


Welcome to
Lisbon Elementary
2023-2024
**Back to School
Night**





Team Members

- Lauren Martin, ITL
 - Stephanie Keenan
 - Nicole Rathmann
 - Stacey Smith
 - Kim Feaga, Paraeducator
 - Beth Singo, Resource Teacher
 - Kaitlyn Bostic, Resource Teacher
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Daily Schedule



9:05-9:15	Student Arrival
9:15-11:15	Language Arts
11:15 - 12:15	Lunch / Recess
12:15 - 12:30	SEL
12:30 - 1:45	Math
1:45 - 2:30	Content (Science, Social Studies, Health)
2:30 - 3:30	Related Arts
3:30 - 3:45	Stack and Pack / Dismissal

Communication



Canvas

- Announcements
- Inbox
- Calendar Events

Check your Canvas notification settings to ensure you are receiving daily notifications



Email

- lauren_martin@hcpss.org
- stephanie_keenana@hcpss.org
- nicole_rathmann@hcpss.org
- stacey_smith@hcpss.org



School Phone

410-313-5506

Language Arts - Reading

Being a Reader

Whole Group

- Shared reading
- Interactive Read Alouds
- Handwriting
- Phonological awareness

Small Group

- Differentiated, flexible groups
 - Collaborate with reading specialist
- Explicit and systematic instruction in phonemic awareness, phonics, high frequency word recognition, and comprehension



Language Arts - Writing

Being a Writer

- Mentor Texts
- Shared Writing
- Language Mechanics
(capitalization, punctuation)
- Grammar
- Build a writing community



Writing Units

- The Writing Community
- Getting Ideas
- Telling More
- Just the Facts
- Explore Words through Poetry
- Opinion Writing
- Revisiting the Writing Community

Social-Emotional Learning

- Allows the class to greet one another and work on common goals
- Focuses on social-emotional development
- Offers students a voice
- Allows for the opportunity to further develop empathy and community in the classroom
- Occurs daily to discuss classroom goals and to work on social problem solving skills





Math

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Number Concepts	Number Concepts	Number Concepts	Number Concepts
Number Operations	Number Operations	Number Operations	Number Operations
		Geometry	Measurement and Data

Students will be flexibly grouped within math classes to ensure instructional needs are met.

Some students may be grouped to another class for math instruction.



What Does Math Look Like Everyday?

- 75 minutes daily
- Begins with a high-quality number routine
- Standards based instruction: high quality tasks, variety of representations, purposeful questions, and student discourse
- Closure everyday



Content



	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Science	Plant and Animal: Structure and Function	Patterns in Space Systems	Light	Sound
Social Studies	Civics	Geography	Economics	History
Health	Social & Emotional Health	Violence Prevention	Injury Prevention	Personal Health and Disease Prevention

Standards Based Instruction and Reporting (SBIR)

**Join us for an SBIR information night
on Wednesday, September 20th!**

What Your Child Will Learn Guides



On Canvas via
HCPSS Connect

www.hcpss.org/connect

Curriculum content
overview for each

- Grade (PreK – 5)
- Subject area

Homework

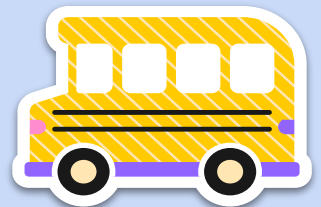
- 10 minutes of Reading and Math
- Support skills that have been instructed on
- Additional information coming soon!



Transportation

- Changes in transportation must be sent in writing.
- Without a note, your child will be sent home using their regular transportation method.
- Last minute transportation changes should be communicated through the front office. Please do not email your child's teacher with last minute changes.
- Please ensure that emergency closing transportation has been completed in Family File.

*If you change this information, please let your child's teacher know. We do not get notifications that a change was made.



We **ROAR**
with pride!

Respectful
Organized
Always Safe
Responsible



What is PBIS?



PBIS is a **framework** or approach for assisting school personnel in **adopting and organizing evidence-based behavioral interventions** into an integrated continuum through defining, teaching, and **acknowledging behavioral expectations**.



