



**Marcia Buker Elementary School
Team Handbook
2022-2023**

RSU 2 Vision, Mission, and Guiding Beliefs

Coming after finalizing

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Keys, Doors, and General Security

Building key cards and classroom door keys will be issued to staff. Key cards and door keys are not to be given to anyone other than the staff member to whom they were issued to access the building or classroom independently of the staff member.

All staff members are asked to access the building during designated school hours:

- between 6:00 a.m. and 9:00 pm on Monday through Friday
- between 7:00 a.m. and 6:00 p.m. on Saturday and Sunday

If there is a specific reason you need access outside of these times, please contact Glen Reynolds at least 48 hours in advance.

During School Hours:

- All room doors should remain locked at all times; staff may keep their doors open if they are able to pull the door shut after gathering students inside without having to lock it in an emergency.
- Classroom door windows should be uncovered but a covering kept within easy access in the event of a lockdown.
- Perimeter doors must remain locked at all times, with the exception of the main entrance at arrival and dismissal times.
- Perimeter doors are not to be propped open.
- When you enter through a door that isn't the main entrance at any point during the school day, please take the extra time to give the door a tug to make sure it is closed.
- All visitors must enter through the main office door. All visitors must sign in at the main office and obtain a visitor's badge.
- If a staff member sees a non-staff person in the building without a visitor pass, they should immediately notify the main office, even if the person is familiar.
- No one without key access is to enter through any wing entrance or side door.
- Report anything or anyone suspicious, or student reports of such activity, to the main office immediately.

Information and Digital Platforms

[Contact Information](#)

MBES Phone Extensions [Will be linked](#)

School Information

Shared MBES Folder [Will be linked](#)

Shared Calendar [Will be linked](#)

Teacher Accounts

All teachers should have access to the following digital platforms:

- [RSU 2 Google Suite for Education](#) (Gmail, classroom, etc: also provides access to RSU2 Curriculum Team Drive and Central Office Team Drive)
- Seesaw (Learning and communication platform for PrK-5; used for grades PreK-3)
- [Infinite Campus](#): Take attendance, create class lists; enter learning progress data, view the standards
- [Frontline](#) (Frontline, formerly Aesop): Report absences and request subs; complete annual trainings
- [iObservation](#) (Teacher Evaluation and Professional Growth resources and documentation)
- [Mystery Science](#)
- [San Francisco Math \(no account/login required\)](#)
- [Seesaw \(Grades K-3\)](#)
- [Literacy Footprints](#)

Contact Becca Redman at rredman@kidsrsu.org if you need help accessing to any of these accounts.

Calendars and Schedules (LINKS)

[RSU 2 School Calendar](#)

[Shared MBES Calendar](#)

[MBES Master Schedule](#)

Meeting Schedule

- **Teacher Meetings:** Monthly on the first Wednesday–2:55-4:25*
- **PLG Meetings:** Monthly on the third Wednesday–2:55-4:25*
- **Leadership Team Meetings:** Monthly on the second and fourth Wednesday–2:55-4:25
- *Staff should plan on meeting for 1.5 hours on meeting days, but the principal will make efforts to allow flexibility when work or PD can be completed independently or in teams at alternative times.

MBES Daily Schedule

Staff Arrival and Departure

Teacher Contract Personnel

- Arrival: 7:30 (30 minutes prior to the first bell)
- Departure: 30 minutes after last bell (except Fridays, when teachers may leave after walkers have left)

Ed Techs: Arrival and departure times will be determined by the principal

Staff who need to leave early or arrive late must notify the building principal and the main office prior to doing so.

Staff who need to leave the building during lunch, planning time, or any other time, must notify the main office, even if they have coverage.

[MBES Student/Parent Handbook](#)

Staff Procedures

Staff Absence From School

Sub Folder and Plans

All teachers are expected to prepare and maintain a sub folder that contains current class roster(s) and seating plan(s); contact information for the main office and team members; emergency procedures; class and specials schedules; standing Title I, guidance, and other appointments for students; duty schedule.

Contingency sub plans: All teachers are expected to have contingency sub plans/activities ready in the event of an unexpected absence. This plan should be kept in a separate folder from the sub folder or given to the main office by the end of September. A contingency plan might be as simple as a menu of *meaningful* activities students may choose from in each subject (similar to what teachers prepared during the pandemic school closure).

Pre-Planned Absence Procedure

1. Staff must complete either an RSU 2 Professional Leave Form or RSU 2 Personal Leave Form and have it signed by the principal, who will forward it to the central office.
2. Staff members must log into Frontline, RSU#2's attendance and substitute software at: <https://www.Frontlineonline.com/login2.asp> to log an absence
3. Detailed substitute plans must be left both in the classroom or with a teaching partner/designee (and electronically in Frontline whenever possible). These should include: accurate class rosters, seating charts, detailed learning plan for each class, and any appropriate class materials.
4. Please refer to your particular contract in regards to the personal leave policy.

