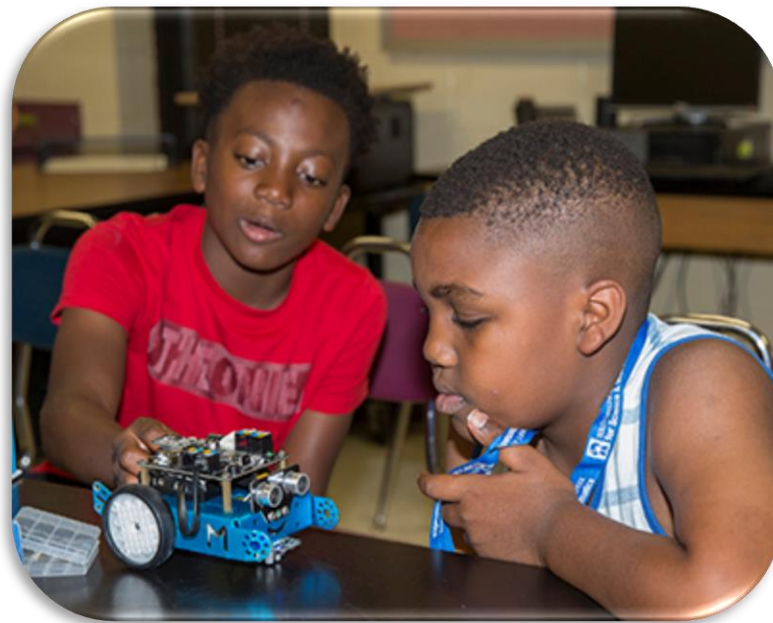# FLORENCE SCHOOL DISTRICT 3

A PREMIER DISTRICT OF CHOICE

Ensuring Our Students Are College and/or Career Ready and Are Productive and Responsible Members of Society

COVID-19 Cases October & November

	Positive	Symptoms	Total for COVID	Total
District or School Staff	3 (0%)	0 (0%)	3 (0%)	524
Students	4 (0%)	9 (0%)	13 (0%)	2987

	Positive	Symptoms	Total for COVID	Total
District or School Staff	2 (0%)	0 (0%)	2 (0%)	524
Students	1 (0%)	0 (0%)	1 (0%)	2987

Ensuring Our Students Are College and/or Career Ready & Are Productive and Responsible Members of Society

Testing

- EOC – Biology, Alg 1, Eng 2 and US History
  - US History – Dec 6, 2022
  - Alg I – Dec 7, 2022
  - Eng 2 – Dec 12 & 13, 2022
  - Biology – Dec 14, 2022

Policy Revision - IKAB

- Students who have been unsuccessful in mastering content or skills required to receive course credit may be offered opportunity to participate in the district's content or credit recovery programs for non-EOC courses only. If a student fails a class that has a SC End-of-Course State Assessment attached, the student must retake the class and retake the End-of-Course State Assessment.

- The district's credit recovery program consists of a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit in a given course. The program is designed for students who are no longer enrolled in a course but who have ended the course with a grade of 50 or higher and would benefit from to less than the entirety of the course, which targets specific components or a subset of standards to address the student's deficiencies. Students who are enrolled in courses with an SC End of Course exam, will not be able to complete credit recovery and will be required to repeat the entire course and retake the EOC exam.

New Policy

- BBBE – UNEXPIRED TERM FULFILLMENT/VACANCIES
  - If a vacancy occurs in the membership of the board more than 180 days from the general election, then the remaining board must appoint a successor. The appointed successor shall serve until a new member is elected at the general election who shall fill the unexpired portion of the term.
  - Any vacancy occurring in the membership of the board less than 180 days from the general election shall remain vacant until a new member is elected at the general election for the unexpired portion of the term.

