

# BYLAWS

FIRST READING  
2012-06-11

Nutley Public Schools  
Bylaws  
0142.1 Page 1 of 2  
Nepotism

## 0142.1 NEPOTISM

The Board of Education adopts this Nepotism Policy as a condition of receiving State aid pursuant to N.J.A.C. 6A:23A-6.2.

For the purposes of this Policy, “relative” means an individual's spouse, by marriage or civil union pursuant to N.J.S.A. 37:1-33, domestic partner as defined in N.J.S.A. 26:8A-3, or the individual's or spouse's parent, child, sibling, aunt, uncle, niece, nephew, grandparent, grandchild, son-in-law, daughter-in-law, stepparent, stepchild, stepbrother, stepsister, half-brother or half-sister, whether the relative is related to the individual or the individual's spouse by blood, marriage or adoption.

For the purposes of this Policy, “immediate family member” means the person’s spouse, partner in a civil union as defined in N.J.S.A. 37:1-33, domestic partner as defined in N.J.S.A. 26:8A-3, or dependent child residing in the same household.

For the purposes of this Policy, “administrator” is defined as set forth in N.J.S.A. 18A:12-23.

No relative of a Board member or the Superintendent of Schools shall be employed in an office or position in this school district except that a person employed by the school district on the effective date of the Policy or the date a relative becomes a Board member or Superintendent shall not be prohibited from continuing to be employed or promoted in the district.

The Superintendent of Schools shall not recommend to the Board of Education pursuant to N.J.S.A. 18A:27-4.1 any relative of a Board member or the Superintendent. However, in accordance with N.J.A.C. 6A:23A-6.2(a)2, the district may employ a relative of a Board member or Superintendent of Schools provided the district obtains the approval from the Executive County Superintendent of Schools. Such approval shall be granted only upon demonstration by the school district that it conducted a thorough search for candidates and that the proposed candidate is the only qualified and available person for the position.

In accordance with N.J.A.C. 6A:23A-6.2(a)6.(b), per diem substitutes and student employees who are relatives of a Board member or the Superintendent of Schools shall be excluded from the provisions of this Policy and N.J.A.C. 6A:23A-6.2.

A school district administrator shall be prohibited from exercising direct or indirect authority, supervision, or control over a relative of the



# BYLAWS

FIRST READING  
2012-06-11

Nutley Public Schools  
Bylaws  
0142.1Page 2 of 2  
Nepotism

administrator. Where it is not feasible to eliminate such a direct or indirect supervisory relationship, appropriate screens and/or alternative supervision and reporting mechanisms must be put in place.

A school district administrator or Board member who has a relative who is a member of the bargaining unit shall be prohibited from discussing or voting on the proposed collective bargaining agreement with that unit or from participating in any way in negotiations, including, but not limited to, being a member of the negotiating team; nor should that school district administrator be present with the Board in closed session when negotiation strategies are being discussed; provided however, that the administrator may serve as a technical resource to the negotiating team and may provide technical information necessary to the collective bargaining process when no one else in the district can provide such information.

A school district administrator or Board member who has an immediate family member who is a member of the same Statewide union in another school district shall be prohibited from participating in any way in negotiations, including but not limited to, being a member of the negotiating team or being present with the Board of Education in closed sessions when negotiation strategies are being discussed, prior to the Board of Education attaining a Tentative Memorandum of Agreement with the bargaining unit that includes a salary guide and total compensation package. Once the Tentative Memorandum of Agreement is established, a school district administrator with an immediate family member who is a member of the same State-wide union in another school district may fully participate in the process, absent other conflicts. Notwithstanding these provisions, a district administrator who has an immediate family member who is a member of the same Statewide union in another district may serve as a technical resource to the negotiating team and may provide technical information necessary to the collective bargaining process when no one else in the district can provide the information.

N.J.A.C. 6A:23A-6.2

Adopted: 20 October 2008

Revised: 24 August 2009

Revised: 20 December 2010



# BYLAWS

FIRST READING  
2012-##-##

Nutley Public Schools  
Bylaws  
0146/Page 1 of 2  
Board Member Authority

## 0146 BOARD MEMBER AUTHORITY

A Board member does not possess individually the authority and powers that reside in the Board of Education. No Board member by virtue of his/her office shall exercise any administrative responsibility with respect to the operation of the school district or as an individual command the services of any school district employee.

### Release of Information

Board member access to public, personnel, and pupil records shall be governed by law and by the provisions of Policy Nos. 8310, 8320, and 8330.

Confidential information to which a Board member becomes privy as a result of his/her office shall be used only for the purpose of helping the member discharge his/her responsibilities as Board member. No Board member shall reveal information contained in a confidential record or received during a duly convened private session of the Board except when that information has been released to the public by the Board.

### Public Expressions

Board members are entitled to express themselves publicly on any matter, including issues involving the Board and the school district. Individual Board members cannot, however, express the position of the Board except as expressly authorized, in accordance with Board Policy No. 9120. A Board member shall not represent his/her personal opinion as the position of the Board.

And shall include in all formal expressions in which his/her Board affiliation is likely to be recognized, such as letters to government officials or newspapers, speeches to organizations, and the like, a statement that the opinions expressed do not necessarily represent those of the Board.

Board members visiting a school shall comply with district policy and procedures for school visitors.



# BYLAWS

---

FIRST READING  
2012-##-##

Nutley Public Schools  
Bylaws  
0146/Page 2 of 2  
Board Member Authority

Members of the Board shall adhere to the Code of Ethics for Board members in Bylaw 0142.

N.J.S.A. 18A:11-1

Adopted: 03 May 2004  
Revised: 20 December 2010



# BYLAWS

FIRST READING  
20120-06-11

Nutley Public Schools  
Bylaws

0173/Page 1 of 2

Duties of Public School Accountant

## 0173 DUTIES OF PUBLIC SCHOOL ACCOUNTANT

The Board will engage only a licensed public school accountant to conduct the annual audit in accordance with N.J.S.A. 18A:23-1 et seq. The accountant must have an external peer/quality report performed in accordance with N.J.A.C.6A:23A-16.2(i)1, unless the accountant or firm can show good cause as to why there was a delay completing such report within the required timelines established by Government Auditing Standards issued by the Comptroller General of the United States. The Board will require the submission of the most recent external peer/quality report for review and evaluation prior to the appointment of the licensed public school accountant. The Board will acknowledge the receipt, review, and evaluation of the external peer/quality report in the public session and Board minutes in which the accountant or firm to perform the audit is engaged.

The Board will require the submission of an updated external peer/quality report of the accountant within thirty days after the issuance date of the external peer/quality report if the report is issued prior to the date of the audit opinion for the most recent fiscal year.

In accordance with NJOMB Circular Letter 98-07, the public school accountant will provide a copy of the most recent external peer/quality report to the Department of Education, within thirty days after the initial engagement by the Board and within thirty days after the issuance of a subsequent peer/quality report.

The Board shall engage a public school accountant during the audit engagement period for non-auditing, management, or other consulting services only if such services comply with the independent standards as established in Government Auditing Standards (Yellow Book) by the Comptroller General of the United States.

The Board may be prohibited for good cause by the Commissioner of Education from engaging a particular licensed public school accountant, or may be directed by the Commissioner on a process to be used in the appointment of a licensed public school accountant pursuant to N.J.A.C.6A:23A-16.2(i)4.



# BYLAWS

FIRST READING  
20120-06-11

Nutley Public Schools  
Bylaws

0173/Page 2 of 2

Duties of Public School Accountant

The public school accountant will complete the annual audit as required by the Department of Education and N.J.S.A. 18A:23-2. Each annual audit shall include an audit of the books, accounts and moneys, and verification of all cash and bank balances of the Board and of any officer or employee and of moneys derived from athletic events or other activities of any organization of pupils conducted under the auspices of the Board, from the date of the last annual audit to the date of the current audit. The audit will also include a determination of the extent to which the district used contracts entered into by the State Division of Purchase and Property pursuant to P.L. 1969 c. 104 (C. 52:25-16.1 et seq.) in the purchase of materials, supplies or equipment for the district. The report of each audit will be completed in accordance with the time requirements of N.J.S.A. 18A:23-1 and will be filed by the public school accountant in accordance with N.J.S.A. 18A:23-2.3.

Within thirty days following receipt of the report the Board, at a regularly scheduled public meeting, will cause the recommendations of the accountant to be read and discussed and the discussion will be duly noted in the Board meeting minutes in accordance with N.J.S.A. 18A:23-5. The Board Secretary will prepare or have prepared a summary of the annual audit for this Board meeting in accordance with N.J.S.A. 18A:23-4.

N.J.S.A. 18A:23-1 et seq.  
N.J.A.C. 6A:23A-16.2

Cross reference: Policy Guide No. 6830

Adopted: 03 May 2004  
Revised: 20 December 2010



# BYLAWS

FIRST READING  
2012-06-11

Nutley Public Schools  
Bylaws  
0174Page 1 of 2  
Legal Services

## 0174 LEGAL SERVICES

In accordance with N.J.A.C. 6A:23A-5.2, the Board of Education adopts this Policy and its strategies to ensure the use of legal services by employees and the Board of Education members and the tracking of the use of legal services.

The Board of Education authorizes the Superintendent of Schools, Superintendent of Schools' designee and the School Business Administrator/Board Secretary as designated contact person(s) to request services or advice from contracted legal counsel.

The Board of Education authorizes the establishment of the following procedures to guide such solicitation of legal advice:

1. The designated contact person(s) shall ensure that contracted legal counsel is not contacted unnecessarily for management decisions or readily available information contained in district materials such as Board policies, administrative regulations, or guidance available through professional source materials.
2. All requests for legal advice shall be made to the designated contact person(s) in writing and shall be maintained on file in the district offices. The designated contact person shall determine whether the request warrants legal advice or if legal advice is necessary. The designated contact person shall refer the request to the appropriate school/department administrator in the event the designated contact person deems legal advice is unwarranted or unnecessary.
3. The designated contact person(s) shall maintain a log of all legal counsel contact including the name of the legal counsel contacted, date of the contact, issue discussed, and length of contact.
4. All written requests for legal advice and logs of legal counsel contacts shall be forwarded to the Business Administrator/Board Secretary, who shall be responsible to compare all legal bills to the contact logs and to investigate and resolve any variances.



