



Autistic
(03-0285-100)
Grades Offered: PK-12
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Bergen
District	Bergen County Special Services School District
Principal Name	Ms. Sandra Melicharek
Address	540 Farview Avenue Paramus, NJ 07652
Phone Number	201-343-6000
Email Address	sanmel@bergen.org
Website	http://www.bergen.org



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	13	7	2
KG	8	8	6
1	7	6	8
2	13	8	7
3	13	12	10
4	13	20	13
5	11	12	22
6	12	9	15
7	20	13	10
8	20	24	13
9	26	18	21
10	7	23	21
11	15	5	20
12	48	45	41
Total	226	210	209

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	23.5%	24.8%	21.5%
Male	76.5%	75.2%	78.5%
Economically Disadvantaged Students	18.1%	22.9%	21.5%
Students with Disabilities	99.6%	99.5%	100.0%
English Learners	0.4%	0.5%	1.0%
Homeless Students	0.9%	1.0%	1.4%
Students in Foster Care	0.0%	0.5%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.4%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	38.1%	37.6%	38.8%
Hispanic	37.6%	34.3%	32.5%
Black or African American	10.2%	11.4%	11.5%
Asian	12.8%	15.2%	15.8%
Native Hawaiian or Pacific Islander	0.4%	1.0%	1.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	0.5%	0.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	2	2	0
PK - Full Day	11	5	2
KG - Half Day	0	0	0
KG - Full Day	8	8	6

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	226	210	209
Shared Time Students	0	0	0
Full Time Equivalent	226	210	209

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	76.1%
Spanish	15.3%
Korean	1.4%
Bengali	1.0%
Arabic	1.0%
Other Languages	5.3%



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

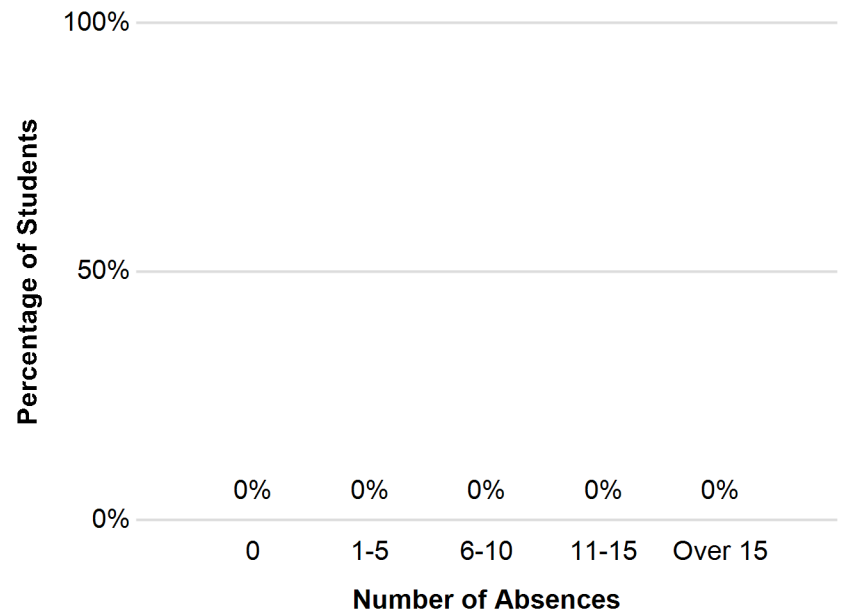
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





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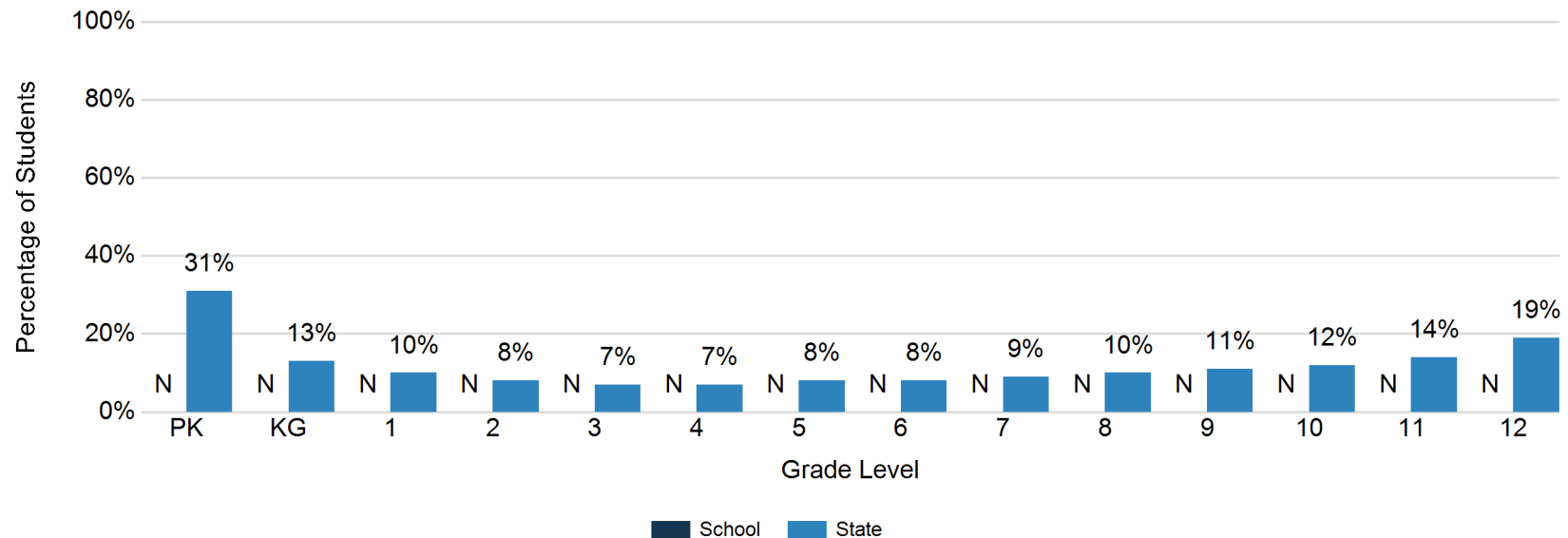
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.2:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	80.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	21.3	16.0
Average years experience in district	19.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	4:1	3:1
Students to Administrators	52:1	47:1
Teachers to Administrators	14:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		117:1
Students to Counselors		352:1
Students to Child Study Team Members		28:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	21.5%	92.9%	100.0%	48.4%	77.1%	54.9%
Male	78.5%	7.1%	0.0%	51.6%	22.9%	45.1%
White	38.8%	87.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	32.5%	1.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.5%	3.6%	0.0%	15.0%	6.6%	13.9%
Asian	15.8%	7.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.8%	90.5%
2017-18 Administrators: Same district 2018-19	88.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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Highlights:

- Highly individualized applied behavior analysis teaching methodologies
- State of the art technology resources for students and faculty members
- Full range of instructional venues, i.e., classroom, home, community, employers



Mission, Vision, Theme:

The mission and vision of the Autism Continuum mirrors that of the district as a whole, that is, to effectively address the unique social, emotional, physical, intellectual and career needs of students by creating positive, stimulating, and encouraging learning environments in schools, homes, and communities.



Awards, Recognition, Accomplishments:

The Autism Continuum has been the recipient of recognition and several grants for special student projects conducted in collaboration with local communities. Additionally, the program has received positive evaluations by outside consultants in the field of autism and applied behavior analysis.



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Courses, Curriculum, Instruction:

The Autism continuum provides its students with highly individualized instruction utilizing the principles of applied behavior analysis. Each student's IEP is translated into prescriptive teaching programs that include a component of ongoing measurement of student performance per IEP objective. District -approved curriculum resources as well as specialized behavior analytic curricular resources are utilized with the students.



Clubs and Activities:

The autism continuum provides students with a variety of opportunities to participate in social skills development programs that are aligned with their individual levels of age and cognitive functioning. Multiple students are provided with extracurricular activities in the community such as a swimming program at the local "Y", Challenger sports programs, special olympics, etc. with family and community supports.





