

ANNUAL REPORT
TO THE
BOARD OF EDUCATION
NUTLEY, NEW JERSEY
FOR THE
SCHOOL YEAR 1968/69

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September 1, 1969

Ladies and Gentlemen:

The 1968/69 annual report is a partial record of the achievements, activities and progress of the seven schools and the more than 5700 students who are in attendance.

We have also attempted to point out problems and present recommendations which may serve as guidelines in their solution. Once again we are pleased to note that the recommendations listed in last year's report provoked thoughtful consideration. It is hoped that this document will serve in a similar fashion.

There is no greater task for the schools than to have students become aware of their involvement in a troublesome and uneasy world. The schools must educate for humanity. We must continue our efforts in having the student in our schools discover an understanding of who he is and how he relates to others.

You, as a Board of Education, have been of immeasurable help in the attempt to humanize the educative process in Nutley.

It has been a distinct pleasure to work with you in attempting to meet the educational needs of the boys and girls of this community.

Respectfully submitted,

Robert D. Fleischer

Robert D. Fleischer

ENROLLMENT DATA

The policy of an annual enrollment projection has been continued. Annual revisions are necessary because variables do not remain constant. The metropolitan area is in the throes of great population change and it is imperative that projections be made annually if we are to plan wisely.

Our most recent projection was made on October 2, 1968 and was based on the following variables.

- (1) an increase of 14 students per grade per year based on previous three year experience for grades one through six
- (2) the 1969/70 through 1975/76 kindergarten enrollment is an average of the five year period, 1964/65 through 1968/69
- (3) there is a loss of 2.7 per cent from kindergarten to first grade, based on experience of the five year period, 1963/64 through 1967/68
- (4) an enrollment increase of 26 students in the seventh grade, based on the previous three year experience, and an increase of three students in the eighth grade, based on the previous three year experience
- (5) 134 students added to the ninth grade to provide for transfers from parochial schools
- (6) high school enrollments based on two per cent dropout per year, per grade

Early estimates of the 1969/70 high school enrollment indicate that the variables have been calculated correctly. It is estimated that the high school enrollment will be 2152 students; the projected figure was 2161.

<u>Grade</u>	<u>Projected</u>	<u>Actual</u> (as of 8/18/69)
12th	505	520
11th	538	535
10th	561	566
9th	<u>557</u>	<u>531</u>
	2161	2152

TABLE I
PROJECTED ENROLLMENT

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1975/76	377*	367	381	395	409	423	437	476	456	607	570	561	555
1974/75	377*	367	381	395	409	423	450	453	473	582	572	566	541
1973/74	377*	367	381	395	409	436	427	474	448	584	588	552	549
1972/73	377*	367	381	395	422	413	448	445	450	600	563	560	524
1971/72	377*	367	381	408	399	434	419	447	466	574	571	535	539
1970/71	377*	367	394	385	420	405	421	463	444	583	546	550	527
1969/70	377*	380	371	406	391	407	437	441	449	557**	561	538	505
1968/69	391	357	392	377	393	423	415	446	423	572	549	515	478
1967/68	365	384	376	372	412	398	421	419	430	547	520	476	434
1966/67	377	362	361	401	385	402	384	416	432	514	476	455	444
1965/66	379	359	387	381	387	376	401	426	413	479	473	448	442
1964/65	372	372	381	384	366	379	410	406	372	481	473	436	467
1963/64	393	371	390	351	371	402	396	358	370	503	468	472	423
1962/63	391	382	339	366	368	412	353	369	393	495	494	427	354
1961/62	396	376	341	376	379	366	356	389	393	571	442	352	347

* 3 year average

** Additional 134 from transfers in, two per cent drop-out

October 2, 1968

TABLE II

<u>Year</u>	<u>K-6*</u>	<u>7-8</u>	<u>9-12</u>	<u>Total</u>
1965/66	2670	839	1842	5351
1966/67	2672	848	1891	5411
1967/68	2728	849	1978	5555
1968/69	2748	869	2114	5731
1969/70	2769	890	2161	5820
1970/71	2769	907	2206	5882
1971/72	2785	913	2219	5917
1972/73	2803	895	2247	5945
1973/74	2792	922	2273	5987
1974/75	2802	926	2261	5989
1975/76	2789	932	2293	6014

*Does not include special education

October 2, 1968

TABLE III
ENROLLMENT TRENDS *

<u>School</u>	<u>58/59</u>	<u>59/60</u>	<u>60/61</u>	<u>61/62</u>	<u>62/63</u>	<u>63/64</u>	<u>64/65</u>	<u>65/66</u>	<u>66/67</u>	<u>67/68</u>	<u>68/69</u>
Linc.	661	664	646	685	672	708	703	698	719	736	718
Sp. Gdn.	570	592	569	557	541	543	533	544	547	564	525
Wash.	468	464	453	469	508	510	493	496	487	516	535
Yant.	488	489	515	524	553	564	598	615	624	613	575
Radc.	<u>382</u>	<u>379</u>	<u>386</u>	<u>382</u>	<u>363</u>	<u>377</u>	<u>370</u>	<u>352</u>	<u>337</u>	<u>346</u>	<u>444</u>
K-6	2569	2588	2659	2617	2637	2702	2697	2705	2714	2775	2797
7 & 8	759	859	834	782	762	728	778	839	848	849	869
9 - 12	<u>1499</u>	<u>1533</u>	<u>1578</u>	<u>1716</u>	<u>1770</u>	<u>1868</u>	<u>1857</u>	<u>1844</u>	<u>1891</u>	<u>1978</u>	<u>2114</u>
Total	<u>4827</u>	<u>4980</u>	<u>5071</u>	<u>5115</u>	<u>5169</u>	<u>5298</u>	<u>5332</u>	<u>5388</u>	<u>5453</u>	<u>5602</u>	<u>5780</u>

* As of September 30

Table III shows the enrollment trends by school. Yantacaw, Lincoln and Spring Garden schools showed a decrease in 1968/69 because of re-zoning to Radcliffe school. The Radcliffe school addition relieved the elementary "crowding" and provided necessary educational facilities in that school neighborhood.

