

A vibrant collage of school supplies surrounds a central light blue rectangle. At the top left is a yellow lightbulb. To its right are a green ruler and a yellow protractor. Further right are two stacked books, one green and one yellow. On the right side is a blue and green globe. At the bottom are more books, rulers, and protractors. Pink and blue scribbles are scattered throughout the background.

WELCOME TO FIRST GRADE

Team Members

Welcome to 1st Grade!

Lauren Martin - ITL

Kelly Nicol -Teacher

Stacey Smith - Teacher

Devon Sharp -Teacher

Brittany Gibson - Special Education

Kim Feaga - Paraeducator


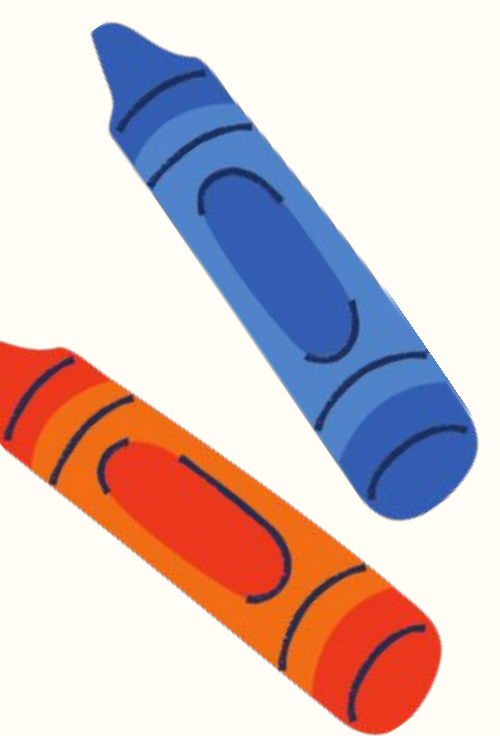




Daily Schedule



9:00–9:15	Student Arrival
9:15–11:15	Language Arts
11:15–12:15	Recess/Lunch
12:15–12:30	SEL
12:30–1:50	Math
1:50–2:35	Content
2:35–3:35	Related Arts
3:35–3:45	Pack Up/Dismissal





Communication

Canvas

- Announcements
- Inbox Messages
- Calendar Events
- Gradebook

Please check your Canvas settings to ensure you are receiving daily notifications

Take Home Folder

- Send in notes from home
- PTA Flyers

Email

lauren_martin@hcpss.org
kelly_nicol@hcpss.org
stacey_smith@hcpss.org
devon_sharp@hcpss.org

Please allow 24 hours for a response.

School Phone

410-313-5506



Language Arts– Reading

Standards based instruction utilizing Being a Reader

Whole Group

- Shared reading
- Interactive Read Alouds
- Handwriting
- Phonological awareness – Heggerty
- Vocabulary
- Comprehension

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

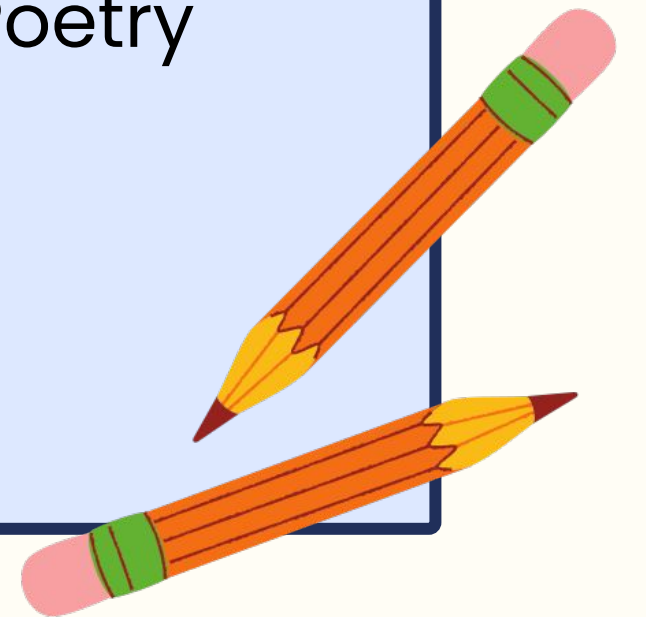
Standards based instruction utilizing Being a Writer

