



# PATHWAY TO INCLUSION:

# A Stanwood High School Story



## BACKGROUND

Stanwood High School and Stanwood-Camano School District joined as an IPTN Demonstration Site District in 2023. Their work focuses on schoolwide inclusion, highlighting Tiered Supports, Co-Teaching, and Extra-Curricular Engagement as core strategies—all aimed at ensuring every student has access, support, and a sense of belonging. Stanwood High School serves 1,389 students, including 15% receiving special education services, 3.4% multilingual learners, and 2.3% identified under McKinney-Vento. The student population is 31.3% low-income and reflects a diverse community that values collaboration, growth, and inclusive education for all.

## MISSION & VISION

The Stanwood-Camano School District's promise is that "Every student is empowered to learn in an inclusive setting and is prepared for the future of their choice." Guided by its Portrait of a Graduate, Stanwood High School develops students to be collaborative communicators, resilient scholars, intellectual innovators, solution-seekers, and responsible citizens. The school community is grounded in the belief that all students deserve meaningful learning alongside their peers in environments that nurture belonging and achievement.



## Our Promise

Every student in the Stanwood-Camano School District is **empowered to learn in an inclusive setting and is prepared for the future of their choice.**

## TIMELINE OF INTENTIONAL MOVES

Stanwood High School's inclusion journey reflects steady progress toward expanded access and stronger Tier 1 instruction. The work began in 2021–2022 with 17 self-contained classes and early leadership development. In 2022–2023, the school introduced six inclusionary periods, piloted co-teaching, and began reducing SDI minutes, supported by a visit to Sehome High School. By 2023–2024, co-teaching expanded across six subjects with ongoing training and monthly collaboration, alongside a visit to Monroe High School to study effective models. Today, the focus is on reducing self-contained classes, increasing co-planning, and deepening Tier 1 practices within MTSS to ensure more students thrive in general education settings.



[www.ippe.demosites.org](http://www.ippe.demosites.org)

**W** HARING CENTER  
FOR INCLUSIVE EDUCATION

# STANWOOD HIGH SCHOOL'S TIMELINE

Stanwood High School's inclusion journey has centered on expanding access, building teacher capacity, and reimagining instructional models through co-teaching and tiered supports.



## INCLUSIVE PRACTICE: TIERED SUPPORTS

Stanwood High School continues to strengthen its inclusive systems through schoolwide MTSS implementation, with every department incorporating consistent Tier 1 strategies to support all learners. Beyond the classroom, students benefit from additional opportunities such as Math Nights and Spartan Success Saturdays, which provide targeted academic support and connection.

Teachers are also designing leveled assessments and guided notes to increase accessibility and ensure students can engage meaningfully with core content. Student choice is embedded throughout assessments and assignments, giving learners multiple pathways to demonstrate understanding and take ownership of their learning.

## INCLUSIVE PRACTICE: EXTRA CURRICULAR

Stanwood High School offers more than 40 clubs, sports, and activities—from FFA and Link Crew to Theater, Knowledge Bowl, Math Help Club, and Equity Club—ensuring students have diverse and meaningful ways to connect. These opportunities foster teamwork, social-emotional growth, academic engagement, and leadership development. As participation has expanded, the school has seen measurable gains in student belonging and overall engagement, reflecting the impact of a vibrant and inclusive extracurricular culture.

## INCLUSIVE PRACTICE: CO-TEACHING

Stanwood High School's co-teaching model has steadily expanded, offering shared instruction in English 9/12, Algebra 1, World History, Animal Science, Health, Science Explorations, and Biology. General and special educators co-plan daily or nearly every day, ensuring aligned instruction and coordinated support. They share responsibility for assessment, grading, and responding to student needs, creating a seamless experience for learners. Students consistently report higher engagement, improved behavior, and quicker access to help when two teachers are present—highlighting the impact of strong, collaborative teaching teams.

## NEXT STEPS

Stanwood High School continues to expand its inclusionary practices by increasing co-teaching sections, enhancing professional development through the professional development and coaching around topics of UDL training, collaborative structures and strengthening MTSS alignment. The school plans to deepen collaboration between general and special education teams, maintain its focus on 9th-grade success, and sustain growth in students accessing core content.

To learn more about Stanwood High School Demo Site, see below:

