

PIPER HIGH SCHOOL



School Advisory Council
December 2, 2025
Nook (Media Center)
6:00 PM

Agenda

- 🐅 Call to Order
- 🐅 Welcome & Introductions
- 🐅 Quorum
- 🐅 Minutes from November 2025 Joint SAC/SAF Meeting
- 🐅 See Something, Say Something
- 🐅 New Waiver SAC Vote: Midterm Exemptions
 - Review Community Meeting Information and Waiver
 - Vote Whether to Move Forward
 - Develop and Approve Faculty Waiver Ballot
- 🐅 Principal's Address
- 🐅 Accountability Funds : \$3,520
- 🐅 SESIR Report
- 🐅 Components School Improvement Plan – Sterling
 - Attendance
- 🐅 Announcements
- 🐅 Next Meeting-January 6, 2026
- 🐅 Meeting Adjourned

Scan Below to View the
Piper High School Improvement Plan



WE ARE BENGALS
COMMITTED TO #RISE: RESPECT, INTEGRITY, SCHOLARSHIP, & EXCELLENCE
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MARIE HAUTIGAN, PRINCIPAL

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School Advisory Council (SAC) Meeting Minutes

Location: The Nook

Date: December 2, 2025

- I. Call to Order & Welcome
 - A. The meeting was called to order by Mr. Clark, the SAC Chair. He extended a warm welcome and expressed appreciation to all members and guests for their attendance. Mr. Clark also acknowledged the recent Thanksgiving break and the return to school, setting a positive tone for the meeting.
- II. Review & Approval of Previous Minutes
 - Members were given time to review the minutes from the November joint meeting. Kay Davis-Patterson made a motion to approve the minutes with necessary corrections. The motion was seconded by Nancy Lemonier. A vote was taken, and the motion passed unanimously.
- III. Guest Presentation – City of Sunrise Police Department

Topic: School Zone Speed Enforcement Program on NW 44th Street (Piper High School)

 - A. Introduction of Guests
 - Mr. Daniel Ransone, Chief of the City of Sunrise Police Department, was introduced. Recognition was also given to Sunrise School Resource Officers (SROs), including Sergeant McGovern.
 - B. Purpose of the Program
 - The automated speed enforcement program is designed to increase safety for students, staff, parents, and community members traveling on NW 44th Street and other school zones. The intention is not to create a “ticket trap,” but to change driver behavior through consistent enforcement.
 - C. Background & Rationale
 - Multiple speed studies across the City of Sunrise identified Piper High School’s zone on NW 44th Street as the area with the highest rate of speeding. State law permits school zone speed enforcement programs with specific restrictions and fairness requirements. The City of Sunrise intends to exceed these minimum requirements to ensure transparency and fairness.
 - D. Program Start & Operating Times
 - The target “go-live” date is early January, tentatively set for January 6, which is the first student day back from winter break, subject to permitting. There will be a 30-day warning period upon activation, during which drivers who exceed the threshold will receive warning notices rather than fines. The program will operate only on student school days (excluding holidays and teacher planning days), during beacon (flashing light) times before and after school at the 15-mph school-zone speed, and during the regular posted speed (35 mph) on NW 44th Street throughout the school day, with enforcement still active.
 - E. Speed Thresholds & Fines
 - School zone speed during beacon times: 15 mph
 - Regular posted speed outside beacon times: 35 mph
 - A 10-mph buffer is included for fairness, with violations issued at 11 mph or more over the posted limit
 - The Notice of Violation (NOV) carries a \$100 fine, which is described as a “significant discount” compared to traditional citations that typically range from \$500 to \$600
 - F. Revenue Distribution & Use

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- Of the \$100 fine, 60% goes to the City of Sunrise and 40% to the vendor (Blue Line Solutions). The city's portion is further allocated to the County School Board, crossing guards, and law enforcement training, with only a small portion retained for program administration. The program is not grant-funded, and there are no up-front costs to the city for equipment or installation due to the vendor model. Emphasis was placed on the primary goal being safety, not revenue, as the city is financially stable without citation income.

