

QUARTERLY PROGRESS REPORT

Marchus, 23-24 Q3

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DEMOGRAPHICS

Demographics of students

| Winter 2024 Student enrollment by grade | |
|---|--------------------|
| Grade level | Number of students |
| Kindergarten | 0 |
| Grade 1 | 1 |
| Grade 2 | 2 |
| Grade 3 | 3 |
| Grade 4 | 2 |
| Grade 5 | 1 |
| Grade 6 | 4 |
| Grade 7 | 2 |
| Grade 8 | 2 |
| Grade 9 | 6 |
| Grade 10 | 6 |
| Grade 11 | 9 |
| Grade 12 | 6 |
| TOTAL | 44 |

| Winter 2024 Student enrollment by group | |
|---|-----------------------------|
| Student group | Percent of total enrollment |
| Race/ethnicity | |
| Hispanic | 23% |
| Asian | 7% |
| Filipino | 2% |
| Black / African American | 23% |
| White | 36% |
| Multiple | 9% |

| Disability category | |
|------------------------------------|-----|
| Autism (AUT) | 20% |
| Emotional Disturbance | 41% |
| Other Health Impairment (OHI) | 14% |
| Specific Learning Disability (SLD) | 23% |
| English proficiency | |
| ELL | 7% |
| English only | 86% |
| RFEP | 5% |
| Free and reduced-price meals | 19% |
| Foster youth | 2% |

School staffing

| School staff by position | |
|--------------------------|--------|
| Position/title | Number |
| Teachers | 9 |
| School Psychologists | 3 |
| Social workers | 2 |
| Behavior Analyst | 1 |
| Speech therapist | 1 |
| Occupational therapist | 1 |
| Tutor | 1 |
| Paraprofessionals | 15 |

BEHAVIOR SUPPORT CERTIFICATION

The Contra Costa County Office of Education (CCCOE) currently employs a full-time Board Certified Behavior Analyst (BCBA).

DATA & ANALYSIS: PHYSICAL INTERVENTIONS, SECLUSION, SUPPORT ROOM USE, AND CALLS TO LAW ENFORCEMENT

Descriptive data summary

| Type of intervention | Number of incidents |
|-----------------------|---------------------|
| Physical intervention | 5 |
| Seclusion | 0 |
| Support room use | 0 |

Summary analysis*Physical intervention*

There were five behavior emergencies requiring physical intervention during 23-24 Q3. All incidents involved elementary school students. In each of the five incidents, lower-level de-escalation attempts were unsuccessful. De-escalation attempts included supportive and directive verbal de-escalation strategies to determine the students' needs and offer appropriate choices, redirection, offering breaks, and physical blocking (without hand-on intervention). In each instance, staff evaluated the level of risk presented in the moment and utilized physical intervention when they determined the student's behavior put the student or others in eminent danger of serious physical harm.

Calls to law enforcement

There were zero incidents requiring a call to law enforcement during 23-24 Q3.

Seclusion

There were zero incidents requiring a call to law enforcement during 23-24 Q3.

Support room use

The support room was not used in conjunction with physical intervention, seclusion, or in-school suspension at any time during 23-24 Q3. The support room continues to be used as part of a restorative, de-escalation, or recovery process following some behavioral incidents, however, students enter and remain in the support room without physical force of any kind. Typically, they will complete a small amount of classwork and "think it through" assignment before returning to the classroom.

Recommendations

Physical adaptations to the school environment are recommended to reduce the need for physical interventions. The school, in collaboration with the county office of education, is currently in the process of installing non-climbable cabinetry in the elementary classrooms. Additionally, potentially harmful classroom materials have been relocated to a locked cabinet. These environmental changes address four of the five behavioral emergencies.

IMPLEMENTATION OF PBIS AND SEL CURRICULUM**General description and grade-level analysis of PBIS supports**

The Marchus PBIS team has implemented a comprehensive, three-tier PBIS program, providing evidence-based supports to all students across each grade level (k-12). The team meets regularly for ongoing planning and data-based decision making, and consists of the BCBA, school principal, teachers, clinical staff, and paraprofessionals representing each grade level. The current priority for the PBIS team is ensuring implementation fidelity at the tier 1 level.

Tier 1: Supports at this level are accessed by all students at Marchus. Key features of the tier 1 interventions and supports include:

- PRIDE Matrices outlining the behavior expectations for each area of the school, such as the classrooms, culinary arts, gym, hallways, etc.
- Visual aids depicting the relevant PRIDE matrix are posted in each of the classrooms and common areas of the school.
- A token economy system in which students earn "Pride bucks" for engaging in the

expected behaviors.

- Each classroom has its own self-contained "store" where students can spend their Pride bucks on tangible items or preferred activities.
- Pride bucks are also used to enter students into raffles, which take place during monthly, schoolwide assemblies (below).
- Word of the Month (WOM) assemblies.
 - Each month, staff and leadership students explicitly teach the expectations associated with one word from the PRIDE matrix: Positive, Responsible, In-control, Dependable, Engaged.
 - Reinforcement for students following expected behaviors leading up to each assembly is delivered through raffles, student of the month.

Variations by grade level: The Tier 1 supports are standardized across all grades, however, there is some variation in the way students earn and spend Pride bucks within the classrooms to accommodate the wide range of developmental levels. For example, elementary students earn pride bucks in-the-moment during class time for engaging in expected behaviors. Middle school students utilize a Self and Match system, an evidence-based classroom management system, to earn Pride bucks based on their self-scoring combined with the teacher's impression. High school students follow a similar protocol, called "Personal Reflection," at the end of each academic period.

Tier 2: This tier is represented by a robust group counseling program. While tier 2 supports are typically meant for "some" students in a school, group counseling is provided for every student at Marchus due to the nature of the school's focus on counseling as part of the education curriculum. The counseling staff confirmed in February that group counseling is provided to all students by grade-level and developing groups by area of need across grade levels. In addition to group counseling, School Psychologists in each grade level push into classrooms as needed to address social conflicts and provide restorative practices.

Tier 3: Every student at Marchus has an IEP and receives the individual accommodations identified in their document. In addition, approximately 48% of students have individualized behavior intervention plans (BIPs) attached to their current IEPs, which are followed by their classroom teachers and support staff. In addition, approximately 70% of students receive individual counseling services as provided per their IEPs.

General description of the SEL curriculum and implementation by grade level

The social emotional learning (SEL) curriculum is implemented by School Psychologists and Social Workers during group and individual counseling sessions for all students across each grade level. MindUP is the primary schoolwide SEL curriculum, however, the clinical team also overlays modules from additional models such as Kimochis (elementary) and Social Thinking (middle school).

Use of SEL curriculum as it relates to physical interventions, seclusion, support room use, and calls to law enforcement

The SEL curriculum is used as a prevention strategy to reduce reliance on reactive plans, including physical intervention, seclusion, support room use and calls to law enforcement. The curriculum teaches students the social skills and coping strategies necessary to appropriately self-advocate for their needs, thereby diminishing students' reliance on "acting out" behaviors to communicate their needs. Students learn developmentally appropriate tools for reading and responding to social interactions, which leads to increased prosocial behaviors to contact natural reinforcement with peers and adults. They also learn to identify and understand their own emotions, along with coping strategies for managing upsetting situations, disappointment, etc... Most importantly, students learn to appropriately communicate their needs to school staff to access breaks, additional support, or other tools to help them stay safe at school.

Description of how registered behaviorists are engaged in PBIS program and SEL curriculum

The BCBA is a member of the PBIS team, with a focus on assisting the team in interpreting and applying behavior data, used to evaluate and drive future implantation strategies. The BCBA is not directly involved in the implementation of the SEL curriculum program due to the nature of the Marchus counseling and education programming, which includes a robust team of School Psychologists and social workers.

RECOMMENDATIONS

Congratulations on the progress Marchus staff and students made in the second quarter. To improve the supports for students and reduce unsafe behavior when working through a change in leadership is impressive. The staff seems to be excited for the energy and ideas of the new principal. Going forward I encourage the team to be thoughtful in next steps, while it can be exciting to look at other options be sure to remain focused on the culture, collaboration and staff support that have taken sustained effort over a number of years to develop.