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MSAD 22 • Hampden • Newburgh • Winterport

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January 2013

Hampden, Newburgh, Winterport residents to vote April 9 on plan to bring Frankfort into SAD 22



Students at Earl C. McGraw School share their published writing at the conclusion of one of their writing units.

Public forums to be held Jan. 28 at Wagner, Feb. 26 at Reeds Brook

Voters in SAD 22 will go to the polls on April 9 to decide whether to approve a reorganization plan that would bring Frankfort and its approximately 170 students into SAD 22.

There will be two separate referendums on the merger, one in Frankfort and one in the three SAD 22 towns of Hampden, Newburgh, and Winterport.

Frankfort residents will vote on March 28. Residents of Hampden, Newburgh, and Winterport will vote on Tuesday, April 9, with the aggregate vote total from all three towns determining the outcome.

If both referendums pass, the reorganization plan will go into effect on July 1, 2013, and SAD 22 will become a four-town district with a new name—RSU (Regional School Unit) 22.

If either referendum fails, SAD 22 will continue as is, and Frankfort will become a stand-alone
(Please turn to page 2)

SAD 22 implementing new writing program in grades K-5

SAD 22 elementary schools are implementing a new writing program in grades K-5 this year after piloting the program last year.

The new program is the Lucy Calkins Units of Study for Teaching Writing program, which is being

used to teach the students to write in three different genres—narrative, persuasive (or opinion), and informational.

The different genres reflect whether the purpose of the students' writing is to tell a story to the

reader, to persuade the reader (or express an opinion), or to provide information for the reader.

Amy Hanson, kindergarten teacher at the Earl C. McGraw School, said the elementary schools have adopted
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Reeds Brook brings two jazz bands to first concert at new Performing Arts Center

Thursday, Nov. 15, was a special night for the Reeds Brook Middle School jazz program.

Not only did they perform for the first time in the new Hampden Academy Performing Arts Center, they did so with two jazz bands.

"We're very excited," said music teacher and band director Becky Mallory. "The music program at Reeds Brook is growing."

Initially, the two jazz bands were identified by the days that they practiced. The more experienced jazz musicians played in the Wednesday-Friday jazz band, while the beginners and musicians who were new to jazz played in the Monday band.

This fall, however, the students in the two bands came up names for



Close up photo of several performers in the Cosmic Squirrels Jazz Band—From left: Isaac Anderson, Ethan Bailey, Henry Cunningham, and Nicholas Gauthier.



MOJO—Back (l. to r): Noah Gardner, Connor Roy, Eric Smith, Logan Christian, Nick Tinkham. Middle: Kent Oliver, Josh Redmond, Audrey French, Aria Fasse. Front: Mrs. Mallory, Samuel Walker, Tommy Raye, Nicholas Parker, Bailey Giles.

their respective groups.

The Monday group is now the Cosmic Squirrels, while the Wednesday-Friday band now calls itself

MOJO, which is the acronym for Most Outrageous Jazz Organization.

Ms. Mallory says MOJO has been playing some difficult music that will

help them develop the skills they need to play at a more advanced level. The Cosmic Squirrels are playing music to help them learn the jazz idiom.



Marcus Theriault, percussionist in the Wagner Middle School Jazz Band, practices using SmartMusic.

Reeds Brook, Wagner using 'SmartMusic'

The music programs at Reeds Brook and Wagner middle schools have begun harnessing technology to provide more individual instruction in both instrumental and vocal music.

The two music teachers—Becky Mallory at Reeds Brook and Dana Ross at Wagner—have begun using SmartMusic, an interactive on-line music education program that allows students to receive tutorials using a computer.

Ms. Mallory and Mr. Ross create customized assignments for their students, who practice their lessons in front of the computer. SmartMusic hears the students as they play and tells them immediately whether they are playing or singing the right notes and rhythms.

The SmartMusic screen shows the students the notes that they played—notes that they play correctly are green; notes that are incorrect—because they were too slow, too fast, or had the



Madison Rishton, 8th grader at Reeds Brook Middle School, practices her trumpet following the SmartMusic score on the laptop.

wrong pitch—show up on the screen in red.

Student who don't know how to play a particular
(Please turn to page 5)

Superintendent's message

Transfer of old HA property completed; Frankfort secedes from RSU 20; new teacher contract to include optional performance-based pay scale

By Rick Lyons, Superintendent of Schools, SAD 22

This has been an eventful fall for SAD 22. In addition to the opening of the new Hampden Academy, the following has occurred:

- The transfer of the old Hampden Academy property to the Town of Hampden has been completed.
- The Town of Frankfort has voted to secede from RSU 20 and close its elementary school, setting up the possibility that the town could join SAD 22.
- The Board of Directors and the Tri-22 Teachers Association have approved a new three-year collective bargaining agreement.

The Town of Hampden is now the full owner of the former Hampden Academy property.

We believe that both the town and the schools will benefit from the transfer. As we understand it, the town is looking with some optimism about the prospect for economic development in the downtown area. In addition, the town will be in a position to really enhance its recreation program now that it has full use of the Skeehan Gym.

SAD 22 benefits as well. As a result of the agreement, we now have 65 acres of formerly town-owned land adjacent to Reeds Brook Middle School. We are looking at the possibility of developing a cross-country course on that property, along with an outdoor educational lab science project. We will be re-

viewing those and other possibilities over the next few months

* * *

As a result of the vote in Frankfort, the SAD 22 Board of Directors has been formulating a plan of action to bring the question of admitting Frankfort into SAD 22 to the voters in Hampden, Newburgh, and Winterport.