G. Technology & Process

- Fixed cameras are installed on poles within the school zone to capture license plates and speed. Recipients of a notice of violation have the option to pay the fine, contest the violation in court (with video or photographic evidence available), or transfer responsibility if another individual was driving.

H. Communication & Community Notification

- Direct mailers are sent to every residential address in the City of Sunrise
- Notices are included with utility bills
- Information is shared on social media and mobile message boards near schools
- The SAC/PTSA is requested to distribute digital flyers and send messages via email blasts or newsletters
- Flyers will be placed on vehicles in student and staff parking areas at Piper prior to full enforcement

I. Data & Transparency

- Program statistics, including violation numbers and revenue generated, will be reported annually at a City Commission meeting as required by state law. Data can also be shared with SAC on a monthly or quarterly basis upon request. All information is public record and can be requested through SROs and command staff.

J. Questions & Responses

- Q: Will citation statistics be shared with the school/public?
A: Yes. Annual public reporting is required, and additional reports can be provided to SAC as needed.
- Q: Will any revenue go directly back to Piper High?
A: No. Funds are allocated according to statute and city budget priorities; some amounts go to the school board generally, not directly to the school.
- Q: Will this program address illegal drop-off and pick-up maneuvers on NW 44th Street?
A: No. The system only enforces speeding. Illegal parking and drop-off behavior must be addressed through traditional traffic enforcement.
- Q: Will cameras enforce both directions on 44th Street (Sunrise/Lauderhill border)?
A: Initially, only eastbound traffic in Sunrise jurisdiction; coordination with neighboring cities may lead to expansion.
- Q: What if the school-zone flashers are malfunctioning?
A: If flashers are not functioning properly, citations related to that period will be reviewed and voided as needed; the city is not trying to "trick" drivers.
- Q: How were vendors selected and were minority representation considered?
A: City leadership met with multiple vendors and chose based on program fit and capability. No specific ethnicity-based criteria were used in selection.

K. Contact Information

- The Chief's office number is 954-746-3399. Additional contact links are available on the police department's website.

L. Closing of Presentation

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- The SAC and administration expressed their appreciation for the partnership with the Sunrise Police Department. The Chief invited ongoing questions through SROs or direct contact and reminded attendees that he would not “fix” tickets if a notice of violation is issued.

IV. Safety, School Climate & Discipline

A. Principal’s Comments on Safety

- Piper High School currently holds the second-lowest SESIR (Serious Incident) data among the 29 traditional high schools in the district. The school maintains a strong partnership with SROs, such as Officer Allen and Officer Addo. A recent example was shared in which a potential incident was prevented before escalation.

B. SRO Perspective

- School Resource Officers are highly visible and involved throughout the campus, conducting walkthroughs in hallways, portables, athletics areas, band, drama, and other locations. Their goal is to build relationships and prevent incidents through their presence and communication.
- The “New Piper” approach emphasizes clear expectations, a combination of love and support with firm accountability, and a willingness to pursue criminal consequences when necessary.
- Principal’s Discipline Philosophy
- The principal reiterated a zero-tolerance stance for violence or serious misconduct. Transparency with students and parents regarding consequences is prioritized, and consistent application of rules is ensured—what is done for one is done for all.

V. New Exam Waiver (Midterm Exemption) – Intent to Apply

- ### A. A Community Meeting to discuss the waiver is scheduled for December 2 at 7:15 PM. This information was discussed at the previous October SAC meeting and November Community Meeting and is being presented again to ensure all stakeholders have an opportunity to give feedback.

B. Waiver Context

- i. Piper’s current midterm exemption waiver is expiring, and the school intends to apply for a new five-year waiver. Under the current practice, all students are required to take midterms in all classes, while Cambridge/AP students may not exempt exams tied to state or external assessments.

C. Rationale for Continuing the No-Exemption Waiver

- i. Midterms provide actionable data for teachers to identify gaps in content knowledge and skills and to plan targeted remediation for the second semester.
- ii. They help build student testing stamina and time-management skills needed for state EOCs, FAST ELA assessments, and Cambridge/AP exams.
- iii. The waiver ensures equity by preparing all students, not just those in advanced programs, for high-stakes summative assessments.