We continue to face a critical problem at the high school. The use of Classrooms at the Vincent Methodist Church until the addition is completed is making it possible for us to operate with relatively reasonable class sizes.

CLASS SIZE

The average size of elementary classes was 24.1 on September 30, 1968. This is slightly lower than the average class size in the previous year. There were five classes over 30 as compared to six a year ago. The opening of the Radcliffe school addition has aided immeasurably in resolving the class size problem and we can optimistically look forward to having even fewer classes in this category.

There has been a continued conscious effort to keep class size lower in the primary grades (25 or less) and under 30 at the intermediate grade levels.

The average class in the high school increased in four out of the five academic disciplines in 1967/68 and there was a further increase in mathematics in 1968/69. The class size in the special areas (shop, home economics) is critical. Class size will continue to be a problem at the high school until the addition is completed.

TABLE IV
Nutley High School Class Size

<u>Subject Area</u>	<u>64/65</u>	<u>65/66</u>	<u>66/67</u>	<u>- 67/68</u>	<u>68/69</u>
English	24	25	25	26	26
Social Science	25	26	26	26	26
Science	25	23	24	25	25
Mathematics	24	25	25	26	27
Foreign Languages	23	24	24	23	23
Business Education	24	23	23	22	24
Special Areas	20	20	20	19	23

There is an increasing number of families with children moving to Nutley. We have now included this as a variable in our enrollment projections. In addition, once families move to Nutley there is clearcut evidence that they remain, at least until the children complete their public schooling. Table V shows the "stability" in the Class of 1969.

TABLE V
Class of 1969

<u>Grade entered Nutley Public Schools</u>	<u>Number</u>	<u>Cumulative Per Cent</u>
K	221 (200)*	46.7 (46.4)*
1	9	48.6
2	10	50.7
3	17	54.3
4	16	57.7
5	7	59.2
6	10	61.3
7	15	64.5
8	17	68.1
9	96 (96)*	88.4 (93.7)*
10	25 (8)*	93.7
11	16 (13)*	97.1
12	14 (6)*	100.0

*Class of 1968 in parenthesis

Nearly half of the Class of 1969 entered the Nutley Public Schools as kindergarteners. Eighty-eight per cent of this class entered school after the ninth grade. There does not appear to be any appreciable difference between the Class of 1969 and previous classes.

These statistics indicate the great stability in the Nutley school population. In view of the fact that Nutley is in a "sea of metropolitan change" this stability is dramatic.

PERSONNEL

The following retired on June 30, 1969:

<u>Name</u>	<u>School</u>	<u>Years of Service in Nutley</u>
Miss Eleanor Woodruff	Radcliffe	45
Mrs. Grace Knotts	Washington	14
Mrs. Elizabeth Burk	Radcliffe	11

Twenty-five (25) teachers were offered their tenure contracts:

High School

Mr. Patrick Antonelli
Mr. David Byrne
Mr. Thomas Gallucci
Mrs. Joan Gengaro
Miss Virginia Hegwood
Mr. Carmen Mancuso
Mr. Louis San Giovanni
Mr. Vito Ziccardi
Mrs. Mildred Arnowitz

Franklin School

Mrs. Mary Peele
Mrs. Christine Testa

Elementary

Mr. Joseph Affinito
Mrs. Lore Boettger
Miss Florence Carpenter
Miss Lillian Goodwin
Miss Christine Iovino
Miss Janet Jelenski
Mrs. Nancy Lee
Mr. Anthony Moro
Mrs. Marjorie Norton
Miss Carole Ann Polyak
Mrs. Abby Rubin
Mrs. Patricia Sabo
Miss Ann Stroppa
Mr. Samuel Tobias

In 1969/70 more than forty per cent (40.5) of the Nutley professional staff will have a master's degree or higher. This compares with 39.6 per cent a year ago. The professional level of training for the Nutley staff is significantly higher than the typical school district in the state or nation.

There were several administrative appointments made which will be effective for the 1969/70 school year. They included:

a) Mr. Karekin Bakalian, administrative assistant at the Lincoln school, was appointed as Radcliffe school principal. Mr. Bakalian has served the Nutley Public Schools for 21 years, teaching at Spring Garden, Radcliffe, and Franklin schools prior to his appointment as administrative assistant at the Lincoln school.

b) Mr. Stephen E. Hornyak, Jr., assistant principal at the Vernon L. Davey school in East Orange, was appointed as Yantacaw school principal. Mr. Hornyak taught in Franklin Township, New Jersey prior to his going to East Orange in 1960. He has served as a teacher, guidance counselor, and assistant principal.

c) Mrs. Mary Whelan, a teacher at the Lincoln school, was appointed as administrative assistant at this school. Mrs. Whelan has served the Nutley Public Schools for 22 years, teaching at Lincoln school.

It is with sincere sorrow and regret that we report the death of the beloved Thomas J. O'Rourke, principal of the Yantacaw school for the past 16 years. We lost a colleague and a dear friend.

On Thursday, evening, June 5, representatives from Yantacaw school organizations met to select a board of trustees to administer the Thomas J. O'Rourke Memorial Fund.

Appointed were Mr. Robert Brouillard, President of the P.T.A.; Mrs. Patricia Kerestes, President of the Mothers' Club; and Mrs. Nora Eville, teacher at Yantacaw.

It was decided that all monies contributed be deposited in a trust fund to provide an annual award to a Yantacaw sixth grade boy and girl who have shown outstanding qualities of character and citizenship. Each recipient will receive a U. S. Savings Bond.

In addition, a plaque will be displayed at Yantacaw school with the names of each award winner added each year. To date, over \$1000 has been contributed.

STUDY OF NUTLEY'S FINANCIAL EFFORT *

Studies have been made since 1962 relative to Nutley's financial ability to support schools as measured by equalized assessed valuations. These studies were done as a result of a specific recommendation made by the Middle States Evaluation report.

Tax rates, assessments and school spending change each year. Studies on school support are made on an annual basis.

The 1968 edition of the NJEA publication of Basic Statistical Data of New Jersey School Districts includes information which lends itself to a study of Nutley's financial capacity and effort as compared to the financial capacity and effort of other school districts.

Included in this comparative study are the indices used for the past five years by the NJEA. These measures take into consideration the relative number of guidance, special services and supervisory personnel used in the modern school system.

Findings

1. Nutley's 1968 equalized school tax rate of 1.36 is the lowest school tax rate in Essex County. (Districts with high schools only.) The state median equalized school tax rate is 1.89. Nutley residents pay a significantly lower school tax than the typical New Jersey property owner.
2. The 1966/67 equalized valuation per pupil in Nutley was \$42,777. This was above the Essex County median of \$40,551 and \$9,548 higher than the state median of \$33,229. Only five districts in Essex County have a higher per pupil valuation than Nutley. Our position in this regard has improved significantly. Three years ago was the first time Nutley's equalized valuation per pupil was above the county median.
3. Nutley's teacher salary per pupil cost was \$355. Although Nutley was above the state median in this category, it is the lowest in Essex County.
4. Nutley had the lowest 1966/67 total expenditure per weighted pupil in Essex County. The cost per pupil of \$554 was also less than the state median of \$616.

*Copies of the full study are available upon request.

5. Nutley had 47.2 professional staff members per 1000 pupils in 1966/67. Only Glen Ridge had fewer professionals per 1000 pupils. The state median of 49.3 was above Nutley's 47.2. Last year two districts had fewer professionals per 1000 pupils.

Implications of the Study

1. Nutley is not making the financial effort to provide for its schools which most Essex County and New Jersey school districts are presently making.
2. Nutley's ability to pay as based on equalized valuation back of each pupil is better than the typical Essex County school district and much better than the typical New Jersey school district. However, Nutley has one of the lowest school tax rates in Essex County.
3. Nutley's total expenditure per pupil is the lowest in Essex County and well below the state median.
4. Nutley's teacher salary cost is the lowest in Essex County.
5. Nutley has fewer staff members per 1000 pupils than any other Essex County School district, with the exception of Glen Ridge, and is below the state median in this respect.

Conclusions

The typical New Jersey resident has less ability to support his schools, and pays more than the Nutley resident.

Nutley can make a greater financial effort! Whether Nutley should make a greater financial effort can be answered only by the wishes, desires, and demands of its citizens.

There is ample evidence that Nutley school administrators have been prudent and efficient. Nutley has received good value for its educational expenditure .

TABLE VI

Essex County School Districts
with High Schools

1968 Real Property Tax
School Tax Rate

	Actual	Equalized	66/67 Eq.Val.Per Pupil	66/67 Total Exp. Per Wtd. Pupil	66/67 Prof. Staff Per 1000 Pupils
High	\$3.02	\$2.62	\$75,241	\$818	56.1
Median	2.27	2.03	40,551	728	52.3
Low	1.34	1.36	21,892	554	46.4
NUTLEY	1.34	1.36	42,777	554	47.2

SALARIES AND STAFFING

The adoption of a salary guide based on the index-principle¹ in 1966/67 has been continued for the 1969/70 salary guide. An analysis of the relative position of the Nutley teacher in 1969/70 with that position prior to the adoption of the index-principle guide clearly shows that the significant improvement in Nutley's competitive position has been maintained.

Table VII shows that the Nutley salary guide is fully competitive throughout the guide. Five years ago, at the eighth step, Nutley lagged from the median by \$250 at the B.A. level, \$400 at the M.A. level, and \$500 at the six-year level. Nutley is presently at or above the medians at the eighth step.

¹An index-principal salary guide uses the minimum salary as a base and from this base a constant relationship between steps is established.