Unplanned Absence Procedure

1. Staff must request a substitute in Frontline prior to 6 a.m. for Frontline to assign one. Therefore, please make sure that you log into Frontline by 5:50 a.m. Staff must report an absence in Frontline even if a substitute is not required.
2. Staff must also notify the main office and principal of an absence so that we are able to plan for any sub shortages.

Staff Illness and COVID

Please take care of yourself and others if you are ill. The knowledge that subs are hard to find as well as the burden of creating sub plans can make coming to school more attractive than spending a day at home resting. If you are at the start of what feels like a significant illness and

feel symptoms such as weakness, fatigue, and achiness, stay home. If you have a fever, stay home. If you are seriously congested and have a sore throat, stay home. If you do come to school once you begin to get better or with a mild illness, please be courteous and keep your distance from students and colleagues if at all possible. You may also wear a mask until your symptoms resolve. The same measures we've been practicing with COVID are good measures for any illness.

If you test positive for COVID, you will need to isolate from school for 5 days, and it is recommended that you wear a mask for ten days after the onset of symptoms.

Masks at other times: Some staff and students will choose to wear a mask for the protection of themselves and others. They may do so for a variety of reasons. We must respect an individual's right to wear a mask or not wear a mask.

Communication with parents and colleagues

With parents—The purpose of communicating with parents is to build relationships to support a child. Please be sure that your communications with parents:

- Celebrate successes and progress.
- Are respectful, objective, and professional in tone.
- Are sent when you are calm and not frustrated or angry.
- Express a desire to support a child rather than frustration with the child.
- Describe behavior objectively and avoid labeling a child or the child's behavior.

With colleagues—The guidelines for communicating with parents apply equally well to communication with colleagues about students.

Accident and Injury Procedures

Staff must take great care to avoid situations that could result in accidents and/or injuries to students, self, or other staff. **The supervising staff person must report any injury to a person (student, self, or staff) to the principal AND school nurse as soon as possible. An injury report form must be completed and submitted to the principal and school nurse within 24 hours.** Paper copies of the injury reporting form are available in the main office.

Student Injuries/illness

In the event of an injury to or illness of a student in your care, including during a class or a non-scheduled time (e.g. before/after school, between periods, during lunch or morning break, on a field trip, etc.), the following procedures are to be followed:

1. If, in your judgment, the injury/illness requires an immediate response from outside emergency medical personnel, ask a specific person to call 911, if you cannot safely do so yourself. Do not leave the student.
2. Call or have someone call the main office directly at extension _____. The main office will contact the nurse and the principal.
3. Follow the direction of the medical person in charge. If the school nurse or school emergency medical responder is available, he/she is in charge until that person relinquishes responsibility to outside emergency personnel.
4. [An RSU#2 Student Injury/Illness Report](#) form must be completed immediately after the incident. All staff who were involved in responding to the incident must complete the form. The form is to be given to the main office and Principal. The form should be completed in objective, facts-only terms.
5. If the injury/illness occurs off-campus (field trip, etc.) and the student is likely to be transported to a medical facility, call the parent/guardian to inform and request which medical facility they desire if the emergency responders request you to.
6. If the injury/illness occurs off-campus, once the student is safely cared for, call the principal.

Do not:

- A. Leave an injured/ill or medically at risk student alone
- B. Inform the student's parent of your diagnosis of the injury/illness
- C. Discuss the student's injury/illness with anyone (staff, non-staff, students, media, etc., as this would violate HIPAA and FERPA)

Staff Medical Emergencies and Staff Injuries

If you discover a staff member who requires an immediate response from outside emergency medical personnel, do not leave the staff person alone and direct a specific person to call 911. Otherwise, call the school nurse and the main office.

If a staff member is injured while performing the duties of his/her position, he/she must report the injury to the main office and complete the [RSU#2 Employee Incident Report](#) **within 24 hours**. For workers' compensation purposes, all non-emergency staff injuries will be referred to Concentra Medical Center, 219 Capitol Street, Augusta, Maine, 207-629-5005.

Responding to violent behavior in the classroom

[Unified Guidance Regarding LD 1370](#)

Facility and Equipment Use

Any employee wishing to use any school areas for school functions, school special events, etc. must fill out a facility use form. It is extremely important that this form be filled out ahead of time so that it can be put in the school calendar and distributed to the custodial staff.

Any facility used should be left in the condition in which it was found. This includes trash taken out, floors swept and mopped and furniture returned to positions. Arrangements may be made through maintenance for these cleaning chores, but if not, it is the responsible employee's responsibility to do them.

Staff members should get prior permission from the principal before using school equipment (LCD's, tables, chairs, etc.) off-campus

Field Trips

At MBES, we value educational experiences that take place off campus. To ensure a successful trip, staff must follow the Board policy [ATHLETIC TRIPS, FIELD TRIPS, EXTRA CURRICULAR AND OFF CAMPUS TRAVEL](#) and Bus Trip Request Form, which can be obtained from Katie Spear. These forms must be completed 3 weeks prior to the trip.

