



**AUTISTIC  
2016-2017**


**Grade Span PK-12**

03-0285-100  
BERGEN  
BERGEN CO SPECIAL SERVICE  
540 FARVIEW AVENUE  
PARAMUS, NJ 07652

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	3	5	3
KG	3	3	0
1	2	3	3
2	2	0	3
3	2	1	2
4	5	3	1
5	1	4	4
6	3	3	3
7	5	3	2
8	0	5	5
9	4	2	10
10	4	3	3
11	3	2	3
12	11	11	8
Ungraded	144	179	180
Total	192	227	230

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	1	0
PK - Full Day	4	4	3
KG - Half Day	0	0	0
KG - Full Day	4	3	0

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	23%	23%	24%
Male	77%	77%	77%
Economically Disadvantaged Students	23%	28%	18%
Students with Disabilities	100%	98%	100%
English Learners	2%	1%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	38.7%
Hispanic	37.0%
Asian	12.6%
Black or African American	10.0%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	1.3%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	76.1%
Spanish	16.5%
Korean	1.7%
Other	5.4%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

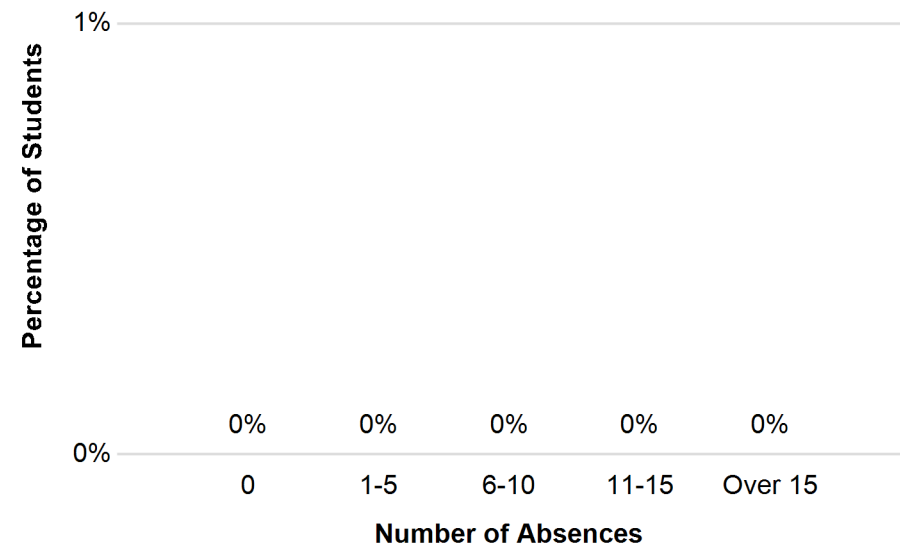
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





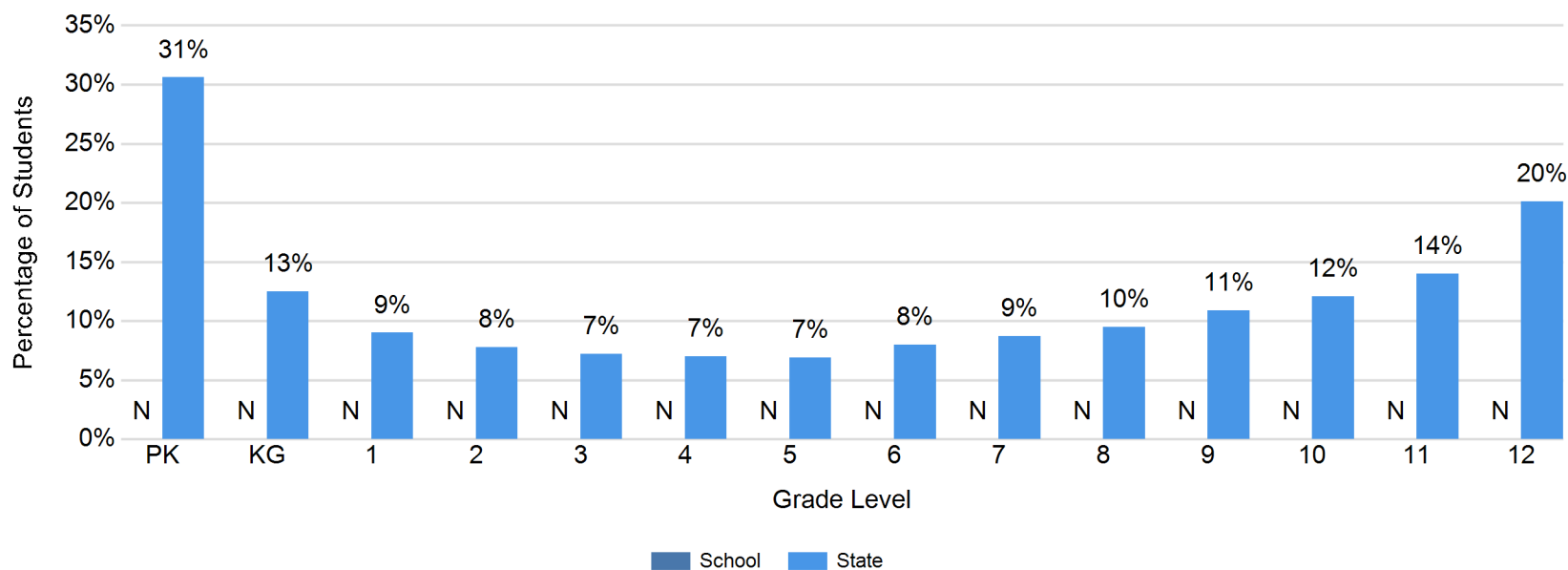
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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:10AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	N	N	N



