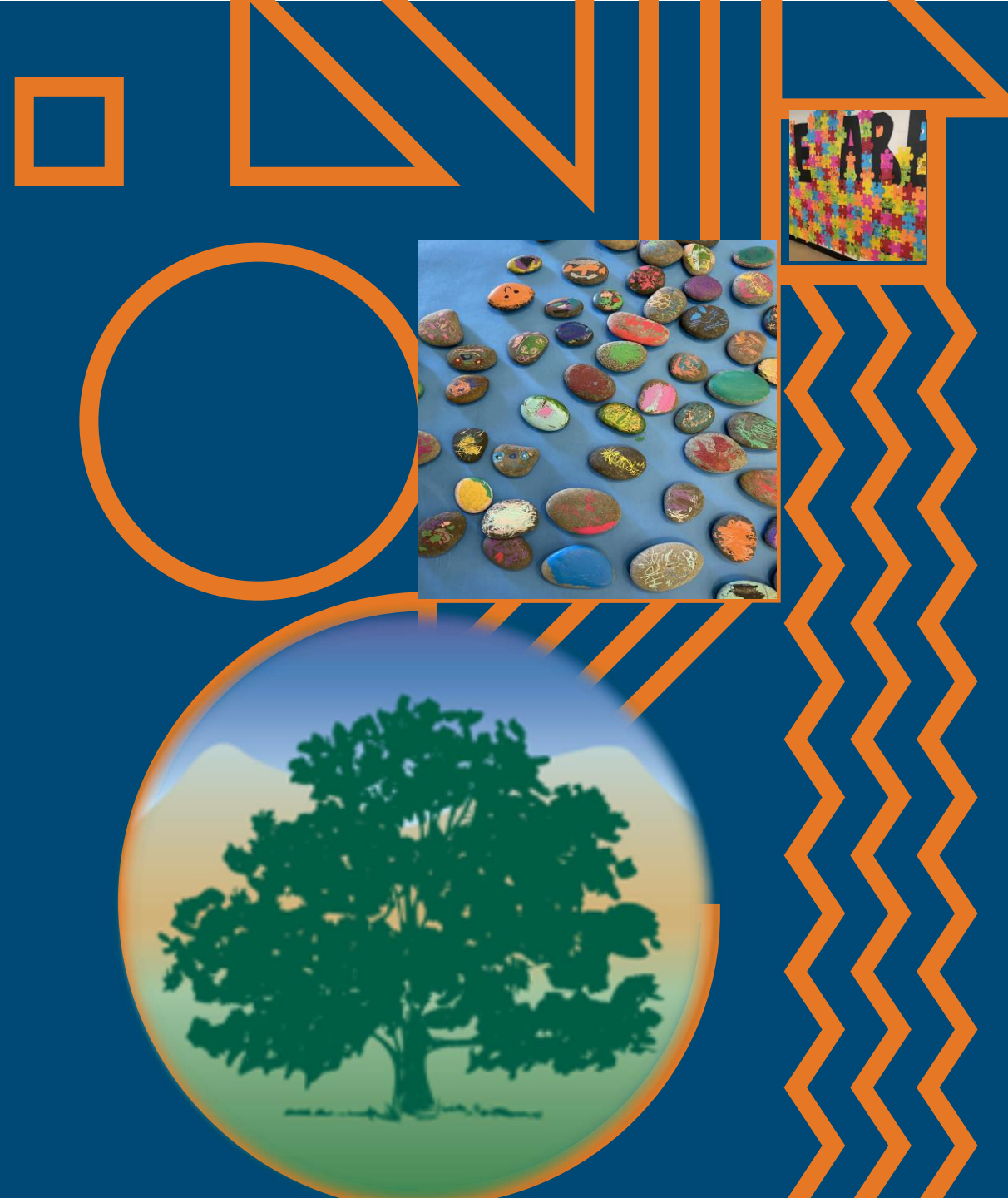


# Inclusion Trifecta



Murrieta Valley Unified School District



## Presentation Agenda

- Introduction of Presenters
- Equity and Inclusion- A Board Priority
- Inclusion of Students with Disabilities
  - ✓ *Why Inclusion?*
  - ✓ *Traditional Approach: Skills Based*
  - ✓ *New Paradigm: Relationship Based*
- Blueprint: Key Components



