



KNOW YOUR SCHOOLS

NUTLEY, NEW JERSEY

LEAGUE OF WOMEN VOTERS OF NUTLEY

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NUTLEY, NEW JERSEY

second edition

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by

THE LEAGUE OF WOMEN VOTERS OF NUTLEY, NEW JERSEY

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INTRODUCTION

The League of Women Voters is a national non-partisan organization whose purpose is to promote political responsibility through informed and active participation of citizens in all levels of government. To implement this policy the League of Women Voters of Nutley published its first "Know Your Schools" in 1958. In the intervening 16 years, new courses, new tools of learning and new techniques were introduced at every school level. It became apparent that a new study was needed to provide up-to-date information about our schools. We have undertaken this project with no attempt to evaluate our present system and we hope that this publication will provide a basis for better understanding of our schools and will stimulate further discussion and study.

We give special thanks to Dr. Robert D. Fleischer, Mr. Glyn Fowler, Mr. Arnold Ramsland and Mrs. Adele Jaworek for their support and encouragement. We are also grateful to the teachers, principals and administrative personnel who made their time and information available. The publication of this book would not have been possible without the generous support of the First National State Bank of New Jersey, the Howard Savings Institution, ITT Avionics Division and Defense Communications Division, Nutley Park Shop-Rite, Nutley Savings and Loan Association and Suburban Savings and Loan Association. We thank each one.

The cover, picturing the Church Street school, now the Nutley Museum, is the work of the talented Nutley artist, Dick Kramer.

We are glad to share this survey with you.

FROM OUR SUPERINTENDENT

The members of the Nutley League of Women Voters who worked so diligently for the completion of this most worthwhile book are to be commended for the contribution they have made to our community.

One can't help but develop a feeling of nostalgia when reading of the early development of our school system. What exists today didn't just happen. Instead, as one reads, it becomes evident that good planning on the part of boards of education and educators have made all this possible.

We are living in a fast and ever changing world. If we are to maintain our rich heritage we must continue to use the same foresight passed on to us by our predecessors.

Together we can continue to provide the quality education that Nutley's children so richly deserve.

Glyn Fowler
Superintendent of Schools

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CHAPTER 1

SCHOOLS PAST AND PRESENT

The history of Nutley's schools dates back to the post Revolutionary period of the American past. As early as 1794 an Old Stone School House stood at the corner of Park and Passaic Avenues to accommodate children of the Lower District. Built on land given "for school purposes" by John K. Spear, this school was in use for about fifty years until replaced by the Passaic Avenue or Little White School.

On the other side of the Third River, in the Upper District, a one room school house was erected on Water Cress Patch, the present site of Bloomfield Avenue and Centre Street. Earliest records available indicate this school to be in use about 1825.

During this early period conditions and practices contrasted sharply with those existing in schools today. Families whose children attended, supported the schools through direct taxation and in the winter each boy was required to bring a split log for the big stove that warmed the school.

In 1865 Henry Stager donated land for a school at 65 Church Street. This frame building was destroyed by fire in 1874, the year that "Nutley" separated from Belleville to become the Township of Franklin. The two story brick building that replaced it is presently leased by the Board of Education to the Nutley Historical Society for use as a museum.

The turn of the century marked the beginning of a period of rapid growth. As Nutley's population increased, the school plant was enlarged.

- 1889 (a) 12 acre Duncan Property purchased — (presently site of Park Oval, Nutley High School and library)
- (b) high school classes held in present Town Hall
- 1894 voters approve building of new school (Park Street School)

- 1902 Yantacaw School erected during same year that Franklin Township officially became the town of Nutley
- 1907 addition to Park School
- 1911 Washington School erected
- 1915 Lincoln School erected
- 1917 Spring Garden School erected
- 1920's additions built onto the five elementary schools
- 1921 St. Mary's School erected
- 1923 addition to Park School
- 1926 addition to St. Mary's School
- 1927 new senior high school built at present Franklin School site
- 1947 Nutley Historical Society leases Church Street School for use as a museum
- 1950 Holy Family School erected
- 1952 addition to St. Mary's School
- 1955 Radcliffe School erected
- 1956 1894 and 1907 units of Park School demolished and new structure was added to 1923 unit (resulting building became a junior high school)
- 1958 (a) Franklin School becomes a middle school for grades 7 & 8
- (b) Park School becomes the present Nutley High School
- (c) addition to St. Mary's School
- (d) addition to Holy Family School
- 1962 addition to Nutley High School
- 1968 addition to Radcliffe School
- 1970 Sons of Italy Orphanage on Washington Avenue purchased for use as a Special Education Center
- 1971 addition to Nutley High School

Recent Developments in Education

The late 1960's was a period when traditional attitudes towards race relations, war, ecology, sex, family and social institutions were questioned and challenged by students everywhere. In response to these challenges, efforts to relate learning to each child's distinctive needs were emphasized at every level in Nutley. Team teaching was introduced and expanded through the schools.

Report cards were revised through the fourth grade. Flexible scheduling was introduced at the high school. A work experience program was begun at the high school which enabled students to get on-the-job experience, salaries, plus educational credit. Industrial arts and home economics courses at the high school were opened to members of both sexes. The Faculty Mentor Program was begun to enrich teacher-student relationships.

These innovations were a response to the concern for the kind of person who comes out of the school system. As Dr. Robert D. Fleischer, Superintendent of Schools, 1962-1973, has stated, "An educational system is not an end in itself, but the means for the development of the children of the community. We will be judged, in time, by the kind of person who graduates from our schools."



Nutley High School

CHAPTER 2

ADMINISTRATION

State Government

The New Jersey Constitution provides for free public schools for all children in this state from the ages of five through twenty unless graduation occurs before that age. Controlling all levels of schooling in New Jersey is a State Department of Education, which includes a State Board of Education and a Commissioner. New Jersey school law consists of three parts: Title 18A, which is the education statute, rules and regulations of the State Board of Education, and Commissioner's decisions.

State Board of Education

The Board consists of twelve members appointed by the governor with advice and consent of the State Senate to serve without remuneration for six years. At least three must be women and no two may be appointed from the same county. Its members establish rules needed for proper enforcement of state school laws. Some of the more important functions are to: set standards for granting teachers' certificates and licenses, recommend plans for the future development of public education, and prescribe standards for educating handicapped children. A separate State Board of Higher Education supervises education beyond high school.

State Commissioner of Education

The Commissioner of Education is recommended by the Board and appointed by the governor with advice and consent of the State Senate for a five year term. He serves as secretary to the State Board of Education and is its official agent for all purposes. As chief administrative officer of the Department of Education, he enforces Board policies and supervises all schools receiving money from the State.

The Commissioner acts as chairman of the state Board of Examiners and as a non-voting member of the Board of Higher

Education. He appoints Assistant Commissioners to head divisions within the Department. With the consent of the State Board, he appoints County Superintendents for each of the 21 counties in New Jersey.

COUNTY GOVERNMENT

County Superintendent

The County Superintendent, appointed for three years, receives a salary from the state but maintains an office at county expense. (In Essex County, this office is in East Orange.) The superintendent advises local school boards, administrators and teachers on questions of law or local problems. He is responsible, with the local superintendent, for all teacher certification. His duties also encompass the areas of local budgets, student transportation contracts, and coordination of state and local school planning.

Local Government

Each school district in New Jersey determines its own curriculum. There are 21 districts in Essex County which cooperate in the establishment and administration of special schools and classes for handicapped or atypical children. A Child Study Supervisor, a state employee, heads this work.

Nutley is a Type II school district. As such, voting residents elect Board of Education members and approve or reject a tax proposal submitted by this board yearly for support of the schools.

The Board of Education

The nine members of Nutley's Board of Education are chosen by election in which all registered voters are eligible to vote. This election is held each year on the second Tuesday of February, or if Tuesday should fall on a holiday, on the following Wednesday. To qualify for membership on the board, a person must be able to read and write; must be a citizen and must have been a resident of Nutley for at least two years immediately preceding his election. He shall not be interested directly or indirectly in any contract with or claim against the board.

Each member of the Board serves without pay for a three year term of office. Terms of office are overlapping. The president is elected yearly by members of the board. All official business must take place at public meetings which are held at 8 o'clock on the 4th Wednesday of each month at the Board of Education Building at 149 Chestnut Street. Immediately preceding these meetings the current agenda and the minutes of the previous session are made available. All members of the community are welcome to attend and speak out on any matter related to the public schools.