# BYLAWS

FIRST READING  
2012-06-11

Nutley Public Schools  
Bylaws  
0174Page 2 of 2  
Legal Services

Any professional services contract(s) for legal services shall prohibit advance payments. Services to be provided shall be described in detail in the contract and invoices for payment shall itemize the services provided for the billing period. Payments to legal counsel(s) shall only be for services actually provided.

School districts and vocational school districts are prohibited from contracting with legal counsel or using in-house legal counsel to pursue any affirmative claim or cause of action on behalf of district administrators and/or any individual Board members or pursuing any claim or cause of action for which the damages to be awarded would benefit an individual rather than the school district as a whole.

The Board of Education will annually establish prior to budget preparation, a maximum dollar limit for each type of professional service, including legal services. In the event it becomes necessary to exceed the established maximum dollar limit for the professional service, the Superintendent of Schools shall recommend to the Board of Education an increase in the maximum dollar amount. Any increase in the maximum dollar amount shall require formal Board action.

Contracts for legal services will be issued by the Board in a deliberative and efficient manner such as through a request for proposals based on cost and other specified factors or another comparable process that ensures the district receives the highest quality services at a fair and competitive price or through a shared service arrangement. Contracts for legal services shall be limited to non-recurring or specialized work for which the district does not possess adequate in-house resources or in-house expertise to conduct.

N.J.A.C. 6A:23A-5.2

Adopted: 20 October 2008





# BYLAWS

FIRST READING  
2012-06-11

Nutley Public Schools  
Bylaws  
0177/Page 1 of 1  
Professional Services

## 0177 PROFESSIONAL SERVICES

In accordance with N.J.A.C. 6A:23A-5.2, the Board of Education adopts this Policy and its strategies to minimize the cost of professional services.

The Board of Education will establish annually prior to budget preparation a maximum dollar limit for each type of professional service. In the event it becomes necessary to exceed the established maximum dollar limit for the professional services, the Superintendent of Schools shall recommend to the Board of Education an increase in the maximum dollar amount. Any increase in the maximum dollar amount shall require formal Board action.

Contracts for professional services will be issued by the Board in a deliberative and efficient manner that ensures the district receives the highest quality services at a fair and competitive price or through a shared service arrangement. This may include, but is not limited to, issuance of such contracts through a Request for Proposals (RFP) based on cost and other specified factors or other comparable processes. Contracts for professional services shall be limited to non-recurring or specialized work for which the district does not possess adequate in-house resources or in-house expertise to conduct.

Nothing in this Policy or N.J.A.C. 6A:23A-5.2 shall preclude the Board from complying with the requirements of any statute, administrative code, or regulation for the award of professional services contracts.

N.J.A.C. 6A:23A-5.2

Adopted: 20 October 2008  
Revised: 20 December 2010



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
ADMINISTRATION  
1570/Page 1 of 2  
Internal Controls

## 1570 INTERNAL CONTROLS

As a condition of receiving State aid, the school district shall establish specific policies and procedures on internal controls designed to provide management with reasonable assurance that the district's goals and objectives will be met and that meet the requirements of N.J.A.C. 6A:23A-6.5 through N.J.A.C. 6A:23A-6.13. Internal controls shall promote operational efficiency and effectiveness, provide reliable financial information, safeguard assets and records, encourage adherence to prescribed policies, and comply with law and regulation.

The specific internal controls contained in N.J.A.C. 6A:23A-6 shall be established together with other internal controls contained in N.J.A.C. 6A and other law and regulations, required by professional standards and as deemed necessary and appropriate by district management. The district may submit a written request to the Commissioner to approve an alternative system, approach, or process for implementing the internal controls required in N.J.A.C. 6A:23A-6. The application must include documented evidence that includes, but is not limited to, an independent, third-party written assessment that the alternative system, approach or process will achieve the same safeguards, efficiency, and other purposes as the specified internal control requirement(s).

The school district shall evaluate business processes annually and allocate available resources appropriately in an effort to establish a strong control environment pursuant to the requirements of N.J.A.C. 6A:23A-6.5. In accordance with the provisions of N.J.A.C. 6A:23A-6.5(b), the School Business Administrator/Board Secretary shall identify processes that, when performed by the same individuals, are a violation of sound segregation of duties and shall segregate the duties of all such processes among Business office staff based on available district resources, assessed vulnerability, and associated cost-benefit. The district shall include in the Comprehensive Annual Financial Report (CAFR) a detailed organizational chart for the Central office that tie to the district's position control logs, including but not limited to, the business, human resources, and information management functions.

The school district shall establish Standard Operating Procedures (SOPs) for each task or function of the business operations of the district by December 31, 2009. The SOP Manual shall include sections on each routine task or function as outlined in N.J.A.C. 6A:23A-6.6(b) and 6A:23A-6.6(c). A standard operating procedure shall be established that ensures office supplies are ordered in



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
ADMINISTRATION  
1570/Page 2 of 2  
Internal Controls

appropriate quantities, maintained in appropriate storage facilities, and monitored to keep track of inventory.

School districts with budgets in excess of \$25,000,000 or with more than three hundred employees shall maintain an Enterprise Resource Planning (ERP) System which integrates all data and processes of the school district into a unified system. The ERP system shall use multiple components of computer software and hardware and a unified database to store data for the various system modules to achieve the integration. Districts required to maintain an ERP System that do not have an ERP System in place on July 1, 2008 shall fully implement an ERP System by the 2010-2011 school year and maintain both the existing system(s) and run a beta test ERP System during the 2009-2010 school year. Whenever considering financial systems or the automation of other services or functions, the Superintendent of Schools or School Business Administrator/Board Secretary shall notify the Executive County Superintendent in writing to see if opportunities for a shared service system exist. Access controls shall be established for key elements of financial systems to ensure that a single person does not have the ability to make system edits that would violate segregation of duties controls.

The school district shall maintain an accurate, complete, and up-to-date automated position control roster to track the actual number and category of employees and the detailed information for each. Districts are required to maintain a position control roster by December 31, 2009. The position control roster shall share a common database and be integrated with the district's payroll system, agree to the account codes in the budget software, and ensure that the data within the position control roster system includes, at a minimum, the required information as required in N.J.A.C. 6A:23A-6.8(a)3.

N.J.A.C. 6A:23A-6.4; 6A:23A-6.5; 6A:23A-6.6; 6A:23A-6.7; 6A:23A-6.8

Adopted: 20 October 2008  
Revised: 20 December 2010



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
ADMINISTRATION  
1620/Page 1 of 5

Administrative Employment Contracts

## 1620 ADMINISTRATIVE EMPLOYMENT CONTRACTS

The Executive County Superintendent shall review and approve for all Superintendents, Deputy Superintendents, Assistant Superintendents, and School Business Administrators in school districts, county vocational school districts, county special services school districts and other districts, except charters, within the County under the supervision of the Executive County Superintendent:

1. New employment contracts, including contracts that replace expired contracts for existing tenured and non-tenured employees;
2. Renegotiations, extensions, amendments, or other alterations of the terms of existing employment contracts that have been previously approved by the Executive County Superintendent; and
3. Provisions for contract extensions where such terms were not included in the original employment contract or are different from the provisions contained in the original approved employment contract.

In counties where there is no Executive County Superintendent or Acting Executive County Superintendent, the Assistant Commissioner for Field Services shall review and approve all above contracts.

The contract review and approval shall take place prior to any required public notice and hearing pursuant to N.J.S.A. 18A:11-11 and prior to the Board approval and execution of those contracts to ensure compliance with all applicable laws, including but not limited to N.J.S.A. 18A:30-3.5, 18A:30-9, 18A:17-15.1 and 18A:11-12.

The public notice and public hearing required pursuant to N.J.S.A. 18A:11-11 is applicable to a Board that renegotiates, extends, amends, or otherwise alters the terms of an existing contract with the Superintendent of Schools, Deputy Superintendent, Assistant Superintendents, or School Business Administrator.



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
ADMINISTRATION  
1620/Page 2 of 5

## Administrative Employment Contracts

Although the public notice and public hearing requirements of N.J.S.A. 18A:11-11 do not to new contracts and contracts that replace expired contracts for existing employees in one of these positions, whether tenured or not tenured, the Board may issue a public notice and/or hold a public hearing on new contracts, including new contracts that replace expired contracts for existing tenured and non-tenured employees.

In connection with the Executive County Superintendent's review of the contract, the Board shall provide the Executive County Superintendent with a detailed statement setting forth the total cost of the contract for each applicable year, including salary, longevity (if applicable), benefits and all other emoluments.

The review and approval shall be consistent with the following additional standards:

1. Contracts for each class of administrative position shall be comparable with the salary, benefits and other emoluments contained in the contracts of similarly credentialed and experienced administrators in other school districts in the region with similar enrollment, academic achievement levels and challenges, and grade span.
2. No contract shall include provisions that are inconsistent with the travel requirements pursuant to N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7 including, but not limited to, the provisions for mileage reimbursement and reimbursement for meals and lodging in New Jersey. Any contractual provision that is inconsistent with law is superseded by the law.
3. No contract shall include provisions for the reimbursement or payment of employee contributions that are either required by law or by a contract in effect in the district with other teaching staff members, such as payment of the employee's State or federal taxes, or of the employee's contributions to FICA, Medicare, State pensions and annuities (TPAF), life insurance, disability insurance (if offered), and health benefit costs.
4. No contract shall contain a payment as a condition of separation from service that is deemed by the Executive County Superintendent to be prohibited or excessive in nature. The payment cannot exceed the lesser of the calculation of three



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
ADMINISTRATION  
1620/Page 3 of 5

## Administrative Employment Contracts

months pay for every year remaining on the contract with pro-rata for partial years, not to exceed twelve months, or the remaining salary amount due under the contract.