Personal Vehicle

RSU 2 Policy [EEBB - USE OF PRIVATE VEHICLES FOR SCHOOL BUSINESS](#) states "Privately owned vehicles may be used for student transportation when, in the opinion of the building principal and with the written approval of the Superintendent, this is the most practical or only possible method of transportation." The proper form at the end of the Policy must be filled out and approval must be obtained.

Purchasing Supplies

Reimbursements

Reimbursements will only be issued for purchases or travel that have been pre-approved by the principal. The person requesting a reimbursement must provide a detailed receipt for the item(s) purchased. Please note, per RSU#2 policy, sales tax is not reimbursable.

Requisitions and Purchase Orders

ALL requisitions/purchases orders must be pre-approved by the principal. When supplies are available from these vendors, they shall be used whenever possible.

Time Cards

All hourly employees must submit time cards to the main office every other Friday for signing by 9:00 AM. We are migrating to an electronic timecard system. Staff will be given notice and training prior to implementation. Time cards are a legal document; thus, it is critical that information documented on each employee's time card is accurate.

Child Abuse and Neglect

A staff member who has reason to suspect child abuse or neglect must respond to the situation carefully and in specific ways. The Board policy below outlines the appropriate response staff must follow.

BOARD POLICY NEPN/NSBA Code: JLF-R

REPORTING CHILD ABUSE AND NEGLECT ADMINISTRATIVE PROCEDURE

This procedure implements the Board's policy JLF – Reporting Suspected Child Abuse and Neglect. It summarizes the steps to be taken when a school employee suspects that a child has been or is likely to be abused or neglected.

- A. The "notifying person" refers to the person who has the information that gives rise to the suspicion that a child has been or is likely to be abused or neglected and is required by law to report it, such as a teacher, principal, guidance counselor or bus driver.
- B. The notifying person will immediately notify the principal or other designated agent of the suspected abuse or neglect. The person may notify the Department of Health and Human Services (DHHS) directly, or if appropriate, the District Attorney (DA).
- C. The principal or designated agent will immediately directly report it to DHHS and, if appropriate, to the DA.
- D. The principal or designated agent will send a written confirmation containing the name of the person reporting, the date and time of the report and a summary of the information to the notifying person.
- E. The notifying person will acknowledge in writing that he/she has received the confirmation that the report has been made by the principal or designated agent.
- F. The confirmation and acknowledgement will be retained in the school's records.
- G. If the notifying person has not received written confirmation within 24 hours of making his/her report to the principal or designated agent has caused a report to be made to DHHS and, if appropriate, the DA, the notifying person shall immediately make a report to DHHS and, if appropriate, the DA.

Cross Reference: JLF – Reporting Suspected Child Abuse and Neglect
JLF-E – Suspected Child Abuse Neglect Report Form

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Approved: 2/4/16

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Workplace Attire

Please dress appropriately for a public elementary school and for the work we do.

Our work with students often finds us kneeling beside a desk, sitting on the floor with a child, exploring the natural world, constructing models, running to respond to tears or an injury, cleaning up messes. To allow you to do your jobs well while conveying a sense of importance to students and parents, a casual-professional style is best for most days. A few examples based on typical questions are offered as guidance. These examples do not cover all types of attire. Please ask if you are unsure.

- Denim/jeans pants are acceptable as long as they are clean, unripped, not bleach washed, and so forth.
- Casual-professional style shorts are OK as long as they are of a modest length (mid-thigh or lower); same for skirts
- Tank tops are acceptable
- Hats worn inside are not acceptable unless worn for religious expression.
- Crop tops or tops that show the stomach are not appropriate.
- Any clothing that you might wear lounging on the weekend; to the beach or pool party; or to a nightclub, and other non-work occasions does not fit the casual-professional style.

Fragrances

Some people are very sensitive or allergic to the chemicals in fragrances. Scented personal products (such as laundry soap and softeners, colognes, lotions, powders, etc.) that smell wonderful to some can cause students and staff with sensitivities to fragrances physical discomfort ranging from mild to severe. Please be mindful of this and refrain from wearing strongly scented products or clothing.

Emergency Response Procedures

The link below is to a document describing how we will respond to different types of emergencies. This document will be updated to include and align with the active shooter training (ALICE) that the district will be implementing. [Marcia Buker School Emergency Procedures](#)

[\(LINK\)](#)

School Closure Announcements

The cancellation or late start of any regularly scheduled school day will be announced via school email, and on the Richmond Bobcats Facebook page. In addition, staff with an accurate phone number on file, will receive school cancellation and late start announcements via RSU#2's electronic instant messaging system.

Surveillance and Privacy

Students, employees, and visitors should be aware that the Richmond Schools utilize video cameras in public areas to assist in maintaining safety and security within the school and in the area immediately surrounding the school.

Instructional Practice, Classroom Management, and Social Emotional Learning

While some practices are expected from day one, in order to serve the present, individual, and changing needs of all students and deliver an excellent educational program, our school must be a place where ongoing reflection and improvement define us individually and as a team. I am proud to say that on that count, we already excel.

Each year, we will identify areas of growth to focus on in our professional development. These areas for growth will be based on a data-based needs assessment and build on foundations, prior professional development, and expectations. The areas for growth for 2022-23 are listed below, followed by explanations and expectations of staff.

