

BERGEN COUNTY SPECIAL SERVICES
SCHOOL DISTRICT

FAMILY HANDBOOK

STUDENT CODE OF CONDUCT

2020 - 2021



EST. 1971 **BERGEN COUNTY**
Special Services School District

SECTION I

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SECTION II

Purpose

The purpose of this Family Handbook/Student Code of Conduct is to provide descriptive information and practical guidelines to new and returning students and their families. This Handbook also provides an overview of applicable policies, regulations and procedures of the District.

It is every student's responsibility to become familiar with the information in this Handbook because its primary goal is to ensure their success. This Handbook supersedes any prior edition.

Please be advised that all District policies and regulations are available at www.bergen.org.

This Handbook is available at
<https://www.bergen.org/bcsshandbook>

SECTION III

County Administration

BERGEN COUNTY SPECIAL SERVICES BOARD OF EDUCATION

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SECTION IV

Mission Statement

The mission of the Bergen County Special Services School District 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. Through dynamic collaborations with families and partnerships with community resources, the District will enable each learner to realize his or her highest potential and to become a self-directed and contributing member of society.

Vision Statement

Bergen County Special Services, through its dedicated professionals, offers a full array of educational services promoting inclusive environments that result in meaningful transitions.

Motto and Values

One District, Many Opportunities

Bergen County Special Services believes in:

Respect of All
Equal Educational Access
Valuing Diversity
Collaborative Decision Making
Cultivating Partnerships

Discrimination Disclaimer

It is the policy of the Bergen County Special Services School District not to discriminate in its educational programs, activities, employment practices or admission policies and practices on the basis of race, color, age, creed, religion, ancestry, national origin, socioeconomic status, affectational or sexual orientation, gender, disability or marital status.

SECTION V

District Overview

Bergen County Special Services (BCSS) is a unique county-wide public school district that was established through an act passed by the New Jersey Legislature in 1971. Distinguished as the first special services school district in New Jersey, Bergen County is now one of eight such districts funded by the county, state and sending schools.

Students are placed in the least restrictive environment according to developmental and chronological levels. Flexible and highly individualized learning environments are designed to meet individual needs. BCSS offers local school districts a wide range of programs incorporating the most effective and up-to-date technology available to meet the needs of students with diverse learning disabilities. The District also offers an extensive array of services to facilitate the transition from school to adult life, including employment and/or postsecondary education. A team of qualified professionals conducts individual assessments to develop personalized, holistic plans to ensure each student's successful integration into full community living.

The school programs at BCSS are organized into five (5) separate divisions known as continuums. Each continuum includes a broad range of special education classifications, and are designed for students in pre-Kindergarten through the secondary grade level. These include:

Autism Continuum

The Autism Continuum is designed to meet the academic, social, behavioral and vocational needs of students who are classified with Autism Spectrum Disorder, Asperger's Syndrome, Pervasive Developmental Disorder, and Pervasive Developmental Disorder-Not Otherwise Specified. Students range in age from three (3) to 21. Learners attending the programs are provided with highly individualized instructional formats based upon the principles of Applied Behavior Analysis (ABA). These empirically-based teaching methodologies are the most effective educational interventions for learners with autism according to ongoing research efforts. Services include occupational, physical and speech therapies; educational technology; family training; home program coordination; and augmentative communication assessment. Programs include language, social, behavioral, and academic development. Students enrolled in these programs are usually authorized to substitute the state's Dynamic Learning Maps (DLM) for state-required standardized tests.

The secondary program utilizes the support services of a job coach and an industrial arts teacher to assist students with internships and employment in local communities. BCSS holds membership in Autism New Jersey, Inc. (formerly COSAC), and maintains professional connections with the Douglass Developmental Disabilities Center at Rutgers University.

Schools in this continuum include Washington Elementary (Pre-K – 6), Washington @ Emerson (7 – 12), New Bridges Middle School/High School (7 – 12).

Behavioral Skills Continuum

Programs within this continuum are designed for students with emotional and/or learning disabilities who require educational, supportive, and/or ongoing counseling to develop positive social and emotional interactions and ultimately, the ability to self-monitor their personal growth and development. Students learn to assume responsibility for their actions by understanding consequences of behavior, predicting outcomes of behavior, and exercising control of behavior.

Psychological education-oriented sites emphasize that achievement helps to improve self-concept, which in turn leads to greater achievement. Behavior management sites utilize specific external factors such as behavior modification tools. A system of positive behavior management is used to motivate students to gain inner control. A clearly defined behavior monitoring plan establishes baseline behaviors, charts progress and provides systematic intervention.

Several of these programs are located in public schools; therefore, in addition to providing counseling and inclusion options, these settings lend themselves to alternative interventions such as peer tutoring, contracting, student publications, and sports programs. Some of these programs are structured to provide intensive therapeutic intervention, work-based learning experiences, and alternative strategies for learning. Curriculum in these programs is aligned to the New Jersey Student Learning Standards; students participate in all state-mandated testing.

Schools in this continuum include Brownstone School (Pre-School – 8), Evergreen Program (9 – 12), Gateway High School (9 – 12), NOVA Elementary (3 – 6), NOVA North (7 – 12), North Street School (9 – 12), and Venture Program (5 – 12).

Communication Skills Continuum

The Communications Continuum offers programs in Midland Park and Hackensack, and is the largest and most comprehensive of its kind in New Jersey. Children from grades Pre-K through 12 are educated either through an Auditory-Oral or a Total Communication approach. The Auditory-Oral track focuses on the development of listening and oral speech skills, while the Total Communication track incorporates sign language and finger spelling in addition to speech, speech-reading, and auditory amplification. Both approaches emphasize the development of communication skills through intensive speech and language training in conjunction with the use of residual hearing.

The Deaf and Hard of Hearing programs are located in public schools within Midland Park and Hackensack. This arrangement offers students various levels of mainstreaming participation appropriate to each student's needs. Mainstreaming may include collaborative teaching, participation in lunch and recreation periods, or a full spectrum of academic and extracurricular activities. All of our students are eligible to participate in physical education, sports, music, art, and library instruction. In addition, a variety of cultural enrichment activities are offered throughout the year such as performances by the National Theater of the Deaf.

Schools in this continuum include Elementary Hearing Impaired Program/Midland Park (HIP) (Pre-K – 6), Elementary Hearing Impaired Program/Union Street School in Hackensack (HIP)

(Pre-K – 4), and Secondary Hearing Impaired Program/Midland Park High School (SHIP) (7 – 12).

Life Skills Continuum

Programs within the Life Skills Continuum offer education and related services to students who exhibit cognitive and/or physical disabilities. Emphasis is placed upon intensive instruction in age-appropriate independent living skills, generalization of skills across multiple environments, and community-based functional instruction. Career education and development of social skills enable students to become contributing members of society. Job coaches assist students in obtaining and maintaining employment. All students and families are linked to adult service providers so they can continue to receive the supports needed to succeed in life. Students in these programs typically participate in the alternative assessment, Dynamic Learning Maps (DLM).

Programs in this continuum include Blesham Regional Day School (Ages 3 - 21), Visions Paramus Elementary (K – 4), Visions Paramus Middle School (5 – 8), Visions Emerson (7 – 12), Transition Center @ Wood-Ridge (10 – 21), Project SEARCH, Career Crossroads (Grades 11, 12, 12+), and Springboard North and Springboard South.

The Springboard Program offers a full-time program for students with disabilities who have completed four years in a comprehensive high school program, either mainstreamed or self-contained and who may benefit from intensive instruction related to their transition outcomes. Instruction emphasizes the skills and abilities that a student with a disability will need to work and live as an independent adult. The curriculum addressed in the Springboard Program includes independent living skills, occupational guidance, career preparation, personal and social skills development and self-advocacy skills. The Springboard Program uses extensive community-based instruction as well as business and industry participation to give students opportunities to use skills in real-life environments.

All students in the Springboard Program are required to participate in Community-Based Instructional internship rotations and have the added personnel resources of job coaches, job developers, teachers and case managers. In addition, the Springboard faculty works collaboratively with adult support agencies to ensure that each student has the support for a successful transition from school to adult life.

Project SEARCH

Project SEARCH is a full time program located at the Bergen County Administrative Offices at One Bergen County Plaza in Hackensack. In partnership with Bergen County Project SEARCH and the Bergen County Workforce Development Board, BCSS will offer students with disabilities full immersion in a variety of work settings during their last year of school in order to increase students' employment opportunities. The program provides full day services for up to 12 students. The site is staffed with one (1) appropriately certified teacher and one (1) job coach. The goal of the program is to prepare students to obtain and maintain employment, establish linkages to adult supports, and utilize public transportation including Access Link as needed.

Preschool Continuum

Bergen Early Learning Alliance (BELA) Integrated Pre-K. The BELA program educates preschool through kindergarten students in a typical day care center. This integrated program offers students who are classified pre-school disabled the opportunity to be fully included with age appropriate peers. The supports of a special education teacher and teacher assistants provide students with direct instruction, in-class supports and general education teacher consultation. A structured curriculum, Curiosity Corner, related services and enrichment activities in physical education, art and music are all components of this program. Parents also have the option of accessing before- and after-school day care services.

Consultant Model Programs

In order to serve a greater number of students with disabilities, BCSS developed Consultant Model Programs. These programs involve partnerships with local school districts that have identified a cadre of students with similar educational needs and BCSS, which provides the staff and services needed to appropriately serve these students within their home districts. Currently, there are seven (7) programs operating under this model.

Bogota Program educates academically challenged 7th and 8th grade students with multiple disabilities who require additional support in a mainstream setting.

Manchester Program educates 9th through 12th grade students with multiple disabilities.

Washington @ Hanover educates students between the ages of seven and nine, who have been classified with Autism Spectrum Disorder (ASD), Asperger's Syndrome (AS), Pervasive Developmental Disorder (PDD), and Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS).

Washington @ Passaic Valley Regional High School is designed to meet the academic, social, behavioral, and vocational needs of high school students who are diagnosed with ASD, AS, PDD, and PDD-NOS. The program offers students highly individualized instructional formats based upon the principles of ABA. Services include occupational, physical, and speech therapies; family training; home program coordination and augmentative communication assessment. Programs include language, social, behavioral, and academic development. Washington @ PVRHS utilizes the support services of a full-time job coach to assist students with internships, as well as employment experiences within local communities.

