

Grade 2 Back to School Night

August
20, 2024

Meet the Team

Mollie Thompson-Grade 2 Teacher ITL

Jody Sacks- Grade 2 Teacher

Nicole Rathmann- Grade 2 Teacher

Megan Tignor- Grade 2 Teacher

Kim Feaga- Grade 1/2 Paraeducator

Support Staff

Reading Specialists

Alicia Hansen

Jacqueline Meiklejohn

Speech Pathologists

Annette Myers

Cimarron Ludwig



Special Education

Katie Bostick

English Language Development

Kim Gjerde



Schedule

9:15 - 11:15	SEL/ELA
11:15 - 12:15	Lunch/Recess
12:15 - 12:30	Heggerty
12:30 - 1:30	Related Arts
1:30 - 2:45	Math
2:45 - 3:35	Content
3:35 - 3:45	Pack Up

Lunch 11:15

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


Recess 11:45

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





Volunteering



Howard County requires any volunteers or chaperones to complete **2** online training prior to working with students.

- Parent Volunteers and Confidentiality Training
- Child Abuse and Neglect Training for Parents

Once both trainings are completed, send in certificates.

ONLY parents that have completed the training will be allowed to volunteer in classroom or chaperone field trips.

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.

Math

Common Core Math

Focus on Automaticity of Facts

Addition/Subtraction facts- grade 2

Multiplication/Division- grade 3

Problem solving

Writing about your thinking

Homework starting in October



ELA

Guided Reading

- ❖ Being a Reader
- ❖ Word Study

Reading Rotations

- ❖ Read to Self, Work on Writing, Read to Someone, Word Work
- ❖ Read Alouds



❖ Heggerty

Writing

- ❖ Informative, Narrative, Opinion
- ❖ Being a Writer Program

Content Areas

Health

- Q1 Social & Emotional
- Q2 Violence Prevention
- Q3 Injury prevention,
- Q4 Personal Health and Disease Prevention

Science



- Q1 Properties of Matter
- Q2 Earth's Features
- Q3 Earth's Changing Landscape
- Q4 Relationships between Plants and Insects

Social Studies


- Q1 Demonstrating Democracy
- Q2 Connecting our World
- Q3 Consumer Choices
- Q4 Change Over Time

Homework

20 minutes total Monday-
Thursday

Reading- 10 minutes
every day

Written Response one
time a week in HW
Journal.



Math-

Facts practice and
concept review.

We
ROAR

with

pride!

2024-
2025



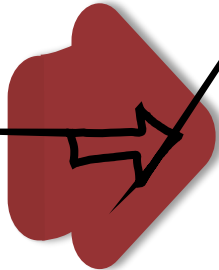
Respectful

Organized

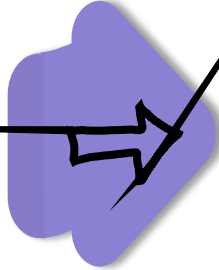
Always Safe

Responsible

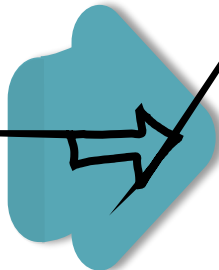
Contents



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



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



Always Safe:

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

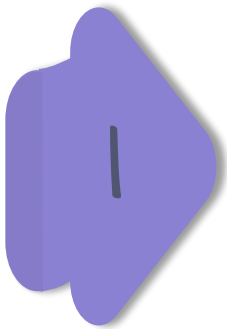


ROAR

Responsible:

- Follow directions
- Be honest
- Follow the rules

ROAR Behavior Hierarchy



ROARing
Positive
Behavior



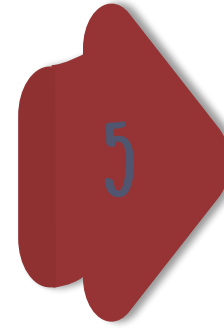
Verbal
Warning



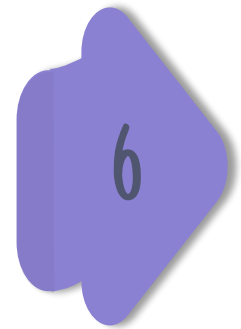
Reset #1



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.



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



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: _____	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

Media

Mrs. Hastings

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 +
Ms. 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!

Individual Class Schedules

2nd Grade					
Thompson's Class Sprinkled					
Rathmann	RED	ORANGE	YELLOW	GREEN	BLUE
12:30-1:00	Art	P.E.	Technology	Music	Media
1:00-1:30	Art	P.E.	P.E.	Music	Media
Sacks	RED	ORANGE	YELLOW	GREEN	BLUE
12:30-1:00	Media	P.E.	Art	P.E.	Music
1:00-1:30	Media	P.E.	Art	Technology	Music
Tignor	RED	ORANGE	YELLOW	GREEN	BLUE
12:30-1:00	P.E.	Art	Music	Media	Technology
1:00-1:30	P.E.	Art	Music	Meida	P.E.

Contact

Mollie_Thompson@hcpss.org

Jody_Sacks@hcpss.org

Nicole_Rathmann@hcpss.org

Megan_Tignor@hcpss.org



Questions?