The Board of Education crystallizes in its policies the wishes of the community concerning the running of its schools. Its first responsibility is to select a superintendent and business administrator who are capable of administering the school system. The board works with the superintendent and business administrator in planning school policy, school budgets and expansion of facilities. It has the legal responsibility of approving courses of study and staff appointments proposed by the superintendent. The board approves, by resolution and roll call votes, all expenditures of school funds. It is also responsible for maintaining bookkeeping procedures consistent with state regulation and providing an official audit annually of all school funds by a qualified public accountant.

LOCAL ADMINISTRATION

The Nutley public school system operates under dual executive control. The Superintendent of Schools has jurisdiction over all educational aspects. Business and allied functions are under the jurisdiction of the Secretary-Business Administrator. They work independently but cooperatively.

The Superintendent of Schools

The Superintendent, appointed by the Board of Education, has the responsibility of administering educational policies of the state and the adopted policies of the local board. He is the professional advisor to the Board of Education and confers with it on matters of policy and personnel. He makes recommendations on appointments and dismissals and has the statutory right to speak out on educational matters, even if his opinion differs from the board's.

The Superintendent has the power to supervise instruction in the schools and co-ordinate the work of supervisory and administrative personnel. He attends all board meetings but has no vote.

The superintendent has an active role in negotiating professional contracts.

The Secretary-Business Administrator

The Secretary-Business Administrator, co-equal with the Superintendent of Schools, has a dual function within the school system. First, as Secretary of the Board of Education, he is charged with carrying out those duties in accordance with Title 18A. Second, he is the business administrator and advisory officer to the board. Under the direction and control of the board, he has general supervision over all matters affecting directly or indirectly the business functions, operations, maintenance and expansion of the school system. As business administrator he has a seat on the Board of Education and the right to speak on all matters relating to his duties and functions, but does not have a vote.

Assistant Superintendent

At this writing the position of Assistant Superintendent is temporarily vacant. The duties and responsibilities of this office are in the process of revision.

Director of Special Services

The Director of Special Services operates under the direction of the Superintendent of Schools. Included in his duties are the organization, administration and coordination of all phases of services of the Child Study Team. He acts as a liaison between principals, teachers, outside agencies and members of the Child Study Team. He maintains close contact with developments in this field and with the State Department of Education so that pertinent knowledge can be disseminated to teachers and members of the Child Study Team. He supervises all Child Study Team records, specific federal and state programs and placement of special students in and out of the district.

Principals

Principals act as the chief administrative officers for their own school buildings and grounds. They are responsible for and have authority over the actions of students, teachers and non-professional employees and visitors. All principals are responsible to the Secretary-Business Administrator for non-instructional services. For instructional services, all principals are responsible to the Superintendent.

Executive Vice-Principal, High School

The executive vice-principal, under the direction and supervision of the high school principal, supervises the staff and instructional program in the high school. His responsibilities include the master schedule, preparation and change in individual student schedule cards and chairmanship of graduation committees. He is responsible for any other duties assigned by the principal, as are all vice-principals.

Vice-Principals, High School

At the high school there are two vice-principals who are under the direction and supervision of the high school principal. One vice-principal orients new teachers and student teachers to the classroom and is responsible for the development and adjustment of new personnel in the classroom. He plans and coordinates budgets for all federal and state projects. Assemblies, school clubs and audio-visual programs are supervised by him. He is responsible for school publicity and the preparation of special reports assigned by the principal. Programs for the development and utilization of the resource centers are initiated by him and he acts as administrative representative on the Faculty Senate.

The other vice-principal handles all discipline not related to attendance and holds parent conferences related to behavior problems. He schedules interscholastic athletics, employs officials and supervises all home contests. Hall control and the resolution of traffic problems come under his jurisdiction. He cooperates with the coordinator of attendance in the accountability of students' actions.

Vice-Principal, Franklin School

The vice-principal is responsible to the principal who assigns him his duties and responsibilities. He gives full time assistance in all phases of administration and supervision of the school.

Vice-Principal, Lincoln School

The vice-principal is responsible to the principal who assigns her duties and responsibilities. The operational performance of this office includes assistance in the organization and supervision of the special education program at that school.

Coordinator of Student Affairs

The coordinator of student affairs, under the direction and supervision of the high school principal, plans the Student Activities Calendar, has a seat on the Student Council and Student Advisory Board. He serves as a liaison between the school and community in regard to student affairs and insures that student opinion is heard at various faculty and administrative meetings.

Coordinator of Attendance

The coordinator of attendance, under the direction and supervision of the high school vice-principal, is responsible for keeping account of attendance of students and teachers and of discipline problems relating to attendance. He selects substitute teachers from an approved list in order to maintain proper supervision and instruction.

Employment of Administrative Personnel

Final authority for employment rests with the Board of Education. Similar personal qualifications are sought in applicants for all administrative positions. These are a good cultural background, sincere interest in children and people, friendly personality, and ability to select good personnel and to supervise them effectively.

The board has complete responsibility for appointing the Superintendent. Professional qualifications include certification by the

State Commissioner of Education, three years experience as principal, vice-principal, assistant superintendent or Superintendent and 32 hours of study in the field of administration and supervision. A master's degree is required.

The Secretary-Business Administrator is appointed by the Board of Education and professional requirements include certification by the state as School Business Administrator.

Principals must have a permanent New Jersey certificate in teaching, teaching experience and a certificate in administration. A master's degree is required.

The contract for all administrative personnel is the same as that for teachers. It is on a year to year basis for three years, during which time it is merely an agreement between two parties. Tenure exists after three years. Retirement is permitted at age 62 and mandatory at 70. Salaries of the Superintendent and Secretary-Business Administrator are established directly by the Board of Education. Salaries of all other administrators are determined by a ratio based on the teachers' salary guide.

CHAPTER 3

SCHOOL FINANCE

Budget Procedure

Each year the Board of Education prepares a budget for the school district based upon requests for budgetary allotments. It is for a period of one year and covers all the schools within the district.

The dual administration of the system is here apparent. Requests by the Superintendent are for educational items, while those concerning non-educational services are made by the Secretary-Business Administrator.

According to state law this budget is to be prepared on or before the second Tuesday in January. It must be approved by the County Superintendent for accuracy and adequacy. This budget is then publicized by presentations at PTA meetings, a general mailing to Nutley's taxpayers and a public hearing held by the board. The complete annual budget is summarized by the Board of Education and is made available to the public in book form. On the second Tuesday of February, voters decide whether to fund the proposed budget. This coincides with the Board of Education election.

If the budget referendum is rejected, it is submitted to the Nutley Board of Commissioners who may recommend reductions and cut the tax requirement. Should this occur, the Board of Education has the power to reassign available funds. If the commissioners cannot reach agreement within 30 days the budget is sent to the New Jersey Commissioner of Education who then determines the total amount.

Revenue Sources in Nutley

Recent court decisions may greatly alter the method of school funding in New Jersey. Our state constitution demands a "thorough and efficient" system of education for children. The courts have determined that present methods of funding do not meet this requirement. Reliance on local property taxes has been



deemed unconstitutional and the legislature is presently faced with the task of drawing up an alternate method. We can deal here only with the means of funding currently in use in our district.

Presently the property tax is the main source of our local school dollar. In 1973 our local tax dollar was distributed as follows:

34¢ County
42¢ School
23¢ Town
01¢ Veterans & Senior Citizens Exemptions

It is interesting to note that in 1958 when our last **Know Your Schools** was published the distribution was:

23¢ County
46¢ School
31¢ Town

Thus, a larger proportion of our tax dollar is being spent at the county level, leaving a smaller proportion for schools and municipal services.

Total revenues for the 1972-73 school year were \$6,713,259.34. Of these \$5,503,007.27 represent moneys raised by local tax levy.

State aid to the district is based upon a figure called the "equalized valuation per pupil". This number roughly represents the amount of taxable property behind each student. For Nutley in 71-72 this figure was \$57,028.00 which is considerably above both state and county medians. The amount of state aid received by Nutley in 1972-73 was \$860,837.00.

Federal aid has accounted for a very small segment of our school budget. In 1972-73 the amount received was \$6,528.16. Another \$38,045.00 of unanticipated revenue was received that year for special Federal and/or State sponsored programs.

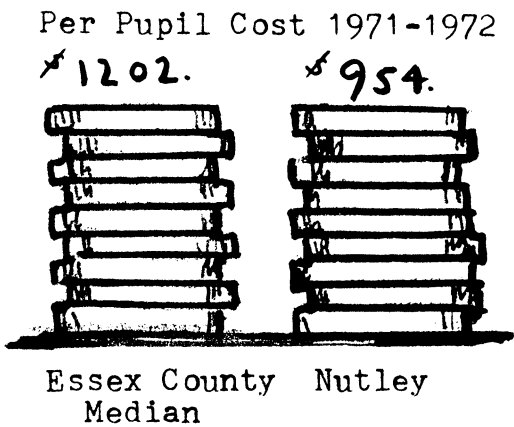
Nutley also received in 1972-73 tuition from other districts in the amount of \$121,113.00. This is primarily money received for children attending our special education classes. This amount is expected to increase as our facilities are expanded.

