



Del Mar Middle 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.

Del Mar Middle School

Location	Tiburon, California
District	Reed Union School District
Grades Served	6-8
Pilot Year	2023-24
Partnership Years	2024-25—2026-27



359
STUDENTS



11.40%
STUDENTS WITH
DISABILITIES



35+
TEACHERS &
SUPPORT STAFF



GOALS

- Strengthen a shared vision for inclusion across staff.
- Expand academically inclusive instructional practices.
- Strengthen the school's push-in model.
- Foster a culture of belonging.
- Build internal capacity for sustained implementation.

SOLUTIONS

Through three family workshops, six professional development sessions, 37 site visits, and 44 virtual coaching sessions, Del Mar and Changing Perspectives built a sustained partnership that supported shared understanding, classroom implementation, and continuous refinement.



Family
Workshops



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 Del Mar community.

2

Sustained Collaboration

A multi-year partnership provided consistent coaching, site visits, and professional learning that supported implementation over time rather than through one-time training.

3

District Alignment

Working alongside district leadership and the district inclusion specialist helped align school-based efforts with broader inclusion priorities and build consistency across the system.

OUTCOMES



Student Belonging

YouthTruth School Survey results showed that students with disabilities reporting a sense of belonging increased from 36% to 98%, reflecting a significant shift in students' experience of belonging.



Accessible Learning

Teachers redesigned lessons, materials, and assessments to improve access and provide multiple ways for students to engage and demonstrate learning.



Shared Mindset & Language

Professional development built a shared understanding of disability, inclusion, and asset-based practices, creating a common foundation for more inclusive teaching and decision-making.



Inclusive Service Delivery

The school strengthened its push-in model through classroom observations, individualized coaching, grade-level collaboration, and direct student feedback.



We are making systemic changes at the ground level and that really has started with building language around disability awareness, around inclusion, and really understanding what it means.

*Meredith Quinn-Harkin
District Inclusion Specialist*

LOOKING AHEAD

- Implement ideas identified through teacher observations, student feedback, and coaching.
- Continue strengthening academic and social inclusion across classrooms and school spaces.
- Build on established practices and relationships to advance the next phase of systemic change.



Changing Perspectives is not just in and out. Their continued presence throughout the school year allows the work to grow, and the small changes they bring to light can make a real difference in our ability to reach all students.

Anthony Armstrong, 8th Grade History Teacher, Del Mar Middle School