

POLICY

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Nutley Public Schools
Administration
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Educational Improvement Plan

1521- EDUCATIONAL IMPROVEMENT PLAN

The Board of Education recognizes that it receives additional foundation aid as a result of the designation of this district as a special needs district. In order to be accountable for the use of these funds, the Board directs the development of an educational improvement plan in each school in this district. District resources shall be allocated in implementation of the plan in accordance with rules of the State Board of Education.

Each educational improvement plan shall be consistent with Core Curriculum Content Standards, Department of Education recommendations, and monitoring requirements; designed to support district-level governance and management of finances and facilities; and designed to support school-level planning and reform. The plan must be adequately funded and must be formally approved by the Board.

Each educational improvement plan shall be the result of a collaborative effort of a school planning team, which shall coordinate its development, implementation, and evaluation. The team shall be comprised of the Principal, teaching staff members, parent(s) or legal guardian(s),

A majority of the planning team shall be composed of classroom teachers chosen as representatives by election at a meeting of all teaching staff members.

At least twenty-five percent of the team shall be parent(s) or legal guardian(s) of pupils enrolled in the school chosen as representatives selected by the Principal.

The school planning team shall encourage the participation of a broad-based representation of the educational community; invite the contributions of parent(s) or legal guardian(s) and community at a public meeting; analyze pupil performance at the district and school levels; identify pupil outcome goals, indicators, and objectives; develop a school-level data base; select demonstrably effective improvement strategies; and specify activities, needed resources, staff responsibilities, timelines, costs, and evaluation strategies.

The progress of the educational improvement plan shall be verified by the school planning team in conjunction with the Division on Urban Affairs. A report on the implementation and evaluation of the educational improvement plan shall be made to parent(s) or legal guardian(s) and the community at least quarterly. The evaluation report shall be distributed to parent(s) or legal guardian(s), staff and communities in September of each year.



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N.J.A.C. 6A:23-1.1 et seq.

Adopted: 03 May 2004
Revised:



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Administrator's Code of Ethics

1540- ADMINISTRATOR'S CODE OF ETHICS

Definitions

"Administrator" means any employee of this school district who holds a position that:

1. Requires certification with the endorsement of school administrator, Principal, or School Business Administrator;
2. Does not require certification but is responsible for making recommendations regarding hiring or the purchase or acquisition of any property or services by the local school district; or
3. Requires certification with the endorsement of supervisor and is responsible for making recommendations regarding hiring or the purchase or acquisition of any property or services by the local school district.

"Business" means any corporation, partnership, firm, enterprise, franchise, association, trust, sole proprietorship, union, political organization, or other legal entity but does not include a school district or other public entity.

"Interest" means the ownership of or control of more than ten percent of the profits, assets, or stock of a business but does not include the control of assets in a labor union.

"Immediate family" means the person to whom the administrator is legally married and any dependent child of the administrator residing in the same household.

Code of Ethics

No administrator or member of his/her immediate family shall have an interest in a business organization or engage in any business, transaction, or professional activity that is in substantial conflict with the proper discharge of his/her duties in the public interest.

No administrator shall use or attempt to use his/her official position to secure unwarranted privileges, advantages, or employment for him/herself, a member of his/her immediate family, or any other person.



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No administrator shall act in his/her official capacity in any matter where he/she, a member of his/her immediate family, or a business organization in which he/she has an interest, has a direct or indirect financial or personal involvement that might reasonably be expected to impair his/her independence of judgment in the exercise of official duties. No administrator shall act in his/her official capacity in any matter where he/she or a member of his/her immediate family has a personal involvement that is or creates some benefit to the administrator or a member of his/her immediate family.

No administrator shall undertake any employment or service, whether compensated or not, which might reasonably be expected to prejudice his/her independence of judgment in the exercise of official duties.

No administrator or member of his/her immediate family or business organization in which he/she has an interest shall solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing him/her, directly or indirectly, in the discharge of his/her official duties.

No administrator shall accept offers of meals, entertainment, or hospitality which are limited to the clients/customers of the individual providing such hospitality. Administrators may attend hospitality suites or receptions at conferences only when they are open to all attending the conference.

No administrator shall use, or allow to be used, his/her public office or any information not generally available to the members of the public which he/she receives or acquires in the course of and by reason of his/her office, for the purpose of securing financial gain for him/herself, any member of his/her immediate family, or any business organization with which he/she is associated.

No administrator or business organization in which he/she has an interest shall represent any person or party other than the Board of Education or this school district in connection with any cause, proceeding, application or other matter pending before this school district or in any proceeding involving this school district, except that this provision shall not be deemed to prohibit representation within the context of official labor union or similar representational responsibilities.

Nothing shall prohibit an administrator or members of his/her immediate family from representing him/herself or themselves in negotiations or proceedings concerning his/her or their own interests.



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Each administrator shall annually, in accordance with N.J.S.A. 18A:12-25 and 18A:12-26, law, file with the Commissioner a disclosure statement report regarding potential conflicts of interest. and with the School Ethics Commission a financial disclosure statement.

N.J.S.A. 18A:12-21 through 18A:12-34; 18A:12-22;
18A:12-23; 18A:12-24; 18A:12-25; 18A:12-26;
18A:12-27; 18A:12-28; 18A:12-29;
18A:12-30; 18A:12-31; 18A:12-32;
18A:12-33; 18A:12-34

School Ethics Policy Guideline 1

Adopted: 03 May 2004

Revised:



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2110 PHILOSOPHY OF EDUCATION/DISTRICT MISSION STATEMENT

General Statement

Free public education for all children is a cornerstone of a democratic society that values the worth and dignity of each individual. The primary goal of this Board of Education shall be to offer each child in this district the educational opportunity that will enable him/her to function politically, economically, and socially in that democratic society.