All of the above figures become meaningful when they are viewed as components of a typical budget rather than specific amounts. The annual revenues referred to were for over six

million dollars. More than five million, or 82% of these dollars, was raised by local tax levy. This points out the almost complete reliance on our property tax for support of our schools.

NUTLEY FINANCIAL EFFORT

Another way to view the manner in which our school dollars are spent is to translate a total amount into per pupil cost. The latest figures available to us are for the 1971-1972 school year. Our per pupil cost during that period was \$954.25. This was the lowest amount of any Essex County district with a high school. The top figure was \$1,467.28 and the median was \$1,202.38. Our per pupil teacher salary cost is also one of the lowest in the county. At the same time our ability to pay, based upon equalized valuation behind each pupil, is better than the typical Essex County district.



CHAPTER 4

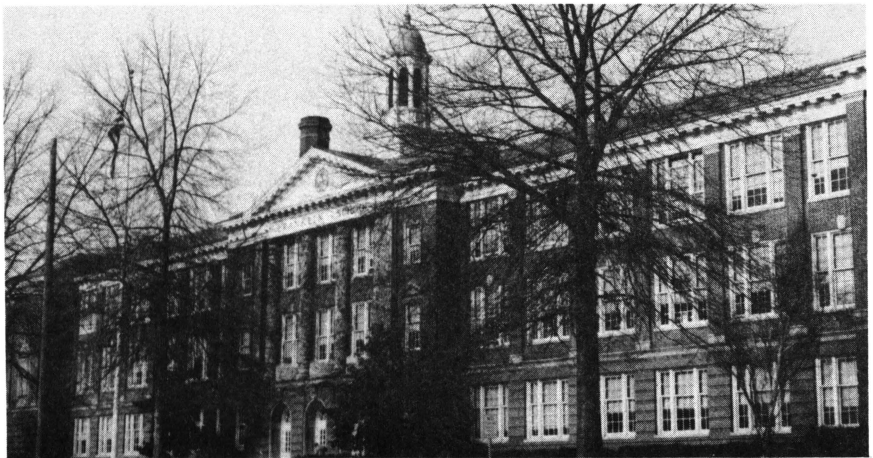
TEACHERS

The backbone of any educational system is its teaching staff. In 1973-74 Nutley employed 314 teachers: 204 women and 110 men.

Educational Requirements

All teachers in New Jersey must be certified by the state. The New Jersey Department of Education prescribes standards for certification which are based on the philosophy that a teacher must know how to teach as well as what to teach. Substitute teachers in New Jersey are not required to have a bachelor's degree, but must be approved and certified by the County Superintendent. However, all substitutes in Nutley have bachelors degrees.

Many of Nutley's teachers have professional qualifications which are greater than those required for certification. The professional level of training for the Nutley staff is significantly higher than the typical school district in the state or the nation. In 1972-73, 46.8% of the Nutley professional staff had a master's degree equivalence or higher. The inclusion of the bachelor's plus 15 credits of training in our salary guide has given incentive to teachers to return to school for graduate work.



Franklin School

The Board of Education encourages in-service programs for teachers by providing funds and incentive features. In addition to in-service courses, a ten week community forum co-sponsored by the Board of Education and the Nutley Teachers Association, in which teachers, parents and students participate, has been held for the past three years.

A salary guide is a schedule adopted by the Board of Education after negotiations with the Nutley Teachers Association. The steps referred to in the salary guide are not necessarily to be considered as yearly steps, although usually that is the case. Increments are based on meritorious service and each teacher is evaluated by his principal or supervisor. On the basis of these ratings the Superintendent recommends to the board that all teachers judged to be doing acceptable work be allowed to move a step up on the salary guide. This increment can be withheld if work is not satisfactory, even though the teacher has tenure; in such a case the teacher may appeal to the Superintendent and then to the board. The teacher has the right to present his own appeal or to designate a representative to appear with him at any step. In 1966 Nutley changed its salary guide to incorporate the ratio principle. While competitive, there is a "lag" at the first few steps but remuneration is above county median beyond the 6th step. The salaries of administrators, with the exception of the Superintendent, are based on a constant ratio to the last several steps on the teachers' guide.

Teacher Turnover

Nutley's rate of turnover in 1972 was 13%, the lowest in the county. In 1957, 23% of our teachers left in contrast to 16% for all Essex County schools. The administration believed that the majority left because of better financial arrangements in other systems. As a result a salary guide was carefully structured to attract and hold career-minded teachers.

Tenure

The New Jersey statutes provide that tenure be granted on the first day of the fourth year of teaching. Having received tenure, the teacher cannot be dismissed or subjected to a reduction in

salary except for inefficiency, incapacity, conduct unbecoming a teacher or other just cause. A written signed charge of the cause must be preferred against him. The charge must be found true in fact by the local board. The individual teacher may be represented by counsel at the hearing held by the board to examine the charge. Should he be dismissed, he may appeal to the State Commissioner of Education, then to the State Board of Education and finally to the courts. In the past ten years no Nutley teacher has been dismissed after receiving tenure.

Approximately two-thirds of all Nutley teachers have tenure. In addition, most categories of Board of Education employees including office workers, administrators and maintenance force, are included in tenure regulations.

Evaluation

Teachers are carefully evaluated before they are given tenure. In Nutley it is required that all first-year teachers be observed at least once a month, other non-tenure teachers four times a year and tenured teachers twice a year. These are regarded as minimums. Under special circumstances, additional observations may be made. Teacher Evaluation Guide Sheets are distributed to each teacher so that he will fully understand what is expected of him. The categories listed in the evaluation report include:

- Skill in teaching: Preparation, Presentation, Control and Management
- Professional: Attitudes toward school policies, programs, activities and services; Contribution toward school growth; Professional improvement
- Cooperation in school and community

All observations of work performance are conducted openly and with full knowledge of the teacher. A copy of any class-visit or evaluation report prepared by an evaluator is given to the teacher and is not submitted to the central office or placed in his file without his prior knowledge.

Observations are made by the principal or department head and reported to the Superintendent. On the basis of these evaluations he recommends that the Board of Education renew or not renew

the teacher's contract. A teacher without tenure who is dismissed is simply not granted a new contract; however, by law the teacher must be notified of the board's decision by the month of April.

Duties

All teachers are expected to remain in school and be available for at least fifteen minutes after the close of the day's session. When necessary, they must be available for longer periods to assist students with classroom work problems. Teachers may be required to remain until 4:30 p.m. without compensation to attend faculty or other professional meetings.

The daily teaching load in grades seven through twelve may not exceed six periods, five teaching periods and one duty period, such as studyhall. These teachers have one free period for preparation. All teachers have a duty-free lunch period of at least forty minutes. Elementary teachers are relieved of classroom duties when their classes go to gym, art, music and library.

Since extra-curricular activities are considered an integral part of the educational program, teachers are expected to participate in them. Those who are involved with drama productions, the senior benefit, the yearbook, literary publications and the senior class advisor sponsor carry a reduced teaching load. There is no compensation for the supervision of extra-curricular activities except for some interscholastic sports. While teachers are expected to supervise extra-curricular activities, it is not obligatory.

Nutley Teachers Association

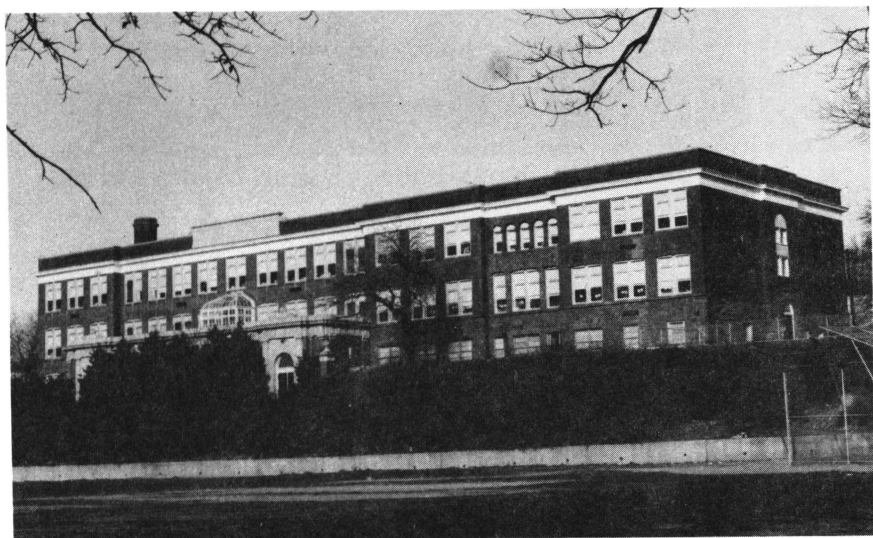
The Nutley Teachers Association represents all certified teachers, nurses, guidance counselors, librarians, psychologists and social workers. This local organization, to which over 90% of the faculty belong, is affiliated with the Essex County Education Association, the New Jersey Education Association and the National Education Association. The board and the association have the mutual aim of providing quality education and believe that the character of such an education depends to a great extent upon the quality and morale of the teaching service. To attain the necessary teaching services, the association negotiates with the board on matters relating to terms and conditions of employment. It is concerned

with the salary guide, teachers rights, grievance procedures, teaching hours and teaching loads, class size and non-teaching duties, teacher evaluation, leaves and insurance protection.