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	120,724
Average years experience in public schools	14.1	11.8
Average years experience in district	12.9	10.5
Teachers in district for 4 or more years	77%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	4:1	4:1
Administrators	46:1	46:1
Librarian/Media Specialists		N
Nurses		131:1
Counselors		392:1
Child Study Team		31:1



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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	64%	89%
2015-16 Administrators: Same district 2016-17	44%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	100%





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### School General Info

<b>Principal:</b>	Ms. Borda	<b>Email Address:</b>	<a href="mailto:janbor@bergen.org">janbor@bergen.org</a>
<b>Address:</b>	540 FARVIEW AVENUE PARAMUS, NJ 07652	<b>Website:</b>	<a href="http://www.bergen.org">www.bergen.org</a>
<b>Phone:</b>	(201)343-6000		

### 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 your school directly.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Highly individualized applied behavior analysis teaching methodologies</li> <li>• State of the art technology resources for students and faculty members</li> <li>• Full range of instructional venues, i.e., classroom, home, community, employers</li> </ul>
 <b>Mission, Vision, Theme:</b>	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.
 <b>Awards, Recognition, Accomplishments:</b>	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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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>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.</p>
 <p><b>Clubs and Activities:</b></p>	<p>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.</p>








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 <p><b>Staff and Professional Learning:</b></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><b>Postsecondary Information:</b></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>
 <p><b>Student Supports and Services:</b></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><b>Student Health and Wellness:</b></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><b>Parent and Community Involvement:</b></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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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers

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.



### Facilities:

The autism continuum's main preschool/elementary building is maintained by the district's buildings/grounds department on a continuous basis. The middle/high school building is shared among several district departments, and is currently in its second year of operation. This building offers the students a gymnasium, a greenhouse, a basketball court, a cardiofitness room, apartment simulations, kitchen facilities, a fully working cafeteria, etc.



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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; interdepartment and full faculty communication systems are in place with transparent communication procedures conducted on a regular basis.



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PK	0	0	0
KG	1	0	1
1	0	2	1
2	0	1	0
3	0	1	1
4	3	2	1
5	3	5	2
6	2	4	4
7	3	3	3
8	6	1	5
9	6	4	5
10	5	5	9
11	6	7	7
12	8	3	7
Ungraded	91	102	86
Total	134	140	132

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	23%	25%	27%
Male	77%	75%	73%
Economically Disadvantaged Students	32%	26%	26%
Students with Disabilities	99%	99%	99%
English Learners	1%	2%	1%
Homeless Students			0%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	40.9%
White	29.5%
Black or African American	24.2%
Asian	4.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.8%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	1	0	1

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	79.5%
Spanish	17.4%
Russian	1.5%
Other	1.6%



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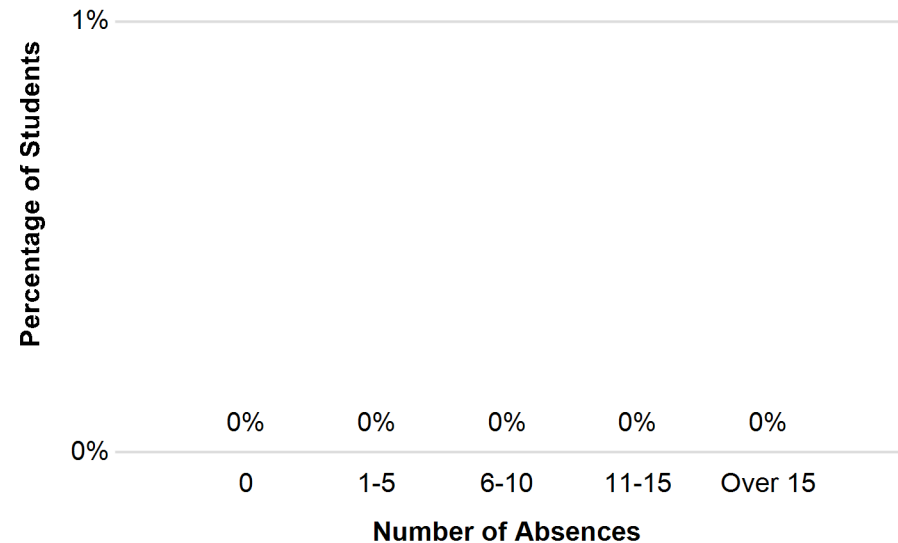
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Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.







