

Building 
Positive
Behaviors 

Supports for Students

Meet the Team



Stacy Kirkpatrick

Principal

Farris Thomas

Assistant Principal

Beau Buchanan

School Counselor

Grades 1-3-5

Heather Lomelin

School Counselor

Grades Kinder-2-4-6

Maria Mahoney

School Social Worker

Kristi McGeehan

Special Education Department Chair

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Behavior Intervention Teacher

Publication of Behavioral Data Across Schools

WTOP Report showed Disciplinary incidents in FCPS doubled from the 2021-22 to fall of 2022.

The number of disciplinary incidents reported in Fairfax County, Virginia, public schools more than doubled in the first semester of the current school year, compared to the first semester of the 2021-22 academic year, according to preliminary county data.

In a report by the Office of Intervention and Prevention Services, the county said it has experienced 23,128 incidents in the first semester of the 2022-23 school year, an increase of 12,609 compared to the previous school year.

Top incidents across FCPS noted: Skipping Class, Minor Physical Altercation, Striking, Biting and Showing Up to Class Late



SR&R Coding Changes & State Reporting

VDOE State Reported: The VDOE changed all Discipline, Crime and Violence codes, which were more punitive in nature to SBAR (Student Behavior Administrator Response) codes that were more impact based. Unlike the Discipline, Crime and Violence collection (DCV) that was retired after the 2020-2021 school year, SBAR captures all the behaviors of each student in each event. Additionally, the administrative response to each student can include one or more behavioral interventions, institutional supports or disciplinary sanctions.



Coding Changes for Discipline

Discipline, Crime and Violence	Student Behavior Administrator Response
Disruptive Demonstrations	Impact on clsm learning/instruction
Inappropriate towards another	Unwanted/improper phys contact
Only Higher leverage incidents reported to state	All incidents reported with look at whole child- location, interventions included

Historical Chesterbrook Data

Historical Discipline Summary by Grade Level for Quarter 1

	18/19	19/20	20/21	21/22	21/22 Q2	21/22 Q3	22/23	23/24
Disruptive Demo/ Behavior Interferes with School Operations		3 (3rd)	NO DATA		1(primary)		1(primary) 2(upper)	1 (upper)
Reckless/Negligent Behavior				2 (primary)	2(primary)			1 (upper)
Minor Physical Altercation		1(2nd), 1 (3rd)						2 (upper)
Insubordination				11(primary)		4(primary)		2 (upper)
Defiance/ Failure to Comply with Staff	8 (5th)							1 (upper)
Impact on Classroom Instruction	4 (5th)			6 (primary), 2(upper)		3(primary)		
Assult				4 (primary)		2(primary)		
Assult on staff	1 (5th)			2 (primary)		2(primary))		
Assult non staff				2 (primary)		2(primary)		
Disturbance of School Operation	3(5th), 4 (6th)	1 (3rd)		3(primary) 1(upper)	1(primary)	1(upper)		
Throwing Object Disturbance				1(primary)		1(primary)		
Minor Physical Altercation				12 (primary)	4(primary), 2(upper)	2(primary)		
Unwanted Improper Physical Contact				2(primary) 1(upper)	2(primary)			
Theft without force				1 (primary)				
Disrespect	7 (5th)			1 (primary) 1(upper)	1(primary)			
Inappropriate to Another		3 (2nd), 2 (3rd), 1(4th), 1(6th)						
Computer Usage		1 (5th)						
Inappropriate Language/Gesture	6 (5th)							
TOTAL (Not including bullying investigations)	33	15	N/A	53	13	17	3	7
Bully Allegations Investigated	0	2 (Upper)	1(Upper)	2(Primary), 3(Upper)			1 (Primary), 5(Upper)	2(Primary), 3(Upper)

Changes to SR&R have changed some language in coding of behaviors

Disrespect, Defiance and Insubordination were historically areas of support for upper grades.

Physical altercation has been a primary need for primary students.

Post Pandemic we saw a significant rise of insubordination and physical altercation in our first quarter

Bullying reports have remained similar in the past 4 years.

Overall, CES has seen a decrease of student behaviors across years

Specific Targeted Work over the Years

Analyze Data, Work with Staff, Implement Positive Proactive Behavioral Support Initiatives

- Responsive Classroom Practices (2019)
 - Morning Meeting
 - Use of Chime
 - Positive Teacher Language
- Positivity Project - 24 Character Traits (2019)
- Chill Room (2020)
- House System - Community (2021)
- Take a Break Spots in every room (2021)
- Take a Break Spot “Name” and materials aligned across every room(2022)
- Sensory Walks (2022 - updated 2023)
- Additional Counselor Support (2022)



MTSS (Multi-Tier System of Supports) Behavior

Tier 1 Instruction

All students receive:

- Evidence-based high quality core instruction.
- Differentiated instruction and additional support as needed.