Absences and Leaves

All teachers are entitled to ten sick days each school year. Unused sick leave days may be accumulated from year to year with no maximum limit. In case of death of a member of the immediate family, a teacher is allowed five days leave of absence. A total of five days personal leave without deduction in salary during a school year may be granted by the Superintendent.

Extended leaves of absence without pay may be granted for illness, pregnancy, military service, travel, study or for teaching in an accredited college or other school. Sabbatical leaves of one year may be granted only for full-time study or travel which maintains or improves skills in the teaching profession. Recipients of sabbatical leave receive fifty percent of their annual salary. They must have seven years of teaching experience and are required to serve in the Nutley school system for at least two years following a leave. During the past seven years about four teachers have taken sabbatical leaves.



Yantacaw School

CHAPTER 5

THE SCHOOLS

Physical Plant

The Nutley Public School District is composed of five elementary schools, Franklin School, Nutley High School and the Special Education Center. Grade levels are organized on a 6-2-4 basis with students attending grades K through 6 at an elementary school, grades 7 and 8 at Franklin School and grades 9 through 12 at Nutley High School. The schools are administered from the Board of Education Building located at 149 Chestnut Street and are located at:

Nutley High School	300 Franklin Avenue-
Franklin School	Franklin Avenue
Lincoln School	Harrison Street
Radcliffe School	379 Bloomfield Avenue
Spring Garden School	59 S. Spring Garden Avenue
Washington School	Washington Avenue
Yantacaw School	Yantacaw Place

Enrollment

According to state law, children in New Jersey are entitled to a free and full education from the age of five through twenty or until graduation. Attendance is mandatory between the ages of seven and sixteen. Children are eligible for Kindergarten if they are five years of age on or before December 31 of the year of their enrollment. Total enrollment in Nutley's Public Schools in September 1973 was 5,747.

No. of students enrolled - September, 1973

School	No. of Students	
Lincoln	581	
Spring Garden	479	
Washington	546	
Yantacaw	549	
Radcliffe	456	
Total Elementary		2,611
Lincoln Special Education	37	
Special Education Center	43	
Total Special Education		80
Franklin School	860	
High School	2206	
Total School Enrollment		5,757

Class Size

Class size in Nutley's schools varies according to subject taught and level of instruction. The average class size in elementary school was 23.6 (September 1971). These figures indicate ratio of pupils to total school staff including special teachers and administrators.

There is significant evidence of stability within the school population. In 1971, 44% of the 1972 high school graduating class had entered Nutley's public schools as kindergarteners.

Registration

Advance kindergarten registration for children who will be five years of age on or before December 31 is conducted during the Spring of the year with notice of dates published in the local newspaper. Registration from May through October may be accomplished through appointment with the principal of the appropriate school.

Parents who wish to register their children for kindergarten are required to furnish evidence of date of birth and provide infor-



mation for a health record. Children transferring from other schools are accepted at any time during the school year. For those children, an official transfer document is required along with academic and health records. Grade placement for pupils who transfer from other school districts may generally be expected to be at the same level as stated in the transfer record. However, maintenance at this level is not mandatory. A child's grade level may be re-evaluated upon recommendation of the teacher and principal if it is considered to be in the child's best interest.

Records

Cumulative records are kept for all students in the school system. The purpose of the records is to lead to an understanding of the student's needs and problems. A temporary record of difficulties which teachers and counselors may find helpful during the student's school stay is destroyed shortly after graduation. Retained after the student leaves school are test scores, grades, activity records, attendance records, personality survey by high school teachers, rank in class and data pertaining to awards and honors. Parents are entitled by state law to inspect the permanent records of their own children.

Reporting to Parents

Report cards are issued four times each year.

Elementary report cards, (grades 1-4), make use of letter grades (S - Satisfactory, I - Improvement shown, N - Needs Improvement) to convey to parents the teacher's impression of their child's development and scholastic achievement. These letter marks are supplemented by written teacher comments. Individual conferences between parents and teacher are encouraged.

Children in grades 5 and 6 receive two sets of evaluation in their home reports; check marks indicating development of habits and attitudes and letter grades for scholastic achievement:

- A – high achievement
- B – above average achievement
- C – average achievement
- D – passing but below average
- E – unsatisfactory, little work accomplished

Teachers' written comments are also included and individual parent-teacher conferences are encouraged for discussion of the child's progress.

Students at Franklin and Nutley High School receive letter marks corresponding to percentage brackets:

- A – 94-100
- B – 86-93
- C – 78-85
- D – 70-77 (passing)
- E 0-69 (failure)

A transcript, prepared by computer, is issued to each secondary student four times during the school year.

Textbooks

The textbooks used in the Nutley Public School System are provided to students without charge.

At the elementary level, each subject area textbook is reviewed approximately every five years by a steering committee comprised of one teacher from each school at each grade level and headed by a school principal. It is by the decision of such committees that a list of titles is sent to the Superintendent with the recommendation that they be included in the authorized list of books for classroom use. He in turn recommends them to the Board of Education for final approval.

At the high school, textbook selection is a departmental decision also subject to administrative and Board of Education approval.

Health

Each school in Nutley has a separate facility for medical needs. The district employs six school nurse-teachers. Nutley High School is staffed by two of these nurses; Franklin School and the Special Education Center each have one nurse on full-time duty. The five elementary schools share the services of two nurses.

Nurses in the Nutley School District may act as resource persons for the classroom teacher and the Child Study Team, as well as

provide special instruction when appropriate.

The services of two physicians, a dentist and a visual consultant are available for special screening. Periodic surveys are conducted as follows:

Grade	Dental	Medical ¹	Audiometer (hearing)	Snellen (vision)	Telebincular ² (vision)	Tine ³ (tuberculosis)
K		*				
1	*		*	*		*
2	*					
3	*		*		*	
4	*					
5	*			*		*
6	*					
7	*	*	*			
8						
9		*	*	*		*
10	*					
11		*		*		
12	*					*

1. Medical screening required of athletic teams and applicants for working papers.
2. Students may be referred at anytime for telebincular screening as required.
3. Chest X-Rays given those showing a positive reaction to Tine Test and all Board of Education employees.

A regular, orderly program of follow-up is conducted for those having physical defects. Every effort is made to have parents alerted to the condition and provide the necessary remedial attention.

Safety

At all grade levels children are instructed to observe safety precautions in school, in the street and at home. Fire drills are held twice each month in accordance with state law and local Fire Department Regulation.

Crossing guards are provided by the Town of Nutley to assist children daily at busy intersections. In addition to this adult supervision, school patrols have been organized with the cooperation of the Nutley Police Department. These children are regularly stationed at street crossings during opening and closing of school sessions.

Library

A library facility is located in each of Nutley's schools. Recently, efforts have been made by the Board of Education, school administration and staff to enlarge the concept of a library which lends only books. In addition to reference books, trade books, periodicals and paperbacks, several schools provide children with the opportunity to bring home tape recorders, tapes, slide projectors, film strips and recordings. This enlarged offering is aimed at providing students with a variety of learning experiences.

The New Jersey Public and School Libraries Services Bureau has published these suggestions regarding minimum standards for school libraries: Ten books per pupil provides an average collection, and twenty books a superior collection.

The Nutley school libraries have the following collections as of September 1973:

	No. of volumes	Approx. No. per student
*High School	14,481	6.5
Franklin	7,086	8.2
Yantacaw	4,780	8.7
Washington	5,391	9.8
Lincoln	6,987	11.3
Spring Garden	6,300	13.2
Radcliffe	4,460	9.7

*Nutley Public Library is adjacent to the high school campus and provides supplementary materials for students' needs.