5. No contract shall include benefits that supplement or duplicate benefits that are otherwise available to the employee by operation of law, an existing group plan, or other means; e.g., an annuity or life insurance plan that supplements or duplicates a plan already made available to the employee. Notwithstanding the provisions of this section, a contract may contain an annuity where those benefits are already contained in the existing contract between the employee and the district.
6. Contractual provisions regarding accumulation of sick leave and supplemental compensation for accumulated sick leave shall be consistent with N.J.S.A. 18A:30-3.5. Supplemental payment for accumulated sick leave shall be payable only at the time of retirement and shall not be paid to the individual's estate or beneficiaries in the event of the individual's death prior to retirement. Pursuant to N.J.S.A. 18A:30-3.2, a new Board of Education contract may include credit of unused sick leave in accordance with the new Board of Education's policy on sick leave credit for all employees.
7. Contractual provisions regarding accumulation of unused vacation leave and supplemental compensation for accumulated unused vacation leave shall be consistent with N.J.S.A. 18A:30-9. Contractual provisions for payments of accumulated vacation leave prior to separation can be included but only for leave accumulated prior to June 8, 2007 and remaining unused at the time of payment. Supplemental payments for unused vacation leave accrued consistent with the provisions of N.J.S.A. 18A:30-9 after June 8, 2007 as well as unused vacation leave accumulated prior to June 8, 2007 that has not been paid, shall be payable at the time of separation and may be paid to the individual's estate or beneficiaries in the event of the individual's death prior to separation.



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
ADMINISTRATION  
1620/Page 4 of 5

## Administrative Employment Contracts

8. Contractual provisions that include a calculation of per diem for twelve month employees shall be based on a two hundred sixty day work year.
9. No provision for a bonus shall be made except where payment is contingent upon achievement of measurable specific performance objectives expressly contained in a contract approved pursuant to N.J.A.C. 6A:23A-3.1, where compensation is deemed reasonable relative to the established performance objectives, and achievement of the performance objectives has been documented to the satisfaction of the Board of Education.
10. No provision for payment at the time of separation or retirement shall be made for work not performed except as otherwise authorized above.
11. No contract shall include a provision for a monthly allowance except for a reasonable car allowance. A reasonable car allowance cannot exceed the monthly cost of the average monthly miles traveled for business purposes multiplied by the allowable mileage reimbursement pursuant to applicable law and regulation and NJOMB circulars. If such allowance is included, the employee cannot be reimbursed for business travel mileage nor assigned permanently a car for official district business. Any provision of a car for official district business must conform with N.J.A.C. 6A:23A-6.12 and be supported by detailed justification. No contract can include a provision of a dedicated driver or chauffeur.
12. All Superintendent contracts shall include the required provision pursuant to N.J.S.A. 18A:17-15.1 which states that in the event the Superintendent's certificate is revoked, the contract is null and void.
13. No contract shall include a provision for additional compensation upon the acquisition of a graduate degree unless the graduate degree is conferred by a duly accredited institution of higher education as defined in N.J.A.C. 6A:9-2.1. No contract shall include a provision for assistance or tuition reimbursement, or for additional compensation for graduate school coursework, unless such coursework culminates in the acquisition of a graduate degree



# POLICY

---

FIRST READING  
2012-06-11

Nutley Public Schools  
ADMINISTRATION

1620/Page 5 of 5

Administrative Employment Contracts

conferred by a duly accredited institution of higher education as defined in N.J.A.C. 6A:9-2.1.

Any actions by the Executive County Superintendent undertaken pursuant to N.J.A.C. 6A:23-3.1 and this Policy may be appealed to the Commissioner of Education pursuant to the procedures set forth at N.J.A.C. 6A:3.

N.J.A.C. 6A:23A-3.1; 6A:23A-7 et seq.

Adopted: 20 October 2008  
Revised: 24 August 2009  
Revised: 20 December 2010





# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
2340 Field Trips  
Page 1 of 2

## 2340 FIELD TRIPS

The Board of Education recognizes that properly planned field trips are an educationally sound and important part of school programs that can supplement and enrich student development by providing learning experiences in an environment outside the schools.

For purposes of this policy, a field trip shall be defined as any planned travel activity that supplements or enriches the educational program.

All such field trips shall be initiated and planned by the teacher and shall be submitted to the building principal and Superintendent of Schools for approval. The cost of field trips may be borne in total or in part by the Board of Education.

Field trips that are planned to keep pupils out of the district overnight or longer require final approval of the Board of Education.

The Board does not endorse, support, or assume liability in any way for any staff member of this district who takes pupils on trips not approved by the Board or Superintendent in accordance with this policy and shall not be liable for the welfare of pupils who travel on such trips. No staff member may solicit pupils of this district for such trips within the facilities or on the school grounds of this district unless approved by the Board of Education.

Participation in approved field trips is not a right and may be denied to any pupil who has demonstrated disregard for school rules. No pupil unable to pay the cost assessed for an educational day trip shall be denied participation.

A pupil who violates rules or disregards the authority of supervisors on a field trip significantly endangers the safety of other pupils and may be summarily dismissed from the trip. The teaching staff member in charge will make arrangements for the dismissed pupil's transportation to home or school as appropriate. The cost of any such transportation will be borne by the parents or legal guardians of the pupil. The Board reserves the right to take further disciplinary measures in accordance with Policy No. 5600.

The Superintendent shall prepare regulations for the operation of field trips that insure that the safety and well-being of pupils shall be protected at all times; that parental permission is sought and obtained before any pupil may be removed from the school for a field trip; that each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its usefulness; that the



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
2340 Field Trips  
Page 2 of 2

effectiveness of field trip activities are monitored and continually evaluated; that teachers are allowed a considerable degree of flexibility and innovation in planning field trips; that no field trip will be approved unless it contributes to the achievement of specified instructional objectives; and that teachers are not permitted to make on-site alterations to a trip itinerary, except where the health, safety or welfare of pupils is imperiled or where changes or substitutions beyond the control of the teacher have frustrated the purpose of the trip.

N.J.S.A. 18A:36-21 et seq.; 18A:53-2

Adopted: 3 May 2004  
Revised: 11 June 2012



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
Programs  
2430/Co-Curricular Activities  
Page 1 of 2

## 2430 CO-CURRICULAR ACTIVITIES

The Board of Education believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular instructional program of the school. The purpose of such co-curricular activities shall be to develop leadership capacities and good organizational skills, to aid in the socialization of pupils, and to enable pupils to explore a wider range of individual interests than might be available in the regular curricular program.

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of co-curricular activities for pupils. The Board shall maintain the program of co-curricular activities at no cost to participating pupils, except that pupils may be required to provide supplies in accordance with Board Policy No. 2520 on instructional supplies and pupils may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

For purposes of this policy, "co-curricular activities" shall be those activities which are sponsored or approved by the Board of Education but are not offered for credit toward graduation. Such activities shall ordinarily be:

1. Marked by student participation in the processes of initiation, planning, organizing and execution.
2. Available to all students who voluntarily elect to participate within the constraints of the reasonable, uniformly applied eligibility rules of the organized activity.

The Board shall make school facilities, supplies and equipment available and assign staff members for the support of a program of co-curricular activities for students in grades 1 through 12.

No co-curricular activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Superintendent.

The Board will permit the use of school facilities by organizations of pupils during pupil activity periods. No group of pupils, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the speech at their meeting.



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
Programs  
2430/Co-Curricular Activities  
Page 2 of 2

Pupils shall be fully informed of the co-curricular activities available to them and of the eligibility standards established for participation in co-curricular activities. Co-curricular activities shall be available to all pupils who voluntarily elect to participate.

The Superintendent shall prepare procedures to implement a co-curricular program and shall assess the needs and interests of the pupils of this district and provide for the continuing evaluation of the co-curricular program.

39 U.S.C.A. 1701 et seq.  
N.J.S.A. 18A:11-3; 18A:42-2; 18A:42-5  
N.J.A.C. 6A:19-6.10

Adopted: 3 May 2004  
Reviewed: 11 June 2012



# POLICY



Nutley Public Schools  
Program  
2510/Adoption of Textbooks  
Page 1 of 1

## 2510 ADOPTION OF TEXTBOOKS

It is the legal responsibility of the Board of Education to approve all textbooks used as part of the educational program of this district. For purposes of this policy "textbooks" means books, workbooks, manuals, whether bound or in loose leaf form, or electronic or web-based resources intended as a principal source of study material for a given grade, class or group of students, a copy of which is available for the individual use of each pupil in such class or group.

The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration. He/She shall develop a plan for the selection of textbooks according to the following guidelines:

1. Professional staff members at all appropriate levels shall participate in the selection process.
2. Textbooks with copyright dates more than five years old shall be reviewed annually for their continuing suitability.
3. Members of the community may be consulted, where appropriate, in the selection process.

In considering the approval of any proposed textbook, the Board will weigh its:

1. Suitability for the maturity level and educational accomplishment of the students who will be using the book.
2. Freedom from bias.
3. Manner of selection.
4. Cost, appearance and durability.

A list of all approved textbooks shall be reviewed by the Superintendent and made available for the use of the professional staff and for the information of members of the Board.

N.J.S.A. 18A:34-1; 18A:34-2

Adopted: 3 May 2004  
Revised: 11 June 2012



# POLICY

FIRST READING  
2012-~~04-23~~06-11

Nutley Public Schools  
Program  
2610/Educational Program Evaluation  
Page 1 of 1

## 2610 EDUCATIONAL PROGRAM EVALUATION

The Board of Education directs the Superintendent to develop and implement a systematic short-range and long-range plan for the continuing qualitative assessment of the progress of the educational programs toward the goals established by the Board. To this end, the Superintendent shall recommend such ~~tests~~ assessments and methods as may be indicated by best professional judgment.

By this means the Board may establish credibility for those educational programs and activities identified as necessary for meeting accepted levels of achievement by supplying evidence that they work to accomplish what they were intended to accomplish. Through this process, the district will also be able to demonstrate to the community that expenditures and other educational inputs lead to beneficial outputs in the form of student achievement.