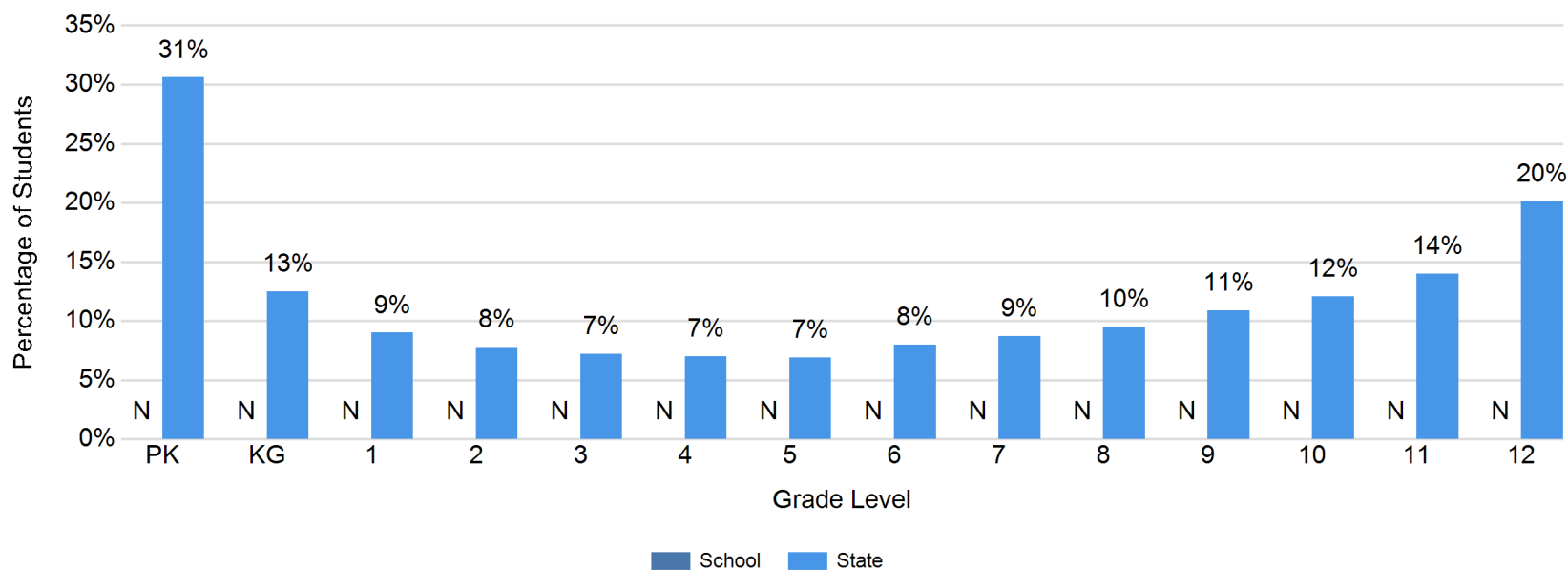
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Length of School Day	6 Hrs 50 Mins
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Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	10
Vandalism	1
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	15.15

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	7.6%
Out-of-School Suspensions	1.5%
Any Suspension	8.3%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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**Per-Pupil Expenditures (District Level)**

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	N	N	N



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	18.6	11.8
Average years experience in district	16.9	10.5
Teachers in district for 4 or more years	84%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	4:1	4:1
Administrators	66:1	46:1
Librarian/Media Specialists		N
Nurses		131:1
Counselors		392:1
Child Study Team		31:1



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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	64%	89%
2015-16 Administrators: Same district 2016-17	44%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	100%



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### School General Info

<b>Principal:</b>	Mr. Perez	<b>Email Address:</b>	<a href="mailto:davper@bergen.org">davper@bergen.org</a>
<b>Address:</b>	540 FARVIEW AVENUE PARAMUS, NJ 07652-4832	<b>Website:</b>	<a href="http://www.bergen.org">www.bergen.org</a>
<b>Phone:</b>	(201)343-6000		

### 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 your school directly.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• The Behavioral Continuum strives to build character education, which promotes core ethical values.</li> <li>• Programs are creating MakerSpace areas to promote project and inquiry based learning and instruction.</li> <li>• Positive behavioral supports are provided throughout the continuum.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>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.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>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 acknowledge for their behavioral and academic accomplishments through program wide behavior management systems and host site accolades.</p>





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>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 student to participate in core academic and elective courses.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students can participate in program-wide and host site clubs and activities.</p>








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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>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.</p>
 <p><b>Postsecondary Information:</b></p>	<p>The Behavioral Continuum offers transition to postsecondary planning services to all students.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student Supports and Services- Behaviorist, school psychologists, social workers, SAC, LDTC, assistive technology specialists, OT, PT and speech.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Anti-bullying team, BMS, therapeutic recreation.</p>
 <p><b>Parent and Community Involvement:</b></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>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers</p> <p>Yearly staff, student and local district surveys</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>



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	3	8	6
KG	3	1	2
1	3	1	0
2	3	2	5
3	2	1	3
4	6	0	3
5	3	3	0
6	1	1	2
7	9	3	0
8	5	11	3
9	7	1	6
10	4	3	1
11	4	2	6
12	3	2	4
Ungraded	79	104	103
Total	135	143	144

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	1	2	0
PK - Full Day	9	6	6
KG - Half Day	0	0	0
KG - Full Day	4	1	2

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	48%
Male	54%	55%	52%
Economically Disadvantaged Students	37%	32%	36%
Students with Disabilities	100%	98%	99%
English Learners	4%	6%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	56.1%
White	27.2%
Asian	9.8%
Black or African American	6.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.7%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	54.4%
Spanish	35.9%
Arabic	3.5%
Hindi	1.4%
Other	4.9%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

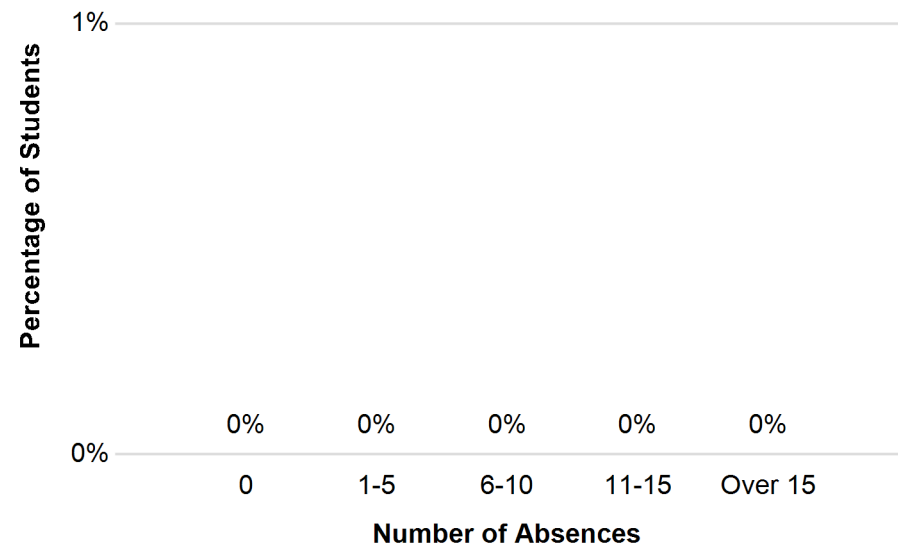
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