Visions Becton educates students with multiple disabilities in grades nine (9) through twelve (12).

Washington @ Tri-Valley operates in five different school locations, providing academic, behavioral, social and vocational services to students ages 3 through 21 who are classified with ASD, AS, PDD, PDD-NOS.

NOVA @ Ridgewood Program opened in September 2018 at the Somerville Elementary School in Ridgewood. It is designed to serve students in grades K – 4 who exhibit emotional, behavioral and/or attentional difficulties. This program includes core academic instruction and counseling, as well as behaviorist intervention, psychiatric consultation, and mainstreaming opportunities within the general education program.

Adult Day Programs

The Paramus and Wood-Ridge Adult Training Centers are designed for individuals with intellectual disabilities who benefit from facility-based and community-based instruction in the following areas:

- Prevocational Training/Volunteerism
- Social Competency
- Skill Development
- Community Inclusion

Careers Through Technology (CTT) is a technology-based program for adults aged 21 and older with physical and/or intellectual disabilities residing in Bergen County. Funded by the Division of Developmental Disabilities, the program utilizes a person centered planning approach to locate job sampling and volunteer opportunities. This dynamic program offers an instructional blend of technology instruction, employment preparedness skills, career exploration, travel training, advocacy, time management, social skills in the work setting, critical thinking skills, community linkages, and transitioning-to-independence discussion groups.

The Progressive Paths program provides a positive and nurturing environment for individuals that benefit from a higher staffing ratio than the BCSS Adult Training Centers. This program provides individual and small group instruction in prevocational skills, skills of daily living and community-based instruction. The program focuses on increasing independence and the ability to connect with others, as well as the ability to effectively respond to tasks and challenges and follow a daily routine.

BCSS has developed a highly structured program called Stepping Stones for adults with intellectual disabilities who benefit from instruction in small sequential steps, multiple opportunities for reinforcement, and a higher level of staffing for behavioral supports.

The Stepping Stones program provides instruction in prevocational skill development, skills of daily living, leisure-based activities and community inclusion activities.

Specialized Services

Services for Students in Non-Public Schools are provided under Chapters 192/193 of New Jersey State law. Students may receive compensatory education, supplemental instruction, English as a Second Language, speech services, evaluation and classification and home instruction from certified teachers employed by the Bergen County Special Services School District. Specialized services are provided to eligible students through 192/193 and the federal IDEA statutes.

Hospital Instruction Program provides unique educational services to students from Kindergarten to senior high school who are in confined settings. These environments range from day treatment to inpatient and residential placements. The individual length of instruction is dependent on the medical, emotional or substance abuse treatment services provided. Students are prepared academically and emotionally to ensure successful return to the home, school and community.

Suspension Alternative Program (SAP) provides students with a therapeutic alternative to a more traditional suspension. The program is operated in collaboration with the Bergen County Division of Family Guidance. The program's goal is to provide students who are in grades 5 to 12 with proactive interventions prior to an out-of-school suspension. The three major components of the program address students' emotional, behavioral and academic functioning by providing academic remediation, intensive counseling and mentoring. A family assessment is used to assist families in linking with social and support services agencies.

Educational Enterprises

This is a division of Bergen County Special Services. The inclusion of students with disabilities in their local schools and communities is a legislative mandate and a new and challenging direction for all educators. Bergen County Special Services provides services to local school districts that are cost-effective and customized to the specific needs of each local district, enabling those districts to maximize their educational resources.

Some of the services provided to students in their home district by a team of highly qualified professionals include:

- Adaptive equipment;
- Transition Services;
- Assistive Technology;
- Autism Behavioral Services;
- Occupational, Physical, and Speech Therapy;
- Therapeutic Adventure;
- Sound Solutions; and
- Inclusion, Classroom Management, Behavior Intervention Strategies, Teachers and Paraprofessionals.

The District's services represent the most effective and up-to-date technology available in the nation, resulting in student achievement that surpasses the expectations of parents and local school districts. Students are placed in the least restrictive environment according to individual needs. A meaningful partnership among staff, parents, local district, and other agencies ensures enhanced opportunities for individual student achievement. The District offers many opportunities for communication involvement and representation at all levels. Parents and staff work together to ensure that student needs are identified and addressed.

Bergen County Special Services Career Crossroads Vocational Programs

The Bergen County Special Services School District offers shared-time vocational programs at its Paramus campus for students in grades eleven (11), twelve (12), and twelve plus (12+). Students are currently enrolled in Sales & Customer Service and Hospitality & Food Service training programs. Additional research regarding the employment outlook for various occupations will determine additional programs that BCSS will develop and implement over the next two years.

Sales & Customer Service is designed to prepare participants for entry-level retail sales and customer service-related positions; this comprehensive program provides support for successful entry and advancement in service-related careers. Customer service, sales, and literacy standards have been integrated into a fully-developed Sales and Service Curriculum based on the National Retail Federation Foundation (NRFF)'s Sales and Service Learning Program. A unique component of the program, the new Crossroads Gift Shop, will allow students to work in a retail setting and provide opportunities for hands-on experience in marketing, merchandising, inventory, and customer service.

Hospitality & Food Service is a comprehensive program is designed to prepare participants for entry-level hospitality and food-service related positions, and provide support for successful entry and advancement in food service and hospitality-related careers. Food service, preparation, and hospitality coursework have been integrated into a fully-developed Hospitality and Food Service Curriculum. This program encompasses food specific areas including food prep, food sanitation and safety, hospitality, and workplace readiness. Students study aspects of the field through direct application and development of skills in practical situations.

Bergen County Special Services CAPE (Collaboration, Access, Planning, and Education) Resource Center

The CAPE Resource Center further expands the District's services by offering access to educational opportunities for families, individuals and service providers serving the special needs population in the greater Bergen County area. Over thirty years of experience has shown us that one of the greatest challenges facing families and individuals is learning to navigate the system of services for people with disabilities throughout their lifespan. As a result, we created a one-stop information and assistance center that is open to everyone who is involved in the special needs community. The center serves as a "clearinghouse" of information related to disability resources located throughout the greater Bergen County region, and promotes awareness of and linkages to services, information and resources. We offer informational, educational, professional development and networking opportunities to professionals and parents to enhance service coordination, information sharing and skills building. As a one-stop information and assistance center, we partner with other service providers to conduct workshops, trainings, educational seminars and other meetings related to client services directly at the CAPE.

SECTION VI

Emergency School Closing/Delayed Opening/Early Dismissal

In the event of an emergency school closing, delayed opening or early dismissal, a message will go out through our school messenger system. The message will advise as to the emergency and whether the district will be closed or have a delayed start or early dismissal. Families and students may choose to receive this message via phone call, text, and/or email.

The message will be announced over the following radio and television stations: CBS-TV (Channel 2), NBC-TV (Channel 4), FOX-TV (Channel 5), ABC-TV (Channel 7), NEWS 12-TV (Channel 12), WINS (1010 AM Radio), WOR (710 AM Radio), and WCBS (880 AM Radio). Emergency announcements and special messages will appear on the school website at www.bergen.org and can be accessed by called (201) 343-6000 and press 4.

In the event of an emergency early school closing, the dismissal time for students will be four and one half (4½) hours after student arrival. The school administration will notify the bus companies, and districts responsible for transportation and parents. Parents will make arrangements for their child to arrive home early.

See Policy No. 8220 – School Day and Regulation No. R8220 – School Closings

Bus Transportation

Discipline and Student Conduct on Buses

All District students are transported from the sending districts by their town board of education. Route creations are agreed upon between the sending district and independent bus companies. Only those students who are on the scheduled bus route are permitted to ride on the bus.

Drivers of school buses whether employed by the District or by a contracted school bus company, are in full charge of the bus at all times and are responsible for maintaining order on the bus. Every student enrolled in the District shall observe the established rules and regulations and submit to the discipline imposed for infraction of those rules. Unmanageable students will be reported to the Program Administrator or his or her designee by the bus driver.

For the safety and security of students all buses may be equipped with devices to monitor and/or observe student, teacher and support staff behavior. If so equipped, a sign shall be posted in a conspicuous place stating that fact. In emergency situations such as an accident, the bus driver shall follow procedures established by the Board of Education.

See Policy No. 5500M – Expectations for Student Conduct; Policy No. 5600M and Regulation No. R5600M, both titled Student Discipline/Code of Conduct; Policy 8630M – Bus Driver Responsibility; Regulation No. R8630M – Emergency School Bus Procedures; and Policy No. 8690 – Monitoring Devices on School Vehicles.

SECTION VII

Academic Information

Grading and Other Consequences

Student grades cannot be lowered as a direct result of absences (excused or unexcused) unless work is not made up as stated above. Students must be allowed the opportunity to make up tests and other assessment instruments according to the timetable established above. However, the class participation grade portion of the final grade can be lowered, if appropriate, for time missed.

A consequence of unexcused absences (including class cuts) is exclusion from extra/co-curricular events as determined by the Program Administrator or his or her designee.

Right of Appeal

The parent of a student who has not reached the age of majority has the right to appeal if there is substantial disagreement with the removal of course credit. A special review board will be convened by the Program Administrator or his or her designee. The board shall consist of the Program Administrator or his or her designee, Child Study Team Case Manager, and other school personnel as designated. The decision of this board will be binding.

Textbooks and Supplies

Students of the District may be provided with textbooks and course materials at the beginning of each course. These items are to be kept in exemplary condition. If a student damages or loses a book, the student's parent shall be responsible for the payment of fines or the book's replacement. All books shall be returned to the teacher at the end of each course.

See Policy No. 5513M – Care of School Property

Progress Reporting and Grading

To report the extent to which students have made progress in attaining IEP goals and objectives Student Progress Reports are issued three (3) times during the school year. Progress reports will include a Present Levels of Academic Achievement and Functional Performance statement. Please note that grading procedures vary across programs offered throughout the District. Please request specific grading procedure from the program administrator or his or her designee.