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 <p>Staff and Professional Learning:</p>	<p>All faculty in the autism continuum are strongly encouraged to pursue advanced degrees in the field of special education and autism in particular. Many staff members are enrolled in undergraduate or graduate programs. The program also provides ongoing specified training in the application of applied behavior analytic principles, across multiple venues, such as conferences, webinars, in vivo training, etc.</p>
 <p>Postsecondary Information:</p>	<p>Students who graduate from the Autism Continuum at age 21 transition to a variety of adult services options, including day programs, group homes, recreation/leisure programs, and employment opportunities.</p>






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 <p>Student Supports and Services:</p>	<p>Students who attend the Autism Continuum school programs are provided with a full range of supports, including job coaching, speech therapy, occupational therapy, physical therapy, and behavior support programming. Families are also provided with the opportunity for parent training, in-home consultation, and home programming collaboration with the school program.</p>
 <p>Student Health and Wellness:</p>	<p>Students in the Autism Continuum are provided with daily nursing services as needed during the school day. All students are provided with scheduled weekly periods of physical education, and many students participate in fitness routines recommended by specialists and therapists.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent groups include an active PTO. A continuum parent also sits on the district's parent advisory committee each school year. The continuum offers an open-door policy for parents to visit their child during the course of any school day. Many local agencies are involved with the students in terms of community-based instruction, employment opportunities, vocational internships, and volunteer activities.</p>






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 <p>Climate Surveys:</p>	<p>A school climate survey for the elementary and middle/high school programs is conducted on an annual basis to provide feedback and recommendations for improving the overall quality of the school program. This survey was derived from a partnership model provided through Rutgers University.</p>
 <p>Facilities:</p>	<p>The autism continuum's main preschool/elementary building is maintained by the district's buildings/grounds department on a continuous basis. New Bridges Middle/High School offers the students a gymnasium, a greenhouse, a basketball court, a cardio-fitness room, apartment simulations, kitchen facilities, a fully working cafeteria, etc.</p>
 <p>School Safety:</p>	<p>Partner with Bergen County Sheriff Department who provide school resource officers</p>



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Other Information

The autism continuum follows the district school year calendar at its main facilities, and the host school calendar as assigned. The students' school day is highly structured and organized to provide all ancillary services in addition to highly individualized instruction. Each program adheres to all district regulations and policies regarding school safety. Faculty are trained annually in techniques to ensure student and staff safety. Student admissions include a formal intake process with the student's local Child Study Team case manager. The autism continuum is highly supported in terms of progressive technology for both students, staff, and program operations. Technology training is provided by the district on an ongoing basis. Communication within and across program sites in the autism continuum are multi-faceted. Parents are provided with daily home/school communication; district case managers liaison regularly with the students' local districts; interdepartmental and full faculty communication systems are in place with transparent communication procedures conducted on a regular basis.

**Emotionally Disturbed**

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Other Resources:

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Notes from the New Jersey Department of Education:

**Emotionally Disturbed**

(03-0285-050)

Grades Offered: PK-12

2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Bergen
District	Bergen County Special Services School District
Principal Name	Mr. David Perez
Address	540 Farview Avenue Paramus, NJ 07652-4832
Phone Number	201-343-6000
Email Address	dperez@bergen.org
Website	http://www.bergen.org

**Emotionally Disturbed**

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	1
KG	3	1	1
1	7	3	3
2	4	7	7
3	5	8	8
4	5	9	12
5	8	7	12
6	9	12	11
7	10	10	11
8	12	8	11
9	17	12	13
10	20	22	18
11	13	13	17
12	18	13	13
Total	131	125	138

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	27.5%	24.0%	23.9%
Male	72.5%	76.0%	76.1%
Economically Disadvantaged Students	26.0%	24.0%	21.0%
Students with Disabilities	98.5%	99.2%	99.3%
English Learners	0.8%	0.8%	0.7%
Homeless Students	0.0%	0.8%	1.4%
Students in Foster Care	2.3%	2.4%	2.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	29.0%	30.4%	37.7%
Hispanic	41.2%	37.6%	37.7%
Black or African American	24.4%	24.8%	17.4%
Asian	4.6%	5.6%	3.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.7%
Two or More Races	0.8%	1.6%	2.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	1
KG - Half Day	0	0	0
KG - Full Day	3	1	1

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	131	125	138
Shared Time Students	0	0	0
Full Time Equivalent	131	125	138

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	80.4%
Spanish	13.8%
Arabic	1.4%
Other Languages	4.3%



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

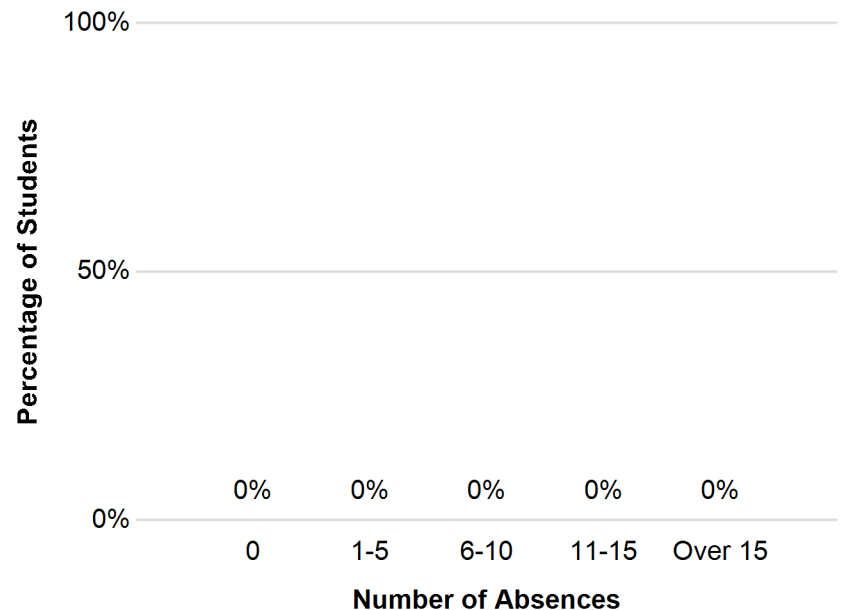
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



**Emotionally Disturbed**

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2018-2019

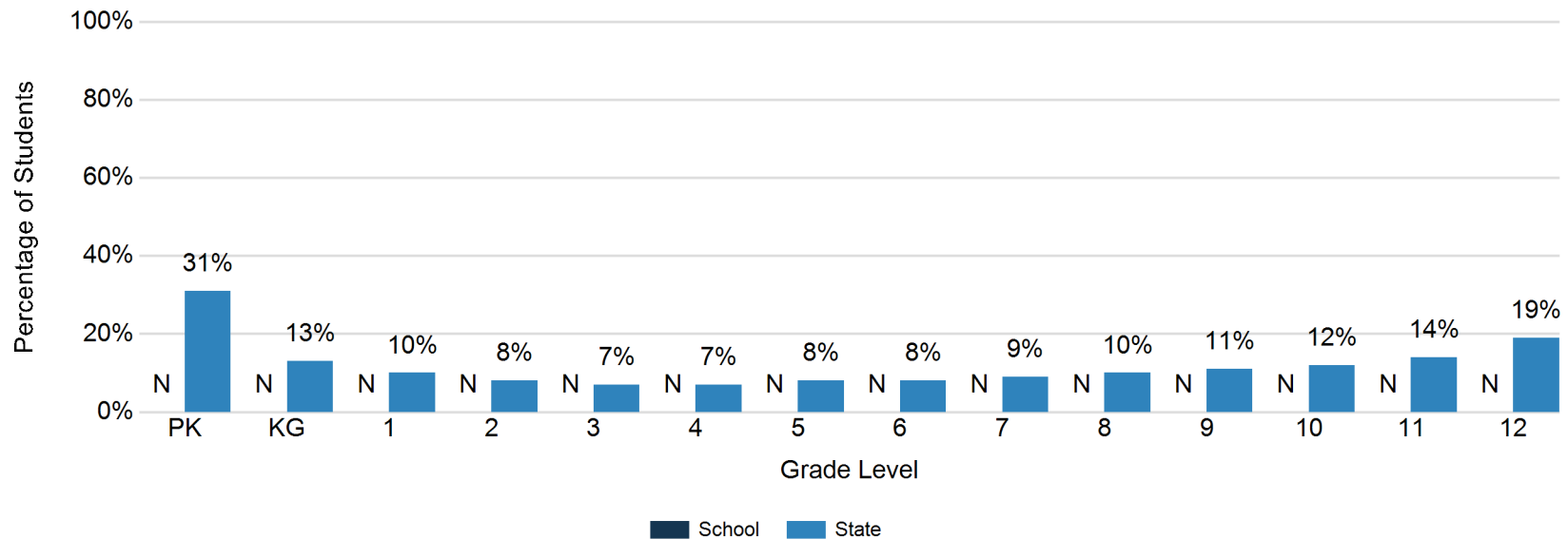
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	9
Weapons	0
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	13.77