Three separate resource centers are located in Nutley High School, staffed by teachers who provide tutorial assistance to students. These centers are equipped with study carrels, tape facilities, slide projectors, periodicals and individual work areas.

The school system employs six librarians, three full-time aides, one library secretary and three part-time aides.

Lunch

The school cafeterias, though theoretically run on a self-sustaining basis, are presently subsidized by the Board of Education in order to avoid passing the full brunt of spiralling food costs to the student.

The lunch program complies with all governmental regulations, and Nutley participates in the National School Lunch Program. Bids are taken monthly by the cafeteria manager for such items as fresh meats, vegetables and dry groceries. The business office takes bids yearly for bread, milk and ice cream.

Lunch room facilities vary widely within the schools. The high school and the middle school have cafeterias where hot meals or separate lunch items may be purchased. Children in grades 1–6 are encouraged to return home at lunch hour. Those in Washington and Lincoln Schools who are unable to do so, and those attending the Special Education Center, may buy hot lunches at their school cafeterias. Box lunches and milk may be purchased at the remaining three elementary schools.

PHYSICAL PLANT

	Lincoln	Radcliffe	Spring Garden	Washington	Yantacaw	High	Franklin	Special Ed. Center
Age	1915	1955	1917	1911	1902	1923	1926	1921
No. of Classrooms	29	20	20	19	20	76	32	5
Major addition	1929	1968	1927	1927	1929	1952-1962 1971		
Lunch Room	*			*		*	*	*
Library	*	*	*	*	*	*	*	
Science Room						8	5	
Gym.	*	*	*	*	*	2	2	
Auditorium	*	*	*	*	*	*	*	
Vocational Shop						+		
Domestic Science Room						4++	1	
Art Room	*	*	*	*	*	2	2	
Music Room	*	*	*	*	*	2	2	
Teacher's Room	*	*	*	*	*	3	2	
Play Area (acres)	3	under 2	3	3	3	6 3/4	*	*
Parking		*		*	*	*		

* Indicates facilities available

+ High school facilities include wood, metal, graphic arts, auto, mechanical drawing and electrical shops

++ High school facilities include 2 food, 1 clothing and 1 family living-domestic science room

CHAPTER 6

LEARNING

Our state has no established curriculum guides. Although it permits each school district to develop its own program, the law provides that the following be included:

1. Geography, history and civics of New Jersey
2. Courses in health, safety and physical education
3. Two years of United States history in high school
4. Courses requested by a number of community members

Locally, courses of study are prescribed by the Board of Education upon recommendation of the Superintendent. Curriculum is frequently reviewed and revised. Consideration is given to new books, information, practices, and scientific discovery.

To implement the goal of providing an educational climate flexible enough to meet the needs of each of its students, aspects of the following are used in many of Nutley's schools:

Non-Grading

Essentially a method of grouping children on the basis of ability rather than age, variations of non-graded classrooms are found in some of Nutley's elementary schools. In the non-graded classroom, children work with others who are learning at a similar rate and level and they are able to progress according to their abilities. Non-grading is most often used for the subjects of reading and language arts. Pupils in non-graded classrooms are assigned to groups which usually contain no more than a two year age span. For other academic subjects, pupils in elementary schools are grouped with children of the same grade level.

Team Teaching

Simply stated, team teaching occurs when two or more teachers work together to help a child learn. In schools using a variation of team teaching, one child may work with more than

one teacher during his school day. His classmates may be few or many, depending on the subject he is learning. Teachers meet regularly in unit teams to share their knowledge of children's progress and discuss materials used. Each unit has a leader who is responsible to the principal.

Homogeneous Grouping

Homogeneous grouping attempts to place together those students who have a high degree of similarity in terms of learning ability.

Heterogeneous Grouping

Heterogeneous grouping brings together those who have a dissimilarity in learning ability or a cross section of students.

Student Intern Center

September 1972 marked the beginning of the Student Intern Program in three of Nutley's elementary schools. At Radcliffe, Yantacaw and Washington schools, students from Jersey City State College spent fifteen weeks of their junior year working in classrooms with cooperating teachers, observing and planning learning experiences. At each school an instructor from Jersey City State supervised interns and conducted methods courses. In conjunction with these activities, the college also supplied a technology van which housed video tapes, transparency machines, laminating machines and many other materials designed to apply modern technology to learning. Items in this van were available to all cooperating teachers, interns and children. During the 1972-73 school year 31 student interns worked in Nutley's schools.

Student Teachers

Each year student teachers from neighboring colleges and universities spend a portion of their senior year in Nutley's schools. Elementary schools make extensive use of student teachers in reducing teacher-child ratio and enhancing individualized instruction. During the 1972-1973 school year, approximately 200

student teachers worked in the elementary schools under the guidance and supervision of their cooperating teachers and the school principal. During the same school year Franklin School received 18 student teachers. Each was first interviewed by the school's principal and then worked under the guidance of the cooperating teacher and the principal. In 1972-1973 the high school received approximately 25 student teachers, all of whom were initially interviewed by the vice-principal. He and the cooperating teachers supervise the student teachers' work.

ELEMENTARY

Kindergarten

Introduction to kindergarten takes place during the spring preceding enrollment. Children are invited to meet kindergarten teachers, become acquainted with their classrooms and sample the atmosphere of kindergarten.

The kindergarten program is designed to develop fundamentals of language arts, arithmetic, science, social studies, art and music, along with many activities to enhance reading readiness.

Children are encouraged to discover arithmetical relationships through manipulation of concrete objects. They complete exercises which promote motor control and visual perception. Through the use of songs and music, children learn to share an appreciation of their cultural environment.

Language Arts

Language arts includes all areas of written and oral expression. Although frequently divided into the separate subjects of reading, English, handwriting and spelling, language arts activities often overlap and may include dramatic presentations, poetry, group discussion, individual reporting and many other exercises designed to improve communicative skills.

Reading

Reading is a developmental process with each learning level dependent upon mastery of past learning. In an attempt to individual-

ize the reading program, Nutley's schools have used such methods as teacher made worksheets and packets, tailored to the needs of each child, and taped lessons to be used at listening stations which free the teacher for small group or individual instruction. Some classrooms have replaced basal readers with a collection of paperback books to provide children with a variety of reading materials.

The Frostig Program is used in Nutley's kindergartens, and when appropriate, to develop pre-reading skills, especially visual perception.

The **Lippincott Basal Reading Series** was adopted for use in 1969 for grades 1 through 3. This series places emphasis on a phonetic approach to reading.

Grades 4 through 6 use a multi-basal program supplemented by SRA kits, Scholastic paperback books, instructional worksheets and a variety of other materials to encourage the development of reading skills.

English

The text series **Our Language Today**, published by the American Book Company, is utilized throughout the district as a guide to instruction in grammar and language usage.

Spelling

My Word Book series by Lyons and Carnahan is the basis of the spelling program. Additional vocabulary words are introduced as needed.

Handwriting

The **Peterson system**, published by the Macmillan Company, has been adopted for use in all schools. Manuscript writing is taught in first and second grades, cursive when the children are ready for it from second through sixth grade.

Social Studies

In 1972 a new Social Studies Curriculum Guide was completed for use in grades 1 through 6. This guide was developed to permit

a multi-text approach to social studies using a variety of resource materials. The areas covered in grades 1-4 are: the development of self, the community, communities around the world, the United States and New Jersey. In grades 5 and 6, studies encompass the development of man from prehistoric to modern times.

At all levels of instruction many aspects of the social sciences are considered including economics, government, anthropology and sociology.

Arithmetic

“New Math”, which stresses understanding of the mathematical relationships governing computation, is taught in the elementary schools. Grades 1 through 3 use a Houghton Mifflin text series and grades 4 through 6 use a series developed by Laidlaw and Company.

Science

A major objective of the science program is to make each child aware of the way science functions in his everyday living and to cultivate the ability to use the scientific method in the solution of problems. The science text used throughout the system is Heath and Company **Science In Your Life**. Use of film strips and films is encouraged to supplement each science unit and the Unit Box Approach is available where funds permit. Recently introduced, the unit box is a self contained collection of materials designed to have the pupil see himself as an active agent in his scientific discoveries. It often includes tapes, worksheets, transparencies, vocabulary cards and construction projects, all labeled and organized for efficient use.

Art

Emphasis in the early grades is on developing creativity and familiarizing children with the use of simple materials such as clay, crayons, paints, textiles and scrap materials. More complicated techniques, which include papier mache, weaving and collage, may be introduced at the fourth grade level. Principles of design and color are stressed throughout the program and effort is made

to develop in each child a sense of line, color, proportion and the possibilities inherent in a wide variety of materials and processes.