The Board reserves the right to review each such ~~test~~ assessment and to approve those which serve a legitimate purpose without infringing upon the personal rights of the students or their parents. The results of any evaluation may be released by the Superintendent using district-wide data, or by principals employing school data. Parents may obtain an explanation of the results of their child's test from qualified school personnel.

The Superintendent shall annually recommend improvements in the program and staffing patterns based upon the evaluation of the district's programs. The Board will cooperate with the Commissioner in the conduct of such State-wide assessment programs as are approved by the State Board.

Adopted:        -3 May 2004  
Revised: 9 April 2012



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
Program  
2622/Pupil Assessment  
Page 1 of 2

## 2622 PUPIL ASSESSMENT

The New Jersey statewide assessment program has been designed to measure the extent to which all pupils at the elementary, middle, and secondary levels have attained the New Jersey's Core Curriculum Content Standards. The Board of Education will comply with implementing the schedule of the New Jersey State Board of Education statewide assessment program.

### Assessments

The Superintendent shall develop and present to the Board annually for its approval an assessment program that complies with rules of the State Board of Education.

### Records

Notwithstanding Policy No. 8330, information regarding individual pupil test scores shall be released only to the pupil, his/her parent(s) or legal guardian(s), or individuals eligible by court order and school personnel and school officials deemed appropriate by the Commissioner.

### Dissemination of Information

The school district must release to the public the results of statewide assessments in accordance with the New Jersey Department of Education guidelines. Additionally, the results of the performance of school district pupils on statewide assessments shall be released annually through the dissemination of the school district's New Jersey School Report Card and other such means as determined by the Superintendent.

### Parental Notification

Parent(s) or legal guardian(s) shall be informed of the district assessment program and of any special tests that are to be administered to their children.

## PROGRAM EXCEPTIONS

### Pupils ~~W~~with Disabilities

Pupils with disabilities shall participate in all state assessments unless the pupil's disability is so severe that the pupil is not receiving instruction in any of the knowledge and skills measured by the statewide assessment in a subject area with or without



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
Program  
2622/Pupil Assessment  
Page 2 of 2

accommodations. The Board shall provide appropriate accommodations or modifications to the statewide assessment system as specified by the New Jersey Department of Education as defined in N.J.A.C. 6A:14-1.3 for eligible students ~~of~~ with ~~severe~~ disabilities as outlined by the student's ~~Section 504 of the Rehabilitation Act as determined by the~~ Individual Education Plan (IEP) ~~Team~~ or the student's 504 plan. ~~Team in compliance with the New Jersey Department of Education guidelines.~~ The Special Review Assessment (SRA) may be used for pupils who have not demonstrated proficiency in one or more content areas of the High School Proficiency Assessment. The Alternate Proficiency Assessment (APA) may be used for pupils with severe cognitive disabilities who cannot participate in other assessments due to the severity of their disabilities in compliance with the New Jersey Department of Education guidelines.

Pupils ~~W~~with Limited English Proficiency (LEP)

LEP ~~P~~pupils ~~with limited English proficiency (LEP)~~ shall participate in all statewide assessments and may be provided appropriate accommodations or modifications as specified by the New Jersey Department of Education.

All LEP pupils ~~of limited English proficiency~~ shall satisfy the requirements for high school graduation according to N.J.A.C. 6A:8-5.1, except any pupil of limited English proficiency may demonstrate they have attained State minimum levels of proficiency through:

1. Passage of the SRA process in their native language and passage of an English fluency assessment approved by the New Jersey Department of Education or
2. Passage of the SRA process in English with appropriate accommodations.

N.J.S.A. 18A:7C-6.2  
N.J.A.C. 6:8-2.2; 6A:7-1.7;  
6A:8-4.1; 6A:8-5.1 et seq.;  
6A:14-1.1 et seq.; 6A:14-3.7; 6A:14-4.12;  
6A:15-1.11

Revised: ~~December 20, 2004~~ 20 December 2004  
Revised: 9 April 2012





# POLICY



Nutley Public Schools  
3240 Professional Development  
Page 1 of 1

## 3240 PROFESSIONAL DEVELOPMENT

The Board of Education encourages all teaching staff members to pursue a program of continuing professional development by course work or matriculation in institutions of higher learning, participation in workshops and conferences, membership in professional organizations, and independent scholarship.

The Board will offer additional compensation in recognition of the completion of graduate courses of study in accordance with the appropriate negotiated salary schedule.

The Superintendent may permit teaching staff members to visit other schools and classrooms; attend local, regional, or national conferences; and participate in committees, workshops, and panels, both within and outside this district. Requests for participation in such professional development activities must be submitted in writing to the Superintendent for approval and must demonstrate a nexus between the activity and the employee's professional responsibilities.

Each active teacher shall be required to complete 100 clock hours of approved professional development every five years. The 100-hour requirement will be pro-rated for teachers entering a five-year cycle in years one through four. For teachers entering the five-year cycle in year five, twenty hours of professional development must be completed in that one year to reflect the balance of time remaining in their professional development cycle pursuant with N.J.A.C. 6A: 9-15.2. Professional activities/meetings referenced in this Policy shall align with the Professional Standards for Teachers as set forth in N.J.A.C. 6A: 9-3.3.

The Superintendent shall prepare and distribute to all teaching staff members regulations governing professional development activities. The Superintendent shall report regularly to the Board on the professional development activities of teaching staff members.

N.J.S.A. 18A:31-2

N.J.A.C. 6:8-2.8(a)4; 6:11-13.1 et seq.

Adopted: 3 May 2004

Revised: 11 June 2012



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
TEACHING STAFF MEMBERS  
3351/Page 1 of 2  
Healthy Workplace Environment

## 3351 HEALTHY WORKPLACE ENVIRONMENT

The Board of Education recognizes a healthy workplace environment enables school district administrative and teaching staff members to fully contribute their expertise and skills to their school district responsibilities. A healthy workplace environment can improve productivity, reduce absenteeism, and reduce staff turnover while having a positive impact on the school district's programs provided to pupils in the school district.

A significant characteristic of a healthy workplace environment is that employees interact with each other with dignity and respect regardless of an employee's work assignment or position in the school district. Repeated malicious conduct of an employee or group of employees directed toward another employee or group of employees in the workplace that a reasonable person would find hostile or offensive is unacceptable and is not conducive to establishing or maintaining a healthy workplace environment. This unacceptable conduct may include, but is not limited to, repeated infliction of verbal abuse such as the use of derogatory remarks; insults; verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating; or the gratuitous sabotage or undermining of a person's work performance. A single act of such conduct shall not constitute the unacceptable conduct prohibited by this policy unless it is especially severe and egregious.

Unacceptable conduct, for the purposes of this policy, is not conduct toward an employee of a protected class or because of the employee's protected activity. These employees and activities are afforded the legal protections under various Federal and State anti-discrimination laws. In addition, unacceptable conduct for the purposes of this policy shall not be confused with conduct of management employees exercising management rights including, but not limited to, assigning tasks, reprimanding, assigning discipline, or directing.

Employees who believe the conduct prohibited by this policy has been directed toward them or to another employee of the school district shall submit a written report to the Superintendent of Schools. The written report shall provide specific details supporting the claim including, but not limited to, the specific conduct; the names of witnesses (if any) who may have observed such conduct; dates or times



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
TEACHING STAFF MEMBERS  
3351/Page 2 of 2  
Healthy Workplace Environment

when such conduct occurred; and any other information the person(s) making the report believes will be informative and helpful to an investigation of the allegations. Upon receipt of a report, the Superintendent or designee will conduct an investigation and upon completion of the investigation will inform the person(s) who made the report such an investigation was completed. The amount of investigation information shared with the person(s) making the report will be at the discretion of the Superintendent or designee and may vary depending on whether the conduct reported was directed to the person(s) making the report, confidential personnel matters, and/or other issues as determined by the Superintendent or designee.

If the investigation determines conduct prohibited by this policy has taken place, the Superintendent or designee will meet with the offender(s) and the victim(s) to review the investigation results and to implement remedial measures to ensure such conduct does not continue or reoccur. Appropriate disciplinary action may be taken depending on the severity of conduct.

There shall be no reprisals or retaliation against any person(s) who reports conduct prohibited by this policy.

Adopted: 20 December 2010



# POLICY



Nutley Public Schools  
Program  
5120/Assignment of Pupils  
Page 1 of 2

## 5120 ASSIGNMENT OF PUPILS

Public elementary schools in Nutley are strategically located in various areas within the district to provide easily accessible educational opportunities to the various neighborhoods. These neighborhoods are well defined by boundary lines established by the Board of Education. All public school elementary pupils are required to attend school located within the district in which the child resides.

Exceptions to this rule are made under certain circumstances. The following conditions would have to be considered:

1. Time of request, based on district process;
2. Nature of request;
3. Class size considerations; and
4. Where request is in the best educational interest.

Residents seeking such exceptions must apply in writing to the Superintendent of Schools each year.

Elementary pupils are expected to enter the proper school when they move from one school neighborhood to another. When such changes of address are made, parents should check with the principal of the school their children are attending to determine the school their children should attend after the move has been made. If the moving takes place after September 30, the pupils may remain in the same school for the balance of the school year if the parent makes such a request to the Principal. Children of parents who contemplate moving from one neighborhood to another during the school year will not transfer until they actually reside in the new neighborhood.

Where parents or teachers request transfer of children from one school to another within the district, not as a result of a move, it is necessary that youngsters be seen by a member of the Child Study Team prior to completion of the transfer. The Superintendent, if appropriate, may assign a student to a school other than that designated by the attendance area when such exception is justified by circumstances and is in the best interest of the student.



# POLICY



Nutley Public Schools  
Program  
5120/Assignment of Pupils  
Page 2 of 2

Grade placement in the Nutley public schools of pupils who transfer from other schools may generally be expected to be at the same grade level as stated on the transfer record. However, maintenance of this initial placement for the remainder of the school year in which the transfer is made is not mandatory. Transferred pupils may be placed at the appropriate grade level recommended by the teacher and the Principal and approved by the Superintendent if and when it is deemed that such action is for the pupils' best educational interest.

