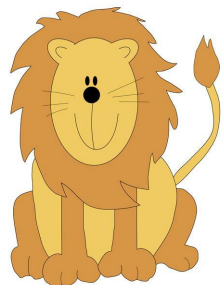
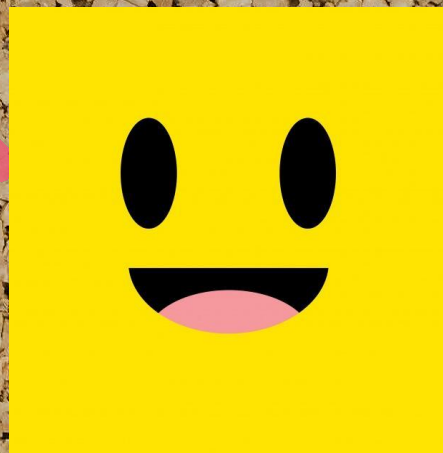




Back to School Night

Third Grade

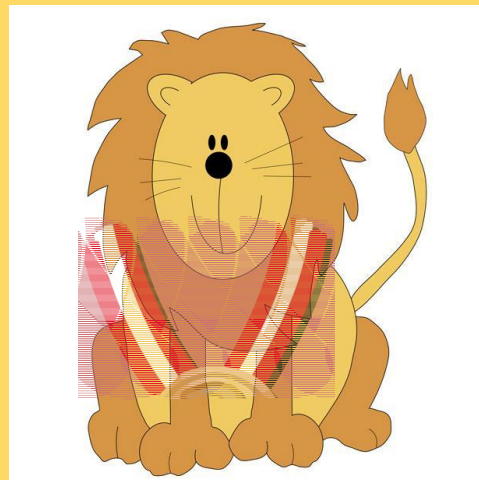
➡ START!





Meet Our TEAM

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





Meet Our TEAM



- **Melissa Hilliard, Special Education Teacher**
- **Ann Marie Matthews, Speech/Language Pathologist**
- **Amy Leatherman-Cowell, Occupational Therapist**
- **Alicia Hansen, Reading Specialist**
- **Kim Gjerde, English Language Development Educator**
- **Laura Register, G/T Resource Teacher**
- **Emma Goon, School Psychologist**
- **Alicia Taylor, School Counselor**



Daily Schedule

9:15-10:30 Math

10:30-11:30 Related Arts

11:30-1:30 **Snack**/ELA

1:30-2:00 **Lunch**

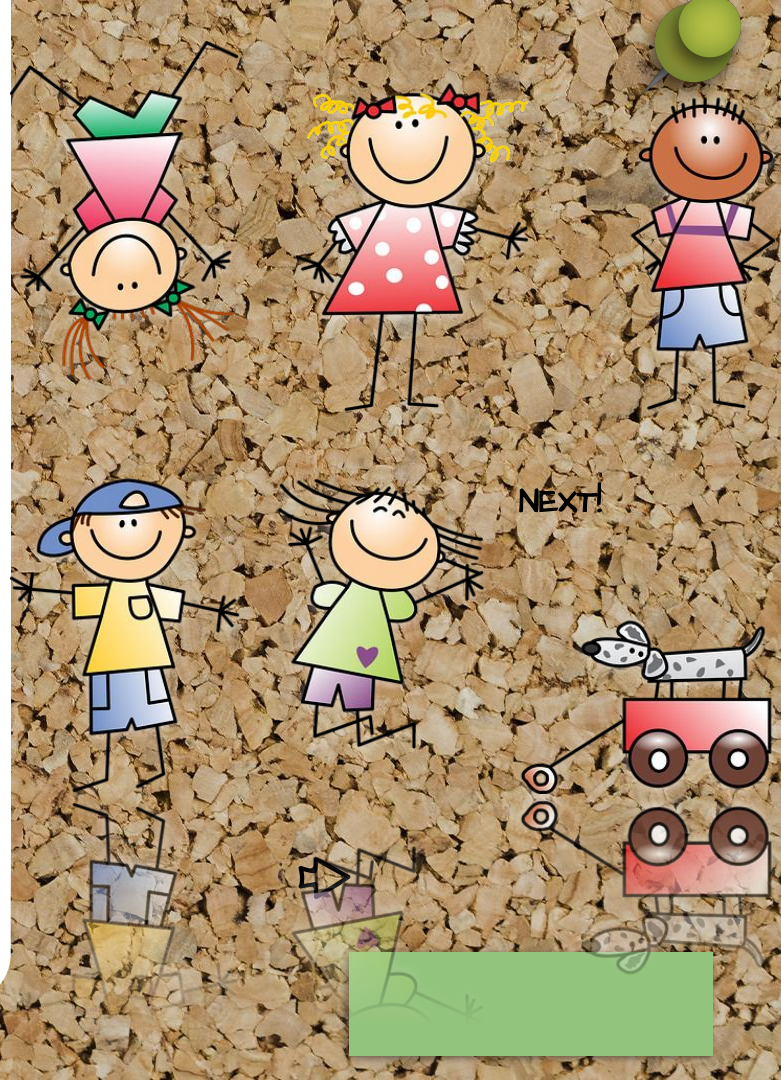
2:00-2:30 Recess

2:30-2:45 SEL

2:45-3:40 Content

3:40-3:45 Stack & Pack

3:45-4:00 Dismissal



Homework:



Reading

- Every day 15-20 minutes
- Q3/4: Think Marks/
Reading Response

Content

- Could include a
project and/or
finish classwork

Math

- Practice skills
- Practice your basic facts

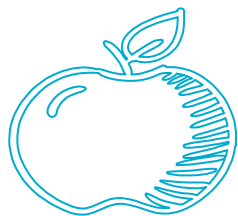
Homework Machine

- Check to be sure you
have completed all
assignments



Related Arts

2026  2027

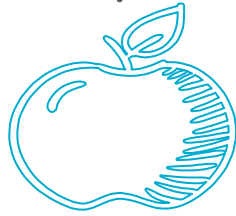


Hello!

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.



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				

Related Arts

Library Media

Mrs. Kinloch +
Mrs. Patrick (para)

Integrated lessons; radical
researching; inquiry using the
Super 3 and Big 6 methods ;
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.

****MUST WEAR SNEAKERS!****

Music

Mrs. Trueblood

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

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!

¡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

We **ROAR**
with pride!

2026-
2027



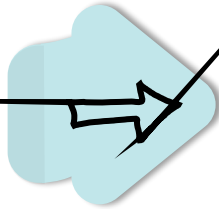
Respectful

Organized

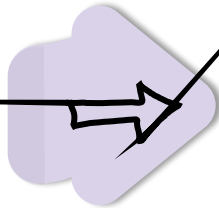
Always Safe

Responsible

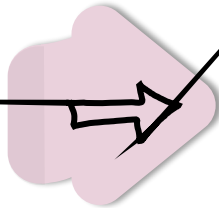
Contents



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

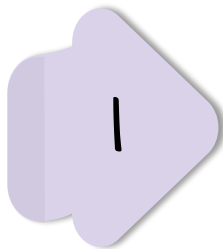


ROAR

Responsible:

- Follow directions
- Be honest
- Follow the rules

ROAR Behavior Hierarchy



ROARing
Positive
Behavior



Verbal
Warning



Reset #1

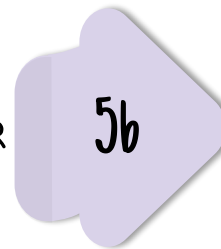


Break Space



Self Check
(not a
consequence)

OR



Incident
Report (admin
tracks and
reviews)



Break Space

- 





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 _____

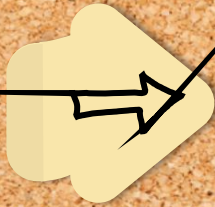
☐ Parent/guardian signature (if box is checked)

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

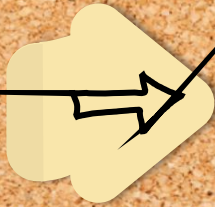


- ☐ Always Safe
- ☐ Responsible

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



Pride Awards

Quarterly Celebration

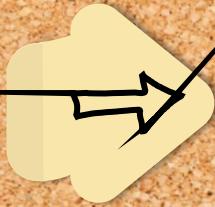
Acknowledging:

- 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:

☐ 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

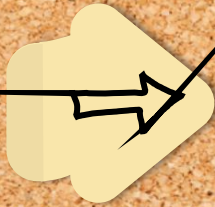
Golden Lion

- 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

Standards Based Instruction and Reporting

By focusing on standards, we are:

- **Consistent** with **learning** and **purpose**, for every grade, every classroom.
- **Student achievement** is reported in reference to the **STANDARDS** they are taught, and scoring practices become consistent from classroom to classroom, and school to school.
- It is a **focused approach to support all students** in reaching standards.
- **Student progress is reported compared to a standard**, not compared to other students.
- It is an **equitable practice**.

What Do Academic Grades Look Like?

Progress toward meeting grade level standards will be reported based on multiple measures including, but not limited to, teacher observation, formal and informal assessments, classwork, and projects.

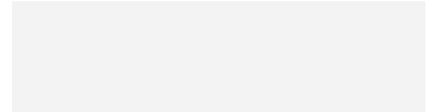
A - *Consistently* meets expectations (90% or higher)

B - *Frequently* meets expectations (89% - 80%)

C - *Making sufficient progress* toward expectations (79% - 70%)

D - *Making insufficient progress* toward expectations (69% - 40%)

E - *Limited / No progress* toward expectations (39% or below)



THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM

- Report Card

Student:

Student ID:

Grade:

Teacher:

Student performance - For grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following

A – Consistently meets expectations (90% or higher)

B – Frequently meets expectations (89% - 80%)

C – Making sufficient progress toward expectations (79% - 70%)

D – Making insufficient progress toward expectations (69% - 40%)

E – Limited/No progress towards expectations (39% or below)

