

Marcia Buker Elementary School

Student and Family Handbook

2025-2026



Adopted __8/2024 Richmond School Committee
Updated 9/2025

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MARCIA BUKER SCHOOL

28 High Street, Richmond, Maine 04357
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Mary Paine, Principal
Kerry Gardner, Admin. Assistant
Ashley DeWever, School Nurse
Cindy Edson, School Counselor

Welcome!

Dear Families,

Welcome to Marcia Buker Elementary School and the 2025–26 school year! We opened our doors to our K–5 students on **September 2nd**, and we look forward to welcoming our PreK students on **September 15th**.

This handbook provides essential information to help families and students successfully navigate the school year. We will notify you of any significant updates to the information or guidelines as the year progresses. If you have trouble accessing the handbook, please let me know!

You'll find the table of contents on the final two pages, and you can return to it at any time by clicking the link at the bottom of each page. I hope you'll take a few moments to read each section carefully. If you have questions or need information not included in the handbook, don't hesitate to reach out!

Here's to new beginnings and an excellent school year!

Principal Mary Paine

Mary Paine
Principal
Marcia Buker ES
(207) 737-4748
mpaine@richmondpk12.org

Nondiscrimination/Equal Opportunity And Affirmative Action

The Richmond School Department does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulations. Discrimination against and harassment on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, military status, age, familial status, disability or genetic information is prohibited.

Inquiries or concerns regarding Title VI, Title IX, 504 and ADA should be directed to the Superintendent's Office at (207) 737-2126.

New Team Members at Marcia Buker

School Counselor: Cynthia Edson is our new School Counselor. Ms. Edson brings many years of experience, a diverse skill set, and a strong desire to empower our students through individual, small group, and classroom education in social skills, self-regulation, and confidence. In addition, Cindy is an avid runner, outdoor enthusiast, and adventurer. She will be a new champion of our outdoor education programs.

PreK Team: Over the summer, we were very fortunate to welcome three outstanding educators to our expanding PreK team.

General Ed PreK Ed Tech: We are thrilled to welcome Angela Schutt to our general ed PreK team. Ms Schutt owned and operated a thriving daycare for 14 years while she raised her own children. She brings practiced skills; patience and warmth; and lifelong dedication to early childhood development. Angie and our PreK Teacher Michelle Dorman will give our youngest scholars a nurturing environment and a strong start to their public education.

Special Ed PreK team: Carly Bourque and Theresa Amos will be our new Special Education PreK teacher and Ed Tech. Carly brings a wealth of experience and knowledge in the realm of teaching young students with special needs. Ed Tech Theresa Amos has worked alongside Carly for many years and has a deep commitment to supporting all children on their individual pathways.

Food Service Director: Wayne Davis has been hired as Richmond's Food Service Director. Mr. Davis' has a talent for finding ways to provide kids with

whole, real foods while staying within the tight government regulations and limited budget. At Marcia Buker, we are looking forward to working with Wayne in continuing the improvements to our meal program that were begun by his predecessor, Retiree Kathy Lord.

Changes in custodial staff: RSD Head Custodian Chelley Choate will serve as the Marcia Buker daytime custodian. Mr. Lee will be one of two 2nd shift custodians, and we are in the process of hiring a second 2nd shift custodian.

With gratitude, we wish farewell to some team members as well:

Mary Carney, Second-shift custodian. Mary is transferring to the RMHS food service team.

Te Wood, Special Education Educational Technician III and Garden Club Advisor

Erica Beaulieu: Erica served as an ed tech for Marcia Buker for one year, in special education and PreK. Erica also produced the 2024-25 yearbook.

Congratulations to retirees Cindy Reed, Second grade teacher and **Vickie Merrill,** Kindergarten teacher

Richmond School Department Vision and Mission

Vision: *"Expanding the minds of students to deeply understand and respect the world around them and empowering them to take responsibility for their future."*



Mission: *"Our educational practices will prepare, inspire, and challenge all students to become aware of the world around them through observing, listening, and considering ideas and perspectives outside of their own. Our students will become confident and effective communicators who will be able to participate fully in their future. Our students will become self-motivated learners, creative problem solvers, and responsible young adults who will have the knowledge and skills to excel in their lives, work, and communities."*

Marcia Buker School Vision

We envision a collaborative culture where the community unites to foster engaging learning experiences that empower students to thrive in a diverse and ever changing world.

School Meals

A nutritious breakfast and lunch are available to all students every day **at no cost to families**. Students who do not choose school lunch but who wish to have school milk pay .50c per milk. Menus for lunch and breakfast will be sent home at the beginning of each month. Please call or email Food Service Director Wayne Davis, with any questions about the school nutrition program!