Progress Report Mailing Dates:

December 10, 2020, March 18, 2021, and June 22, 2021

See Policy No. 5420M – Reporting Student Progress

Make-up Work

A student is allowed one day to make up missed work for each day of absence, beginning with the day the student returns to school. Any work not made up within the allotted time may result in a lowered grade.

Plagiarism and Cheating

Committing plagiarism and cheating are considered serious offenses. Students will not engage in any of the following acts: cheating on examinations, copying others' papers or homework and the like, plagiarizing another's work, falsifying or forging another's signature, altering or inserting different answers after they have been reviewed and graded, and any other similar acts. A student who is found to have violated any rule concerning plagiarism and cheating may be subject to a full range of penalties, as may be appropriate in the District's discretion.

See Policy No. 5701 – Plagiarism.

SECTION VIII

Child Study Team (CST)/Case Management Services

Case Management and Counseling are integral components in the overall functioning of a Bergen County Special Services Program. The CST/Case Managers conduct activities that respond to the developmental needs of all students in the areas of personal, social and academic growth. This service is based on the belief that each student is an individual and the case management and counseling are shared responsibilities of the staff and family. CST/Case Managers can be accessed to provide assistance with problem solving, decision-making and college planning and also to facilitate communication between students and teachers, students and parents, and parents and teachers. CST/Case Managers can provide referrals to professionals outside the school community upon parental request.

SECTION IX

Student Records/Public Information/Privacy Rights

Student Records

The Family Educational Rights and Privacy Act [FERPA] (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of students' education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their minor children's education records. These rights transfer to the student when he or she reaches the age of eighteen (18) or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them (called “opting out”). Schools must notify parents and eligible students annually of their rights under FERPA.

See Policy No. 8330M

Military Access to Student Records

Although the Bergen County Special Services School District does not publicly disclose any student “directory information” without parental permission, it is required, under federal law, to provide military recruiters access to names, addresses, and telephone numbers of students upon request. The Student Verification Form provided by the Bergen County Special Services School District each year to update data in the student information system enables parents to indicate whether or not they want this information shared.

Public Relations Program

An information program is in place to acquaint residents of the community and the public generally with the achievements and the needs of the schools of the District. Such information includes the District’s educational goals; its guarantee of equal educational opportunity; its programs for basic skills improvement, special education, bilingual education, and English as a second language.

See Policy No. 9120M – Public Relations Program and Regulation No. R9120M – Public Information Program

Use of Students in Public Information Program

The Board of Education encourages student participation in disseminating public information materials if there is a clear understanding that students are not to be exploited for the benefit of any individual or group. All public information materials to be distributed to students must be approved before dissemination. No District student shall be given any literature, either to be taken home or distributed, to any person outside the building and grounds that promotes, favors or opposes the candidacy of any candidate for election at any annual school election or adoption of any bond issue, proposal or any public question submitted at any general, municipal or school election.

See Policy No. 9120.1M – Use of Students in Public Information Program

Requests to Photograph, Film, Audiotape or Videotape Students or Staff Members

All requests by anyone other than a designated and authorized staff member, to photograph, film, audiotape or videotape students or staff members must be referred to the Superintendent or his or her designee for authorization. In the case of student subjects, the Program Administrator is directed to secure parental permission prior to any photographing, filming, audiotaping, or videotaping. Students shall not be permitted to photograph, film, audiotape or videotape other

students or staff members except with the permission of the student's teacher and/or the Program Administrator.

See Policy No. 9121 – Requests to Photograph, Film, Audiotape or Videotape Students or Staff Members

SECTION X

Special Education

Policy No. 2461M – Special Education/Receiving Schools and Shared-Time Vocational Technical Schools

The Bergen County Special Services School District will collaborate with the sending district's board of education to ensure that a free, appropriate public education is available for all students with disabilities between the ages of three (3) and twenty-one (21) enrolled in the receiving school including students with disabilities who are suspended from school. Students with disabilities placed in the Bergen County Special Services School District by the board of education of the sending district will be provided special education and related services at no cost to their parents. All personnel serving students with disabilities will be highly qualified and appropriately certified and licensed where such is required. The District will terminate a student's placement only if accordance with procedures in N.J.A.C. 6A:14-7.7(a) and 7.7(b). In-service training shall be provided to professional and paraprofessional staff.

Additional information regarding Special Education/Receiving Schools are found in the regulations beginning with Regulation No. R2461M and ending with Regulation No. R2461.19M.

SECTION XI

Protection of Student Welfare

Corporal Punishment

No staff member shall inflict or cause to be inflicted corporal punishment upon a student. Staff members may not use physical force or the threat of physical force to maintain discipline or compel obedience nor may a staff member touch a student in an offensive way even when no physical harm is intended.

There are specific acts the do not constitute corporal punishment.

See Policy No. 3217 – Use of Corporal Punishment

See Policy No. 4217 – Use of Corporal Punishment

Crisis Management Training

The purpose of crisis management is to strengthen the capacity of every school community to humanely and effectively prevent and respond to challenging behavior and school crises. Crisis

management focuses primarily on preventing and supporting individuals who are experiencing behavioral crises, developing school-wide and classroom discipline systems and improving the educational climate within the school.

The goal of the crisis management training program is to teach staff how to return students to their normal routines. However, there may be occasions when a particular situation reaches a crisis level that requires the use of physical restraint. Only those staff member who have attended the entire crisis management training program and have maintained current certification in crisis management shall be allowed to implement a physical restraint. Conditions that may warrant the use of physical restraint include a situation where a student places himself or herself in clear physical danger, a student places others in clear physical danger, and/or a student engages in property destruction that may lead to physical harm.

See Policy No. 3241 – Crisis Management Training

See Policy No. 4241 – Crisis Management Training

Crisis Management Training-Autism Continuum

The Board of Education requires all teachers and other certificated staff members as determined by the Superintendent or designee to maintain current certification in the District's designated crisis management system used in all programs of the autism continuum. In addition, the Board shall require all noncertificated staff members to maintain current certification in the District's designated crisis management system.

See Policy No. 3241.1 – Crisis Management Training-Autism Continuum

See Policy No. 4241.1 – Crisis Management Training-Autism Continuum

Use of Physical Restraint

If a student's behavior poses a threat of imminent, serious physical harm to himself /herself or others, it may be necessary to temporarily restrain the student. This also may apply to those situations that involve serious property damage. In such a context the restraining act shall not be construed as corporal punishment as defined in the New Jersey Statutes. The student being physically restrained shall immediately be release once the imminent danger has passed.

See Policy No. 5561 and Regulation No. R5561, both titled Use of Physical Restraint

Missing or Abused Children

The Board recognizes early detection of missing, abused, or neglected children is a very significant factor in protecting the health, safety, and welfare of all children. The District has established procedures to ensure to the best of its ability the early detection of missing, abused, or neglected children and has communicated this policy to all employees to facilitate these protections through notification of reporting to and cooperation with the appropriate law enforcement and child welfare authorities.

See Policy No. 8462M and Regulation No. R8462M, both titled Reporting Potentially Missing or Abused Children

SECTION XII

Code of Conduct

The Bergen County Special Services School District believes that all students have the right to attend a school that is safe and secure. To that end, the school and community have an obligation to promote mutual respect and safe and harmonious relations that support human dignity and equality. The District does not tolerate any gestures, comments, threats, or actions, written verbal, or physical, which cause, or threaten to cause or are likely to cause bodily harm or personal degradation. These actions are not tolerated in this District whether on or off school property. This Code of Conduct is designed to offer guidelines to the ethical behavior within the academic community. The goal of the Code of Conduct is to establish a strong sense of responsibility in each individual to the school community. It is essential that all members of the school community uphold and support this code in both letter and spirit. The Code of Conduct conforms to the philosophy of District and is supported by the requirements expressed in following policies.

Policies and Titles

5500M	Expectations for Student Conduct
5511	Dress and Grooming
5512.1M	Harassment, Intimidation and Bullying
5512.2	Cyber-Bullying
5513M	Care of School Property
5516M	Use of Electronic Communication and Recording Devices (ECRD)
5530M	Substance Abuse
5533M	Student Smoking
5560M	Disruptive Students
5600M	Student Discipline/Code of Conduct
5610M	Suspension
5611M	Removal of Students for Firearm Offenses
5700	Student Rights
7434M	Smoking in School Buildings and on School Grounds
7435	Alcoholic Beverages on School Premises

Student Rights and Responsibilities

Student rights include:

- The right to learn in a safe and secure environment;
- The right to freedom from discrimination;
- The right to equal educational opportunities;
- The right to due process; and
- The right to freedom of inquiry.

Student responsibilities include:

- Respect the convictions, beliefs, property and authority of others and the diversity of the school community;
- Honor each student's right to pursue an education without verbal or physical harassment or damage or theft of personal or school property;
- Maintain a sense of humor and personal integrity by neither giving nor receiving assistance on individual projects or examinations;
- Exhibit proper behavior at all times both on and off campus; and
- Follow individual guidelines of classroom instructors.

Tolerance – In order to foster supportive, educational environment individuals should respect each other's cultural, religious, ethnic, racial and gender differences. Individuals should help others realize and achieve their full potential.

Student/Staff Relations – Mutual respect must exist between staff and students. All staff should create an environment where all students have equal educational opportunity and equal opportunity for success.

Respect for School Facilities – Vandalism and theft will not be tolerated. Students should respect the property of the Bergen County Special Services school programs by keeping classrooms and hallways free of litter and maintaining the proper working order of school resources.

Privacy – While Bergen County Special Services recognizes the need for privacy, the safety of the community as a whole must be held foremost. Therefore, students are obligated to come forward if they have knowledge of endangering emotional distress, criminal activities, weapons possessions or threats of violence.

The success of this Code of Conduct is dependent upon the partnership of student, staff and parent. We recognize the critical role of parents in encouraging their son/daughter to uphold our Code of Conduct. Through the implementation of this Code of Conduct, each individual will have a greater sense of pride in our school community.

