


Welcome to
Lisbon Elementary
2024-2025
Back to School
Night





Team Members

- Lauren Martin, ITL
 - Stephanie Keenan
 - Stacey Smith
 - Kim Feaga, Paraeducator
 - Beth Singo, Resource Teacher
- 

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 - 1:45	Math
1:45 - 2:30	Content (Science, Social Studies, Health)
2:30 - 3:30	Related Arts
3:30 - 3:45	Stack and Pack / Dismissal

Communication



Canvas

- Announcements
- Inbox
- Calendar Events
- Grades

Check your Canvas notification settings to ensure you are receiving daily notifications



Take Home Folder

- Behavior calendar
- Notes from home
- Flyers from the school or PTA



School Phone

410-313-5506



Email

- lauren_martin@hcpss.org
- stephanie_keenana@hcpss.org
- stacey_smith@hcpss.org

Language Arts - Reading

Standards based instruction utilizing Being a Reader

Whole Group

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

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

- 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

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Number Concepts	Number Concepts	Number Concepts	Number Concepts
Number Operations	Number Operations	Number Operations	Number Operations
		Geometry	Measurement and Data

Students will be flexibly grouped within math classes to ensure instructional needs are met.

Some students may be grouped to another class for math instruction.



What Does Math Look Like Everyday?

- 75 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



Content



	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Science	Plant and Animal: Structure and Function	Patterns in Space Systems	Light	Sound
Social Studies	Civics	Geography	Economics	History
Health	Social & Emotional Health	Violence Prevention	Injury Prevention	Personal Health and Disease Prevention

SBIR

Grades are reported in Canvas for each subject area

In each subject, grades are assigned for each measurement topic; related standards are grouped together.

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 Math
 - Math homework will be collected weekly
 - Reading homework will be collected at the end of each month
- Review of previously taught skills
- Typically begins in October - additional information coming soon!



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!

2024-
2025



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**.



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

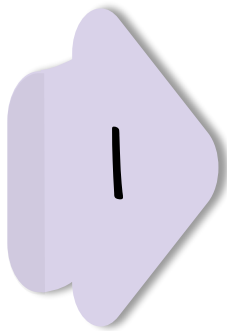


ROAR

Responsible:

- Follow directions
- Be honest
- Follow the rules

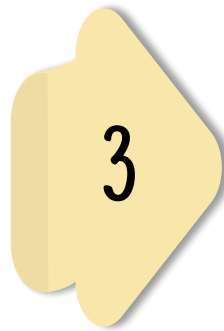
ROAR Behavior Hierarchy



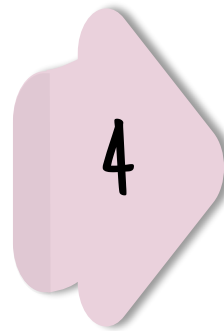
ROARing
Positive
Behavior



Verbal
Warning



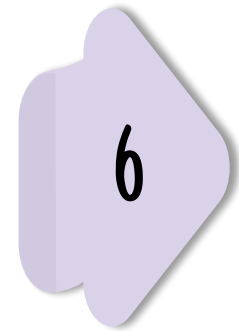
Reset #1



Suggest
Break
Space



Self Check
(not a
consequence)



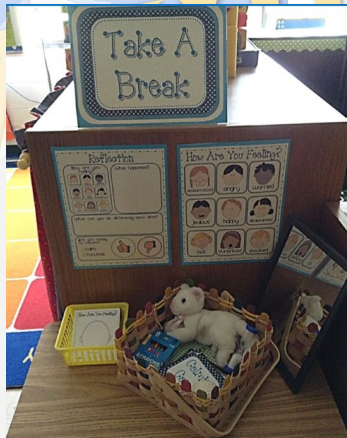
Incident
Report
(admin
tracks and
reviews)



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

A white spiral-bound notepad with a yellow pushpin and a blue ribbon. The notepad is tilted and has a white spiral binding on the left side. A yellow pushpin is pinned to the top right corner, and a blue ribbon with white polka dots is tied around the top right edge. The background is a light blue color with faint white circles.

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"/> 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

Behavior Calendar



September



Monday	Tuesday	Wednesday	Thursday	Friday
9 Initials: _____	10 Initials: _____	11 Initials: _____	12 Initials: _____	13 Initials: _____
16 Initials: _____	17 Initials: _____	18 Initials: _____	19 Initials: _____	20 Initials: _____
23 Initials: _____	24 Initials: _____	25 Initials: _____	26 Initials: _____	27 Initials: _____
30 Initials: _____				

Blue - Great Day Green - Reset #1 Yellow - Self-Check Purple - Reset #2

Orange - Incident Report Red - Office Referral and/or Parent Contact



ROAR Celebrations

ROAR Coupons

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

- Respectful
- Organized

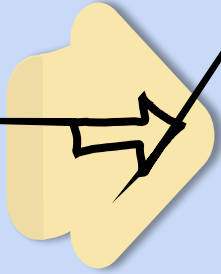


- Always Safe
- Responsible

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

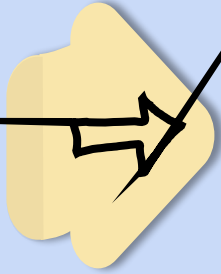
Acknowledging:

- 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"/> 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: _____

Birthday Announcements

- Announced during the morning announcements
- Pencil/Sticker from teacher
- Summer birthdays:
 - August birthdays will be announced during the first week of school in 2024
 - late June/ July birthdays will be announced during the last week of school in 2025

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

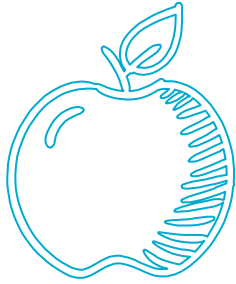
Allows for the opportunity to further develop empathy and belonging in the classroom

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

Related Arts

2024  2025

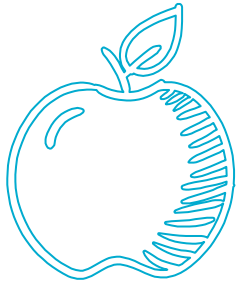
Hello!



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
				1	2	3
September holidays and other dates of interest 26 Rosh Hashanah (2 days) – Jewish* *begins sunset of previous day						
				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	12	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 3rd, 4th & 5th students.

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

Music

Mrs. Trueblood

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

Questions?