[Current Breakfast and Lunch Menus](#)

School Year Dates and Schedules

MBES School Day

Marcia Buker School Day Schedule	
AM	
7:30	Drop off and Walkers, AM General Ed Prek - grade 5
7:30	Buses AM, Regular Prek - 5
7:30-7:50	Breakfast
Midday (Gen. Ed. PreK Transition)	
10:20	AM Pre-K Dismissal (with some individual modifications)
11:40	PM PreK Arrival (with some individual modifications)
PM	
1:30	Spec. Ed PreK Dismissal
2:30	Parent Pick up; walkers, General Ed PreK - grade 5
2:40	Buses, PM PreK - 5
Early Release Dismissal	
No Pre-K on early release days (Ms. Dorman and Ms. Carly)	
11:30	Parent pick up K-5
11:40	Buses/vans K-5

MBES Trimester Dates

First day of school

K-5 September 2nd

Pre-K September 15th

Pre-K Family Orientation/Open House: September 4th

- AM Session (Dorman) – 5:30 PM-6:00 PM
- PM Session and Ms. Carly's class – 6:00-6:30

Open House (K-5) September 18, 2025, 5:30 to 6:30 PM

Parent-Teacher Conferences - November 20th and March 12th

Trimester 1 September 2nd - December 4th

Trimester 2 December 5th - March 18th

Trimester 3 March 19th - last day of school

Bus Transportation

AM Bus Routes (2025-2026)

Director of Transportation Frederica Shorey (207) 380 3701

Bus # 8 – Starting out at 6:30 on Alexander Reed pick-ups all the way to US Rt, 201/Brunswick, then to Toothaker, to Brown and Hard Scrabble Lane. At the end of Brown, left onto Beedle, pick up Lawson Ridge, left onto 201, left onto Alexander Reed, picking up Hammel Ridge, right onto Plummer, right onto Langdon, turn around, back down Langdon, picking up Stable, left onto Alexander Reed, left on Main St., right onto Pleasant St., then to Marcia Buker, to Middle/High School.

Bus # 5 – Starting out at 6:35 on River Rd by the Gardiner town line, to Beedle, right onto Weeks, right onto Libby Hill, right onto Marston, back to Beedle, right onto New, left onto Pitts Center, right onto River, pick up at Millbrook Village, right on to Kimball (for Prek, K, to grade 4 riders), Then pick up at the corner of **Kimball & Hatch st.**, Which is now a group bus stop. (for Prek, K, to grade 4 riders, you are expected to be at the corner of Hatch for pick up), to Pleasant St, then to Marcia Buker School, to Middle/High School.

Bus # 9 – Starting out at 6:30 on Post, to Dingley, back to Post, to Hornbeck Cross, to US Route 201, Carons Way, Ring Hill Rd., to Gardiner town line, turning around, Lakefront Dr./Mallard Dr., Peaceful Pl., right onto Toothacker picking up at 219 toothache Road, turn around, back to 201, onto Main Street, right onto Ridge Road. Turn around back on Main st. Pick up at End of Furlong, to Carding Machine, Evergreen Lane, left on Park Road, the driveway across from Parks Road. Main St. Last pick up 260 Main St. Proceeding down Pleasant, to Marcia Buker School, to Middle/High School.

Bus # 6 — Starting out at 7:00 at Westwood acres, Main St., Nurturing Roots daycare, picking up along Main St., left onto Pleasant picking up the corner of Pleasant St./Weymouth St., to the corner of Fuller St, Picking up at the corner of Hagar St. continuing on to the end of So. Pleasant St., left onto Front St., left onto Main St Proceed to Marcia Buker, then to Middle/High School. **Pick ups on these intown streets are for Pre-k to 4th grade only**

Use Of School Buses

Please look for the school-bus yellow Bus Transportation Handbook in your child's back to school paperwork; read the handbook; sign and return the Acknowledgement on the last page.

Also Please be aware that all bus riders will be given a bus tag (same as last year) to scan when entering and leaving the bus. They are expected to have this tag everyday.

On sport trip days the ride home will be a little different. (maybe 10 Mins. later arriving home)

[EE - Transportation Services](#)

[EEA - Student Transportation Services](#)

2025-26 School Supplies Lists

Please know that we don't want to create any financial hardship for families. If you need the school to help provide some or all supplies for your child, simply reach out to Kerry Gardner, your child's teacher, or Principal Mary Paine. School phone (207) 737-4748.