1. Improving student attendance
 2. Responsive Classroom Approach to Behavior and Discipline, Learning, and SEL
 3. Maximizing instructional and learning time
 4. Data-driven, targeted interventions: grouping and regrouping
 5. The Five Core Propositions of the newly adopted Teacher Evaluation and Professional Growth practice standards
-

Improving Student Attendance

Daily Attendance: Teachers must enter their attendance in IC by 8:00.

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Double Click Link, th[Table of Contents](#)en Click "Bookmark."

Absenteeism: The absenteeism rate at Marcia Buker has been very high for a number of years (not including absences related to COVID 19). While we will not encourage students who are sick to come to school, we know that we have too many students who chronically miss school for reasons unrelated to illness. Changing this pattern will take a team effort and a tiered intervention approach:

Tier I

1. The school and classroom environment make all students feel valued and know they have a voice.
2. Communications home celebrate and honor individual students and provide information about what they have achieved and what they are working on.
3. Class newsletters provide specific information about the skills and knowledge students are working on.
4. Teachers work to give individual students a sense of personal empowerment in their learning.
5. The school and teachers create attendance/absence SOPs (e.g. What do I do after I have been absent?) so students will see the importance of good attendance and feel the honor of responsibility for their learning
6. Families are informed of the importance of good attendance, and the negative effects of poor attendance and offered concrete steps to promote good attendance.
7. Kerry and Deb will contact all absent students' parents when the parent has not contacted them with a reason for an absence and will ask the parent to contact the child's teacher.
8. Students returning from an absence or arriving late are warmly welcomed back without admonishment or frustration by staff.

Tier II: Procedures when students appear to be at risk of habitual absenteeism

1. Research shows that the number-one most effective way to improve attendance for individual students at risk of chronic absenteeism is for teachers to contact parents/guardians families directly. Teachers should make every effort to contact parents when students are absent to kindly let them know their child was missed. Specials teachers should coordinate with classroom teachers in assisting with making contact. Contact may be by email, phone call, or text message (if parents are comfortable with text messaging). This should happen even if the parent notifies the main office of the absence. It is especially important that teachers reach out to parents early on for students who tend to be absent frequently instead of waiting for absences to accumulate. Likewise, for students who are frequently tardy, teachers are in the best position to communicate what a child misses in the first part of the day.

2. Teachers should also work with the student and the student's family on a plan for making up missed instruction and learning. This not only helps the child stay on track, but also communicates that something meaningful happened when the student was absent.

Tier III

The MTSS team will closely monitor absenteeism and tardiness and develop an intervention plan if the above measures have not worked for a student at risk of chronic absenteeism. Teachers are asked to notify the MTSS Coordinator and the Guidance Counselor of any concerning patterns.

Responsive Classroom/School

In 2019, As part of its Tier III School Improvement Plan, Marcia Buker Elementary School adopted the Responsive Classroom approach to teaching and discipline. We will continue to develop our understanding and implementation of the RC practices.

[From the Responsive Classroom Website](#)

“Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is [composed] of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.”

Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

Guiding Principles

The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.

5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Shared Practices (K–8)

- **Interactive Modeling**—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- **Teacher Language**—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- **Logical Consequences**—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- **Interactive Learning Structures**—Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

Elementary Practices (K–6)

- **Morning Meeting**—Everyone in the classroom gathers in a circle for [no more than twenty] at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- **Establishing Rules**—Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- **Energizers**—Short, playful, whole-group activities that are used as breaks in lessons.
- **Quiet Time**—A brief [no more than 5 minutes], purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.
- **Closing Circle**—A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

Behavior and Discipline in the Responsive Classroom

The Responsive Classroom Discipline Framework on the next page can help all staff be reminded of and understand the practices associated with the model we have committed to.



Responsive Classroom®

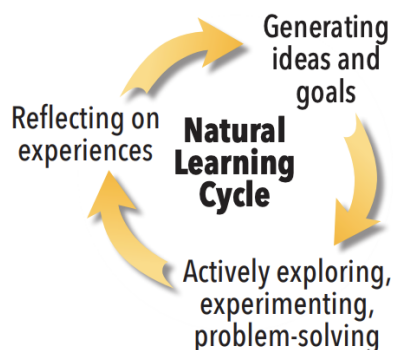
The Responsive Classroom Approach

What Is Responsive Classroom?

Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research- and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. Schools and teachers that adopt the *Responsive Classroom* approach focus on (1) creating optimal learning conditions for students to develop the academic, social, and emotional skills needed for success in and out of school, and (2) building positive school and classroom communities where students learn, behave, hope, and set and achieve goals.

The Approach to Teaching






There can be no doubt that what teachers believe, know, and can do powerfully influences student learning. *Responsive Classroom* works because it addresses this belief-knowledge-action triad. It shifts teachers' beliefs about children and learning, equips them with new knowledge and skills, and encourages them to transform their teaching by putting their new beliefs and knowledge into action. In the *Responsive Classroom* approach, instruction is designed with an understanding of the natural learning cycle, which begins with a sense of purpose or goal for learning and leads to the deepest, most meaningful learning.





