biology – Houghton Mifflin Harcourt	1 Semester; 1 Credit		<b>Marine Science</b>	Marine Biology Student Ed., Huber	1 Credit
<b>Physics</b>	BEHS Curriculum aligned to State Standards; Physics – Pearson K12 Learning	1 Semester; 1 Credit		<b>Biology</b>	Biology: Concepts and Connections, SC Standards, BSD2 Curriculum, Reece, et al.	1 Credit
<b>Biology 101 &amp; 102</b>	Biology Concepts – Campbell – Pearson K12 Learning	1 Semester; 1 Credit each		<b>Biology (Honors)</b>	Biology: Concepts and Connections, SC Standards, BSD2 Curriculum, Reece, et al.	1 Credit
<i>Social Studies</i>				<i>Social Studies</i>		
<b>U.S History</b>	McGraw-Hill World History	1 Semester; 1 Credit		<b>U.S. History/Constitution World History</b>	BSD2 Curriculum	1 Credit ea
<b>World History</b>	Glencoe - World History	1 Semester; 1 Credit		<b>Civics</b>	Building Citizenship: Civics/Economics (Clayton)	1 Credit
<b>Government &amp; Economics</b>	US Government: Our Democracy, McGraw-Hill School Education Economics: Today, McGraw-Hill School Education	9 Weeks each; .5 Credit each		<b>Civics (Honors)</b>	Building Citizenship: Civics/Economics (Clayton)	1 Credit
				<b>Economics and Government</b>	Understanding Economics e-learning (Clayton), SC Standards	1 Credit
				<b>World Geography</b>	Geography: The Human & Physical World Boehm (Online Combo)	1 Credit

<i>CTE/Electives</i>				<i>CATE</i>		
<b>Art I, II, III</b>	Davis: The Visual Experience	1 Semester; 1 Credit		<b>Accounting I</b>	BSD2 Curriculum, Glencoe ACCT I: Real World Applications/Connections 1 <sup>st</sup> Year, Guerrierl et al. Student Ed.	1 Credit
<b>Culinary Arts</b>	Foundations of Restaurant Management and Culinary Arts	1 Semester; 1 Credit		<b>Marketing</b>	SC Standards	1 Credit
<b>Food and Nutrition</b>	GW: Guide to Good Food	1 Semester; 1 Credit		<b>Child Development I</b>	BSD2 Curriculum	1 Credit
<b>Family and Consumer Science</b>	Discovering Life Skills	1 Semester; 1 Credit		<b>Agricultural Science I</b>	AgriScience Explorations 4 <sup>th</sup> Ed., Wilson	1 Credit
<b>Hospitality and Tourism</b>	GW: Hospitality Services	1 Semester; 1 Credit		<b>Entrepreneurship</b>	Entrepreneurship I: Idea in Action, Green, 4 <sup>th</sup> Ed.	1 Credit
<b>Fashion and Design</b>	GW: Apparel Design Textiles and Construction	1 Semester; 1 Credit		<b>Business Law</b>		
<b>Fundamentals of Computing</b>	Cengage: Exploring Computer Science, Mindtap	1 Semester; 1 Credit		<b>Google Apps</b>	Using Google Apps: M. Ehrich/M. Kinney	1 Credit
<b>Image Editing</b>	Adobe Photoshop	1 Semester; 1 Credit		<b>Food/Nutrition</b>	Food for Today (Online Book) H. Kowtaluk 10 <sup>th</sup> Ed.	1 Credit
<b>Essential Communication</b>	Cengage: Business Communication	1 Semester; 1 Credit		<b>Family/Consumer Science</b>	Consumer Education Economics: 6 <sup>th</sup> Ed., Lowe/Malouf/Jacobson	1 Credit
<b>Agriculture</b>	Cengage: The Science of Agriculture	1 Semester; 1 Credit		<b>Fundamentals of Computer Science</b>	Invitation to Computer Science, Schneider/Geistling 8 <sup>th</sup> Ed.	1 Credit
<b>Agriculture</b>	Cengage: Soil Science and Management	1 Semester; 1 Credit		<b>Web Page Design</b>	Web Page Curriculum	1 Credit
<b>Agriculture</b>	Cengage: Small Animal Care & Management	1 Semester; 1 Credit		<b>Intro to Horticulture</b>	Intro to Horticulture Seagle/Shroder et al. 5 <sup>th</sup> Ed.	1 Credit
<b>Band</b>	Local Curriculum; State Standards	1 Semester; 1 Credit		<b>IBA</b>	Century 21 Computer Applications/Keyboarding, Shank	1 Credit
<b>Army JROTC</b>	JROTC Curriculum	1 Semester; 1 Credit				
				<i>Electives</i>		
				<b>Spanish I</b>	HMH Avancemos Level I, Carlin, DeMad, 1 <sup>st</sup> Ed.	1 Credit
				<b>Spanish II</b>	HMH Avancemos Lemond Loc, Henning-Boynton	1 Credit
				<b>Physical Education</b>	SC Standards, Physical Education: Health and Wellness, Glencoe Health 9 <sup>th</sup> Ed.	1 Credit
				<b>Art I-III</b>	Discovering Art History, Brommer, Pl, SC Standards	1 Credit
				<b>Photography</b>	Focus on Photography, 1 <sup>st</sup> Ed., Monaghan	1 Credit
				<b>Band 1-4</b>	Skills Prep	1 Credit
				<b>Weightlifting</b>	PE Skills	1 Credit
				<b>Health</b>	Glencoe Health 9 <sup>th</sup> Ed. Student Ed., BSD2 Curriculum, SC Standards Curriculum	1 Credit
				<b>JROTC I-IV</b>	JROTC Curriculum	
				<b>Special Education</b>	Symbol Styx Prime, Secondary Online N2YLLC Unique Learning Systems for Secondary 9-12	
				<b>Science Kits</b>	Investigating/Questioning Our World Through Science and Technology Grade 6-7 Instructional Classification Kit, Grade 6-7	
				<i>Dual Credit (Denmark Technical College)</i>		
				<b>Mechatronics</b>	State Curriculum (DTC)	1 Credit
				<b>American History</b>	State Curriculum (DTC)	1 Credit
				<b>Cyber Security</b>	State Curriculum (DTC)	1 Credit
				<b>Art History</b>	State Curriculum (DTC)	1 Credit
				<b>College Skills</b>	State Curriculum (DTC)	1 Credit
				<b>Introduction to Computer</b>	State Curriculum (DTC)	1 Credit
				<b>English Composition I</b>	State Curriculum (DTC)	1 Credit
				<b>English Composition II</b>	State Curriculum (DTC)	1 Credit
				<b>Western Civilization</b>	State Curriculum (DTC)	1 Credit
				<b>American History</b>	State Curriculum (DTC)	1 Credit
				<b>College Algebra</b>	State Curriculum (DTC)	1 Credit
				<b>General Psychology</b>	State Curriculum (DTC)	1 Credit
				<b>Human Growth &amp; Development</b>	State Curriculum (DTC)	1 Credit
				<b>Elementary Spanish I</b>	State Curriculum (DTC)	1 Credit
				<b>Public Speaking</b>	State Curriculum (DTC)	1 Credit
				<b>Introduction to Sociology</b>	State Curriculum (DTC)	1 Credit
				<b>Introduction to Theatre</b>	State Curriculum (DTC)	1 Credit