Music

Vocal expression and rhythmic form the basis for the music program as early as kindergarten. Children are introduced to reading music and theory as early as third grade. Use of the flutophone is begun in fourth grade giving the children the opportunity to read music and play together. At the beginning of fifth grade, the Seashore Musical Aptitude Test is administered. Musical instruments and instruction are provided for children displaying special aptitude. Musically talented children are encouraged to participate in school band, orchestra and choral groups.

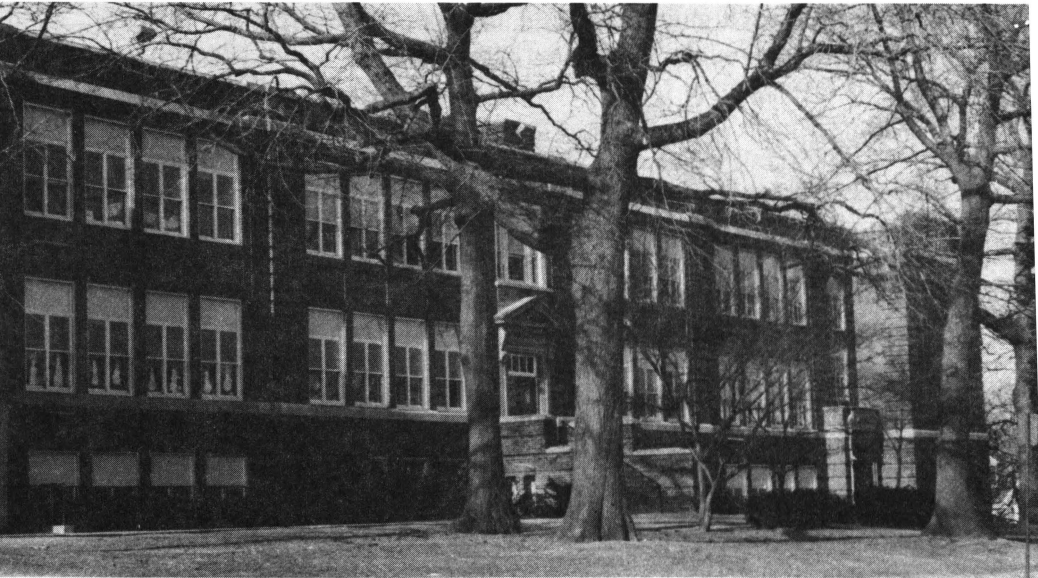
Physical Education

The physical education classes meet once a week in the lower grades and twice a week in the upper grades at which time boys and girls have separate programs. Girls are required to wear regulation gym suits or shorts beginning at fourth grade. The kindergarten activities coordinate with classroom Frostig progress and also include fun games and rhythm exercises. Simple floor exercises and chasing-type games are introduced from first through third grade. The fundamentals and rules of team sports and spring-time preparation for the townwide elementary schools' Junior Olympics comprise much of the upper grade program.

FRANKLIN SCHOOL

The Franklin School is a middle school serving children in the seventh and eighth grades. In order to prepare them for the transition from elementary to Franklin School, children from the sixth grade visit Franklin School in the Spring. The orientation program includes a description of the intermediate curriculum and an opportunity for students to ask questions about their future school.

Students are placed in their homerooms alphabetically, but subject classes may be homogeneously or heterogeneously organized. The average class size is 26. The faculty, including administra-



Lincoln School



Spring Garden School

tors, teachers and guidance counselors is comprised of 51 professionals. In addition, one teacher from the high school teaches German and there are three part-time music teachers.

In the seventh grade, mathematics and English classes are formed on the basis of ability, determined by achievement tests and teacher recommendation. There are four tracks available in mathematics, ranging from slow to advanced. Reading is part of the English program. Students who can benefit by more reading instruction are placed in special English classes; half of each of these groups are released from class to attend reading class for two marking periods during the year. Science and social studies are grouped heterogeneously, affording an opportunity for all children to interact with children of different abilities.

In the eighth grade, English, science and social studies are grouped heterogeneously. The mathematics program is organized according to ability, as it is in the seventh grade. About 45 selected students take algebra. The first year of high school French, Spanish and German are offered to students who elect to carry an extra major subject. This enables a student to complete five years of a language by the end of his fourth year in high school.

In addition to the required major subjects, seventh graders are scheduled for library, health, physical education, general music, art, and arts and crafts. In eighth grade, art and arts and crafts are replaced by typing, sewing and workshop. Interested students participate in chorus, band or orchestra. Band and orchestra students also have one weekly period of instrumental music.

Franklin School has a special program for underachievers who, by the seventh grade, may have become discouraged by repeated failure. This program has a success-oriented approach to learning and is individualized to meet the needs of slow learners. Emphasis is placed on the student rather than the subject. The average class size is twelve. The teachers are part of the regular faculty, but have demonstrated a special interest and ability to work in this area. The program accommodates about 50 students who take academic subjects together, but remain with the rest of the student body for art, music, health, library and gym.

NUTLEY HIGH SCHOOL

Nutley High School strives to offer an open, elective, comprehensive curriculum which will meet the total needs of each student. Specialized courses have been designed for the slower student, the college oriented, and the vocationally bound young person. A work experience program developed with the cooperation of local employers involves approximately 100 students per year.

State law currently requires that a student graduating from high school after 1975 acquire a minimum of 92 credits, one credit given for each period a class meets during the week. Nutley requires 97 credits. New Jersey also mandates for graduation 20 credits of English, 10 credits of American history, and 16 credits of physical education and health (including driver's education). Nutley graduates need an additional 5 credits in the social sciences.

A student with a B average in a particular field of study (language, mathematics, business education, etc.) graduates with honors in that field. High honors are awarded to the student maintaining an A average for four years in his particular field of study. The student graduating in the top ten per cent of his class, taking five majors in three of his four years of study, and earning 104 credits is designated as a ROSA (Recognition of Superior Achievement) graduate. Beginning in 1976, ROSA requirements will be 124 credits.

According to its stated philosophy, "Nutley High School is a community . . . whose purpose is to encourage the free exchange of ideas . . ." In order to attain this goal, a Student Advisory Board, consisting of class and student council presidents, team captains, and at-large-members, has been set up to meet weekly with the administration and monthly with the Superintendent. The Middle States Accreditation Report, issued in January of 1973, judges this to be an effective instrument, enabling students to "participate effectively in school government and to assist in determining school policy and procedures."

The "Open Campus" or flexible scheduling concept implements that part of the school philosophy stressing cooperation and communication based on mutual respect and trust. Students are not required to remain within the building for a specified number of hours. Their school day is governed by individual class schedules with free periods to pursue particular interests. The "Open

Campus” was termed a prototype for other schools by the Middle States Report which stated that the young people in general seemed to have the maturity and self-discipline needed to make this innovative concept successful.

Numerous clubs and athletic activities are available after school. Students have the opportunity to select and develop programs to meet their interests. Academic, athletic, vocational, hobby and service clubs are presently in existence. Interscholastic sports include football, basketball, wrestling, crew, track, golf, tennis, rifle and bowling. Soccer will be available by the fall of 1974. Legally there is no sexual discrimination in any athletic competition; however, female participation in contact sports is discouraged.

COURSES OF STUDY

English

Although four years of traditional English are offered, many options are available for the junior and senior years. Classes in humanities, poetry, drama, Shakespeare, Great Books and public speaking are offered. All aspects of play production are taught. Free reading and independent study may be selected by advanced students. Courses in creative writing and journalism are also offered. Seniors may gain practical experience by writing for the school and town newspapers and the year book.

Social Science

The history department offers a wide selection of courses ranging from ancient and world cultures to international and constitutional law. Students learn about man and his relationship to his environment through courses in anthropology, philosophy, psychology and religion. Many of these courses may also be taken as an option for American History II.

Mathematics

The mathematics department offers a wide selection of courses. General math is taught for those students needing improvement in basic skills. Additional options range from algebra to elementary

calculus to computer math. Two computer terminals are available at the high school for use by selected students. A math resource center, staffed by teachers from the mathematics department, has recently been opened. Facilities here enable the student to receive special tutoring or engage in self-study projects through the use of programmed courses of study or instruction on cassette tapes.

Physical Education

A structured physical education program has been replaced with one emphasizing "follow-up sports." These include sports such as handball, paddle tennis, and archery which a student may find useful in the future. Throughout the four years additional courses in health and safety, mental hygiene, home nursing, driver's education, and social hygiene are taught.

A body building machine called the "Universal Gym" is used to test and strengthen muscular development. Students can be tested on the machine so that remedial action can be taken to strengthen weak body muscles.

