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Construction at the new Hampden Academy—left photo: view from the stage of the Performing Arts Center; right photo: exterior view of the classroom wing.



Link-22

MSAD 22 • Hampden • Newburgh • Winterport 24 Main Road North, Hampden, ME 04444 March 2012

Hampden Academy to accept tuition students

Up to 25 freshmen, 10 upperclassmen could be accepted for enrollment next fall

For the first time in several decades, Hampden Academy will accept tuition students from communities outside of SAD 22, starting next year.

Principal Ruey Yehle said the school would accept up to 25 freshman tuition students and up to 10 upperclass tuition students for the 2012-13 school year.

Mrs. Yehle, a guidance counselor, and selected Hampden Academy students recently made a series of visits to middle schools in towns where students have school choice, including Glenburn, Veazie, Dedham, Holden, and Orrington.

She also visited All Saints Catholic School in Bangor, which enrolls many students from choice communities.

“The response was pretty enthusiastic,” she said. “We’ve started to receive some applications.”

Tours of the new building for prospective
(Please turn to page 3)

New facility to enhance curriculum at HA

When Hampden Academy moves into its new 21st Century facility next fall, the curriculum will be brought into the 21st Century as well.

Principal Ruey Yehle said Hampden Academy will continue to modify the curriculum by adjusting course offerings to meet student needs.

She said at least three and possibly four courses will be added to take advantage of the new facility, while a few course offerings that have outlived their usefulness will be downgraded or eliminated.

“Our new building will allow us to do some things we haven’t been able to do before,” says Mrs. Yehle.

Courses to be added include:

- Introduction to the Performing Arts Center.
- Environmental Science.
- Fitness Center Assistants.

A fourth course, Introduction to Light and Sound Engineering, is in the development stage and may be ready during the second semester for students who are interested and highly motivated and responsible.

Mrs. Yehle said “Introduction to the Performing Arts Center” will introduce students to the lighting and sound equipment in the new Performing Arts Center, as well as the scene

shop. The course will also include a brief introduction to directing.

“This is the first step in helping us learn how to take advantage of

our high-tech theater,” she said.

Mrs. Yehle said she didn’t know for sure who would be
(Please turn to page 4)



ROMEO AND JULIET—Derek Willette (left) and Erin Jeter will have the lead roles when the Hampden Academy Drama Club presents Shakespeare’s “Romeo and Juliet” at 7 p.m. on March 14, 16, and 17 in the old gym. Story on p. 5.

Wagner 7th graders win \$1,000 prize for 60-second video

Seventh graders at Wagner Middle School will visit the Challenger Learning Center in Bangor for a simulated space journey, thanks to the videotaping skills and creativity of Tamara Cardello’s 7W science class.

The students won a \$1,000 award from S. W. Cole Engineering of Bangor for a 60-second video they produced to answer the question, “How does science and technology affect your daily life?”

Along with their entry, the students had to explain what they would do with the \$1,000 prize if they won. Since the Wagner 6th graders were getting ready to participate in the Challenger space-flight exercise and the 7th graders were unable to go last year, they said they would use the prize money to fund the field trip.

Mrs. Cardello said all five of her science classes—three 6th grade classes and two 7th grade classes—



Screen shot at the end of the winning video by Tamara Cardello’s 7W science class at Wagner.

submitted videos in the competition. Each class worked as a team to create their video. The entries were judged on how well they answered

the question and how creative the students were in doing so.

“We ended up with five very
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Reeds Brook students being recognized for positive behavior

Respect, Responsibility, Honesty, and Compassion.

Those are the core values of Reeds Brook Middle School, and students who exemplify them are being recognized for their positive behavior.

The program began last fall with recognition



The new Reeds Brook logo.

assemblies at the end of each grading period, where students who

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Superintendent's message**SAD 22, Hampden Town Council agree on sale of HA property to town**

By Rick Lyons, Superintendent of Schools, SAD 22

The SAD 22 Board of Directors voted on January 18 to approve an agreement whereby the Town of Hampden will take ownership of the existing Hampden Academy property in return for 65 acres of town-owned land adjacent to Reeds Brook Middle School, plus \$86,000.

Attorneys for the town and the district will craft the language to bring the agreement about in the next few months. The new Hampden Academy building will be substantially complete this spring, allowing us to move out of the existing facility as soon as the school year ends in June. Our intent is to be completely out by mid-August, and we expect to transfer the property to the town in September or October.

The agreement came about after extensive discussion of various alternatives by the board's Re-Use Committee over the last three years. The committee looked at a variety of options, including commercial use, leasing the facility for educational purposes, or developing a partnership with the University of Maine. However, we ran into some roadblocks, and we didn't want to borrow \$1 million or more to demolish the building or commit the district to substantial annual expenditures for heat and maintenance.

I believe the Re-Use Committee did a tremendous job looking at all the options. Ultimately, we had to come back to the provision of Maine law that said if we wanted to put the property on the market, we had to first offer it to the town. We met with a subcommittee of the Town Council, and in two sessions came up with the agreement that both the Town Council and the SAD 22 Board of Directors have now adopted.

It's a win-win situation. It's good for SAD 22—we get a little extra revenue coming in, and we'll have 65 acres of land adjacent to our campus, which could provide an ecological laboratory for science classes at both Hampden Academy and Reeds Brook Middle School. We also have a grant that will help us develop some walking trails on the parcel.

For the Town of Hampden, they will have title to 23 acres that can be used to beautify and develop the town center, putting property on the tax rolls to support the town and the school district as well.

The property is certainly prime real estate for both commercial and recreational development, with frontage on Route 1A and the Penobscot River and with the soccer field area in between.

Universal Pre-K Programs for Hampden, Winterport, and Newburgh

SAD 22 will take another step towards implementation of universal Pre-K programs for Hampden, Winterport, and Newburgh next year.

This year, we had 34 students



TWO RETIRING SCHOOL BOARD MEMBERS HONORED—Chris Cox (left) and Tim Pease (center), who retired from the SAD 22 Board of Directors after nine years (three 3-year terms each), were presented with plaques in honor of their service by Superintendent of Schools Rick Lyons at the Board's regular February 1 meeting. Mr. Lyons praised Mr. Cox for his leadership on the Budget Committee, saying he "always managed to put [the budget] in the right perspective of what is best for SAD 22 and the students." He also noted Mr. Cox's work on behalf of the SAD 22 Education Foundation, saying it "illustrates the impact that an individual board member can have on the group." Mr. Lyons pointed out that Mr. Pease served as board chair for seven years. "I often marveled at Tim's ability to see the big picture, understand where we're going, and always ask the right questions," Mr. Lyons said. "[Mr. Pease] had high expectations and high standards. No matter what we did, we had to do it the right way."

enrolled in three sessions at the former Newburgh Elementary School and 16 students at Winterport for a total of 50 pre-K students in the district. The enrollment at Newburgh included 18 students from Newburgh, 13 from Hampden, and one each from Winterport, Hermon, and Carmel.

Starting next fall, we'll have one morning session at Newburgh with anticipated enrollment of 16 students, and morning and afternoon sessions at Weatherbee School in Hampden, with a projected enrollment of 32 students.

The Winterport Pre-K program will remain unchanged, with about 16 students.

Demographic projections indicate that we can expect large kindergarten enrollments from all three communities, particularly Hampden, in coming years. We're confident that we will have a total pre-K enrollment of 48 children in Hampden and Newburgh. With 16 pre-K students in Winterport, SAD 22 will have a projected district-wide total of 64 4-year-olds.

The result will be a universal pre-K program for the entire district. For the first time, parents in all three towns will have a pre-school facility close by, and they'll also have the flexibility to enroll their children in any one of the three towns.

This offers two distinct benefits to SAD 22 parents and taxpayers. First, we will have 64 children in research-based programs that will help them improve their readiness for kindergarten. Second, the pre-K program also increases our enrollment and the amount of state funding our district receives.

For the coming year, SAD 22 is projected to receive an increase in state funding of \$1.9 million. Of that, \$1.65 million is debt service for the new Hampden Academy project. The remaining increase of \$250,000 is due to the recent increases in pre-K enrollment.

We started offering pre-K programs four years ago. The children have been receiving significant educational benefits, and at the

same time, the district's revenue has been enhanced.

Frankfort voters to decide March 8 whether to proceed with secession from RSU 20

Voters in Frankfort will go to the polls on March 8 to decide whether to continue the process of seceding from RSU 20. If the vote is positive, conversations between SAD 22 and the town will accelerate this spring, summer, and fall, with the likelihood of public forums in the summer and fall.

Frankfort has about 175 children in grades K-12. If the town were to join SAD 22, it would bring about 60 additional students to Hampden Academy. Hampden Academy's current enrollment is about 700, but the new facility was designed with a capacity of 850 students, so there's plenty of room.

Hampden Academy to start accepting tuition students

For the first time in many years, Hampden Academy will be accepting tuition students, starting with the 2012-2013 school year.

