

# Back to School Night

Third Grade

➡ START!





# Meet Our TEAM

3<sup>rd</sup>



- **Diana Sargeant, Instructional Team Leader**
- **Lindsay Lookingbill, Teacher**
- **Jenny Reynold, Teacher**
- **Breanne Shaw, Paraeducator**



# Meet Our TEAM

- **Kaitlyn Bostic, Special Education Teacher**
- **Annette Myers, .8 Speech/Language Pathologist**
- **Cimarron Ludwig, .2 Speech/Language Pathologist**
- **Amy Leatherman-Cowell, Occupational Therapist**
- **Alicia Hansen, Reading Specialist**
- **Jacqueline Meiklejohn, .5 Reading Specialist**
- **Kim Gjerde, ML Educator**
- **Jodi O'Connor, G/T Resource Teacher**
- **AJ Nath, .5 G/T Resource Teacher**
- **Alicia Taylor, School Counselor**



# Daily Schedule

9:15-10:30 Math

10:30-11:30 Related Arts

11:30-11:45 Snack/S.E.L.

11:45-12:45 ELA

12:45-1:45 Reading

1:45-2:15 Lunch

2:15-2:45 Recess

2:45-3:40 Content

3:40-3:45 Stack & Pack

3:45-4:00 Dismissal



➡ NEXT!

# Homework:

## Reading

Every day 15-20 minutes  
Reading Response Question

## Content

Could include a project  
Finish classwork

## Math

Practice your basic facts  
Daily

## Homework

## Machine

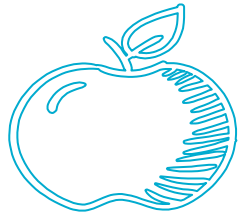
Check it to be sure you  
have completed all  
assignments





# Related Arts

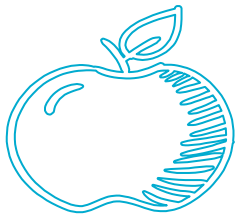
2023  2024



# Hello!

This is a preview of Related Arts

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



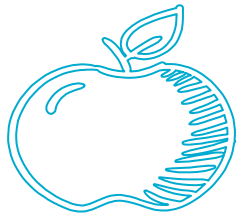
Related Arts will continue the RAINBOW schedule.

# September 2022

APPROVED

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





Related Arts will continue the RAINBOW schedule.

Lisbon Elementary School Related Arts Schedule by Teacher 2023-2024					
3rd Grade					
Lookingbill	RED	ORANGE	YELLOW	GREEN	BLUE
10:30-11:00	Technology	P.E.	P.E.	Art	Music
11:00-11:30	Technology	Media	P.E.	Art	Music
Reynold	RED	ORANGE	YELLOW	GREEN	BLUE
10:30-11:00	Music	P.E.	P.E.	Technology	Art
11:00-11:30	Music	P.E.	Media	Technology	Art
Sargeant	RED	ORANGE	YELLOW	GREEN	BLUE
10:30-11:00	P.E.	Music	Art	Media	Technology
11:00-11:30	P.E.	Music	Art	P.E.	Technology

# Related Arts

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## Library Media

Mrs. Hastings +  
Mrs. Patrick (para)

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

## Technology

Mrs. Bennett

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

## Art

Mrs. Giro

Experience all different  
kinds of art mediums and  
art styles.

## Instrumental Music

Mr. Carter

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

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

## Physical Education

Mrs. Lindauere +  
Mrs. Wasson

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

## Music

Mrs. Trueblood

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

# CHORUS \* BAND \* ORCHESTRA

**Chorus Director: Mrs. Trueblood \* Band and Orchestra Director: Mr. Carter**

## CHORUS

Available to all 4th and 5th grade students

## BAND

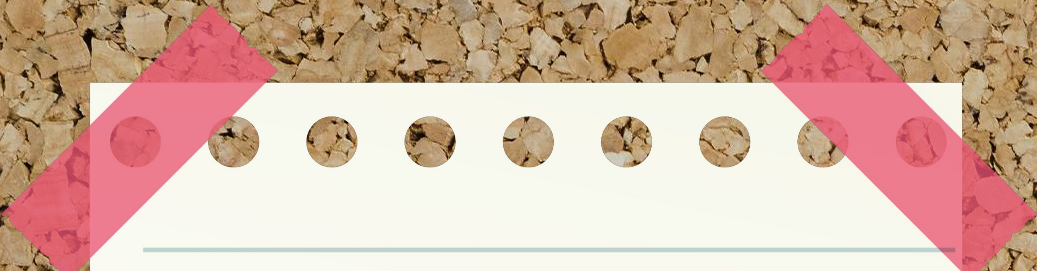
Available to all 4th and 5th grade students

## ORCHESTRA

Available to all 3rd, 4th and 5th grade students

*Registration information will be sent home the first week of school.*



A graphic of a white sheet of lined paper with a scalloped bottom edge, pinned to a corkboard background. Two pink triangular paper corners are visible at the top left and top right. The paper has a row of seven circular punch holes along its top edge.

PBIS at  
Lisbon ES  
2023-2024

2023-2024

We **ROAR**  
with pride!

