

FHHS Site-based Management Team  
 Meeting #5, 2011-12  
 Dec. 14, 2011, 4:00 pm  
 FHHS Media Center

<b>Position</b>	<b>Name</b>	<b>Attendance</b>
English	Glenn Shelton	Present
Math	Joyce Merriman	Present
Science	Christy Burris	Present
Social Studies	Bryan Rudolph	K. Helms filled in
CTE	Mario Donato	Present
Other Special Area	Michelle Ballard	Present
EC	Karen Casacalenda	
Student Support Services	Melissa Howell (Clerk)	Present
Classified Employees	Crystal Bunn	Present
At-Large	Kim McKinney	
At-Large	Patricia Perkoski (Chair)	Present
Student	Lauren Bunn	Present
Parent	Tracy Medlin	Present
Parent	Sandra Davis	
Parent	Susan Griffin	
Parent	Cathy Stewart	Present
Parent	Debbie High	
Parent	Ann Gogatz	
Parent	Wendy Vest	
Parent	Donna Helms	K. Helms filled in
Parent	Connie Harrell	Present
Assistant Principal	Jonathan Tyson	Present
Principal	Kevin Plue	Present

**Call to Order**

Mrs. Perkoski called the meeting to order at 4:00 pm. She noted that Christy Burris will replace Brenda Williams as the Science dept. representative as Mrs. Williams is retiring at the end of first semester.

**Item 1: Approve Minutes from November (Actionable)**

The minutes from the November meeting (now available on the school website) were unanimously approved.

**Item 2: Tardy Passes to Class (Update) (Actionable)**

We continue to adjust to better address tardies. As discussed at the Nov. meeting, teachers and administrators have been concerned that sending students to ISS to get tardy passes takes up time causing students to miss more class time and possibly contributing to other negative behaviors (skipping class, conflicts with other students while waiting in line).

A suggestion was made that teachers let students into class when they are tardy rather than sending students to ISS for a tardy pass. Since teachers are required to keep attendance anyway, tardies are recorded in NCWise. Concerns about whether record-keeping and application of the tardy policy could continue without students reporting to Mrs. Smith in ISS led to further investigation.

Dr. Plue reported that Mr. Smith, Data Manager, can run a daily report that will give Mrs. Smith, ISS, all the tardies recorded in NCWise by teachers. She can continue to keep the spreadsheet that tracks students' tardies so that she can continue to assign lunch detention and other consequences of tardies in the same way.

It was proposed that beginning Jan. 2, 2012, teachers allow students into class when they are tardy, and record unexcused tardies in NCWise, and that teachers write a discipline referral for cutting class for any student who is over 5 minutes late. The team approved these adjustments to the tardy policy.

(The adjusted tardy policy appears as an addendum to this document.)

### **Item 3: I/R Fifth Day Plan (Actionable)**

The Intervention/Remediation period (I/R) will begin Monday, Jan. 2. It will operate as an Exam Slam instead of having the afterschool program we have in the past. For now, no one is excused from I/R.

Discussion continues on how to use the Intervention/Remediation period on the fifth day of the week. At earlier meetings some suggestions have been to rotate the four periods, to go to homeroom, to hold club meetings. While the counselors would like the option of using the I/R period for homeroom meetings for some things they usually have to do through English classes or through calling students out of class, some teachers are concerned that since they do not have the relationships with their homeroom students that they do with their regular students, the period would not be as effective.

At this time, the proposal is that on the fifth day of the week, students will return to one of their four classes. The periods will rotate. (The period that will be used will be announced in advance so that all will know.) Alternatives like homeroom or meetings may still be introduced into the I/R period on an as needed basis. Changes may come as we see how the I/R period works.

The team unanimously approved the proposal that the fifth day I/R period in a week be a return to one of the four classes (on a rotating schedule).

### **Item 4: I/R Beginning of Semester (Actionable)**

Discussion continued on beginning the I/R period in the new semester. One suggestion had been starting it at the three-week mark (when progress reports come out). The staff suggestion was to keep I/R period rolling even at the beginning of the new semester. This would allow teachers to introduce the I/R period and would create an incentive for students to exempt it with an A or B in the course when progress reports come out.

The administration has a plan for students who are not required to be in I/R. Non-core teachers with planning will man and supervise different areas and activities. Core area teachers with planning will be available for tutoring.

Once students are able to exempt I/R because they have an A or B in the course, they will receive different colored passes for each period from which they exempt. Students must keep up with their passes. Teachers can revoke the passes at any time they see the student slipping from the A/B range.

The team approved beginning the I/R period from day one of the new semester.

### **Item 5: ISS Referral (Actionable)**

There has been inconsistency in how different members of the staff view students being removed from class. Some fill out a discipline referral on every occasion when a student is removed from class, making the

discipline referral a second consequence (especially in terms of incentive points), while some let the removal be the only consequence.

This raises the question, “Does every removal from class warrant a discipline referral?” Discussion of the varying degrees of offenses for which students are removed from class as well as the need for consistency led to the following.

Approved was a proposal that when student is removed from class, the teacher should not write up a discipline referral unless it is an acute situation or a serious offense. For minor infractions, the removal and the time in ISS can be the consequence. Since the administration tracks students’ time in ISS, they will address the students who are sent there often.