Business Education

In order to prepare students for employment, courses ranging from accounting to consumer education to business law are offered. Students enrolled are given the opportunity to become familiar with complex office machines such as calculators, data processing equipment and transcribing machines. The work experience program, for which the student receives academic credit as well as payment, enables the young person to receive on-the-job training.

Science

The science department provides a diversified program for many levels of instruction. General science courses are offered as well as biology, physics, earth science, chemistry, physical science and man-made world. College level courses in advanced biology, advanced chemistry, and physiology are also taught. Saturday seminars conducted by the scientists of a local industry afford interested seniors the opportunity to acquire knowledge about corporate science, especially chemo-therapy. No academic credit is given for these seminars.

Fine and Industrial Arts

Many electives are available to both boys and girls in fine and industrial arts. There are six shops: wood, metal, graphic arts, printing, auto mechanics and electronics. Courses are offered in cooking, sewing and home life.

The fine arts department offers courses aimed at exposing students to as many methods and materials as possible. Instruction in various media and techniques is available including three graphic arts courses which provide training in photographic silk screen printing and offset presses.

Language

The language department offers courses in Spanish, French, German, Italian and Latin. With the exception of Latin and Italian, language study may begin at Franklin School, enabling students to complete their fifth year of a language upon graduation. A language resource center is available at the high school for special tutoring or self-study.

Music

Choral ensembles, band, orchestra and music theory are offered as credit courses.

CHAPTER 7

PUPIL SERVICES

GUIDANCE

Elementary

Guidance in the Nutley school system is considered a part of the individual teacher's concern from kindergarten through the sixth grade. Conferences are a part of the school year, scheduled by the teacher or requested by the teacher, parent or principal.

Middle School

A primary function of the Franklin School's guidance department is to minimize the problems of transition from elementary to high school. The guidance department contacts sixth grade teachers before the students enter Franklin School to discuss any possible problems. The department also contacts the high school before eighth grade students are transferred so that high school personnel can be advised of possible difficulties.

There are two counselors at Franklin School, for a student body of 850. Each counselor advises half of the student body and stays with the whole class through seventh and eighth grade, with some individual exceptions. Interviews are not formally scheduled because the curriculum is almost entirely prescribed.

High School

The guidance department of Nutley High School gears its work with respect for individual needs and attempts to help each student discover his own potential to make realistic choices for the future. Seven full-time counselors work with the 2,200 students in the high school, a ratio of 350 students per counselor; the director of guidance does not carry a full schedule of counseling. All counselors at Nutley High School are accredited by the state. Previous teaching experience is a state requirement.

Twice each year a counselor meets formally with each of his

students. The first meeting is to acquaint the counselor with the student and his record. The second is to work up a program for the next academic year since there are many options as to course of study.

Groups of students with similar interests or problems are sometimes called together for special meetings. When academic or personal problems arise, the student, teacher or counselor may initiate a meeting. If further professional service is needed, the counselor may make a referral to the Child Study Team for consultation. Referrals are also made to the Nutley Family Service Bureau and the North Essex Child Guidance Clinic. These resources are available to elementary and middle school children as well.

THE CHILD STUDY TEAM

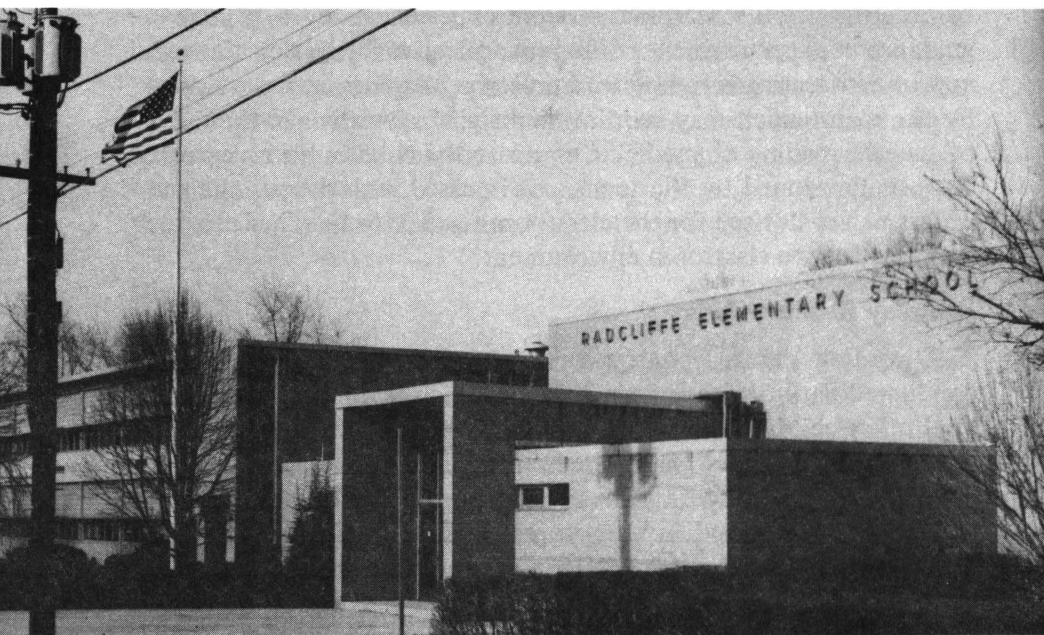
The Child Study Team is available to investigate and develop case studies of those children with learning problems. This team is co-ordinated by the Director of Special Services and is composed of a psychologist, social worker, two learning disabilities specialists, medical personnel and other staff members whose area of expertise may contribute to the study. Pupils having learning problems may be referred to the learning disabilities specialist by a principal, guidance counselor, teacher or parent. When investigation through appropriate testing is complete, a prescriptive program is developed by the team which may require the help of specialists in the fields of speech, reading or medicine to assist the child in his classwork. Reports developed by the team are discussed with the parents and programs are devised for the classroom teacher to help her provide a more effective classroom environment.

Saturday Reading Clinic

A reading clinic, sponsored by the Board of Education, is conducted Saturday mornings at Nutley High School. It is open to all Nutley children in grades 4 through 12 who are experiencing problems in reading. Three one-hour sessions are held each Saturday during two ten-week semesters. Approximately 160 children are presently enrolled in the program which is staffed by eight professionals. Children are admitted to the Saturday reading clinic through recommendation of teachers, principals or by parental request.



Washington School



Radcliffe School

SUMMER ENRICHMENT PROGRAM

Nutley's schools sponsor a Summer Enrichment Program (SEP) to help those youngsters who need extra help. Focus is on the self-concept of the individual, and the staff strives to give each child the special attention he needs. This is made possible because of the low student-teacher ratio. (In the summer of 1972 there were approximately 200 students to 50 staff.) Children are referred to SEP by their principals and classroom teachers who make specific recommendations for the SEP staff to consider; in return, a summary report is sent back to each school at the conclusion of the program. During the four weeks, parents can meet with the Child Study Team and teachers to discuss the progress of their child. Children from parochial schools are eligible to attend. Funding has been available under Title I of the federal Elementary and Secondary Education Act.

COUNTY VOCATIONAL SCHOOLS

Essex County maintains five vocational and technical schools to provide residents with the opportunity to learn a trade or skill or to upgrade present skills. Daytime classes for high school students are held in all schools with the exception of the school in Orange. Students may enroll in courses which lead to a high school diploma.

Evening classes are available for all residents of, or workers in, Essex County who are sixteen years of age or older regardless of previous educational background. No tuition is charged; however, the program is not open to those attending a high school day program. Apprentice training in New Jersey is under supervision of the Vocational Division of the State Department of Education. Courses preparing qualified journeymen can be arranged for companies and unions. County vocational schools are at the following locations:

Newark — 300 North 13th Street
Newark — 275 Sussex Avenue
Irvington — 1 University Place
Bloomfield - 209 Franklin Street
Orange — 291 Cleveland Street (adults only)

The schools work directly with representatives of business, industry and labor and provide training in a variety of fields such as carpentry, welding, automotive service, bookkeeping, electronics, keypunch and machine shop.

STANDARDIZED TESTING PROGRAM

September 1973

Grade	I.Q.	Reading	Mathematics	Other
K				Language Survey
1	Kulman Anderson	Gates McGinte		
2				
3	Kulman Anderson	Gates McGinte		
4		Metropolitan N.J. Assessment	Metropolitan N.J. Assessment	
5	Kulman Anderson			
6		Metropolitan Gates McGinte	Metropolitan	
7				
8				
9				School & College Achievement - SCAT
10				
11	Otis Lennon			S.A.T. (optional)
12		N.J. Assessment	N.J. Assessment	

1. Preliminary Scholastic Aptitude Test (P.S.A.T.) and College Entrance Examination Board offered at student's expense.
2. Kuder Vocational Interest Inventory administered by Guidance Department if requested.

