



Argonaut Elementary School

Case Study

This Changing Perspectives case study offers a closer look at how schools and districts are advancing inclusion in their own communities. These stories highlight the goals, supports, progress, and next steps that shape meaningful, sustained work with students, educators, and school leaders as a direct impact of their partnership with Changing Perspectives.

Argonaut Elementary School

Location	Saratoga, California
District	Saratoga Union School District
Grades Served	TK–5
Partnership Years	2025-26 2026-27



367
STUDENTS



5.7%
STUDENTS WITH
DISABILITIES



22+
TEACHERS &
SUPPORT STAFF



GOALS

- Improve student self-regulation, conflict resolution, and empathy skills.
- Implement more structured support during recess and unstructured times.
- Increase teacher confidence using strategies that reduce barriers for all learners, especially students with ADHD and related attention or self-regulation needs.

SOLUTIONS

Through professional development, site visits, and virtual coaching, Argonaut and Changing Perspectives built a sustained partnership that supported shared understanding, implementation, and continuous refinement.



**Professional
Development**



**Site
Visits**



**Virtual
Coaching**

BENEFITS

1

Customized Approach

School leaders identified their priorities, needs, and existing strengths, allowing Changing Perspectives to build a customized approach grounded in the realities of the Argonaut community.

2

Sustained Collaboration

Professional development, site visits, and coaching gave staff multiple entry points to learn, apply, reflect, and adjust.

3

Shared Ownership

The development of an inclusion team expanded leadership for the work and built internal capacity to carry inclusive practices forward.

OUTCOMES



Staff Awareness & Shared Language

Argonaut staff developed greater awareness of inclusive practices and built common language around student support, regulation, and empathy.



Capacity Building

Argonaut established an inclusion team made up of a diverse group of educators to help lead the work on site, support shared ownership, and sustain inclusive practices beyond individual training sessions.



Teacher Collaboration

Peer observations and teacher-to-teacher collaboration helped staff share strategies, take an asset-based lens, and develop solution-based approaches to in-class supports.



Student Regulation Supports

Teachers introduced practical tools, including classroom fidget toolboxes and a fidget-lending library, while scenario-based professional development strengthened their ability to support student self-regulation.

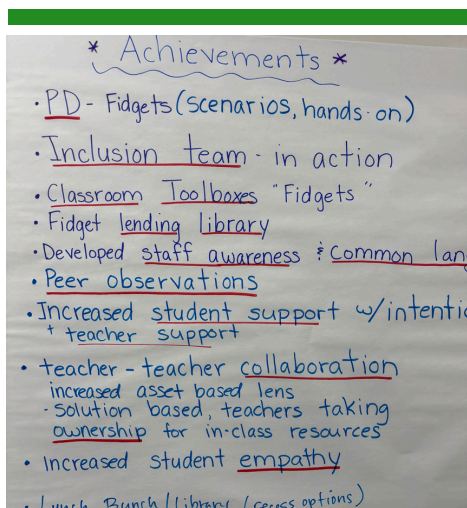


I see students growing and self-regulating. I see better relationships among adults and kids. I see more of a connected and safe environment in our classrooms and people are actually working through problems differently. We're not blaming, we're taking more accountability for our actions and I see that as a lot of growth in our school.

Joe Bosco, Principal

LOOKING AHEAD

- Continue developing recess options, including Lunch Bunch/library opportunities.
- Provide additional resources and professional development for student regulation.
- Create "Playground Pals" to support peer connection and inclusive play.



I feel as though the content of the presentation applies to my life and needs as an educator. It allowed me to dive deeper into something I thought I knew but really needed to clarify for my classroom needs.

Teacher, Argonaut Elementary School