TABLE VII
1969/70 NUTLEY SALARY GUIDE AS COMPARED TO
ESSEX COUNTY MEDIANS

Step	<u>B.A. Level</u>			<u>M.A. Level</u>			<u>Six-Year Level</u>		
	<u>County</u> <u>Nutley</u>	<u>Median</u>	<u>Diff.</u>	<u>County</u> <u>Nutley</u>	<u>Median</u>	<u>Diff.</u>	<u>County</u> <u>Nutley</u>	<u>Median</u>	<u>Diff.</u>
1	7000	7000	0	7600	7800	-200	8200	8400	-200
2	7368	7300	+ 68	7999	8100	-101	8631	8700	- 69
3	7735	7600	+135	8398	8400	- 2	9061	9000	+ 61
4	8103	8000	+103	8797	8797	0	9492	9400	+ 92
8	9573	9400	+173	10,393	10,200	+193	11,214	10,950	+264
10	10,308	10,100	+208	11,191	10,900	+291	12,075	11,750	+325

A study was made in July, 1969 on the Essex County 1969/70 salary guides and their relationship to the Nutley 1969/70 guide. It was concluded, on the basis of this study, that there has been considerable gain in Nutley's competitive position. Lags at certain points have resulted because of Nutley's not widening differentials between levels of training. Most of the competing districts have wider differentials than Nutley.*

The Superintendent of Schools recommended that:

- a) There be continued use of the index-principle to assure a good position to maintain our favorable competitiveness. Widening the differentials should be seriously considered.
- b) Decreasing the number of steps to maximum will increasingly become an issue in negotiations. The Board of Education should consider decreasing steps to maximum in order to maintain a favorable competitive position.

We feel obligated to reiterate that which was stated in the 1966/67 annual report. "It is imperative that the relatively favorable position we have

*Essex County K-12 school districts, excluding Newark

finally reached be maintained. In the light of the problems of the metropolitan area, it is critical that we maintain favorable positions as to salaries, class size, and other working conditions. A little 'lag' can easily become a disastrous slide from which Nutley will have difficulty to recover."

NEGOTIATIONS

Collective negotiations have been successful in Nutley in that they have led to an improvement of the schools and an increased understanding and respect between and among the teachers, the administration, and the Board of Education.

Negotiations deal with more than salary considerations. The philosophical base for the process is very much in daily evidence. There does not need to be an adversary relationship when the administration administers mutually developed personnel policies.

Salary negotiations break down because the important "day-to-day" negotiations have deteriorated to constant distrustful adversary relationships. This has not taken place in Nutley because the Board of Education has

- a) recognized that the superintendent of schools is the key person in the negotiating process with the teachers
- b) considered negotiating as a professional administrative function, and
- c) clearly made the superintendent of schools responsible for effective and equitable negotiations.

READING

Tables VIII and IX summarize the results of reading "growth" during the 1968/69 school year. The median gain in reading for the system was 1.4 years. "Normal" growth would be .9 year. The typical Nutley school child, in other words, gains five (5) months more in one year in reading than the typical school child in the United States. Sixty-eight per cent of the Nutley children showed a net gain of more than one year. The 1968/69 results were very similar to those of 1967/68.

The third year of a pilot program using the Lippincott reading series was completed. The evidence clearly indicates that the Lippincott series produce better results than the Scott-Foresman series which we have used since the 1940's.

Next year (1969/70), the Lippincott series will be used in all Nutley first grades. It is planned that this series will be used in all primary grades (1st, 2nd, and 3rd grades) by the 1971/72 school year.

TABLE VIII

13.

Frequency DistributionNet Reading Growth

<u>Net Growth</u>	<u>Number</u>	<u>Per Cent</u>	<u>Accumulated Per Cent</u>
2 or more yrs.	227	23	23 (23)*
1.9	37	4	27 (25)
1.8	50	5	32 (29)
1.7	61	6	38 (35)
1.6	53	5	43 (39)
1.5	53	5	48 (43)
1.4	45	4	52 (49)
1.3	49	5	57 (54)
1.2	61	6	63 (58)
1.1	56	5	68 (64)
1 or less years	<u>333</u>	<u>32</u>	100 (100)
	1025	100	

*67/68 results in parenthesis

TABLE IX

Median Growth by Grade

<u>Grade</u>	<u>Number of Classes</u>	<u>Range of Net Growth</u>	<u>Median Net Growth</u>
Fourth	16	.7 to 1.9	1.2 (1.2)*
Fifth	16	.6 to 1.6	1.2 (1.1)
Sixth	16	1.0 to 2.1	1.6 (1.6)
Total	48	.6 to 2.1	1.4 (1.3)

*67/68 results in parenthesis

TABLE X

Reading Survey Results

<u>Grade</u>	<u>Median Grade Level</u>	<u>% Below Grade Level</u>	<u>% More Than One Year below Grade Level</u>
Fourth	5.7 (5.8)*	29 (30)	19 (10)
Fifth	6.8 (7.0)	27 (26)	17 (12)
Sixth	9.1 (8.9)	14 (19)	9 (9)

*67/68 results in parenthesis

STUDENT UNREST

The 1968/69 school year was marked by thousands of incidents of student unrest and disorder in American high schools. There is much discussion in the literature which seeks to determine the causes of this unrest and school people are looking for ways and means to cope with this phenomena.

As a result of the "attacks" on existing rules and regulations governing student behavior, the courts have developed certain basic tenets. A review of recent decisions permits one to draw certain conclusions as to how the law is developing with respect to the rights of students:

"1. School pupils enjoy the basic constitutional rights of free speech and expression, so long as these are not exercised in such a way as to disrupt or impede the orderly operation of the school system.

"2. The reasonableness and consequent validity of a school rule abridging freedom of expression will depend largely upon a showing of clear and immediate likelihood of interference with the operations of the school if the rule is not enforced.

"3. Children might as well learn early in the game to respect the rights of others to free speech and dissent, the real test of freedom being to allow the expression of unorthodox or ~~un~~popular views.

"4. School administrators may no longer use the approach of authority for its own sake; rules must be based upon good reasons, and the avoidance of controversy and dissent among students is not one of them."¹

The "in loco parentis" legal principle which validated much of the authority of the schools is being brought into serious legal disrepute by the courts. Reasonableness of school rules and regulations is now being tested by another dictum, that of - does the rule relate to the function of the school?

"Today the courts are asserting that students are citizens too, and that they have constitutional rights. Through the case law which they write, the courts are defining even more precisely the limits both of student expression and administrative regulation.

¹Cook, Thomas P., "Freedom vs. Order." School Board Notes, N. J. State Federation of District Boards of Education (June-July, 1969) p. 34.

"It behooves all school administrators and school boards to know the statutory law and the case law, and be guided by it. For only if we respect the law ourselves can we expect our students to do so." ²

The Nutley school administration developed a general statement on this problem during the spring of 1969 at the request of the State Commissioner of Education. It stated:

The nature of student grievances and the form of subsequent student disorders vary greatly. To spell out a specific plan or procedure to deal with this phenomena would be most difficult. There are, however, some basics to consider.

1. There are official avenues for the expression and correction of student grievances. In Nutley these official channels have worked well. The normal channel for communication from the student body is through the student body organization. Appeals on established procedures can be made by a student or group directly to the administration, although normally they will be asked to consult the student council first. In addition, a Student Advisory Board meets weekly with the high school principal and monthly with the superintendent for the mutual exchange of information and discussion of school policies and procedures. The Student Council meets weekly, and, in turn, the Student Council president reviews the meeting with the high school principal. There is a Student-Community-School liaison person designated by the Board of Education to assure better lines of communication between the student, the community, and the school officialdom.

A faculty advisory committee meets weekly with the high school principal to discuss felt student needs, curriculum, and any other pertinent areas of interest. It is planned to expand the membership of this group so that it will be more representative of the faculty thinking.

In addition, there is recourse to the highest levels in the state for students to take any legitimate grievances if the official avenues at the local level cannot or will not satisfactorily resolve the grievances.

2. Local school districts are required by law to provide proper school facilities and to maintain an appropriate program of education. Any disruption of the schools or interference with the normal operation denies this right.

²Croft Leadership Action Folio #15 "Coping with Student Restlessness and Revolt." Croft Educational Services, Inc. (1969).

ADDITION TO THE HIGH SCHOOL APPROVED

The Board of Education, acting upon the recommendation of the superintendent of schools, ordered a study to be made of the physical needs of Nutley high school in the fall of 1967. This study concluded that the high school needs to care for the increasing enrollment were:

- a) an additional shop, home economics classroom and an art room
- b) an additional physical education station
- c) expansion of the guidance suite
- d) additional storage and office areas
- e) expansion of the library
- f) at least 14 additional classrooms.

The Board of Education accepted the report and contracted the services of an architect to develop plans to include the above needs. Several sets of plans were subsequently received by the high school staff and the Board of Education. After careful deliberation, it was decided that a three story wing be added to the present high school and an additional gymnasium be constructed.

The proposal was presented to the voters on June 25, 1968. It was defeated 582 to 543.

The negative result at the polls did not change the problem. Our high school was overcrowded and quality education at that institution was at stake. Severe overcrowding in physical education and in the special areas such as shop and home economics was present. Four classrooms at the Vincent Methodist Church were being used. Classroom shortages lead to class size increases and the first step to deterioration of an educational program is when class size begins to increase. This was happening at Nutley high school. The only solution was to add to the present facilities.

The Board of Education presented its proposal to the electorate once again on October 8 and the referendum passed overwhelmingly, 2321 to 1425.

It is hoped that this much needed addition will be completed for use in the 1970/71 school year.

FEDERAL AID

For the 1969/70 school year it is anticipated that federal funds for the Nutley school system will be drastically cut. The actual funds received for the past several years are listed on the following page. We have been advised that we will receive about \$15,000 in 1969/70.

1961/62	\$ 7,565.65
1962/63	15,459.98
1963/64	10,996.86
1964/65	8,593.94
1965/66	69,115.47 *
1966/67	62,734.03
1967/68	57,049.28
1968/69	60,946.73
1969/70	15,000 **

*Passage of Elementary and Secondary Education Act.

** Estimate

Your Superintendent of Schools, in his capacity as chairman of the N. J. School Development Council, was asked to testify on federal aid to education at a hearing held at Rutgers University by Senator Harrison Williams. We feel that the testimony given on July 28, 1969 gives a broad perspective of the problems created by federal funds and the impact which the cutting of these funds will have on the local school districts.

TESTIMONY GIVEN AT RUTGERS UNIVERSITY, JULY 28, 1969, ON
BEHALF OF THE NEW JERSEY SCHOOL DEVELOPMENT COUNCIL

The major push of federal aid under the ESEA has been in programs. This approach is consistent with the university and foundation type of funding. The emphasis is on projects. In order to get federal funds, you must develop an approved project. The result has been that we now have literally thousands of projects which are now part of the regular school programs.

In order for this type of approach to be effective, federal funding has to be continued and probably increased from year to year. The elimination or cutting of federal funds is devastating, to say the least, when you realize that the whole purpose of this kind of approach was to improve the educational lot of the disadvantaged. This is a good fuse for the social dynamite which Dr. Conant described a few years ago.