D. Evidence of Impact

- i. ELA FAST PM3: Proficiency increased from 39% to 53% from mid-year to end-of-year.
- ii. Combined Algebra/Geometry: Proficiency increased from 34% to 43%.
- iii. Biology: Proficiency rose from 54% to 71%.
- iv. U.S. History: Proficiency improved from 49% to 77%.
- v. The administration attributes part of this growth to the consistent use of midterm data and PLC collaboration using exam results to drive instruction. The floor was opened for questions or comments. Parents agreed that the waiver should proceed.

VI. Principal’s Academic & School Updates

A. Accountability Funds

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The current Accountability Fund balance is approximately \$3,500. Additional teacher-contributed funds from the prior year, estimated at \$10,000–\$12,000, are not yet reflected in the total. No requests have been made to use these funds so far this year. Due to district budget delays, some funds, including program support, are expected in January. The school is waiting for district disbursement before allocating accountability funds in the second semester.

B. Cambridge Program Update

- i. Cambridge Site Visits: The original visit by the CEO and senior leadership was highly positive. Cambridge requested a follow-up visit to observe classrooms, speak with students and teachers, and gather input on future needs (e.g., resources, digital textbooks). Visitors noted strong instruction, active learning environments, high rigor, and student engagement in Cambridge classes.
- ii. District Showcase – December 9: This district-wide showcase is organized by innovation zones, with Piper presenting alongside seven elementary and two middle schools in its zone. The entire zone will highlight Cambridge pathways, positioning Piper as a model Cambridge zone. The administrative team, Ms. Sterling (Assistant Principal Designee), and digital media teacher Mr. Torrente will support the presentation.
- iii. Cambridge AICE Diploma Ceremony: The ceremony will be held in the main auditorium to recognize students who earned the Cambridge International Diploma and, by extension, Bright Futures Academic Scholars status. Many students achieved this by the end of 10th grade, securing full-ride scholarships early. Families are invited to celebrate.

C. Representation & Diversity Concern (Parent Comment)

- i. A parent requested ongoing attention to diversity and representation within the administrative team, teacher group, and student participants highlighted in the Cambridge program. The principal responded by affirming that staff and student representation in Cambridge reflects the school community's diversity. Administration and teacher attendees across visits have included staff of color and varied backgrounds (e.g., Mr. Lewis, Ms. Adams, and multiple teachers). Students highlighted in Cambridge and featured in the video are all students of color. The principal emphasized that equity and representation are organically embedded in the school's culture.

D. Testing, Midterms & Instructional Calendar

- i. District Assessments
 1. December 8: Algebra I and Geometry Broward Mid-Year Assessment (full testing environment; extended first period)
 2. December 15: FAST PM2 English Language Arts (ELA) for Grades 9 and 10

E. Graduation Test Requirements

- i. To earn a standard Florida high school diploma, students must pass the Algebra I End-of-Course (EOC) exam or earn an approved concordant math score, and pass the Grade 10 ELA assessment or earn an approved concordant ELA score. The principal stressed that relying on concordant scores, such as the ACT or SAT, is challenging and stressful for students. Those who do not meet the requirements spend their senior year worried about graduation and may be restricted from participating in certain senior activities, such as Grad Bash and Prom.

F. Midterm Exam Schedule – December 16–19

- i. Tuesday, Dec. 16: Periods 1 & 2 midterms; dismissal at 11:40 a.m.
- ii. Wednesday, Dec. 17: Periods 5 & 6 midterms; dismissal at 11:40 a.m.
- iii. Thursday, Dec. 18: Periods 3 & 4 midterms; dismissal at 11:40 a.m.
- iv. Friday, Dec. 19: Periods 7 & 8 midterms; district-wide early release at 12:40 p.m.

