

# POLICY

FIRST READING  
2015-03-23

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## 2330- HOMEWORK

The Board of Education acknowledges the educational validity of work assigned to pupils for completion outside the classroom as an adjunct to and extension of the instructional program of the schools.

The Superintendent shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school;
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems;
3. Homework should help develop the pupil's responsibility and provide an opportunity for the exercise of independent work and judgment;
4. The schools should recognize the role of parent(s) or legal guardian(s) by suggesting ways in which parent(s) or legal guardian(s) may assist the school in helping a child carry out assigned responsibilities;
5. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

Adopted: 03 May 2004

Revised:



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## R-2330 HOMEWORK

### A. Content of Homework

1. Any homework assigned to pupils must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school.
2. Homework should help pupils learn by providing practice in the mastery of skills, experience in gathering information and integrating knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the pupil's responsibility and provide an opportunity for the pupil to exercise independent work and judgment.
4. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Homework assignments should include only those exercises and activities that a pupil can accomplish independently.
5. Homework assignments should not require the use of research or resource tools that are not readily available in the pupils' homes or in sufficient quantity in the public or school library, or available for borrowing from the classroom.
6. Homework assignments should not require extensive copy work unless the writing of numbers or script is the skill being taught.
7. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, rewarding for its own sake.

### B. Assignment of Homework

1. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the individual pupil.



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2. Homework should be assigned with clarity so that pupils know precisely what is expected of them. It may be helpful for teachers to post the homework assignment at the beginning of the class period and to encourage pupils to ask questions about any aspect of the assignment they do not fully understand. Homework should never be assigned hurriedly or in a confused manner.
3. Teachers should observe the following guidelines for the introduction and assignment of homework. Time allotments include all aspects of the homework assignment--outside reading, research, drill work, and the like.

- a. Kindergarten

Home experiences related to classroom lessons should be assigned to pupils when appropriate.

- b. Grades 1, 2, and 3

Formal homework assignments should be introduced in grade \_\_\_\_\_. Lessons should be geared to the needs and abilities of individual pupils. The amount of time allocated should increase through the grades from \_\_\_\_\_ to \_\_\_\_\_ minutes several times a week.

- c. Grades 4 and 5

Homework should be regularly scheduled, should require no more than \_\_\_\_\_ minutes of preparation daily, and should be based on the needs and abilities of individual pupils.

- d. Grades 6, 7, and 8

Homework should be regularly scheduled, should require no more than \_\_\_\_\_ minutes of preparation daily, and should be based on the needs and abilities of individual pupils.

In departmentalized junior high or elementary grades, pupils' total daily homework load and out-of-school responsibilities should be considered in determining the amount of homework to be assigned. Teachers on each grade level or team will meet once a week or as



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required to review time estimates of homework to be assigned. Major tests that require substantial periods of study will be taken into consideration in determining the total estimated homework load.

e. Grades 9 through 12

High school pupils should be assigned homework in each major academic subject on a regular basis. Periodic assignments should be given in art and music courses. Both long and short term assignments should be given in all courses. A high school pupil should typically devote at least \_\_\_\_\_ minutes to home study on school nights. Pupils may choose to spend time during weekends and vacation periods on long term assignments.

4. To the degree reasonably possible, teachers should plan and announce homework assignments, especially long term assignments, well in advance so that pupils can adjust their schedules appropriately.
5. Pupils should be encouraged or required to maintain a homework assignment book, in which the pupil records his/her daily assignment. Pupils and parent(s) or legal guardian(s) may be asked to record the time necessary to complete each assignment; this information will assist teachers in verifying their estimates of the length of time a given assignment will require.
6. A teacher may accede to a parent(s) or legal guardian(s) request for additional homework assignments for a pupil, provided the teacher, in his/her discretion, believes that the pupil will benefit from the assignment.
7. A pupil who has been absent from school will be given an opportunity to make up homework assignments, provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long term assignments.
8. The parent(s) or legal guardian(s) of an absent pupil may request homework assignments to be completed during the pupil's absence. Teachers are expected to comply with any such request.



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## C. Evaluation of Homework

1. All homework must be evaluated by the teacher and the teacher's evaluation must be communicated to the pupil. Homework is not a learning activity if the pupil receives no acknowledgment of his/her work and no appraisal or criticism of it.
2. Teachers should insist on high standards of quality in homework. The homework lesson should teach the values of thorough preparation, careful research, neat execution, thoughtful work, and prompt submission.

## D. Checklist for Teachers

Teachers should be able to answer affirmatively the following questions about a homework assignment.

1. Does the homework serve a valid purpose?
2. Is it well within the capacities of the pupil?
3. Has the class been thoughtfully motivated for the work?
4. Does the assignment grow out of school experience?
5. Is the work related to pupils' interests? Is it interesting?
6. Does the assignment extend pupils' fund of information?
7. Is the work adapted to individual needs, interests, and capacities?
8. Are pupils entirely clear about what they are to do?
9. Can the pupils do the work without the assistance of parent(s) or legal guardian(s) or others?
10. Is the assignment a reasonable one and evenly scheduled in view of the pupil's home conditions?
11. Does the assignment minimize the temptation merely to copy information?



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12. Can the homework be evaluated fairly and/or be used in the daily program?

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## R 2340 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 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 Vice Principal no less than two weeks prior to the date of the anticipated trip. Field trip application forms are available in the school office.