Safety Information

- Threat Assessment Teams
  - Each school has a team that conducts threat assessments on students who verbalize a threat and/or pose a threat.
    - At least three members serve on the team: Admin, counselor, and another person who has knowledge of the student
    - SRO is included if the threat is not transient based on the initial screener.
    - Parents are also involved in the process
  - https://ed.sc.gov/districts-schools/school-safety/resources-and-training/safety-resources/sc-school-based-threat-assessment-guide/

APPENDIX H:
School-Based Behavioral Threat Assessment – Screening Tool

Student Name:	School:	DOB:	Today's Date:

Does the student have an: ☐ IEP or ☐ 504 Disability: Grade: Identified Gender:

Date of Incident: Time:

Description of Incident that initiated screening:

Parent/Guardian #1:	Phone:	Parent/Guardian #2:	Phone:

Core threat assessment team members: *At minimum the screening team shall include an **administrator and at least one school mental health professional** (e.g., school psychologist, school social worker, school counselor, mental health counselor) to complete screening and determine if a full threat assessment is warranted.
**Consultation with School Resource Officer (SRO) and other school staff who have knowledge of student should be done to assess if recent behaviors have been of concern.

NOTE: weapon involvement or threat with specificity & intent, immediately proceed to full assessment with

Core threat assessment team members complete entire screening, using the chart below, before making a age, developmental level, credibility, and history of concerns regarding the student who made the threat. Credibility presentation of what happened, whether others feel threatened, and consideration of other information known abou

Refer to "School-based Behavioral Threat Assessment & Management: Best Practices Guide for South Carolina K

Check the level of concern for each factor to guide the team screening decision.
Note: Screeners do not capture every variable. The team may recommend conducting a full Threat Assessment i

Factors to Consider	Minimal to No Threat (e.g. "Transient" = made a threat but does not pose a threat; can be resolved or managed through problem-solving process or existing supports)	Possible Threat – (e.g. "Possible Substantive" = c concern that needs further assessm and the actio
Type of threat	☐ No "true" threat (person on receiving end does not feel threatened; acknowledges threat was in response to a specific situation; and/or perceived as a joke; no intent) ☐ No threat was made (words/actions expressed were taken from song lyrics, video games, movie, or other sources; no intent)	☐ Threat communicated with verbal, electronic, written, ☐ Person(s) on receiving end as a joke Specify: ☐ Unable to determine at this
Target/victim	☐ No target/victim ☐ Target/victim not identified	☐ Expressed thoughts of hor ☐ Unable to determine at this
Threat was	☐ Taken out of context (no true threat) ☐ Impulsive/not planned (e.g. anger/frustration in response to a specific situation/event)	☐ Perceived as a serious thr Specify: ☐ Unable to determine at this
The plan itself	☐ No plan ☐ Words/actions expressed were done in response to an assignment/prompt	☐ Plan has potential plausibi ☐ Unable to determine at this
Access to weapons	☐ No known access to weapons ☐ Access to weapons but only under careful supervision of adults, responsible use, no risk factors evident, no plan to harm others	☐ Has access to harmful or l be trying to gain access a Specify: *Access with warning signs, ☐ Unable to determine at this
Motive	☐ No motive expressed ☐ Typical conflict and no known reason/motive for student to act on plan	☐ Expressed strong motivatio violence. Sees violence as Specify: ☐ Unable to determine at this
Perceptions	☐ No conflict evident. ☐ Perceives as isolated incident and/or perceives problem solving solutions can be effective	☐ A pattern of feeling victimiz perceives solutions to be ir Specify: ☐ Unable to determine at this
	☐ No stressors are evident. ☐ Has hope that stressors can be addressed/resolved;	☐ Has expressed thoughts o desperation, suicidal ideatic

APPENDIX I:
Behavioral Threat Assessment and Intervention Plan (BTAIP)

Student Name:	District/School:		Today's Date:
Grade:	DOB:	Was screener completed? ☐ yes ☐ no	
Does the student have an identified educational disability under IDEA or Section 504? ☐ yes ☐ no			
If yes ☐ IEP or ☐ 504 Identified Disability:		Case Manager:	
Parent/Guardian #1: Phone: Email:		Parent/Guardian #2: Phone: Email:	
BTAM Team Lead/Case Manager:			

This protocol does not predict future violence nor is it a foolproof method of assessing an individual's or group's risk of harm to others. This protocol is not a checklist that can be quantified. It is a guide designed to assist in the inquiry/investigation of potential danger (identify circumstances and risk factors that may increase risk for potential youth aggression) and to assist districts in development of a threat assessment and management plan. Furthermore, as circumstances change, so too does risk potential; therefore, if you are reviewing this protocol at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