#### **Item 6: Future Free Periods (Actionable)**

Discussion of the dates of future free periods (as part of the Student Incentives Program) as well as whether any period but fourth will be missed raised the idea of a subcommittee.

The team approved allowing Mrs. Perkoski, Mr. Donato, and Mrs. Merriman to form a subcommittee of the Student Incentives committee to determine the free periods for the remainder of the school year.

Dr. Plue also revealed the prizes for the first-semester drawing to be held in mid-February. They are:  
an iPad  
an iPod Touch (32GB)  
an iPod Nano  
a Digital Camera  
various Gift Cards (\$25 iTunes, various restaurants, \$50 Walmart)

#### **Item 7: Increase Upper Level Course Participation (Information)**

Dr. Plue raised the point that students who have the potential to take an upper level course should be scheduled into that course and should take it.

For example, just as students in lower grades cannot opt out of AIG, our students who qualify and are capable of Honors and AP courses should not be allowed to opt out, but should take them and should receive the support once there to be successful. Every child should be given the opportunity and support they need to reach their potential. There currently is not the appropriate level of competition in those courses.

He noted that FH students won the “We the People” competition against other Union County Schools, evidence that they can compete with other top students. We need to raise the expectations our students have for themselves.

Dr. Plue wants to meet with teachers of upper level courses to help that happen.

There is a perception that many of the top students from East Union are not coming to Forest Hills, but are attending CATA or Early College. Of last year’s eighth graders, only 12 did that. The rest are here. Twenty-six of those in 8<sup>th</sup>-grade Algebra I are here now. Will they take Calculus when they are seniors? We need to make sure that they do.

The discussion raised the following questions: What do Honors students look like? Do students have to have the potential AND the motivation already, or can we help motivate the students who have the potential?

A parent concern is that counselors from the high school have decided in the past what classes students should take. Dr. Plue said that eighth-grade teachers also have input. A concern is that students and parents may not understand the role of upper level classes in the road to higher education. Dr. Plue noted that if we better inform and seek input/help from parents in the process of course selection, all will benefit. Students especially need access to good entry-level classes.

We may want to adjust the way we register eighth-graders to place more of them in the appropriate classes. Mr. Tyson noted that eighth-grade teachers are often conservative in their recommendations. Since the recommendation of the eighth grade teachers is a large part of registration, those teachers should be encouraged to recommend students for the highest classes in which they can be successful. He also mentioned registering students for ninth-grade courses later to allow for the review of end-of-grade test scores and final grades.

Dr. Plue will soon meet with the teachers of upper level courses to discuss this.

### **Item 8: Attendance Review Committee (Information)**

In order to work on attendance, we are, through our Attendance Recovery program after school and on Saturdays, giving students the opportunity to recover more than the number of absences normally allowed.

According to the attendance policy, any student with more than seven unwaived and unrecovered absences in a course cannot receive credit for that course. Only the Attendance Review committee can waive that rule.

At this time, only students with between 8 and 15 unwaivable, unrecovered absences can apply for a waiver. If students have had waived or have recovered enough absences to reduce their number of unwaived, unrecovered absences to seven, they need not apply. They have sufficiently reduced their number to qualify under the attendance policy. If students have more than fifteen absences that are unwaivable and unrecovered, they will not be allowed to apply, and they will not receive credit for the course(s).

The Attendance Review committee consists of Dr. Plue, a counselor, and Mrs. Perkoski.

### **Adjournment**

The meeting was adjourned at about 5:00 pm.

The next meeting is Jan. 11, 2012 at 4:00 pm in the Media Center.

### **FHHS Tardy Policy**

Students should be in their classroom when the bell rings each instructional block. Students who are not in their classroom when the bell rings should be let into the classroom and marked tardy in NC Wise unless they have a valid hall pass from another staff member at FHHS. Teachers should always use discretion when defining tardy. Consistency is the key, but slamming the door in a student's face is not a good practice.

Being tardy at the beginning of the day will be handled the same as being tardy any other block.

Being tardy coming back from lunch will be handled in this same manner. If a student returns from lunch late, the teacher should note it in NCWise and this tardy will be treated just as any other tardy.

At the end of each day all tardies marked in NCWise will be transferred into the tardy data base.

For any block, if a student is more than 15 minutes late, the student should be marked in NCWise as absent, and allowed into class. For 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> blocks any student who arrives more than five minutes late for class should be marked tardy and a discipline referral should be filed with the student's administrator for cutting.

Upon receiving their third tardy for an individual instructional block, the student will be assigned one day of lunch detention to be served during their lunch block in the ISS room. Students must be present 20 minutes in the lunch detention room for it to count. Students will be notified by administrative and support staff of their need to serve lunch detention.

Upon receiving their sixth tardy to an individual instructional block, a student will be assigned a second lunch detention and parent notification will be made. Students will be notified by administrative and support staff of their need to serve lunch detention.

Upon receiving their ninth tardy to an individual instructional block, a student will be assigned after school detention for one hour. Students will be notified by administrative and support staff of their need to serve after school detention.

Upon receiving the twelfth tardy to an individual block, the teacher should send the student's administrator notification so appropriate disciplinary action can be taken.

Tardies will start over at the beginning of each semester.

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Revised 12/14/11

Original Approval from SBMT 8/17/11