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	3	4
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	2	2
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	11	8.0%
Any Suspension	15	10.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

16

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:10 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	16.0	12.1
Average years experience in district	14.4	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	21.3	16.0
Average years experience in district	19.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	6:1	3:1
Students to Administrators	69:1	47:1
Teachers to Administrators	11:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		117:1
Students to Counselors		352:1
Students to Child Study Team Members		28:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	23.9%	72.7%	50.0%	48.4%	77.1%	54.9%
Male	76.1%	27.3%	50.0%	51.6%	22.9%	45.1%
White	37.7%	90.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	37.7%	4.5%	50.0%	29.9%	7.3%	7.2%
Black or African American	17.4%	4.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.8%	90.5%
2017-18 Administrators: Same district 2018-19	88.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.3%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- The Behavioral Continuum strives to build character education, which promotes core ethical values.
- Programs are creating MakerSpace areas to promote project and inquiry based learning and instruction.
- Positive behavioral supports are provided throughout the continuum.

Mission, Vision,
Theme:

The Behavioral Continuum provides high quality educational services to preschool to twelfth grade students commensurate with the district's vision. We strive to offer structured, challenging, educational activities within the framework of approved NJ State curriculum in all academic and vocational areas, including social and behavioral goals.

Awards, Recognition,
Accomplishments:

The programs in the Behavioral Continuum have received the 23rd School Leader Award and the Innovation in Special Education Award. In addition, a number of Behavior Continuum students have the honor of being BCSS Valedictorians. Students are also acknowledged for their behavioral and academic accomplishments through program wide behavior management systems and host site accolades.

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Courses, Curriculum, Instruction:

All instruction is aligned with the Student Learning Standards. The use of Project Based Learning and differentiation of instruction motivates students to become active independent learners. Host site settings provide opportunities for students to participate in core academic and elective courses with their non-disabled peers.



Clubs and Activities:

Students can participate in program-wide and host site clubs and activities.

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**Staff and
Professional
Learning:**

Staff and professional development is conducted on an ongoing basis and ranges from program level planning to district level curriculum focus groups, involving all teachers, administrators and support staff with a focus on instruction, curriculum, technology and assessment.



**Postsecondary
Information:**

The Behavioral Continuum offers transition to postsecondary planning services to all students.

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 <p>Student Supports and Services:</p>	<p>Student Supports and Services- Behaviorist, school psychologists, social workers, SAC, LDTC, assistive technology specialists, OT, PT and speech.</p>
 <p>Student Health and Wellness:</p>	<p>Anti-bullying team, BMS, therapeutic recreation.</p>
 <p>Parent and Community Involvement:</p>	<p>Students are exposed to the community via field trips, internships, externships, Senior Independent Internship Program.</p>

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 <p>Climate Surveys:</p>	<p>Staff, student and local district surveys have been utilized</p>
 <p>Facilities:</p>	<p>The Behavioral Continuum programs are continually upgrading their facilities to meet the student needs ie: music, art, computer lab, weight room, student lounge and school store as needed are some of the offerings in the self-contained programs. Usage of host site facilities.</p>
 <p>School Safety:</p>	<p>Partner with Bergen County Sheriff Department who provide school resource officers</p>

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Technology and STEM:

Makerspace and technology innovation labs are expanding into all programs



Hearing Impaired
(03-0285-030)
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How to use this report:

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2018-2019

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School Contact Information

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Type	Contact Information
County	Bergen
District	Bergen County Special Services School District
Principal Name	Ms. Kathleen Lo Cascio
Address	540 Farview Avenue Paramus, NJ 07652
Phone Number	201-343-6000
Email Address	katloc@bergen.org
Website	http://www.bergen.org



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	26	18	26
KG	7	9	13
1	7	8	12
2	13	8	10
3	11	11	8
4	10	12	10
5	7	10	11
6	9	8	9
7	7	7	8
8	7	8	9
9	16	3	6
10	5	12	5
11	12	7	11
12	7	10	6
Total	144	131	144

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.7%	48.1%	48.6%
Male	52.3%	51.9%	51.4%
Economically Disadvantaged Students	35.5%	31.3%	29.9%
Students with Disabilities	98.6%	100.0%	100.0%
English Learners	4.2%	5.3%	5.6%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.7%
Military-Connected Students	0.0%	0.0%	0.7%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	27.2%	29.8%	27.8%
Hispanic	56.1%	51.1%	52.8%
Black or African American	6.3%	9.2%	9.0%
Asian	9.8%	9.2%	10.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.8%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	3	1	3
PK - Full Day	23	17	23
KG - Half Day	1	0	0
KG - Full Day	6	9	13

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	143	131	144
Shared Time Students	1	0	0
Full Time Equivalent	144	131	144

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	54.9%
Spanish	34.0%
Arabic	2.8%
Bengali	1.4%
Other Languages	6.3%



Hearing Impaired
(03-0285-030)
Grades Offered: PK-12
2018-2019

Report Key:

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

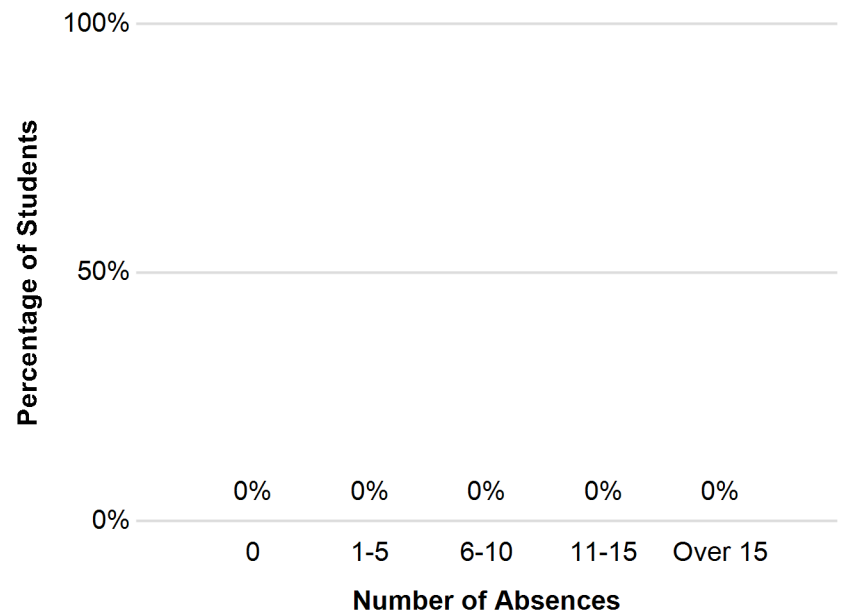
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





