

NEW SHOREHAM SCHOOL DISTRICT
BLOCK ISLAND SCHOOL

The Town of New Shoreham is committed to providing a free and appropriate public education to any and all residents of the Town, identified as an individual with a disability between the ages of 3-21 through enrollment at the Block Island School. The Town will ensure the services provided to these students will occur in the least restrictive environment with supplemental programs specifically designed to meet their needs in order to afford students with disabilities the opportunity to make adequate progress in academic and functional skills. Students' progress will be assessed and measured against state and local standards and individual IEP goals.

The Town will ensure all students receive these services through the employment of highly qualified educators, related services personnel, and support staff certified by the Rhode Island Department of Education. The Town will ensure all staff will participate in professional development and training referencing the evolving Federal and State regulations and best practices.

The Town recognizes the importance of an educated citizenry. Therefore, the Town will continue to support, philosophically and financially, the need to continuous quality improvement through assessment and evaluation of the services the school district provides to students with disabilities. Parents, students, school staff, and faculty will have the opportunity to provide input in this process on an annual basis through the parent advisory committee and strategic plan.

The staffing plan, promulgated by the Block Island School, ensures the availability of certified or licensed personnel to deliver the necessary services and instruction to students with disabilities as required by their respective Individual Education Programs, providing a Free Appropriate Public Education in the least restrictive environment. The basis of the staffing plan is formulated from the needs of the respective students and their IEPs. The staff employed may change from year to year due to the vagaries of the services necessary for the students attending school. The following principles provide guidance for novating the staffing plan:

- All students, regardless of ability, experience and family structure, can learn.
- All students will achieve adequate yearly progress in academic and functional skills.
- Staff will provide support and intervention to any student notwithstanding the absence of a diagnosis or determination of disability.
- All students will be provided with positive learning opportunities, and when necessary and appropriate, supported with special education and related services, specifically directed to meet the individual learning needs of a student with a disability.
- A full continuum of special education and related services must be available to a student identified as exhibiting a special need within every learning environment in the school.
- The preference for inclusion for any service delivery will be within the general classroom setting, including related services, if appropriate for the individual needs of the student.

- In order for a student's success to be reinforced, understood and generalized outside of school, parents, guardians and other critical family members must be engaged in the process of a child's educational program. Therefore, parents, guardians and critical family members will be routinely encouraged in the development of programming for students.
- In order for members of the staff to provide effective service delivery the number of students, the severity of their disability, and the amount of time required to assist them must be a factor in determining the caseload level from year to year.
- Staff schedules must afford significant flexibility to address the changing needs of students in their care.
- The current configuration of grade level responsibility is Pre-K-3, 4-7, and 8-12. The special educator assigned to grades 8-12 is responsible for transition services, collaboration with the appropriate agencies, and the development for the summary of performance for graduating seniors.
- Given the limited population of the Block Island School the ancillary staff (school psychologist, school social worker, speech/language pathologist, adaptive physical educator, occupational therapist, physical therapist, autism spectrum/behavioral consultants, etc.) are employed to meet the specific needs of the students regardless of diagnosis.

Adopted: 12/13/2010

New Shoreham School District, Block Island School