INCIDENT DETAILS THAT INITIATED FULL ASSESSMENT:

Date of Incident: _____   Time: _____

Description of Incident (include specific behavior/comments heard or reported):

Location: ☐ school property: specify: ☐ school bus   ☐ school sponsored activity   ☐ other:

Threat Type: ☐ suspicious behavior   ☐ stalking   ☐ assault   ☐ physical   ☐ sexual   ☐ harassment   ☐ suicidal/self-harm   ☐ other:

Mode: ☐ in-person   ☐ text   ☐ email   ☐ letter   ☐ social media   ☐ internet   ☐ other:

Demonstrates: ☐ risk factors   ☐ warning signs   ☐ escalating patterns of behavior

Motive: ☐ no known reason to act on plan at this time   ☐ possible reasons due to recent circumstances   ☐ definite triggers or events that would make student likely to act now

Potential Targets: ☐ another student   ☐ school staff   ☐ group   ☐ school community   ☐ other:

Referral Source: ☐ another student   ☐ school staff   ☐ parent   ☐ community member   ☐ tip line/phone call   ☐ other:

Additional Information:

Reason for FULL Assessment: (Describe cause for concern that student may pose a continued threat. If screener was completed, ple attach/submit with this document.)

APPENDIX G:
Threat Assessment and Management Process
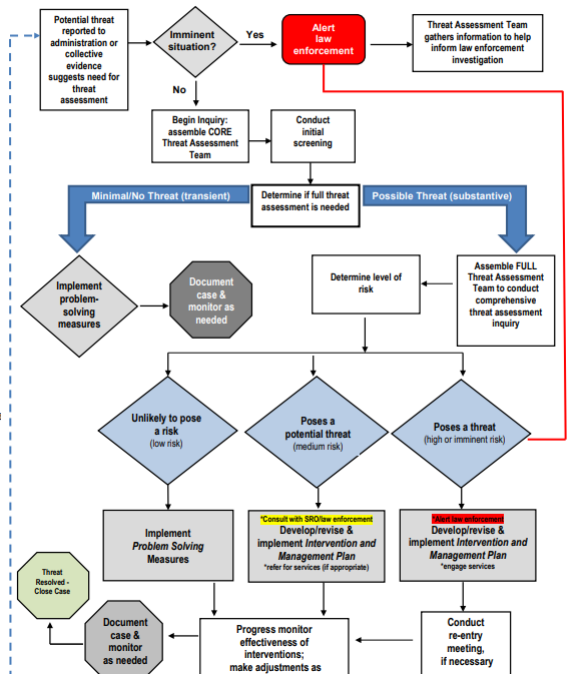
Threat Assessments conti

- Copies of all threat assessments are housed at the school level and district level.

- Training is conducted as needed – Ms. Feagin is a certified threat assessment trainer

Safety Drills

- FCSD3 conducts three lockdown drills per semester – total of 6 per year
  - SRO's are also involved with the process
- Weather Drills
- Monthly fire drills and monthly Fire Assessment Surveys are completed by all schools.
- Fire Marshall conducts at least one visit per school level
- Maintenance also conducts checks for locked interior doors
  - Report is sent to district and school level

Florence County School District Three
Crisis Management
Drill Report

FLORENCE SCHOOL DISTRICT 3
A PREMIER DISTRICT OF CHOICE

Instructions: After each crisis management drill or exercise, complete this form. Email copies to the Superintendent and Chief Operations Officer. Maintain a copy on file at your school for record purposes.

School:

Type of Drill:

Person Conducting Drill:

Date of Drill:

Time Of Drill:

District Office Notified: Yes or No

Superintendent Notified: Yes or No

Facilities Director Notified: Yes or No

911 Notified: Yes or No

School Radio on District Channel: Yes or No

Staff Debriefed: Yes or No

Description of Drill (When, How, & Where the Drill was setup, initiated, monitored, etc.)

Summary of Drill: (Include an analysis of how well procedures were followed from beginning to end, items that require improvement at the School & District Levels. Also include items in the District's Crisis Plan that may require review or modification.