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 and the route that will be taken to it;

e. Transportation arrangements, the estimated cost of transportation, and the provision of safe and adequate loading and unloading areas for bus-borne pupils;

f. The time of departure and the estimated time of return to the school;



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- 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 Direct 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 elementary pupils back to the school 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.





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## 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:



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- (1) The date, departure time, and return time;
- (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 Vice Principal of those arrangements in writing no later than two weeks before the trip.

- (1) District-owned buses may be reserved by reverved 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, 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.



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- e. If unfamiliar with trip destination, make a reasonable effort to visit the premises to become acquainted with points of interest, special features, potential problem areas, and the food and restroom accommodations.
  - f. Notify other teachers or departments, as appropriate, 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,



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- d. Ascertain that all pupils participating in the field trip have left the school by the arranged method of transportation.
- 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. Only in exceptional circumstances, approved in advance by the \_\_\_\_\_, or in an emergency may pupils be taken from the destination by means other than those arranged by the teacher.
- 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 or assign a chaperone 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:



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- 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.
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;



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- 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.

## 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:



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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 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



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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.
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?





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- 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?

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## 2340 FIELD TRIPS

The Board of Education recognizes that field trips properly planned are an educationally sound and important part of the program of the schools 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,



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integrated with the curriculum, and followed up by appropriate activities that enhance its usefulness; that the 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

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## 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. Basic Skills

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 state Early Warning Test in Grade 8 and the High School Proficiency Test in Grade 10 N.J.A.C. 6:8-7.1.
3. Passage of these examinations is a prerequisite to graduation with a state-endorsed diploma. Those Students who have not reached such a level of competency by the ninth grade will have the succeeding high school years to reach the required competency level.
4. All students will be assessed on these basic skills 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.



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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.

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;



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(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.

g. Twelfth Grade Special Review Assessment

(1) This is designed for students who have met other graduation requirements (attendance, curriculum, etc.) but repeatedly fail the statewide examination because they do not perform well on traditional tests.

(2) Under this clause, a special review panel will further assess the student's level of competency. The review panel comprised of three teaching staff members who have not instructed the student, will make a recommendation based on criteria in (f) above.

(3) The recommendation of this panel must be endorsed by the building principal, District Superintendent and County Superintendent before the local board may award a state-endorsed diploma.

(4) Parents or legal guardians may appeal the decision of the Board and review panel that their child has not met minimum graduation requirements through the regular review process (i.e. Commissioner, State Board).

B. Course Proficiency

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

a. One credit year of English for each year of enrollment, up to four credit years;

b. Two credit years of Mathematics;

c. Two credit years of United States History as required by N.J.S.A. 18A:35-1 et seq.;



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d. Two credit years of Social Studies/U.S. History as required by N.J.S.A. 18A:35-1;

e. One credit year of natural or physical science;

f. One credit year of physical education, health and safety for each year of enrollment as required by N.J.S.A. 18A:35-5 et seq.;

g. One credit year of fine, practical, and/or performing arts;

h. One half year credit in fine, practical or performing arts Career Education which may be satisfied by infusion in other courses.

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:



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## 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. Full year course, meeting 11 absences 3 days per week.

## 3. Definitions

- a. Attendance-the presence of a pupil in school, or the participation of a pupil in a school sanctioned activity.
- b. Absence-the non-attendance of a student enrolled in the school district.
- c. Excused absence-the following may be considered as reasons for non-attendance:
  - (1) Personal illness or accident verified by a doctor's note;
  - (2) Serious illness or death in the immediate family;





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- (3) Attendance required in court (evidence submitted);
  - (4) Religious holidays;
  - (5) Other reasons with permission of the Principal or his/her designee;
  - (6) School sponsored educational activities, sanctioned or approved by the Principal.
- d. Unexcused absences-the non-attendance in school for reasons other than those listed under "Excused Absences".

#### 4. Absence from School/Class and Lateness to Class

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

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## 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 grade 11. A student is required to pass all three sections.

## REQUIRED COURSES CLASS OF 2004

20 credits - four (4) years English  
15 credits - three (3) years math  
15 credits - three (3) years social studies  
World Cultures - grade 9  
U.S. History I - grade 10  
U.S. History II - grade 11  
15 credits - three (3) years science  
20 credits - four (4) years PE/Health  
5 credits - one (1) year Computer Applications

## CLASS OF 2005, 2006 & 2007

20 credits - four (4) years English  
15 credits - three (3) years math  
15 credits - three (3) years social studies  
World Cultures - grade 9  
U.S. History I - grade 10  
U.S. History II - grade 11  
15 credits - three (3) years science  
10 credits - two (2) years world language  
(subject to change by State Dept. of Education)  
20 credits - four (4) years PE/Health



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5 credits - one (1) year visual, performing, or  
practical arts

5 credits - one (1) year Computer Applications

## 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 25 credits; to an 11th grade homeroom, 55 credits; and to a 12th grade homeroom, 85 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 HSPT areas will be provided a special review assessment conducted in accordance with rules of the State Board of Education. The findings of the special review assessment 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



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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.

## 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 and the pupil's exemption has been approved in writing by the Superintendent.

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 special review assessment.

## 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



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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 a special review assessment conducted in English or the pupil's native language or both and must achieve a passing score on a test for fluency in English.

## 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. 6:8-7.1; 6:28-3.6; 6:28-1.4;  
6:28-4.8; 6:39-1.3

Adopted: 3 May 2004