Whole Group

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

Writing Units

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

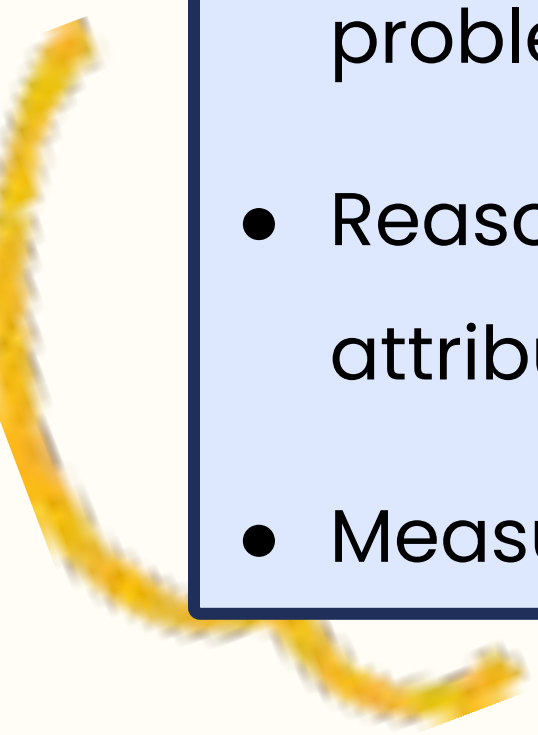




Math



Measurement Topics

- Number concepts and relationships
 - Addition
 - Subtraction
 - Adds and subtracts to solve word problems
 - Reasons about shapes and their attributes
 - Measurement and data concepts
- 

Math Structure

- 80 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

Students will be flexibly grouped within math classes to ensure instructional needs are met. Some students may be grouped into another class for math instruction.



Content



Quarter 1

Quarter 2

Quarter 3

Quarter 4

Social Studies

Civics

Geography

Economics

History

Health

**Social &
Emotional Health**

**Violence
Prevention**

**Injury
Prevention**

**Personal Health
and Disease
Prevention**

Science

**Plants and
Animals: Structure
and Function**

**Patterns in
Space Systems**

Light

Sound

SBIR

Grades are reported in Canvas for each subject area

Grades are assigned in each subject.

Related standards are grouped into a measurement topic.

A grade is assigned to each measurement topic taught that quarter.

M – Meets expectations

P – Progressing towards expectations

L – Limited/No progress towards expectations

Learning Behaviors are reported quarterly for each subject area.

1 – Meets expectations

2 – Progressing towards expectations

3 – Limited/No progress towards expectations

Homework

- 10 minutes of Reading and 10 minutes of Math each night
- Math homework will be collected weekly
- Reading homework will be collected at the end of each month
- Review of previously taught skills

**More
information
coming in
October!**



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!

2025-
2026



Respectful

Organized

Always Safe

Responsible

Contents



What is PBIS?

ROAR Expectations & Celebrations

Social Emotional Learning



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**.