"Ensuring Our Students are College and/or Career Ready & Are Productive and Responsible Members of Society"

DATE:

INSPECTED BY:

Fire Safety Self-Assessment Form			
Facility Name			
Street Address 1			
Street Address 2			
City	State	Zip	
Principal Administrator			
Phone Number			
Facility Manager			
Phone Number			
Facility Fire and Life Safety Manager			
Phone Number			

Question	Yes	No	NA
Are all fire sprinkler system valves observed to be in the open position?	○	○	○
Do all gauges of the fire sprinkler system show an adequate pressure?	○	○	⊙
Are all of the fire alarm conduits and boxes associated with the sprinkler system secure and intact?	○	○	○
Are FDC's accessible, marked with a sign, and provided with caps?	○	○	○
Has the fire sprinkler system been subject to inspection, test, and maintenance by a SC Licensed Fire Sprinkler Contractor within the past 12 months? (Documentation must be maintained on site)	○	○	○
Is the fire alarm system in normal working condition, with no troubles or supervisory signals displayed on the alarm panel?	○	○	○
Has the fire alarm system been subject to inspection, test, and maintenanc by a SC Licensed Fire Alarm Company within the past 12 months? (Documentation must be maintained on site) **Conducted by Johnson Controls Annually**	○	○	○
Has the Kitchen Hood Suppression System been subject to inspection, testing, and maintenance by a SC Licensed Fire Equipment company within the past 6 months? (Documentation must be maintained on site) **Conducted by Protech Fire Services**	○	○	○
Are the hood canopy and filters free from excessive accumulations of grease?	○	○	○
Have the hood canopy, filters, ducts and exhaust fan assembly been inspected and/or cleaned in accordance with the ANSI/IKECA C 10 Standard within the past 12 months? (Documentation must be maintained on site) **Conducted by Protech Fire Services**	○	○	○
Have all fire rated assemblies, including all assessible above ceiling spaces, been inspected and all penetrations and openings maintained to provide the required fire rating and prevent the passage of smoke and fire within the past year? (A record of inspection must be maintained on site) **Process in development by district maintenance**	○	○	○
Have all fire rated doors and shutters been inspected and maintained in accordance with NPFA 80 within the past 12 months? (A record of inspection must be maintained on site) **By District Maintenance during Summer Months**	○	○	○
Have all fire and smoke dampers been subject to inspection and test in accordance with Chapter 19 of NFPA 80 at least at the following intervals? 1 year after initial acceptance tests and at least every 4 years after that. (Records of inspection and test must be maintained on site)	○	○	○

CAFETERIA MANAGER

LOOK FOR STICKER ON HOOD

VISUALLY INSPECT

LOOK FOR STICKER ON HOOD

Metal Detectors and Searches

- Walk through metal detectors are currently in all secondary schools and are used daily
  - All schools have metal detector wands
- Random Searches are also conducted at least weekly at elementary level and twice a week at secondary level.
- SLED is also scheduled to conduct walkthroughs of secondary schools in January

Safety/Crisis Teams

- Safety teams are at each school
- They meet to discuss all safety issues- falls, trips, injuries of student and staff on campus & identify areas of concern, and other items related to safety at school
- Team members: Principal/Admin, custodian, cafeteria workers and other members can serve
- Agenda and meeting minutes are sent to SCBIT
  - One meeting each semester

Active Shooter Training

- FCSD conducted active shooter training for all employees including bus drivers at the beginning of the SY

- Employees also complete online training on Safe Schools

- During the first week of school, administrators meet with all staff to discuss safety plan

FCSD & Fire Department

- FCSD have all building keys and camera access for dispatch

- Knox boxes are also located outside on all campuses for fire department to have access if needed.

Online Emergency Management Plans

- Plans for each location are updated annually with student rosters updated at least monthly

- FCSD and LCPD as well as fire department have access to the plans with their logins

- Included:
    - List of special needs students who would need assistance exiting the building
    - Building floor plans and aerial views of campuses

Quick Tip

- Link and information on all school and district websites and app can be downloaded

- Used to report any safety issues or concerns. Everyone has access to report

- Emails are sent to school level and district level administrators when a report has been made

- Can be anonymous or person can give their name