



Special Services

at Rumson Fair Haven Regional High School

January 2023





Our Vision

Our vision here at RFH is to foster an environment that is inclusive for all of our students; accepting and understanding of student's differences regardless of their academic, cognitive or physical limitations.

- RFH embodies a true team philosophy in order to provide ALL students with an inclusive, differentiated, engaging, and supportive learning environment in an effort to foster academic and social-emotional growth through our co-teaching environment.
- Each program emphasizes goals that are derived from the students IEP. These goals are determined based upon their assessments and the outcomes as well as input from teachers, parents, and other professionals that work with the students.
- Our administration and staff are continuously striving to foster growth in our students' academic and social/emotional functioning so that they can move through the continuum to the least restrictive setting possible given their ability levels and cognitive functioning.



Transitioning to High School

Supporting our students as they transition from a lower school to RFH is critical to our students' success. In addition to specific planning and orientation events and programs, our teachers and Child Study Team members frequently and consistently communicate with those from our sending schools to ensure every students' transition is a smooth one.

- Child Study Team articulation (meetings between school psychologists, social workers and LDTC's of sending schools and RFH)-2x per year
- Articulation between high school and middle school related service personnel
- Articulation, collaboration and classroom observations of and by both middle school and high school teachers
- Consistent communication between 8th grade and high school case managers of individual students and observations of 9th grade classes if appropriate
- 8th Grade Special Education Forum
- 8th Grade Orientation
- Meet and Greets in summer and early September for identified students
- Individual tours



Levels of Support



In-class Support- A model taught jointly by one general education and one special education teacher that benefits all students through an inclusive, shared partnership

- Class integration without the distraction and fragmentation of leaving the classroom for parallel services.
- Collaborative planning, instruction delivery, and assessment to support all students
- Differentiated and inclusive activities and assessments
- Currently offered in multiple levels of all core content areas

Resource Room- Taught by a special education teacher, this is a smaller environment where special education students can receive specialized and more individualized instruction

- Small class sizes and more personal attention
- Differentiated activities, content and pacing that incorporate strategies for diverse learners
- Currently offered in all core content areas

Learning and Language Disabled (LLD)- Classes taught by a special education teacher that offer a more individualized instructional approach where students receive intensive interventions in the areas of language and/or learning to support all content areas

- Supports the development of both expressive and receptive language skills, and focus on the comprehension of written language
- Currently offered in English and Math



Additional Daily Opportunities for Support

Learning Resource Class (LRC) is offered daily during 9th period for students to seek out support in a content area. Teachers provide support and guidance to students to help further their understanding of challenging curricula.

Teacher Office Hours can provide individualized support to students that require assistance in their course content before and after the school day.

Case Managers ensure that services and supports are in place and provided as determined by the student's Individualized Education Program (IEP). They may act as a liaison between the student's teachers and parents.

Structured Study will enable students with disabilities a chance to manage tasks and time, complete work, and prepare for assessments in a structured educational environment with the opportunity to seek assistance and general feedback from Special Education certified staff members.

Learning Skills is a credit-bearing (1.5) semester elective, that is designed to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's Individual Educational Plan (IEP). This course provides students with instruction and supportive services to be successful in all educational settings. Students may also receive individualized instruction in a specific content or skill area, learn to organize and plan their time effectively and develop strategies to help them successfully complete their course requirements.

Multiply Disabled Program

The Multiply Disabled program serves students who require the delivery of instruction in a very different way due to the severity of their needs and focuses on functional academic, independent and soft skills. The RFH MD program primarily takes place in a recently redesigned, designated classroom and "Activities of Daily Living" suite.



- Learning in this environment occurs by teaching the students according to what they know so far and what they are expected to learn next.
- Students in this setting are taught and supported by the district BCBA, a special education teacher and support staff including paraprofessionals and related service personnel including a speech therapist, occupational therapist and physical therapist.
- Students engage in inclusion opportunities throughout the day including General Education and Special Education Electives.
- Students participate in Peer Buddies each week with typical peers where they engage in positive social interactions and social relationships.
- Students participate in Community Based Instruction weekly to learn and master of skills in the natural environment.



Work Based Learning 18-21

This program focuses on workplace readiness skills including employment skills, social skills, functional life skills, functional life skills, functional vocational skills and community based instruction/work-based learning experiences. Students spend most of the day at their work sites and receive their related services both in the building and the community.



- This program equips students with learning skills necessary to be a productive employee with workplace communication skills, endurance, responsibility, time management, and collaboration.
- Students also learn soft skills including situational awareness, empathy, confidence, friendliness.
- Students in this setting are taught and supported by the district BCBA, a special education teacher and support staff including paraprofessionals and related service personnel including a speech therapist, occupational therapist and physical therapist.
- Students participate in Peer Buddies, Community Based Instruction and alternate Physical Education at the Red Bank YMCA weekly.
- Work Based Learning experiences in the community are based upon the students skills set an interest and currently include partnerships with: *Little Silver and Shrewsbury Walgreens, Shoprite, Foodtown, Five Below, DSW, Fair Haven Hardware, Acme Little Silver, Athletes Alley, Butler's Market, Canyon Pass, Cups and Cakes, Distinctive Toys, Fair Haven Library, Wash House, Arrow Limo, Lupo*



The Bulldog Experience



Fun, growth, creativity, and support help create a comprehensive, inclusive experience for our students that extends beyond the typical confines of a classroom and into the RFH school and local community.



Blends and Bites



Community Based Instruction

The Dawg Gone Grocery



Work Based Learning









The RFH Olympics



Modes of Communication to Families



In addition to communication that goes out as announcements to the entire school community from RFH Bulldogs, and from other school personnel, the Special Education Department communicates directly with parents on a regular basis.

- Monthly/Bi-Monthly/Parent Newsletter to all families from the Special Services Department
- Parent progress meetings with staff, case manager, and BCBA for identified students
- Quarterly progress indicators along with report cards on students (IEP driven)
- Weekly/monthly communication between staff and parents for identified students regarding student progress and programming needs
- Weekly/monthly Related Services staff communication to parents on student progress
- Emails and phone calls from teachers as needed

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Special Education Parent Advisory Group-SEPAG

A Special Education Parent Advisory Group, or SEPAG (sea-pag) is a state-mandated, district-level, parent-driven group charged with providing input to the local school district on system-level challenges in special education and related services.

- A SEPAG gives parents the opportunity to provide direct input to their school district about policies, programs, practices, and services that have an impact on students with disabilities and their families. An effective SEPAG can increase the proactive involvement of families by inviting input that can be used to shape local special education policy.
- RFH plans to continue to expand our partnership with neighboring districts to offer our Special Education parents opportunities for involvement and support.







We truly value our partnership with parents and the community to provide an inclusive, supportive and comprehensive experience for all of our students here at RFH.

Thank you for your support!!