Principal Ruey Yehle has conducted recruiting visits—by invitation—to middle schools in Glenburn, Veazie, Eddington, Holden, Dedham, and Orrington, where students have school choice, and to All Saints School in Bangor. During these visits, she has been accompanied by a guidance counselor and two to four Hampden Academy students.

In addition, the SAD 22 Board of Directors has constructed a marketing plan that included advertising in the *Bangor Daily News* and on the BDN website during tournaments week.

In the 20 years I've been superintendent of SAD 22, tuition students haven't been accepted at Hampden Academy because we didn't have room for them. Accepting out-of-district students would have meant reduced opportunities for students from Hampden, Win-

terport, and Newburgh.

Now, with the new building, the situation is different. Hampden Academy has a current enrollment of about 700 students; the new building was designed for 850 students.

Maine law sets the tuition rate for students in grades 9-12 at each district's per-pupil cost or the state average, whichever is less. The allowable tuition rate at Hampden Academy for 2011-12 was \$7,911.61; the state average was \$8,832.93.

We should know by the end of March how many tuition students we can expect to enroll at Hampden Academy next fall. At the current tuition rate, if 20 out-of-district students decided to attend Hampden Academy, SAD 22 would receive about \$160,000 in additional tuition revenue.

And finally, the FY13 budget

We are currently constructing the FY13 budget, looking at programming costs in our respective schools and the estimated state subsidy, which is currently projected at \$1.9 million more than last year. \$1.65 million of the increase is debt service for the Hampden Academy construction project; the remaining \$250,000 is an increase in General Purpose Aid, primarily due to increased enrollment.

However, we need to remember that funding for education could be reduced if the Legislature's Appropriations Committee doesn't reach consensus on the \$225 million gap in the Department of Health and Human Services (DHHS) budget. There's a lot of concern that the Legislature could wind up funding DHHS by taking money from education.

We're also negotiating a contract with our teachers.

Putting everything into the mix, we expect to send a first draft of the FY13 budget to the Budget Committee in the latter part of March. We'll also have a pretty good idea how much revenue we can expect from tuition students.

Research shows benefits of music education go far beyond music

Music Education is alive and well in SAD 22. The district believes that music instruction is important not only for its own sake, but also because research shows that music instruction is essential for our students' overall development.

Music is part of the curriculum in grades K-12 and is available as co-curricular activities in grades 7-12. The immediate goal of the music program is for students to learn about music and to develop their musical skills. However, at all levels—elementary school, middle school, high school, and beyond—the research shows that the benefits of music instruction go far beyond the music itself.

* * *

Elementary music: In our district, students in grades K-5 receive 30 minutes of music instruction per week. Our music teachers' goal is to increase that to 60 minutes per week in the next few years. Students may begin instrumental music instruction in grade 5, and approximately 70% of our students participate in this program.

Research: A recent study of second-graders cited by the on-line newsletter "Miller-McCune.com" found that "the reading skills of those who received structured musical training were superior to those of their peers."

* * *

Middle school music: SAD 22 students in grades 6-12 can participate in Band and Chorus, as well as Show Choir and Jazz Band, and about 30 to 40% of our students participate in these programs. Some 6th and 8th graders have limited music education. Band, Chorus, and music education are considered curricular

and are taught during the regular school day. Jazz Band and Show Choir are considered Co-Curricular and meet before school because of scheduling issues. Our music teachers' goal is to have all middle school student participate in music education in grades 6, 7, and 8.

Research: In a Miller-McCune.com article entitled "Middle School Music Lessons Enhance Algebra Skills," reporter Tom Jacobs says a new study shows how schools can increase the chances that children will excel at algebra: "Have them learn a musical instrument. Researcher Barbara Helmrich from Baltimore found that students who studied music significantly outperformed their peers whom did not receive any formal music instruction. The primary effect is a matter of enhanced brain development. Middle school music instruction 'takes place during a time in which a proliferation of new synapses occurs in the developing brain'."

* * *

High school music: At Hampden Academy, students are required to take at least two semesters of fine arts instruction. This can be met by music classes, as well as classes in visual and applied arts. In any given year, 30% or more of the HA student body participates in music groups, while additional students participate in visual arts, drama and applied arts.

Research: Research shows that continued participation in music education improves student success, both in high school and beyond. "These studies show that students and aging adults who receive music instruction show increased development and rejuvenation of specific areas of cognition over same demographic groups

who have not received music instruction."

A research report by the National Association of Music Merchants notes that "Middle school and high school students who participated in instrumental music scored significantly higher than their non-band peers in standardized tests."

The trend continues through college: "Music majors are the most likely group of college grads to be admitted to medical school. Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66 percent of music majors who applied to med school were admitted, the highest percentage of any group."

* * *

Yes, Music Education is alive and well in SAD 22. Community support and involvement in the arts will make everything better for our students and our communities.

The spring is a great time to experience music at MSAD #22, with the following activities and performances on the schedule:

- **March 16** - State Jazz Festival at MDI.
- **March 22** - "All That Jazz" (at Peakes Auditorium in Bangor), to raise money for Habitat for Humanity. Call 862-4962 for tickets.
- **March 29** - Spring Show Choir, 7 p.m.
- **March 30** - State Show Choir at Ellsworth.
- **April 10** - All District Chorus - all day in the new gym and 7 p.m. concert
- **April 26-29** - Band and Chorus to New York City
- **May 1** - All District Band - all day in the new gym and 7 p.m. concert
- **May 11** - Swing Dance in old gym, 7-9:30.

HA recruiting tuition students

(Continued from page 1)

tuition students has been scheduled for February 28 and March 7 and 8. More than two dozen middle school students from towns with school choice have signed up, including a bus load that will be coming from one middle school.

The application process will be relatively simple. Prospective students will have to fill out a form and submit their attendance records and report cards for the last two years. An applicant's middle school principal will have to confirm that the student has been a positive contributor to the school.

Mrs. Yehle says the most important factor in the application process will be attendance and commitment to education.

"If a student hasn't attended school on a regular basis, he or she probably wouldn't be considered a good candidate for admission to Hampden Academy," she said. "We're basically looking for students who will make a positive contribution to Hampden Academy—in their classes, activities, athletics, and the school as a whole.

Students who want to come to Hampden Academy—and who see school in general as helping them meet their goals—will have first priority."

During the recruiting visits, prospective applicants received view books with information about Hampden Academy, including the academic curriculum, clubs, sports, and other school activities.

The outstanding view book was created by Mrs. Yehle's secretary, Becky Bunker, on Microsoft Word and printed by Snowman Printing.

Mrs. Yehle said students who want their applications to receive priority review must submit them by March 9. Those students will know whether they've been accepted by March 26. After that, other applications may be considered, depending on how many spaces are available.

Among many of the things Mrs. Yehle focused on when visiting middle schools was the strength of Hampden Academy's science, technology, and math programs.

As evidence, she cited both test scores and the accomplishments of recent Hampden Academy graduates:

- On the 11th grade science test scores in May 2011, Hampden Academy had the highest percentage of "exceeds" scores of any high school in

Maine, except for the Maine School of Science and Mathematics.

- Four Hampden Academy seniors who graduated last June received full four-year Pulp and Paper Scholarships to the University of Maine.

- Last fall, Hampden Academy had more freshmen enroll in the UMaine College of Engineering than any other high school in Maine.

Michael Townsend, a freshman who went on the recruiting visit to Holbrook School in Holden, said he told the 8th graders that Hampden Academy has a very good academic program and one of the best sports programs in Maine.

He said he thinks accepting tuition students is a good idea, both for Hampden Academy and the students who may apply.

"I think Hampden Academy is very welcoming," he said. "If a new kid comes in, he's not ignored. He'll make friends very quickly. It will be really easy for tuition students to become part of the community."

Tristan Gardner, another freshman who accompanied Mrs. Yehle to Holbrook School, said he tried to remember all the questions he was asking when he was a middle school

student. He said he's had a very positive experience at Hampden Academy and has found the learning environment very supportive.

In the past, Hampden Academy hasn't accepted tuition students because the building has been overcrowded, but that won't be a problem when the new facility opens next fall. The current enrollment is 740, while the new Hampden Academy will have a capacity of about 850 students.

The new policy of accepting tuition students is expected to benefit the district financially. If 35 tuition students enroll next fall, the added revenue would be close to \$280,000, depending on the tuition rate that the state allows for 2012-13.

State law sets the high school tuition rate at the per-pupil cost for each school or the state average, whichever is less. The allowable tuition rate at Hampden Academy for 2011-12 was \$7,911.61; the state average was \$8,832.93.

The tuition rate for next year will be determined by the Department of Education sometime the fall of 2012, based on this year's per-pupil costs plus an inflation factor.



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Newburgh Early Childhood Center

An SAD #22, Penquis, and CDS Partnership



PENQUIS



Has openings for all 4 year olds in the SAD #22 district of Hampden, Newburgh and Winterport.

Children must be 4 years old by October 15, 2012.
 (Some openings are available for 3 year olds.)



Applications are available by calling Penquis Child Development at 973-3567, Toll-free: 1-800-215-4942 or the Newburgh Early Childhood Center at 234-2871



Students wear their "Hug It Forward" bracelets.



