

# **THE PUBLIC SCHOOLS OF BROOKLINE**

## **Definition of Inclusion**

Inclusion is a district philosophy of Brookline Public Schools focused on educating each student to the maximum extent appropriate within the least restrictive environment while acknowledging the need for a continuum of specially designed instruction, supports, services and placements. All students within Brookline have a right to a challenging education enabling them to make effective educational progress alongside their peers. Specially designed instruction and related services are provided within the general education setting with the use of supplementary aids and services whenever appropriate with the constant goal being that each student will demonstrate effective educational progress. The philosophy of inclusion is supported within the Individual with Disabilities Education Act (IDEA) 2004 that requires students with disabilities be educated in the “least restrictive environment” appropriate to meet their “unique needs” while identifying the need for a continuum of placement options.

Within the Public Schools of Brookline successful inclusion depends on each educator’s responsiveness to individual student needs within flexible learning environments. The need for flexibility within instructional presentations, curriculum materials and demonstrations of student achievement is recognized. Practices and procedures support high expectations for individual achievement and acknowledge that best practice for students with disabilities benefit all students. A continuum of services is available in each school and throughout the district where general education teachers and special educators share responsibility for all students.