**R**espectful  
**O**rganized  
**A**lways Safe  
**R**esponsible



# 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!

**A**LWAYS SAFE:

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





# ROAR!

**R**ESPONSIBLE:

- 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**  
 (intermediate 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!

This is what happened:
Circle the school expectation involved ( <i>circle all that apply</i> ):  <div style="display: flex; justify-content: space-around; text-align: center;"> <span>Respectful</span> <span>Organized</span> <span>Always safe</span> <span>Responsible</span> </div>
Explain why you responded the way you did by finishing the sentence: <b>I wanted...</b> <input type="checkbox"/> attention from an adult or another child <input type="checkbox"/> to let _____ know I was angry. <input type="checkbox"/> help with my work. <input type="checkbox"/> to get away from _____. <input type="checkbox"/> something that someone else had. <input type="checkbox"/> to avoid doing my work. <input type="checkbox"/> help doing my work. <input type="checkbox"/> other (describe what you wanted): _____
This is how I plan to make a better choice the next time I feel the same way:
Student Signature: _____ Staff Member Signature: _____

**Staff Interventions Attempted Before Self-Check Form (to be completed by staff member)**  
 \_\_\_Redirection \_\_\_Verbal Warning \_\_\_Other: \_\_\_\_\_

**Staff Comments:** \_\_\_\_\_  
 \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ (*Please sign & return form 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"/> 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

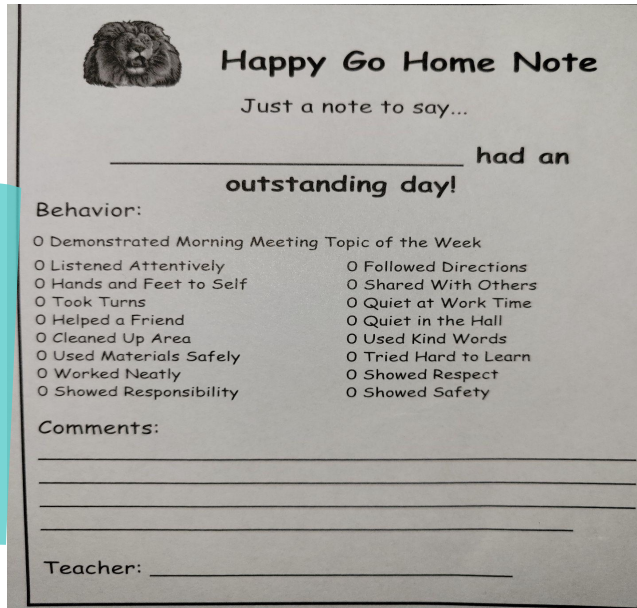
LISBON ELEMENTARY


## 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

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# What will your child learn?



➔ Section 1

➔ Section 2

➔ Section 3

➔ Section 4

➔ Credits



# English/Language Arts

## Common Core Standards

- Language
- Reading Foundational Skills
- Reading Informational Text
- Reading Literature
- Speaking and Listening
- Writing







# Mathematics

Table of Contents

## 4th Grade

- Addition/Subtraction
- Multiplication/Division
- Fractions
- Decimals
- Perimeter/Area
- Measurement
- Problem Solving

## 3rd Grade

- Addition/Subtraction
- Multiplication/Division
- Fractions
- Perimeter/Area
- Measurement
- Problem Solving

➔ Section 1

➔ Section 2

➔ Section 3

➔ Section 4

➔ Credits







# Content

Table of Contents

➔ Section 1

➔ Section 2

➔ Section 3

➔ Section 4

➔ Credits

## Science

- Life Cycles and Traits
- Weather and Climate
- Forces and Interaction
- Plant and Animal Survival

## Social Studies

- Past Influences Present
- Changing Communities
- Students Helping Community

## Health

- Social/Emotional Health
- Violence Prevention
- Injury Prevention
- Personal Health and Disease Prevention



Table of Contents

➔ Section 1

➔ Section 2

➔ Section 3

➔ Section 4

➔ Credits



Take Home  
Folders and  
Homework  
Machine

Please Check  
Daily





Be sure to check **Canvas**  
for important information





# Donations

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## We Always Appreciate...

- Sticky Notes
- Expo Dry Erase Markers
- Tissues
- Ziplocs- Sandwich or Gallon
- Indoor Recess Games

➔ Section 1

➔ Section 2

➔ Section 3

➔ Section 4

➔ Credits





# Questions/Concerns/ Compliments

Phone Calls (8:30-9:00 / 3:50-4:05pm)

- ➔ [Diana\\_Sargeant@hcpss.org](mailto:Diana_Sargeant@hcpss.org)
- ➔ [Lindsay\\_Lookingbill@hcpss.org](mailto:Lindsay_Lookingbill@hcpss.org)
- ➔ [Jennifer\\_Reynold@hcpss.org](mailto:Jennifer_Reynold@hcpss.org)

Be sure to check your Canvas Page for  
Announcements and Notifications







THANK YOU!

Thank you for coming to Back to  
School Night  
We are looking forward to a  
great year!