A "bottle school" under construction in Guatemala.



Guatemalan children display bottles stuffed with trash.

Silent auction planned April 7 to raise funds for a 'bottle school' in Guatemala

When most of us look at a plastic soda or water bottle, we think about recycling it and maybe collecting the 5-cent deposit.

When Jeanette Evans, secretary in the main office at Hampden Academy, looks at that same plastic bottle, she thinks about the two-room school she'd like to help build in Guatemala.

Mrs. Evans is organizing a community-wide service project in Hampden to raise funds for "Hug It Forward," an organization that collects plastic bottles and paper and plastic trash in poor communities and uses them to build "bottle schools."

Her first fund-raiser is a silent auction, which is scheduled for Saturday, April 7, in the new gym at Hampden Academy. It is being held in conjunction with a spaghetti dinner in the old gym from 5 to 7 p.m., which is being sponsored by the National Honor Society to raise money for the Make-A-Wish Foundation.

Mrs. Evans says she'll be asking students, staff and community members for handmade items to put into the silent auction.

"We have a lot of very talented people here," she says. "We have a lot of students who create incredible artwork, and we have teachers who make beautiful jewelry, pottery, wooden items and needlework. I'd like students and staff to be able to show their talents and be part of the project."

She says she'll happily accept other items, as well. People or businesses with items to donate can contact her at Hampden Academy, 862-3791, or by e-mail at jeanette.evans50@yahoo.com.

Ms. Evans says construction of a two-room school requires about 10,000 bottles, which are stuffed with the trash to create building blocks. It also requires about \$12,000 for the framing, chicken wire, and three coats of cement that are needed to build the structure.

Hug It Forward has built about 15 bottle schools in Guatemala and has 10 more that are awaiting funding. Mrs. Evans says she won't know for a month or so which one her service project will be supporting, but she's hoping that Hampden Academy students will be able to connect with a community in Guatemala as a result of the project.

"I'd like our kids to be able to write to them—hopefully set up some Skype sessions between our students and theirs—and maybe promote a little interaction between our community and their community," she says.

A Facebook page has been set up at www.facebook.com/pages/A-School-for-ME/291160140943930?sk=wall, and a donations page at www.stayclassy.org/fundraise/team?ftid=4876 for those who would like to be able to donate online.

Mrs. Evans says she's hoping people will support the project by checking out the Facebook page, "liking" it, and sharing it with friends to help spread the word.

"Hampden Academy is going to be moving into a new school this fall," she said. "We'd like to be able to help offer that same opportunity to another community."

NHS Spaghetti Supper April 7 for 'Make-A-Wish'

The Hampden Academy chapter of the National Honor Society is sponsoring a spaghetti supper on April 7 from 5 to 7 p.m. in the old gym to benefit with Make-A-Wish Foundation.

The project is being led by three Hampden Academy seniors—Jack Bjorn, Emily Gower, and John Wilson—who have been active supporters of the Make-A-Wish Foundation for several years.

Jack, who has severe aplastic anemia, a blood disorder, was a wish recipient when he was a freshman.

Emily has a friend whose special-needs sister is a poster child for Make-A-Wish and was on the committee that helped raise funds to grant Jack's wish for a trip to Hawaii.

Jack, Emily, and John have raised about \$3,000 for Make-A-Wish so far, and they need to raise another \$3,000 in order to grant a wish through the organization.

"If we could get the last \$3,000 that we need to grant a wish, that would be really cool," Jack said.

The NHS supper is being held in conjunction with a silent auction from 2 to 8 p.m. in the new gym to raise money for a service project being organized by Jeanette Evans to build a "bottle school" in Guatemala.



NHS members Jack Bjorn and Emily Gower.

The cost of the spaghetti supper is \$5 per person or \$15 for families. The admission is reduced by \$1 for those who bring a donation of canned goods for Manna.



The Hampden Academy chapter of the National Honor Society.

New facility to enhance curriculum at Hampden Academy

(Continued from page 1)

teaching the course, but she thought the partner teachers would probably be Rob Kissinger, an English teacher who has a theater background; Pat Michaud, music teacher and band director; and Todd Moore, technology education teacher.

"Our plan is to have about 15 students per teacher, but the entire class will meet during the same period, so that the teachers can use their strengths," Mrs. Yehle said. "Students will rotate among

the teachers, depending on what part of the course they're in."

She said she's hoping that Ken Stark, artistic director of the new Gracie Theater at Husson University, will come in as a guest teacher, along with other faculty members from Husson and the New England School of Broadcasting. SAD 22 community members may also be asked to participate.

Last fall, Mr. Stark organized a college class at Husson for SAD 22 staff members to learn about the lighting, sound, and other equipment that's currently available at the Gracie and which will be available in the Performing Arts Center in the new

Hampden Academy. The class, which provided safety training and information on theater management as well, was attended by Mrs. Yehle and 13 other faculty members from Hampden Academy and one staff member from Wagner Middle School.

"Environmental Science" will be offered as a full-year course and taught by Serena Morris. The course will enhance Hampden Academy's already strong science offerings. Eventually, Mrs. Yehle says AP Environmental Science will be offered, as well.

Environmental Science hasn't been offered in the past because there wasn't enough lab or classroom space available. When the

new building was designed, it included enough laboratory space to accommodate the new course.

"Fitness Center Assistants" will be offered to juniors and seniors as a way to support the new fitness center in the building. Students taking the course will have to maintain their certification in CPR and first aid. They will learn how to take care of the area and assist fitness center participants with their exercise routines.

The course will have a community service component, in which students will help physical education teachers and athletic teams and help keep the center open for use by SAD 22 employees and community members.



Hampden Academy Drama Club to perform Shakespeare's 'Romeo and Juliet' in final performance on old gym stage

The Hampden Academy Drama Club will exit the old Hampden Academy stage in style—with three performances of Shakespeare's *Romeo and Juliet* on March 14, 16, and 17.

All performances are at 7 p.m.

The lead roles of Romeo and Juliet will be played by senior Derek Willette and sophomore Erin Jeter, respectively.

The supporting cast includes freshman Ethan Casavant as Mercutio, junior John Rocker as Friar Lawrence, senior Hanna Holden as the Nurse, freshman Keenan Soule as Tybalt, and junior Morgan Springer as Benvolio.

Also in the cast are seniors Jefferson Adams, Helena Tatgenhorst, Jacob Burns, Eli DiSalvatore, Marion Early, and Christian Walsh; juniors

Jimmy Kolyer, Katie Asalone, James Cowin, and Edward Albert; sophomore Katie Fasse; and freshmen Megan Morin, Meredith Prescott, Katie Later, Tyler Lord, Tien Mislner, Jaime Bickford, Mikayla Burrige, Nathan Reeve, and Max Ianazzi.

The play will be directed by Sharon Zolper.

Mrs. Zolper said she picked *Romeo and Juliet* because it's studied in freshman English, so all students are familiar with it, and hasn't been performed recently.

"The nice thing about Shakespeare is that we get a lot of kids involved, it's a classic story, and it will be a nice play to do for our final show at the old Hampden Academy," she said.

Mrs. Zolper said she was pleased to note that a lot of freshmen tried out, which bodes well for the future

of the Drama Club as it gets ready to move into the new Performing Arts Center next fall.

"We have a lot of strong freshmen," she said.

She says one of the fun parts of *Romeo and Juliet* will be the sword fight choreography.

"There are three significant sword fights in the play," she says. "Our performance will be true to the time frame; we're not modernizing it."

Mrs. Zolper said the students are very excited about the play.

"They like doing Shakespeare," she said. "You'd think it might scare them away, but they're thrilled about it. I think it helps that people had a very good experience doing *A Midsummer Night's Dream* three years ago. We have a good history doing Shakespeare."



Aaron Carney won three gold medals in speed skating.



Emily Chasse took 4th place in the 50 meter snowshoeing event and won a silver medal in the 100 meter event.

2 HA students win medals at Special Olympics State Winter Games

Two Hampden Academy students won medals at the Maine Special Olympics State Winter Games, which were held January 29-31 at Sugarloaf.

Aaron Carney, a senior, won gold medals in three speed skating events—the 100 meter, 300 meter, and 800 meter races.

Emily Chasse, a junior, took 4th

place in the 50 meter snowshoeing event and won a silver medal in the 100 meter snowshoeing event.

Two other Hampden Academy graduates, Caitlyn Gunn '04 and Gailynn Goss '08, were also competing at the Winter Games.

Aaron came for the day with his parents. He competed in the "senior" category for athletes up

to age 30. He raced in three heats in the morning and three finals in the afternoon for a total of six races during the day.

Emily spent the entire weekend at Sugarloaf, spending the night in a condo that had been donated for use by Special Olympics athletes.

She was accompanied by special education teachers Ira Weissman

and Sue Herasymchuck.

In addition to the racing events, Special Olympians were able to enjoy snowmobile rides, wagon rides, a potluck supper prepared by residents of Kingfield and Carabasset, and a dance.