Adopted: 3 May 2004  
Revised: 11 June 2012



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
5460/High School Graduation  
Page 1 of 6

## 5460 HIGH SCHOOL GRADUATION

In order to become eligible for graduation, a Nutley High School student must fulfill the following requirements:

1. Pass the High School Proficiency Assessment (HSPA).
2. Pass state and Nutley High School course requirements.
3. Achieve a minimum of 120 credits.

## HIGH SCHOOL PROFICIENCY ASSESSMENT

The HSPA is an examination in reading, writing, and mathematics. It is administered in the spring of the junior year. A student is required to pass all three sections.

## COURSE REQUIREMENTS

Students may fulfill the course requirements as described utilizing one or both of the following two options:

I. Earn a minimum of 120 credits by successful completion of the prescribed courses listed in the chart on the following page. This requirement may be met in whole or in part through a traditional program where a "credit" means the award for student participation in the equivalent of a class period of instruction (commonly referred to as option i). Each full year course that meets routinely for one non-extended class period shall yield 5 credits. Semester courses that meet routinely for one non-extended class period shall yield 2.5 credits and quarter courses meeting routinely for one class period shall yield 1.25 credits. Courses meeting for extended periods, a portion of a year, or a portion of a week shall be prorated. For example, a lab course shall be awarded 1.0 additional credit if that class routinely meets an additional 20 minutes per four-day cycle.



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
5460/High School Graduation  
Page 2 of 6

## Required Courses

Subject Area	Required Credits
English	At least 20 credits
Social Studies US History World History	At least 10 credits for US History At least 5 credits for World History
Mathematics <sup>1</sup>	At least 15 credits
Science <sup>2</sup>	At least 15 credits
World Languages	At least 5 credits
Physical Education, Health and Safety	At least 5 credits for each year of enrollment
Visual and Performing Arts	At least 5 credits
21st Century Life and Careers Education (Practical Arts)	At least 5 credits
Financial Literacy <sup>3</sup>	At least 2.5 credits
Computer Applications <sup>4</sup>	At least 5 credits or At least 2.5 credits
<b>Total Minimum Credits Required</b>	<b>120</b>

<sup>1</sup> **Mathematics:** Fifteen (15) credits including at least five (5) credits in Algebra I, five (5) additional credits in Geometry beginning with the Class of 2014, and an additional five (5) credits in a math course which builds upon Algebra I and Geometry beginning with the class of 2016.

<sup>2</sup> **Science:** Fifteen (15) credits including at least five (5) credits in laboratory biology/life science or the content equivalent, at least five (5) additional credits in a laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics beginning with the class of 2014, and at least five (5) additional credits in a lab/inquiry-based science course beginning with the class of 2016.

<sup>3</sup> **Financial Literacy:** Beginning with the Class of 2014.

<sup>4</sup> **Computer Applications:** The five (5) credit requirement ends with the class of 2013 and the two and a half (2.5) credit requirement begins with the Class of 2014.



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
5460/High School Graduation  
Page 3 of 6

Or

II. The 120-credit requirement set forth above may be met in whole or in part through program completion (commonly referred to as option ii).

The Board of Education, in developing their graduation requirements, may use a combination of option i and option ii, rather than limiting themselves to only one of the options. Under option ii, the Board of Education is empowered to use performance or competency assessment to approve, as fulfilling requirements for high school graduation, the completion of educational programs or activities occurring all or in part before students enroll in high school. Models for developing option ii activities or programs linked to the Core Curriculum Content Standards include interdisciplinary or theme-based programs, independent study, co-curricular or extra-curricular activities, magnet programs, student exchange programs, distance learning opportunities, internships, community service, or other structured learning experiences. Activities and programs developed in accordance with option ii shall include appropriate assessments and that student achievements may meet or exceed the Core Curriculum Content Standards.

Depending on their individual interests, abilities, and career plans, many students will and should develop knowledge and skills that build upon and go beyond the specific indicators in the Core Curriculum Content Standards. The content-area coordinator shall certify completion of curricular activities or programs based upon specified instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards. Group programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be approved in the same manner as other approved courses. Individual programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be on file in the local district and subject to review by the Commissioner or his or her designee. The Board of Education may utilize performance or competency assessment to approve student completion of programs aimed at meeting or exceeding the Core Curriculum Content Standards at the secondary level, including those occurring all or in part prior to a student's high school enrollment.

Students may begin taking high school level courses through the option ii process upon graduation from grade 8. These courses may be used to meet prerequisites or advancement in a particular subject area.

The Board of Education may recognize successful completion of an accredited college course that assures achievement of knowledge and skills as delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.





# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
5460/High School Graduation  
Page 4 of 6

## CREDITS

Students must successfully complete a minimum of 120 credits for graduation. In order to be assigned to a 10th grade homeroom, students must have earned at least 30 credits; to an 11th grade homeroom, 60 credits; and to a 12th grade homeroom, 90 credits. To ensure having enough credits for graduation, it is strongly recommended that students take 35 credits for at least two years.

## High School Proficiency Assessment

In order to receive a diploma, a pupil must demonstrate proficiency at or above the state levels in reading, writing, and mathematics on the state mandated High School Proficiency Assessment (HSPA).

A twelfth grade pupil who has satisfied all other state and local graduation requirements but performs below the state minimum level of proficiency in one or more of the HSPA areas will be provided with the Alternative High School Assessment (AHSA) conducted in accordance with rules of the State Board of Education. The findings of the AHSA will be recorded on a student profile form and will be independently evaluated by a review panel of at least three teaching staff members not currently instructing the pupil. A review panel's recommendation that the pupil's demonstrable skills meet state standards must be endorsed by the Principal, the Superintendent, and the County Superintendent before the Board may award the pupil a diploma. This review procedure is intended to protect pupils who do not test well and shall not be used to excuse unmotivated or careless pupils or to elevate the number of diplomas awarded by this Board.

A person eighteen years of age or older not enrolled in a school who has attended the high school of this district and has met all state and local graduation requirements except the demonstration of basic skills may take the HSPA, at the time and place announced by this or another Board, and, on certification that he or she has passed the test, shall be awarded a state endorsed diploma by this Board.

## Attendance

Regular attendance is essential to the successful completion of a course of study, and pupils are expected to be present in every scheduled class except as their attendance is excused in accordance with Board Policy Nos. 5200 and 5240. A pupil absent from a class scheduled for a course of study more than twenty days on which the class meets shall not receive credit for that course except that a pupil whose absence is for good cause and has demonstrated the required proficiencies may apply for and receive course credit notwithstanding an excessive number of absences.



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
5460/High School Graduation  
Page 5 of 6

## Remediation Services

Pupil progress shall be assessed in accordance with Policy No. 2622. Pupils deemed to be at risk of failure shall be identified and offered services in accordance with Policy No. 2414.

A pupil who fails to acquire the course proficiencies required by the Board will be given the opportunity in each academic year to demonstrate mastery of failed proficiencies and will be assessed at least once each year to attempt to remediate identified deficiencies.

## Pupils with Educational Disabilities

In order to graduate, pupils with educational disabilities must meet all the graduation requirements established by State Board rules and this policy, including minimum proficiency levels on the HSPA, curriculum requirements, and attendance standards, unless the pupil's individualized education program (IEP) exempts the pupil from the requirements.

A pupil with educational disabilities may be exempted from the HSPA and curricular proficiencies if the IEP sets goals and objectives that do not include the range of HSPA skills and curricular proficiencies; a pupil may be exempted from taking the HSPA if the IEP establishes that the pupil would be adversely affected by taking the HSPA. An IEP that does not include the proficiencies measured by the HSPA and the curriculum generally required for graduation must include a rationale for the exemptions and alternate proficiencies required for the pupil's graduation.

A pupil with educational disabilities who has not been exempted from the proficiencies or has performed below the State minimum levels of proficiency in one or more areas on the HSPA shall participate in the Alternative High School Assessment (AHSA).

## Pupils of Limited English-Speaking Ability

Pupils of limited English-speaking ability who have entered a New Jersey school district before grade 9 must satisfy all graduation requirements in the English language. Any such pupil who fails to pass the HSPA must demonstrate mastery of basic skills to the review panel in English.

Pupils of limited English-speaking ability who have entered a New Jersey school district after the beginning of grade 9 must meet all credit, curriculum, and attendance requirements established by this policy and must take the HSPA until it is passed or, if unable to pass the HSPA, must demonstrate basic skills in the AHSA process.



# POLICY

FIRST READING  
2012-06-11

Nutley Public Schools  
5460/High School Graduation  
Page 6 of 6

## Notification

A copy of all state and local high school graduation requirements shall be distributed to each pupil who enters or transfers into the high school and to the pupil's parent or legal guardian. A copy of the list of proficiencies established for a course of study required for graduation shall be distributed to each pupil enrolled in that course and to the pupil's parent or legal guardian.

Each pupil and his or her parent or legal guardian will be notified during the school year of the pupil's progress toward meeting graduation requirements. The parent or legal guardian of a pupil who demonstrates significant deficiencies in meeting course requirements will be so notified within ten days of the date on which the deficiencies are discovered and will be offered an opportunity for immediate consultation with appropriate teaching staff members.

The Superintendent shall report annually, at a public meeting not later than September 30, the numbers of pupils graduated, denied graduation, graduated under an IEP, and graduated under the special review assessment procedures.

N.J.S.A. 18A:7C-1 et seq.; 18A:35-1; 18A:35-4.9; 18A:35-7; 18A:36-17  
N.J.A.C. 6A:8-4.1; 6:8-7.1; 6:28-3.6; 6:28-1.4; 6:28-4.8; 6:39-1.3

Adopted: 3 May 2004  
Revised: 11 June 2012



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 1 of 10

## R2340 FIELD TRIPS

### A. Definition

A "field trip" is any journey by a group of pupils away from the school premises that has been duly approved in accordance with Policy No. 2340. A school sponsored trip taken by pupils as part of a co-curricular activity or a class trip is not a field trip.