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- v. The district requires adherence to this schedule, and no “study hall” modification is allowed on the last day this year. Grades will be finalized after winter break when students return on January 5.
- G. Algebra & Geometry Clarifications for Students/Parents
 - i. The Geometry EOC counts for 30% of the final course grade; grades may be retroactively adjusted based on EOC results.
 - ii. The Algebra I EOC is a standalone graduation requirement in addition to earning course credit.
 - iii. The principal reassured students that strong grades in both Algebra and Geometry put them in a good position. The main focus is on performing well on the Geometry EOC.
- H. Staff Holiday Luncheon
 - i. On December 16, following the 11:40 a.m. dismissal, the school offices will close at 12:00 p.m. for the staff holiday luncheon. The PTSA will assist by securing volunteers to answer phones while staff are off campus. The event will include raffles, games, and opportunities for faculty and staff fellowship.
- I. Graduation Rates & Concordant Score Progress
 - i. Current Graduation Rate Data
 - 1. The preliminary 2025 graduation rate, before corrections, is 98.7%, rounding to 99%. This marks the third consecutive year of a 99% graduation rate. Some corrections are still to be submitted, which may result in minor improvements.
- J. Concordant Score Trend
 - i. Three to four years ago, approximately 55% of seniors required concordant scores, and around 300 students in December were still missing a graduation test requirement. In the current year, fewer than 50 students still need a concordant score or test pass. Students are engaged and responsive, taking their efforts seriously. The principal expressed strong confidence that Piper High School is on track for a fourth consecutive year with a 99% graduation rate.
- K. Rising 9th Grade Open House & Recruitment
 - i. Rising 9th Grade Open House
 - ii. Date: Tuesday, January 13
 - iii. The open house is designed to showcase academic programs, including Cambridge, and to introduce families to the campus and staff. The event will feature a full showcase in the commons, with presentations about programs, clubs, and pathways. Families are encouraged to invite any 8th-grade students they know to attend. The event is coordinated by Ms. Sterling, the Freshman Orientation and Rising 9th Grade Coordinator.
- L. Student Activities & Requirements – Parent Questions
 - i. Grad Bash Payments
 - 1. A parent inquired about the deadline for the second Grad Bash payment. The principal did not have the date on hand but will follow up with the senior sponsors, Ms. Howard and Ms. Adams. There is a recognized need to update the senior website with current payment deadlines.
 - ii. Community Service Hours

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1. Clarification was provided regarding diploma types: the standard diploma and the ACCEL diploma (which allows graduation without community service hours). For the traditional diploma path, a minimum of 40 community service hours is required, to be completed across the high school years. Students must complete district-approved community service forms and submit hours by grade levels, rather than all at once in the senior year. Parents are advised to contact Mary Paul, the school contact for community service, via district email before starting any non-school-based service to ensure approval. Some delay in processing hours is normal, but no student is denied graduation solely due to service hours not being entered before the deadline.

VII. School Improvement Plan (SIP) – Attendance Component

A. Overview

- i. Attendance is reviewed as a required component of the School Improvement Plan. The district provides baseline data and goals for excused absence rates, overall attendance, chronic absenteeism, and severe chronic absenteeism.

B. Key Data Points (2024–25)

- i. Excused Absences: District goal is 50% or more of absences excused. The high school average is 38.38%, while Piper’s excused rate is 19.7%. The goal is to increase this percentage to meet or exceed the district target.
- ii. Overall Attendance: Piper’s rate of students attending at least 90% of days is 66.6%, compared to the high school average of 89.7%. The aim is to maintain or improve this figure.
- iii. Chronic Absenteeism: Piper’s rate (students absent 10% or more of days) is 19.9%, against the high school average of 37.99%. The goal is to decrease chronic absenteeism by at least 1%.
- iv. Severe Chronic Absenteeism: Piper’s rate (students absent 20% or more of days) is 13.2%, slightly above the district average of 12.7%. The objective is to maintain or lower this rate.

C. Connections to Academic Performance

- i. Counselors and administration frequently observe a direct correlation between poor grades and high rates of absence. Attendance data is displayed alongside grades in the Focus system for easy review. Regular attendance is essential to keeping up with instruction and preventing academic “snowball” effects.