Tier 2 Groups

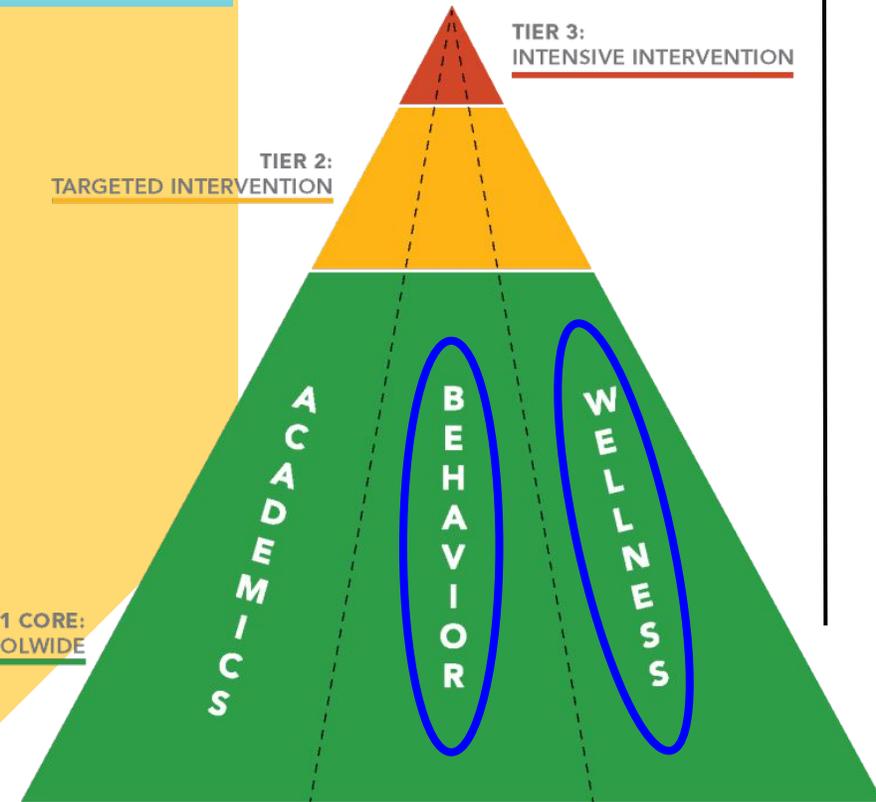
Tier 2: Some students receive:

- Small group targeted intervention in addition to high quality core instruction.
- Reteaching of behavior/social emotional (SEL) needs.

Tier 3 Groups

Tier 3: Few students receive:

- Intensive intervention in areas of need in addition to high quality core instruction.
- Focus is generally on foundations skills.





Tier 1 Supports for ALL

Sets the tone across the building for ALL students

Sensory Walks

Morning Meeting

Structured Expectations

House Points

SEL Lessons

**Behavior/Social Emotional Terminology
Explicitly Taught in Counseling Lessons**

Teasing

Bullying

Touching/Pushing/Shoving

Disruption to Learning Environment

Explicitly Taught During Classroom Instruction

Technology Use





MTSS Tier 2 and 3 Supports

Identification of needs using anecdotal data and teacher feedback.
Monthly meetings with each team to focus on needs of students and grade level.

Reteaching expected behaviors in small group setting or 1:1

Counselors work closely with teachers & parents to tailor supports specific to need.

Parents are notified via email or phone call

Tier 2 and 3 supports range in time from 6-10 weeks.





When more support is needed...

Child Study

Multi-disciplinary school team meets to determine interventions, classroom supports, and next steps

Local Screening Committee Referral

Multi-disciplinary school team meets with parents to discuss interventions, 504 plan with classroom accommodations, or evaluations if the team suspects a disability that requires specially designed instruction

Multi-Disciplinary Team can include:

- General Education Teacher
- Special Education Department Chair
- Special Education Teacher
- School Psychologist
- School Counselor
- School Social Worker
- Principal/Assistant Principal
- Behavior Intervention Teacher





Executive Function

Harvard's Center for the Developing Child

[Activities Guide:
Enhancing Executive
Functions Skills with
Children](#)

[Executive Function
Activities for 7 to
12 year olds](#)

[Executive Function
Activities for 5 to 7
year olds](#)



Parent Resources~ Development & Behavior



Yardsticks

Common Developmental Characteristics in the classroom & at home

Every child is unique but there are predictable patterns to development. We can leverage these patterns to tailor support at school & home.

Responsive Classroom

Positive Reinforcement

This approach emphasizes and reinforces the positive behavior- highlight what is going well and amplify strengths.

Reinforcing the Positive

Reinforcing Expected Behaviors

Utilize reward charts with meaningful rewards such as time with parents or a special outing. The child earns points towards a reward but we don't remove points.

Parent Resources~ Healthy Habits



Set a schedule

Children thrive on routine

Children feel secure and do their best when they know what is expected of them. Be mindful of vacations and extracurricular activities during the school year.

Responsible Technology

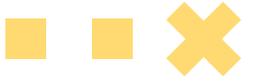
Reinforce & expect responsibility with technology

FCPS issued technology should be used only for schoolwork. Children get confused when boundaries are blurred- use parental controls on personal devices.

Being a contributing member of school & family

Everyone wants to be a part of something meaningful

Class jobs are very important in creating a sense of community in the classroom. At home, set reasonable chores/expectations so everyone is working towards the betterment of the family unit.



Changes Affect Behavior!

Who to contact & when

Classroom Teacher

Counselor

- Changes to the family (include death of a relative, deployment, older sibling going to college, etc)
- Changes to the medical history of the student
- Outside services & support



**Thank you for Partnering with us to
support your child**