The Approach to Discipline

Educators using the *Responsive Classroom* approach take a proactive and nonpunitive approach to discipline through the application of the *Responsive Classroom* discipline framework. These discipline practices emphasize building intrinsic motivation that leads to the development of self-control and self-regulation, rather than depending on external motivators such as the promise of rewards or the threat of punishment to shape behavior.

Component:	Goals:
<input checked="" type="checkbox"/> Creating a safe and predictable learning environment	 To lay the foundation for a safe and positive learning community
<input checked="" type="checkbox"/> Preventing off-task behavior and misbehavior	 To establish rules and hold students to those rules in a proactive, firm, fair, and consistent manner
<input checked="" type="checkbox"/> Responding to off-task behavior and misbehavior	 To handle off-task behavior and misbehavior respectfully, and to help the student get back on task, repair any damage caused, and develop self-discipline so as to prevent similar problems in the future
<input checked="" type="checkbox"/> Solving chronic behavior problems	 To understand the student's particular behavior problem and address it with modified or individualized discipline practices that help the student develop self-regulation; to help the student learn which strategies for returning to positive behavior work for them
<input checked="" type="checkbox"/> Managing outbursts	 To deescalate or interrupt behavioral or emotional outbursts, and to draw on community support to help a student regain control at the point of escalation

Learn more at: www.responsiveclassroom.org



Responsive Classroom creates the conditions for social, emotional, and academic success by using practical strategies in the following four domains.



Positive community:

A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance. Discipline is taught through a set of strategies aimed at proactively setting students up for success, preserving the dignity of the student and group, and helping students to develop self-discipline.

Morning Meeting and Responsive Advisory Meeting:

Daily meetings that build community, honor identity, and promote belonging, significance, and fun.

Teacher language: Speaking in ways that lead each student to envision success, think deeply, set goals, and work hard to achieve them.

Positive discipline: Involving students in creating rules, proactively teaching these rules, and responding nonpunitively to restore positive behavior, preserve student dignity, and continue learning.



Effective management:

A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

Routines and expectations: Managing classroom time and space in ways that allow students to focus on learning and building autonomy.

Classroom organization: Organizing the classroom space to represent and support the learners it serves.



Engaging academics:

Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant, and that promote curiosity, wonder, and interest.

Academic Choice: Giving students meaningful choices in their learning.

Teaching the language of learning:

Intentionally teaching speaking and listening competencies necessary for college and career readiness.

Active teaching and student practice:

Teaching new skills in a way that includes demonstration and guided practice.



Developmentally responsive teaching:

Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

Knowing all students: A collection of practices for learning about each student individually, culturally, and developmentally.

Building upon strengths: Structuring appropriately challenging lessons to connect learning to and build upon students' strengths.

Parents as partners: Strategies for involving families of diverse cultures and backgrounds.



The First Weeks of School

Educators participating in a *Responsive Classroom* four-day course will be poised to apply practices and strategies right away as they begin the school year. Here is an idea of what to expect.

Elementary: K–6

Week 1	Week 2	Week 3	Week 4–6
Build the foundation Teachers will apply practices and strategies to help students: <ul style="list-style-type: none"> ■ Make personal connections and learn each other's names ■ Practice essential academic routines such as silent reading and daily routines such as transitions, lunch, and recess ■ Explore academic supplies such as math manipulatives ■ Set learning goals and brainstorm rules 	Strengthen routines and build connections Teachers will apply practices and strategies to help students: <ul style="list-style-type: none"> ■ Continue to build connections ■ Practice and polish routines from week one and learn additional key routines ■ Experience more academic choices and work on multi-day assignments or projects ■ Gain more confidence in speaking and listening skills, working with partners and as part of a whole group ■ Work together to finalize classroom rules 	Developing student autonomy Teachers will apply practices and strategies to help students: <ul style="list-style-type: none"> ■ Continue to build stamina in all content areas and take steps toward greater independence ■ Continue to practice routines so they become automatic ■ Experience the rules coming to life and see examples of how they apply to the classroom ■ Learn about logical consequences and take responsibility for mistakes as they strengthen positive behavior skills 	Building and strengthening the learning community Teachers will apply practices and strategies to help students: <ul style="list-style-type: none"> ■ Be active members of the learning community and work together productively and respectfully ■ Fully engage academically, build stamina, and work independently and collaboratively to complete more complex tasks ■ Become more self-sufficient and demonstrate an understanding of the rules through work and interactions