CHAPTER 8

COMMUNITY AND SCHOOLS

Parochial Schools

The three parochial schools which serve the town of Nutley are: St. Mary's, Holy Family and St. Thomas. These schools have classes from kindergarten through eighth grade and are on a one session program from 8:00 A.M. to 3:00 P.M. The Nutley public school system shares the following services with them: school psychologist, learning disabilities teachers, testing services, Child Study Team, in-service program for teachers, and the Saturday remedial program. These schools are following the latest trends in education which include more individualized instruction, remedial reading programs, cross-graded programs, mini courses in the upper grades, and greater use of learning and resource centers as well as audio-visual material.

	St. Mary's	Holy Family	St. Thomas
Religious Order	Sisters of Charity	St. Lucy Filippini	Sisters of Charity
Pupil Population	715	629	520
Nutley Pupils	615	316	70
*Teachers (full-time)	24	19	20
Lay	15	11	8
Religious	9	8	12
Certified	17	18	19
Average Class Size	30	35	26
Per cent of pupils graduating to public high school	78%	85%	43%

*All teachers have college degrees

Location of Parochial Schools

Holy Family School
24 Brookline Avenue
Nutley, New Jersey

St. Mary's Parochial School
16 Monsignor Owens Place
Nutley, New Jersey

St. Thomas the Apostle School
50 Byrd Avenue
Bloomfield, New Jersey

NUTLEY ADULT EDUCATION

The Nutley Adult School is a non-profit organization, and one of the oldest of its kind in the state. It was established in 1937 and today boasts an enrollment of over 1,900 students. Enrollment is open to resident and non-resident adults and Nutley senior high school students.

A pamphlet describing an average of 55 evening courses is sent to each residence prior to each biannual ten-week term. Modest tuition fees cover the cost of the school. Nutley's senior citizens are offered free tuition.

The broad scope of courses offered indicates response to the interests and needs of the community. The school encourages suggestions of additional subjects.

PARENT TEACHER ASSOCIATIONS

The Parent Teacher Associations in each of Nutley's schools are organized to promote understanding between parents, teachers and students. All PTAs meet regularly and raise funds to add to school facilities and provide scholarships. Nutley's PTAs are independent and unaffiliated with any national or state body. Local dues of 50 cents per person are kept entirely within the community. The efforts of individual organizations are coordinated by the Nutley Parent Teacher Council. Members of the Council include the Superintendent of Schools, school principals, the president and

two members of the PTAs of all public and parochial schools in Nutley.

MOTHERS' CLUBS

Three of Nutley's elementary schools have an additional parent association, the Mothers' Club. At monthly meetings, Mothers' Clubs conduct programs of social or educational import. Activities are planned during the year which produce moneys for scholarships and school gifts.

PARKS AND RECREATION DEPARTMENT

The Parks and Recreation Department of the Town of Nutley conducts many programs throughout the year for the benefit of Nutley's children. Many activities are free while some require a nominal fee.

After school, a neighborhood gym program, staffed by school personnel, is conducted one day each week for boys and girls. Children in grades 4 through 6 may attend roller skating sessions at Franklin School on Wednesday evenings while those in grades 7 through 12 attend on Fridays. Dramatic, dance and art classes are held on Saturday mornings in some elementary schools and movies and field trips are conducted periodically throughout the year.

To familiarize pre-schoolers with kindergarten a six-week program is held every summer. Meeting in an elementary school each morning, children are introduced to classroom routine on an informal basis and participate in games and arts and crafts activities.

A summer recreation program is conducted in the town's parks and school playgrounds for children of school age. Organized games, arts and crafts, field trips and special events are part of the varied activity schedule. This program is staffed by teachers, college and high school students.

SUMMER SCHOOL

Summer school sessions are conducted in Nutley High School. Enrollment is limited to two two-hour courses or one four-hour

course if the subject is new. Courses are offered at various levels in areas of English, history, mathematics, business, science and language. Classes are held mornings for a six-week period between June and August. A fee of \$50 per two-hour credit course and \$75 per four-hour credit course is required of Nutley residents. Non-residents must pay higher fees.

SUMMER MUSIC WORKSHOP

Each summer a six-week music workshop is held at the High School to encourage the development of music appreciation and technical ability. This workshop provides instruction in all basic band and orchestral instruments for students in grades 4 through 12. Classes are for beginning, intermediate and advanced instrumental students. In addition, twirling, marching, music fundamentals, voice and chorus classes are offered. Tuition fees vary for each course and scholarships are available.

FOREIGN STUDENTS

For the past eleven years families in Nutley have been host to foreign students who spend one year at Nutley High School. In an effort to promote good will and understanding through an exchange of students, the American Field Service, in cooperation with the Rotary Club of Nutley, has awarded scholarships to boys and girls from Europe, South America and Asia. Eleven such awards have been made during the past 11 years. The students enrolled at Nutley High School as seniors receive a Nutley diploma. In the future it is expected that Nutley students will avail themselves of a junior year of study abroad through either the Rotary or AFS exchange program.

DAY CARE AND NURSERY SCHOOLS

The following private pre-school facilities are located in the community:

Community Nursery School
10 St. Paul's Place
Nutley, New Jersey

Clendinning Nursery School
126 High Street
Nutley, New Jersey

Franciscan Sisters of St. Elizabeth
(Holy Family Day Nursery)
174 Franklin Street
Nutley, New Jersey

Pre-Kindergarten Group of Temple B'nai Israel
192 Centre Street
Nutley, New Jersey

CHAPTER 9

SPECIAL EDUCATION IN NUTLEY

The State of New Jersey has mandated that each Board of Education provide suitable facilities and programs of education for all children classified as handicapped. The term handicapped may refer to any youngster whose capacity to learn is limited whether by mental retardation, physical impairment or emotional maladjustment. For such programs, the state, through the Beadleston Act, has provided for reimbursement to school districts of 50% of the money spent for instructional costs and 75% of transportation costs. In response to this mandate, a number of New Jersey towns have established regional facilities to handle various aspects of special education. Tuition and transportation to these facilities are paid by the child's town of residence. Each town also pays for schooling of the few youngsters whose special needs can not be met within the region. Children in Nutley who are designated as "educable" by the Child Study Team (scores of between 50 and 70 I.Q. tests and other factors), attend special classes in Bloomfield.

The Nutley School District has become a regional center for "trainable" youngsters (an I.Q. score of 50 or below plus other factors). The program is under the supervision of the Director of Special Services, an administrative post created by the Board of Education in September of 1973.

Those children between the ages of five and thirteen, certified by the Child Study Team as trainable, attend classes at Lincoln School. In September 1973 thirty-seven children were enrolled in the program staffed by 5 teachers, all state certified for work in this field. Although state law requires the assignment of not more than 10 students to one teacher, with the use of teaming and student interns, Nutley's ratio allows greater individual attention.

In 1971 Nutley's voters approved the purchase of the Sons of Italy Orphanage on Washington Avenue to be converted for use as a Special Education Center for trainable youths from the ages of 13 through 20. This facility, staffed by five teachers, currently serves 45 students from Nutley and surrounding communities. There is a kitchen where students are taught fundamental kitchen

skills. A well equipped workshop is also available. The young people receive vocational and academic training geared to their capabilities and meet regularly with personnel from the departments of physical education, music, art, and library. Work experiences include making salable items such as cards, candles, sweatshirts and golf tees. Proceeds from these sales are placed in a special projects fund which is used to finance edible treats, field trips and otherwise to enhance the program.

An experimental workshop has recently been instituted at the center. Counting boards developed by an instructor enable the young people to accurately package quantities of items. At this writing, Nutley has applied to the Department of Labor for a Work Activities Certificate and for status as a full sheltered workshop. Once granted, qualified students may receive wages and thus benefit from being productive individuals. It is hoped that in the future, some graduates may be returned to participate in the sheltered workshop program.

Nutley is equipped to service 140 children at both facilities and enrollment is expected to grow as the need arises.

A special program is available for trainable youngsters to help alleviate a regression of skills that frequently occurs during the summer recess. Held at Lincoln School, and the swimming pool of the Passaic YWCA, the program is staffed by teachers from the district, and college and high school students. It is federally funded under Title I.

As this book goes to press, a 25 member citizens committee is attempting to raise funds from private sources for a small all-weather training pool to be added to the Special Education Building. Should enough money be raised to build a larger pool, the committee envisions future use of the facility by many of Nutley's schools and youth groups.

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