Student Discipline

The faculty/administration reserves the right to discipline any student who, in its judgment has failed to maintain a satisfactory behavioral record. To secure conditions conducive to learning, Bergen County Special Services has developed policies that serve to protect the educational process as well as the welfare of the school community. A true spirit of cooperation, consideration, and common sense reduces the need for administrative authority to be executed in a punitive way. Students are expected to live within the letter and spirit of the Code of Conduct, thus demonstrating a willingness to accept responsibility for the effective functioning of an academic and social community. All students are bound by law, the policies of the Board of Education, and the administrative regulations of the District. In addition, the violations listed below are prohibited:

- Abuse of technology
- Behavior that constitutes a danger to the well-being of others

- Class cut/truancy
- Plagiarism, cheating, copying and unauthorized collaboration
- Gambling
- Leaving school without authorization
- Misconduct on school bus
- Physical assault (intimidation or fighting) or verbal harassment
- Harassment, intimidation, and bullying including cyber bullying
- Hazing
- Possession, distribution, or use of alcohol/illegal drugs
- Possession, distribution, or use of weapons or firearms
- Insubordination to faculty or staff
- Disruptive behavior
- Continued and willful disobedience
- Physical or verbal threats
- Smoking on school premises, school buses or during school outings
- The use of physical, verbal, or electronic obscenities
- Vandalism/theft
- Taking part in any unauthorized occupation of a district facility

Responses to violations may include, but are not limited to, warnings, loss of privileges, parent conference, written documentation of incident in student file, payment for loss or damage, loss of computer use/access, lunch detention, Suspension Alternative Program, conflict resolution, out-of-school suspension, recommendation for alternative placement. Responses to violations will also be conducted on a case by case basis and as appropriate to the individual's functioning levels and IEP needs.

Disciplinary Review

A student with a pattern of chronic infractions to the District's Code of Conduct is considered a habitual offender. Habitual offenders will enter into a behavioral contract and/or receive a Behavioral Intervention Plan (BIP). The behavioral contract must be acknowledged by the student, student's parent(s) administration. The BIP will be developed by the IEP team after a Manifestation Determination is conducted by the sending district, if applicable, and at the conclusion of a Functional Behavioral Assessment (FBA), if applicable, and shall be included in the student's IEP.

A conference with the student, parent, school administration and sending district CST/case manager will be conducted for a student on a behavioral contract or BIP who continues to display inappropriate behavior. This conference will address the continued appropriateness of the Bergen County Special Services placement.

Dress Code

Students are expected to dress appropriately at all times in school, school activities and on school trips. Inappropriate dress includes, but may not be limited to, anything that is considered to be underwear worn as outer clothing, beachwear, including bare midriff shirts, tank tops and halter

tops, as well as any clothing with written profanity, references to illegal substances or any other clothing that is deemed unsuitable by campus administration. Coats and outerwear, as well as sunglasses, hats, bandanas, headbands, sweatbands or any other head coverings not used for religious reasons are prohibited while in any school building. Inappropriate dress may result in parents being called to bring in suitable clothing or the student being sent home for the day.

Hallway Etiquette

Students are expected to exhibit exemplary behavior at all times. Hallways must be kept clean of debris. Eating and drinking in the hallways are prohibited. Inappropriate hallway behavior will result in disciplinary action. Inappropriate hallway behavior includes, but not limited to, rowdiness; uttering obscenities, excessive noise; obstruction of hallways and loitering around school exits and thoroughfares. Students must refrain from making public displays of affection.

Harassment, Intimidation and Bullying

The Board of Education prohibits acts of harassment, intimidation or bullying. The Board requires the maintenance of a safe and civil school environment so that students are able to learn and achieve academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that upsets both a student's ability to learn and a school's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers must always exhibit appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. The District's policy applies to all acts of harassment, intimidation and bullying that occur on school property, at school-sponsored functions or on a school bus.

See Policy No. 5512.1M – Harassment, Intimidation and Bullying

Definition

"Harassment, intimidation, or bullying" means any single gesture or series of gestures, written or verbal statement or physical act, or electronic communication, that:

Reasonable is perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;

Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds;

Substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his or her person or damage to his or

her property; or has the effect of insulting or demeaning any student or group of students; or creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Anti-Bullying Personnel

Every program is assigned an anti-bullying specialist who is available to students who believe they have been harassed, intimidated or bullied. He or she should report any incident to the anti-bullying specialist immediately.

The Superintendent also appoints a District anti-bullying coordinator. This individual meets with all anti-bullying specialists at least once in each semester to exam, review and strengthen procedures and methods to prevent, identify, and address these issues.

Smoke Free Schools

Bergen County Special Services has a responsibility to provide an environment that is healthy and productive for all students and employees. In recognition of the evidence that smoking is a serious health risk to the nonsmoker as well as the smoker, the Board of Education prohibits smoking in all school buildings and on all school grounds twenty-four (24) hours a day. For the purposes of these policies, "smoking will include all uses of tobacco, including the use of cigarettes, e-cigarettes, cigars, pipes or chewing tobacco." All District schools are smoke free environments, as designated by the state. All school employees, students, and visitors are required to comply with these policies without exception. Moreover, this policy applies to all school-sponsored activities both on and off campus. Penalties for noncompliance and/or violations of county smoking ordinances may apply.

Substance/Alcohol Abuse

Bergen County Special Services recognizes that substance use and chemical dependency are treatable health problems. It also recognizes its responsibility to help students and families with substance use and/or dependency problems through education, support, counseling and referral to outside agencies when necessary. Our District, therefore, has created a policy designed to foster a quality learning environment, promote healthy lifestyles, respond to substance-related problems and refer to viable resources. Please familiarize yourself with the following portion of the policy, which addresses procedures for students suspected of substance use and/or found in possession of an illegal substance.

If any incidence where a staff member observes behavior in which a student appears or admits to being under the influence of an illegal substance, the parent will be contacted and be required to arrange for an immediate medical examination to include a urinalysis. The school will assist the parents in making these arrangements. If a student admits to substance use or the medical examination confirms a positive diagnosis that the student has used an illegal substance to a level exceeding established cutoff standards, the student shall be suspended for up to ten (10) school days. The student may not resume attendance at school until submitting a physician's report certifying that he or she is physically and psychologically able to return to the school environment.

In addition, the student must present an assessment or other documents, which demonstrate evaluation and/or participation at an approved treatment program prior to his or her return. Upon returning to school, the student shall be required to document completion of at least six (6) hours of substance-related educational programming on his or her own time. If a student is found possessing or distributing illegal substances on school grounds or at a school activity, the Bergen County Policy will be called to investigate and shall complete their normal reporting procedures. A parent will also be notified and the student shall be suspended for up to ten (10) days. Requirements similar to those described above will be established at the time and the Board of Education will be notified so that the members may be present at expulsion proceedings.

SECTION XIII

Attendance

The Board of Education requires that students enrolled in the programs of this District attend school regularly in accordance with the laws of the state. The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The recurring contact of students with one another in the classroom and their participation in a well-planned instructional activity under the guidance of the faculty are vital to this purpose. Regular and punctual attendance is required of all students. Excessive tardiness, absences from classes or school and truancy impact on learning and may affect the class participation component of their grade.

See Policy No. 5200M – Attendance

Absences – School Notification

Parents are requested to call the school or program to notify the administration that the student will be absent. When the student returns to class the parent shall provide a note for the student to give to the program administrator. When a student is absent and the school or program has not received a telephone call to that effect, a school administrator and/or school nurse may call the parent at work or home to determine the reason for the absence.

Late Arrival/Early Dismissal/Emergency Release

The Program Administrator may excuse for cause the late arrival and early dismissal of a student on the prior written request of one of the student's parents. Good cause may include, but need not be limited to, medical and dental appointments that cannot be scheduled outside the school day, medical disability, a motor vehicle driver's test, interviews for college entrance or employment and court appearances. No student under the age of eighteen (18) will be permitted to leave the school before the end of the school day except in the presence of one of the student's parents, or an agent of a parent. In the event that a student needs emergency medical care and cannot be released into the care of a custodial parent, a school employee shall accompany the student to the emergency care facility.

See Policy No. 5230 – Late Arrival/Early Dismissal/Emergency Release

SECTION XV

Computers

Computer Security

Policy No. 2361M – Acceptable Use of Computer Networks, Computers, and Resources

The Board of Education encourages the use of new technologies to enhance the educational process as it develops. Therefore, the District provides access to computer networks and computers for educational purposes only. The Board retains the right to restrict or terminate student access to computer networks and computers at any time, for any reason. District personnel will monitor networks and online activity to maintain the integrity of networks, ensure their proper use, and ensure compliance with federal and state laws that regulate Internet safety. See also Regulation No. R2361 – Acceptable Use of Computer Networks, Computers, and Resources.

Along with the District policy noted above, the District has established its comprehensive “Netiquette Policy” that establishes specific computer security guidelines, rules and consequences for violating the laws governing the use of computers, Internet and other computer resources. It appears below in its entirety.

NETIQUETTE AND COMPUTER SECURITY POLICY

BERGEN NET is a non-profit Internet Service Provider (ISP) operated by the Bergen County Technical Schools. BERGEN NET serves the students and staff of the Bergen County Technical Schools as well as other schools and agencies in the county. Students and staff can access BERGEN NET on campus and at home. BERGEN NET is designed strictly for educational purposes that include email, online research and web page development. Parents who participate in the Parent Educational Institute in order to foster partnerships between school and home also use BERGEN NET.

Governance and Control of BERGEN NET

The District’s Technology Council has developed guidelines, which all students, parents and faculty must follow. The guidelines are set forth to assure that the equal rights of all users are protected and that all users have equal access to BERGEN NET as a rich and important component of education. Connection to the Internet, however, gives students, faculty, and parent groups’ access to information sources that have not been pre-screened according to Board of Education and other educational standards. All users have the right to freedom of expression in this public forum. However, unacceptable, illegal and/or unethical behavior constitutes just cause for disciplinary action, which may include suspension or revocation of network or computer privileges, suspension or expulsion from school, and/or legal action and prosecution by law enforcement authorities.

The guidelines, as set forth, are submitted to the Board of Education and may be subject to amendment at any time pending changes to any law relating to computers, computer networks,

the Internet and other computer resources and applicable Board policy. In addition, BERGEN NET users must be aware that they are subject to all applicable local, state, federal and international laws regarding computer and Internet use, software use, and copyright infringement laws.