Responsive Classroom Discipline Framework

COMPONENT	GOAL	PRACTICES	NOTES
Laying the foundation for positive behavior	To create and maintain a positive learning community and to teach self-regulation.	<ul style="list-style-type: none"> • Teaching routines • Establishing rules and expectations • Investing students in rules • Setting goals • Envisioning, reinforcing, and reminding language • Structured reflection 	Self-regulation promotes positive relationships, a positive school climate, academic achievement, self-worth, and emotional well-being.
Preventing off-task behavior and misbehavior	To teach students how to translate the rules and expectations into behavior, and to hold students to such behavior in a proactive, firm, fair, and consistent manner.	<ul style="list-style-type: none"> • Modeling • Role-playing • Structured reflection • Proximity • Visual cues • Proactive envisioning, reinforcing, and reminding language 	High-quality teacher-student and student-student relationships contribute to a classroom and school climate in which students choose appropriate behavior out of respect for the teacher and one another.
Responding to off-task behavior and misbehavior	To handle off-task behavior and misbehavior respectfully and help the student get back on track, repair any damage caused, and develop self-discipline so as to prevent similar problems in the future.	<ul style="list-style-type: none"> • Proximity • Visual cues • Reactive reminding and redirecting language • Logical consequences: <ul style="list-style-type: none"> Loss of privilege Break it, fix it Time-out/Space and Time 	The teacher must communicate behavior expectations clearly and impose logical consequences with fairness and consistency, using a firm and caring demeanor, words, and tone.
Solving a chronic behavior problem	To understand the student's particular behavior problem and address it with modified or individualized discipline practices that get the student back on track for developing self-regulation; to help the student learn strategies for returning to positive behavior that work for them.	<ul style="list-style-type: none"> • Problem-solving conference • Individual written agreement • Goal setting • Modeling • Role-playing • Proactive and reactive envisioning, reminding, and redirecting language • Structured reflection 	Many of the discipline practices used generally (such as modeling and checking in on progress toward goals) also work with students with chronic behavior problems. But the practices need to be used more frequently and systematically, with the involvement of parents and often other adults, such as behavior interventionists and guidance counselors.

The First Six Weeks of School: Responsive Classroom

“The early weeks of each new school year offer teachers distinct opportunities and challenges. It is during this time—when expectations and routines are established, rules generated, and goals articulated—that the foundation is laid for a productive and cooperative year of learning.

As teachers, we work hard to convey, from the very first day of school, the important message that we will do high-quality work in our classrooms. We also work to convey the message that we will do this high-quality work in an atmosphere of support and collaboration. But this atmosphere does not just appear by our decree. It must be carefully constructed upon many small, but critical, building blocks, and the first six weeks of school is the time to do it.”

The goals of the first six weeks of school

Though the details differ with different age groups, with the content of the curriculum, and with the organization of the room, there are four broad aims in the first six weeks curriculum.

1. **Create a climate and tone of warmth and safety.** Students can come to know each other and develop a sense of belonging through activities that help them define their commonality and their differences. Deliberately focusing on group-building activities during these weeks helps create the trust and safety essential for active, collaborative learning. However, this sense of trust is not built solely on warmth and friendliness. It is also built upon students’ assurance that there are reasonable limits and boundaries for behavior and that their teacher will enforce them. They must see that their teacher will exercise vigilance and good judgment to keep everyone safe.
2. **Teach the schedule and routines of the school day and our expectations for behavior in each of them.** A sense of order and predictability in daily school life is important. It enables children to relax, to focus their energy on learning, and to feel competent. When we enter a new culture, we want to know its rules so that we don’t embarrass ourselves or, through ignorance or misunderstanding, hurt others. In the first six weeks of school, we name the global expectations we might hold for the year. For example, “Our room will be a place where people try hard, take good care of themselves and others, and take good care of our materials and our school.” Children are then involved in applying these broad, nonnegotiable expectations to everyday situations. “How will we walk through the halls if we are taking care of each other?” “What does

trying hard mean during math group?” “What will clean-up time look like if we are taking good care of our room?”

3. **Introduce students to the physical environment and the materials of the classroom and the school, and teach students how to use and care for them.** In order for students to feel a sense of ownership for the school environment and materials, they must become familiar with them and have time to explore them. Through school tours for young students and new students, and scavenger hunts and mapping exercises for older ones, we encourage them to get acquainted or reacquainted with the school environment and to feel comfortable in it. Using the technique of guided discoveries, we extend children’s ideas about the creative use of space and materials, develop guidelines about sharing particular resources, and teach children how to care for them.
4. **Establish expectations about ways we will learn together in the year ahead.** We want to generate excitement and enthusiasm about the curricula we will engage in this year—complicated new math concepts, engrossing novels full of dilemmas to explore, beautiful art materials and techniques for using them, microscopes to observe a previously invisible world. Our learning—whether we are wrestling with an ethical dilemma presented in a history lesson or considering a complicated question about collecting data for a science experiment—requires participation and focused effort, thoughtful questions, and the ability to cooperate and collaborate. We pay attention to the process as well as the products of our learning and hold high standards in both areas. It is our job as teachers to help students achieve these high standards as we learn with and from each other.

Standard Operating Procedures (SOP’s)

At MBES, we approach many of the FSW goals above by developing Standard Operating Procedures (SOP’s). SOPs are intended to build student autonomy and agency. They answer the question, What do I do when.../if I want...if I need... Or How do I...?