By **reinforcing positive behaviors**, schools find that teachers **spend more time teaching**, as class disruptions, office referrals and suspensions are reduced.

PBIS =
Positive Behavioral
Interventions & Supports

The Howard County Public
School System has been involved
with PBIS since 1999.



PBIS supports the success of all
students.



More information at:
<http://www.pbismaryland.org/>

ROAR!

RESPECTFUL:

- Take turns talking
- Listen politely
- Treat others' ideas, feelings, and property with kindness and courtesy
- Use encouraging, polite, and kind words
- Respect others and yourself



ROAR!

ORGANIZED:

- Make sure you are prepared and have all necessary materials
- Keep materials in the appropriate places
- Help clean up materials that have been used



ROAR!

ALWAYS SAFE:

- Keep hands and feet to self
- Stay in assigned seats and areas
- Use furniture and supplies appropriately
- Follow safety procedures



ROAR!

RESPONSIBLE:

- Follow directions
- Be honest
- Follow the rules



ROAR Behavior Hierarchy

- ROARing Positive Behavior
- Verbal Warning
- Reset #1
- Suggest Break Space
- Self Check (not a consequence)
- Incident Referral (admin tracks and reviews these)

Break
Space



Break Space Use

- A space to decompress or think about making better choices
- Available in each room
- Not a consequence
- Student or teacher initiated
- Timer
- All students visit during first 2 weeks of school



Self-Check Form





Lisbon Elementary School
Student Self-Check Form
(primary grades)



Student Name: _____ Date: _____ Time: _____

This self-check form is a way for students to work with a staff member to improve and strengthen ROAR expectations in the school setting. It **IS NOT** a consequence. A self-check allows students to stop and think about choices as well as share with families at home areas we are working on at school. With our help and support, we can work together to help teach your student the expectations so that our student may learn in the school setting to his/her fullest potential. Your help and support is appreciated!

Dear Family,

- I used my RESET BUTTON and spoke to a staff member about the expectations.
- I am still having trouble showing *(circle the expectations that apply)*:
Respectful Organized Always safe Responsible
- This is why I responded the way I did:

I wanted someone's attention.	I was angry with _____	I didn't want to do my work.	I wanted to get away from _____
I wanted help with my work.	I wanted something that someone had.	I don't know why. 	I wanted _____

- Next time, I can _____
- I spoke to _____ about my new plan.

Your student,

(write your name on the line)

Parent/Guardian: please sign & return to school

Self-Check Form

What it Is/Isn't

- Communication tool used for conversation, record keeping, & family notification.
- Not a consequence: used to guide discussions regarding behaviors.
- Provides students with a way to reflect on their behavior & how to intentionally change it.

Incident Report

(replaces what was known as a M.I.R.)





Incident Report/Staff Documentation

Date Entered: ___/___/___

Student Name: _____ Grade: ___ Date of Incident: ___/___/___ Time: _____

Referring Staff Member: _____ Class: _____ Location: _____

* If the student has an IEP, 504, BIP or receives Alternative Education services, staff should consult with the student's case manager.

Staff Action(s) prior to assigning an Incident Report

<input type="checkbox"/> Reminder(s)/Prompting	<input type="checkbox"/> Community Building	<input type="checkbox"/> SEL Instruction
<input type="checkbox"/> Offer Help/Support	<input type="checkbox"/> Parent/Guardian Phone Call	<input type="checkbox"/> Skill Building with SST Staff
<input type="checkbox"/> Private Conversation	<input type="checkbox"/> Consultation with SST Staff	<input type="checkbox"/> Other: _____