PBIS = Positive Behavioral Interventions & Supports

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

HCPSS 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

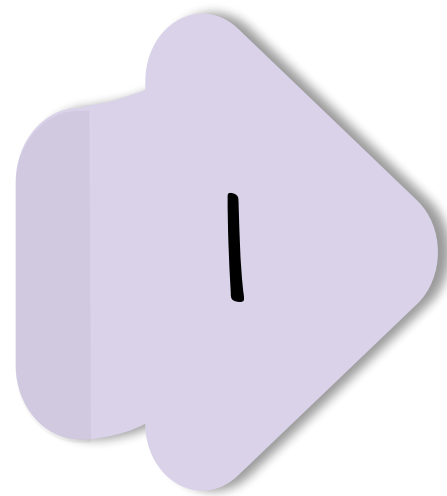


ROAR

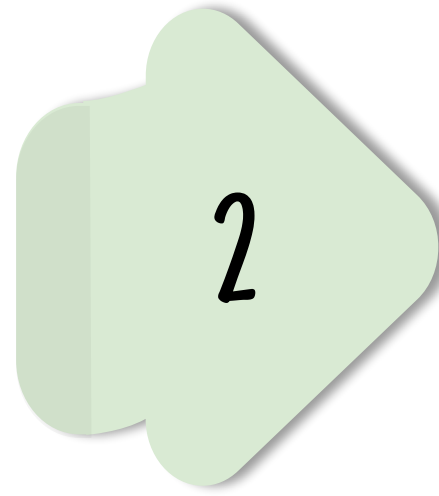
Responsible:

- Follow directions
- Be honest
- Follow the rules

ROAR Behavior Hierarchy



ROARing
Positive
Behavior



Verbal
Warning



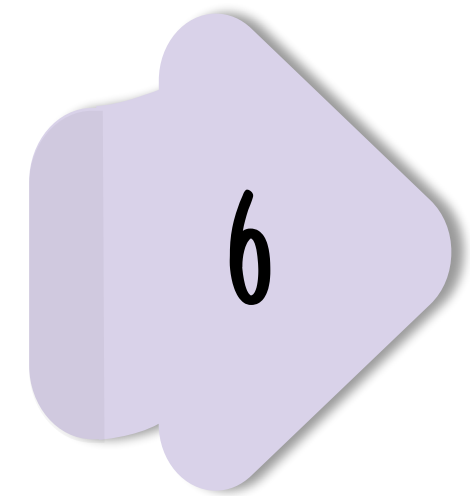
Reset #1



Break Space



Self Check
(not a consequence)



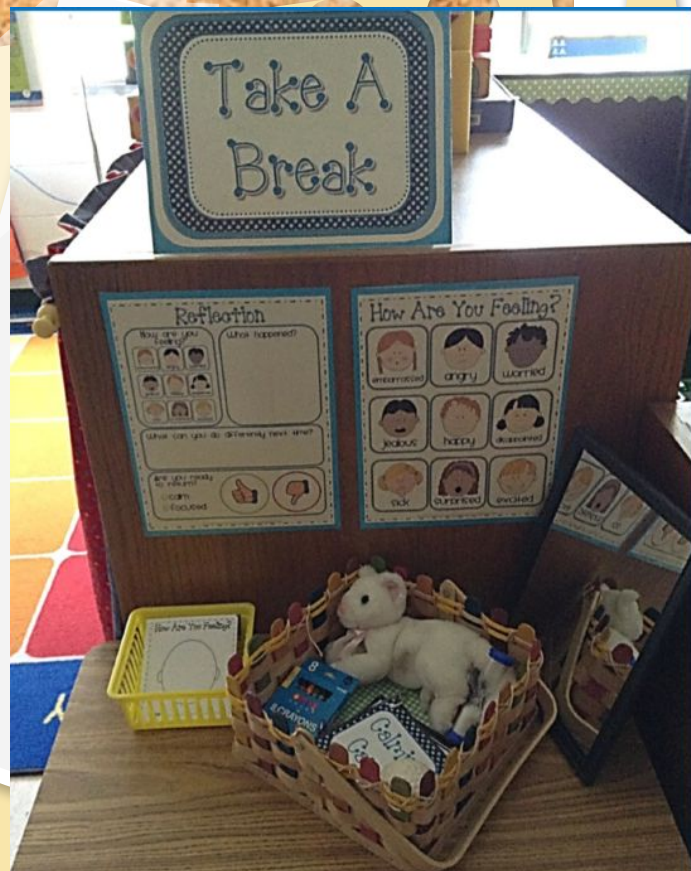
Incident
Report (admin
tracks and
reviews)



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

Self Check Form

- 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.