- Includes classroom routines for behavior in the classroom and other places, work, independent learning time
- Established, modeled, practiced, revisited in the first six weeks of school
- Developed with students
- Easily accessible by all students (e.g. from memory, from written/visual prompts)
- SOP work does not replace academic teaching and learning for six weeks; they are developed and taught within the context of learning.
- Displayed neatly where students can be reminded of them.

Public Discipline Systems

Please be advised that in keeping with the principles of RC, those practices that make individual students' behavior status public, such as clip charts, visible ClassDojo behavior levels, names written on the board, etc. are not appropriate.

Recess

As matter of good practice and Maine law, withdrawing of recess time for students in grades 5 and under may only be used:

1. Only for violations of expected behavior
2. Only when no other option is available
3. As a logical consequence (e.g. to calm unsafe or unkind behavior)
4. To the minimum extent necessary (e.g. 5 min time out on the bench versus an entire recess inside)
5. Restoratively as opposed to punitively

Guidance Specials

Please be reminded that teachers are asked to remain in their classrooms during guidance lessons so that they can reinforce the language and lessons Kolleen teaches.

[Playground Rules 2022-23](#)

Restraint and Seclusion

State law places limits on the use of physical restraint and seclusion to control the behavior of students. Please advise yourself of the law and the RSU 2 Restraint and Seclusion Policies

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only as an emergency intervention when the behavior of a student presents risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.
2. Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement. Page 1 of 8 RSU #2

NEPN/NSBA Code: JKAA-R

3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.
4. Parents may be requested to provide assistance at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of risk of injury.
3. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Aversive procedures, and mechanical and chemical restraints.

All MBES team members (staff) must read the two RSU 2 Policies on Restraint and Seclusion and Maine Statute.

[JKAA - Use Of Physical Restraint And Seclusion](#)

[JKAA-R - Use Of Physical Restraint And Seclusion Procedure](#)

[Maine statute CHAPTER 453, Sec. 1. 20-A MRSA §4014](#)

Maximizing Instruction and Learning Time

From bell to bell, the student day at Marica Buker is only about 6.5 hours long. Subtracting for lunch, recess, quiet time, transitions, bathroom breaks, etc., instruction and academic time is likely no more than 4.5 hours a day on average. Add in an extra recess here or there, or a fun craft or party, and it's reduced even more.

One of the main priorities of this year will be maximizing instructional and academic time. We will be exploring ways to do that both in the classroom and schoolwide. Some ways you can maximize academic time right away are below.

1. Help students build endurance and an attitude that learning is what they are in school to do. Avoid teaching students that they need frequent breaks or rewards for a small amount of work.

2. From the start, have students work with grade-level content whenever possible, modifying your instruction and supports to help them learn; differentiating does not mean giving students lower level content or “pulling them out” during grade-level work; it means making grade-level content accessible. Review should not be classwide but rather provided within grade-level contexts for students who need it.
3. The Responsive Classroom model describes Quiet Time for elementary students as a “A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.” Be sure to place emphasis on “brief” and “purposeful.”
4. Include some non-fiction/informational texts in your read aloud that tie into what you are teaching. Pair fiction read aloud books with content students are learning.
5. Make direct instruction the shortest part of your lesson, and skills practice or learning new content the longest part.
6. Whenever you are engaging students in learning that involves a text, ground the discussion in the text rather than always making personal connections to the text.
7. Closely monitor students when they are using computers to research or practice skills to make sure that is what they are doing.
8. Make hands-on activities an extension of learning and eliminate activities such as coloring and crafts that have no connection to the knowledge and skills students are working on in class.
9. Make sure lessons do not include time consuming parts that do not advance the learning.
10. Consider implementing more project-based learning with clear learning outcomes attached. A project going on in the background that students were part of choosing is always something they can and will want to turn to during Independent Learning Time. (A project can be independent or collaborative)

Teacher Evaluation and Professional Growth (TEPG)

The district TEPG Steering Committee has adopted the National Board Five Core Propositions as the basis for teacher evaluation and professional growth. These replace the Marzano Domains previously in use. The Core Props are an excellent set of standards that can guide all aspects of a teacher’s practice. As part of our work with Shelly Simpson, our instructional consultant, we will be looking at the Core Props in depth.

TPEG Companion Guide [A very helpful resource for understanding the Core Props](#)

Please see the evaluation process responsibilities and timelines below. The TPEG handbook is being revised and will be shared once it is complete.

Teacher Evaluation Expectations for 2022-23 (LINK COMING SOON)

RSU 2 Policies to Know

[POLICY ON ACCOMMODATING RELIGIOUS HOLIDAYS](#)

[AC- NONDISCRIMINATION.EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION](#)

[ACA - STUDENTS WHO ARE TRANSGENDER AND GENDER EXPANSIVE](#)

[ACA-R - STUDENTS WHO ARE TRANSGENDER - ADMINISTRATIVE PROCEDURE](#)

[ACAA - HARASSMENT AND SEXUAL HARASSMENT](#)

[ACAA-R STUDENT DISCRIMINATION HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES](#)

[ACAB - HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES](#)

[ACAB-R EMPLOYEE DISCRIMINATION HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES](#)

[ACAC SERVICE ANIMALS IN SCHOOLS](#)