D. School Procedures & Supports

- i. Teachers: Take attendance daily and reach out early when students with normally good attendance begin to miss class.
- ii. Counselors: Follow up on teacher concerns and communicate with families.
- iii. Social Worker: Engages when patterns of absenteeism emerge or significant life issues impact attendance, connecting families with outside resources as needed.

E. Excusing Absences

- i. All absences are initially coded as unexcused until parents submit proper documentation (via phone call, written note, online form, or doctor’s note). The preferred method is the online absence reporting tool on the school website, which is less prone to error than voicemail. Students may also drop doctors’ notes in the front office for coding. It was noted that the new district website layout can be difficult to navigate, so information on online absence submission will be re-communicated to families.

F. Senior Attendance

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- i. The principal noted an 11% improvement in senior attendance from last year's first quarter to this year's first quarter, attributing this to clearer expectations: seniors must attend, complete work, and meet graduation requirements. There is no "social promotion" based solely on senior status.

VIII. Closing Remarks & Adjournment

A. Principal's Holiday Message

- i. The principal wished families and staff a happy winter holiday season, encouraging everyone to spend time with family, rest and relax, and let go of perfectionism. The focus should be on joy, gratitude, and meaningful traditions rather than material expectations. The principal shared that, at her home, the family toasts the entire Bengal community—students, staff, and families—at both Thanksgiving and Christmas.

B. Final Reminders

- i. Attendees were reminded to look for upcoming communication regarding testing dates, midterm schedules and early release times, the Rising 9th Grade Open House, Grad Bash payment information, and attendance and online absence reporting procedures.

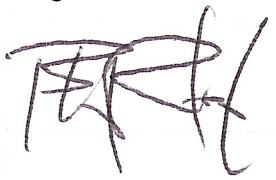





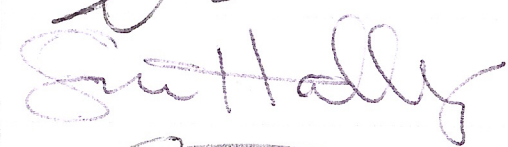

IX. Adjournment

- A. The SAC portion of the meeting was adjourned at 7:12 p.m. Members were invited to stay for the Community Meeting regarding the new exam waiver. Refreshments were provided, coordinated with the PTSA.

☆ SAC Sign in Sheet for Piper HS (1901)




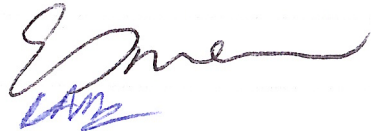




Date: 12/2/2025

Time: 6pm

#	SAC Member Full Name	Position	SBBC Employee	Parent of Student	Sign Here
1	Baptiste, Beatrice	ESE Parent of a student at the school , Parent	Yes	Yes	
2	Bastien, Aliya	Students (required for HS & Centers)	No	No	
3	Boyett, Jaime	Non-Instructional Support Employees	Yes	No	
4	Carter, Florence	Teacher	Yes	No	
5	Clark, Michael	SAC Chair , Teacher	Yes	No	
6	Cummings, Cheri	SAC Secretary , ESE Parent of a student at the school	Yes	Yes	
7	Davis-Patterson, Kay	I-Zone Representative (must be a parent) , Parent	Yes	Yes	
8	Frater, Felicia	Parent	No	Yes	
9	Halley, Josie	Community / Business Representatives	Yes	No	
10	Hartman, Anisha	Gifted Parent of a student at the school , Parent	No	<input checked="" type="radio"/> Yes	
11	Hautigan, Marie	Principal	Yes	No	
12	Jacotin, Yasmine	Parent	No	Yes	
13	Kusant, Scott	BTU Steward (or designee)	Yes	No	