Learning Behaviors - Indicates student demonstration of learning

1 - Meets Expectation

2 - Making Progress Towards Expectation

3 - Limited/No Progress Towards Expectation

ATTENDANCE

Days Absent

Days Present

Days Tardy

LANGUAGE ARTS

Demonstrates reading comprehension

Applies grade level reading foundational skills

Writes for different purposes and audiences

Applies grade level knowledge of language and its conventions when writing and speaking

Demonstrates speaking and listening skills to productively participate in conversations

REPORTING PERIOD

1 2 3 4

LANGUAGE ARTS

MATH

SCIENCE

SOCIAL STUDIES

HEALTH EDUCATION

LEARNING BEHAVIORS

Demonstrates Interpersonal Skills

Demonstrates Responsibility

Demonstrates Perseverance

Demonstrates Collaboration

Demonstrates Initiative

REPORTING PERIOD

1 2 3 4

MATHEMATICS

Demonstrates understanding of number and fraction concepts

Demonstrates understanding of addition and subtraction

Demonstrates understanding of multiplication

Demonstrates understanding of division

Solves one and two-step word problems with any operation

Demonstrates understanding of measurement, data, and geometry

SCIENCE

Demonstrates use of science and engineering practices to build understanding of the content

Demonstrates understanding of grade level life science concepts

Demonstrates understanding of grade level Earth/space science concepts

Demonstrates understanding of grade level physical science concepts

SOCIAL STUDIES

Demonstrates understanding of social studies concepts

Demonstrates ability to appropriately use social studies skills

HEALTH EDUCATION

Demonstrates knowledge and skills for social and emotional health

Demonstrates knowledge and skills for violence prevention

Demonstrates knowledge and skills for injury prevention

Demonstrates knowledge and skills for personal health and disease prevention

Reporting Period: Each reporting period stands independent; the fourth marking period is not cumulative

For more information about grading and reporting, please visit <https://www.hcpss.org/report-cards>

Understanding the report card: A gray box above indicates the score is not reported during the reporting period. N/A means "not available;" see report card comments for more information. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

REPORTING PERIOD		
ART	2	4
Generates and reflects on a variety of ideas to develop personal solutions		
Uses design strategies, reflects on and refines work to ensure quality		
INSTRUCTIONAL TECHNOLOGY		
Employs digital citizenship, computational thinking skills and transfers knowledge to explore emerging technologies		
Demonstrates proficient use of technology operations and computing systems		
LIBRARY MEDIA		
Demonstrates new knowledge through inquiry, critical thinking, and problem solving		
Demonstrates an appreciation of literature in a variety of topics, genres, and formats		

REPORTING PERIOD		
MUSIC	2	4
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
PHYSICAL EDUCATION		
Demonstrates fundamental motor skills		
Demonstrates knowledge and skills related to fitness and movement concepts		
INSTRUMENTAL ENSEMBLE		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		

Academic grades and learning behaviors for these content areas are reported semesterly.

Principal _____

	ART		INSTRUCTIONAL TECH		LIBRARY MEDIA		MUSIC		PHYSICAL EDUCATION		INSTRUMENTAL	
LEARNING BEHAVIORS	2	4	2	4	2	4	2	4	2	4	2	4
Demonstrates Interpersonal Skills												
Demonstrates Responsibility												
Demonstrates Perseverance												
Demonstrates Collaboration												
Demonstrates Initiative												

Related Arts are reported
SEMESTERLY: Quarters 2 and
4

Learning Behaviors

LEARNING BEHAVIORS	1	2	3	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

- Number grades 1, 2, 3 for learning behaviors

More Information on SBIR

Access the QR code to
view standards based
instruction and reporting
parent resources.



What will your child learn?



Table of
Contents

➔ 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

➡ Section 1

➡ Section 2

➡ Section 3

➡ Section 4

➡ Credits

3rd Grade

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

4th Grade

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





Content



Table of
Contents



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
- Project Citizen



Health

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





Take Home
Folders and
Homework
Machine

Please Check
Daily

Table of
Contents

➡ Section 1

➡ Section 2

➡ Section 3

➡ Section 4

➡ Credits



Be sure to check Canvas
for Important Information



National Board Certification

What it is:

- assessment to certify teachers as accomplished practitioners in teaching
- primary purposes of this assessment are to make decisions about whether a teacher demonstrates knowledge and practice expected of an accomplished teacher, improve student learning and encourage excellence in teaching

Your support:

- I am required to submit videos of myself teaching and may need to submit some student work samples.
- In the videos, your child may be referred to by first name only. If your child's work is chosen to be a work sample, only their first name will be used.
- All of the videos and student work I submit for this portfolio will be viewed by other educators who have been trained as evaluators by the National Board for Professional Teaching Standards.

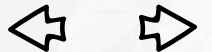
Next Step: Student Release Form

Questions/Concerns/ Compliments

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

- ➡ Diana_Sargeant@hcpss.org
- ➡ Lindsay_Lookingbill@hcpss.org
- ➡ 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!