"There's a lot of community support," says Mr. Weissman. "The athletes love it. They have a great time."

SAD 22 ADULT EDUCATION

Variety of enrichment courses offered this spring through Adult Ed

The SAD 22 Adult Education Program will again be offering course offerings this spring to residents of Hampden, Newburgh and Winterport. We were very excited with the positive response we had from many people concerning the programming that we offered during our fall and winter sessions, and believe that we will again be able to continue to offer a variety of courses and workshops that will appeal to many people. Most of our spring courses will start in early April.

Some enrichment courses being offered during our spring session include: Introduction to Fly

Fishing, Basic Fly Casting, Cooking with Debe Averill, Songwriting, Beginning Harmonica, Play the Guitar!, Golf for Beginners, America's Boating Course, Maine Driving Dynamics, Baby Signing, Water Color Painting with Connie Henderson, Drawing, Ukrainian Egg Dyeing, Scenic Realism Painting, One Stroke Painting, Beginning Woodworking, Video Scrapbooking, iPad for Beginners, E-Readers at the Library, Facebook for Beginners, Photo Makeovers, How to Buy and Sell on eBay, Early Bird Yoga, Aerobic Exercise, Dance-Style Zumba, Organic Gardening, Fun with Cup-

cakes, Springtime/Mother's Day Floral Design and Card Making Workshops. For a more complete list of our offerings, please look for our spring brochure, which will be in mail boxes soon, or view our web page at: <http://www.sad22.us/adulteducation>.

People who are interested in GED Preparation or who want free one-on-one adult literacy or ESL tutoring should also contact our office for information on how we can help you receive these services.

We also provide our residents with access to over 400 interactive online courses. All classes are instructor-led, fit into convenient

six-week formats and are affordably priced. To view a complete catalog of the courses available, visit our web page at: <http://www.ed2go.com/sad22>.

Again, our partnership with the RSU 26 (Orono, Glenburn, Veazie) Adult Education Program is allowing us to offer a wider variety of programming to residents of both educational communities. Many people have been contacting us with ideas for courses that they would either like to take or teach. We value your input and continue to want to hear from you. As always, you can contact the SAD 22 Adult Education office at 862-6422.

Life Skills students, 6th graders at Reeds Brook team up on composting

Life Skills students and 6th graders at Reeds Brook Middle School will be teaming up this year to compost plant waste generated at the school so it can be used to enrich the soil in the hoop house garden beds.

“Our goal is to compost all of the plant waste and use it to grow more carrots, lettuce, and other vegetables for salads,” says special education teacher Gail Ociepka.

Assisting Mrs. Ociepka with the composting effort is Julie Mahon, speech language pathologist at Reeds Brook.

The project started in the fall when the Life Skills students did some background research, reading books on composting and creating a “word wall” to familiarize themselves with composting terminology.

They also had to figure out how to assemble a compost bin that came with the wrong parts.

Mrs. Ociepka got the Town of Hampden to donate a compost bin and then convinced Ocean State Job Lots to donate a second bin. The students put both bins outside the hoop house, so when the compost breaks down, they can take it from the bottom of the bins and put it in the beds in the hoop house.

The students learned that a proper compost pile needs alternating layers of “brown” material, which provides carbon, and “green” material, which provides nitrogen and generates heat as decomposition takes place.

They also learned that dead leaves and shredded newsprint are good “brown” materials. They raked leaves in the fall and they started sorting through newspapers to

remove sections with harmful inks.

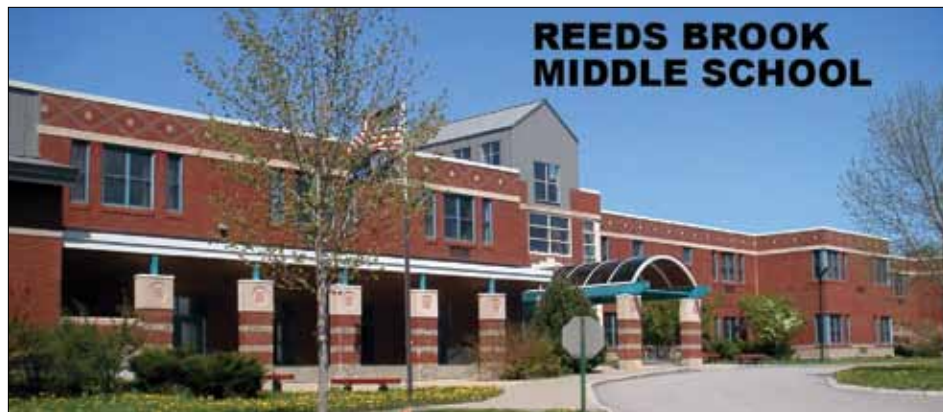
Coffee grounds and fruit and vegetable scraps are good “green” materials, so the students began collecting the grounds from coffee makers in the teachers’ areas, and they wrote letters to SAD 22 food service director Chris Greenier asking if the kitchen staff can put plant waste into a bin for composting.

And when the students help out with food preparation in the kitchen, they save the waste products, such as carrot peelings, for the compost bin.

The students are currently collecting compostable waste from their own classroom, the teachers area, and from paper shredding machines in the building.

The students also learn why they don’t put meat, fat, and bones in the compost bin. Meat, fat, and bones take much longer to break down, and, more important, they tend to attract rats and other undesirable animals—carnivores that can get into the bins.

The next step is to start educating the student body on composting and asking students to separate what’s left on their trays and put plant waste and



Life Skills students put plant waste in the compost bins (left photo) and then stir the compost (right photo).

other compostable materials (bread, banana peels, orange peels, apple cores, leftover salad, french fries, etc.) into the compost bin.

What can’t go into the compost bin from the students’ cafeteria trays? Basically, no meat and no foods with a lot of fat or mayonnaise. Bread with a little mayo on it is OK, but a puddle of mayonnaise or salad dressing for dipping should be disposed of in the trash.

Mrs. Ociepka says her Life Skills

students will continue to collect the bins and dump the food waste into the compost bins outside the hoop house.

“By spring, we hope we will have a system going to refresh the beds in the hoop house with fresh compost to grow the next crop of vegetables,” she says.

Next year, her goal is to have the Life Skills students do some planting, so they can grow vegetables in the soil they’ve created through composting.

Reeds Brook students being recognized for positive behavior

(Continued from page 1) demonstrated outstanding behavior in one of the four core values were presented t-shirts emblazoned with the new Reeds Brook logo and motto: “You can’t hide Rebel pride.”

In February, the effort to recognize positive behavior was ramped up with the introduction of trading cards that adult staff members give to students when they observe them being respectful, responsible, honest, or compassionate.

The cards include a staff member’s photo and nickname and a tear-off stub that lists the four core values. Teachers give the cards to students who are being respectful, responsible, honest, or compassionate. The teacher tears off the stub, writes the student’s name on the back, circles the core value that the student’s behavior exemplified, and turns the stub into the office for a daily drawing.

Three stubs are drawn each day, and the winning students are able to select a prize from a collection of items called the “Rebel Reserve.”

The card for each staff member also has one of the school’s initials (R, B, M, or S) as part of the design. Students who collect cards with all four initials are eligible for a bigger prize if their name is on one of the winning stubs in the daily drawing.

That’s where the “trading” element of the trading cards kicks in.

A student who has been recog-



Mrs. Haggan’s trading card.

nized for good behavior four times can swap cards with a classmate to get cards with all four initials and become eligible for the larger prize.

For example, a student who had an “R” card, two “B” cards, and an “M” card, but no “S” card could swap a Mrs. Haggan card, which has a “B” on it, for a Mr. Ingraham card, which has an “S.”

Thom Ingraham, principal at Reeds Brook, says the goal of the recognition program is to highlight the positive behaviors that occur every day at the school.

“Research says that good schools

recognize students for positive behavior five times more than for negative behavior,” he says.

Mr. Ingraham points out that Reeds Brook has a lot of “really great kids” in the student body.

“If we’re rewarding positive behavior on a consistent basis, the students who are displaying the not-so-positive behavior will have good role models and will be working toward changing their behavior so they can get the recognition,” he says. “We think we’ll get better results if we focus on rewarding good behavior, rather than just punishing bad behavior.”

The idea for the t-shirts and the trading cards came from the Climate Control Corps (CCC), a group of teachers who have been working for the past two years to create and promote a positive behavior system to improve the school climate.

The group developed a process to identify the school’s core values (Respect, Responsibility, Honesty, and Compassion), and then worked with students to create a matrix to show what those values would look like in the classroom, in hallway, on the bus, etc.

This year, students have been working during Flex period on projects to improve the school climate.

They started by reviewing the behavior matrix and talking about areas where they feel things are going well or need improvement. As a result, students have come up with

a variety of activities to improve the school climate, such as putting up posters saying don’t swear and don’t spread rumors and taking pictures that can be displayed on the new video monitor outside the cafeteria.

A 6th grade class has put a complaint box outside the office for students who want to work on graffiti in the bathrooms. Students fill out a slip if they see graffiti, and they can sign up on a schedule to work with the custodian to remove the graffiti.



