



PATHWAY TO INCLUSION:

A Bainbridge School District and xalilc (Halilts) Elementary School Story

BACKGROUND

xalilc (Halilts) Elementary School and Bainbridge Island School District joined as a RREI Demonstration Site District in 2024. Their work focuses on schoolwide inclusion, highlighting Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), and Social-Emotional Learning (SEL) as core strategies - all aimed at ensuring every student has access, support, and a sense of belonging.

xalilc Elementary serves approximately 334 students (K-4), with 25% receiving special education services, 18% with 504 plans, and 0.9% multilingual learners. The school's inclusive staffing model includes 15 general education teachers, three special education teachers, one counselor, interventionists, and a team of 15 paraprofessionals who collaborate daily to support all learners.



MISSION & VISION

Bainbridge Island School District's vision emphasizes equitable access, inclusive environments, and high expectations for all learners. The district's commitment to belonging and inclusion is reflected in its emphasis on cultivating supportive relationships, ensuring equitable opportunities, and fostering systems that respond to every student's academic and social-emotional needs.

XALILC (HALILTS) ELEMENTARY SCHOOL'S TIMELINE

2018-2020

Began implementing inclusionary practices, introduced PBIS, and formalized MTSS processes.

2020-2022

Post-pandemic needs highlighted inequities and overreliance on restrictive settings, prompting a districtwide shift toward shared responsibility for inclusion.

2022-2024

Increased focus on equity and least restrictive environments led to redesigned staffing, scheduling, and program structures.

2024-2025

- New leadership
- Revised master schedule
- Strengthened PBIS
- Professional learning focused on behavior as communication and supporting *all* learners.

2025-2026

- Continued refinement of MTSS using data-driven, research-based interventions.
- Fall SEL screener results are guiding targeted supports developed with families and school teams.





INCLUSIVE PRACTICE MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) :

The school is intentionally developing and refining MTSS structures to meet academic and behavioral needs more effectively. A Tiered Team analyzes referral data and aligns interventions across settings. The leadership team is preparing for a full MTSS rollout in 2025–2026, ensuring staff have the tools, training, and collaborative structures to address student needs proactively. This data-driven approach allows for targeted supports while maintaining inclusion as the default learning environment.

INCLUSIVE PRACTICE: POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

PBIS serves as the cornerstone of ħalilc’s inclusive culture. A dedicated PBIS Leadership Team leads the refinement of behavior systems, ensuring consistent reporting, data tracking, and celebration of positive behaviors. Students are recognized through the “Caught in the Act” acknowledgment system, reinforcing schoolwide expectations known as the “3 Bs.” Staff use data to identify trends, celebrate success, and adjust supports, cultivating a culture where students feel valued, safe, and capable.



INCLUSIVE PRACTICE: SOCIAL-EMOTIONAL LEARNING AND FAMILY PARTNERSHIP

Social-emotional learning and family engagement are deeply embedded in ħalilc’s inclusive framework. The school counselor provides 1:1, small group, and whole-class instruction, fostering regulation, empathy, and resilience. Families are supported through consultation, community referrals, and education resources. The emphasis on belonging - both for students and families - reinforces the belief that inclusion extends beyond academics, shaping the school into a community where every member is seen and supported.

NEXT STEPS

ħalilc Elementary’s next phase focuses on sustaining and deepening inclusive systems. Priorities include:

- Continuing to refine PBIS implementation and data-sharing processes.
- Launching and monitoring the MTSS framework for academic and behavioral alignment.
- Expanding professional development around behavior supports, equity, and belonging.
- Strengthening collaboration between general and special education staff through co-teaching and universal scheduling.

Through these next steps, Bainbridge Island School District and ħalilc Elementary reaffirm their dedication to creating inclusive, equitable, and joyful learning spaces where all students can thrive together.

To learn more about ħalilts Elementary School Demonstration Site, see below:

