

Back to School Night August 18, 2026

Grade 2





Table of contents

01

Support Staff

Meet the teachers
working with the students

02

Schedule

Our daily schedule

03

Parent Volunteers

We would love your help



04

Dismissal

Changes/ emergency

05

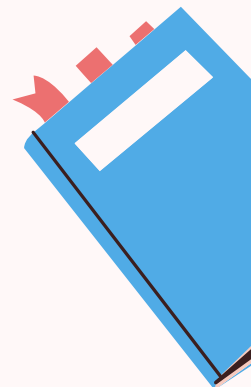
Academics

What we are learning this
year

06

Homework

What to expect



07

PBIS

08

Related Arts

09

Talking points



Second Grade Team

Courtney Rein

Nicole Rathmann

Jody Sacks

Rachel Holman

Mollie Thompson- ITL



01 Support Staff





Supporting you students this year!



Reading Specialist

Alicia Hanson

Special Educator

Brittney Gibson

Shannon Jones

Speech Pathologist

Ann Marie Mathews

English Language Development

Kim Gjerde



02

Schedule



Grade 2 Schedule

9:00 - 9:15	Arrival
9:15 -10:00	Content
10:00 - 12:00	ELA
12:00 - 12:30	Lunch
12:30 - 1:00	Recess
1:00 - 1:15	Social Emotional Learning
1:15 - 2:35	Math
2:35 - 3:35	Related Arts
3:35- 3:45	Heggerty
3:45 - 4:00	Dismissal



Back to routine



Lunch

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



Recess

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



03

Parent Volunteers



Parent Volunteers



Step 1

Complete the 2 trainings required by Howard County Publics schools online.



Step 2

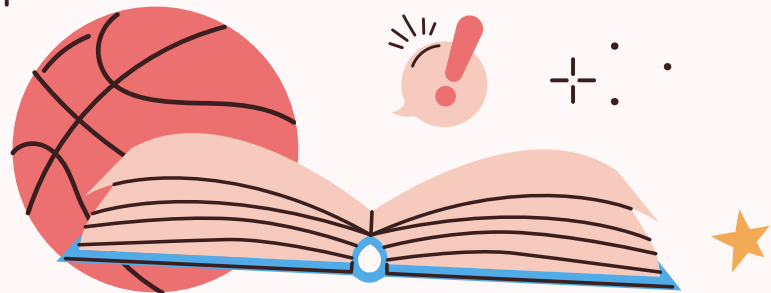
Print and sign the completion forms and send them into the teacher.



Step 3

Once we get reading groups started the teachers will send out and invite for volunteer sign ups.

Only parents that have completed both trainings and have their completion forms on file may volunteer or chaperone field trips.



04

Dismissal



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.



Extra Clothes



Spare Set

Please send an extra set of weather-appropriate clothing on the 1st day (shirt, shorts, socks, underwear) for accidents, spills, or falls.



Ziploc Bag

Place clothes in a large ziploc bag **labeled** with your child's name and homeroom teacher.



Seasonal Swap

Clothes will be sent home to be swapped out as the weather changes seasonally.



Label Belongings

Label all personal belongings (coats, lunchboxes, water bottles) with your child's name to help identify and locate lost items.

05

Academics



Math Focus



**Common
Core Math**



**Fact
Fluency**

Students working on
3rd grade objectives
will be using
Illustrative math.



Addition/Subtraction– grade 2
Multiplication/Division– grade 3



**Problem
Solving**



**Explaining your
thinking**





ELA

Guided Reading

Reading groups using
Being a Reader

Heggerty

Phonics Practice

Whole Group reading

Word work,
vocabulary, and
comprehension

Reading rotations

Word work, writing,
read to self, Boost

Writing

Personal Narrative,
Opinion, and
Informational



Content

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Social Studies	Demonstrating Democracy	Connecting our World	Consumer Choices	Change over time
Health	Social and Emotional	Violence Prevention	Injury Prevention	Personal Health and Disease Prevention
Science	Properties of Matter	Earth's features	Earth's Changing Landscape	Relationships between plants and insects



06

Homework



HW

MATH

- Starting in October
- Sent home Monday
- 2 days of content/ 2 days of facts practice
- Turn in at the end of the week



Reading

- 10 minutes a day Mon.–Thurs.
- Sight word practice
- Later in year– 1 written response question a week.



07

PBIS



We **ROAR**
with pride!

2026-
2027



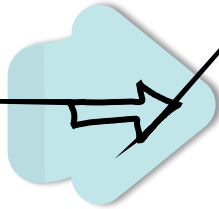
Respectful

Organized

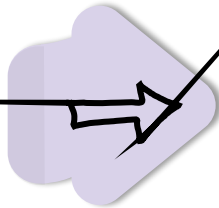
Always Safe

Responsible

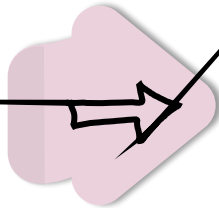
Contents



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

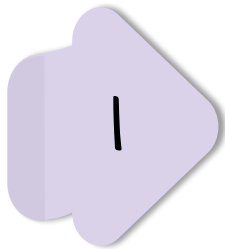


ROAR

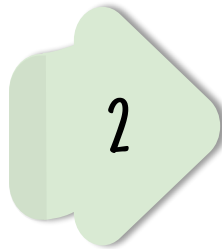
Responsible:

- Follow directions
- Be honest
- Follow the rules

ROAR Behavior Hierarchy



ROARing
Positive
Behavior



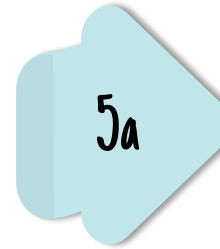
Verbal
Warning



Reset #1

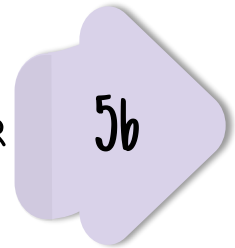


Break Space



Self Check
(not a
consequence)

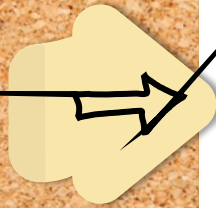
OR



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.
- Individual reflection tool



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 when student's behavior goes against the HCPSS code of conduct
- 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

- | | | |
|--|--|--|
| ☐ Reminder(s)/Prompting | ☐ Community Building | ☐ SEL Instruction |
| ☐ Offer Help/Support | ☐ Parent/Guardian Phone Call | ☐ Skill Building with SST Staff |
| ☐ Private Conversation | ☐ Consultation with SST Staff | ☐ Other: _____ |

Observed Behavior

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

- | | | |
|---|--|---|
| ☐ Extended School Day:
☐ Before ☐ Lunch ☐ After
☐ Other: _____ | ☐ Loss of Privileges
Explain: _____
☐ School Community Service | ☐ Parent/Guardian Formal Conference
☐ 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 _____

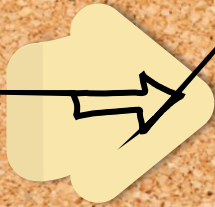
☐ Parent/guardian signature (if box is checked)

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

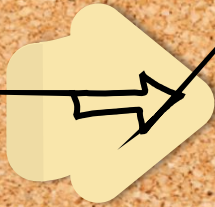


- ☐ Always Safe
- ☐ Responsible

LISBON ELEMENTARY

ROAR Store

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



Celebrations



Happy Go Home Notes

 **Happy Go Home Note**
Just a note to say...

_____ had an
outstanding day!

Behavior:

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

Comments:

Teacher: _____

Birthday Announcements

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

Celebrations

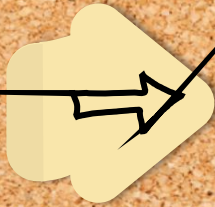
Golden Lion

- Only Golden coupons will be used
- Day focuses on specific desired behavior
- Random winners chosen from class and grade level baskets
- 1 Ultimate Lion per grade, & 1 Golden Lion per class, per day
- Tentative Dates:
 - Week 1: mid-December
 - Week 2: April
 - 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





Celebrations

Semester Celebrations

- Buddy-grade BINGO (end of Q2)
- Pumped-Up Recess (end of Q4)