# Introductions

Linda Lunn  
Board Member  
Joined Board in 2017

Dr. Zhanna Preston  
Executive Director

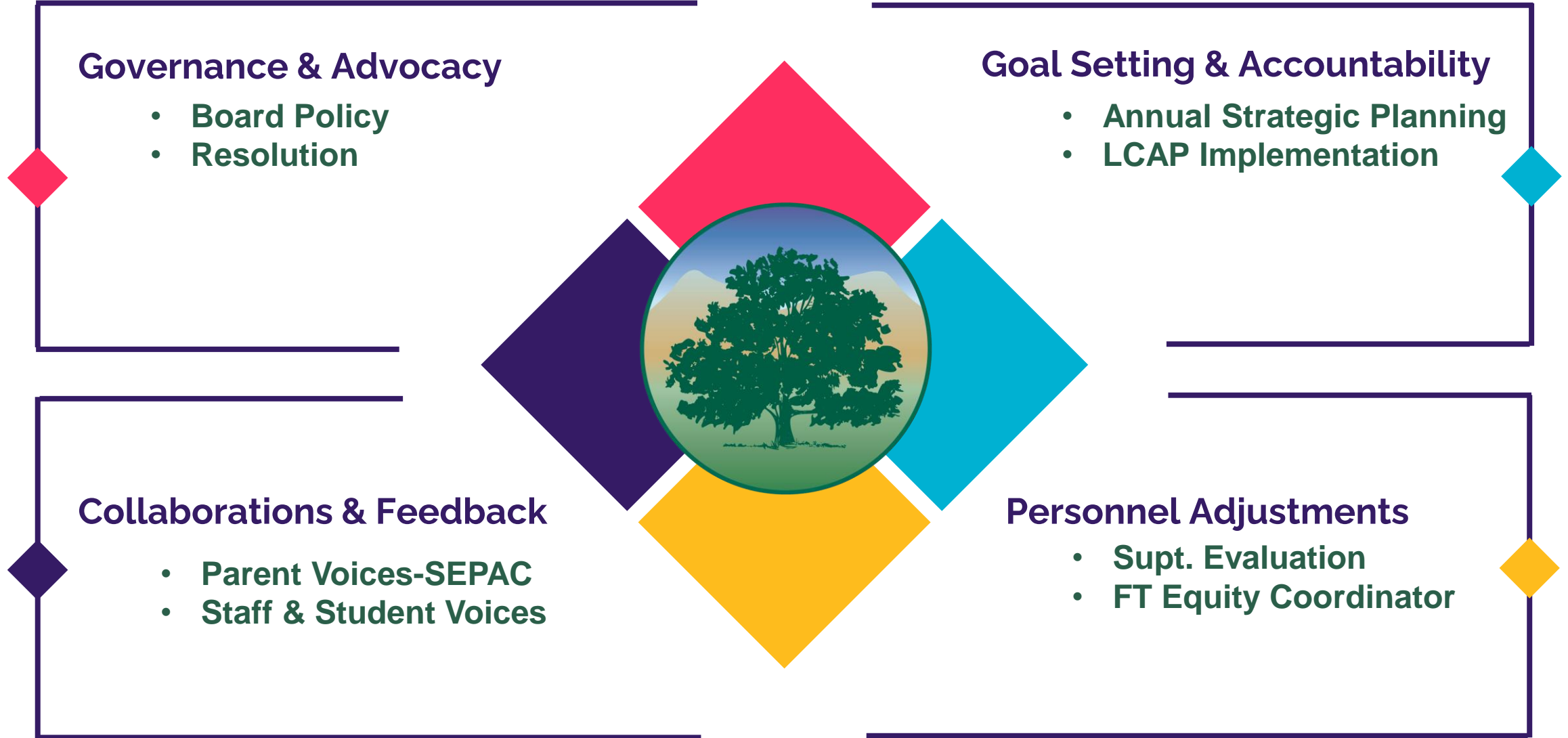
Dustin Punzel  
Sr. Program Specialist

Brandi Heise  
Teacher & Peer Mentoring Lead  
Vista Murrieta H.S.

Jacquie Acosta  
Parent/ SEPAC



# Equity & Inclusion: A Board Priority



# Traditional Approach: Skill Based

**Parents or staff schedule an IEP meeting to discuss inclusion**

**IEP meeting reviews student's progress in academic and social-emotional areas**

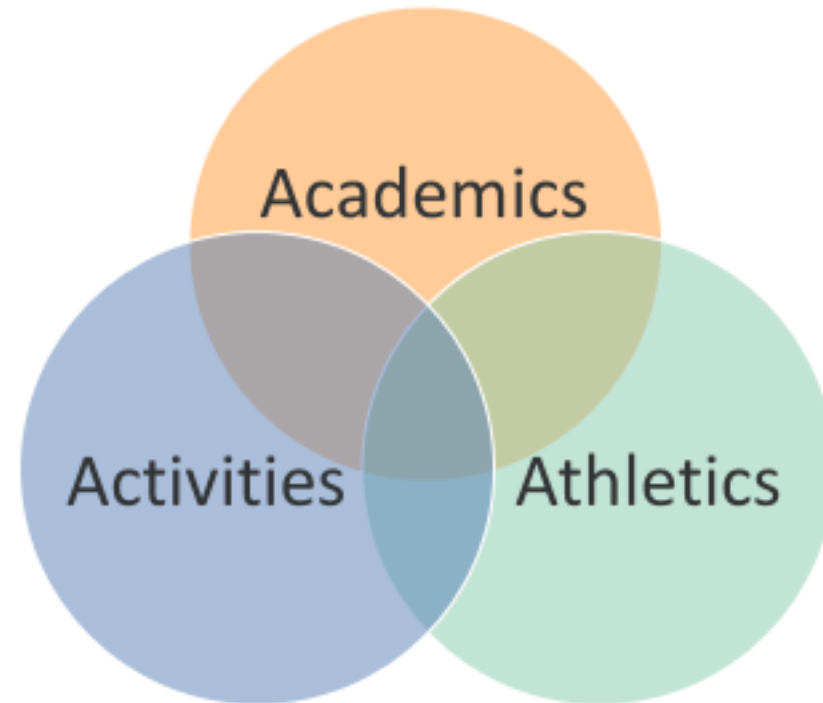
**IEP discusses impact on other students**

**Little to no consideration is given to the culture of inclusion and general education peers' preparedness, attitudes, and abilities to form relationships**



## New Paradigm- Relationship Based

**Inclusion Trifecta.** While the traditional approach is logical, it fails to capitalize on a fundamental component of effective inclusion programs.



# Why Inclusion?

## What is Inclusion?

- Inclusion means students with disabilities attending, learning, and growing in general education classes and co-curricular activities alongside their general education peers.
- Inclusion is NOT simply just placing students with disabilities in the general education classroom

## Why Inclusion

- The WHY of inclusion in Murrieta Valley USD is tied to the core values and district key focus areas founded on equitable approaches to student education and community partnerships.
- Inclusion is beneficial for all students offering growth in multiple domains.

## Impacts of Inclusion

- Students
  - Academic
  - Social – Emotional
  - Post-School Life
- Organization
  - School Culture
  - District-Wide Culture
  - Community



# New Paradigm –Relationship Based

"Relationships teachers share with their students have a **greater effect** on their academic growth than socio-economic status, professional development, class size, or any type of special programs."

John Hattie

"Positive student relationships are **fundamental to success**. When students feel supported, they are more likely to engage in learning and have better academic outcomes."

Understood



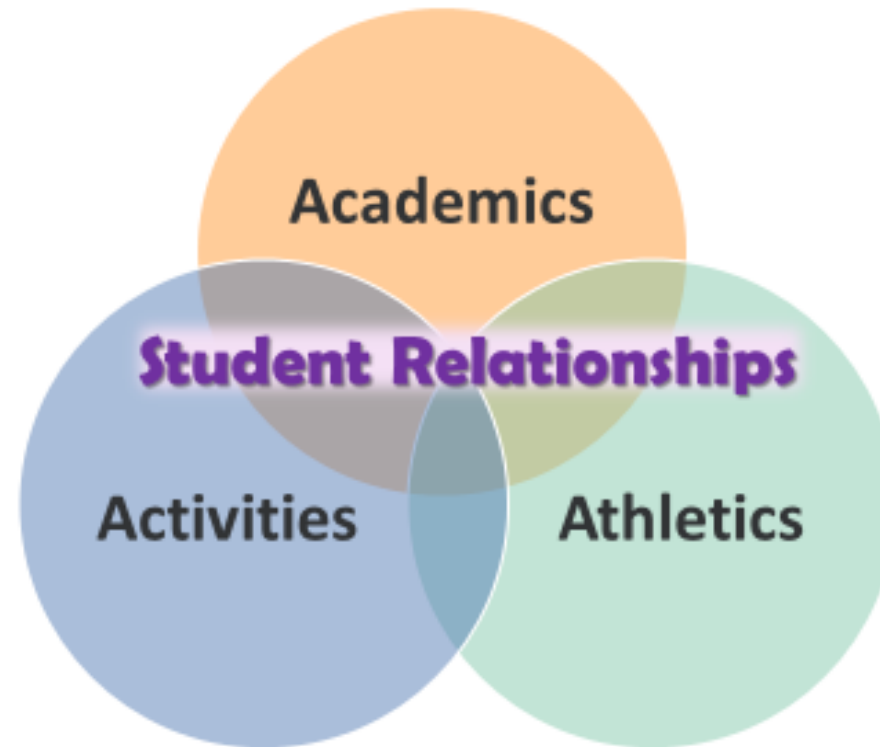
"While it is important for teachers to build rapport with their students, it can be just as valuable for students to become comfortable with one another: when students feel at ease with one another, it can lead to **increased classroom engagement and academic success**. Survey data collected during the pandemic tells us that students are feeling isolated, unmotivated and frustrated about the **lack of connection with their peers**."