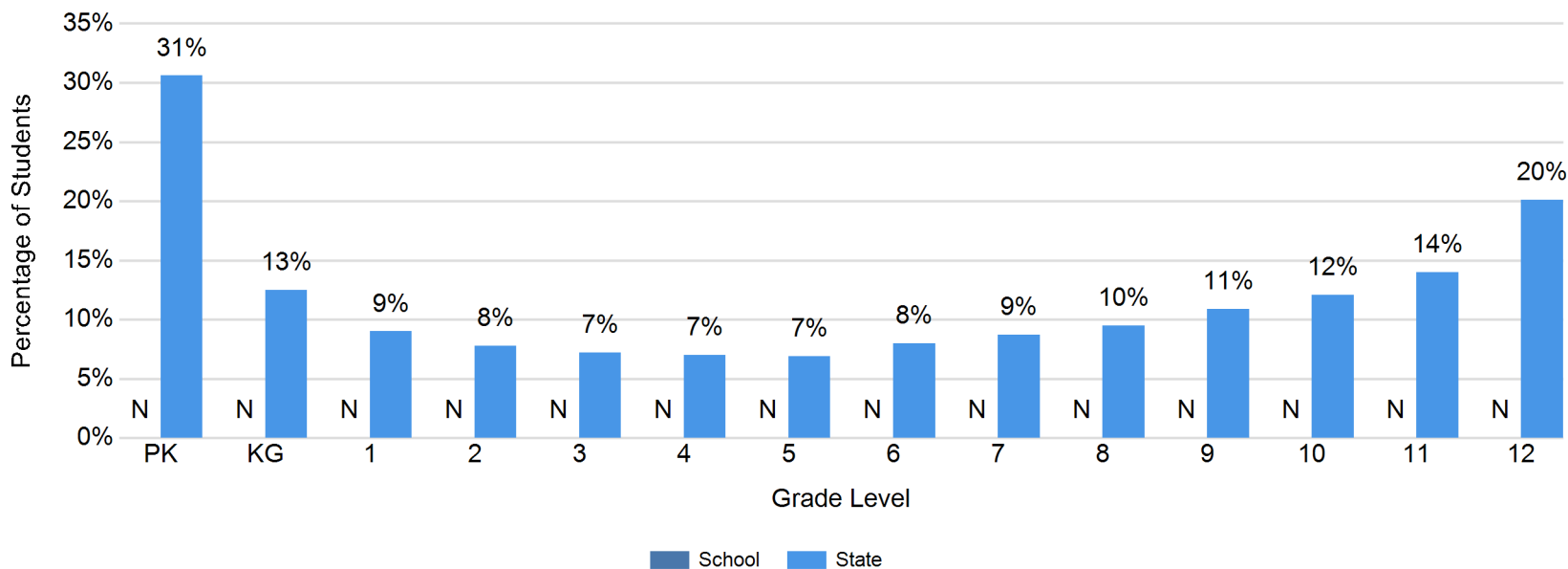
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:05AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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**Per-Pupil Expenditures (District Level)**

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Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	N	N	N



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

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This table shows information about experience for teachers assigned to this school and across the state.

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Total Number of teachers	23	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	87%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
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This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	6:1	4:1
Administrators	144:1	46:1
Librarian/Media Specialists		N
Nurses		131:1
Counselors		392:1
Child Study Team		31:1





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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	64%	89%
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This table shows the percentage of days that school 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
2016-17	100%



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### School General Info

<b>Principal:</b>	Ms. Treni	<b>Email Address:</b>	<a href="mailto:kattre@bergen.org">kattre@bergen.org</a>
<b>Address:</b>	540 FARVIEW AVENUE PARAMUS, NJ 07652	<b>Website:</b>	<a href="http://www.bergen.org">www.bergen.org</a>
<b>Phone:</b>	(201)343-6000		

### 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 your school directly.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• The BCSS programs for the Deaf and Hard of Hearing are the largest and most comprehensive in New Jersey.</li> <li>• Sound Solutions offer support to students &amp; staff for educating students with hearing loss within their home districts.</li> <li>• Our STARS early intervention program provides guidance and support to families who have a child with a hearing loss.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>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.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>All programs recognize students for kindness, doing the right thing, working hard, reaching academic milestones and honor roll.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></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><b>Clubs and Activities:</b></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>
 <p><b>Before and After School Programs:</b></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>








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 <p><b>Staff and Professional Learning:</b></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><b>Postsecondary Information:</b></p>	<p>Postsecondary accomplishments of students include two and four year college programs. Graduates also participate in technical and trade programs.</p>
 <p><b>Student Supports and Services:</b></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><b>Student Health and Wellness:</b></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><b>Parent and Community Involvement:</b></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>



**HEARING IMPAIRED  
2016-2017**

**Grade Span PK-12**

03-0285-030  
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PARAMUS, NJ 07652

### School Narrative

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#### Climate Surveys:

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.



#### Facilities:

Facilities in the Midland Park and Hackensack Public School Districts educate students K-12 grades and offer mainstream opportunities.