[ACAD - HAZING](#)

[AD - EDUCATIONAL PHILOSOPHY.MISSION](#)

[ADA - SCHOOL DISTRICT GOALS AND OBJECTIVES](#)

[ADAA - SCHOOL SYSTEM COMMITMENT TO STANDARDS FOR ETHICAL AND RESPONSIBLE BEHAVIOR](#)

[ADC - USE AND POSSESSION OF TOBACCO AND ELECTRONIC SMOKING DEVICES](#)

[ADC-R - TOBACCO USE AND POSSESSION ADMINISTRATIVE PROCEDURE](#)

[ADF - SCHOOL DISTRICT COMMITMENT TO LEARNING RESULTS](#)

[GBEBB - STAFF CONDUCT WITH STUDENTS](#)

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GBGB - WORKPLACE

BULLYINGGBGE_-_RETURN_TO_WORK_AND_LIGHT-DUTY_ASSIGNMENTSGBI_-_ST

AFF_GIFTS_AND_SOLICITATIONS

GBIA - STAFF PARTICIPATION IN POLITICAL

ACTIVITIESGBJ_-_PERSONNEL_RECORDS_AND_FILESGBN-R1_-_FAMILY_AND_ME

DICAL_LEAVE_ACT__FMLA__ADM._PROCEDURE

GBN-R2_MAINE_FAMILY_AND_MEDICAL_LEAVE_ACT__FMLA__ADM._PROCEDUREG

CFA_-_EMPLOYEE_SOCIAL_MEDIA_PRIVACY

GCSA_-_EMPLOYEE_COMPUTER_AND_INTERNET_USE

GCSA-R_EMPLOYEE_COMPUTER_AND_INTERNET_USE_RULES

Staff Directory

Marcia Buker Team

Administration and School

Mary Paine

Debra Bodge

Kerry Gardner

Sammi Jo MacFarland

Kolleen O'Donnell

Theodore (Ted) Albasini

Mary Carney

MBES Principal

Administrative Secretary

Secretary Ed Tech

School Nurse

School Counselor

School Custodian

School Custodian

Teachers and Learning Support Team

Deb Young

Becca Redman

Betsey Noble

MTSS Coordinator

Technology Integrationist

Media Tech Librarian

Pam Weisenburg
 Carol Minnehan
 Michelle Dorman
 Nicole Cliffe
 Vickie Merrill
 Nicole Decker
 Jennifer Merrill
 Christina Parkhurst
 Emily Frost
 Cindy Reed
 Kari Crosman
 Kaitlin Hayden
 John Libby
 Taylor Burke
 Troy Kendrick
 Lois Garriepy
 Chris Milliken
 Andy Haskell
 Julia Anderson
 Kathy Rende
 Elizabeth Solazano
 Sachiko Clough

PreK Ed Tech
 Ed. Technician III
 PreK Teacher
 Kindergarten Teacher
 Kindergarten Teacher
 Kindergarten Teacher
 First Grade Teacher
 First Grade Teacher
 Second Grade Teacher
 Second Grade Teacher
 Third Grade Teacher
 Third Grade Teacher
 Fourth Grade Teacher
 Fourth Grade Teacher
 Fifth Grade Teacher
 Fifth Grade Teacher
 French and Spanish Teacher
 Physical Education Teacher
 Art Teacher
 Music Teacher
 Grade 5 Band Teacher
 Japanese Teacher

Title I Team

Rebecca Cassidy
 Tina Wood
 Deborah Burk

Title 1 Teacher
 Title 1 Ed. Technician III
 Title 1 Ed. Technician III

Special Services Team

Kelly Hayes
 Ryan Gardner
 Laurie Carver
 John Murphy
 Lois Dorr
 Tammy Houdlette
 Laura McDonald

Special Education Teacher
 Special Education Teacher
 Special Education Teacher
 Ed. Technician II (Special Ed.)
 Ed. Technician II (Special Ed.)
 Ed. Technician III (Special Ed.)
 Ed. Technician II (Special Ed.)

Susan Cummings	Ed. Technician III (Special Ed.)
Dorothea Pearson	Ed. Technician III (Special Ed.)
Paige Prescott	Ed. Technician III (Special Ed.)
Kerstin Grenier	Occupational Therapist
Courtney Phillips	Speech Therapist
Jenora Schultz	Physical Therapist
Jennifer Santerre-Lamoreau	Behavioral Analyst
Ben Lucas	Psychological Evaluator

Lisa Wells

RSU 2 Education Liaison

RSU #2 Central Office

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Kristie Clark	Assist. Superintendent
Sue Corbett	Administrative Assistant
Katie Spear	Transportation Director
Mariah Kelly	IT Director
Debora Murphy	Special Services Director
Antoine Morin	Asst. Special Services Director
Stephanie Saltzman	Business Manager
	Title IX Coordinator
	Affirmative Action Officer
Chrissy Michaud	Nutrition Director
Glen Reynolds	Buildings and Grounds Director
Mark Taylor	Assist. B and G Director, serving Richmond

END Part One

More information is coming soon!