The Board, as the agent responsible for the education of the children of the district, will provide a planned program of learning that incorporates into its curriculum the lessons and experiences, within and without the classroom, needed to realize the educational goals of this district. The Board appreciates the need for constant improvement of the instructional program and will strive unremittingly to provide an educational system that assists each pupil in becoming a self-respecting individual who can function effectively and satisfyingly.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

The Board will seek out and work cooperatively with the available resources of home and community including business and industry, in the improvement of the educational program.

The Board will endeavor to employ a high caliber, well-prepared staff of adequate size and wide-ranging abilities. Moreover, the Board will provide pupils and staff, as needs dictate and means permit, with adequate educational supplies, equipment, and facilities.

The purpose of education in the schools of this district is to facilitate the development of each child to his/her greatest potential. The school staff shall recognize individual differences among pupils and encourage their achievement and progress, not only in basic skills but in the ability to think independently and critically. The school staff shall help pupils to understand our democratic society; to believe in it and to act fairly in their relationships with others; to develop in themselves attitudes of respect and



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helpfulness toward others; to want, and to be able to perform well, some portion of the work of the world; to acquire knowledge and skills necessary to do this with satisfaction to themselves and society; to understand and use effective methods in framing the questions and tackling the problems that they encounter in their lives to the end that they may function politically, economically, and socially in a democratic society.

2012-2017 Strategic Plan

Values

We Value:

- challenges that foster curiosity, growth and confidence.
- integrity in person, action, and process.
- safe, inspirational communities.
- respectful, supportive resourceful and independent citizens.
- persistent, collaborative, open communicators.

Mission

The mission of Nutley Public Schools is to challenge, inspire, and empower students to become creative, confident, passionate, self-directed citizens who actively and purposefully contribute in our global society.

Vision

The Nutley Public School system is a sustainable, integrated, efficient, and innovative school district that serves as the unifying and driving force in the community's effort to affect measurable growth as students develop into confident, responsible, productive, self-directed citizens who pursue excellence through personal, research-based, rigorous learning toward district established standards that fosters an on-going pursuit of excellence.

Strategies and Delimiters

Strategies

Behaviors that we want to ensure are part of our culture.

We will:

- Establish open and continuous communication to engage all stakeholders in the process of achieving our objectives.
- Inspire and energize students, staff and all other members of our community to embrace, commit to, and collectively work towards achieving each of our strategic objectives.
- Identify and utilize active partnerships with community organizations to support the achievement of our objectives.



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- Utilize only the existing resources that support student achievement and acquire new resources necessary to satisfy our objectives.

Delimiters

Behaviors we want to ensure are not part of our culture.

We will not:

- Continue to utilize resources that do not support student achievement.
- Implement new programs or services without the necessary professional development and support.
- Allow ineffective past practice to interfere with the consideration of new ideas.
- Pursue changes in policy or practice without defining what the change is, why it is necessary, who is responsible for its implementation and when it will be accomplished.

Goals

Character

By June 2017, students in Nutley Public Schools will assume responsibility for the integrity of the Nutley student population, demonstrating character by their actions in school and the community and through their own participation and monitoring of and presentation on codes of honor.

Communication

By June 2017, the district will have in place a detailed, efficient, and technology-based system of communication that allows for multiple avenues of information and the involvement of all stakeholders in ensuring and measuring student success.

Community

By September 2017, all students will participate in and present the learning derived from curriculum-based, service-oriented community projects that instill confidence, responsibility, and produce measureable contributions to the community.

Competency

By June 2017, students at all grade levels will demonstrate mastery of core competencies and content through performance on common assessments, development of personal learning experiences, and presentations of their personal growth and learning to a variety of suitable audiences.

Configuration

By September 2017, the school district will investigate and evaluate best practices by instructional grade span and transform the district's structure as necessary based on these findings and the district's physical, financial, and instructional realities.



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Curriculum

By June 2017, the district will develop and implement a thorough, data-based process for analyzing curriculum, instruction, assessment, student performance, professional development, and resources in all curricular areas ensuring that professional practice is always current, relevant, and aligned to the most updated standards. Each curricular area will be reviewed on an, at most, five-year timeline. The results of each process will be presented publicly.

Adopted: 03 May 2004

Revised: 14 April 2008

Revised: 16 July 2012

Reviewed:



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Nutley Public Schools
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Curriculum Content

2200- CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators.

Districts with secondary school(s)

[and the courses required by Policy No. 5460 and N.J.A.C. 6A:8-5 for high school graduation.]

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs the curriculum be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school;



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2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;



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13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.
N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

New Jersey Core Curriculum Content Standards

Adopted: 03 May 2004
Revised:



REGULATION

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2200- CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children of different races, colors, creeds, sexes, sexual orientations, ancestries, national origins, social or economic status, and/or disabilities.

In order to eliminate possible bias in the curriculum, staff shall use the following criteria:

- A. When instructional material contains stereotypes or discriminatory statements, staff should help pupils identify the stereotypes or discriminatory statement(s) and discuss with pupils the consequences of repeated stereotyping and discriminatory statements.
- B. If a particular instructional material is highly objectionable, staff should not use it, N.J.A.C. 6:4-1.3(f); such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.
- C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials, N.J.A.C. 6:4-1.3(f).
- D. Community involvement when developing instructional programs and attendant materials shall be encouraged.

Adopted: 03 May 2004

Revised:



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Curriculum Development

2210- CURRICULUM DEVELOPMENT

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that ensure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he/she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 03 May 2004

Revised:

