

QUARTERLY PROGRESS REPORT

Marchus, Winter 23-24 Quarter

Report date: January 11, 2024

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Wested

DEMOGRAPHICS

Demographics of students

Winter 2024 Student enrollment by grade	
Grade level	Number of students
Kindergarten	0
Grade 1	1
Grade 2	1
Grade 3	3
Grade 4	0
Grade 5	0
Grade 6	4
Grade 7	2
Grade 8	3
Grade 9	6
Grade 10	8
Grade 11	8
Grade 12	6
TOTAL	42

Winter 2024 Student enrollment by group	
Student group	Percent of total enrollment
Race/ethnicity	
Black	29%
Chinese	2%
Filipino	2%
Hispanic	24%
Korean	2%
Vietnamese	2%

White	36%
Disability category	
Autism (AUT)	19%
Emotional Disturbance	40%
Other Health Impairment (OHI)	21%
Specific Learning Disability (SLD)	19%
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 (CCCCOE) 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	0
Seclusion	0
Support room use	1

Summary analysis

Physical intervention

There were zero incidents requiring physical intervention during the Winter 23-24 quarter.

Calls to law enforcement

There were zero incidents requiring a call to law enforcement during the Winter 23-24 quarter.

Support room use

One incident report was filed due to behavior occurring while a middle school student was spending time in the support room. On this occasion, the student (Student A) was in the support room by choice after being given the option to participate in class or have access to their phone in the support room. The incident report was filed because Student A threw a plum from their lunch in the direction of another student (Student B) in the room when Student B asked Student A to turn off their music.

The support room was used in response to behaviors occasioning an incident report on four other occasions, however, no students were physically escorted or otherwise forced to be in the support room in response to the incidents. There were no other occasions in which an incident occurred while a student was in the support room.

Recommendations

The decreased rates of physical intervention and support room incidents are due to a combination of factors including a gradual, schoolwide shift in mindset to focus on community and restoration rather than punitive consequences of student behavior. A continued emphasis on repairing relationships and classroom culture is recommended, along with the previously suggested adherence to prioritizing prevention strategies. Students at all grade levels will benefit from learning prosocial coping strategies as part of their SEL curriculum, which is provided by the school psychologists.

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. 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 Kimochois (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.