Observed Behavior

<input type="checkbox"/> Absent from Class without Permission	<input type="checkbox"/> Drugs - Controlled Substances	<input type="checkbox"/> Sexual Attack
<input type="checkbox"/> Academic Dishonesty	<input type="checkbox"/> Drugs - Inhalants	<input type="checkbox"/> Sexual Discrimination/ Harassment/Misconduct
<input type="checkbox"/> Alcohol Violation	<input type="checkbox"/> Electronics - Inappropriate use	<input type="checkbox"/> Stalking
<input type="checkbox"/> Arson/Fire Violation	<input type="checkbox"/> Explosives	<input type="checkbox"/> Tardiness
<input type="checkbox"/> Attack on Staff	<input type="checkbox"/> Extortion	<input type="checkbox"/> Theft
<input type="checkbox"/> Attack on Student	<input type="checkbox"/> False Alarms/Threats	<input type="checkbox"/> Threat to Adults
<input type="checkbox"/> Bullying, Cyberbullying, Harassment, Intimidation	<input type="checkbox"/> Fighting	<input type="checkbox"/> Threat to Students
<input type="checkbox"/> Destruction of Property	<input type="checkbox"/> Gambling	<input type="checkbox"/> Tobacco Violation
<input type="checkbox"/> Discrimination	<input type="checkbox"/> Gang Activity	<input type="checkbox"/> Trespassing Violation
<input type="checkbox"/> Disrespect: Adult or Peer	<input type="checkbox"/> Leaving School Grounds without Permission	<input type="checkbox"/> Truancy
<input type="checkbox"/> Disruption	<input type="checkbox"/> Serious Bodily Injury	<input type="checkbox"/> Weapons - Other Guns
<input type="checkbox"/> Dress Code Violation	<input type="checkbox"/> Sexual Activity	<input type="checkbox"/> Weapons - Other Weapons

Staff member's description of the incident in observable terms (please refrain from using other student names):

Referring Staff Member and Student Discussion
 * Student has the option of speaking with an administrator or student services staff member

Student's description of the incident in their own words (staff may write for the student if the student requests):

Discussion Summary (What do you need moving forward? How can staff support you? Is there anything you need to do to make things better?)

Discussed with: _____

I decline to process the situation (written and/or verbal). Student Name/Signature: _____

Action(s) Taken: Phone Call | Spoke to: _____ | I left a message for: _____

<input type="checkbox"/> Extended School Day: <input type="checkbox"/> Before <input type="checkbox"/> Lunch <input type="checkbox"/> After	<input type="checkbox"/> Loss of Privileges Explain: _____	<input type="checkbox"/> Parent/Guardian Formal Conference
<input type="checkbox"/> Other: _____	<input type="checkbox"/> School Community Service	<input type="checkbox"/> Other: _____

Exclusion - Location: _____ Duration: _____ Minutes (cannot exceed 30 minutes)

Referral to School Administration

Administrator Follow-Up (if applicable) Administrator Name: _____

Action Taken: _____

Determined to be Office Disciplinary Report Yes No



Staff signature: _____ Parent/guardian signature (if box is checked) _____ Date: ___/___/___

Distribution: White - Parent/Guardian Yellow - School Use Pink - Referring staff member SA 4701-01-39502022

Incident Report

- New for 2023-24
- County-wide, the Incident Report replaces the Minor Incident Reports (MIR).
- Staff completes with the student AFTER multiple resets, conversations, and a Self-Check form has been provided.
- Families will receive a phone call from the teacher regarding the incident & the form will be sent home for a guardian's signature.
- While tracked by administration, this does not become part of the student's permanent record.

How Do We Communicate?

 October 				
Monday	Tuesday	Wednesday	Thursday	Friday
2 Initials: _____	3 Initials: _____	4 Initials: _____	5 Initials: _____	6 Initials: _____
9 No School	10 Initials: _____	11 Initials: _____	12 Initials: _____	13 Initials: _____
16 Initials: _____	17 Initials: _____	18 Initials: _____	19 Initials: _____	20 No School
23 Initials: _____	24 Initials: _____	25 Initials: _____	26 Initials: _____	27 Initials: _____
30 Initials: _____	31 Initials: _____			

Blue - Great Day Green - Reset #1 Yellow - Self-Check Purple - Reset #2
 Orange - Incident Report Red - Office Referral and/or Parent Contact

ROAR Rewards



Rewarding Students for Positively Demonstrating Expectations

ROAR Coupons

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Respectful
 Organized



Always Safe
 Responsible


LISBON ELEMENTARY

ROAR Store

- In class, non-tangible rewards
- Menu of prizes created by grade level; ideas include:
 - hat day
 - pj day
 - board game day
 - extra recess

