

Inclusive Education in Nutley

**Building Opportunities for Every Student
Advancing Inclusive Practices & the Least
Restrictive Environment**

**Nutley Public Schools
2026–2027**

*In partnership with All In for Inclusive Education
NJIP Grant for Systemic Change*



Why Inclusive Education?

Research Supports Education in the Least Restrictive Environment

Students with disabilities who have greater access to inclusive educational settings demonstrate positive outcomes in:

- Academic achievement and engagement
- Social and emotional development
- Peer relationships and sense of belonging
- Postsecondary education, including college, technical, and trade programs
- Employment and workforce outcomes

Our focus: Providing students with the supports they need while maximizing meaningful access to the general education curriculum and their peers.



Strengthening Inclusive Opportunities in Nutley

Building on Our Current Programs

- Nutley provides a continuum of programs and services designed to meet diverse student needs.
- Currently, a significant number of students receive instruction in **more restrictive educational settings**.
- This creates an opportunity to examine how we can provide **greater access to general education** while maintaining appropriate supports and services.
- Decisions regarding individual students will continue to be based on their **unique needs through the IEP process**.

District Goal

By June 2027, the District will advance inclusive educational practices by strengthening collaboration among general education, special education, and support staff to create learning environments where all students are provided access, support, and opportunities to achieve success in the least restrictive environment.



NJIP Grant-Systemic Change

Turning Our Goal Into Action

- Superintendent identified inclusive education as a **district priority**
- District team attended the **All In for Inclusive Education Summer Conference**
- Nutley was awarded the **NJIP Grant**
- **Lincoln School and Washington School** will serve as our initial participating schools
- Partnership provides an **Inclusion Facilitator, professional learning, and implementation support**



Building Sustainable Change

Our Next Steps

- Establish school-based implementation teams
- Examine current practices and student needs
- Strengthen general and special education collaboration
- Provide professional learning, coaching, and support
- Increase opportunities for students to learn alongside their general education peers
- Expand successful practices throughout the district

Our long-term vision: Inclusive education becomes part of how Nutley educates students—not simply a program or initiative.

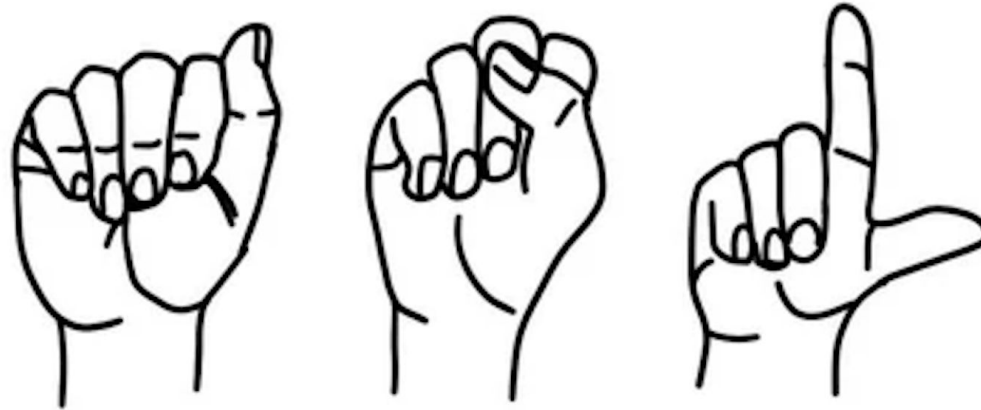


Nutley Public Schools/ Montclair State University Partnership

American Sign Language

Fall 2026





A S L

American Sign Language



Teaching **American Sign Language (ASL)** can provide significant academic, social-emotional, and accessibility benefits for students. It also offers a meaningful way to expand the traditional definition of language learning.

Benefits of Teaching ASL as a World Language:

1. Expands students' communication skills
2. Supports inclusive education
3. Meets World Language goals
4. Develops cultural awareness
5. Strengthens empathy and perspective-taking
6. Provides a different pathway for language learners
7. Supports special education and accessibility
8. Creates authentic real-world applications



ASL Course Information:



Goal: Not simply to teach a lists of signs, but to help participants become more comfortable communicating visually and using ASL naturally and effectively with your students.

- Taught by Jennifer Perlis, Associate Teaching Professor Linguistics College of Humanities and Social Sciences at MSU
- 5-week online course, meets twice weekly
- Over 40 staff interested, 20 selected for first cohort
- Course will cover foundations of ASL and Deaf culture



Nutley Public Schools

John H. Walker Middle School Update

September 2026



all roads lead us home

JHWMs

— ONE SCHOOL. ONE FAMILY. —



— DIFFERENT STREETS. —

— SAME DESTINATION. —

The Raider Way

- Our expectation
- Our climate
- Our culture

RESPECTFUL *(Was that respectful/kind?)*



ACCOUNTABLE *(Are you taking ownership?)*

INCLUSIVE *(Did you make others feel they belong?)*

DETERMINED *(Did you give your best effort?)*

ENGAGED *(Are you dedicated to your learning?)*

RELIABLE *(Can we count on you?)*

SUPPORTIVE *(How are you helping others?)*



Zero Period and Student Entry

- 208 students in zero period on rotating basis
 - Student entry at 7:20 AM
- Staggered student entry
 - Grade 6 at 8 AM
 - Special Homeroom
 - Grade 7 and 8 8:10 AM



Structured Lunch

- 46 minute lunch period
 - 23 minutes to eat in the cafeteria
 - 23 minutes to relax, do homework and chat in the auditorium
 - Weather permitting
 - outdoor time with picnic tables
 - Reduced amount of students in the cafeteria







New courses for our 6th graders

- World Cultures
 - Exposure to Spanish, Latin and Italian
- Elective Cycles
 - Entrepreneurship
 - Grade 6 Seminar
 - Art
 - Engineering



Lockers and Classrooms

- New Lockers at the lower level
 - To be issued week of 9/29
- New Classrooms
 - 75 inch TVs for projection of material
- New Library Space



Now and Looking Ahead

- Intervention and Support
 - Broader network of care
- Increased Academic Performance
 - Secondary instruction 6-8 in all 4 core
 - Exposure to varying curricular experiences
 - **Accelerated Math in Grade 6 for 27-28**
- Increased participation co/extracurricular activities/clubs
- Continued decrease in absenteeism
- Continued decrease in misbehaviors and overall discipline



Continued Work and Monitoring

- Class size and room utilization
- Staffing
- Newer course offering 6-8
- Curriculum revisions and articulation



Metrics To Consider

- Multiple Measures
 - NJSLA results
 - I-Ready diagnostics
 - Internal assessment data
 - Common Assessments
- Qualitative data
 - Teacher input
 - Student input



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