Practicing school superintendents were not asked, or listened to, and were not particularly pleased in the way the federal aid legislation developed. Nevertheless, we learned how to make effective use of this money by developing projects and building these projects into the school programs. Each year we have been faced with uncertainty as to whether we will receive funds, and if so, how much, and we have also learned to live with constantly changing guidelines, rules, and forms administered by a changing and usually faceless bureaucracy, not only in Washington, but in Trenton--and for awhile it was thought that there would be regional bureaus established.

There is much talk about the "quiet revolution" taking place in American education. Many of the new developments will have and are having a positive impact in the teaching and learning process. New materials and equipment, the increasing use of teacher aides and para-professionals, the curricular innovations, new techniques, such as team-teaching and the like, are changing the profession. As such, new and different roles for teachers, principals, and superintendents are emerging.

The difficulties facing the large city school district have caused many to "give up" on the public schools. The U. S. Office of Education, Foundations, the N.E.A., the universities, and lay leadership are taking a long, hard look. In this look they are placing a heavy reliance on the systems analysis approach to learning.

The USOE is fostering this approach by disseminating "research" which "proves" the success of programs where teachers will be the "managers" of an instructional system which includes people as well as teaching materials. What is being said, in essence, is that the "old" teaching does not work in the modern day and age, and before we spend a significant number of additional monies for education, the educational enterprise must be reorganized and restructured to make it more efficient.

We respectfully submit some observations and reflections about what we think education is all about.

a) The plight of the city school system will not be solved by systems analysis. We know what is wrong and how it can be solved. The problem has been analyzed to death--we need action, not analysis. Population changes of a magnitude unheard of in our history, insufficient and obsolescent facilities, understaffing and overcrowding, inadequate financial support, fiscal dependence upon political powers, and giant bureaucracies which have removed the schools from the clientele are the problems in the big city school district.

b) Teaching, learning, and growing-up are grossly inefficient. Some of the best teaching and the most effective learning is incidental and would not lend itself to a systems analysis approach.

c) The teaching-learning process in a highly personalized, and, at times, emotional experience. It cannot, or refuses, to be computerized.

d) Educators "worth their salt" should be more interested in the becoming rather than the informing aspect of instruction. The kind of person who graduates from the schools is more important than how much he knows (as important as this may be.)

The "hippie" who rejects American society and "escapes" through the use of drugs is generally a knowledgeable person. We suggest that the cart not be placed before the horse!

e) We must continue to make certain that any and all changes will personalize and humanize the teaching-learning process. The role of the teacher will change and is changing, but the teaching-learning process will continue to be complex.

The successful moon-shot has given full evidence that this nation can do just about anything it wants to do. The reason for the success of this mission was that the goal set by President Kennedy was understandable to the scientific community. "Put a man on the moon by 1970." A mandate implemented by every resource available (human and financial).

We suggest that we establish realistic goals for the federal aid program to elementary and secondary schools. These goals could be

1) that every child be assured a safe, modern, and up-to date school room. The capital needs for American education cannot adequately be met by local and state funding. This recommendation was given by the White House Conference as far back as 1955.

2) that it be incumbent for each school district to have adequate professional services, services which will insure effective classroom instruction of classes of various sizes, and which will support the work of the classroom teacher with services rendered by specialists in remedial work, counselors, librarians, supervisors, and principals. Staffing should be at least the recognized minimum standard of 20 students per professional staff member (50 professionals per 1000 students).

These are relatively modest goals which are clearcut and could be funded and administered without the program proliferation and the accompanying bureaucracy necessary just to "keep tabs" on the thousands of programs.

It is recommended that the emphasis on school financing begin to be changed. Perhaps the bulk of school financing should be borne by the states and the federal government, with the innovations to be financed by the localities. This would be more consistent with fiscal reality. Drastic changes in the sharing of costs between the federal government, the states, and the localities are imperative.

The schools are not now what they should or could be. This is a moral problem, not an economic problem. Continued administrative

tinkering by men who appear to have lost faith in the American educational system will change the "quiet revolution" to a real revolt.

It does not have to be that way!

THE NUTLEY TRAINING CENTER FOR TRAINABLE RETARDATED STUDENTS

Two years ago a committee was established by the Essex County Superintendent of Schools to develop a master plan to more adequately meet and service the needs of older trainables in Essex County. The Commissioner of Education released funds for this important study. After considerable study and planning, a master plan was developed.

The first phase of the plan involved the establishment of a pilot project in the Nutley area to serve about 40 trainable students and/or "graduates" of the Lincoln school program. It fell to the Nutley school system's administrative staff, with the full support and approval of the Nutley Board of Education, to bring Phase I of the plan to fruition. The result was a unique, but most appropriate "marriage" of private and public agencies and institutions to be funded by local, state, and federal monies.

The training center should be in full operation during the 1969/70 school year. Special commendation should be given to the Nutley Board of Education for its unequivocal support and commitment to the concept of the master plan. This support and commitment of the Board of Education permitted its authorized representative, the Superintendent of Schools, to deal effectively with the manifold problems and bureaucratic delays which came about in the attempt to establish this training center.

We feel that it is most appropriate that the master plan be included in this annual report for possible future reference.

Master Plan for Older Trainables (16-20) in Essex County

Phase 1 - Fall 1969

Establishment of a pilot project in the Nutley area which would serve approximately twenty trainable students in a pre-vocational program. This program would include students from Belleville, Bloomfield, East Orange, Glen Ridge, Montclair, Nutley, and perhaps Irvington. The program would include half a day in the classroom and half a day in a workshop setting. Plans are being developed for cooperation between the Nutley Board of Education and the Occupational Center of Essex County to establish and maintain this program.