### B. Approval of Trips

1. A list of field trips considered appropriate for each grade level or subject area will be prepared cooperatively by teaching staff members and approved by the Principal or Vice Principal. The approved list will be reviewed annually for additions, deletions, and revisions and will be distributed to teachers as a suggested guideline. In addition, the curriculum guide for a specific course of study may include suggested field trips.
2. A teacher shall request approval of a specific field trip by submitting a written application to the Principal or Vice Principal no less than two weeks prior to the submission guidelines for agenda item requests for the Board meeting at which approval is needed. Field trip application forms are available on line in the Faculty Area of the district website.
3. The field trip application will include:
  - a. Proposed date of the trip (which should be checked in advance against the school calendar) and any alternate date(s);
  - b. The proposed destination and, if the destination is not generally known, its description and the reason it is selected by the teacher;
  - c. The relationship of the trip to curriculum goals and objectives;
  - d. The location of the destination;
  - e. Transportation arrangements, the estimated cost of transportation, and the provision of safe and adequate loading and unloading areas for bus-borne pupils;



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 2 of 10

- f. The time of departure and the estimated time of return to the school;
  - g. Provisions for emergency and sanitation facilities;
  - h. Admission fees and tolls, if any; and
  - i. Provisions for meals, if any are required.
- 4. The Academic Committee or Director of Curriculum may deny a field trip request when
  - a. The application is incomplete;
  - b. The anticipated cost is excessive;
  - c. The proposed trip bears insufficient relationship to the curriculum;
  - d. The pupils involved will have been taken from the class for the trip and other activities for an excessive amount of time;
  - e. The trip conflicts with other scheduled events or with other demands on school buses;
  - f. The class has exceeded its equitable allocation of field trips;
  - g. The trip will bring pupils back to the school no later than the regular end of the school day unless prearranged with the principal.;
  - h. The trip will occur during an exam period or immediately before the end of a marking period; or
  - i. The destination and trip activity are inappropriate choices for pupils of the age and maturity typical of the class.
- 5. A request for an overnight field trip must receive the preliminary approval of the Academic Committee before it is submitted to the Board of Education for final approval.
- 6. The teacher will be given written approval or denial of the teacher's request for a field trip. A denial of approval will include the reason(s) for the denial.



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 3 of 10

## C. Planning and Preparation

1. Each teacher who plans a field trip should take the following preliminary steps:
  - a. Determine that the proposed trip is the best method available for achieving the desired learning outcomes. Consult the list of approved field trip destinations for alternatives,
  - b. Consult the school calendar for any conflicts with the projected date of the field trip and for any clusters of field trips on or about that date,
  - c. Determine whether classes can be combined in a joint field trip for maximum economy,
  - d. Gather the information necessary to fill out the field trip application form; complete and submit the form.
2. If the field trip is approved, the teacher should take the following preparatory steps:
  - a. Discuss the proposed trip with pupils, giving particular attention to:
    - (1) The purpose of the trip and its relationship to the course of study,
    - (2) What in the trip the pupils should give particular attention to and ask questions about,
    - (3) Any reports, note taking, sketching, or the like pupils should accomplish on the trip,
    - (4) The assignment of background materials and research to enhance the value of the trip, and
    - (5) Rules of conduct and expected behaviors, both at the trip destination and in transit to and from the destination.
  - b. Distribute and collect a permission slip for each pupil who will participate in the trip. The slip must be signed by the pupil's parent or legal guardian. The slip will include notice of:

- (1) The date, departure time, and return time;



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 4 of 10

- (2) The destination and its location;
- (3) The name of the teacher in charge;
- (4) The means of transportation; and
- (5) The purpose of the trip.

Signed permission slips will be filed with the building principal, who will file them until the end of the school year.

- c. Make arrangements for travel and inform the Principal or designee of those arrangements in writing no later than two weeks before the trip.
  - (1) District-owned buses may be reserved by a Transportation Request Form to the Transportation Coordinator.
  - (2) The transportation contractor's buses may be reserved by a Transportation Request Form to the Transportation Coordinator.
  - (3) Private vehicle transportation may be arranged only on the express written permission of the Business Administrator or designee, and in accordance with Policy No. 8660.
- d. Arrange with officials at the point of destination for
  - (1) The pupils' admission;
  - (2) The provision of any materials that will enhance the trip;
  - (3) The services of guides, if necessary; and
  - (4) The provision of meals, if necessary.

Arrange for chaperones, who may be other teaching staff members or volunteer parents or legal guardians, and apprise them of their responsibilities (see D below). The number of chaperones appointed will be determined by the Principal or designee.

- e. If unfamiliar with trip destination, make a reasonable effort to visit the premises to become acquainted with points of interest, special



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 5 of 10

features, potential problem areas, and the food and restroom accommodations.

- f. Notify other teachers or departments, as appropriate, including the school nurse, of the nature of the field trip and the pupils involved in the trips
    - (1) To permit other teachers to plan for the absences, and
    - (2) To encourage other teachers to incorporate the field trip experience in their lesson plans.
  - g. Notify the cafeteria manager, no later than five school days in advance, of the number of pupils who will miss lunch on the day of the field trip.
  - h. Prepare a roster of pupils who will participate in the field trip.
  - i. Make alternate educational arrangements for any pupils who will not participate in the field trip.
  - j. Ascertain whether any pupil participating in the field trip will or may require medication in the course of the trip and arrange for the presence of the school nurse, a registered nurse, or the pupil's parent or legal guardian to administer the medication, except where pupils are allowed to self administer medication under statutory authority. If none can be present, report the matter to the Principal who may deny the pupil's participation.
3. On the day of the field trip, the teacher will:
- a. If the weather is inclement and the trip is to take place out of doors or involves transportation that might be made hazardous by the weather, check with the Principal who may determine to cancel or postpone the trip. If the trip is canceled or postponed, promptly inform chaperones,
  - b. Take attendance and deliver to the Principal's Secretary a roster of the pupils who are actually leaving on the field trip,
  - c. Ascertain that the full complement of assigned chaperones is present and prepared,
  - d. Ascertain that all pupils participating in the field trip have left the school by the arranged method of transportation.





# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 6 of 10

- e. Take all reasonable steps to assure that pupils profit educationally from the trip.
- f. Make no change or substitutions in the trip itinerary unless an emergency has occurred (see E following).
- g. Ascertain that all pupils participating in the field trip have left the destination by the arranged method of transportation.
- h. If the trip will bring pupils back to school after the end of the school day, ascertain that the Principal will remain on the premises until the pupils' return or has appointed an emergency coordinator to remain on school premises. Plan to stay at the school until the last pupil has been picked up or has departed for home by his or her regular transportation.

## D. Chaperones

1. The teacher in charge of the trip is responsible for appointing and training chaperones. Chaperones should be persons known to the teacher to be responsible, dependable, and comfortable with children of the pupils' age and maturity.
2. The Board will pay the expenses of chaperones to the extent that the expenses of pupils and teachers are paid.
3. Chaperones will be assigned a specific group of pupils and are accountable for the welfare of those pupils. Pupils must not be left unattended; if the chaperone must briefly leave his or her assigned pupils, the chaperone should ask the teacher or another chaperone to take his or her place for the absence.
4. Smoking and the use of alcohol is prohibited for both pupils and chaperones.
5. Prior to their arrival at the destination, chaperones should inform the pupils in their charge of:
  - a. The conduct expected of them;
  - b. The time and place of departure; and
  - c. Any other information necessary to the conduct of the trip, such as meal arrangements and the location of restrooms.



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 7 of 10

6. Chaperones should attempt to regulate pupil conduct. Any significant or persistent disciplinary problem should be reported to the teacher for appropriate action.

## E. Emergencies

The following guidelines will be followed in the event of an emergency during a field trip.

1. An emergency on a school bus will be governed by the procedures set forth in Regulation No. 8630.
2. In the event a pupil is lost or missing, and all reasonable efforts to find him or her have failed, the teacher shall immediately call the Principal. If the Principal is not immediately available, the teacher shall call the Principal's Secretary to gain access to the Principal.
3. In the event of a medical emergency, the teacher shall summon first aid and/or ambulance services. Any medical emergency shall be immediately reported to the Principal. Within 24 hours of the trip, the teacher shall file with the Principal a full written report of the emergency and the steps taken to protect the victim's health and safety.
4. In the event of a delay that will bring pupils back to school later than anticipated and after the end of the school day, the teacher will, as soon as he or she can estimate the actual time of arrival, call the Principal or a person designated by the Principal to remain at the school as emergency coordinator. The Principal or emergency coordinator will:
  - a. Inform parents or legal guardians of the delay by telephone;
  - b. Make the school facilities available to waiting parents or legal guardians;
  - c. Remain at the telephone to answer incoming calls; and
  - d. Confer with the teacher to be certain all pupils have been safely dispatched.



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 8 of 10

## F. Day Trip Regulations

1. No student shall participate in a field trip unless a permission form, properly signed by his/her parents/guardians has been submitted. Students not wishing to participate in a field trip, or who have not returned permission slips from their parents/guardians, shall receive a program of classroom instruction within the limits of available staff, space and time.
2. Field trips will originate and terminate at the school, and only on a vehicle provided by the Board of Education.
3. No phase of a field trip may be changed while on the trip, except for an emergency. The building principal should be notified of any such change.
4. The teacher in charge shall be responsible for the proper supervision of students on all field trips. Parents/guardians are permitted to assist in such supervision.
5. Since field trips are an extension of the school program, students shall abide by the same rules of conduct and teacher authority as in the regular school program.

## G. Athletic Field Trips

The athletic policy on field trips should be identical to the general policy of the entire district with the following exceptions - All athletic field trips must be in conformity with the N.J.S.I.A.A. rules and the N.N.J.I.L. rules.