Danielle Barrett (above) created the new Reeds Brook Middle School motto: “You Can’t Hide Rebel Pride.”

Wagner's 'Pridetanic' miniboat makes landfall in Portugal

After seven months at sea, the *Pridetanic* has landed.

The 4½-foot miniboat, which was sponsored by the Explorer classes at Wagner Middle School, was found on a beach near the village of Praia da Pedra do Ouro, Portugal, by a man who apparently owns or manages beachfront property there.

The finder, Isaul Augusto, sent an e-mail on December 15 that said: "hellou, I find your boat in beach, my country is Portugal end I dont speak inglish very wel."

The boat, which had been launched in the mid-Atlantic by the crew of the Maine Maritime Academy training ship *State of Maine* on May 14, carried a GPS transponder that reported its position every two hours.

The boat made landfall at 1 a.m. EST on Wednesday, December 14. Michelle Campbell, who teaches the Explorer classes at Wagner, was alerted by 7th grade math and social studies teacher, who was tracking the boat's progress on www.iboattrack.com, a website that provides tracking services for racing, cruising, and working vessels.

Mrs. Campbell then called the U.S. Embassy in Portugal to request assistance in locating and recovering the *Pridetanic*. An embassy employee e-mailed Mrs. Campbell to say she had alerted some friends who regularly walked the beach in that area. Finally, the next day, Mr. Augusto sent his e-mail to Richard Baldwin of Educational Passages in Belfast, which provided the miniboat for the project.

"Finder's instructions" fastened to the *Pridetanic's* deck included contact information for both Mr.



Isaul Augusto of Praia do Pedra do Ouro, Portugal, with the Wagner Middle School miniboat, "Pridetanic," which he found on the beach. The boat had lost its mast, sail, and keel by the time Mr. Augusto found it. The Atlantic Ocean is in the background.

Baldwin and Mrs. Campbell.

Mrs. Campbell sent a reply to Mr. Augusto, using Google Translator to translate her message into

Portuguese. She asked Mr. Augusto to send pictures of himself and the boat. She also told him about a compartment in the deck that held a

"Wagner Pride" t-shirt and several other items, which were now his to keep.

By the time the *Pridetanic* arrived on the beach in Portugal, it had lost both its keel and its mast and sail.

The students at Wagner had hoped that the finder would be able to put the boat back in the water to continue its journey, but without a mast and keel, the boat can't go anywhere.

Mrs. Campbell and her students are hoping to find an interpreter who speaks Portuguese so they can interview Mr. Augusto via Skype. He told Mrs. Campbell that he is planning to have some sort of grand opening celebration for his rental unit on April 1 and expects to be able to Skype with the students in Winterport at that time.

"We're very lucky," said Mrs. Campbell. "Isaul is so cooperative and friendly. You can see that in the photos."

She's also trying to find a local school in the village or the nearby town of Leiria (about 11 miles inland), where Mr. Augusto could take the *Pridetanic*. That might permit some across-the-ocean student conversations.

The Explorer classes at Reeds Brook Middle School also sponsored a miniboat, the *Dirigo Dinghy*, which was launched by the *State of Maine* about 200 miles east-northeast of Bermuda on May 8. That boat is still sailing, with its GPS unit transmitting a signal every two hours. The boat is currently located about 550 nautical miles west of the northwest coast of Spain.

19 students at Wagner, Smith meeting weekly with Big Brothers, Sisters

Nineteen students at Wagner Middle School and Leroy H. Smith School in Winterport have been meeting for an hour after school for an hour each week with "big brothers" or "big sisters" from Hampden Academy.

The matches have been arranged by the Big Brothers Big Sisters of Midcoast Maine with the help of Troy Wagstaff, guidance counselor at Hampden Academy.

Four girls and six boys at Smith School have "bigs." The youngest "little" is in 2nd grade; the oldest in 5th grade.

Five girls and four boys at Wagner have been matched with "bigs."

A number of the bigs live in Winterport and attended Wagner and Smith before enrolling at Hampden Academy. Several of them were littles when they attended the Winterport schools and the mentoring program was operated by Downeast Health Services.

At Smith, the bigs come on Wednesday afternoons. The program is overseen by two adult volunteer coordinators, Val Haskins of Winterport and James Trettin of Bangor, who supervise the littles from the time school gets out at 2 p.m. until the bigs arrive from Hampden Academy. The bigs arrive between 2:20 and 2:45, depending on whether they drive themselves or ride the school bus.

At Wagner, the bigs come on Tuesday afternoons. The program is supervised by volunteer coordinators Heather Mann of Bangor and

Jarod McBrierty of Winterport.

Matt Donohue, school-based mentoring manager for Big Brothers Big Sisters of Midcoast Maine, is the liaison between the program and the school.

At both schools, the bigs and littles spend about an hour together until the parents come to pick them up about 3:30 p.m.

Stephanie Francis, guidance counselor at Smith School, says the program is going well, and the littles look forward to the Wednesday afternoon sessions.

"We're just waiting to see if we can get some more bigs," she says. "We have several students who have indicated an interest in having a big brother or sister."

Parental permission is required for littles to participate in the Big Brothers Big Sisters mentoring program.

At both Smith and Wagner, teachers provided the guidance office with the names of students they thought might benefit from having a big brother or sister. Once parental permission was obtained, the students were matched with volunteers from Hampden Academy.

Big Brothers Big Sisters emphasizes that consistency is important for both bigs and littles.

Once a big commits, he or she has a weekly commitment that runs until May. If possible, the matches will continue for a second year until the "big" graduates from high school. There have been occasions where

the match may continue even longer, which surely enhances the opportunity for positive benefits for the "littles."

Big Brothers Big Sisters is a national organization that provides mentoring services to children ages 5 to 14. The vision of the BBBS program is that "all children achieve

success in life." Matching a child with an adult mentor provides a positive role model outside the family.

More information about Big Brothers Big Sisters of Midcoast Maine is available by calling 593-0380 or by e-mailing CEO Alex Geath at alex@bbbsmcm.org.



Seventh graders Justin Hatch, Theri Giardi, and Courtney Moore gave a presentation to the SAD 22 Board of Directors on winning the S. W. Cole 60-second video competition.

7th graders with \$1,000 for 60-second video

(Continued from page 1)
different videos," she said.

Mrs. Cardello said each class had students who developed the story line, others who wrote the script and worked on set-up, "and lots of directors."

Once the scripts were prepared, the students did the videotaping and editing.

"Some classes did 30 to 45 minutes or more of filming, which had to be edited down to 60 seconds," she said. "They had to keep cutting and cutting and cutting."

The 7W video showed a series of students giving one-sentence examples of how science and technology impact life at Wagner Middle School. It also featured an original song written by Daija Mislner, who also played guitar in the video.

The students in 7W were rewarded with a surprise award ceremony in the school cafeteria, with officials from S. W. Cole presenting a giant check to Mrs. Cardello. The event was covered by Channel 5 news and the *Bangor Daily News*.

'Green Team' recycling juice pouches, raising environmental awareness at Weatherbee

A group of students at George B. Weatherbee School called the Green Team has been promoting environmental stewardship through a variety of activities.

The team's primary focus this year has been collecting used juice pouches and sending them to Terracycle for recycling.

The students have collected and sent in over 1,000 juice boxes so far this year. Terracycle will pay the team 2 cents per pouch, with the first check expected later this spring.

The team's advisor is special education teacher Bob Duane.

One of the Green Team members, 5th grader Isaac Anderson, said the team recycles juice pouches once a month, working together in assembly-line fashion to empty the

pouches and prepare them for Terracycle.

He says cleaning juice pouches is not a pleasant activity.

"Eventually, our hands get sticky and they start to smell like fruit punch," he says.

Mr. Duane says the team cleaned up the school yard in the fall and will do so again this spring. They also monitor the kilowatt hours generated by the solar panels on the roof.

Starting last month, teachers at Weatherbee and Green Team members have been handing out "green cards" to students they see doing things that show environmental awareness, such as recycling wastepaper.

Mr. Duane says students who receive green cards should save



The George B. Weatherbee School "Green Team."

them, because the person who has the most green cards at the end of the year will receive a prize.

In addition, the Green Team plans to present an award each month to the classroom that has shown the most environmental

stewardship, as determined by the number of green cards received by students in each classroom.

The team may also recognize classes that show environmental stewardship by working on a project or doing something special.

Weatherbee students give up recess to make recycled Christmas cards for soldiers

A group of students at George B. Weatherbee School gave up a recess period last fall to make recycled Christmas cards for American soldiers serving overseas.

The students cut up a pile of old Christmas cards and used the artwork and verses to make new cards.

After finishing a card, the students wrote notes to the soldiers thanking them for their service. Then the cards were sent to the soldiers through the American Red Cross.

Bonnie Quesnel, library clerk

at Weatherbee and Smith schools, contributed the cards, which she had collected from friends and co-workers after Christmas the year before.

The students, all volunteers, created a total of 143 recycled cards for the troops.

"They used up all the cards in one day," Ms. Quesnel said. "Instead of going outside to play during recess, they stayed inside to make Christmas cards."