[\(Click to view supplies lists\)](#)

School Safety Drills and Security

School safety is our number-one priority. Throughout the year, and in accordance with Maine law, we will conduct safety drills. These drills will include fire/evacuation drills, lockdown drills, bus evacuation drills, and campus evacuation drills. At Marcia Buker, we will do our best to handle these drills in a way that does not cause anxiety or trauma for our young students. Annually, we will update our Emergency Response protocols based on evolving best practices and guidance from emergency response agencies. Please understand that, for security, we often do not announce the dates and times of safety drills.

All visitors must check in at the main office by being admitted by someone in the main office, wear a visitor's badge, and check out upon leaving. We ask that visitors not ask students or staff to open a door to let them in.

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Student Discipline and Conduct

Richmond School Department [Code of Conduct](#) (excerpt)

Student Standards for Ethical and Responsible Behavior

The Code of Conduct is intended to support and encourage students to meet the following standards for ethical and responsible behavior:

- Respect
- Honesty
- Compassion
- Fairness
- Responsibility
- Courage

All students are expected to comply with the Code of Conduct and all related School Committee policies and school rules. The Code applies to students:

- On school property,

- While in attendance at school or at any school-sponsored activity, or
- At any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school.

General Behavior Expectations and Discipline Policies

The following expectations for student behavior are fundamental to the safe, orderly and respectful environment in our schools. Each student should:

1. Be courteous to fellow students, staff and visitors.
2. Respect the rights and privileges of other students and school staff.
3. Obey all School Committee policies and school rules governing student conduct.
4. Follow directions from school staff.
5. Cooperate with staff in maintaining school safety, order and discipline.
6. Attend school regularly.
7. Meet school standards for grooming and dress.
8. Respect the property of others, including school property and facilities.
9. Refrain from cheating or plagiarizing the work of others.
10. Refrain from vulgarity, profanity, obscenity, lewdness, and indecency.

Violations of the Code of Conduct may result in disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record. Consequences will range from a verbal warning for minor violations up to and including expulsion for the most serious offenses. Behavior that also violates the law may be referred to law enforcement authorities.

Weapons, Violence, and School Safety

PROHIBITED CONDUCT (excerpt from [JICIA - Weapons Violence and School Safety](#))

Students, staff and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks; or the

discharge of a firearm at any time within a Richmond School Department school zone as defined by law;

B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person.

Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys);

C. Violent or threatening behavior including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);

D. Verbal or written statements (including those made using computers or other electronic communications devices or technologies) which threaten, intimidate, or harass others, or which tend to incite violence and/or disrupt the school program;

E. Willful and malicious damage to school or personal property;

F. Stealing or attempting to steal school or personal property;

G. Lewd, indecent or obscene acts or expressions of any kind;

H. Violations of the school unit's drug/alcohol and tobacco policies;

I. Violations of state or federal laws; and

J. Any other conduct that may be harmful to persons or property.

RSD Policies on Student Discipline and Conduct

[ACAD - Hazing](#)

[ADC - Use and Possession of Tobacco and Electronic Smoking Devices](#)

[ADC-R - Tobacco Use and Possession Administrative Procedure](#)

[JIC - Student Code of Conduct](#)

[JICH - Drug Tobacco and Alcohol Use by Students](#)

[JICIA - Weapons Violence and School Safety](#)

[JICK - Bullying and Cyberbullying Prevention](#)

[JICJ - Student Use of Cell Phones and Other Electronic Devices](#)

[JI - Student Rights and Responsibilities](#)

[JJIBB - Sportsmanship](#)

Double Click Link, then Click "Bookmark."

Attendance

"I can't thank you enough for showing up. It's not the same without you."
~ James Taylor

Did You Know?

- Starting as early as preK, missing 10%, or about 2 days each month over the course of a school year, can cause a child to fall behind in school and/or not reach their full potential.
- Often the effects of high absenteeism are not apparent until later in a child's education when the demands of school increase.
- Frequently being late to school often leads to poor attendance and causes a student to miss important morning class meetings and preparation for the day.
- Absences and tardiness can make a child feel less connected academically, socially, and emotionally.
- Chronic absenteeism can negatively affect a child's self-esteem and confidence.

Attending school regularly helps children feel better about school and themselves. Start building the habit of good attendance early so your children learn at a young age that going to school on time, and every day, is important.

What Can Parents and Guardians Do?