Center for Teaching and Learning,  
University of Colorado, Boulder



# New Paradigm – Relationship Based

**Inclusion Trifecta.** The new paradigm thrives on the fundamental component of effective inclusion, relationship-building.



# Inclusion Trifecta Academics

## Peer Mentoring

1. Bronco Buddies- Inclusive Peer Mentoring
2. Classes Supported by Peer Mentors
3. Year-end Culminating project




LOOKING TO MAKE AN  
IMPACT?

# INCLUSIVE PEER MENTORING

INCLUSIVE PEER  
MENTORING Course # 5544

Get elective credits while  
helping other students  
access the full Bronco  
Experience!



You will work directly with peers  
with unique needs to allow  
students access to a variety of  
educational settings. Students will  
gain understanding of equitable  
supports for peers with varied  
abilities. Most of all, students will  
learn from each other and make  
great friends!

Check out the full course  
description in the course  
catalog at [www.vmhs.net](http://www.vmhs.net) or  
email Mrs. Heise for details  
[bheise@murrieta.k12.ca.us](mailto:bheise@murrieta.k12.ca.us)

## Inclusion Trifecta Academics



### What is it?

- General education elective where gen ed students partner with SWD



### How did it start?

- Weren't trying to fix a problem but provide opportunities for students to work together to gain equal access
- Adopted program from Dr. Rebecca Brooks who ran successful programs in San Diego



### Who should take Peer Mentoring?

- Anyone with a heart to help others.
- Anyone looking to go into education, social services, counseling, etc.



### How did you recruit students?

- Advertised on school news, put in course catalog, flyers and word of mouth



# Benefits of Inclusive Peer Mentoring

## Equal Access

Provides students with needs equal access to classes they would not be able to attend without support, least restrictive environment.



## Social Inclusion

Having peers as a support instead of an adult will help students be more integrated to the class social structure and feel more included in the overall school culture.

## Relevant Experience

Peer mentors get the opportunity to help a fellow student, learn about the field of education, social services, and counseling.



## Data Collection

Peer mentors will be able to gather simple data for case carriers

## Cost Effective

No paid adult needed.



CSBA 2022 Annual Education Conference and Trade Show

# Middle School Peer-Mentoring



## Number of Buddies and Mentors

### Shivela

- 16 mentors
- 24 buddies

### Dorothy McElhinney

- 34 mentors
- 45 buddies

### Warm Springs

- 17 mentors
- 19 buddies

## Courses Supported

- Math
- Science
- Language Arts
- Social Studies
- Graphic Design
- Photography
- Dance
- Drama
- Art
- Band
- Computers

## Co-enrollment Model

- Mentors support buddies in a class they are currently enrolled in
- Allows mentors to support peers and still take another elective

## Elective Model

- Mentor is enrolled in an Inclusive Peer Mentoring course as their elective
- Allows the mentor to focus solely on the buddy and not have to worry about completing work for that course

## Populations Being Supported by Mentors

- SDC
- RSP
- ELL
- Foster
- Military
- SEL
- 504

## Peer Mentor Training

- Extensive training prior to school starting
- Weekly meetings
- Trainings done as zero period or 7th period
- Work to not overwhelm this age



# Peer Mentor Culminating Project

*How We Water Our Garden...*



- ✓ **Each mentor creates a project** of their choice **highlighting** what the **Bronco Buddies** accomplished over the year in their class together (Power Point, iMovie, Poster, Scrapbook, etc.)
- ✓ **Buddies present** their project together in an end of year showcase.



- ASLI
- AFJROTC
- Art
- Biology Essentials
- Ceramics
- Choir
- Dance I
- Drama
- Earth Science Essentials
- English Essentials
- Environmental Science
- Fitness Lab
- Foods
- History Essentials
- Intro to World Language
- Law Enforcement
- Math Essentials II
- Rec/Life
- Spanish I
- Transitional Math
- US History
- Video Gaming
- World History Essential



## Parent Perspective: Jacquie Acosta



District Parent since 1999  
and a member of SEPAC

Critical player in discussing how  
inclusion expands & grows districtwide

Collective effort, all families, staff, students and  
community members must all do the work

Inclusion is about trust, confidence  
and relationships



Jacquie and son, Josh

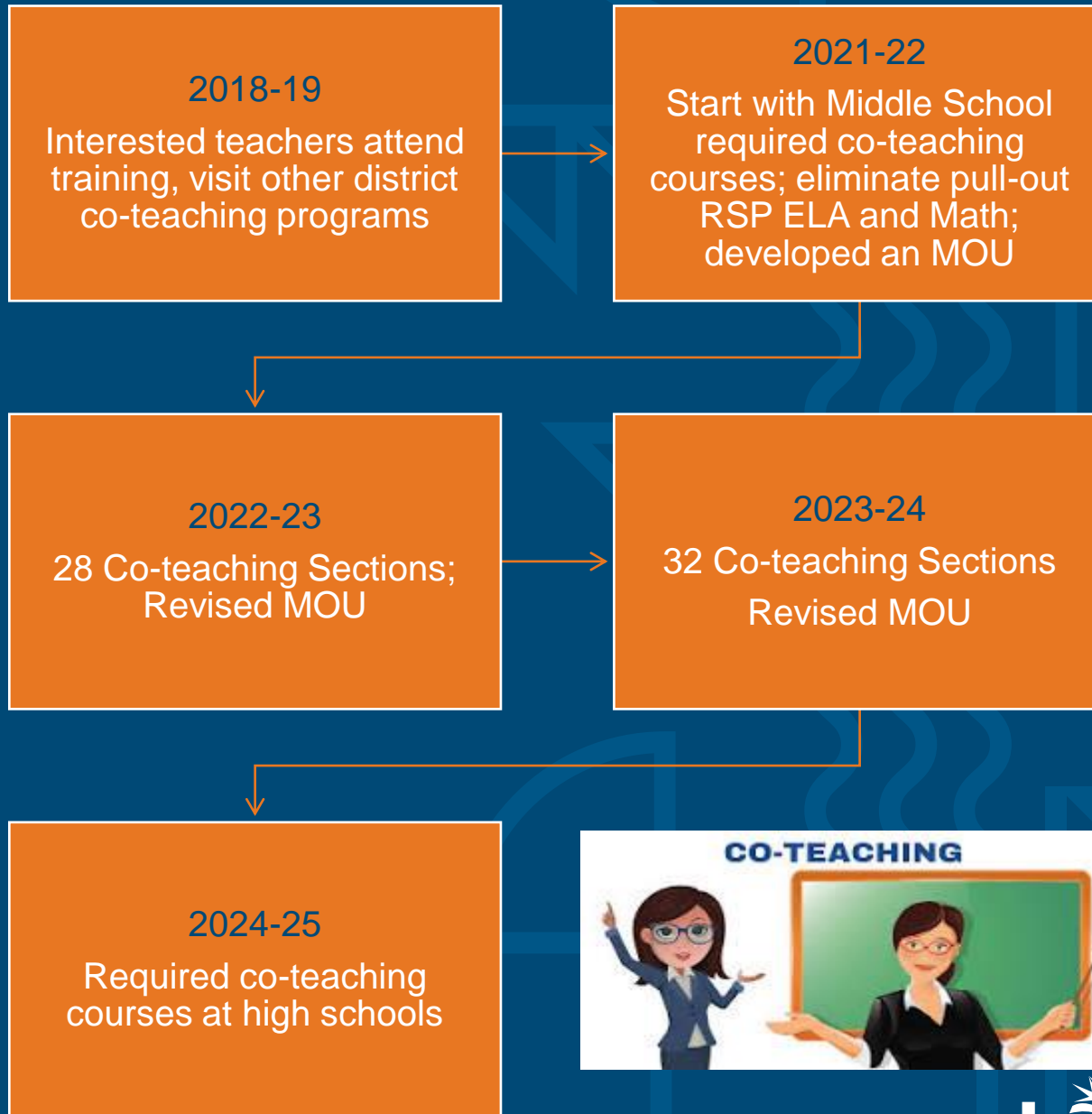
## Student Experience & Voice



# Peer Mentor Perspective: Addie



# Co-Teaching

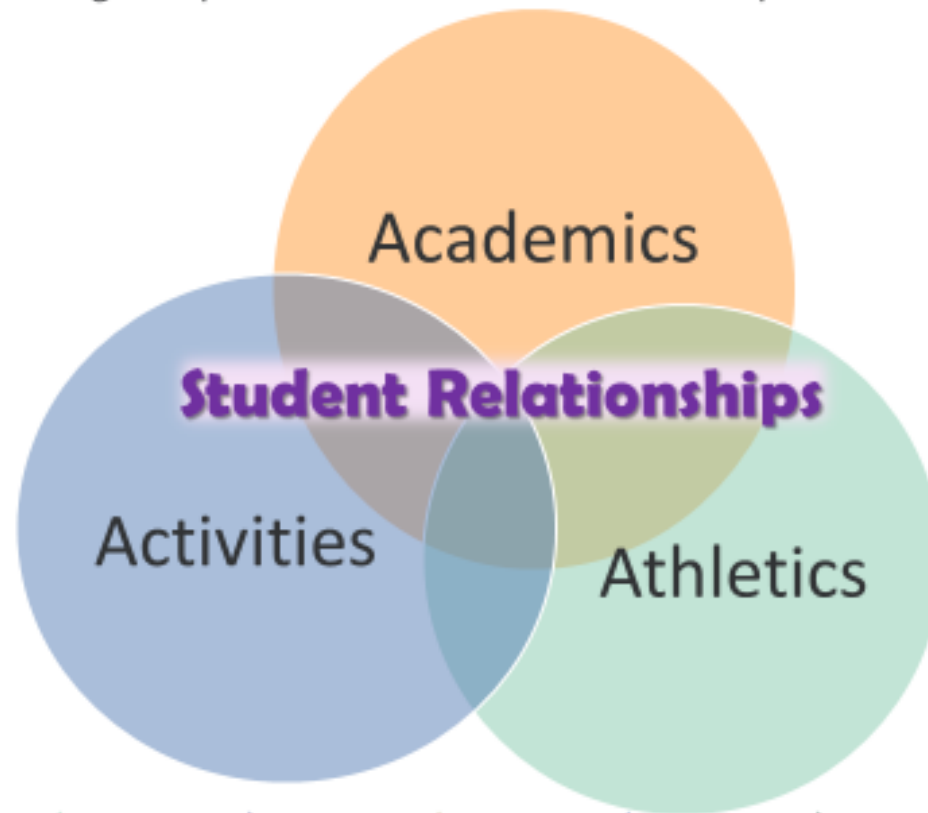


2022-23	2023-24
28 Sections	32 Sections

**Required Courses:**  
Middle Schools: ELA, MATH  
High School: ELA, MATH, BIOLOGY

# New Paradigm – Relationship Based

**Inclusion Trifecta.** The new paradigm capitalizes on a fundamental component of effective inclusion, relationship building.



# Inclusion Trifecta - Athletics

Athletics

## 1. Special Olympics

- ✓ Promote acceptance, inclusion, and well-being for people with intellectual disabilities through sports

## 2. Unified Sports & Unified Champion Schools



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csbāāec

# Special Olympics

- 2015 First Special Olympics School Games
- One day event a year
- Inspirational, culture-building
- 2018 Unified Relay Team
- 2019-20 Unified PE
- Unified Cornhole at Field of Honor



# Unified Sports & Unified Champion Schools

2021-22



- Inaugural Season of Unified Southwestern League (Murrieta/Temecula)
- All 3 Comprehensive HS are Unified Champion Schools
- Friendly competitions in:
  - Corn Hole
  - Soccer
  - Flag Football
  - Basketball
  - Bocce Ball
  - Track & Field



## New Paradigm: Student Relationships

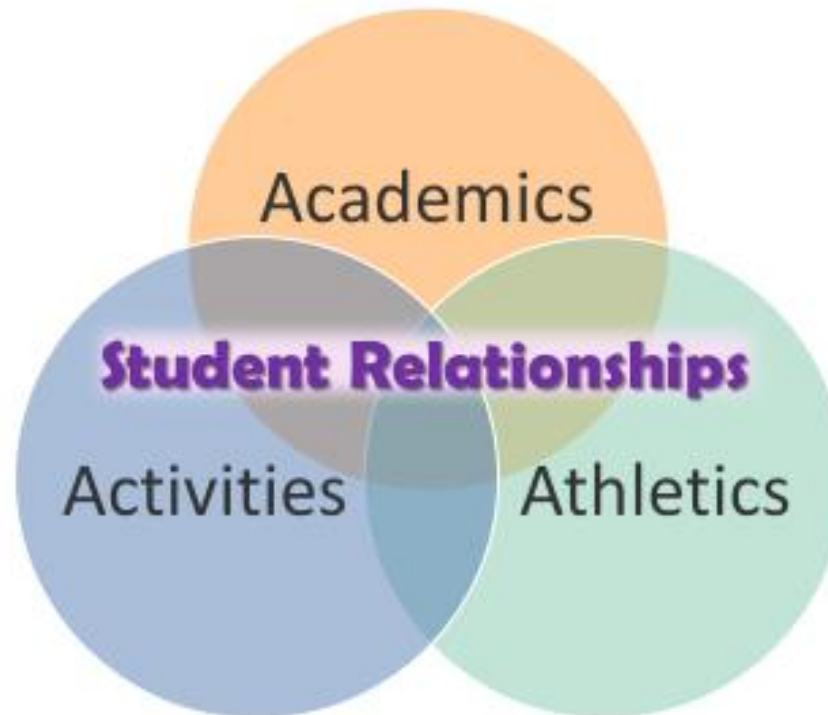


*"You don't know, but when you're a new mom and don't have a clue your son will have Down Syndrome, **you only hope and pray kids will be nice to him and not hurt him.** Your biggest worry is that your kid won't have friends, etc. **If I only knew how it would be, my mama heart would have been so much better back then.** XXXOO"*

-Tristen's mom

# New Paradigm – Inclusion Trifecta

**Inclusion Trifecta.** The new paradigm capitalizes on a fundamental component of effective inclusion, relationship building.



# Inclusion Trifecta - Activities



## Activities

Any club, after school activity, rally, etc. is part of Whole School Engagement:

1. Spectacular Prom
2. Antelope We All Belong Week
3. Alta Mustangs at Play
4. Mails After School Unified ELOP Program
5. VMHS Sparkle Cheer
6. DMMS Unified Dance Club

# Whole School Engagement

**NEST CLUB**



**Spread the Word: Inclusion**



**Fans in the Stands**



# Activities-Whole School Engagement



# Whole School Engagement

*Nighthawks Engaging Students Together (NEST)*



**Special  
Olympics**  
Southern California  
Unified Champion Schools



**N.E.S.T.  
Unified Club**

A sanctioned Unified Champion School through Special Olympics Southern California.

Since becoming a Unified Champion School in 2017, MVHS has been recognized by Special Olympics as a National Unified Champion School for our commitment to inclusion.

MVHS has also received ESPN Honors for what we have accomplished as a Unified Champion School and our Unified Sports Program.

# Spectacular Prom



# Whole School Engagement

*Nighthawks Engaging Students Together (NEST)*



**Special  
Olympics**  
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## Activities-Inclusive Youth Leadership

- ✓ Unified/Inclusive School Clubs
- ✓ Youth Summits



- ✓ Youth Leadership Training
- ✓ Special Olympics curriculum-based resources

# Cheer Program



# Blueprint: Key Components

1. Data
2. Student Recruitment Strategies
3. Training Tools
4. Budget Impact



## Least Restrictive Environment Increase

### DMMS

Prior to USC: Foundations students would be included in one elective – 15%

Now: included in two periods – 30%

LRE Increase: 15%

### VMHS:

Prior to USC – Foundations student were included in one elective – 14%

Now: included in three periods – 42%

LREA increase – 28%

## CAASPP

**2022-23 SWD**

**ELA 23.32%**

**Math 14.45%**

2023-24 SWD

ELA 23.66%

Math 16.95%

LOOKING TO MAKE AN  
IMPACT?

# INCLUSIVE PEER MENTORING

Get elective credits while  
helping other students  
access the full Bronco  
Experience!

INCLUSIVE PEER  
MENTORING Course # 5544



You will work directly with peers  
with unique needs to allow  
students access to a variety of  
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great friends!

Check out the full course  
description in the course  
catalog at [www.vmps.net](http://www.vmps.net) or  
email Mrs. Heise for details  
[hheise@murrieta.k12.ca.us](mailto:hheise@murrieta.k12.ca.us)

Concept	Buddies	Mentors
1. Satisfied with the Peer Mentoring Course	87%	97%
2. Developed empathy skills	100%	97%
3. Developed leadership skills	82%	90%
4. Developed teamwork skills	95%	87%
5. Increase confidence at school	86%	78%
6. Increased learning of academic skills	91%	76%
7. Impact the course had on the overall school culture	96%	94%
8. Increased abilities to build relationships with peers	91%	100%
1. Reasons for enrolling in the course	New friends; best class; fun class	Wanted to help others
Concept	% of Parents	
2. Satisfied with the program	87%	
3. Impact on student's attendance	73%	
4. Impact on motivation	86%	
5. Ability to build relationships with peers	87%	
6. Increased confidence level at school	87%	
7. Increased learning of academic skills	73%	
8. Impact on overall school culture	87%	
1. Impact on student's connectedness with the school	80%	
2. Reasons for enrolling in the course	Confidence, social interaction, inclusivity, to model appropriate behavior	
3. Overall thoughts, impressions, changes and how the course can improve	Positive and helpful course; great addition to the school; helped enjoy things that the student normally would not; would like more parent communication; want to learn more about science and math; progress in equity skills; it should be offered to cause progress in equity and inclusion; the students communication skills have flourished	

# Blueprint

## Student Recruitment Strategies

- **School Advertising**

- ✓ *Course Catalog section*
- ✓ *Posted & Digital Flyers to Student Body*
- ✓ *School newsletters/daily news updates*

- **Informational Meetings for students and parents**

- **School Social Media postings**

- **School and District Website**

- **Parent Advisory Committee announcements and presentations**

# Blueprint: Training Resources

**Co-teaching and Peer Mentoring  
Professional Development Materials**

**Peer-mentoring Course Description and  
Resources**

**Unified Champions School Q&A  
MVUSD Guidelines**

# Inclusion Progression >>>

*How do you know the Blueprint is working?*

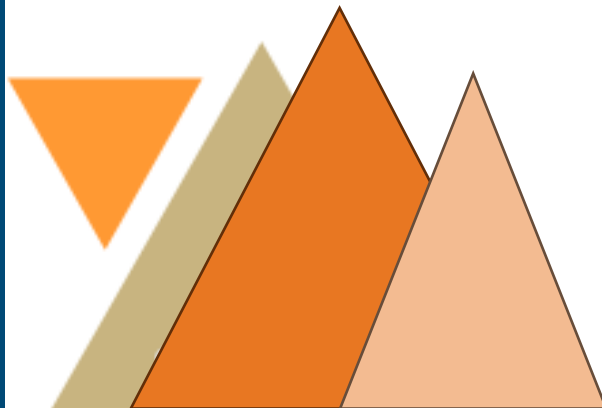


When staff and parents stop asking traditional questions such as:

1. Does the student have the skills to perform in the classroom?
2. Does the staff have the skills to educate my child with such unique needs?

**Instead, staff and parents begin to ask:**

1. How can I best pair the students to optimize student-to-student connections and increase each students' academic and social-emotional achievement?
2. What academic courses, clubs, sports, activities should my child engage in to form connections with peers to enhance my students' academic and social-emotional achievement?



# Blueprint

## Budget Impacts

### Sources of Funding for Associated Costs

- Grant funding from Special Olympics (Local)
- Special Education Learning Recovery Support Grant (State)
- Community Donations through ASB (Local)
- Student Fundraising Efforts (Local)
- Prioritization of General Fund dollars
- National Partnerships- Special Olympics

# Where Can You Find Resources



**MURRIETA VALLEY**  
UNIFIED SCHOOL DISTRICT

**INCLUSION**  
**TRIFECTA**



## **PRESENTERS**

**Linda Lunn**  
Board of Education

**Brandi Heise**  
Teacher, Peer  
Mentoring Lead



**Dr. Zhanna  
Preston**  
Executive Director

**Dustin Punzel**  
Sr. Program  
Specialist