Staff & Student engagement

- March - Basketball shootout
- May - Baby picture Guess Who

*Video compilations shared during
all lunch shifts



Social Emotional Learning (SEL)

SEL



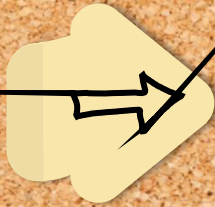
Allows the class to greet one another and work on common goals

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



Pride Awards

Quarterly Celebration

Acknowledging:

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

Students receive:



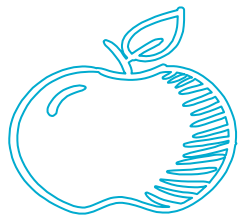
- Paw: No Incident Report forms
- Gold Pencil: Honor Roll
- Blue Pencil: Principal's Honor Roll

08

Related Arts



Related Arts will continue the RAINBOW schedule.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 yellow	3 green	4 blue	5 red	6 orange	7
8	9 Professional Learning Day Schools closed for students	10 yellow	11 green	12 blue	13 red	14
15	16 orange	17 yellow	18 green	19 blue	20 Professional Work Day MSEA Convention Schools closed for students	21
22	23 red	24 orange	25 yellow	26 green	27 blue	28
29	30 red	31 orange	BOE Meeting 4 pm			
		Schools close 3 hours early. End of first marking period. No half-day Pre-K/RECC.				

Related Arts

Media

Mrs. Kinloch &
Mrs. Patrick

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
4th & 5th students.

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

Physical Education

Mrs. Lindauere &
Ms. Wasson

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

Music

Mrs. Trueblood

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

Related Arts Schedule

Rathmann	Art	PE	Media	Tech/PE	Music
Rein	PE	Media	Art	Music	PE/Tech
Sacks	Media	PE	Music	Art	Tech/PE
Thompson	PE	Music	Tech/PE	Media	Art

The 5th class will be sprinkled into the other 4 classes for Related Arts.



09

Talking Points



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



78°F
Mostly sunny



🔍 Search



ENG



7:23 PM
8/14/2025

¡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.



iOS



Android

The Ready to Read Act

Maryland's Ready to Read Act requires that students at risk for reading difficulty receive timely intervention.

Beginning with the 2026–2027 school year, HCPSS is putting this into practice through Student Reading Improvement Plans (SRIPs), in line with Maryland State Board of Education policy.

MSDE and HCPSS are committed to every student's early literacy success.

Who Gets a Student Reading Improvement Plan?

Kindergarten through Grade 3 students with a DIBELS score of **“Well Below”** receive a Student Reading Improvement Plan (SRIP), developed within 30 days of the assessment.

If your child has reading goals on an IEP, **that plan takes the place of the SRIP.**

A SRIP is a reading plan designed to improve your child's reading skills through targeted instruction and support.

What a SRIP Provides



Targeted Reading Instruction



Progress Monitoring



A Goal Addressing Your Child's Learning Gap



Ongoing Family Communication

Communication



Home Connect Report

Shares your child's DIBELS results and skill-by-skill progress, three times a year.



Notification Letter

If your child will have a SRIP, you'll get a letter by October 15, 2026.



New This Year: Email

You will receive an email from the school with the SRIP attached..

You'll also get ongoing updates from your child's classroom teacher or interventionist.

How You Can Help and Resources

Ready to Read Act & MTSS Resources

- ELA in HCPSS
<https://www.hcpss.org/academics/english-language-arts/>
- Ready to Read Act details
<https://www.hcpss.org/academics/english-language-arts/ready-to-read-act/>

The best ways to help at home: read together every day, talk about what you read, and celebrate your child's progress — big and small.



Save the Date:

**Lisbon's 50th
Anniversary Celebration!**

September 26th



Questions



Contact Us

Mrs.

Rathmann

Nicole_Rathmann@hcpss.org

Mrs.

Thompson

Mollie_Thompson@hcpss.org

Mrs. Sacks

Jody_Sacks@hcpss.org

Ms. Rein

Courtney_Rein@hcpss.org

Ms. Holman

@hcpss.org