Guidelines for Use of BERGEN NET

No student, faculty member or parent is permitted to change or alter the configuration of the network. The Systems Manager designated by the Superintendent is the only person authorized to make such changes or alterations.

No user may deliberately cause or be part of any action, which results in network traffic disruptions, equipment or system performance degradations, or inoperability of the system. Each student, parent group and faculty member is assigned directory space. No one is permitted to violate the space of others.

All work created by students, faculty and parent groups must adhere to copyright regulations. Any materials created that constitute a direct outgrowth of projects and/or educational endeavors by students, parent groups and faculty are the property of the Bergen County Technical Schools. Neither BERGEN NET nor other District technology, whether in use in school or at home, may be used for any profit-making activities (e.g. sale of tickets to sports events) and/or any other use which does not attempt to meet the objectives of educational learning on campus.

Software piracy is a federal offense punishable by heavy fines and possible jail sentence of up to five years. Software offenses include but are not necessarily limited to making or downloading an illegal copy of a software program and violating a site license or other computer license. BERGEN NET user may not access the network to engage in inappropriate or unethical behavior such as researching, downloading or posting textual or graphic material of a sexual or hostile nature.

Access to the valuable resources available through BERGEN NET and on the Internet requires responsibility. In addition to following the guidelines stated above, all students must follow the procedures listed below:

- Students may only log on to the Internet using their own personal passwords.
- Students may not lend their password to classmates, friends, or family members.
- When students need to share information, they must do so by placing data in a common file designated for team research.
- Students must develop a working understanding of the campus network and the Internet environment.
- Students must adhere to any directory space limitations.
- Students must manage their data according to the specific information and procedures that are required for projects.
- Students must respect their own work and the work of others as demonstrated by, but not necessarily limited to appropriate use of electronic mail and attention to and respect for the rights and privacy of classmates and all members of the community.

Computer Security

Computer security assures appropriate educational use of the network and/or computers in the campus labs, classrooms, and library and resource areas by all staff, students and other authorized visitors.

Guidelines for Computer Use

Only authorized software products may be used on campus. Authorized software products are those which require licenses and for which the District owns a valid license. NO software owned by students may be used on campus. All students are expected to follow the guidelines set forth below:

- Students are not permitted to copy or move District software from the classroom, labs, or other educational areas.
- Students are not permitted to copy, modify, or borrow software from classrooms, labs, or other educational areas.
- Students are not permitted to play games on the District's computer equipment during school hours.
- Students are not permitted to save their work to the hard disk drive unless a faculty member grants specific permission.
- Students are expected to follow all guidelines and procedures for the use of BERGEN NET.

Violation of Computer Use and Security Guidelines

First Offense – In-school suspension and/or suspension from the use of BERGEN NET for thirty (30) school days beginning with the date the offense occurred.

Second Offense – Suspension from the use of BERGEN NET for one school year beginning with the date on which the offense occurred and/or out-of-school suspension.

Third Offense – The Program Administrator reserves the right to recommend expulsion to the Superintendent and Board of Education.

SECTION XV

Use of Other Technology and Electronic Devices

Cellular Phones

Students are not permitted to use cell phones in hallways or classrooms. Violation may result in confiscation of cell phones until the end of the school day. Repeated violations will require that a parent come into school to retrieve the phone and participate in a conference. Main office phones are available to students in the event that they need to contact a parent, an employer, or for any other reason deemed appropriate by the Program Administrator or designee. Parents

needing to contact their child during the school day are asked to contact their school's main office. Please keep in mind that all calls should be reserved for emergency situations only.

Electronic Communication and Recording Devices

Students and school staff members shall not be subject to having a video or audio recording taken of them without the consent of the student, the student's parent, or the school staff member. Students shall not be permitted to have turned on or use an electronic communication and recording device on school grounds during the school day or when participating in a curricular or school-sponsored co-curricular activity. Exceptions to this prohibition include active members in good standing of a volunteer fire company, first aid, ambulance or rescue squad and certain other exceptions determined on a case-by-case basis.

See Policy No. 5516M – Use of Electronic Communication and Recording Devices (ECRD)

SECTION XVI

Discrimination and Privacy Rights

Gender Discrimination

Federal law prohibits gender discrimination with regard to students enrolled in education programs that receive federal funds. Males and females must be afforded equal opportunity with regard to:

- Curricular and extracurricular programs;
- Treatment under regulations and policies governing student benefits, services, conduct and dress; and
- Admissions to educational institutions.

Discrimination Based on Disabilities

Federal law prohibits discrimination based upon handicap in areas related to program accessibility and student programs. The Bergen County Special Services Board of Education employs an Affirmative Action Officer to coordinate compliance efforts and to investigate any complaints of gender discrimination or discrimination against persons with disabilities.

Equal Educational Opportunity

The Board of Education directs that all students enrolled in the District shall be afforded equal educational opportunities in strict accordance with federal and state laws. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation or gender, social or economic status, or disability. The Board shall assure that all students are free from harassment, sexual or otherwise.

See Policy No. 5750M – Equal Educational Opportunity

Sexual Harassment

The Board will not tolerate the sexual harassment of students by school employees, other students, or third parties. District staff will investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties. This policy also establishes the protection of any person from sex discrimination.

The Board has established a grievance procedure through which District staff and/or students may report alleged sexual discrimination, including sexual harassment, which may include quid pro quo harassment and the present of a hostile learning environment.

See Policy No. 5751M – Sexual Harassment and Regulation No. R5751M – Sexual Harassment of Students

Equity in Educational Programs and Services

The Board ensures equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of a student's race, national origin, gender, religion, English language proficiency, socio-economic status, and/or disability.

See Policy No. 5755M – Equity in Educational and Services

Transgender Students

This policy ensures that the schools and programs provide a supportive learning environment that is free from discrimination and harassment for transgender students, including students going through a gender transition. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not.

See Policy No. 5756M – Transgender Students

Student Right of Privacy

The Board recognizes that a student's right of privacy may not be violated by unreasonable search and seizure and directs that no student be searched without reason or in an unreasonable manner. Nevertheless, students are advised that storage places provided by the District for their use are and remain the property of the District. As such, students shall have no expectation of privacy as to prevent examination of any storage places that are the property of the District by a school official.

See Policy No. 5770 – Student Right of Privacy

SECTION XVII

School Trips, Social Events and Class Trips

Field trips, generally defined as trips taken by a group of students away from school which are integrated into the curriculum of a particular course of study, are usually paid for by the student's parent. Certain exceptions may exist. While away all students remain under the supervision of the Board of Education and are subject to its rules and regulations.

The Board will make school facilities available and assign staff members as appropriate for the conduct of social events on and off school premises that have been approved by the Program Administrator. The Board will approve a social event or class trip only when one or more chaperones have been assigned to supervise participating students. The Board will assume no responsibility or liability for or in connection with any student social event or class trip that it has not approved.

See Policy Nos. 2340M – Field Trips and 5850 – Social Events and Class Trips

SECTION XVIII

Security/Privacy Rights

School Security

Bergen County Special Services has School Resource Officers, Bergen County Police, assigned to the school programs on a regular basis. In addition, security cameras are strategically placed internally and externally. Visitors must register in the main office.

See Policy Nos. 7440 – Security of School Premises and 7441 – Electronic Surveillance in School Buildings and on School Grounds

Student/Client Identification Badges

The District will provide each student and client with an ID badge at the start of the school year. Students and clients must have their ID badge with him or herself at all times while on school property and in the community. When necessary, the ID badge may be held by a staff member.

Locker Inspection and Privacy

The Board recognizes that a student's right of privacy may not be violated by unreasonable search and seizure and directs that no student be searched without reason or in an unreasonable manner. Nevertheless, students are advised that storage places provided by the District for their use are and remain the property of the District. As such, students shall have no expectation of privacy as to prevent examination of any storage places that are the property of the District by a school official.

See Policy No. 5770 – Student Right of Privacy

Electronic Surveillance in School Buildings and on School Grounds

By authorization of the Board of Education electronic surveillance systems may be employed in school buildings and on school grounds to heighten the safety of and security for District staff, students, members of the community and other building occupants and to protect the District's buildings, property and grounds.

See Policy No. 7441 – Electronic Surveillance in School Buildings and on School Grounds

School Security Drills – Emergency and Crisis Situations

The District has developed and implemented written plans and procedures in consultation with law enforcement agencies, health and social service provider agencies, emergency management planners and school and community resources, to provide for the protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students and their families. Fire and school security drills and staff in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on the proper evacuation and lockdown procedures in a variety of emergency situations on school grounds.

See Policy No. 8420M – Emergency and Crisis Situations

See the following regulations for specific procedures to follow for the designated emergency situation.

R8420M	Emergency and Non-Fire Evacuation Plan
R8420.1M	Fire and Fire Drills
R8420.2M	Bomb Threats
R8420.2-2	Bomb Threats-Indications of a Letter or Parcel Bomb
R8420.3M	Natural Disasters and Man-Made Catastrophes
R8420.4M	Kidnapping
R8420.5M	Asbestos Release
R8420.6M	Accidents on the Way to and from School
R8420.7M	Lockdown Procedures
R8420.10M	Active Shooter

SECTION XIX

Student Health Services

Health Services Personnel

Pursuant to state law the Board of Education is required to appoint or hire health services personnel to ensure the safety and health of the student and staff of the District.

See Policy No. 5305 – Health Services Personnel

Nursing Services Plan

The Board of Education must adopt the District's Nursing Services Plan at a regular meeting each year and submit it to the Executive County Superintendent. This plan must include a description of the basic nursing services provided to students and a summary of the specific medical needs of individual students that may include the nursing services required to address specific student needs.

See Policy No. 5307M – Nursing Services Plan

Student Health Records

The District shall maintain and secure the health records of all students which shall be kept separate from other student records. Access to a disclosure of information in a student's health record shall be controlled by the requirements of the Family Education Rights and Privacy Act (FERPA).

See Policy No. 5308M and Regulation No. R5308M, both titled Student Health Records.