Phase 2 - Fall 1971

Cooperative program of a similar nature between the West Orange School District and the Occupational Center of Essex County. The school programs in the West Essex area will have grown to a population of approximately twenty older adolescent trainables. A half-day school program and half day work orientation program is envisioned. This program would draw from the western half of Essex County.

Phase 3 - 1975

It has become increasingly evident that the need for a pre-vocational program for severely handicapped high school aged students in the areas of mental retardation, the physically handicapped, and the emotionally disturbed will demand a county wide cooperative arrangement in about five years. A combined Educational and Training Center for the Handicapped is envisioned as the logical outgrowth of this expanded population in the county which demands a special pre-vocational program.

Phase 4 -

Long range plans for the Essex County area call for development of a "Community Group Living Center" which would serve several types of severely handicapped adults, and attempt to keep these handicapped adults out of state institutions. Many of the trainable children in public school classes will need this type of facility as an adult, or will be forced into an institutional life.

Occupational Education Objectives of the Training Center

For over fifteen years the Nutley Board of Education has provided educational programs for Trainable Retarded children, both for their own school district and surrounding districts. The program now includes forty-nine (49) severely retarded youngsters in six classes. There are now approximately twenty students from ages 15 to 20 who would be eligible for the planned Training Center.

The educational objectives of this occupational program are the training of these severely retarded youngsters in pre-vocational skills. This is to be accomplished by a coordinated program of a half day academic placement and a half day placement in the Training Center. Two groups of ten students each will rotate use of the Training Center and the academic classroom on a half day basis.

The academic program will include functional word recognition, arithmetic, vocational orientation, music, art, physical education, as well as special services such as speech correction, guidance and psychological evaluation, and reading remediation. A realistic work setting will

be established in the Training Center with rotated work stations, assembly line operations, time clock training, packaging of goods, use of public transportation, and other pre-vocational training activities.

Both the academic class program and the Training Center program will be directed toward work placement upon graduation at 20. The planning committee for this project encompasses Vocational Education, Rehabilitation Services, Occupational Training on a post-school level, as well as cooperation from community agencies such as the Association for Retarded Children. All efforts are directed toward preparing these special needs students--the trainable mentally retarded--for useful and productive employment in adult life.

CURRICULUM

A number of curriculum revisions, innovations, and developments have been taking place in the Nutley school system. We have listed these developments below.

1. Hoffmann-La Roche and the I. T. T. Companies continued the Saturday seminar programs. These programs are a cooperative venture with the high school science and mathematics departments.

2. New textbook adoptions included:

BASIC READING Series Grades 1-6
McCracken and Walcutt - 1969 Edition
Publishers: J. B. Lippincott Company
Philadelphia, Penna.

ADVENTURES IN HANDWRITING Grades 1-6
Prepared by Peterson Directed Handwriting
Latest Edition
Publishers: Macmillan Company
New York

PRINCIPLES OF SCIENCE, Books I and II
Heimler, Charles H., and Neal, Charles D.
Publishers: Charles E. Merrill Books, Inc. (1966)
Columbus, Ohio

3. Nutley participated during the 1968/69 school year in the Developmental Economic Education Program (DEEP), Phase II. This program was initiated by the Joint Council on Economic Education to utilize ideas and materials emanating from the original developmental program.

The DEEP Cooperative Schools Program keeps growing as the Affiliated Councils of the national organization, such as the N. J. Council on Economic

Education, sign up more school systems for work developing economic education programs for kindergarten through twelfth grade.

As of January 1969 a total of 64 school systems in 16 states enlisted in the program. The school systems participating in New Jersey are Leonia, Montclair, Pennsville, and Ridgewood, and Nutley.

4. In January 1969, Nutley hosted the annual winter conference of the N. J. Educators of the Mentally Retarded. More than 100 people were in attendance. Mr. D'Andrea, principal of Lincoln school, and his staff presented an exciting, and yet, practical program. Those in attendance were impressed with the Nutley program. The entire state was shown what can be done at the local level by dedicated and competent professionals when they are supported by a committed Board of Education and a community sensitive to the needs of special education.

5. The team teaching experiments at the Washington and Spring Garden sixth grades have been continuing. For next year, the program will include the second grades at the Washington and Yantacaw schools.

6. The committee on drug abuse, chaired by Mr. Eugene Duffy, has completed its report. The recommendations are being studied for full implementation in the 1969/70 school year.

7. The first grade report cards were revised as an attempt to more realistically report progress to the parents and, at the same time, more sensibly maintain the pupil's self-esteem.

The traditional system of reporting pupil progress has been, justifiably, under attack by the behavioral psychologists.

The revision met with unusual success if general acceptance by the staff, parents, and students is used as the criteria for success.

The second grade report card will be revised in a similar manner in the 1969/70 school year.

8. The work-experience program continues to expand. No single new program at the high school has met more favorable response than this program. We feel that the program will continue to grow and become increasingly important to both the school and the community.

9. Plans for the establishment of a pilot project in the Nutley school system which would serve twenty older trainable students and twenty "graduates" of the trainable program in a pre-vocational program were formulated.

This was a joint venture with the Occupational Center of Essex County (O.C.E.C.), the N. J. Association of Retarded Children (NJARC), the

Vocational Division of the State Department of Education, and the State Vocational Rehabilitation Commission.

The project has been approved for funding by the N. J. Vocational Rehabilitation Commission and the Vocational Division of the N. J. State Department of Education. The training center should be in operation during the fall of 1969.