Ms. Quesnel plans to repeat the project next fall using cards she col-



GEORGE B. WEATHERBEE SCHOOL

lected after Christmas this year.

"I e-mailed friends and co-workers asking them for cards," she

said. "Instead of throwing away the old cards, send them to me and I'll recycle them."



WASHINGTON VISIT—Regan Nickels (right), principal at George B. Weatherbee School, met with Sen. Olympia Snowe (R-Maine) during a trip to Washington, DC, in January to attend the annual LILA (Leadership Institute for Legislative Advocacy) conference of ASCD, a national group that addresses issues related to effective teaching and learning. Mrs. Nickels, who serves as vice president of the Maine ASCD chapter, also met with Sen. Susan Collins (R-Maine) and Rep. Mike Michaud (D-2nd District). Mrs. Nickels said she found the Maine legislators to be extremely receptive and supportive of education in Maine.

Happy Birthday, Maine!

Students at George B. Weatherbee School will celebrate Maine's 192nd birthday with two days of workshops on Maine and Native American culture, history, and economics on March 19 and 20.

Parents or community members who would be willing to share a particular skill, interest, passion, or hobby relating to Maine culture, history, or economics are asked to contact the school at 862-3254 and talk with Principal Regan Nickels. You can also contact Mrs. Nickels via e-mail at rnickels@sad22.us.

Maine became the 23rd state on March 15, 1820, as part of the Missouri Compromise of 1820. Maine joined the Union as a free state; a year later, Missouri joined as a slave state, thus preserving the numerical balance between free and slave states in the nation.



FIFTH GRADE GUITAR LESSONS—Fifth graders at the George B. Weatherbee School have started learning how to play the guitar as part of the school's regular music program. The school received 24 guitars on February 2, and guitar lessons began the following week. Funding for the guitars came from private donations and a grant from the MSAD 22 Education Foundation. Weatherbee music teacher Shelly Burcalow says additional funds are needed for guitar hooks, so that the guitars can be hung up and stored safely when not in use. The hooks cost \$10 apiece, and the school needs 24 of them, Ms. Burcalow said.

Weatherbee students provide photo, video services

An enterprising 5th grader at the George B. Weatherbee School has volunteered to take photos at school assemblies for Principal Regan Nickels.

The student, Isaac Anderson, uses an Insignia HD720 camcorder, which can be used both as a camera and as a video recorder.

Isaac started taking photographs in school with another 5th grader, Saidee Ross, when their class was doing a class poem in the fall. The teacher, Mrs. Penley, told the class she was going to the office to get one of the school cameras, when Isaac said he had his camera with him.

Saidee had a camera, too, so both of them took pictures of the class poem.

A few days later, Isaac said he was walking up the front stairs into the building when Mrs. Nickels came up to him and asked if he'd like to take pictures during school assemblies.



Star Stream Productions members (l. to r.): Luke Martin, Jacob Weston, Saidee Ross, Isaac Anderson.

"I sparked right at the idea," Isaac said.

Since then, Isaac has formed a group called Star Stream Productions to provide photography and video services. Saidee is a member of the group, along with 5th graders Luke Martin and Jacob Weston and 4th grader Aaron Kontio.

Rick Charette: I didn't like to write until I discovered I could create songs

Rick Charette, the singer-songwriter who has been entralling Maine children for many years, performed at an hour-long assembly at the Earl C. McGraw School on February 7.

In addition to his songs about mud, alligators, and bubble gum, he had a message for students about the importance of working hard at what they want to do.

He told the children that he didn't like to write until he discovered that he could put words to music and create songs. Then he became very interested in writing.

For Mr. Charette, writing music and songs is like McGraw students writing stories about themselves.

"Maybe someday you'll want to put your stories to music," he said.

The concert was very interactive. On several occasions, Mr. Charette



Rick Charette sings, while McGraw students sing along—and sign the lyrics.

asked students to get up and sing with him—and he got the teachers

to sing along, as well.

The students at McGraw were

very excited about the concert and talked about it for days afterwards.

McGraw teachers adopt 'Daily 5' as reading framework

A number of teachers at Earl C. McGraw School have adopted a new reading framework to help their children learn how to read, and they're pleased with the progress they've seen.

The new framework is called "the Daily 5," and as the name implies, it asks students to do five different literacy activities every day.

They include:

- Read to self.
- Work on writing.

- Read to someone (partner reading).
- Listen to reading.
- Word work.

The students work on these literacy tasks alone or in pairs; as they do so, the teacher meets with them one-on-one or in small groups to provide help on specific reading or writing skills.

Leah Smith, grade 1 teacher at McGraw, says the students have shown amazing growth over

the first two quarters, particularly in the area of reading and writing stamina.

"It's really neat to see," she says. "As we've implemented this framework, kindergarten and 1st grade students are keeping their eyes on their books and reading for a long time. It's also happening with writing. At the beginning of the year, some students were reading for about a minute before disengaging. Now, they're engaged with stories for 20 minutes or more, and even longer for some 1st and 2nd graders."

Ms. Smith says that as students do the Daily 5 literacy activities, they focus on four different reading strategies,

including accuracy, fluency, comprehension, and expanding vocabulary.

The Daily 5 encourages students to make choices about which strategies they work on and which books they read, but it also holds them responsible for the choices they make.

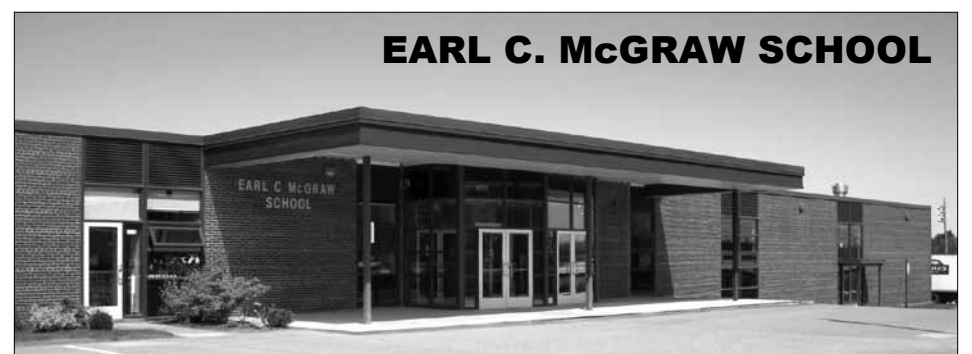
The students learn to independently choose books that are a good fit for them—books that interest them and which aren't too easy or too hard.

"The Daily 5 is very good at motivating students to read," Ms. Smith says. "We're finding that having the ability to choose what they do and what they read is very motivating."

Ms. Smith emphasizes that the Daily 5 is not a reading "program." Rather, it's a framework that gives students the practice they need in reading, writing, and word work.

"The framework is really great, because it offers authentic reading and writing even at a young age,"

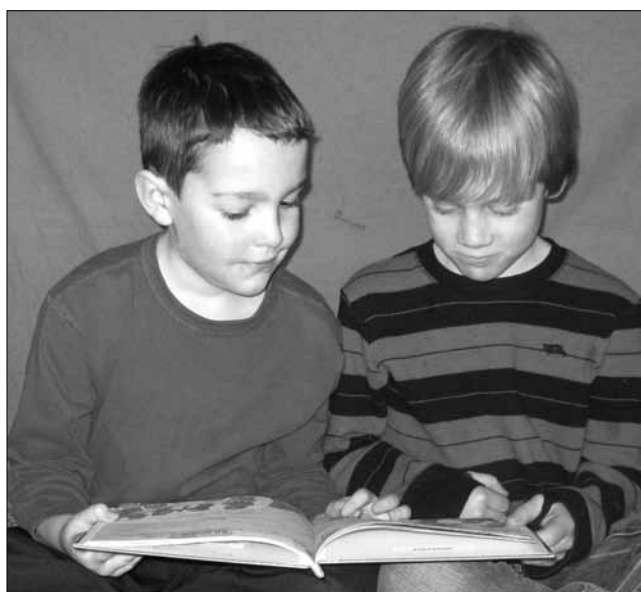
she says. "They do very meaningful individual work, not busy work. They're reading a lot and writing a lot every day. When they get to Weatherbee, they'll be able to read for a long time. Their brains are being trained to do that."



Work on writing.



Read to self.



Read to someone.



Listen to reading.



Word work.

Smith School 4th graders share stories at Writing Celebration

Fourth grade students at the Leroy H. Smith School in Winterport had a lot of wonderful stories to share at their second Writing Celebration held on Dec. 21 in the Sky Wing. Since the beginning of the 2011-12 year, students have been learning to craft personal narratives and have worked hard at collecting and developing ideas, organizing, drafting, revising, editing and, finally, “publishing” their stories at the Celebration. Topics of the stories ranged from trips taken to special places, to first lost teeth, and included sadness, humor, and many lessons learned.