Date: 12/2/2025










Time: 6 PM

#	SAC Member Full Name	Position	SBBC Employee	Parent of Student	Sign Here
14	Lemonier, Nancy	Parent	No	Yes	
15	Lopez, Aura	Parent	No	Yes	
16	Marson, Thomas	Parent	No	Yes	
17	Melvin, Rodrick	Teacher	Yes	No	
18	Mills, Brina	Parent	No	Yes	
19	Mosley, Carol	Parent	No	Yes	
20	Noel-Simeon, Erica	Parent	No	<input checked="" type="checkbox"/> Yes	
21	Patterson, Cameron	Students (required for HS & Centers)	No	No	
22	Powell, Anthony	Parent	No	Yes	
23	Rawls, Demetria	Parent	Yes	Yes	
24	Rawls, Nathan	Students (required for HS & Centers)	No	No	
25	Rawls, Rodney	Parent	No	Yes	
26	Rivero, Yuray	ESOL Parent of a student at the school	No	Yes	
27	Roberts, Samya	Students (required for HS & Centers)	No	No	
28	Robinson, Roy	Community / Business Representatives	No	No	
29	Smith, Rebecca	SAF Chair (or designee) Parent of a student at the school	No	Yes	
30	Sowell, Angela	Parent	No	Yes	

☆ SAC Sign in Sheet for Piper HS (1901)

Date: 12/2/2025

Time: 6 PM

#	Full Name	SBBC Employee	Parent of Student	Community/Business	Sign Here
1	Thomas H. Marsun		Parent		
2	Emerline Noel		Parent		
3	Grisell Martinez		Parent		
4	Judy Ashley Salmon		Parent		
5	Andrews, Sumitra	✓	Parent		
6	Starks, Tamela	✓	Parent		
7	Aliya Bastien		student		
8	Bea				
9	Stanley M. [unclear]		Parent		
10	Jared Salmon		Parent		
11	Claudia Cohen	✓	Parent		
12					
13					
14					
15					
16					
17					

★ Community Meeting Sign in Sheet for Piper HS (1901)

Date: 12/2/25

Time: 7:15 pm

#	Full Name	SBBC Employee	Parent of Student	Community/Business	Sign Here
1	Michael Clark Jr.	Y	N		<i>Michael Clark Jr.</i>
2	Grisele Martinez		Y		<i>Grisele Martinez</i>
3	DORANCE CARTER	Y	Y		<i>Dorance Carter</i>
4	Nancy Lemonier		Y		<i>Nancy Lemonier</i>
5	Josie Halley	Y			<i>Josie Halley</i>
6	Thomas H. Marson		Y		<i>Thomas H. Marson</i>
7	Anisha Dixon Hartman		✓		<i>Anisha Dixon Hartman</i>
8	Andrews, Sumindra	✓	✓	Omega Alpha Organization	<i>Sumindra Andrews</i>
9	Ariel Hartman				<i>Ariel Hartman</i>
10	Raya Frazer				<i>Raya Frazer</i>
11	Felicia Frazer		✓		<i>Felicia Frazer</i>
12	Aura Lopez		✓		<i>Aura Lopez</i>
13	Kael Davis-Patterson		✓		<i>Kael Davis-Patterson</i>
14	Camern Patterson				<i>Camern Patterson</i>
15	ERICA Noel-Simem		✓		<i>Erica Noel-Simem</i>
16	Emerline Noel		✓		<i>Emerline Noel</i>
17	Sared Salmon		✓		<i>Sared Salmon</i>
18	Lady Ashley Salmon		✓		<i>Lady Ashley Salmon</i>

★Community Meeting Sign in Sheet for Piper HS (1901)

Date: 12/2/25

Time: 7:15 PM

#	Full Name	SBBC Employee	Parent of Student	Community/Business	Sign Here
1	Griseli Martinez		Yes		<i>[Signature]</i>
2	BEIND MILLS		yes		<i>[Signature]</i>
3	Cheri Cummings	YES	yes		<i>[Signature]</i>
4	Angela Sowell		yes		<i>[Signature]</i>
5	DEMETRIA KARK				<i>[Signature]</i>
6	Samaya Roberts				<i>[Signature]</i>
7	Maie Hautigan	Yes	No		<i>[Signature]</i>
8	Brenda Sterling	Yes	No		<i>[Signature]</i>
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