Hearing Impaired
(03-0285-030)
Grades Offered: PK-12
2018-2019

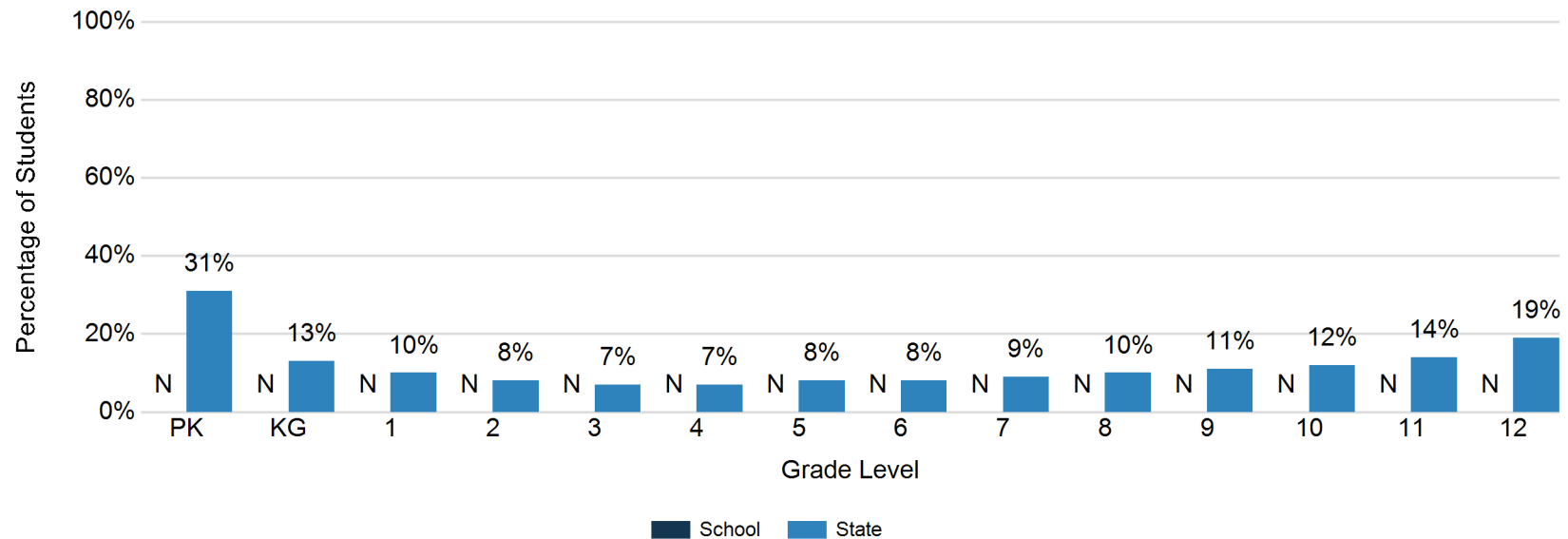
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Hearing Impaired
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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.69

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



Hearing Impaired
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2018-2019

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

**Hearing Impaired**

(03-0285-030)

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2018-2019

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:05 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	86.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	21.3	16.0
Average years experience in district	19.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	7:1	3:1
Students to Administrators	144:1	47:1
Teachers to Administrators	22:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		117:1
Students to Counselors		352:1
Students to Child Study Team Members		28:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	51.4%	0.0%	0.0%	51.6%	22.9%	45.1%
White	27.8%	95.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	52.8%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.8%	90.5%
2017-18 Administrators: Same district 2018-19	88.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- The BCSS programs for the Deaf and Hard of Hearing are the largest and most comprehensive in New Jersey.
- Sound Solutions offer support to students & staff for educating students with hearing loss within their home districts.
- Our STARS early intervention program provides guidance and support to families who have a child with a hearing loss.



Mission, Vision, Theme:

The BCSS Programs for the Deaf and Hard of Hearing in partnership with the Midland Park Schools, a blue-ribbon school district, and Hackensack Public Schools, provides an exemplary and comprehensive inclusive education that supports deaf and hard of hearing students to become life-long learners, socially competent individuals and contributing members of our society.



Awards, Recognition, Accomplishments:

All programs recognize students for kindness, doing the right thing, working hard, reaching academic milestones and honor roll.





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 <p>Courses, Curriculum, Instruction:</p>	<p>BCSS Programs for the Deaf and Hard of Hearing provides students with a comprehensive, exemplary education in an inclusive environment by empowering students to advocate for themselves and realize their individual worth and responsibility. It is with the expectation that all students strive to achieve the New Jersey Core Curriculum Content Standards at all grade levels.</p>
 <p>Clubs and Activities:</p>	<p>Students are eligible to participate in clubs and activities in host school sites of Midland Park and Hackensack Public Schools. Midland Park High school have approximately 20 club offerings and Hackensack have approximately 74 club offerings available to our students. Other activities include band, musical and dramatic productions.</p>






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 <p>Before and After School Programs:</p>	<p>Students who attend the HIP program in Midland Park at both Highland and Godwin schools are eligible to participate in before and after care.</p>
 <p>Staff and Professional Learning:</p>	<p>All certificated staff participate in Professional Learning Teams (PLT), participate in PLT planning meetings and create yearly goals for their teams. Professional development is offered through Bergen County Special Services School district professional development days. Staff also participate in program, school, grade level and specialty specific professional development opportunities. Consultant speakers are contracted to provide offerings to staff and families on a variety of topics.</p>
 <p>Postsecondary Information:</p>	<p>Postsecondary accomplishments of students include two and four year college programs. Graduates also participate in technical and trade programs.</p>






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 <p>Student Supports and Services:</p>	<p>Support services include FT teachers of the deaf and hard of hearing and speech language therapists. Educational audiologists are located in both Midland Park and Hackensack with an audiology booth at Godwin School and Union Street School. Educational interpreters are provided to access curriculum for students who use total communication in small group settings and mainstream classes. Communication access real-time translation (CART) is available at the high school level.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in health and physical education and schools provide assemblies promoting health and wellness. A focus on mindfulness, kindness, respect, cultural and violence awareness is infused throughout all programs. Therapeutic Recreation activities are offered through BCSS.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent involvement include participation in the Bergen County Special Services Parent Advisory Committee, host school sight Parent Teacher Association(PTA) and School Safety Committee. Sign language classes, parent and family support groups, parent education groups and special guest speakers are available throughout the year. Early intervention baby and toddler groups and community based support groups are also available.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students The Midland Park Schools conducts a School Climate Survey on an annual basis. Students in grades 2 through 12 participate in this survey through active parental consent. The survey is designed and interpreted by a private consultant, Spectrum Diversity, LLC.</p>
 <p>Facilities:</p>	<p>Facilities in the Midland Park and Hackensack Public School Districts educate students K-12 grades and offer mainstream opportunities.</p>



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Other Information

BCSS Continuum for the Deaf and Hard of Hearing educates about 113 students enrolled in their programs from preschool through 12th grade.

**Life Skills**

(03-0285-070)

Grades Offered: KG-12

2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Life Skills**

(03-0285-070)

Grades Offered: KG-12

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Bergen
District	Bergen County Special Services School District
Principal Name	Mr. Robert Mortorano
Address	540 Farview Avenue Paramus, NJ 07652-4832
Phone Number	201-343-6000
Email Address	robmort@bergen.org
Website	http://www.bergen.org



Life Skills
(03-0285-070)
Grades Offered: KG-12
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	0	0	0
1	0	0	0
2	0	0	0
3	2	0	0
4	0	2	0
5	0	0	2
6	0	0	0
7	3	1	1
8	2	2	0
9	4	3	4
10	2	4	4
11	5	2	5
12	78	64	53
Total	96	78	69

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	31.3%	28.2%	30.4%
Male	68.8%	71.8%	69.6%
Economically Disadvantaged Students	15.6%	9.0%	13.0%
Students with Disabilities	99.0%	98.7%	100.0%
English Learners	7.3%	9.0%	5.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	1.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	47.9%	47.4%	55.1%
Hispanic	30.2%	29.5%	23.2%
Black or African American	11.5%	14.1%	14.5%
Asian	9.4%	7.7%	5.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.3%	1.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	N	N	N
KG - Full Day	N	N	N

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	96	78	69
Shared Time Students	0	0	0
Full Time Equivalent	96	78	69

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	85.5%
Spanish	8.7%
Arabic	1.4%
French	1.4%
Polish	1.4%
Other Languages	1.4%



Life Skills
(03-0285-070)
Grades Offered: KG-12
2018-2019

Report Key:

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

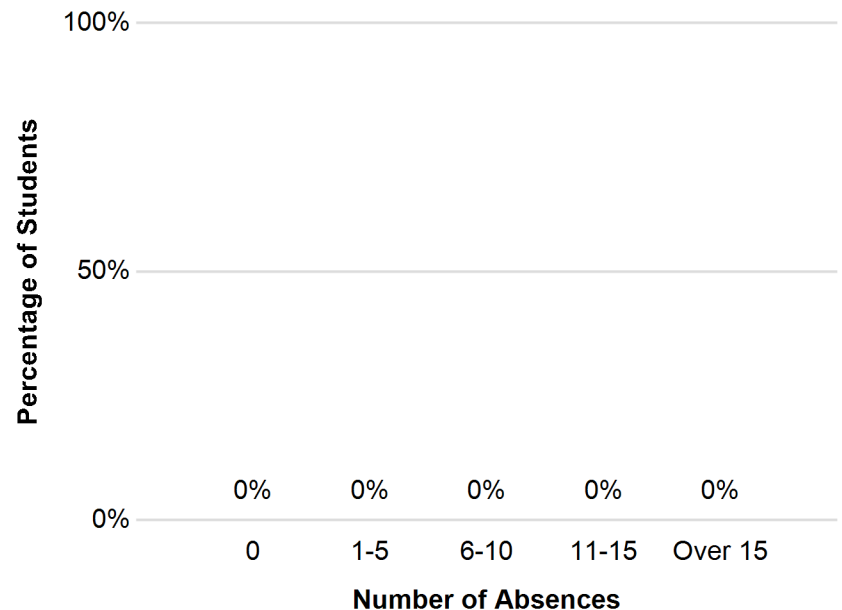
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