#### **D. Transition Leadership, Community Input, and Facilitation**

- The name of the new school district will be Bamberg County School District.
- A consolidation steering committee was organized July of 2019 to begin planning for future consolidation.
- The new District will begin full operation on July 1, 2022 (Consolidation Year 1).
- The initial board will be appointed by the Legislative Delegation in accordance with legislation delegation creating the new Consolidated School District. The new Board, at the discretion of the Legislative Delegation and considering the most recent census results, will be comprised of 7 or 9 members, to the extent possible, from existing Boards. The election cycle for new board members will start in 2023-24. A demographer will be used to ensure representation from “*communities of common interest*” on the new Board of Trustees. The current school boards will continue to operate separately until the District’s consolidated Board of Trustees is appointed.
- New Bamberg County Board when appointed will need training on the Governance of the consolidated school district.
- The existing schools in Bamberg 1 and Bamberg 2 would remain in operation in the new district because the school facilities are in good condition and there is not sufficient classroom space in either district’s schools to accommodate a significant number of students from another school. However, combining/consolidation of each district’s facilities may change to maximize space for Professional Development, Administrative Services, Career & Technology offerings, Community Based Programs and Post-Secondary Programs, Pillar Magnet Schools or other Instructional Programs. (e.g. Bamberg 2 relocation to new building will offer space consideration and Bamberg 1 continued change of facilities space considerations.) Such changes might not only improve opportunities for all students in Bamberg Community, but also may facilitate improved culture and collaboration within the newly consolidated district.
- School district zones will not need to be changed at consolidation because no schools would be closed and also to minimize student disruption resulting from consolidation.
- The planning committee has hired a facilitator to lead discussions regarding consolidation of Bamberg One and Bamberg Two.
- SCSBA will recommend policies for the new consolidated district. This service will cost \$10,000, a price negotiated by the State Department.
- Professional services to work with the Consolidation Planning Committee, the Districts, SCDE, and other stakeholders to carry out pre-consolidation functions, including, but not limited to, legal services, auditing services, facilitator services, community relations services, etc., as needed. This is at a cost of \$150,000.00
- Strategic Plans will need to be developed for the new consolidated district in Transition Year 2 and 3 year.
- Total funds requested \$160,000



## **E. Personnel**

- The Consolidation Committee has requested the Consultant in collaboration with the Director of Finance and both District Superintendents to utilize a salary study (job descriptions, work days and or hours, etc.) in order to develop a plan to equalize salary schedules for personnel (“equalize” does not necessarily require increasing salaries, especially when two positions with similar titles have different combinations of job duties/ time requirements etc.).
- The cost of a new superintendent and assistant superintendent and other staff of the new consolidated district with an estimated cost of \$150,000 (Transition Year 2).
- During Transition Year 1 (2020-2021) district level personnel will remain in their respective positions. Any district level position (both school districts) that may become vacant either through retirement, resignation, non-contractual offer that occurs prior to consolidation (Transition Years 1 and 2) will be absorbed or filled with shared services. Any district level administrative positions occurring in Transition Year 2 for the new consolidated district will be filled by the Superintendent and Assistant Superintendent.
- Equalization of salaries for the new consolidated district, estimated cost of \$613,205.
- Teacher recruitment efforts to increase the highly qualified personnel in critical need subject area, estimated cost \$20,000
- Total funds requested \$783,205.00

## **F. Consolidated Financials & Millage**

- Both Districts recognize there is a countywide decline in population that we believe is due to the scarcity of jobs within Bamberg County. This will require the District to put forth intentional and deliberate efforts to expand the tax base. Both Districts are committed to working with the local legislative delegation, Bamberg County Chamber of Commerce, the Lower Savannah Council of Governments, and the Lower Savannah Workforce Development to increase economic development in Bamberg County, which should help expand the tax base.
- Districts Bamberg One and Bamberg Two will continue to work with both districts’ financial advisors, Compass Municipal Advisors and Burr Forman McNair, to analyze the debt for both districts.
- The legislators are working with the SCDOR to determine the anticipated millage in the year of consolidation.
- The current ability of both districts to increase millage without a referendum remains at 3 mills.
- Both districts participate in CERDEP (4K) and CEP (Community Eligibility Program – Food Service) federal programs.

- Given the significant poverty rates of both districts our anticipated poverty level is expected to remain relatively consistent, therefore having little to no effect of federal funding.
- Both districts have bonded indebtedness which when combined will be paid off in 2058.
- The consolidated district will secure an audit firm to perform the audit for fiscal year audit for the first year of consolidation.
- Approximately 5 million dollars in State incentive funds will be earmarked for capital improvement expenditures for the new consolidated district (the SCDE will require more detail before releasing those funds to the new BCSD).