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



Other Information:



**LIFE SKILLS**  
**2016-2017**


**Grade Span KG-12**

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- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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**LIFE SKILLS  
2016-2017**

**Grade Span KG-12**

03-0285-070

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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	1	0
6	0	1	0
7	0	0	1
8	1	2	0
9	1	0	1
10	2	1	1
11	1	2	1
12	10	11	22
Ungraded	69	62	84
<b>Total</b>	<b>84</b>	<b>80</b>	<b>110</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	36%	35%	32%
Male	64%	65%	68%
Economically Disadvantaged Students	18%	13%	14%
Students with Disabilities	100%	100%	99%
English Learners	1%	4%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	50.0%
Hispanic	28.2%
Black or African American	10.9%
Asian	10.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.9%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	78.2%
Spanish	13.6%
Korean	1.8%
Chinese	1.8%
<i>Other</i>	4.5%





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

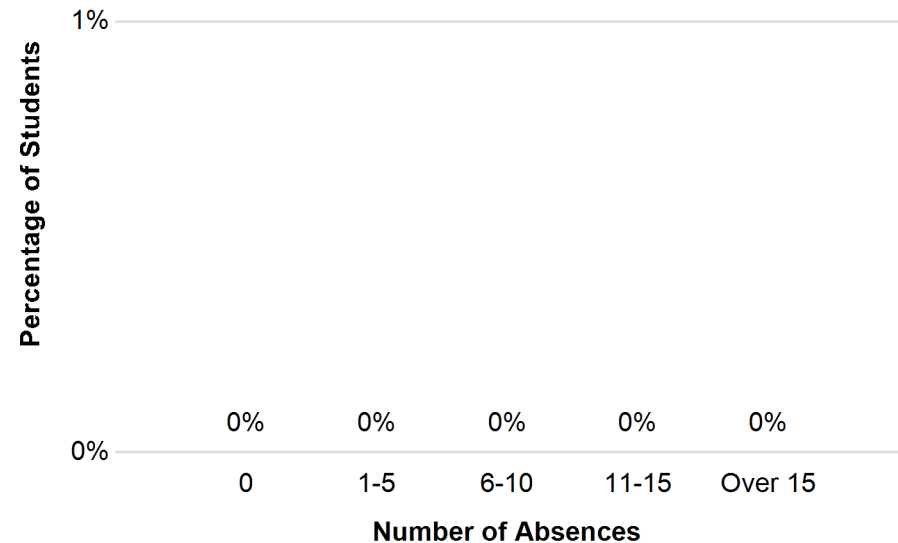
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





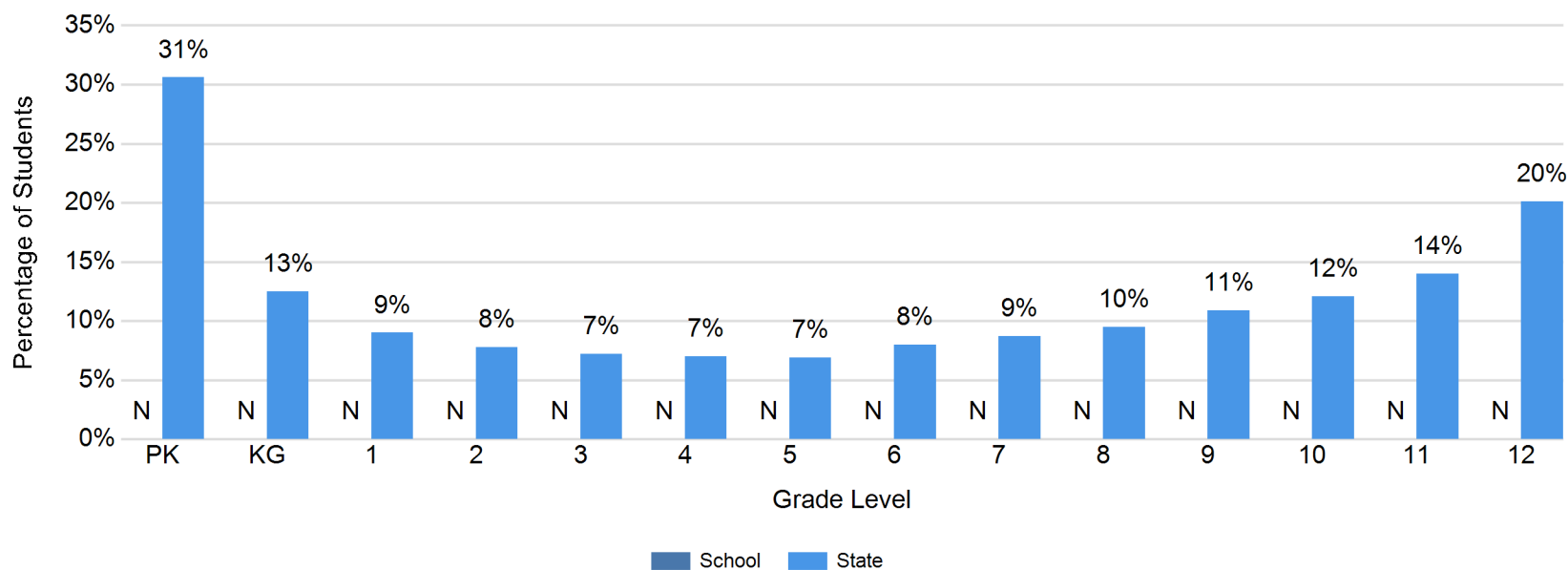
**LIFE SKILLS  
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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	9:00AM
Typical End Time	2:45PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	N	N	N