**Life Skills**

(03-0285-070)

Grades Offered: KG-12

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

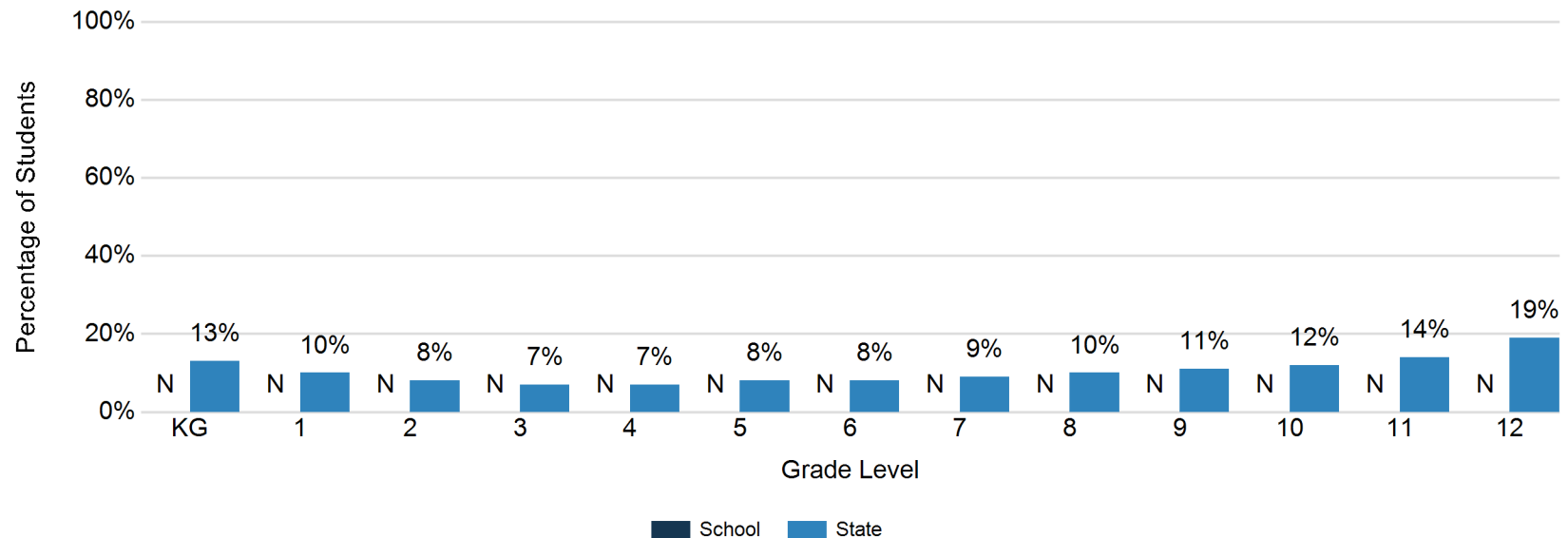
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



**Life Skills**

(03-0285-070)

Grades Offered: KG-12

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



Life Skills
(03-0285-070)
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2018-2019

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

**Life Skills**

(03-0285-070)

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	9:00 AM
Typical End Time	2:45 PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	14	118,214
Average years experience in public schools	21.1	12.1
Average years experience in district	19.2	10.8
Percentage of Teachers with 4 or more years experience in the district	92.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	21.3	16.0
Average years experience in district	19.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	5:1	3:1
Students to Administrators	69:1	47:1
Teachers to Administrators	14:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		117:1
Students to Counselors		352:1
Students to Child Study Team Members		28:1



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2018-2019

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	30.4%	64.3%	0.0%	48.4%	77.1%	54.9%
Male	69.6%	35.7%	100.0%	51.6%	22.9%	45.1%
White	55.1%	85.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.5%	14.3%	0.0%	15.0%	6.6%	13.9%
Asian	5.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

**Life Skills**

(03-0285-070)

Grades Offered: KG-12

2018-2019

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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.8%	90.5%
2017-18 Administrators: Same district 2018-19	88.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.7%

**Life Skills**

(03-0285-070)

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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Life Skills
(03-0285-070)
Grades Offered: KG-12
2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Community Based Instruction is utilized throughout the continuum to provide real-life experiences for the students.
- Curriculum focuses on preparing student adult life.
- Students participate in SLE experiences through internships in all types of different business and agencies.



Mission, Vision, Theme:

The Life Skills Continuum addresses the unique social, emotional, physical, intellectual and career needs of students. Through positive, flexible and highly individualized learning environments in the school and the community, connections to real-life experiences and familiar routines are made and promote student independence within their communities.



Awards, Recognition, Accomplishments:

Winner of the NJ School Board Association of Innovation in Special Education Award. Winner of the Environmental Awareness Challenge NJEA Classroom Close-up.

**Life Skills**

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2018-2019

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Courses, Curriculum, Instruction:

Emphasis is placed on differentiated instruction using the Understanding by Design (UbD) model. The coursework and technology infused instruction offered in the Life Skills Continuum is aligned to the NJ Student Learning Standards, with connections to real life experiences and familiar routines. Numerous CBI and SLE reinforce those connections and prepare students towards independence in their communities after graduation.



Clubs and Activities:

Small group activities are designed to promote socialization and collaboration towards a goal oriented outcome. Students participate in various community service projects and collaborate with peers in neighboring schools in these events. School wide events are held for many reasons (to promote awareness, recognition of accomplishments, informational, celebrations and socialization).

**Life Skills**

(03-0285-070)

Grades Offered: KG-12



2018-2019

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 <p>Before and After School Programs:</p>	<p>The following after school programs are offered: Springboard Plus (located at the Springboard House, Paramus NJ), S.A.M (“Social And More” located at the Transition Center at Wood-Ridge, Wood-Ridge NJ)</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Learning Communities drive professional development in each of our buildings. PD Workshops are offered for staff to further their knowledge on curriculum, therapeutic interventions, technology innovations and educational programs. Staff that is focused on the academic needs of the child as well as the social, emotional, psychological and physical well-being of all students. Weekly Staff Meetings. On-going training in HIB, School Safety and Security and School Culture.</p>

**Life Skills**

(03-0285-070)

Grades Offered: KG-12




2018-2019

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 <p>Student Supports and Services:</p>	<p>Students are provided the following therapy services, as directed by the student IEP: Occupational Therapy, Speech Therapy, Speech Therapy, Educational Interpreter, Teacher of the Deaf and Counseling. Students can also receive supports from: Assistive Technology, access to Student Assistance Counselor, Job Coaching, in-house Case Managers. Assistance with referrals to agencies such as DDD, DVR and Access Link.</p>
 <p>Student Health and Wellness:</p>	<p>Daily nursing support is provided to students, with chronic health needs, who require nursing services to participate in an educational setting. Medical screenings are completed, as mandated by law. Ongoing monitoring of student physical, mental and emotional health. Instruction is provided in comprehensive health and physical education. Nutritional and dietary needs are accommodated. Student Assistance Counselors are available to those in need.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are a critical part of the students' educational team. Teachers and Therapists communicate frequently with parents/guardians. PTA. Workshops, trainings and assistance offered through BCSS C.A.P.E Resource Center (Collaboration Access Planning Education) CBI, Structured Learning Experiences, Community Partnerships with local health department, utilities, major retail, local businesses.</p>

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**Facilities:**

Each classroom is equipped with technology such as Smartboards, projectors, Apple TV, iPads and desktop/laptop computers. Career Awareness Center promotes vocational skills. In school apartment provides opportunities to work on skills aligned to real-life experiences. Dedicated space and equipment for physical education, physical therapy, occupational therapy and speech therapy. Opportunities to cook in a kitchen and garden.

**School Safety:**

Partner with Bergen County Sheriff Department who provide school resource officers

**Life Skills**

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2018-2019

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School Narrative

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Technology and STEM:

Makerspace and technology innovation labs are expanding into all programs

**Multiply Handicapped**

(03-0285-040)

Grades Offered: PK-12

2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Multiply Handicapped**

(03-0285-040)

Grades Offered: PK-12

2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Bergen
District	Bergen County Special Services School District
Principal Name	Ms. Kelly Lopez
Address	540 Farview Avenue Paramus, NJ 07652-1831
Phone Number	201-343-6000
Email Address	kellope@bergen.org
Website	http://www.bergen.org



Multiply Handicapped
(03-0285-040)
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	2	3	4
KG	2	5	2
1	3	0	7
2	5	2	0
3	5	6	2
4	5	4	5
5	2	5	3
6	3	1	5
7	5	3	1
8	6	4	2
9	9	6	6
10	2	10	7
11	11	1	8
12	16	18	8
Total	76	68	60

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	32.9%	29.4%	30.0%
Male	67.1%	70.6%	70.0%
Economically Disadvantaged Students	23.7%	20.6%	11.7%
Students with Disabilities	97.4%	100.0%	100.0%
English Learners	2.6%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	39.5%	32.4%	45.0%
Hispanic	42.1%	50.0%	40.0%
Black or African American	14.5%	16.2%	13.3%
Asian	3.9%	1.5%	1.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	2	1	1
PK - Full Day	0	2	3
KG - Half Day	0	0	0
KG - Full Day	2	5	2

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	76	68	60
Shared Time Students	0	0	0
Full Time Equivalent	76	68	60

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	83.3%
Spanish	16.7%



Multiply Handicapped
(03-0285-040)
Grades Offered: PK-12
2018-2019

Report Key:

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

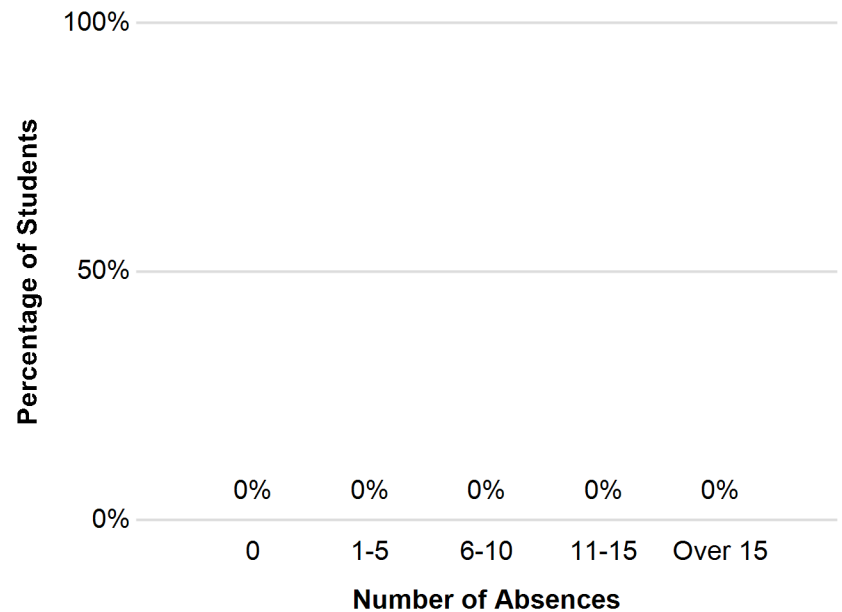
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



**Multiply Handicapped**

(03-0285-040)

Grades Offered: PK-12

2018-2019

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** Accountability calculations require 20 or more students

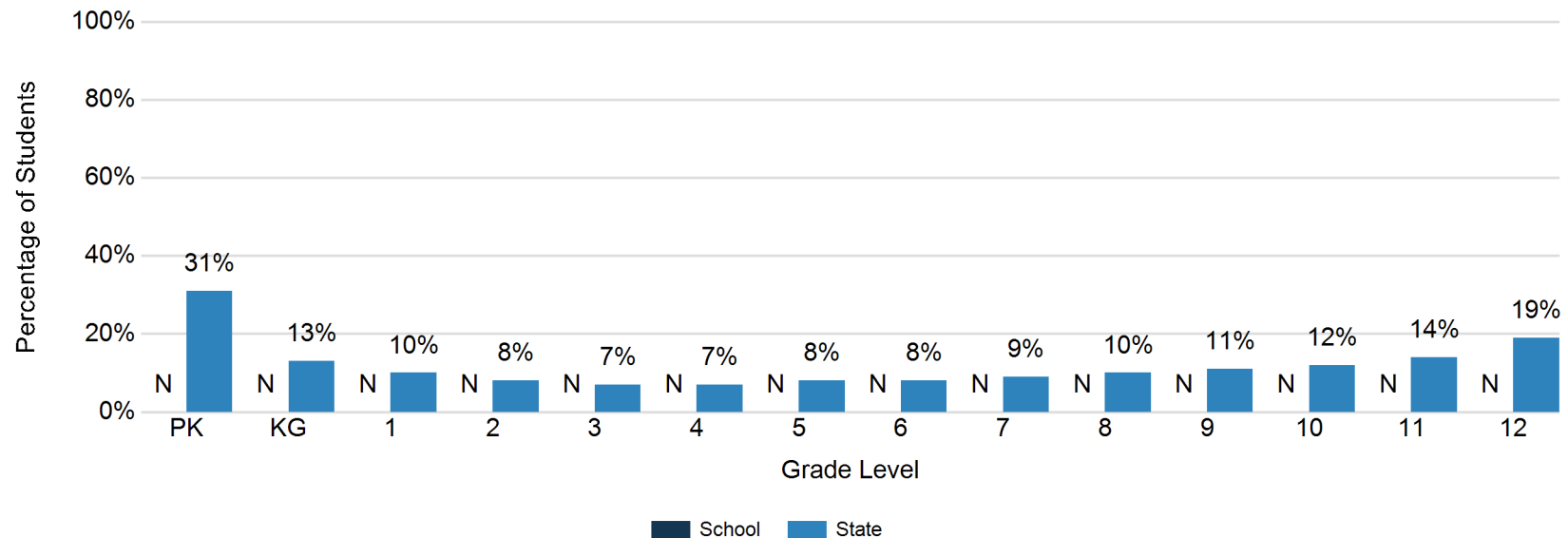
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



**Multiply Handicapped**

(03-0285-040)

Grades Offered: PK-12

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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(03-0285-040)

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2018-2019

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N

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(03-0285-040)

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2018-2019

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	7	118,214
Average years experience in public schools	18.0	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	21.3	16.0
Average years experience in district	19.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	3:1
Students to Administrators	N	47:1
Teachers to Administrators	N	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		117:1
Students to Counselors		352:1
Students to Child Study Team Members		28:1



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2018-2019

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	30.0%	85.7%	N	48.4%	77.1%	54.9%
Male	70.0%	14.3%	N	51.6%	22.9%	45.1%
White	45.0%	85.7%	N	42.4%	83.6%	77.4%
Hispanic	40.0%	14.3%	N	29.9%	7.3%	7.2%
Black or African American	13.3%	0.0%	N	15.0%	6.6%	13.9%
Asian	1.7%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	N	2.1%	0.2%	0.2%



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2018-2019

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Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.8%	90.5%
2017-18 Administrators: Same district 2018-19	88.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.3%

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(03-0285-040)

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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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(03-0285-040)

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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Therapeutic and assistive technology supports.
- High levels of inclusive educational opportunities for each student.
- Comprehensive academic programming which is individualized.

Mission, Vision,
Theme:

Providing access to general education programs, services, curriculum and students is at the core of the mission for the Visions programs at BCSS. Highly trained staff provide individualized instruction and therapeutic intervention utilizing the latest technology available.

Awards, Recognition,
Accomplishments:

Seen as one of the premiere programs in Northern New Jersey, Visions and BELA programs have received many accolades and recognition for its groundbreaking educational programs.