Students read their stories aloud in small groups facilitated by Literacy Teachers Mrs. Kenney and Mrs. Price, Principal Ms. Moore, Curriculum Director Ms. Giard, and their classroom teachers, Ms. Gould, Mrs. Gower, and



Fourth grade students read stories to each other in small groups at their second Writing Celebration on Dec. 21.

Mrs. Hay. After each reading, students collected feedback from teachers and peers. The celebration gave students an opportunity to share their writing with an authentic audience. After all 60 students had read their stories, everyone convened for refresh-

ments and lively discussions.

Ms. Gould, Mrs. Gower, and Mrs. Hay are among a large group of district teachers who are using a writing program developed by Lucy Calkins at Teachers College, Columbia University, to boost students’

writing achievement. The program engages students in writing in a wide variety of genres. Future writing will include essays, fiction, and literary response. Teachers and students alike are looking forward to future celebrations.



Smith School playground gets updates through Box Top for Education program—10¢ at a time, with a lot of community involvement

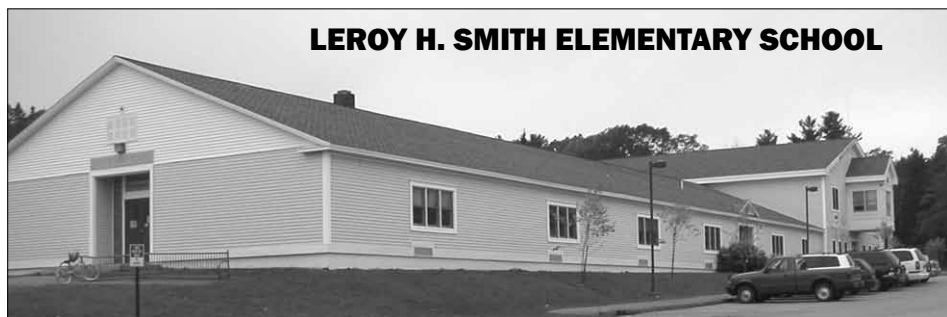
Over the past three years Smith School has installed two new pieces of playground equipment, erected a beautiful custom made bench, planted a shade tree, replaced 100 yards of wood chips, and helped a local Boy Scout achieve Eagle Scout. Most of the funds to pay for these improvements were raised through the Box Top for Education Program, 10¢ at a time.

When the Smith School parent-teacher group, Partners in Education (PIE), met in 2007, they knew they wanted to make some additions to the playground and realized the Box Top program could be utilized to achieve this goal.

Box Tops for Education is a school fundraising program started by General Mills in 1996. To date, Box Tops has helped America’s schools raise over \$200 million to buy the things

they need but can’t always afford, such as library books, school supplies and playground equipment. The Box Tops for Education program offers school supporters an easy way to earn cash for schools through everyday activities like buying groceries. Smith School received \$215 from Collecting Box Tops during the 2007-08 school year, but then PIE launched its Box Tops Program in earnest for 2008-2009. PIE raised student and parent awareness with the use of flyers and contests, and the Box Tops started to come in. PIE raised \$853 in 2008-09, \$1,065 in 2009-10, and \$1,889 in 2010-11. This year PIE has already raised \$1,200 through Box Tops and plans to use those funds to maintain the playground.

Zack Hardy, a local Boy Scout and HA graduate, needed a community project to achieve the level



LEROY H. SMITH ELEMENTARY SCHOOL

of Eagle Scout. He approached PIE and offered to replace some playground boundary ties that were starting to become unsafe for the students, and improve the garden area. With Zack’s hard work, and numerous community volunteers helping to spread the new wood chips, the new and improved playground was ready just days before school began in the fall of 2011.

It is very easy to help the students at Smith School reach their

Box Top goal. Collect box tops from hundreds of familiar, participating products and send them to Leroy Smith School, Attention: Box Tops Coordinator.

You can also sign up on the Box Tops website at boxtops4education.com, designating Leroy H. Smith School as the school you wish to support. You’ll learn more about all of the easy ways you can choose to make a difference—all at no additional cost to you.

Ms. Breare’s students read stories, discuss Martin Luther King Jr.

In Ms. Breare’s class, the children read stories and had discussions about Dr. Martin Luther King, Jr. They learned about Dr. King’s life and death, and did experiments to help them understand what prejudice is and how it affects people. They chose attributes that were part

of themselves and that they had no control over, such as eye color, and imagined what it would feel like if all people with blue (or brown or green) eyes had to go to inferior schools, use substandard bathroom facilities, not get to use the cafeteria, and have to follow some of the other

rules that black people had to follow before the civil rights movement. The children were fairly incensed about how unfair that was. Some of them started seeing prejudice in other areas of our lives.

At the end of their studies, the children shared the book *Thank You*

Dr. King by Bill Cosby. Little Bill and his classmates make friendship flowers out of different colored hands in the book. They then decided to make one big flower to thank Dr. King and to show the rest of the children in school how beautiful different colors are together.

3rd graders honor Martin Luther King Jr. by performing a ‘reader’s theater’ about his life

Third grade students in Mrs. DeeJ (Jean) Patterson’s class commemorated the birthday of Martin Luther King, Jr., by reading and performing a reader’s theater (“Let Freedom Ring”) about his life and mission. This activity led to learning a bit of geography and history, and introduced the students to unusual vocabulary used by Dr. King in his speeches, such as: curvaceous, heightening Alleghenies, prodigious hilltops, hamlets, civil rights, dignity, Gentiles, and Protestants. They performed the reader’s theater for another class of third graders and read with excellent fluency and demonstrated wonderful “choral reading,” as well. Great job, readers!



Third graders perform a “reader’s theater” in honor of Martin Luther King Jr.

5th grader Devon Downs wins Smith School Geography Bee

What river runs through the cities of Minneapolis, Minnesota, St. Louis, Missouri, and Baton Rouge, Louisiana? Bristol Bay, one of the richest salmon fishing areas in the world, is located off the coast of which state? Seneca, Cayuga, and Owasco make up some of the Finger Lakes in which state? These were the final three questions to determine the Smith School Geography Bee Champion for 2012.

On January 4, six candidates from each of the five fourth and fifth grade classrooms competed in the school-wide geography bee. These twenty-nine students were already winners from their individual classroom bees. The Smith School bee consisted of an initial round of seven questions for each contestant. After those initial questions (and several tie breakers), six finalists remained in the competition. Those six finalists faced a double elimination as the questioning continued. It took several rounds of questions before one student remained on stage. Devon Downs, a fifth grader, was awarded the Geography Bee medal as the winner of the 2012 Smith School Bee.

The other five finalists were: Alex Knupp, Elizabeth Kervin (the only fourth grade finalist), Josh Stebbins, Luke Trask, and Parkerr Newey. The remainder of the participants included: (fifth graders) Wyatt Lord, Zara Misler, Wyatt Harriman, Emily Murphy, Noah Burby, Mercedes Ambrose, and Aaron Grodewald. Fourth graders were Cooper Koman, Candace Goodwin, Maisy Stetson, Aiden Dudley, Bailey Mallory, Brody Jamison, Capri Goodwin, Sairah Damboise, Austin C. Wilson, Catrina El-Hajj, Alydia Brilliant, Jasmine Willett, Jordan Castro-Long, Kendra Ryder, Jerdon Kiesman, and Jayden Razo.



Smith School Geography Bee participants—Front row (l. to r.): Parkerr Newey (finalist), Luke Trask (finalist), Alex Knupp (finalist), Devon Downs (Smith School Champion), Josh Stebbins (finalist), Jayden Razo, Brody Jamison, and Capri Goodwin. Middle row: Sairah Damboise, Kendra Ryder, Aiden Dudley, Jerdon Kiesman, Catrina El-Hajj, Jordan Castro-Long, Jasmine Willett, Bailey Mallory, Maisy Stetson, and Cooper Koman. Back row: Mercedes Ambrose, Aaron Grodewald, Zara Misler, Emily Murphy, Wyatt Lord, Noah Burby, Wyatt Harriman, Alydia Brilliant, and Austin C. Wilson. Not present when photo was taken: Elizabeth Kervin (finalist) and Candace Goodwin

Time keepers/scorekeepers for the event were Mrs. Rosenblatt (librarian) and Mrs. H. Patterson (first grade teacher). Moderator was Mr. Douglas (fifth grade teacher). By the way, the answers to the three questions posed in the beginning were: Mississippi, Alaska, and New York.

MSAD #22 Report Card to the Community 2011-2012

Each year MSAD #22 is required to provide school-wide "report cards" for each school within the district. These reports are created by the Maine Department of Education and contain information from state-wide testing completed by students in grades 3 through 8 and grade 11.

In each report you will find several pages of Assessment Data (with the exception of Pre K-2). The first pages will show reading data by grade level, followed by mathematics data by grade level. At certain grade levels, science or writing may also be included. Data on each page is also broken down by subgroups.

Following the Mathematics Assessment Data pages, are the "Accountability Data" for each school. The purpose of

the Accountability Data is to provide information regarding how well a school is progressing toward the NCLB goal of 100% proficiency by 2014. The No Child Left Behind Act requires that each school make "Adequate Yearly Progress" (AYP) toward the 100% goal.