- ☐ Reach out to the school counselor, Cindy Edson, MTSS Coordinator Deb Young, or Principal Paine if your child is resisting coming to school on a regular basis. We have resources that can help.
- ☐ Make illness the *only* reason for missing school in your home.
- ☐ Send your child to school on Early Release Fridays (please!)
- ☐ Keep your child home if they are sick to help them get better quickly and to protect others from illness and related absences.
- ☐ Avoid teaching your child that missing school is a reward or treat.

- ☐ Set a regular bedtime and morning routine.
- ☐ Lay out clothes and pack backpacks the night before.
- ☐ Develop backup plans for getting your child to school if something comes up.
- ☐ Try to schedule planned medical appointments and extended trips when school isn't in session.
- ☐ No matter what the reason, if your child will be absent from school, please call or email the main office and your child's teacher with the information.

Richmond School Department Policies on Attendance:

JEA - Compulsory Attendance

[JEAA - Student Attendance - Student Absences and Tardiness](#)

Dress Code/Appropriate Attire

We believe that attire should allow students to participate in their learning comfortably, safely, and in a way that is respectful of both individual expression and the public space that is a school. The guidelines in this section apply equally to all students.

In any case of concerns about a student's attire, we will handle the matter with care and discretion and work together with parents to solve the problem. In cases of clothing or accessories that express bigotry, profanity, violence, banned substances, disrespect, etc., we will call the student's parent or guardian and ask for replacement clothing or permission to provide replacement clothing.

Classroom teachers of our younger students will ask that students bring a change of clothes to have on hand in the event of an accident. If a child needs a change of clothes or shoes for reasons such as cold weather or accidents, we can lend the items from our donation closet.

Students are asked to adhere to the following guidelines for attire at school:

1. Footwear
 - a. Wear sneakers, shoes, or boots with closed heels or heel straps at school.
 - b. We do not recommend Crocs or similar slip-ons as they are too loose-fitting, especially on the playground.
 - c. Wear sneakers for physical education classes and outdoor learning during non-winter months. Students may want to keep a pair of sneakers at school. Teachers will let parents know if special clothing or footwear is needed.
 - d. Keep lace-up shoes and sneakers tied. *We will help students who are still learning to tie their shoes!*
2. Headwear

- a. Wear hats and hoods outside or inside during special “hat day”s, but not in the school building. Students who wear head coverings, such as a hijab, for religious reasons, may wear the covering at all times.
- 3. Clothing
 - a. Wear clean clothing that covers the torso (chest, abdomen, pelvis, and back) to mid-thigh.
 - b. Tops should have attached sleeves or over-the-shoulder straps.
 - c. Wear clothing that is free of words or images that contain expressions of
 - 1. Bigotry
 - 2. Illegal activity
 - 3. Drugs, alcohol, or other restricted substances
 - 4. Aggression toward others, violence, or weapons
 - 5. Vulgar or profane content
 - 6. Disrespectful or unkind expressions
 - d. Seasonal Clothing*
 - i. Wear warm coats, mittens, hats, and boots during the colder months. Recess is held outside unless the “feels like” temperature is below ten degrees.



**We keep a selection of clothing and footwear on hand for students who may need them on a particular day. We ask that loaned items be returned to school. However, if you need more permanent assistance with clothing or footwear, please let us know!*

Communication and Family Involvement

“Strong family-school partnerships improve student success.”

~ Parent Powered Website

How we communicate with families

Emergency information, changes to normal routine, and some reminders

Text message, email, and Richmond Bobcats Facebook page: In order for you to receive timely communications from us, especially urgent news or updates, **please be sure to complete the neon green emergency card** we will send home with your student as soon as possible and send it right back with your child. **Be sure to write neatly in black or blue ink.** Please provide an email address (if you have one, and a

mobile/cell phone number and landline number (if you have one) that we can add to our messaging system.

Non-emergency/non-urgent information and news

Home Folder: We will send the calendar and menu home with each student at the beginning of each month.

Class newsletters sent by grade-level teams tell families about the knowledge and skills students are learning and other classroom news and information.

Bobcat Beat Newsletter: Published weekly (typically); sent via email and text message, posted to our website, and posted to Richmond Bobcats Facebook page; includes important dates and upcoming events, highlights from the week; messages from the principal, school nurse, counselor, transportation director, or librarian.

Information about student learning and progress

Trimester progress reports give parents and guardians information on their individual child's learning progress, work habits, and assessment results (when applicable).

Parent-Teacher conferences

These are held twice a year, and give parents and guardians a chance to talk with their child's teacher one-on-one about progress. As always, parents and guardians are encouraged to ask your child's teacher about progress at other times, and teachers make an effort to stay in close contact with parents.