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(03-0285-040)

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2018-2019

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**Courses, Curriculum,
Instruction:**

Emphasis is placed on differentiated instruction using the Understanding by Design (UbD) model. The coursework and technology infused instruction offered in the MD Continuum is aligned to the New Jersey Student Learning Standards, with connections to real life experiences and familiar routines.

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(03-0285-040)

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2018-2019

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Staff and Professional Learning:

Professional Learning Communities drive professional development in each of our buildings. Professional Development Workshops are offered for staff to further their knowledge on curriculum, therapeutic interventions, technology innovations and educational programs.

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2018-2019

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School Narrative

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 <p>Student Supports and Services:</p>	<p>Students are provided the following therapy services, as directed by the student IEP: Occupational Therapy, Speech Therapy, Speech Therapy, Educational Interpreter, Teacher of the Deaf and Counseling. Students can also receive supports from: Assistive Technology, access to Student Assistance Counselor, Job Coaching, in-house Case Managers.</p>
 <p>Student Health and Wellness:</p>	<p>Daily nursing support is provided to students, with chronic health needs, who require nursing services to participate in an educational setting. Medical screenings are completed, as mandated by law. Ongoing monitoring of student physical, mental and emotional health. Instruction is provided in comprehensive health and physical education. Nutritional and dietary needs are accommodated. Student Assistance Counselors are available to those in need.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are a critical part of the students' educational team. Teachers and Therapists communicate frequently with parents/guardians. PTA. Workshops, trainings and assistance offered through BCSS C.A.P.E Resource Center (Collaboration Access Planning Education) Community Based Instruction, Structured Learning Experiences, Community Partnerships with local health department, utilities, major retail, local businesses.</p>

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2018-2019

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School Narrative

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**Facilities:**

The MD Continuum programs are housed in local public schools.

**School Safety:**

Partner with Bergen County Sheriff Department who provide school resource officers

**Multiply Handicapped**

(03-0285-040)

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2018-2019

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School Narrative

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Technology and STEM:

Makerspace and technology innovation labs are expanding into all programs



N. A. Bleshman Regional Day School

(03-0285-002)

Grades Offered: PK-12

2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



N. A. Bleshman Regional Day School

(03-0285-002)

Grades Offered: PK-12

2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Bergen
District	Bergen County Special Services School District
Principal Name	Ms. Gail Coe
Address	333 EAST RIDGEWOOD AVENUE PARAMUS, NJ 07652
Phone Number	201-343-6000
Email Address	gaicoe@bergen.org
Website	http://www.bergen.org
Facebook	https://www.facebook.com/BCSSBleshmanRegional/



N. A. Bleshman Regional Day School

(03-0285-002)

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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	9	7	10
KG	3	4	5
1	0	1	3
2	2	0	2
3	5	2	1
4	5	6	3
5	4	4	6
6	2	4	3
7	4	5	4
8	8	6	3
9	4	6	4
10	4	3	6
11	11	5	4
12	29	30	29
Total	90	83	83

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.8%	48.2%	41.0%
Male	52.2%	51.8%	59.0%
Economically Disadvantaged Students	6.7%	14.5%	13.3%
Students with Disabilities	97.8%	98.8%	100.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	1.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	35.6%	31.3%	31.3%
Hispanic	41.1%	44.6%	47.0%
Black or African American	14.4%	14.5%	13.3%
Asian	7.8%	8.4%	7.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	1.2%	1.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	9	7	10
KG - Half Day	0	0	0
KG - Full Day	3	4	5

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	90	83	83
Shared Time Students	0	0	0
Full Time Equivalent	90	83	83

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	80.7%
Spanish	12.0%
Korean	2.4%
Tagalog	1.2%
Macedonian	1.2%
Other Languages	2.4%



N. A. Bleshman Regional Day School

(03-0285-002)

Grades Offered: PK-12

2018-2019

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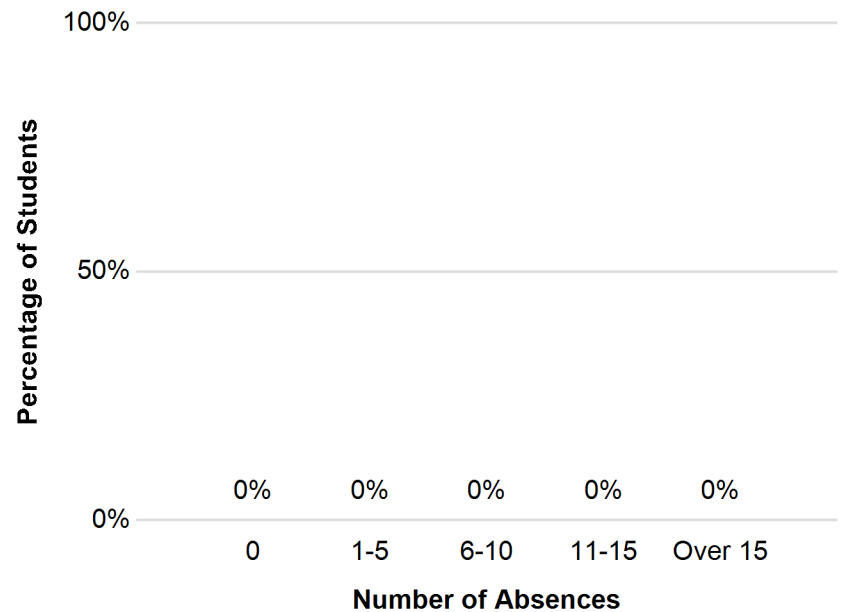
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





N. A. Bleshman Regional Day School

(03-0285-002)

Grades Offered: PK-12

2018-2019

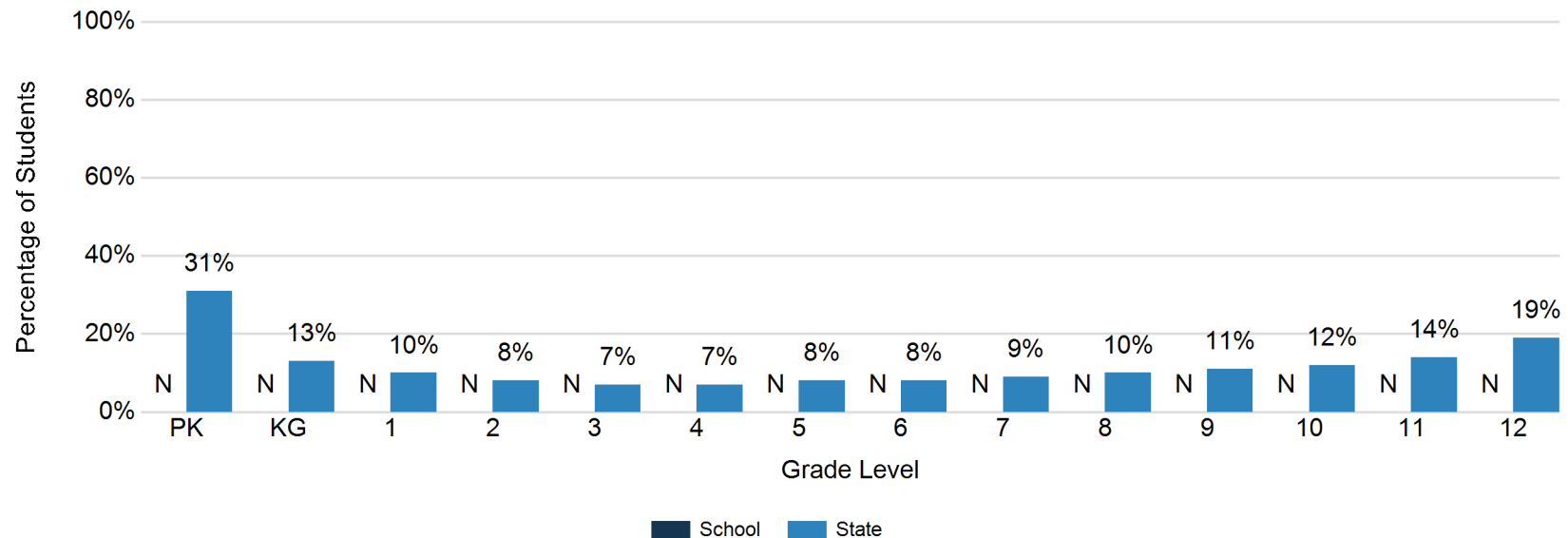
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:15 PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	11	118,214
Average years experience in public schools	27.5	12.1
Average years experience in district	27.1	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	21.3	16.0
Average years experience in district	19.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	3:1
Students to Administrators	83:1	47:1
Teachers to Administrators	11:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		117:1
Students to Counselors		352:1
Students to Child Study Team Members		28:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	41.0%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	59.0%	9.1%	0.0%	51.6%	22.9%	45.1%
White	31.3%	90.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	47.0%	9.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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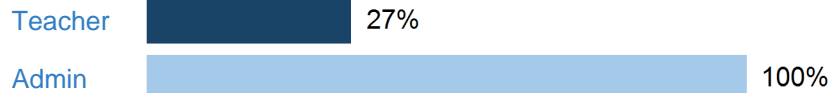
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.8%	90.5%
2017-18 Administrators: Same district 2018-19	88.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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School Narrative