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	20	120,724
Average years experience in public schools	21.9	11.8
Average years experience in district	19.9	10.5
Teachers in district for 4 or more years	100%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	6:1	4:1
Administrators	110:1	46:1
Librarian/Media Specialists		N
Nurses		131:1
Counselors		392:1
Child Study Team		31:1



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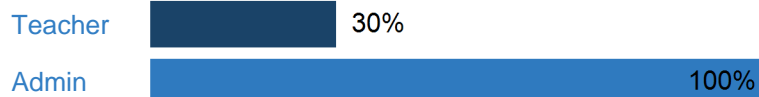
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	64%	89%
2015-16 Administrators: Same district 2016-17	44%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	100%



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### School General Info

<b>Principal:</b>	Mr. Mortorano	<b>Email Address:</b>	<a href="mailto:robmort@bergen.org">robmort@bergen.org</a>
<b>Address:</b>	540 FARVIEW AVENUE PARAMUS, NJ 07652-4832	<b>Website:</b>	<a href="http://www.bergen.org">www.bergen.org</a>
<b>Phone:</b>	(201)343-6000		

### 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 your school directly.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Community Based Instruction is utilized throughout the continuum to provide real-life experiences for the students.</li> <li>• Curriculum focuses on preparing student adult life.</li> <li>• Students participate in SLE experiences through internships in all types of different business and agencies.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>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.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Winner of the NJ School Board Association of Innovation in Special Education Award. Winner of the Environmental Awareness Challenge NJEA Classroom Close-up featuring Bleshman Regional Day School</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>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.</p>
 <p><b>Clubs and Activities:</b></p>	<p>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).</p>
 <p><b>Before and After School Programs:</b></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) GUTS (Get Us There Sooner, located at Bleshman Regional Day School, Paramus NJ )</p>









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 <p><b>Staff and Professional Learning:</b></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>
 <p><b>Student Supports and Services:</b></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><b>Student Health and Wellness:</b></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><b>Parent and Community Involvement:</b></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.



**MULTIPLY HANDICAPED  
2016-2017**


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03-0285-040  
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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	3	4	1
KG	1	1	1
1	0	1	1
2	3	1	2
3	2	1	2
4	2	0	1
5	0	1	0
6	0	2	0
7	1	1	1
8	2	0	3
9	5	2	2
10	2	2	2
11	3	0	3
12	9	5	6
Ungraded	48	58	51
Total	81	79	76

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	3	1
PK - Full Day	3	1	0
KG - Half Day	0	0	0
KG - Full Day	2	1	1

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	32%	38%	33%
Male	68%	62%	67%
Economically Disadvantaged Students	24%	25%	24%
Students with Disabilities	99%	100%	97%
English Learners	4%	4%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	42.1%
White	39.5%
Black or African American	14.5%
Asian	3.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	76.3%
Spanish	23.7%


 MULTIPLY HANDICAPED  
2016-2017

Grade Span PK-12

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## Chronic Absenteeism

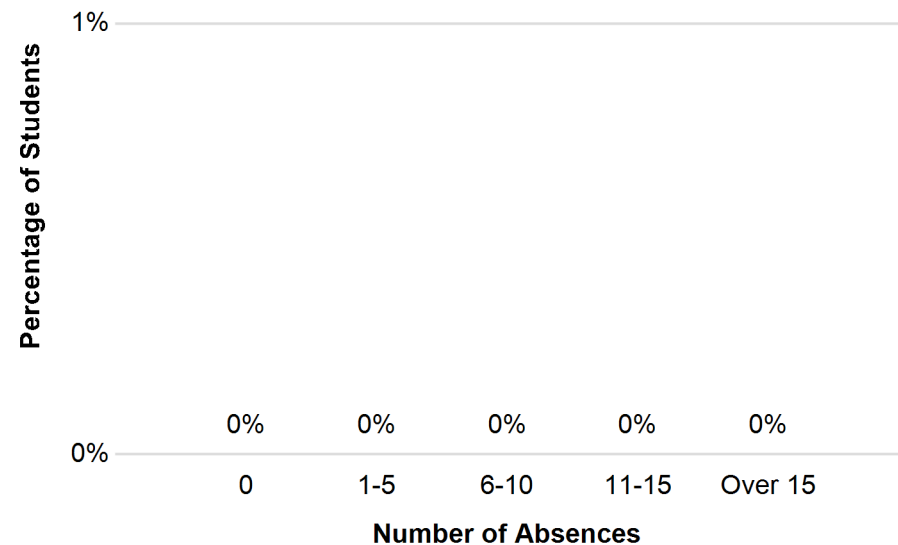
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

## Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





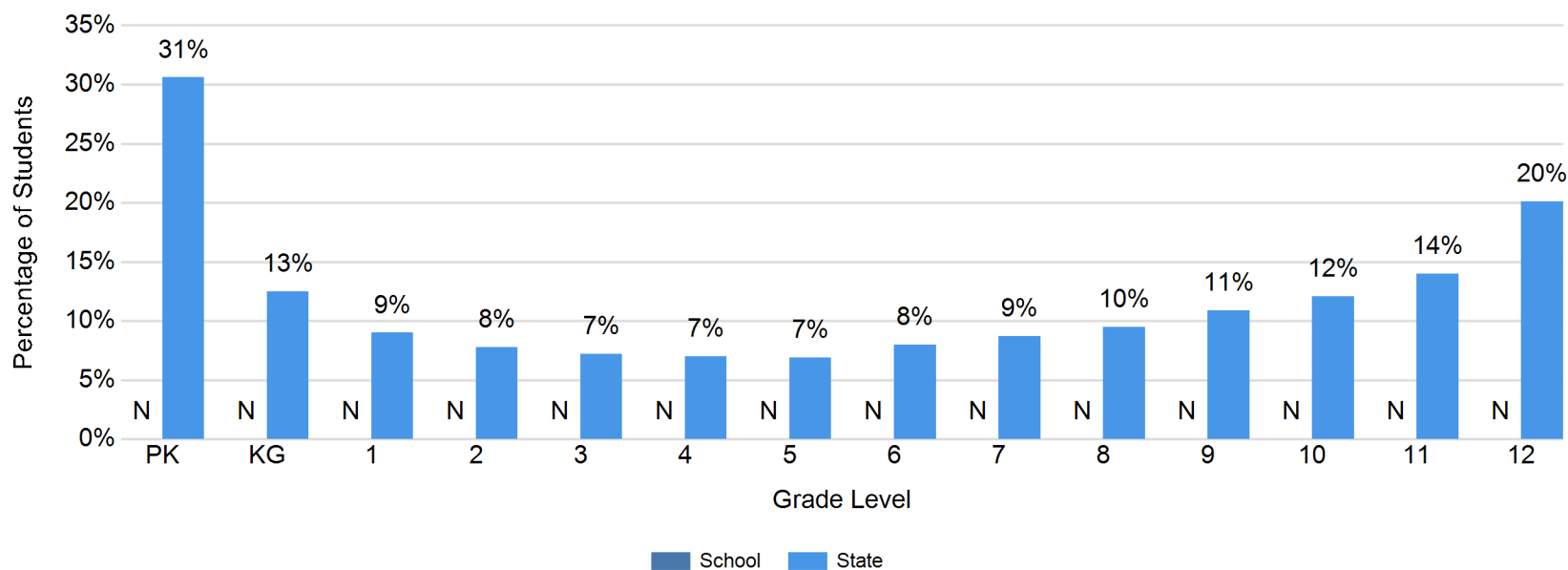
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2016-2017**

**Grade Span PK-12**

03-0285-040  
BERGEN  
BERGEN CO SPECIAL SERVICE  
540 FARVIEW AVENUE  
PARAMUS, NJ 07652-1831

### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:15AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	N	N	N





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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	7	120,724
Average years experience in public schools	16.6	11.8
Average years experience in district	14.4	10.5
Teachers in district for 4 or more years	86%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	21.1	15.9
Average years experience in district	18.8	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	4:1
Administrators	76:1	46:1
Librarian/Media Specialists		N
Nurses		131:1
Counselors		392:1
Child Study Team		31:1



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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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

Teacher	N
Admin	N

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	64%	89%
2015-16 Administrators: Same district 2016-17	44%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	100%



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### School General Info

<b>Principal:</b>	Dr. Lodhi	<b>Email Address:</b>	<a href="mailto:seelod@bergen.org">seelod@bergen.org</a>
<b>Address:</b>	540 FARVIEW AVENUE PARAMUS, NJ 07652-1831	<b>Website:</b>	<a href="http://www.bergen.org">www.bergen.org</a>
<b>Phone:</b>	(201)343-6000		

### 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 your school directly.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Therapeutic and assistive technology supports.</li> <li>• High levels of inclusive educational opportunities for each student.</li> <li>• Comprehensive academic programming which is individualized.</li> </ul>
 <b>Mission, Vision, Theme:</b>	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.
 <b>Awards, Recognition, Accomplishments:</b>	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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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>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.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Before and After School Programs are offered at the program level.</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 your school directly.

 <p><b>Staff and Professional Learning:</b></p>	<p>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.</p>
 <p><b>Student Supports and Services:</b></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><b>Student Health and Wellness:</b></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><b>Parent and Community Involvement:</b></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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**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 your school directly.



Facilities:

The MD Continuum programs are housed in local public schools.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	1	2	2
KG	2	0	1
1	2	1	0
2	3	1	1
3	0	1	0
4	0	0	1
5	1	0	0
6	0	1	0
7	2	0	1
8	1	0	0
9	3	1	0
10	3	0	1
11	4	2	2
12	12	9	9
Ungraded	60	81	73
Total	94	99	91

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	55%	53%	47%
Male	45%	48%	53%
Economically Disadvantaged Students	22%	22%	7%
Students with Disabilities	100%	96%	98%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	40.7%
White	36.3%
Black or African American	14.3%
Asian	7.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.1%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	2	2	2
KG - Half Day	0	0	0
KG - Full Day	2	0	1

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	82.4%
Spanish	9.9%
Arabic	2.2%
Korean	1.1%
Hindi	1.1%
Other	3.3%





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

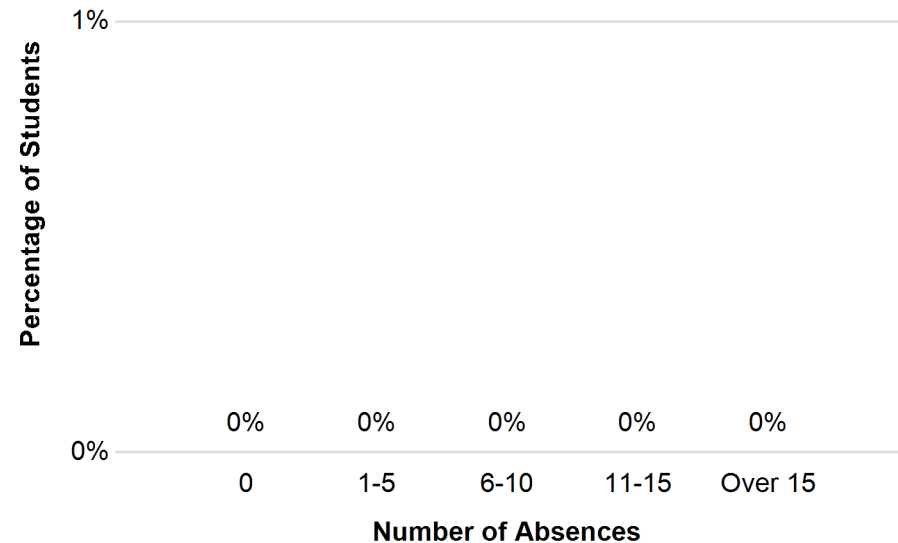
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





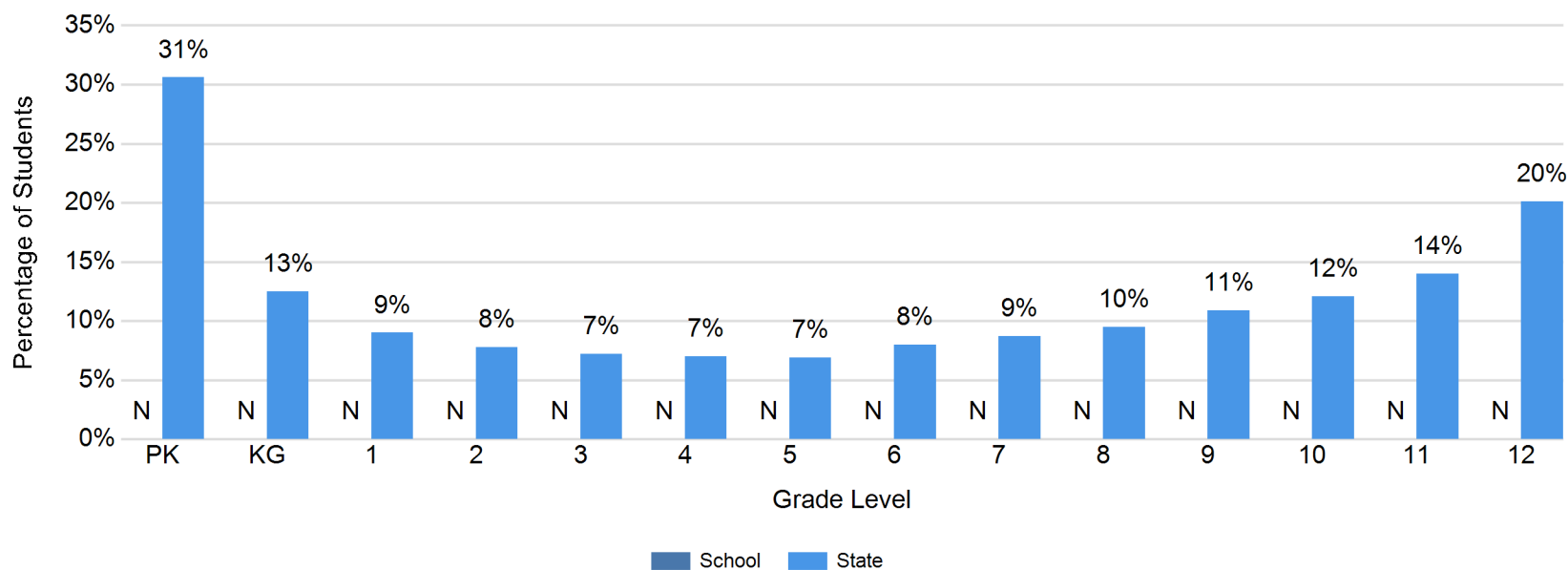
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2016-2017**

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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:30AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	N	N	N



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

**Teachers:** All classroom teachers

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Administrators	91:1	46:1
Librarian/Media Specialists		N
Nurses		131:1
Counselors		392:1
Child Study Team		31:1



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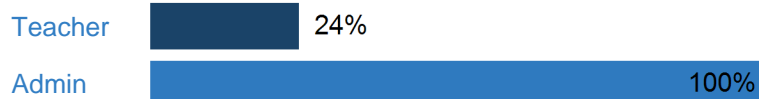
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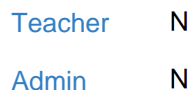
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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School Year	% Days Present
2016-17	100%



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PARAMUS, NJ 07652

### School General Info

<b>Principal:</b>	Ms. Cupo	<b>Email Address:</b>	<a href="mailto:angcup@bergen.org">angcup@bergen.org</a>
<b>Address:</b>	333 EAST RIDGEWOOD AVENUE PARAMUS, NJ 07652	<b>Website:</b>	<a href="http://www.bergen.org">www.bergen.org</a>
<b>Phone:</b>	(201)343-6000		

### 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 your school directly.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• It is the goal of the Bleshman Regional Day to help our students reach their greatest potential in their communities</li> <li>• One of the latest initiatives at the Bleshman Regional Day includes robotics</li> <li>• Technology is a useful too to support and promote student engagement with activities and lessons</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>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.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>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.</p>






**N. A. Bleshman Regional Day School  
2016-2017**

**Grade Span PK-12**

03-0285-002  
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 <p><b>Courses, Curriculum, Instruction:</b></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 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><b>Clubs and Activities:</b></p>	<p>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 such as to promote awareness, recognition of accomplishments, informational, celebrations and socialization.</p>
 <p><b>Before and After School Programs:</b></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>









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 <p><b>Staff and Professional Learning:</b></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><b>Student Supports and Services:</b></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><b>Student Health and Wellness:</b></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><b>Parent and Community Involvement:</b></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. PTA. 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:

Fully accessible air conditioned facility. Classrooms equipped with Smartboards, projectors, Apple tv, iPads and desktop computers. Career Awareness Center and school apartment provide opportunities to work on skills aligned to real-life experiences. 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. Art, Music Computer classrooms.



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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.