



PATHWAY TO INCLUSION:



An Auburn School District and Dick Scobee Elementary School Story

BACKGROUND

Auburn School District and Dick Scobee Elementary School joined as an IPTN Demonstration Site District in 2024. Their work focuses on schoolwide inclusion, highlighting culturally responsive and inclusive practices, family and community partnerships, and innovative systems and structures as core strategies—all aimed at ensuring every student has access, support, and a sense of belonging.

The Auburn School District serves more than 17,000 students across 16 elementary, 4 middle, and 3 high schools. It is the fastest-growing district in King County and one of the most diverse, with 44% of students living in multilingual households and 111 languages spoken.



MISSION & VISION

The district’s mission is: “In a culture of equity and excellence, we engage, educate, and empower each student for success beyond graduation.” This mission is grounded in four foundational commitments:

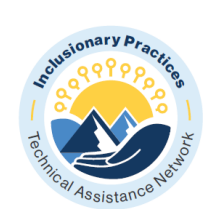
- Culturally Responsive and Inclusive Practices for teaching, support, and leadership.
- Partnerships among families, students, staff, and the community.
- Skilled, Diverse Staff that reflects the community and models inclusion.
- Innovative Systems and Structures that align resources to ensure equitable opportunities for all learners.

TIMELINE AND INTENTIONAL MOVES

Auburn’s inclusion journey began with a commitment to systemwide change that supports all students, especially those with disabilities and historically underserved groups. Leadership prioritized reducing restraint and eliminating isolation, building a culture of safety and belonging.

Key intentional moves included hiring a BCBA and RBTs, establishing a Restraint and Isolation Steering Committee, and implementing districtwide de-escalation training (Safety-Care). The district improved data systems, strengthened FBA/BIP practices, and increased staff capacity through professional development and coaching.

At Dick Scobee Elementary, the journey focused on collaboration, social-emotional learning, and universal achievement. Staff engaged in site visits, professional learning, and shared visioning to strengthen inclusive practices. A culture of shared ownership emerged through leadership teams, staff collaboration, and ongoing professional learning.





INCLUSIVE PRACTICE: CULTURE AND SEL

Building a culture of belonging has been central to Dick Scobee’s success. The school prioritizes empathy-building, diversity in hiring, and equity-centered reflection. Staff participate in activities that develop individual and collective “whys” for inclusion. Successes are regularly celebrated, and an Inclusive Education Leadership Team fosters collaboration and shared responsibility for student outcomes.

INCLUSIVE PRACTICE: PRACTICES

Instructional and relational practices focus on co-planning and co-teaching, SEL-centered instruction, and behavior supports grounded in data and empathy. Staff hold regular class meetings, use schoolwide greetings to strengthen belonging, and implement universal design for learning strategies. Ongoing professional learning and peer coaching sustain inclusive practices and encourage reflective improvement.

INCLUSIVE PRACTICE: STRUCTURES

Intentional structures were created to make inclusion operational. These include flexible service models, inclusive scheduling, collaborative planning time, and dedicated roles such as Behavior Intervention Specialists, BCBA’s, Family Engagement Liaisons, and Inclusion Specialists. Physical and procedural supports—such as flex spaces, sensory rooms, calm-down corners, and data-driven communication tools like “The Hub”—ensure that staff and students have what they need to thrive.

NEXT STEPS

Looking ahead, Auburn and Dick Scobee are focused on calibrating, monitoring, and adjusting systems and structures to ensure sustainability. Priorities include:

- Strengthening Tier 1 and Tier 2 inclusive practices.
- Deepening the “All for Each” approach across classrooms.
- Continuing development in universal design for learning, culturally responsive teaching, inclusive master scheduling, and discipline data analysis.
- Maximizing adult resources and maintaining consistency in behavior plan implementation.

Through these next steps, Auburn School District and Dick Scobee Elementary continue to model what it means to build schools where every student belongs, participates, and succeeds.



Dick Scobee Elementary -
UW Haring Center Demonstration Sites