#### **G. Assets, Inventory, and Contractual Obligations/Student Information Systems**

- Both districts are currently using the same SIS platform which will need to be merged prior to consolidation costing an estimated \$20,000.
- Other systems such as Enrich, food service software (Mealsplus) are used in both districts currently \$10,000.
- To equalize digital documentation (Etrieve) and check printing in both districts with an estimated cost of \$15,000.
- To merge financial software (SmartFusion) of both districts prior to consolidation will require an estimated \$7,500.
- Current physical assets of both district will remain where they are currently housed.
- Both districts' contractual agreements will stay in effect until the end of current agreement.
- Upon consolidation the district will review and select common vendors when and where possible.
- If we have any carryover funds in our federal projects, we will meet to determine the best way to spend those funds in the new consolidated district.
- Total funds requested \$52,500

## **H. Facilities**

- \*Facilities Improvements  
Facilities improvements in Bamberg 1, including \$200,000 to replace HVAC units that are “end of life,” and \$50,000 to renovate and update the current business lab at the high school.
- Facilities improvements in Bamberg 2, for plumbing upgrades/repairs at an estimated cost of \$112,000 (older part of the present Denmark-Olar High School). Bamberg 2 district intends to sell or legally donate all remaining buildings not occupied by students.
- Cost of moving or renovating existing district office spaces in both districts, estimated cost \$100,000. During the 2 transition years each school district maximizes space within the district and consolidates grade levels, combining programs if needed to make space for the new location of a multi-use-facility for Professional Development, Administrative Services and Community Programs. (may include Career Technology, Alternative School, Post-Secondary Programing, and Community Based Programs, etc)
- Add cellular dialers to current fire alarms in Bamberg One, estimated cost of \$10,500.
- Equalize security cameras between districts to strengthen security, estimated cost \$192,000.
- Total requested funds \$664,500.

## **I. Attendance Zones, School Configurations, Shared Facilities, and Transportation**

- Grade bands at each existing school will remain the same.
- The Partnering School Districts (Led by the Superintendent and the Assistant Superintendent/New BCSD) will develop guidelines for an intra-district attendance policy by 2023 school year.
- It is anticipated district growth will remain constant or decline according to current trends (report numbers generated from the SCDE 135 Day Report plus 3K and 4K).

Headcounts	2015-16	2016-17	2017-18	2018-19	2019-20	Reduction	%
Bamberg 01	1,400	1,357	1,349	1,285	1,235	165	11.78%
Bamberg 02	704	699	653	679	649	55	7.81%
Consolidated	2,104	2,056	2,002	1,964	1884	220	10.46%

- No schools (presently housing students) will be closed within the next 5 years because all facilities have been renovated or newly constructed; there is not sufficient classroom space to accommodate a significant number of additional students at any site.

## **K. Technology**

- Equalization of 1:1 devices in Bamberg One, estimated cost \$430,000. This will standardize equipment and allow all students across the newly consolidated district to have access to devices of the same age and type.
- Equalization of 1:1 devices in Bamberg Two, estimated cost \$325,000. This will standardize equipment and allow all students across the newly consolidated district to have access to devices of the same age and type.
- Equalization of interactive panels in Bamberg One to improve classroom instruction, estimated cost \$534,675. Currently Bamberg One has interactive boards which are end of life, Bamberg Two has installed brand new state of the art interactive panels in all of their classrooms. This will allow the new districts technology equipment in all classrooms to be standardized for instruction giving all students and teachers access to the same equipment.
- New data center at the district office or centralized location, estimated cost \$50,000. Considering where the new district office will be located.
- Total funds requested \$1,339,795.00.

## **L. Other Factors Necessary for Consolidation**

- The plan, upon ongoing information from the SCDE due to COVID-19, will address the district's strategic plan, school renewal plans, ADEPT plans, PADEPP plans, accreditation, and priority of spending federal grants, as the most current information regarding due dates is received.
- Current litigations involving either district will continue until resolution of each case is reached.
- The SCDE is initiating a new service to districts related to web hosting which will help in the creation of the new district's website.
- SAM.gov, NCES, DUNS, Federal ID #, will all be applied for once district office location is determined.

Certification

The chair of the local board of trustees and the superintendent for the districts listed in this application certify that the districts choose to consolidate, and – if approved – will utilize funds allocated according to the final plan to pursue and complete the consolidation.

Bamberg School District 1

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Superintendent

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Board Chair

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Date

Bamberg School District 2

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Superintendent

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Board Chair

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Date