

Grade 2 Back to School Night

August 23,
2023

Meet the Team

Mollie Thompson-Grade 2 Teacher ITL

Jody Sacks- Grade 2 Teacher

Sara Hancock- Grade 2 Teacher

Kim Feaga- Grade 1/2 Paraeducator

Support Staff

Reading Specialists

Alicia Hansen

Jacqueline Meiklejohn

Speech Pathologists

Annette Myers
Cimarron Ludwig



Special Education

Shannon Jones

Multiple Language Learner

Kim Gjerde



Schedule

9:15 - 11:15	Language Arts
11:15 - 12:15	Recess/Lunch
12:15 - 12:30	SEL
12:30 - 1:30	Related Arts
1:30 - 2:45	Math
2:45 - 3:35	Content
3:35 - 3:45	Pack Up

Recess 11:15

As the weather cools, PLEASE send your child dressed appropriately. We try to go out as often as possible.

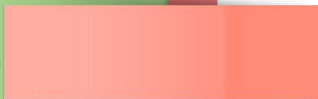



Lunch 11:45

Please let us know if you have any concerns about your child during lunch or recess.



Volunteering



Howard County requires any volunteers or chaperones to complete **2** online training prior to working with students.

- Parent Volunteers and Confidentiality Training
- Child Abuse and Neglect Training for Parents

Once both trainings are completed, send in certificates.

ONLY parents that have completed the training will be allowed to volunteer in classroom or chaperone field trips.

Dismissal

Emergency cards:

Thank you for filling out your emergency cards!

Please be sure to keep your Emergency Dismissal Information and Email up to Date. Teachers will be pulling this information from Synergy by mid September to have on file. Please update as needed and let your teacher know of any changes.

Dismissal Changes:

If you are changing dismissal, please send a note or email in the morning. If it is last minute, please let front office know just in case we don't get to our email after 1pm.

Math

Common Core Math

Focus on Automaticity of Facts

Addition/Subtraction facts- grade 2

Multiplication/Division- grade 3

Problem solving

Writing about your thinking

Homework starting in October



Guided Reading

- ❖ Being a Reader
- ❖ Word Study

Reading Rotations

- ❖ Read to Self, Work on Writing, Read to Someone, Word Work,

Read Alouds



Writing

- ❖ Informative, Narrative, Opinion
- ❖ Being a Writer Program



Content Areas

Health

- Q1 Social & Emotional
- Q2 Violence Prevention
- Q3 Injury prevention,
- Q4 Personal Health and Disease Prevention



Science



- Q1 Properties of Matter
- Q2 Earth's Features
- Q3 Earth's Changing Landscape
- Q4 Relationships between Plants and Insects

Social Studies

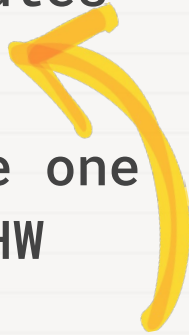
- Q1 Demonstrating Democracy
- Q2 Connecting our World
- Q3 Consumer Choices
- Q4 Change Over Time

Homework

20 minutes total
Monday- Thursday

Reading- 10 minutes
every day

Written Response one
time a week in HW
Journal.



Math-

Facts practice and
concept review.

SBIR Information Session

Wednesday, September 20, 2023

@ Lisbon Elementary

6:30 pm



Report Card 2023

- Letter grades M, P, L for content areas (*no longer I, W, N*)
- Number grades 1, 2, 3 for learning behaviors
- Two pages
- Quarterly grades on first page, related arts grades and teacher comments on the second page
- Multiple measurement topics for each content area
- ***All students in a grade get the same report card***



More Information on SBIR



2023-2024

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

Distribution: Parent- white Staff Member- yellow LES PBIS: Self Check Form, primary grades/2022

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"/> Loss of Privileges | <input type="checkbox"/> Parent/Guardian Formal Conference |
| <input type="checkbox"/> Before <input type="checkbox"/> Lunch <input type="checkbox"/> After | Explain: _____ | |
| <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.

ROAR Rewards



Rewarding Students for Positively Demonstrating Expectations

ROAR Coupons

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

- Respectful
- Organized



- Always Safe
- Responsible

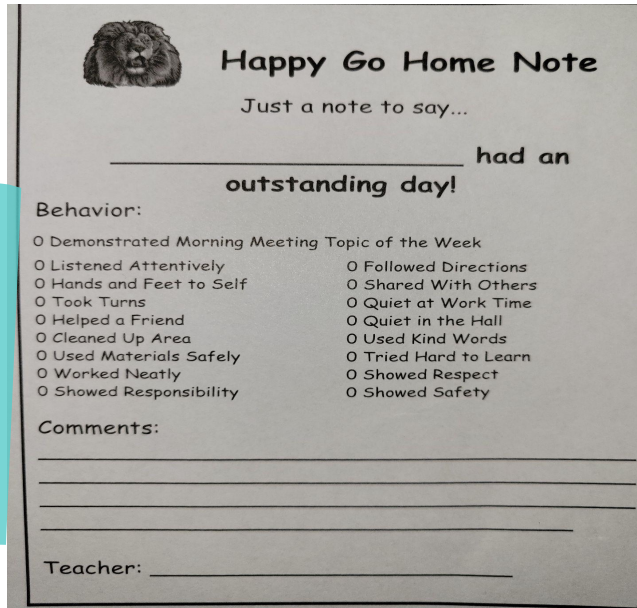
LISBON ELEMENTARY


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

In the Classroom:



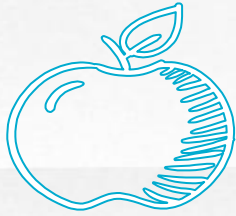
Social Emotional Learning (SEL)

- 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

Related Arts

2023  2024

Related Arts will be on a RAINBOW schedule.



August 2023

Calendar Adapted from: <https://www.k12va.gov/> Please visit www.k12va.gov for the complete version.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
		13	14	15	16	17
			18	19	20	21
				22	23	24
					25	26
27	28	29	30	31		
	red	orange	yellow	green		
	School Begins for Students			First day of school for Pre-K/RECC		

Related Arts

Media

Mrs. Hastings

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 +
Ms. 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!

A spiral-bound notebook with a white cover and a green background. The notebook is open to a page with horizontal blue lines. The top right corner of the page is curled up. The text "Questions/ Concerns?" is written in the center of the page in a bold, red, sans-serif font. The spiral binding is visible on the left side of the page.

Questions/ Concerns?