1. **Welcome**  - *Margie Rafferty-Criscione*
2. **Update on the Shave a Hero Fundraiser** - *Andrea Gorsegner -* Materials went out on May 14 to the middle and grammar schools. The fundraiser concludes on May 31, and the Shave a Hero event takes place on June 15th.
3. **Changes to the elementary schedule in order to ensure compliance with the new Recess Law, effective September 2019-** *Mrs. Pickus, Mrs. Orozco*

Administrators have discussed several ways in which the district will meet the State requirement of 150 average minutes of Health & PE instruction per week in grades K-5. After considering different options and analyzing the results and feedback from the pilot of Responsive Classroom in a few elementary schools this year, it was decided that the Responsive Classroom curriculum is an excellent resource to supplement our current Health & PE curriculum. Therefore, beginning in September, 2019 students will be scheduled for two, forty minute periods of Health & PE with their physical education teacher per week and receive Responsive Classroom instruction each day from their classroom teacher. Teachers will also continue to schedule brain breaks and character education lessons with SBSSs, which also supplement our Health & PE instruction. In addition, students will be scheduled for 20 minutes of recess each day, which as per the new law does not count towards the required 150 weekly minutes of Health & PE instruction.

Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. As a district, we are currently at the beginning stages of implementation in our K-5 buildings. “The core belief aligned to the Responsive Classroom approach embraces the success of students in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.” ([Responsive Classroom, 2019](https://www.responsiveclassroom.org/about/principles-practices/)) All of these core values align to the Middletown Public Schools personalized learning goals and Future Ready initiatives.

There are six guiding principles that inform the Responsive Classroom approach that teachers infuse into their daily classroom practice. These six principles guide teachers in creating a more positive classroom community empowering students to develop into a well rounded individual who takes risks and finds their inner voice and self.

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to cre­ate a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expec­tations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.
7. **Securly update-** *Mr. Siwiak*

Middletown Township Public Schools now offer the Securly Parent Home App to allow parents access to their child’s online activity in real-time, day or night, including snapshots of search history, sites recently visited, and push notifications of any concerning online activity.

The app also allows parents greater control of their child's online experience by offering them content filter control at home as well as the ability to pause the Internet with one simple click.

The Securly Parent Home App is available at no cost to parents and can be downloaded through the Apple iTunes or Google Play Store. Links to both stores, as well as additional information and our sign up form is available on the technology section of our website under “Parents - Securly”.

1. **MTFODL** - *Magaly Milton*
   1. *@*MTPSpride Elementary Tiered Process Presentation 4/16/19

*<https://www.youtube.com/watch?v=g2DSGObIamA&feature=youtu.be>*

1. **Board of Education** - *Pam Rogers, John Little, Deborah Wright* - Due to a prior commitment, there was no representative at the meeting and no report out.
2. **New Business - none**
3. **Old Business -** We purchased flowers and Dunkin Donuts gift cards for the district secretaries.

**Informational Items**

**Attendance Policy:**

The school district is committed to support students through illness. The state deems a student is chronically absent when they are not in school 10% or more of the days in session. Therefore it is typical for a student to be deemed chronically absent when they have accumulated 18 days or more of absences. Our policy accurately reflects the state mandates. There are three acceptable reasons for excused absences: college visits, Take Your Child to Work day and the list of religious exemptions documented by the state.

As we have stated publicly, and reiterated by building administration, parents should keep their medical documentation. We support students staying home when medically necessary. Our building administrators and guidance staff implement tiered interventions for students who have reached a certain number of absences, starting at four absences. When the absences become excessive and students are in danger of retention or in loss of credit at the high school level, an attendance review committee reviews the student's situation with the parent and takes into account medical documentation and other hardships. Senior students and their parents also have an opportunity to appeal any decision of the attendance review committee to a committee at the district level. For all high school students, a credit recovery program is offered during the summer with flexible dates.

**U.S. News & World Report and NJDOE school rankings:**

At the April 10th BOE Workshop meeting a presentation was shared to update the Board and community on the recently published NJDOE School Performance Reports and subsequent “school rankings” that various media outlets released based on their interpretation of the NJDOE information and other criteria individual media sources elect to use in the creation of their rankings. The link to the district’s presentation can be found [here](https://docs.google.com/presentation/d/1ePWatWC6Mz7Na3quLSLaRPLFiBDjwfaWoazfE2Q3Pco/edit?usp=sharing) as well as on the district website.

On May 6th *The Asbury Park Press* released an article about the NJDOE School Performance Reports and *U.S. News and World Report’s* annual high school rankings. The APP noted that the *U.S. News and World Report* rankings are derived using the following weighted categories:

* Seniors who took and passed at least one AP/IB exam
* Math and Reading proficiency on state exams (in NJ PARCC)
* Performance of underrepresented student groups, e.g. economically disadvantaged and special education
* The breadth of AP/IB courses taken and passed by seniors
* School graduation rates

NJDOE School Performance Reports also include other factors such as student attendance. Over the past few years the district has repeatedly educated parents and students on the importance of participating in the PARCC administration. In addition to participation rates, student performance on these assessments is also important, and administrators have reiterated this position since the onset of the administration of PARCC. The district has worked diligently throughout the course of this year to expand its AP program, most specifically lifting eligibility requirements and recruiting more underclassmen into AP classes. During the 2019-20 school year, the district will provide AP students with additional opportunities and resources to increase success with the end of course exams, e.g. summer AP jump-start classes, in-person and online access to AP teachers during the summer months, and Spring AP exam boot camp sessions. In addition, school administrators are working closely with curriculum and special education directors to develop action plans related to the specific areas in need of improvement that were identified in the NJDOE School Performance Reports with regard to subgroup performance on state assessments, student attendance and graduation rates.

**THANK YOU for the time and dedication you show to this wonderful organization!**

**I hope you all have a wonderful summer, and I look forward to seeing everyone in the 2019-2020 school year!**