All students enrolled in the District are required to have a physical examination in accordance with state law and the tenets of their religious beliefs. The physical examination will include several screenings, the student's medical history and height and weight measurements. Student athletes and students with disabilities also must be examined in accordance with applicable law.

See Policy No. 5310M and Regulation No. R5310M, both titled Health Services.

SECTION XX

Specific Medical Conditions

Immunization

Except for certain medical and religious exemptions, under state law every student must be immunized against certain diseases.

See Policy No. 5320 and Regulation No. R5320 both titled Immunization.

Administration of Medication

The Board of Education is not responsible for the diagnosis and treatment of any student's illness. However, so that students with chronic health conditions and disabilities may attend school, medication may have to be administered during school hours. When necessary, the Board will permit the administration of medicine in school in accordance with applicable law.

See Policy No. 5330M; Regulation No. R5330M both titled Administration of Medication, and R5330.6 – Protocol and Implementation Plan for the Emergency Administration of Epinephrine by a Delegate Trained by the School Nurse.

Management of Life-Threatening Allergies in Schools

This policy provides measures to prevent life-threatening allergic reactions while at school. School and program staff are appropriately trained in the procedures to take should a student suffer a life-threatening allergic reaction. Every effort is made to eliminate or substitute the use of allergens in allergic students' meals, educational/instructional tools and materials.

See Policy No. 5331M and Regulation No. R5331M both titled Management of Life-Threatening Allergies in Schools.

Do Not Resuscitate Orders

Any family of a student enrolled in the District desiring to pursue a DNR order must submit the order to the District for review. The DNR should include specific written emergency orders and shall specifically meet the goals for the student. Community medical services protocols must be clearly defined in the order.

See Policy No. 5332M – Do Not Resuscitate Orders

Treatment of Asthma

The Board of Education has established rules in accordance with the N.J.A.C. providing for the treatment of asthma, training in airway management and the use of nebulizers and inhalers in each school of the District. The student's medical home shall prepare an Asthma Action Plan when the student is authorized to self-administer asthma medication.

See Policy No. 5335M – Treatment of Asthma

Diabetes Management

An individualized health care and an individualized emergency health care plan must be developed for students having diabetes. The school nurse assigned to the particular school shall coordinate the provisions of diabetes care and make sure that appropriate staff members are trained in the care of the student with diabetes. These plans may include self-managed care.

See Policy No. 5338M and Regulation No. R5338M, both titled Diabetes Management.

Student Accident Insurance

The Board of Education will provide and pay the premiums for accident insurance to cover secondary students while attending school or participating in a school-sanctioned activity. In addition, such policies shall include student athletic insurance for students participating in approved athletic practice and team events.

See Policy No. 8760 – Student Accident Insurance

SECTION XXI

COVID-19 Information

Restart and Recovery Plan

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE required school districts in the state to develop, in collaboration with community stakeholder, a “Restart and Recovery Plan” (Plan) to reopen schools that best fits the district’s local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy No. 1648M – Restart and Recovery, to address those policy requirements in the Guidance. Policy No. 1648M shall only be effective through the current COVID-19 pandemic and will take precedence over any existing policy on the same or similar subject, unless determined otherwise by the Superintendent.

See Policy No. 1648M – Restart and Recovery Plan

Remote Learning Options for Families

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” as a result of the COVID-19 pandemic. This supplemental guidance includes an additional “anticipated minimum standard,” as this phrase is used thought “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This additional “anticipated minimum standard” provide that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the District’s Restart and Recovery Plan (Plan) and Policy No 1648M – Restart and Recovery Plan. A parent may contact the Principal or his or her designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this policy; and/or any other information regarding the District’s Plan and Policy No 1648M.

See Policy No. 1648.02M – Remote Learning Options for Families

Restart and Recovery Plan – Full-Time Remote Instruction

On August 13, 2020, the Governor of New Jersey signed Executive Order 175 indicating public school districts shall resume partial or full-time in-person instruction during the fall of school year 2020-2021. However, Executive Order 175 also indicates public school districts that are or become unable to satisfy the health and safety requirements for in-person instruction delineated in the NJDOE's "Checklist for Re-Opening of School 2020-2021" and detailed in "The Road Back – Restart and Recovery Plan for Education" Guidance, may provide full-time remote instruction to all students pursuant to N.J.S.A. 18A:7F-9 (Aid to school districts conditioned on compliance with rules and standards for equalization of opportunity; aid withheld for noncompliance).

See Policy No. 1648.03M – Restart and Recovery Plan – Full-Time Remote Instruction

Federal Families First Coronavirus (COVID-19) Response Act

The Federal Families First Coronavirus (COVID-19) Response Act (FFCRA) includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) and the Emergency Paid Sick Leave Act (EPSLA). The EFMLEA expands the Federal Family and Medical Leave Act and the EPSLA provides employees with paid sick leave for specified reasons related to COVID-19.

The provisions of the FFCRA shall apply from April 1, 2020 through December 31, 2020.

See Policy No. 1649M – Federal Families First Coronavirus (COVID-19) Response Act

SECTION XXII

Other Topics

Marital Status and Pregnancy

Bergen County Special Services will not discriminate among students on the basis of their marital status or parenthood. No student, male or female, who is married or a parent shall be denied access to or benefit from any educational, co-curricular or athletic program or activity on the basis of his or her marital status or parenthood.

A pregnant student shall not be excluded from any educational program or activity because of her pregnancy or pregnancy-related condition unless the student so requests or a physician certifies that her exclusion is necessary for the student's physical, mental, or emotional well-being. An excluded pregnant student will be provided with adequate and timely opportunity for instruction to continue or make-up her schoolwork without prejudice or penalty.

See Policy No. 5752M – Marital Status and Pregnancy

Participation in Graduation Exercises

Educationally handicapped students who meet the standards for graduation shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory

basis. In order to obtain the written approval of the Superintendent, each IEP is read and signed by the Program Administrator who has been officially designated by the Superintendent to ensure that state and local requirements and individual proficiencies are being met.

See Policy No. 5460M – High School Graduation

School Visitors

Parents, other adult residents of the community, and interested educators are welcome to visit the District's schools. Visitors must register their presence in the school and are required to observe the District's rules governing school visitations. They may not confer with any student without the Program Administrator's approval. Other than parental conferences, all visitors are required to notify the school at least seven days before the desired date of the visit.

See Policy No. 9150 – School Visitors

Weapons

The Board of Education recognizes the need to provide a safe and secure environment for students and staff. Therefore, the possession and/or use of weapons, or other instruments which can be used as weapons, are prohibited from school property, at any school-related activity under the supervision of professional school staff, or while in route to or from school or any school function. For the purposes of this policy, the definitions embody in N.J.S.A. 2C:39-1 (Firearms, Other Dangerous Weapons and Instruments of Crime – Definitions), shall be adopted. Firearms and other types of weapons include, but are not limited to rifles, shotguns, machine guns, automatic or semiautomatic rifles, B.B. guns, dart guns, pellet guns, and other firearms; stilettos, and other knives which could inflict harm; blackjacks, bludgeons, metal knuckles, cesti or similar leather bands studded with metal fillings or razor blades embedded in wood; ice picks, razors, chains, bats, clubs explosives; any weapon or other device which projects, releases or emits tear gas or any other substance intended to provide temporary physical discomfort or permanent injury through being vaporized or otherwise dispensed in the air; and any other object that can reasonably be considered a weapon. The Program Administrator or designee shall make the final determination that a particular object is a dangerous weapon in any case where there is a question of its possession or use posing a threat to students, staff or property.

A student found or observed on school property or at a school event to be in possession of a firearm, other dangerous weapon or instrument of a crime, shall be reported to the Program Administrator or designee immediately. The Program Administrator or designee shall inform law enforcement officials and the Superintendent as soon as possible.

Disciplinary action shall be taken against students who possess, handle, transmit, or use a firearm, other dangerous weapon or instrument of a crime. As in all disciplinary cases, due process will be provided to the student. Disciplinary action imposed by the school may be in addition to sanctions levied by law enforcement authorities. The Board of Education directs the Superintendent to develop regulations, in concert with the Bergen County Policy Department, regarding the procedures to be used by staff when a student is found to be in possession of a firearm, other dangerous weapon or instrument of a crime. It is the position of the Board of

Education that all firearms are to be considered loaded and volatile. The removal of firearms is the responsibility of the police.

See Policy No. 5611M – Removal of Students for Firearms Offenses

Student Complaint Procedure

The Board of Education has established and observes procedures by which students' grievances will be heard. A student grievance is any complaint that arises out of the actions or policies of the Board or the actions of its employees.

See Policy No. 5710 – Student Complaint Procedure

**BERGEN COUNTY SPECIAL SERVICES SCHOOL DISTRICT
2020-2021 SCHOOL CALENDAR**

September					October					November					December					January				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1+	2+	3+	4+@				1	2	2	3	4	5	6		1	2	3	4					1
7	8	9	10	11	5#	6#	7#	8#	9#	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
21	22	23^	24	25	19^	20^	21^	22^	23^	23	24	25*	26	27	21	22	23*	24	25	18	19	20	21	22
28	29	30			26	27	28	29	30	30					28	29	30	31		25	26	27	28	29

February					March					April					May					June				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5	1	2	3	4	5				1	2	3	4	5	6	7		1	2	3	4
8	9	10	11	12	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
15	16	17	18	19	15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23	24	25	26	27	28	21	22	23^	24	25
					29	30	31			26	27	28	29	30	31					28	29	30		

September	1-3	Staff only-PD remote/virtual-No students+	November	3	Full-length/fully-remote instruction day for students and staff
	4	Staff only-PD remote/virtual-No students+ - Early dismissal @		5 & 6	School Closed – NJEA Convention
	7	School Closed – Labor Day		25	Early Dismissal*
	8-22	Full-length/fully remote instruction days for students and staff		26 & 27	School Closed – Thanksgiving Holiday
	23	Staff In-Service–Early Dismissal for students^	December	23	Early Dismissal*
	24-25	Full-length/fully remote instruction days for students and staff		24-31	School Closed – Winter Recess
	28	School Closed-- Yom Kippur	January	1	School Closed – New Year's Day
	29-30	Full-length/fully remote instruction days for students and staff		18	School Closed – Martin Luther King Jr.'s Birthday (Obs.)
October	1-16	Full-length/fully remote instruction days for Students	February	12-16	School Closed – Presidents' Day Recess
	1-2	Full-length/fully remote days for Staff	April	2	School Closed – Good Friday
	5-9	50%/50% Hybrid Schedule of on-site and remote work attendance for staff#		5-9	School Closed – Spring Recess
	12	Begin full-time on-site work attendance for staff	May	31	School Closed – Memorial Day
	19	Begin hybrid schedule of in-person/remote instruction for students	June	23	Last Day for Students – Early Dismissal^
	19-23	Early dismissal for students^		23	Last Day for Staff – Full Day
					Schools Not in Session
					Boxed Portion
					Schools Not in Session

Notes:

- + Teacher Days – No students
- * Early dismissal for students is four and one-half (4-1/2) hours from the students' arrival time. Staff dismissal will be 15 minutes after the students have departed.
- ^ Early dismissal for students is four and one-half (4-1/2) hours from the students' arrival time.
- @ Early dismissal for staff
- # Hybrid - 50% on-site/50% remote work schedule for school staff

Host site and consultant model programs will continue to follow their host site district calendars.