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



Incident Report

Incident Report

- 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.
- If Administrator follow-up is requested by the teacher and your student's action is determined to be an Office Referral, administration will follow up with you. This does become a part of the student's permanent record.



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 I 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"/> Other: _____ | <input type="checkbox"/> Loss of Privileges
Explain: _____
<input type="checkbox"/> School Community Service | <input type="checkbox"/> Parent/Guardian Formal Conference
<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 _____

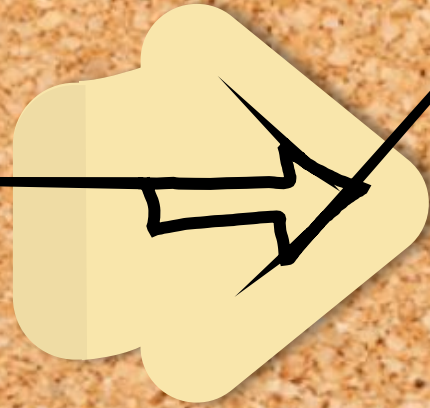
☐ Parent/guardian signature (if box is checked)

Date _____

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



ROAR Celebrations



ROAR Coupons

HOWARD COUNTY PUBLIC SCHOOL SYSTEM



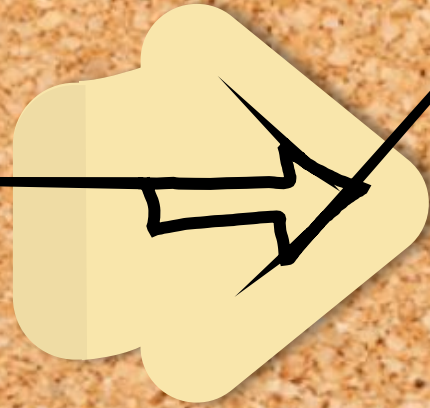
☐ Respectful
☐ Organized

☐ Always Safe
☐ Responsible

LISBON ELEMENTARY

ROAR Store

- In class, non-tangible rewards
- Menu of prizes created by classroom/grade level; ideas include:
 - Bring a stuffie to school
 - HW pass
 - Use a pen for a day
 - Sit at the teacher's desk
 - Lunch bunch with teacher



Pride Awards

Quarterly Celebration

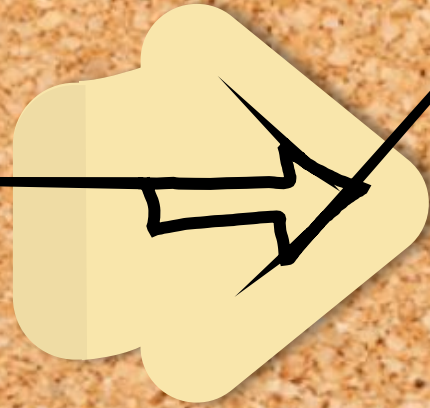
Acknowledging:

- ROARing behaviors
- Honor roll
- Principal's honor roll

Students receive:




- **Paw**: No Incident Report forms
- **Gold** Pencil: Honor Roll
- **Blue** Pencil: Principal's Honor Roll



Celebrations



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"/> Used Materials Safely
<input type="checkbox"/> Used Materials Safely	<input type="checkbox"/> Tried Hard to Learn
<input type="checkbox"/> Worked Neatly	<input type="checkbox"/> Showed Respect
<input type="checkbox"/> Showed Responsibility	<input type="checkbox"/> Showed Safety

Comments:

Teacher: _____

Birthday Announcements

- Announced during the morning announcements
- Pencil/Sticker from teacher
- Summer birthdays included too!