## H. Overnight Trip Regulations

The Board recognizes that school sponsored groups (i.e., clubs, band, classes, others) may participate in overnight trips, subject to final Board approval. In addition to the day trip regulations, the following will apply to overnight trips:

1. Only members in good standing of school sponsored groups are eligible to participate in overnight trips;
2. Chaperones shall be selected at the discretion of the teacher in charge. Chaperones shall be responsible to the teacher in charge;
3. A copy of the trip itinerary shall be filed with the Principal, complete with the



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 9 of 10

- addresses and telephone numbers where the group can be reached during the trip;
4. Parents shall be provided with information regarding destination, transportation, date and time of departure/estimated return;
  5. The safety of the student will be of primary concern. Form(s) must be completed by parent which include:
    - a. Address and phone number (home and business) where parent may be reached in an emergency,
    - b. Authorization for emergency medical treatment,
    - c. Health problems/medications,
    - d. Parental consent to regulations regarding student conduct;
  6. Since field trips are an extension of the school program and safety is of paramount importance, students shall abide by the same rules of conduct and teacher authority as in the regular school program for the duration of the trip. These rules shall include:
    - a. Possession and use of alcoholic beverages and controlled dangerous substances are prohibited,
    - b. Adherence to curfew rules established by the teacher in charge,
    - c. Student use of any vehicle is not permitted,
    - d. Any other rules(s) established by the teacher in charge.
- I. Follow-up and Evaluation
1. The teacher in charge of the field trip should express his or her appreciation to:
    - a. The chaperones, both lay and professional,
    - b. The officials and guides at the destination, and
    - c. Any other persons or representatives who assisted in the conduct of the trip.



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R2340 Field Trips  
Page 10 of 10

2. The teacher in charge should incorporate the field trip experience into pupils' learning by:
  - a. Conducting a discussion and a critical evaluation of the experience,
  - b. Encouraging creative projects on themes experienced on the field trip,
  - c. Testing pupils on information gained and attitudes formed, and/or
  - d. Assigning pupils written reports or presentations on the experience.
3. The teacher will assist the Principal in a critical evaluation of the trip by filing a written report of the trip that includes its benefits and drawbacks. The report should address these questions, as appropriate to the trip:
  - a. Was the destination the best choice for the teaching purpose served?
  - b. Were there sufficient materials available to pupils as background for the trip?
  - c. Did the trip experiences encourage new understandings, impart new knowledge, or stimulate pupils to new activity?
  - d. Did the trip experience relate to other school learning experiences?
  - e. Did the trip impart accurate information and a truthful picture?
  - f. Were the pupils exposed to any hazard to their physical or emotional well-being?
  - g. Was the trip worth the time and expense?
  - h. Were there any serious problems with pupil conduct and management?
  - i. To what extent, if any, did the trip generate cooperation and a positive relationship between the school and the community?

Issued: 3 May 2004  
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# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Programs  
R2430/Co-Curricular Activities  
Page 1 of 7

## R 2430 CO-CURRICULAR ACTIVITIES

### A. Definition

"Co-curricular activities" means activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board of Education; "co-curricular activities" also includes the pupil clubs, associations, and organizations that conduct those activities. "Co-curricular activities" does not include athletic competitions or practices or athletic teams or organizations.

### B. Recognition

1. All co-curricular activities must be approved by the Board. An organization of pupils or an activity conducted by and for pupils becomes a co-curricular activity only when it has been duly approved by the Board.
2. The Board will approve annually and maintain a list of approved co-curricular activities, which will be distributed to principals. The list will include:
  - a. Those co-curricular activities that have been in operation and have been found to address satisfactorily a continuing need;
  - b. Newly approved co-curricular activities;
  - c. A brief description of each approved activity;
  - d. The name of the advisor of each activity; and
  - e. The name of the custodian of the activity's fund.
3. A new co-curricular activity may be initiated in accordance with the following procedures:
  - a. A written proposal for the new activity must be submitted to the Principal. The proposal will include:
    - (1) The name and purpose of the proposed activity;
    - (2) The name of a faculty member who has agreed to be its advisor;



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Programs  
R2430/Co-Curricular Activities  
Page 2 of 7

- (3) A plan for the use of school facilities, including the facility required, the times and frequency of use, and the portion of the school year the facility will be used;
  - (4) The need, if any, for support personnel or services;
  - (5) A description of the activities that participating pupils will conduct;
  - (6) An estimation of the costs, if any, that the activity will incur;
  - (7) A statement as to whether or not the proposed activity will involve fund raising and, if fund raising will be involved, the use that will be made of those funds;
  - (8) The manner in which pupil leaders will be chosen and organizational decisions will be made;
  - (9) The number of pupils who intend to participate in the activity; and
  - (10) Qualifications for participation, if any, and, if pupils must qualify on a basis other than interest and availability, the rationale for that qualification.
- b. A duly submitted proposal for a new co-curricular activity will be approved if:
- (1) Its objectives are in harmony with the educational goals adopted by the Board;
  - (2) It is designed to meet assessed pupil needs and interests;
  - (3) Participation is open to all interested pupils available for participation or, if participation is limited, any qualifications for participation are reasonably justified by the purpose of the activity;
  - (4) The proposed use of school facilities does not interfere with the instructional program or the conduct of established co-curricular activities; and
  - (5) The proposed activity will be properly supervised.



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Programs  
R2430/Co-Curricular Activities  
Page 3 of 7

## C. Pupil Participation

1. The program of co-curricular activities should be sufficiently varied to meet the wide range of pupils' vocational, recreational, social, and cultural needs and interests.
2. All pupils will be provided with information on co-curricular activities at the start of the school year and will be invited to participate in one or more activities.
3. Any eligibility standards are set forth in Policy No. 2430.
4. When a pupil becomes ineligible for participation in co-curricular activities by reason of poor attendance or poor academic performance, his or her teacher will so inform the advisors of the co-curricular activities in which the pupil participates. The advisor will suspend the pupil's participation, except as exempted by Policy No. 2430.
5. A pupil who has been suspended from participation in co-curricular activities for reason of poor attendance will be offered an opportunity to work out a plan for improved attendance with the Principal or designee. If the pupil adheres to the plan and demonstrates his or her improved attendance within a period of not less than thirty (30) calendar days, the pupil may be reinstated to participation in co-curricular activities.
6. A pupil who has been suspended from participation in co-curricular activities for reason of poor academic performance will be offered an opportunity to establish with the Principal or designee performance goals in the subject(s) in which he or she is performing below expectation. The performance goals should include concrete objectives and timelines for improvement. When the pupil meets the agreed upon performance goals, he or she may be reinstated to participation in co-curricular activities.

## D. Supervision

1. Each co-curricular activity must be supervised by at least one staff member appointed by the Board as advisor.
2. The Principal or designee will provide appropriate in-service training for co-curricular advisors.





# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Programs  
R2430/Co-Curricular Activities  
Page 4 of 7

3. Co-curricular advisors will be provided with an advisors' handbook that includes, as a minimum, these regulations and detailed school procedures for the conduct of co-curricular activities.
4. Each co-curricular advisor shall:
  - a. Meet regularly and promptly with participating pupils at the assigned time and place of the activity and insure an orderly environment appropriate to the purpose of the activity,
  - b. Instruct participating pupils in the purpose and conduct of the activity and explain any rules and/or standards to be observed in the conduct of the activity,
  - c. Encourage participating pupils to take appropriate responsibility for the conduct and leadership of the activity,
  - d. Prepare and submit to the Principal a calendar of activities for the school year,
  - e. Prepare and maintain a membership list of participating pupils, keep an attendance record, and submit the membership list to the Principal,
  - f. Ascertain that each participating pupil is involved in the activity to the extent commensurate with his or her interests and abilities,
  - g. Report periodically or as required to the Principal on the conduct and/or achievements of the activity,
  - h. Take all reasonable and necessary steps to safeguard the health and safety of participating pupils, including the prohibition of hazing and similar initiation rites,
  - i. Insure the proper accounting and deposit of any funds raised or collected by the activity, in accordance with Policy No. 6660, and
  - j. Cooperate with the Principal in a year-end evaluation of the activity.
5. The advisor responsible for an activity scheduled for an evening or a weekend (such as a performance or social event) should consult Regulation No. 9161 and should:



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Programs  
R2430/Co-Curricular Activities  
Page 5 of 7

- a. Request permission for the activity from the Principal and for the use of the facility from the school office,
- b. Provide publicity and advertising information to the Principal or designee at least five days in advance of the event,
- c. Order any necessary tickets and/or program, correct proofs, and print,
- d. Provide for any music required by hiring musicians and/or collecting records and tapes,
- e. Arrange with the Principal for the provision of any additional security and/or traffic services, in accordance with Regulation No. 9320,
- f. Arrange for any required audio or lighting equipment and supplies,
- g. Provide for the checking of participants' and spectators' outerwear,
- h. Provide for any food services that will be required,
- i. Arrange for ushers and chaperones,
- j. Provide for the prompt deposit of any moneys collected, and
- k. After the event, report to the Principal or designee:
  - (1) The number of tickets sold,
  - (2) The number of persons who attended the event,
  - (3) The amount of money collected and deposited, and
  - (4) An evaluation of the event, including an account of any unusual incidents.
6. Staff members other than the activity advisor should attend activities as follows:
  - a. An administrator should be assigned to attend each evening and each weekend co-curricular activity,



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Programs  
R2430/Co-Curricular Activities  
Page 6 of 7

- b. Teachers are encouraged to support and attend a function that has been planned and prepared by a significant proportion of the pupils assigned to them,
- c. All faculty members are encouraged to support and attend special co-curricular events that involve a significant degree of pupil planning and preparation such as plays, concerts, and dances.

## E. Evaluation

1. An evaluation of each co-curricular activity will be conducted by the Principal and the advisor at the end of the school year or the conclusion of the activity.
2. The evaluation will measure the activity against its stated objectives to determine if the objectives were met. Criteria may include:
  - a. Membership and attendance records,
  - b. Regularity of meetings,
  - c. The planning and execution of special events,
  - d. Evidence of pupil leadership and assumption of responsibility, and
  - e. Such other indicia of pupils' growth and development as the evaluators may choose.
3. The evaluation will include recommendations for the improvement of the activity or, if so indicated, for the cancellation of the activity.
4. The written evaluation will be signed by the Principal and the advisor and sent to the Superintendent no later than the second Friday in June.
5. The Superintendent or designee will conduct an annual evaluation of the overall program of co-curricular activities. That evaluation should consider whether the program has resulted in:
  - a. Improvement in school attendance,



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Programs  
R2430/Co-Curricular Activities  
Page 7 of 7

- b. Improvement in academic performance,
- c. Increased participation in school activities, and
- d. Improvement in school morale and pupil behaviors.