Day to day Communications

We welcome phone calls and emails from parents and guardians who have questions, want to share ideas, or need help solving a problem.

Student Information Packet and Forms

During the first few days of school, your child will come home with forms that we need you to complete and return as soon as possible. We know this is not the most enjoyable back-to-school task, but every single one of these forms is important!

Some of these forms relate to health and safety and others are used to determine how much funding we get from the state and federal government.

Thank you so much for helping us to get those forms back in a timely manner! Give us a call if you need any help!

Open House and Conferences

Open House (PreK-5) September 18, 2025, 5:30 to 6:30 PM

Open house is held in the early evening two or three weeks after the school year starts. It's a fun, social evening during which parents and other family members meet teachers,

see their child's classroom, and learn about what they have been working on.

Parent-Teacher Conferences - November 20th and March 12th

Conferences are an opportunity for parents and guardians to meet with their child's teacher to share insights about the student and discuss progress. Each conference night is 4 hours long and can accommodate most parents for brief conferences.

Parents are always welcome to check in with teachers at other times, and teachers at Marcia Buker are known for their great communication with parents!

School-Community Partnerships

Parent Teacher Group

"The Marcia Buker Parent Teacher Group (PTG) is a non-profit organization established to "foster communication between school and home, to enrich the academic lives of our children, to support our educators in their mission to teach, and be a welcoming place for newcomers to meet other families."

The PTG is always looking for helping hands and welcomes all who can attend. For those unable to make the meetings, there are many other ways to help such as baking for events, set-up/clean-up crews, or just being an extra pair of hands. To be part of the PTG email list, please contact Katelyn.

[Join the Marcia Buker PTG group on Facebook!](#)

PTG meetings are on the second Wednesday of every month, at 6:00 PM in the MBES library. A Google Meet link will be provided for those who need to join remotely.

Volunteering at MBES

We encourage parents and community members to be involved in our school through volunteer service. Typically, school volunteers assist teachers in classrooms, or help out in the library, the main office, the cafeteria, or the playground. There are no special skills needed for this kind of volunteer work. You only need to be a positive role model who will maintain confidentiality.

Special volunteer work to give the gift of time to teachers: Do you have a talent or area of interest you would love to share with students? Maybe a hands-on learning activity you could lead? We are hoping to provide teachers with more professional development time by having small teams of volunteers lead students in special projects for part of a day. For example, a team of two volunteers could lead the second grade students in an hour-long enrichment activity, while the teachers meet together to look at data and plan instruction.

If you have time to give and have an extra pair of helping hands or special skills you would like to share, please give us a call in the main office to set up a meeting!

Teaching and Learning at MBES

“What did you learn?” is always the first and best question.” -Oprah Winfrey

Pre-K Program

Marcia Buker Pre-K serves all Richmond children who are 4-years old on or before October 15th of each school year in our general education program, and beginning this year, all 3- and 4-year-olds who have an Individualized Education Plan (IEP) in our special education PreK program.

The Pre-K curriculum is [Pre-K For ME](#). Pre-K starts this year on Monday, September 15th, 2025 and ends shortly before the end of the K-5 school year.

Prek-K AM and PM Session Times

General Ed

Monday - Friday

AM 7:30-10:20

PM 11:40-2:30

Special Education PreK

Monday - Friday

8:30-1:30

NOTE: On scheduled early release days, there is no PreK

School Rules and Protocols

School Arrival

Students may begin arriving at school at 7:30 AM. We cannot always provide adequate supervision or shelter prior to 7:30. Parents who arrive at the drop off

location before 7:20 AM, please do not block the teachers' parking spaces on the right,

Pick-up after school

Student pick-up is at 2:30 PM, before the buses arrive and leave.

Walkers and Bike Riders

Students should ride or walk on the sidewalk in front of any parked cars in front of the school. When a student rides behind the vehicles, one might back out unexpectedly, creating a very dangerous situation. Bicycles or scooters ridden to school must be parked in the bike rack until dismissal. We recommend that children under second grade do not ride bikes or scooters to school.

Cell Phones and Other Devices

The use of cell phones, smart watches, and other personal electronic devices by students is prohibited during school. Contact between home and student can be made through the main office. **RSD Policy** [JICJ - Student Use of Cell Phones and Other Electronic Devices](#)

Toys at School

Students who bring toys to school do so at risk of loss or damage. We strongly suggest that parents not allow children to bring things with them that are valuable or that could easily be broken or stolen. Classroom teachers may have additional requests regarding toys in the classroom. Trading cards, such as Pokemon cards, are not allowed at school.

Party Invitations

If you are hosting a party for your child and wish to invite your child's classmates, a student may pass out invitations at school only if every child in the class is included.

Dogs and other pets

Please do not bring leashed or unleashed dogs or other animals into our school or onto campus during the school day, arrival and departure times, or school events.

Visitors

All visitors to our school must enter through the main office and sign in. Students and staff are not permitted to let visitors in through any other door of the building, even if they know the visitor. Those picking up children are asked to wait by the office or nurse's station, and we will bring your child to you.

Outdoor Activities and Events

Many outdoor learning events and activities are held on the school grounds during the spring. For security reasons, unless otherwise announced, these events are "school-only" events for students, staff, and designated volunteers. We cannot effectively monitor the identity of visitors who come onto school grounds when the entire school is involved in activities, which poses a security risk.

Health Procedures

Accidents and Illnesses

Accidents, injuries, and illnesses that occur during the day at school will be taken care of in the nurse's office by the school nurse or other school personnel. In the event of injury or illness which merits school dismissal, school personnel will call the names listed by you in Infinite Campus or on the green emergency contact form collected at MBES. Every attempt will be made to contact the parent/guardian before calling other numbers listed. Students should check in with the school nurse before being dismissed for medical reasons.

In emergencies, we will contact 911 first and then the parent/guardian.

When to keep your child home from school

Any child with a temperature of 100.4 or above must stay home until at least 24 hours fever-free without any fever reducing medication. Children should also stay home for 24 hours after vomiting. If a child has symptoms that will prevent them from learning and participating fully in the classroom, please keep them home.

If your child is absent from school for 5 days or more for illness or injury, a doctor's note will be required in order for those days to be considered excused.

Communicable/Infectious Diseases

We will follow the RSD policy [JLCC - Communicable-Infections Diseases](#) in responding to communicable/infectious disease.

Dietary Restrictions

If your child has dietary restrictions and needs a special diet from the school cafeteria such as dairy-free or gluten-free, the school requires a doctor's letter to make such accommodations.

Head Lice

If your child has an itchy head he or she will be checked by the school nurse. If lice are found, the nurse will contact you and discuss a plan of treatment. Per the Maine DOE guidelines, children will not be excluded from school for nits.

Hearing and Vision Tests

Hearing and vision screening tests are performed annually by the school nurse per Maine DOE guidelines. Parents are notified of any concerns. These tests are for screening purposes only and do not take the place of a professional hearing or vision exam by a doctor.

Immunizations

Maine law requires that all students be fully immunized against polio, diphtheria, pertussis, tetanus, measles, rubella, mumps and varicella before entering school. Entry to 7th grade requires a Tdap vaccine and a meningitis vaccine, and entry to 12th grade requires a 2nd meningitis dose. Per state law, students may be unenrolled if vaccine requirements are not met. Exceptions due to medical reasons may be allowed. Contact the school nurse for further information if you have any questions or check out [Maine Department of Education Immunization Requirements](#).

Medical Conditions

It is the parent/guardian's responsibility to notify the school nurse of any medical conditions concerning your child, such as current or chronic illnesses, allergies, medications, or physical disabilities. If a student has a potentially life threatening medical condition such as severe allergy, seizure disorder, cardiac condition or diabetes, the school nurse will share the pertinent medical information and provide emergency response training with appropriate school and bus staff. When a student with a life threatening condition goes on a school sponsored trip during the school day, the school nurse may accompany or may designate and train a staff person to provide routine and emergency care as needed. The student's parent or guardian may also participate in the outing to provide care.

Medications

Whenever possible, medications should be given to students under parent's direction outside of school hours. For a student to take medication at school, a physician's order must be on file as well as the "RSD Medication Permission Form" signed by the parent/guardian. Over-the-counter medication may be administered per the school's standing orders and with parent permission. All medications must be in their original containers and labeled with the student's name.

Sports

To participate in co-curricular sports at the middle or high school level, students must submit proof of insurance and a physical examination indicating no restrictions that is less than 2 years old.

Peanut-free Zones

A peanut allergy can be life threatening for some individuals. Whenever there are individuals in the elementary school with a peanut allergy, we will enforce peanut-free zones in the classroom and in an area of the cafeteria. The school nurse will communicate with families who will be affected by a peanut-free classroom. At the middle/high school level, students shall advocate for themselves by asking if food may contain allergens. The school shall notify students if allergens are present in food being served at the cafeteria or school-sponsored events that occur during the school day.

Curriculum, Instruction, and Assessment

K-5

A curriculum describes the knowledge and skills that students are expected to acquire at each grade and the expected learning progression, together called scope and sequence. A curriculum also provides the resources, lessons, units, and assessments that teachers use to instruct and meet students where they are along the learning continuum.

The success of a curriculum is highest when it is implemented consistently and collaboratively; when it includes common learning outcomes, instructional approaches, and assessments; when it aligns across grade levels; when it allows for meeting each student where they are; and when it is engaging and relevant for students. For the last four years, we have independently developed curricula and processes that meet these criteria and we will continue to build and design our academic programs to live up to the RSD mission and vision.

Curricula we use

Math: Open Up Resources (OUR) Math; Bridges Math for interventions

Reading: Phonics: UFLI Foundations Literacy Footprints is our K-3 guided reading program for comprehension, fluency, and vocabulary; In grades 4 and 5, reading instruction is based on anthologies, “chapter books” and publications.

Science: Mystery Science is our science program.

Unified Arts curriculum is strong, offering integrated studies and explorations in art, music, digital literacy, and library, and guidance. Every grade has at least one stage performance in music.

Physical Education: The PE/health curriculum focuses on physical skills acquisition.

Curriculum Development Goals for 2024-25

During the 2025-26 school year, our primary focus will be on math instruction and maximizing the OUR math curriculum.

Instruction and Assessment

Instruction at each grade level is based on identified learning outcomes that reflect the skills and knowledge students need to be successful and progress along the learning continuum. The Maine Learning Results are the basis of the identified learning outcomes. Individual student progress is routinely assessed and monitored at the classroom level. Teachers use observation, classroom assessments, online learning platforms, and grade-level common assessments to ensure that they know which students are making expected progress toward the learning

outcomes, which are excelling beyond the learning outcomes, and which are not making expected progress. Teachers use this information to make adjustments in their general instruction and/or to differentiate their instruction for individual students.

State Assessments: Maine's state assessments are administered to students in grades 3-5 at the elementary school as follows:

[Maine Through Year assessment in reading and math](#) Grades 3-5, Fall and Spring

[Maine Science Assessment for science](#) Grade 5, Spring

State assessment data is intended to measure student progress and achievement on Maine's Learning Results in Math and Reading. As a moment-in-time snapshot, the state assessment must be considered as one piece of evidence among many that we need to look at in determining a student's progress, strengths, and weaknesses.

The classroom tools a teacher uses on a daily basis provide a consistent and reliable measure on which to base decisions about a student's placement or program. State assessment data can provide additional insights both about individual students and about the scope and sequence of the curriculum.

Multi-Tiered System of Supports (MTSS)

MTSS at MBES focuses on identifying which of the tiers of support and intervention each child needs to be successful in school. While all students have access to the regular curriculum and activities (Tier I), some students will benefit from additional strategies for learning or interacting with others (Tier II), and some may have a disability that qualifies them for special education services (Tier III). Focus teams, led by the MTSS Coordinator, meet regularly to review data and consider how students can best be served.

Grading and Progress Reporting

Teachers of students in grades K-5 will use a 1- 4 scoring scale to report student performance relative to grade-level learning standards. At each trimester, progress reports (or Report Cards) will show scores for the learning standards in which students received some instruction that trimester. The score a student receives will represent the student's current performance level and not an average of prior scores. With additional instruction and practice, a student's performance may improve and the score adjusted in subsequent progress reports, or a student's performance score may drop if the pattern of performance is up and down.

SCORE GUIDE

1 – The student is **not yet able to approach the learning** at the expected pace and level.

2–2.5 --The student is **making adequate progress**: gaining knowledge; developing comprehension; and practicing application of skills in familiar contexts, or in new contexts with assistance.

3–3.5 --The student is **consistently achieving the standard**: demonstrating the ability to think analytically about concepts from multiple angles; and independently applying knowledge and skills with success in new contexts.

4 --The student is **consistently exceeding the achievement expectations**: demonstrating exceptionally unique and inventive ways of thinking about and applying concepts and skills.

MCI (Modified Curriculum and Instruction) - The student's instructional and learning grade-level is different from the assigned grade level.

Special Education Services

RSD Child Find Notice

The Richmond School Department has a duty to locate, evaluate, and identify any child residing in the town who qualifies for Special Education services or any child attending the public schools who may require Section 504 accommodations or services.

Children eligible for special education include those children with disabilities who have autism, blindness, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, acquired brain injury, visual impairment, or developmental delay and who, because of such an impairment, need special education services.

Children eligible for Section 504 accommodations or services include those children who have a physical or mental impairment that substantially limits a major life activity.

If you suspect your child has a disability and may need special education services or 504 accommodations, or if you would like additional information, please contact your child's teacher, child's principal or call the Director of Special Education, Bonnie Viollette at (207) 841-8739.

RSD Policy [IHBAC - Child Find](#)

Staff Directory

Marcia Buker Team

Building Administration

Mary Paine

Kerry Gardner

[MBES Principal](#)

Administrative Assistant

School Health and Student Services

Ashley DeWever

Cynthia Edson

Erin Newcomb

[School Nurse](#)

School Counselor

Social Worker

Deb Young	MTSS Coordinator
Custodians	
Chelley Choate	Lead Custodian; daytime custodian
Lee Ahearn	2nd Shift Custodian
General Ed Teachers	
Michelle Dorman	PreK Teacher
Nicole Cliffe	Kindergarten Teacher
Rebecca Lovejoy	Kindergarten Teacher
Nicole Decker	Kindergarten Teacher
Jennifer Merrill	First Grade Teacher
Christina Parkhurst	First Grade Teacher
Kate Castonaguay	Second Grade Teacher
Emily Frost	Second Grade Teacher
Kari Crosman	Third Grade Teacher
Kaitlin Hayden	Third Grade Teacher
John Libby	Fourth Grade Teacher
Taylor Burke	Fourth Grade Teacher
Troy Kendrick	Fifth Grade Teacher
Lois Garriepy	Fifth Grade Teacher
Unified Arts Teachers	
Chris Milliken	Art Teacher
Deb Burk	Media Tech Librarian
Andy Haskell	Physical Education Teacher
Amanda Shively	Music Teacher
Becca Redman	Digital Literacy Teacher/Tech Integrator
Cindy Edson	Guidance Teacher
Student Support	
Angela Schutt	Pre-K Ed Technician
Shirley Humphrey	Ed. Technician III
Title I/Tier II Support Team	
Regina Stilphen	Ed. Technician III, (Tier II Interventionist)
Tymbre Dore	Ed. Technician III, (Tier II Interventionist)
Special Education Team	
Kelly Hayes	Special Education Teacher
Ryan Gardner	Special Education Teacher
Carly Bourque	Pre-K Special Education Teacher
Theresa Amos	Ed. Technician(Special Ed. Pre-K)
Tammy Houdlette	Ed. Technician (Special Ed.)
Susan Cummings	Ed. Technician (Special Ed.)

Pam Weisenburg
 Emily Snowden
 Benjamin Gardner
 Jenna Spear
 Hayley Gilbert
 Courtney Phillips
 Robert Carnicella

Ed. Technician (Special Ed.)
 Ed. Technician (Special Ed.)
 Ed. Technician (Special Ed.)
 Ed. Technician (Special Ed.)
 Occupational Therapist
 Speech Therapist
 Psychological Examiner

MBES Food Service

Kathy Amos
 Linda Martin

Meal Service
 Meal Service

Transportation

Greg Bodge
 Samantha Moore
 John Tolhemus
 Doreen Moody
 Richard Butler

Bus Driver
 Bus Driver
 Bus Driver
 Van Driver
 Van Driver

Central Office Team

Superintendent's Office and Admin.

Chad Kempton
 Keli Terry
 Cynthia LaGrange
 Ashley Hyde
 Bonnie Violette
 Kris Cray
 Frederica Shorey
 Wayne Davis
 Chelley Choate

Superintendent
 Administrative Assistant
 HR/Payroll Benefits Coordinator
 Business Manager
 Director of Special Services
 Director Information Tech (IT)
 Director of Transportation
 Director of Food Service
 Head Custodian

Marcia Buker—Our School's Namesake

Marcia Winchenbach came to Richmond from Waldoboro. She had just finished high school and was to teach the fourth grade at the Emerson School, her first teaching experience. Although she took courses for certification and recertification, she had no formal educational training. On February 12, 1922, Miss Winchenbach, then 21, married Eben Buker, 29 of Richmond. They

were married by the Reverend Nelson Pearson.

Mrs. Buker continued teaching the fourth grade for nearly forty years. At this time she had to discontinue due to ill health and she passed away the following year, 1960.

Although she had no children of her own, she acted as "mother" to many. Children often entered her room with "fear and trembling" due to alleged strictness, but soon learned to love and respect her. Marcia Buker also served as principal of Emerson School for several years and was respected by all who worked with her. Her main activity outside the school was the American Legion Auxiliary.

In 1955 a new elementary school was built in Richmond. It was named for Marcia Buker in recognition of her many years of service and dedication.

~(Richmond On The Kennebec by: John Daly Fleming)

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