More Celebrations



Golden Lion

- Only Golden coupons will be used
- Day focuses on specific desired behavior
- Random winners chosen from class and grade level baskets
- 1 Ultimate Lion + 4 Golden Lions, per grade, per day
- Tentative Dates:
 - Week 1: mid-December
 - Week 2: mid-March
 - Pop Up Days

Lion Day

- Celebration at the end of each quarter
- Activities may include:
 - Grade level celebration
 - Team building activity
 - Cross-age buddy activities
 - Development & presentation of individual awards





Social Emotional Learning (SEL)

SEL



Allows the class to greet one another and work on common goals

Focuses on social-emotional development

Offers student voice

Allows for the opportunity to further develop empathy and belonging in the classroom

Occurs daily to discuss classroom goals and to work on social problem solving skills

Stay Connected with Talking Points!

- Talking Points is a free tool for teachers and families.
- Send and receive messages in your language.
- Messages are translated automatically.
- You can reply in your language.



¡Manténgase conectado con Talking Points!

- Talking Points es una herramienta gratuita para profesores y familias.
- Envía y recibe mensajes en tu idioma.
- Los mensajes se traducen automáticamente.
- Puedes responder en tu idioma.



How to Get Started

1. You will get a text or app invite from your school.
2. Reply to the message or download the free Talking Points app.
3. Choose your language.
4. Start messaging your teacher!

Cómo empezar

1. Recibirás una invitación por mensaje de texto o aplicación de tu escuela.
2. Responde al mensaje o descarga la aplicación gratuita Talking Points.
3. Elige tu idioma.
4. ¡Empieza a enviarle mensajes a tu profesor!



Please select your language. TalkingPoints will auto-translate all your messages.

English



NEXT



¡Prueba TalkingPoints en tu teléfono!

¡Descarga la aplicación móvil y utiliza TalkingPoint sobre la marcha! Escanea un código QR con tu teléfono para descargar la aplicación.



iOS



Android

Try TalkingPoints on your phone!

Download the mobile app and use TalkingPoint on the go! Scan a QR code with your phone to download the app.

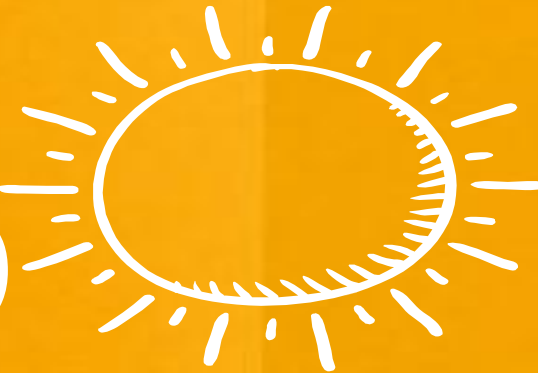


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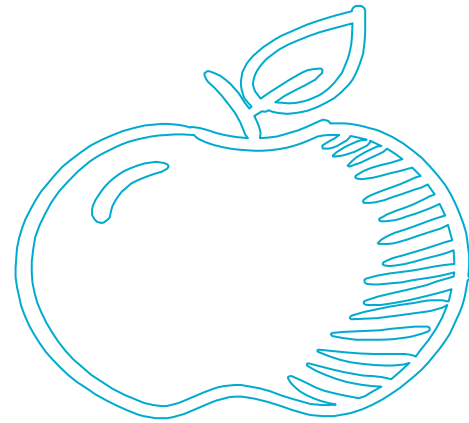


Android

Related Arts

2025  2026

Related Arts will continue the RAINBOW schedule.



September 2022

APPROVED

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
September holidays and other dates of interest 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
	Labor Day Schools and offices closed (State mandated holiday)					
11		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 4th & 5th
students.

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

Music

Mrs. Trueblood

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



Open House

Friday, August 22nd

New to Lisbon orientation: 10:30 – 11:15

Open House: 11:15–12:00

Please bring your child's school supplies.

If you ordered supplies from the school, they will
be at your child's desk at open house.



A vibrant collage of school supplies surrounds a central light blue rectangular box. The supplies include a glowing yellow lightbulb on the left, a stack of green and yellow books at the top right, a yellow protractor and a green ruler at the top left, a blue and green globe on the right, and another stack of books and a ruler at the bottom. Pink and blue scribbled lines are scattered throughout the background.

**Let's have
a great year!**