Month	# Days Students	# Days Staff	Month	# Days Students	# Days Staff
September	16	20	February	17	17
October	22	22	March	23	23
November	17	17	April	16	16
December	17	17	May	20	20
January	19	19	June	17	17
Subtotal	91	95	Subtotal	93	93
			TOTAL	184	188

The calendar includes four (4) emergency days. In the event that makeup days are needed, the calendar will be adjusted accordingly. Spring recess and staff development dates are tentative, contingent upon the state test dates being finalized. The final day of school may be changed depending upon the number of emergency days used. The minimum number of days of attendance for students within the ten (10) month calendar will be 180. The maximum number of days of attendance for teachers within the ten (10) month calendar will be 184.

Adopted: BOE meeting 2/20/20

Revised: BOE meeting 8/27/20

Revised: BOE meeting 9/29/20



DIRECTORY OF PROGRAMS 2020-2021

(P) Principal
(S) Supervisor
(C) Coordinator

(TC) Teacher-in-Charge
(CM) Case Manager
(L) LDTC
(SW) Social Worker

(Psy) Psychologist
(Italics) Admin Asst
(CO) Central Office

PROGRAM/ADDRESS	CONTACTS	TELEPHONE/FAX
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ADULT SERVICES

PARAMUS ADULT TRAINING CENTER (ATC) Careers Through Technology Stepping Stones 296 East Ridgewood Avenue Paramus, NJ 07652	Mitch Badiner (CO) Janice D'Aiuto (C)	Dr. Simcha Willick <i>Cindy Schneider</i>	(201) 343-6000 ext.6031 FAX: (201) 518-9218
WOOD-RIDGE ADULT TRAINING CENTER (ATC) Progressive Paths 304 Valley Boulevard Wood-Ridge, NJ 07075	Mitch Badiner (CO) Janice D'Aiuto (C)	Katharine Dobbins, Psy.D. Dr. Simcha Willick <i>Rocio Cedeno</i>	(201) 343-6000 ext.3602 FAX: (201) 438-8239

AUTISM CONTINUUM

NEW BRIDGES MIDDLE/HIGH SCHOOL 296 East Ridgewood Avenue Paramus, NJ 07652	Mitch Badiner (CO) Sandra Melicharek (P) Marissa Gynn-Ricafort (S)	Karen Maas (SW) Meg Bassillo (CM) Lisa Diaz (SW) <i>Jennifer Rynander</i>	(201) 343-6000 ext.4591 FAX: (201) 518-9210
TRI-VALLEY PROGRAM/BERGENFIELD c/o Lincoln Elementary School 115 Highview Avenue Bergenfield, NJ 07621	Mitch Badiner (CO) Sandra Melicharek (P) Laure Wisse (S)	Kelly Plue (SW) <i>Donna Marconi</i>	(201) 385-8600 ext.1358/1359
TRI-VALLEY PROGRAM/BERGENFIELD c/o Hoover Elementary School 273 Murray Hill Terrace Bergenfield, NJ 07621	Mitch Badiner (CO) Sandra Melicharek (P) Laure Wisse (S)	Kelly Plue (SW) <i>Donna Marconi</i>	(201) 385-8600 ext.1358/1359
TRI-VALLEY PROGRAM/BERGENFIELD c/o Roy W. Brown Middle School 130 South Washington Avenue Bergenfield, NJ 07621	Mitch Badiner (CO) Sandra Melicharek (P) Laure Wisse (S)	Kelly Plue (SW) <i>Donna Marconi</i>	(201) 385-8600 ext.1358/1359
TRI-VALLEY PROGRAM/BERGENFIELD c/o Bergenfield High School 80 South Prospect Avenue Bergenfield, NJ 07621	Mitch Badiner (CO) Sandra Melicharek (P) Laure Wisse (S)	Kelly Plue (SW) <i>Donna Marconi</i>	(201) 385-8600 ext.1358/1359
TRI-VALLEY PROGRAM/DUMONT c/o Grant School 100 Grant Avenue Dumont, NJ 07628	Mitch Badiner (CO) Sandra Melicharek (P) Laure Wisse (S)	Kelly Plue (SW) <i>Donna Marconi</i>	(201) 385-8600 ext.1358/1359
TRI-VALLEY PROGRAM/DUMONT c/o Lincoln School 80 Prospect Avenue Dumont, NJ 07628	Mitch Badiner (CO) Sandra Melicharek (P) Laure Wisse (S)	Kelly Plue (SW) <i>Donna Marconi</i>	(201) 385-8600 ext.1358/1359
WASHINGTON ELEMENTARY SCHOOL 355 East Ridgewood Avenue Paramus, NJ 07652	Mitch Badiner (CO) Sandra Melicharek (P) Lauren Besante (S)	Lori Bornstein (SW) Maureen O'Malley (L) <i>Jacqui Driscoll</i>	(201) 343-6000 ext.6461 FAX: (201) 265-8359
WASHINGTON EMERSON c/o Villano Elementary School 100 High St., Emerson, NJ 07630 c/o Emerson Jr/Sr High School 131 Main St., Emerson, NJ 07630	Mitch Badiner (CO) Sandra Melicharek (P) Lauren Besante (S)	Maureen O'Malley (L) <i>Jacqui Driscoll</i>	(201) 343-6000 ext.6461 (201) 343-6000 ext.5802/5803 Classroom FAX: (201) 262-4072
WASHINGTON HANOVER c/o Bee Meadow Elementary School 120 Reynolds Avenue Whippany, NJ 07981	Mitch Badiner (CO) Sandra Melicharek (P)	Lori Bornstein (SW) <i>LuAnn Trause</i>	(201) 343-6000 ext.5850 (973) 637-1562 Classroom
WASHINGTON PASSAIC VALLEY c/o Passaic Valley Regional High School 100 East Main Street Little Falls, NJ 07424	Mitch Badiner (CO) Sandra Melicharek (P) Jackie Dubil Craig (S)	<i>LuAnn Trause</i>	(973) 890-2500 ext.0021 Program Office (973) 890-2500 ext.0023 Classroom (201) 343-6000 ext.5850
BEHAVIOR DEPARTMENT 296 East Ridgewood Avenue Paramus, NJ 07652	Mitch Badiner (CO) Sandra Melicharek (P) Jackie Dubil Craig (S)	<i>LuAnn Trause</i>	(201) 343-6000 ext.5850 FAX: (201) 265-1630



DIRECTORY OF PROGRAMS 2020-2021

PROGRAM/ADDRESS	CONTACTS			TELEPHONE/FAX
	(P) Principal (S) Supervisor (C) Coordinator	(TC) Teacher-in-Charge (CM) Case Manager (L) LDT (SW) Social Worker	(Psy) Psychologist (Italics) Admin Asst (CO) Central Office	

BEHAVIOR SKILLS CONTINUUM

BROWNSTONE SCHOOL c/o St. Philip the Apostle School 492 Saddle River Road Saddle Brook, NJ 07663	Mitch Badiner (CO) Dr. David Perez (P)	Dr Lainie Kreindler (Psy) Sandra Oberc (SW) Jacqueline West (SW) Ann Marie Plaut (L) <i>Patricia Day</i>	(201) 343-6000 ext.8675 FAX: (201) 291-0782
EVERGREEN PROGRAM c/o Leonia High School 100 Christie Heights Street Leonia, NJ 07605	Mitch Badiner (CO) Kelly Lopez (P) Madeline Loughman (TC)	Nicole Fried (Psy) Madeline Loughman (CM) <i>Peggy Bill</i>	(201) 302-5200 ext.5620 Program Office (201) 302-5200 ext.5621 CST Office FAX: (201) 996-6927 (201) 343-6000 ext.3502
GATEWAY HIGH SCHOOL c/o Congregation Beth Tikvah 304 E. Midland Avenue Paramus, NJ 07652	Mitch Badiner (CO) Kelly Lopez (P) Carlos Alvarez (TC)	Carlos Alvarez (CM) Erik Jensen (SW) <i>Peggy Bill</i>	(201) 343-6000 ext.3502 FAX: (201) 342-8888
MANCHESTER PROGRAM c/o Manchester Regional High School 70 Church Street Haledon, NJ 07508	Mitch Badiner (CO) Lakeshia Polite (TC)	George Kaback (SW) Lakeshia Polite (CM) <i>Smailly Vargas</i>	(973) 389-2849 FAX: (973) 956-2589
NOVA ELEMENTARY c/o Villano Elementary School 100 High Street Emerson, NJ 07630	Mitch Badiner (CO) Kelly Lopez (P)	Debbie Kochakji (SW) <i>Karen Ryan</i>	(201) 343-6000 ext.5800 FAX: (201) 262-6334
NOVA NORTH c/o Emerson Jr./Sr. High School 131 Main Street Emerson, NJ 07630	Mitch Badiner (CO) Kelly Lopez (P)	Ellen Plaut (SW) <i>Karen Ryan</i>	(201) 343-6000 ext.5812 FAX: (201) 262-5974
NOVA RIDGEWOOD c/o Somerville Elementary School 45 South Pleasant Avenue Ridgewood, NJ 07450	Mitch Badiner (CO) Kelly Lopez (P)	Erik Jensen (SW) <i>Peggy Bill</i>	(201) 343-6000 ext.3502 FAX: (201) 342-8888
NORTH STREET SCHOOL 200 North Street Teterboro, NJ 07608	Mitch Badiner (CO) Reginald Marc (S)	Reginald Marc (CM) <i>Smailly Vargas</i>	(201) 336-3958 FAX: (201) 336-3966
VENTURE PROGRAM c/o Congregation Beth Tikvah 304 E. Midland Avenue Paramus, NJ 07652	Mitch Badiner (CO) Kelly Lopez (P) Carlos Alvarez (TC)	Carlos Alvarez (CM) Erik Jensen (SW) <i>Peggy Bill</i>	(201) 343-6000 ext.3502 FAX: (201) 342-8888