Rewarding Students for Positively Demonstrating Expectations

Happy Go-Home Notes

 **Happy Go Home Note**
Just a note to say...
_____ had an
outstanding day!

Behavior:

<input type="checkbox"/> Demonstrated Morning Meeting Topic of the Week	<input type="checkbox"/> Followed Directions
<input type="checkbox"/> Listened Attentively	<input type="checkbox"/> Shared With Others
<input type="checkbox"/> Hands and Feet to Self	<input type="checkbox"/> Quiet at Work Time
<input type="checkbox"/> Took Turns	<input type="checkbox"/> Quiet in the Hall
<input type="checkbox"/> Helped a Friend	<input type="checkbox"/> Used Kind Words
<input type="checkbox"/> Cleaned Up Area	<input type="checkbox"/> Tried Hard to Learn
<input type="checkbox"/> Used Materials Safely	<input type="checkbox"/> Showed Respect
<input type="checkbox"/> Worked Neatly	<input type="checkbox"/> Showed Safety
<input type="checkbox"/> Showed Responsibility	

Comments:

Teacher: _____

Pride Awards

- Quarterly celebrations acknowledging ROARing behaviors, honor roll, & principal's honor roll.
 - Paw: No IR forms
 - Gold Pencil: Honor Roll
 - Blue Pencil: Principal's Honor Roll

Rewarding Students for Positively Demonstrating Expectations

Golden Lion Week



- 2 special weeks out of the year, only Golden Tickets will be used
- Each day of the week focuses on a specified desired behavior
- Students who enter their tickets into their grade's basket may randomly be announced as a Golden Lion & get to sport spirited LES neckwear for the day!
- One ultimate Golden Lion + 4 Golden Lions each day per grade
- Tentative Dates:
 - Week 1 = mid-December
 - Week 2 = mid-March
 - Pop-Up Days = 3 in 2024


Rewarding Students for Positively Demonstrating Expectations

Quarterly Celebrations

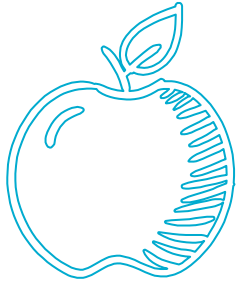


- Grade-level celebrations on the half days that end each quarter
- Students have a voice & choice in most of the activities
- Activities may include:
 - a grade-level celebration such as extra recess
 - a team-building activity like a tower-building challenge
 - cross-age buddy activity like reading or BINGO
 - development & presentation of classroom awards

Related Arts

2023  2024

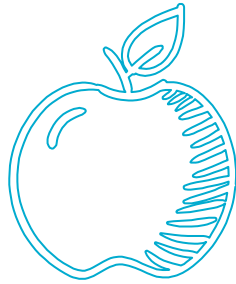
Hello!



This is a preview of Related Arts

To learn more, please contact your child's related arts teachers.

Related Arts will continue the RAINBOW schedule.



September 2022

APPROVED

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
September holidays and other dates of interest 26 Rosh Hashanah (2 days) – Jewish* *begins sunset of previous day						
				First day of school for Pre-K/RECC		
4	5	6	7	8	9	10
	Labor Day Schools and offices closed (State mandated holiday)					
11	12	13	14	15	16	17
18	19	20	21	22	23	24

Related Arts

Library Media

Mrs. Hastings +
Mrs. Patrick (para)

Integrated lessons; radical researching; engineer design; sharing a love of literature

Art

Mrs. Giro

Experience all different kinds of art mediums and art styles.

Physical Education

Mrs. Lindauere +
Mrs. Wasson

Participation in Fundamental Movement, Creative Movement and Skill-Themed Activities.

Technology

Mrs. Bennett

Google Docs, Coding Robots, Breakout Boxes engineering challenges and more!

Instrumental Music

Mr. Carter

STRINGS - Open to all 3rd, 4th & 5th students.

BAND - Open to all 4th & 5th students.

Music

Mrs. Trueblood

K-5 singing, dancing, and playing classroom instruments!

Questions?