



PATHWAY TO INCLUSION:

A Washington Elementary Story



BACKGROUND

Washington Elementary School and Centralia School District joined as an IPTN Demonstration Site District in 2024. Their work focuses on schoolwide inclusion, highlighting Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), and data-driven goal setting and progress monitoring as core strategies—all aimed at ensuring every student has access, support, and a sense of belonging.

Washington Elementary serves 304 students in grades K–6, with 26 students receiving special education services in resource programs, 23 receiving speech-only IEPs, and 56 multilingual learners. Seventy percent of students qualify for free and reduced lunch. The school’s diverse team includes 21 certificated staff and 12 classified staff, all committed to fostering a strong culture of learning and inclusion.

MISSION & VISION

Washington Elementary’s mission is to cultivate a safe, inclusive, and goal-oriented learning environment where every child experiences academic and personal growth. The staff believes in setting high expectations, celebrating progress over perfection, and ensuring that every student feels seen, valued, and capable of success. Their collective vision is grounded in the idea that strong relationships, consistent systems, and intentional SEL instruction are foundational to student achievement and belonging.

TIMELINE OF INTENTIONAL MOVES

Washington Elementary’s inclusive journey reflects steady, intentional growth grounded in strong systems, meaningful relationships, and a commitment to student voice.

The work began in 2015–2016 when school leadership attended PBIS seminars and established building-wide expectations, recognition systems, and Check-In/Check-Out (CICO) supports. By 2019–2020, the school transitioned to a K–6 neighborhood model, strengthening continuity for families and staff, and introduced Character Strong to embed social-emotional learning into daily practice.

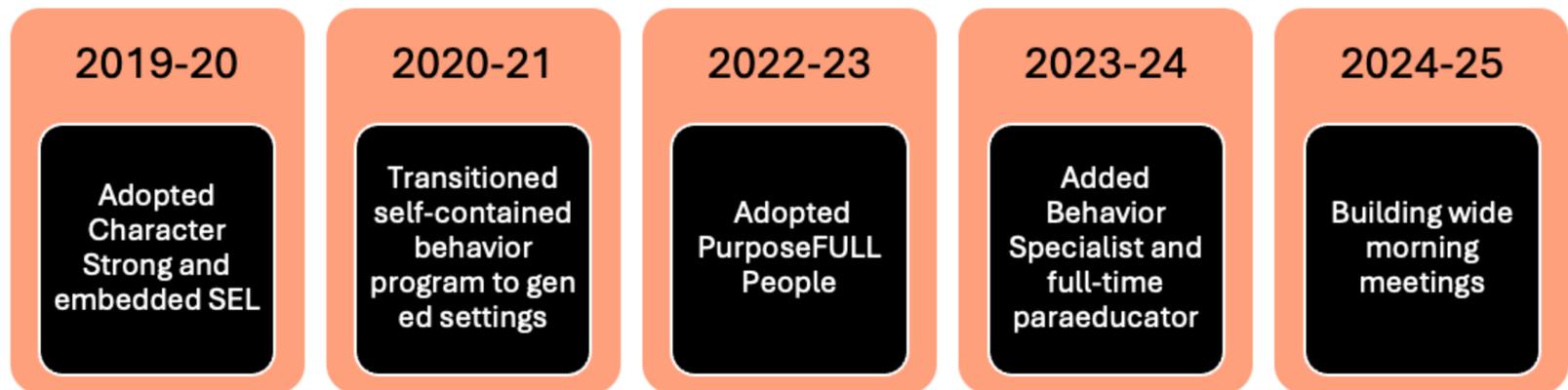
In 2020–2021, Washington transitioned its self-contained behavior program into general education settings with support from Registered Behavior Technicians, shifting the focus toward student regulation throughout the day. The following year, the school adopted PurposeFULL People to ensure consistent, daily SEL instruction in every classroom.

By 2023–2024, Tier 2 and Tier 3 supports were strengthened through the addition of Behavior Specialists and a full-time SEL Paraeducator. In 2024–2025, daily morning meetings were implemented schoolwide, reinforcing a culture of belonging and emotional safety.

Each step of this journey brings Washington Elementary closer to its vision of inclusive excellence—where every student learns in a community where they feel connected, supported, and seen.



WASHINGTON ELEMENTARY'S TIMELINE



INCLUSIVE PRACTICE: PROACTIVE REGULATION & RE-ENTRY

Oakview created the Top Cat Den, a structured, low-stimulus regulation space where students briefly center, lower anxiety, and re-enter ready to learn. It is explicitly not a consequence space; it's relational, instructional, and inclusionary. Every classroom also has a calm corner with simple tools and routines so regulation starts in class first, with the Den as a next step when needed. This dual system minimizes office traffic, protects dignity, and speeds return to instruction.

INCLUSIVE PRACTICE: PREDICTABLE, SAFETY-FOCUSED ROUTINES

From the first bell, Oakview runs on visible adult presence and consistent touchpoints—students may interact with 10–15 caring adults between the gate and the classroom. Morning announcements anchor the day; every student is offered breakfast to meet basic needs. Dismissal uses a numbered, radio-assisted system to ensure safety and calm transitions (with discreet visual cues for students who need added protections). Predictability reduces cognitive load, increases trust, and frees students' brains for learning.

INCLUSIVE PRACTICE: TEACHING EXPECTATIONS & REINFORCING BELONGING

Schoolwide expectations—ROAR (Respectful, On-task, Always Safe, Responsible)—are explicitly taught and posted in every setting (fountain, nurse, playground, etc.). CHAMPS provides shared patterns for behavior and participation so students know what success looks and sounds like. Positive systems (e.g., Principal 200 tickets, assemblies, "The Big Deal") and targeted Practice Academies (brief re-teaching for a few when the class is largely meeting expectations) reinforce skills through connection rather than compliance.

NEXT STEPS

Oakview will continue to deepen Tier 1 consistency while tightening the Tier 2 "middle" with clearer entry/exit criteria, skill groups, and progress monitoring from universal screening and SST. The team will sustain prevention-first practices (relationships, breakfast, predictable routines), expand student self-management and co-regulation strategies, and keep celebrating individual growth. Guided by the SIP goals—high expectations, joy, self-management, and academic success—Oakview will refine data use (attendance, behavior, academics) to target supports earlier and ensure every Top Cat is safe, seen, and successful.