The final page on each report provides "Maine Teacher Quality Data" for teachers in each school within MSAD #22. This data is broken into three areas: 1) highest degree earned; 2) percentage of teachers in the school with emergency or conditional certificates; and 3) percentage of core academic classes taught by a teacher who is not considered "highly qualified" in the state of Maine.

MSAD #22 information and data

The MSAD #22 School Department serves 2206 students from Hampden, Newburgh, Winterport, and surrounding communities. These students are enrolled in seven schools that are maintained by the school department.

Twenty eight percent (28%) of the PK-12 student population comes from a low-income household. Adequate Yearly Progress

School	Grades	Student Population	Percentages of School Population from an Economically Disadvantaged Household
McGraw School	Grades K-2	322	23%
George B. Weatherbee School	Grades 3-5	330	23%
Reeds Brook Middle School	Grades 6-8	332	20%
Newburgh Elementary School (Penquis CAP)	Grade PK only	34	41%
Leroy Smith Elementary School	Grades PK-5	319	50%
Samuel Wagner Middle School	Grades 6-8	125	38%
Hampden Academy	Grades 9-12	744	24%

Twenty eight percent (28%) of the PK-12 student population comes from a low-income household.

Adequate Yearly Progress

Adequate Yearly Progress, AYP, is the term used to describe the academic progress expected of each school each year. AYP calculations are based on assessment scores from the New England Common Assessment Program, NECAP, in reading and in math. The Maine High School Assess-

ment (SAT and augmentation) is also monitored to calculate adequate yearly progress. The scores from the assessments for three student subgroups determine AYP.

They are: Whole Group, Economically Disadvantaged Students, and Students with Disabilities.

M.S.A.D. #22 Adequate Yearly Progress (AYP) 2011-2012

School	Grades Served	ANNUAL PROGRESS (2011-2012)		FEDERAL ACCOUNTABILITY STATUS (2011-2012)		
		AYP Reading	AYP Math	2011-2012 Reading Status	2011-2012 Math Status	2011-2012 School Status
McGraw	K - 2	All Targets Met	All Targets Met	Making AYP	Making AYP	Making AYP
Weatherbee	3 - 5	All Targets Met - SH	Targets Not Met - E, S	Making AYP	Monitor	Monitor
Newburgh	Pre-school					
Smith	K - 5	All Targets Met - SH	All Targets Met - SH	Making AYP	Making AYP	Making AYP
Reeds Brook	6 - 8	All Targets Met - SH	All Targets Met - SH	Making AYP	Making AYP	Making AYP
Wagner	6 - 8	All Targets Met - SH	All Targets Met - SH	Making AYP	Making AYP	Making AYP
Hampden Acad.	9 - 12	Targets Not Met - E, S	Targets Not Met - E, S	CIPSR	CIPSR	CIPSR
Subgroups:	W - Whole Group E - Economically disadvantaged S - Students with disabilities	SH - Safe Harbor GR - Graduation Rate CIPS - Continuous Improvement Priority Schools				

Individual School Report Cards are available for viewing on each school's web site.



CONGRATULATIONS TO DANIELLE FIELD of Hampden, who was the recipient of the 2011 Winterport Lions Student Service Award. Danielle, a student at Hampden Academy, received a check for \$250. She participates in a number of local and national volunteer organizations, including Big Sisters, Scouts, Girls' Coalition, Relay for Life, AFSP (The American Foundation for Suicide Prevention), and Hike for the Homeless, to name a few. Danielle was nominated by multiple staff members at Hampden Academy, who also described her as a cheerful, extremely helpful, and a terrific young woman. From left: Katie Fraser (President of the Winterport Lions Club for 2011), Danielle, and David Senter (Lions Club President for 2012).

Foundation Awards \$1,060 in Mini-Grants

Thanks to the generosity of alumni, community members, and local businesses, the Foundation was able to award grants to district teachers for the first time last month. Many thanks also go out to all of those teachers who took the time to apply for grants to enrich the educational experiences for students in our district. For more details about the mini-grant projects, please visit your Foundation website at msad22foundation.org.



MSAD #22 Education Foundation *Supporting Innovation in Teaching & Learning*

One School, One Book Project, Wagner School, \$250. Grant applicant: Michelle Reasso

Grant funds will be used to purchase copies of Cynthia Lord's Maine-based book, "Touch Blue," in preparation for the author's visit. All staff and students will share a literary experience and learn new ways to engage in reading and reflecting about literature.

Holocaust Museum Night Music CD, Wagner School, \$60. Grant applicant: Dana Ross

Students developed musical skills, learned about history and about the "Degenerate Music Exhibition of 1938." CD's of student recordings were featured at a "Holocaust Museum Night" event at Wagner School with eighth grade students, their families and staff. Grant funds cover recording time at a professional studio.

Guitars for 5th Grade, Weatherbee School, \$250. Grant applicant: Shelly Burcalow

Grant funds will be used to purchase guitars for 5th graders to use during music class. At present, no district school has a formal strings music program.

Enrichment Program, Wagner School, \$250. Grant applicant: Tamara Cardello

Each Wednesday for eight weeks, students in the program learn, explore, and make new connections with community members who have diverse skills and talents. Enrich-

ment activities rely on contributions of time and materials from committed community volunteers. Grant funds will help pay for materials needed by the volunteers.

Northern Stars Planetarium Visit, Wagner School, \$250.

Grant applicant: Tamara Cardello

The entire Wagner Middle School student body will learn about the night sky with a travel planetarium experience provided by Northern Stars Planetarium and educator John Meader.

Board Member Profile: Annette Adams

The Education Foundation will sorely miss outgoing president Annette Adams. Annette's broad view of education, her business expertise, and her gently persuasive leadership style have been invaluable to the birth and development of our Education Foundation board and all of its work to date.

Annette talked about what inspired her to join the board of the Education Foundation several years ago:

"What did it for me was my son's teachers," she said. So many of them, in some way, were transformative for her son during his K-12 school years. As one example of many, Annette described her son's experience both in the classroom and on the cross-country team with Mr. Balentine. He is a teacher who takes his students and student athletes beyond the content of their subject into a deeper level of meaning.

"He made them consider what running does to you on the inside. It was a whole-self message, and he does the same thing in his biology classroom. We've got to support whatever it is that allows more teachers to move into this passion, to work beyond content, not just for my child, but for every child. If you give a good teacher good tools—and that can be anything from a book to a piano to a new track—they can use those tools to help children achieve high performance."

What she most hopes for the Education Foundation is that it will be able to fuel the passion that leads to



growth—for teachers, students, and our entire community.

Our thanks go out to Annette for her work with the board and her passion for local education.

"We've got to support whatever it is that allows more teachers to move into this passion, to work beyond content, not just for my child but for every child."

Foundation Welcomes New Members and Officers at Annual Meeting

On February 11th, the Foundation Board held its Annual Meeting at the Wagner Middle School in Winterport, and welcomed three new board members and three new officers.

Christina Earley of Winterport, Brian Hanish of Hampden, and Sharyn Hastings of Hampden all joined the Board. Member Peter Witt was elected president; Robin Wood was elected vice-president and Sharyn Hastings was elected secretary, all for one-year terms. In addition, the Board said goodbye to departing members Annette Adams, who served as president for 2011-2012, Bill Burke, former treasurer, Trish Niedorowski, former secretary, and member Clarissa Edelston.

The meeting included presentations by District Superintendent Rick Lyons on the "state of the District" and Fundraising Counsel Alicia Nichols, who led a session on the joys of fundraising.

Many thanks to Wagner School staff for use of the facilities and to 4-Points BBQ and Blues House in Winterport, which provided a delicious lunch, and a generous donation.



Foundation Board Members met at Wagner Middle School for their annual meeting. Back row (l. to r.): Adele Drake, Sharyn Hastings, Jim Corliss, Brian Hanish, Peter Witt, Annette Adams, Jim Tatgenhorst, and Christina Earley. Front row: Foundation coordinator Melanie Spencer and Board Member Robin Wood. Not present for photo: Board Members Ed Armstrong and Bill Burke and honorary member Rick Lyons.

Frequently Asked Questions about the MSAD 22 Education Foundation

Q: How is the Foundation connected to the School District?

A: Our Foundation is separate from the District, but partners with it to support district staff and schools.

Q: Why is the Foundation raising money?

A: Our Foundation is raising

money for our District schools for three purposes: to fund programs through grants, to build an endowment so it can continue its work, and to cover operational costs.

Q: Why should I donate to the Foundation if I'm already paying taxes that support the schools?

A: Shrinking federal and state

funding, coupled with increased costs and the demands for technology to improve education in classrooms, are making school budgets tighter and tighter – even with local tax contributions. This puts pressure on administrators and teachers to do more with less, leaving little, if any, opportunity for innovative and creative educational programs. Even essential programs are some-

times at risk. Separate fundraising organizations, like Education Foundations, are helping fill in the gaps so schools can provide the best education possible for our children.

For more information about the MSAD #22 Education Foundation, visit our website: www.msad22foundation.org.