This pilot project is the first step in a long-range master plan for older trainables in Essex County.

10. All first and second grade classrooms were equipped with listening stations to be used in conjunction with the reading program during the past two years. In the 1969/70 school year all third grade classrooms will be equipped with listening stations. This will complete the three year program started in 1967/68.

11. More extensive use was made of school aides. A detailed and comprehensive program planned in 1968/69 will be implemented in the 1969/70 school year. School aides will play an increasingly important role in the school program.

In 1969/70 there will be at least ten school aides employed in our schools.

12. The formalized reading program initiated in the 7th grade in 1968/69 will be broadened to include the 8th grade in 1969/70.

13. An additional guidance counselor was employed for the Franklin school in 1968/69. There is now a full guidance program, staffed by competent counselors, in operation at this school.

14. Mr. Thomas Parciak was named community liaison director in the 1968/69 school year. He served as a liaison between the high school, the town, and the students. It has become more and more apparent that positive steps are needed to avert and correct "student unrest" situations. This was a step to pinpoint responsibility and give commensurate authority with that responsibility.

15. There was a complete review of the graphic arts program at the high school. As a result of this study, we have scheduled the purchase of new equipment and the replacement of old equipment over the next three years. In addition, a new course of study is being developed by the staff.

16. A formalized in-service program for teachers has been approved by the Board of Education and will be started in the 1969/70 school year. Courses in the following areas are contemplated:

Orientation to school services for teachers new to
Nutley

Teaching of Reading for secondary school teachers
 Teaching of Science for elementary school teachers
 Human Relations and how it applies for teachers
 Inter-governmental relationships.

It is planned that these courses (except possibly that course being developed for teachers new to Nutley) be voluntary and credit be given for salary purposes.

17. German V will be offered for the first time in 1969/70. This is a natural development resulting from the inclusion of German I in the eighth grade four years ago.

RECOMMENDATIONS TO GUIDE FUTURE ACTION

1. The Board of Education, in the policies it adopts when dealing with the orderly operation of the schools, must strike a reasonable balance between the policy of freedom and order, permissiveness and repression, student rights and responsibilities.

Nutley is blessed with a capable and competent high school administrative staff which has excellent rapport with and understanding of the high school students. The Board of Education should continue to make clear its unequivocal and complete confidence in the high school administrative staff to deal fairly and equitably with any or all problems which may arise.

2. To prepare for full utilization of staff and facilities which will be available upon completion of the high school addition, it is recommended that "mini-course offerings" be started in the 1969/70 school year.

These course offerings would be non-credit and graded on a pass-fail basis and recorded on the transcript. The mini-courses will be developed during study hall time and they will vary in length, i.e., some may be for a six week duration, or some for a two week duration.

Some courses which have been suggested are:

Psychology
 Human Relations
 Auto Mechanics
 Music Appreciation
 Art Appreciation

It is further recommended that a committee of staff and students be established to work out the mechanics of this type of program.

3. The board of education must recognize the superintendent of schools to be the key person in any negotiating process with the teachers. Negotiating

should be considered as a professional administrative function as it is in the private sector of the economy. The superintendent should be responsible to the board of education to see that it is done efficiently and equitably.

4. The team-teaching experiments should be continued and expanded to include more schools and more grades.

5. The annual study of Nutley's financial ability to support the schools as measured by equalized assessed valuation should be continued.

6. Great care should be given to the maintenance of Nutley's favorable salary competitive position.

7. The basic structure of the present administrative salary guide has proven to be an equitable and logical compensation plan and should be maintained. Continuing studies should be made comparing the various administrative positions with those positions of a similar nature in the county.

8. Great care should be given to staffing policy so that Nutley can continue to be a quality school district which provides adequate professional services.

9. Continued budgetary allotments should be made for the increased and expanded use of school aides.

10. Serious consideration should be given to staffing each elementary school with a full-time librarian. In addition, a second psychologist is needed.

11. The Saturday Extension Program and the Summer SHIELD program for the handicapped, funded in the past by federal monies, have proven to be valuable adjuncts to the school program. They should be continued with or without federal aid.

CONCLUDING STATEMENT

The continuing efforts to develop the curriculum to meet the educational needs of all the children of all the people in Nutley is a clear indication that this school system is one which is forward looking.

In addition, the school system has anticipated its problems and has moved toward their resolution. The school system MUST be healthy if the community is to progress. A lethargic school system would be disastrous.

The questioning of conventional wisdoms and generally accepted myths and/or concepts is not only healthy but necessary in a free society. The assault of newer ideas, many of which are not historically new, has also brought about a clamor for instant solutions. There are no instant solutions to age-old problems.

The schools of this nation do offer possible long-range solutions, that of an educated citizenry, aware and sensitive to the problems we face. To this end, the Nutley school system pledges itself. It will take competent and dedicated professionals to fulfill this pledge. In addition, the community must continue to provide the materials, equipment and facilities. The necessary ingredients for a quality program are here and are working.

We wish to express our gratitude to the Vincent Methodist Church which has made classrooms available until the completion of the high school addition. This has made it possible for us to continue to keep class size at a relatively reasonable size which assures a continuation of a quality program.

The liaison with the private schools in the community continues to be excellent. Cooperative programs have been and are developing in a spirit of harmony.

It has been both pleasurable and challenging to serve this community. The support and encouragement received from the staff is greatly appreciated. The Board of Education should be commended for its zealous and courageous dedication and commitment to quality education.