## F. Records

1. A pupil's participation in co-curricular activities shall be recorded in his or her record, will be preserved for the duration of the pupil's enrollment in the school, and may be released only in accordance with Policy No. 8330.
2. Records of the conduct of co-curricular activities will be maintained by the Principal or designee and will include, as appropriate to the activity;
  - a. The period in which the activity occurred,
  - b. The numbers of participating pupils in each school year and/or present at each co-curricular event,
  - c. The name of the activity advisor,
  - d. The printed product of the activity, such as copies of the school newspaper or literary collection,
  - e. Copies of reports of the activity in newspapers and/or other public relations releases, and
  - f. The financial records of the activity.

Adopted: 3 May 2004  
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# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
R5460.1 High School Transcripts  
Page 1 of 1

## R5460.1 HIGH SCHOOL TRANSCRIPTS

A transcript is defined as a document for all high school pupils exiting the school district that describes a pupil's progress toward achievement of the New Jersey Core Curriculum Content Standards and other relevant experiences and achievements.

Transcripts for all students in grades 9-12 will include the following:

1. Demographic information
2. Date of graduation
3. Course selections for each school year including course number, course title, average for the year, and credits earned for the year
4. Total days absent, total days tardy, and credits for the year,
5. GPA, unweighted and weighted.
6. Any structured learning experiences which will be listed as a course;
7. Other information approved by the Board of Education.

Pupil transcripts shall be transmitted within ten calendar days of the time any pupil transfers to another school district or institution.

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# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Pupils  
R 5460/ High School  
Graduation Procedures  
Page 1 of 7

## R 5460 HIGH SCHOOL GRADUATION PROCEDURES

In keeping with its obligation under N.J.A.C. 6:8-7.1, the Board sets forth the following as its procedure for pupil promotion and high school graduation:

### A. Minimum Requirements

1. Prior to graduation from high school, all students must demonstrate a minimum level of competency in reading, writing and computation.
2. The Board will administer the High School Proficiency Assessment (HSPA) in grade 11.
3. Passage of this examination is a prerequisite to graduation with a state-endorsed diploma.
4. All students will be assessed on these minimum requirements annually, and upon their entry into the district school system. Students who are not meeting these standards will receive, under N.J.A.C. 7.1, an individual assessment. An Individual Student Improvement Plan (ISIP) will be developed for those students progressing inadequately. (N.J.A.C. 6:8-6.1)
  - a. The Individual Student Improvement Plan (ISIP) is a written instructional plan designed to identify the student's skill weaknesses, and to establish exit criteria which must be met before the student has adequately demonstrated proficiency in these skills.
  - b. Parents or legal guardians will be provided with a written pupil improvement plan for each of their children requiring one. They will be notified of the reasons the plan is needed in their child's case, and of their child's progress therein.
  - c. Individual comprehensive assessment procedures shall include teacher observation, parental or guardian interview, formal and informal evaluation techniques, and evaluation of cumulative pupil records and student performance data.



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Pupils  
R 5460/ High School  
Graduation Procedures  
Page 2 of 7

- d. Parents or legal guardians dissatisfied with their child's ISIP may discuss changes they would support with educational staff, district administrators and the Board of Education.
- e. A teaching staff member will be designated as being responsible for the development, implementation and evaluation of the Individual Student Improvement Plan.
- f. For each pupil who performs below state standards on any of these tests by the end of the eleventh grade, an additional evaluation shall be provided during the twelfth year based on the Individual Student Improvement Plan. This evaluation shall include but not be limited to:
  - (1) Performance on state tests (including all re-tests);
  - (2) Performance on locally selected examinations;
  - (3) Performance in course work;
  - (4) Formal interview with pupil;
  - (5) Formal interview with parent(s) or guardian(s);
  - (6) Formal interview with teaching staff;
  - (7) Examination of pupil's transcripts noting the pupil's strengths in other related areas;
  - (8) Guidance counselor/psychologist review as appropriate;
  - (9) Visual, auditory and/or medical examinations and data as appropriate;
  - (10) Examination of credit and curriculum performance;
  - (11) Examination of pupil proficiencies in other areas; and
  - (12) Examination of pupil proficiencies for pupils with limited English proficiency who enter New Jersey Schools in grade nine or later in their native language.



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Pupils  
R 5460/ High School  
Graduation Procedures  
Page 3 of 7

g. Twelfth Grade Alternative High School Assessment (AHSA)

(1) This is designed for students who have met other graduation requirements (attendance, curriculum, etc.) but repeatedly fail the HSPA-.

(2) Under this clause, students have the opportunity to take an alternative assessment to meet graduation requirements.

B. Course Proficiency

1. The following are the curriculum requirements for graduation from high school with a state-endorsed diploma:

Subject Area	Required Credits
English	At least 20 credits
Social Studies US History World History	At least 10 credits for US History At least 5 credits for World History
Mathematics <sup>1</sup>	At least 15 credits
Science <sup>2</sup>	At least 15 credits
World Languages	At least 5 credits
Physical Education, Health and Safety	At least 5 credits for each year of enrollment
Visual and Performing Arts	At least 5 credits
21st Century Life and Careers Education (Practical Arts)	At least 5 credits
Financial Literacy <sup>3</sup>	At least 2.5 credits
Computer Applications <sup>4</sup>	At least 5 credits or At least 2.5 credits
<b>Total Minimum Credits Required</b>	<b>120</b>

<sup>1</sup> **Mathematics:** Fifteen (15) credits including at least five (5) credits in Algebra I, five (5) additional credits in Geometry beginning with the Class of 2014, and an additional five (5) credits in a math course which builds upon Algebra I and Geometry beginning with the class of 2016.





# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Pupils  
R 5460/ High School  
Graduation Procedures  
Page 4 of 7

<sup>2</sup> **Science:** Fifteen (15) credits including at least five (5) credits in laboratory biology/life science or the content equivalent, at least five (5) additional credits in a laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics beginning with the class of 2014, and at least five (5) additional credits in a lab/inquiry-based science course beginning with the class of 2016.

<sup>3</sup> **Financial Literacy:** Beginning with the Class of 2014.

<sup>4</sup> **Computer Applications:** The five (5) credit requirement ends with the class of 2013 and the two and a half (2.5) credit requirement begins with the Class of 2014.

2. Students must demonstrate proficiency in these areas. These expectations will be clearly set forth in core course proficiencies and be provided to the student in writing before taking any course required for graduation and a copy will be forwarded to the parent or legal guardian upon request. Additionally, students will be advised of all alternatives for fulfilling curriculum requirements before they plan each year's schedule.
3. Pupils achieving below the district-established standards must enroll in compensatory reading and/or math classes.
4. Classified special education students must meet all state and local graduation requirements unless exempted in their Individualized Education Program (IEP). The IEP must specifically address state and local requirements. In these cases, fulfillment of the IEP requirements would qualify the handicapped student for a state endorsed high school diploma.

## C. Attendance

Pupils are expected to be in attendance on all days that school is in session. The interruption of the instructional process caused by frequent and/or repeated absence or lateness is a major concern of all involved. It is with this concern in mind that the following regulations are established:



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Pupils  
R 5460/ High School  
Graduation Procedures  
Page 5 of 7

## 1. General Requirements

In addition to fulfilling academic requirements in order to pass a course, the pupil must:

- a. Satisfy minimum attendance requirements,
- b. Not exceed unexcused absence requirements.

## 2. Minimum Attendance Requirements

A minimum number of days in attendance must be met in order to receive a passing grade in a course. If the student exceeds the following number of absences, whether excused or unexcused, the requirements for a passing grade have not been met.

- a. Full year course 20 absences.
- b. Half year course 10 absences.
- c. Quarter year course 5 absences.

## D. Definitions

1. Attendance-the presence of a pupil in school, or the participation of a pupil in a school sanctioned activity.
2. Absence-the non-attendance of a student enrolled in the school district.
3. "Excused absence" is a pupil's absence from school for a full day or a portion of a day for one or more of the following reasons:
  - a. The pupil's illness,
  - b. The pupil has uncoverable and/or uncovered weeping skin lesion(s), whether or not the pupil has been screened for HIV. No pupil may attend or visit school if he or she has an uncoverable and/or uncovered weeping skin lesion,
  - c. A death or critical illness in the pupil's immediate family,



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Pupils  
R 5460/ High School  
Graduation Procedures  
Page 6 of 7

- d. Quarantine,
  - e. Observance of the pupil's religion on a day approved for that purpose by the State Board of Education,
  - f. The pupil's suspension from school,
  - g. The pupil's required attendance in court,
  - h. Interviews with a prospective employer or with an admissions officer of an institution of higher education,
  - i. Examination for a driver's license, and
  - j. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day.
4. "Truancy" is a pupil's absence from all or a part of the school day without the knowledge of the pupil's parent or legal guardian. A pupil will also be considered truant if he or she:
- a. Leaves school at lunch time without a pass,
  - b. Leaves school without permission when school is still in session,
  - c. Leaves class because of illness and does not report to the school nurse as directed, or
  - d. Is present in school but is absent from class without approval. Such truancy from class is a "class cut".
5. "Unexcused absence" is a pupil's absence for all or part of a school day for any reason other than those listed in A2 above.
- a. Absence is expressly not excused for any of the following purposes (this list is intended to be illustrative and is not inclusive):
    - (1) Employment other than school-approved work assignments,



# REGULATION

FIRST READING  
2012-06-11

Nutley Public Schools  
Pupils  
R 5460/ High School  
Graduation Procedures  
Page 7 of 7

- (2) Family travel,
  - (3) Performance of household or baby-sitting duties, and
  - (4) Hunting.
- b. Instances of tardiness in the number established by Policy No. 5200 will constitute a single unexcused absence.

Absence is defined as neither being present in the classroom nor in attendance at any school sponsored activity.

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