COMMUNICATION SKILLS CONTINUUM

HEARING IMPAIRED PROGRAM (HIP) c/o Godwin School 41 East Center St., Midland Park, NJ 07432 c/o Highland School 31 Highland Ave., Midland Park, NJ 07432	Tara Bohan (CO) Kathleen Lo Cascio (P) Dana Dispoto (TC)	Dana Dispoto (CM) Kristin Rainbolt (SW) <i>Mercedes Santoro</i>	(201) 343-6000 ext.6480 FAX: (201) 670-7488
HEARING IMPAIRED PROGRAM (HIP) 293-295 Main Street Hackensack, NJ 07601	Tara Bohan (CO) Kathleen Lo Cascio (P) Lisa Stewart (S) Gina Donatien (TC)	Gina Dontien (CM) <i>Anne Schmidt</i>	(201) 343-6000 ext.6400 TTY: (201) 343-5515 FAX: (201) 343-7794
SECONDARY HEARING IMPAIRED (SHIP) c/o Midland Park Jr./Sr. High School 250 Prospect Street Midland Park, NJ 07432	Tara Bohan (CO) Kathleen Lo Cascio (P) Melissa Brockway (S)	Kristin Rainbolt (SW) <i>Viviana Serrano</i>	(201) 343-6000 ext. 6490 (201) 444-8882 TTY: (201) 444-9308 FAX: (201) 670-6198



DIRECTORY OF PROGRAMS 2020-2021

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(CO) Central Office

PROGRAM/ADDRESS

CONTACTS

TELEPHONE/FAX

LIFE SKILLS CONTINUUM

PROJECT SEARCH One Bergen County Plaza Hackensack, NJ 07601	Tara Bohan (CO)	Kellie Berkoff (SW) <i>Bernadette Sforza</i>	(201) 343-6000 ext.4079 FAX: (201) 996-6974
SPRINGBOARD 321 East Ridgewood Avenue Paramus, NJ 07652	Tara Bohan (CO) Robert Mortorano (P)	JeanMarie Hall (Psy) <i>Bernadette Sforza</i>	(201) 343-6000 ext.8539 FAX: (201) 262-1138
TRANSITION CENTER @ WOOD-RIDGE 304 Valley Boulevard Wood-Ridge, NJ 07075	Tara Bohan (CO) Robert Mortorano (P)	Katharine Dobbins (Psy) <i>Rocio Cedeno</i>	(201) 343-6000 ext.3602 FAX: (201) 438-8239

MULTIPLY HANDICAPPED CONTINUUM

BLESHMAN REGIONAL DAY SCHOOL 333 East Ridgewood Avenue Paramus, NJ 07652	Tara Bohan (CO) Gail Coe (P)	George Kaback (SW) Lisa Torsiello (L) <i>Ann Jones</i>	(201) 343-6000 ext.6442 FAX: (201) 967-0729
BOGOTA PROGRAM c/o Bogota Jr/Sr High School 2 Henry C. Luthin Place Bogota, NJ 07603	Mitch Badiner (CO) Kelly Lopez (P) Madeline Loughman (TC)	Nicole Fried (Psy) Madeline Loughman (CM) <i>Karen Ryan</i>	(201) 441-4808 ext.2140 (201) 343-6000 ext.5800
VISIONS BECTON c/o Becton Regional High School 120 Paterson Avenue East Rutherford, NJ 07073	Tara Bohan (CO) Robert Mortorano (P) Angela Durso (S)	Ann Marie Plaut (L) <i>Bernadette Sforza</i>	(201) 935-3007 ext.4017/4018/4019/4022 (201) 343-6000 ext.8539 FAX: (201) 935-5639
VISIONS EMERSON c/o Emerson Jr/Sr H.S. 131 Main Street Emerson, NJ 07073	Mitch Badiner (CO) Kelly Lopez (P)	Debbie Kochakji (SW) <i>Karen Ryan</i>	(201) 343-6000 ext.5800 FAX: (201) 262-5974
VISIONS PARAMUS/ELEMENTARY c/o Parkway School 145 East Ridgewood Avenue Paramus, NJ 07652	Tara Bohan (CO) Grisel Espinosa (S)	Kellie Berkoff (SW) <i>Dora Weber</i>	(201) 343-6000 ext.6565 FAX: (201) 996-6929
VISIONS PARAMUS/MIDDLE SCHOOL c/o Westbrook Middle School 560 Roosevelt Boulevard Paramus, NJ 07652	Tara Bohan (CO) Grisel Espinosa (S)	Kellie Berkoff (SW) <i>Dora Weber</i>	(201) 343-6000 ext.6565 FAX: (201) 996-6929

PRESCHOOL

BERGEN EARLY LEARNING ALLIANCE (BELA) 284 Hackensack Avenue Hackensack, NJ 07601	Tara Bohan (CO) Lakeshia Polite (TC)	Lakeshia Polite (CM) <i>Anne Schmidt</i>	(201) 343-6000 ext.4663 FAX: (201) 487-8467
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DIRECTORY OF PROGRAMS 2020-2021

(P) Principal
(S) Supervisor
(C) Coordinator

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(CM) Case Manager
(L) LDTTC
(SW) Social Worker

(Psy) Psychologist
(Italics) Admin Asst
(CO) Central Office

PROGRAM/ADDRESS	CONTACTS	TELEPHONE/FAX
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CONTRACTED AND SPECIALIZED SERVICES

CAPE CENTER 540 Farview Avenue Paramus, NJ 07652	Linda Wieseneck (CO)	<i>Linda Pais-Crosson</i>	(201) 343-6000 ext.4076 FAX: (201) 996-6973
CAREER CROSSROADS c/o Tara Bohan 540 Farview Avenue Paramus, NJ 07652	Mitch Badiner (CO) Tara Bohan (CO) Patti Wojtowicz (TC)	<i>Bernadette Sforza</i>	(201) 343-6000 ext.4304 FAX: (201) 967-0729
EDUCATIONAL ENTERPRISES 540 Farview Avenue Paramus, NJ 07652	Tara Bohan (CO) Grisel Espinosa (S)	Amanda Wernick (Psy) Ann Marie Plaut (L) <i>Michele Griffin</i>	(201) 343-6000 ext.6541 FAX: (201) 291-0492
HOSPITAL PROGRAMS c/o Bergen New Bridge Medical Center 230 East Ridgewood Avenue Paramus, NJ 07652	Danielle Russo (CO)	<i>Dora Weber</i>	(201) 343-6000 ext.6565 (201) 967-4281 <i>Program Office</i> FAX: (201) 996-6929
MCKINNEY VENTO PROGRAM 327 East Ridgewood Avenue Paramus, NJ 07652	Danielle Russo (CO)	Diahann DeRuggiero (SW) <i>Catherine Solimando</i>	(201) 343-6000 ext.6019 FAX: (201) 265-2889
SERVICES TO NON-PUBLIC SCHOOLS 327 East Ridgewood Avenue Paramus, NJ 07652	Danielle Russo (CO) Rawaa Nejad (S)	<i>Catherine Solimando</i>	(201) 343-6000 ext.6019 FAX: (201) 265-2889
SOUND SOLUTIONS 540 Farview Avenue Paramus, NJ 07652	Tara Bohan (CO) Kathleen Lo Cascio (P) Lisa Stewart (S)	<i>Michele Griffin</i>	(201) 343-6000 ext.6541 FAX: (201) 291-0492
SUSPENSION ALTERNATIVE PROGRAM (SAP) 284 Hackensack Avenue Hackensack, NJ 07601	Mitch Badiner (CO) Maria Pesantes (C)	<i>TBD</i>	(201) 343-6000 ext.2422 FAX: (201) 342-1541
TRANSITION SERVICES 540 Farview Avenue Paramus, NJ 07652	Tara Bohan (CO) Grisel Espinosa (S)	<i>Patricia Dunne</i>	(201) 343-6000 ext.6501 FAX: (201) 291-0492

CENTRAL ADMINISTRATION		(201) 343-6000	Fax Number
SUPERINTENDENT OF SCHOOLS	Dr. Howard Lerner <i>Ava Miller</i>	ext.4005 ext.4069	(201) 996-7249
ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION	Rich Panicucci <i>Wendy Lawrence</i>	ext.2046 ext.4053	(201) 996-7246
BUSINESS ADMINISTATOR/BOARD SECRETARY	John Susino <i>Rita Sanzo-Costa</i>	ext.4056 ext.4081	(201) 996-6978
DIRECTOR OF TECHNOLOGY	Edmund Hayward <i>Gloria Gibbs</i>	ext.3369 ext.2208	(201) 996-6911
DIRECTOR OF HUMAN RESOURCES	Gary Hall <i>Joelle Daniele</i>	ext.6062 ext.6028	(201) 225-0931
DIRECTORS OF INSTRUCTION	Mitchell S. Badiner <i>Erin Hasch</i>	ext.4070 ext.4074	(201) 996-6944
	Tara Bohan <i>Susan Goldstein</i>	ext.4079 ext.4064	(201) 996-6974
SUPERVISOR OF INSTRUCTION	Danielle Russo <i>Catherine Solimando</i>	ext.6033 ext.6019	(201) 265-2889

Revised 10/21/20