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Highlights:

- It is the goal of the Bleshman Regional Day to help our students reach their greatest potential in their home, in their local community and in their school.
- Technology is a useful tool to support and promote student engagement with activities and lessons. Technology can increase student opportunities to access curriculum.
- Check out our day with the New York Giants and Sharp: Check out our Video on NJ Close-Up:



Mission, Vision, Theme:

The Norman A. Bleshman Regional Day School addresses the unique physical, intellectual, social, emotional and medical needed of students, three through twenty-one years of age. Through positive, flexible and highly individualized learning environments and intensive therapeutic programming, this comprehensive program offers an academic and career-based curriculum with connections to real-life experiences and familiar routines.



Awards, Recognition, Accomplishments:

Bleshman Regional Day School recently partnered with the New York Giants and Sharp Imaging and Information Company of America to increase access to advanced technology with the addition of 4 Sharp AQUOS interactive display systems for the program. NJEA Classroom Close-up featuring Bleshman Regional Day School. Partnered with the NY Giants for the NFL Play 60 Challenge. Recognized by the American Heart Association for the Annual Jump-a-Thon. Winner of the Bergen County Utilities Authority Environmental Awareness Challenge. Recognized for participation in the Clean Communities Environmental Student Exchange.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Emphasis is placed on differentiated instruction using the Understanding by Design model. Technology infused instruction is aligned to the New Jersey Student Learning Standards, with connections to real life experiences and familiar routines. Community Based Instruction, the in-program Career Awareness Center, School Store and Apartment reinforces those connections. Pre-School utilizes Curiosity Corner curriculum. Bleshman offers an integrated approach in instruction and therapies as determined by the IEP.</p>
 <p>Clubs and Activities:</p>	<p>Small group activities are designed to promote socialization and collaboration towards a goal oriented outcome. Students participate in various community service projects (raising funds for Englewood Hospital and Medical Center's Breast Cancer Awareness Walk 2018) and collaborate with peers in neighboring schools in these events such as the Rollathon (raising funds for a Local Elks Lodge to support children attending Elks Camp Moore) and clothing drive (for a local shelter). School wide events are held for many reasons such as to promote awareness (cultures and cultural activities), recognition of accomplishments, informational, celebrations and socialization.</p>



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 <p>Before and After School Programs:</p>	<p>The GUTS (Get Us There Sooner) Program runs Tuesday through Friday from 2:30 pm - 5:30 pm. The program is for children and young adults, ages 5-21, who are registered with Perform Care through the Division of Children and Family. This program provides an opportunity to socialize with peers while participating in a variety of activities.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Learning Communities drive professional development in program. Professional Development Workshops are offered for staff to further their knowledge on curriculum, therapeutic interventions, technology innovations and educational programs. Weekly staff meetings as well as smaller group sessions support collaborative efforts in this comprehensive program. On-going training in HIB, School Safety/Security and School Culture.</p>
 <p>Postsecondary Information:</p>	<p>The Bleshman CST work closely with parents throughout their child's time at Bleshman in preparation for the transition from the educational setting to the post educational setting. This includes offering assistance and guidance in applying to agencies/services (Perform Care, SSI, Medicaid, DDD), assistance in navigating the NJCAT and Support Coordination Providers and arranging for visits and tours of Post Secondary options.</p>



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 <p>Student Supports and Services:</p>	<p>Students are provided the following therapy services, as directed by the student IEP: Occupational Therapy, Speech Therapy, Speech Therapy, and Teacher of the Deaf. Students can also receive supports from: Assistive Technology, Student Assistance Counselor, Job Coaches, in-house Case Managers, Behaviorists. Assistance with referrals to agencies such as DDD, DVR and Access Link.</p>
 <p>Student Health and Wellness:</p>	<p>Daily nursing support is provided to students, with chronic health and medical needs, who require nursing services to participate in an educational setting. Medical screenings are completed as mandated by law. Ongoing monitoring of student physical, mental and emotional health. Nutritional and dietary needs are accommodated through a breakfast and lunch program. Instruction is provided in health and physical education through classes and therapeutic activities as prescribed by the IEP.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are a critical member of the students' IEP team. Teachers and Therapists communicate frequently with parents/guardians. Parents meetings include Back to School Night, Parent-Teacher Conferences, Annual Review, Transition and other workshops/trainings to support the education of their child. HSA. Workshops, trainings and assistance offered through BCSS C.A.P.E Resource Center (Collaboration Access Planning Education). Community partnerships with local schools and businesses.</p>



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Facilities:

Bleshman recently underwent renovations to the front entrance/lobby area and all common areas of the school. Fully accessible air conditioned facility. Classrooms equipped with Smart boards, projectors, Apple TV, iPads and desktop computers. Career Awareness Center, school apartment and school store provide opportunities to work on skills aligned to real-life experiences. A high tech Sensory room with touch technology to activate equipment. Nursing area to address medical needs. Dedicated space and equipment for physical education, physical therapy, occupational therapy and speech therapy. Fully accessible playground in secure backyard. Visual Arts (Art and Music class).



School Safety:

An updated secure entry system. Card access system for front door. Visitor Management System. Video cameras throughout all common areas of the school, inside and outside of the building. Evening Security Sensory Systems. Collaboration with the Bergen County Sheriff Department; School Resource Officer. Collaboration with the District School Safety Team including Bergen County Sheriff Department and Office of Emergency Management. Update phone and speaker system throughout the school. All rooms have phones.



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 <p>Technology and STEM:</p>	<p>All classrooms are equipped with Smart board Technology, overhead projectors, Apple TV's, desktop computers and iPads. Our technology based Sensory Room is equipped with iPad controlled lighting (hue lights with the ability to lighten/darken and change colors) and sensory equipment (sound board, water-bubble light tube, activity boards, fiber optics) as well as a Funtronic system. Mobile Sharp AQUOS interactive display systems. Maker space Lab. Our music program offers iPad technology to access various musical instruments.</p>
 <p>Early Childhood Education:</p>	<p>Bleshman offers a Pre-School classroom that utilizes the Curiosity Corner Curriculum. Students receive Physical Therapy, Speech Therapy, Occupational Therapy via an integrated model and Nursing Services as well, as stipulated in the IEP.</p>



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Other Information

Bleshman Regional Day School is a comprehensive school that offers an academic and career based curriculum with an intensive therapy program that includes Occupational Therapy, Speech Therapy and Physical Therapy as prescribed by the students' IEP. A key component to the program includes an integrated approach in instruction and therapies that align to the NJSLs and offers connections to real-life experiences and familiar routines. The specialized preschool program focuses on a curriculum from Curiosity Corner. This curriculum provides a strong foundation in language, literacy, science and mathematics via a multi-sensory approach. Students come from many communities within Bergen, Passaic, Hudson and Essex Counties. To attend this highly comprehensive program, local school district child study teams contact the program to set up a tour for the student and parents/guardians. If interested, an intake meeting is held to discuss programming as determined by the student IEP. It is the goal of Bleshman Regional Day School to help students reach their greatest potential in their communities. To reach that goal, we work collaboratively with the students' team, including but not limited to the students, parents/guardians, teacher, school case manager, physical therapist, occupational therapist, speech therapist, behaviorist, local district case manager, individual nurse or assistant, and principal. Specialists are also utilized in the areas of augmentative communication, assistive technology and adaptive equipment in order to meet the unique learning needs of our students. Student Hours from September through June are 8:30 am - 2:15 pm. Extended School Year program runs during the month of July from 8:30 am - 1:30 pm.