Public forums on a reorganization plan with Frankfort will be held at Wagner Middle School in Winterport on Monday, January 28, at 6 p.m. and at Reeds Brook Middle School in Hampden on Tuesday, February 25, at 6 p.m.

Frankfort citizens will vote on the plan on March 28. The three SAD 22 towns of Hampden, Newburgh, and Winterport will go to the polls on Tuesday, April 9, with the aggregate vote total from all three towns determining the outcome.

We look at the possibility of Frankfort joining SAD 22 as an opportunity. Frankfort has about 170 students, including approximately 50 of high school age. The Board has been looking at the logistics of placing these students into SAD 22 schools, along with the associated costs. They determined that the fairest, least disruptive, and most cost-effective solution would be for Frankfort students to attend grades K-4 at Smith Elementary School and grades 5-8 at Wagner Middle School. Of course, Frank-

fort students, like all SAD 22 students, will attend grades 9-12 at Hampden Academy.

I would point out that the total of Frankfort's high school population is less than the number of students we expect to lose at Hampden Academy next year due to declining enrollment. Our current senior class has about 70 more students than the 8th grade classes at Reeds Brook and Wagner middle schools that are scheduled to move up to 9th grade next fall.

* * *

The new collective bargaining agreement has been approved for three years, with an increase in the base salary from \$30,500 to \$30,650. The contract is for three years, starting with FY13 (July 1, 2012, to June 30, 2015). The wages and health insurance provisions of the contract are for one year only. We will start negotiating salaries and health insurance benefits for FY14 and FY15 in February.

The contract requires that teachers be evaluated on an annual basis, and starting in FY14, it provides teachers with the option of switching to a new and innovative performance-based salary scale.

The performance-based scale will be part of the negotiations this winter and spring. If a teacher chooses to participate in the performance-based scale, his or her compensation will be determined

by and aligned with the annual performance evaluation.

Teachers will have the option of remaining on the traditional salary scale; if they choose the performance-based scale, they can't return to the traditional scale during the life of the contract.

This is a very significant shift, and I'm excited about the opportunity to reward our very best teachers on the basis of performance, rather than longevity.

Evaluations will be done by the building principals. For specialists, such as special education teachers, the evaluations will be done collaboratively by the building principals and the responsible administrators, such as the Director of Special Services.

The administrative council will be developing a performance evaluation rubric so that principals and administrators have a common language for teacher evaluations. We will also try to identify the primary indicators to increase the consistency of evaluations across the district. We recognize that both teachers and administrators are individuals; nevertheless, we want to try to make that process as objective as possible district-wide.

We look at that as a very exciting initiative. It will take a while to get it where we want to be, but I firmly believe that it will be a much better system for compensating teachers than our current system.

SAD 22 approved for zero-interest loan to fund building security projects

SAD 22 has received approval for renovation projects totaling \$283,000 that will be funded through a zero-interest Qualified School Construction Bond (QSCB).

The projects will include security upgrades at the main entrances to Leroy H. Smith School, George B. Weatherbee School, and Samuel L. Wagner Middle School.

The Weatherbee School security upgrades include installation of two new interior vestibule doors with programmable electric strikes. A doorbell will also be installed, and the

existing sliding glass window between the office and the vestibule will be replaced by a fixed glass security window and an indirect pass-through.

At Smith and Wagner Schools, programmable electric strikes will be installed on the existing vestibule doors, and security cameras and doorbell/intercom devices will be installed in the vestibules.

At all three schools, the exterior vestibule doors will normally remain unlocked, but the interior vestibule doors will be programmed to automatically lock at a predetermined

time in the morning and then to unlock at the end of the school day. While the interior doors are locked, visitors will come into the vestibule and either present themselves at the window (Weatherbee) or ring the doorbell (Smith and Wagner). At Smith and Wagner, a designated staff member will be able to view the vestibule on a desktop monitor and communicate with visitors using the intercom system. At Weatherbee, if a staff member is not available at the window, the visitor shall ring the doorbell for assistance. After visitors

are cleared for entry, a staff member will buzz them into the school.

The estimated cost of the building security upgrades is \$26,100.

In addition to the building security upgrades, the QSCB bond issue will be used to fund two other projects this summer, including renovations at Wagner Middle School to create two new classrooms from the original Integrated Study Center area and installation of a new shingled roof at Smith Elementary School. The estimated cost of the

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Frankfort

(Continued from page 1)

municipal school district.

The SAD 22 Board of Directors has scheduled two public forums on the reorganization plan. The first will be held at 6 p.m.

on Monday, January 28, at Wagner Middle School in Winterport. The second will be held at 6 p.m. on Tuesday, February 26, at Reeds Brook Middle School in Hampden.

In addition, 12 citizens of Hampden, Newburgh, and Winterport have been invited to participate in a focus group to help identify issues related to the reorganization plan

and assist the district in preparing for public forums. Participation in the focus group is by invitation only.

Additional public forums may be scheduled in March if necessary.

The SAD 22 Board and Frankfort town officials have been meeting for more than a year to discuss the possibility of Frankfort joining SAD 22. The process began after a group of Frankfort citizens notified RSU 20 of their intent to seek a referendum to start the process of withdrawing from the nine-town school district, which was formed in 2008 through the consolidation of SAD 34 (Belfast) and SAD 56 (Searsport).

In November 2012, Frankfort voters made it official, voting by a 74% margin to leave RSU 20.

Since then, the SAD 22 Board's Frankfort Subcommittee has been reviewing a variety of options for how best to bring Frankfort's 170 students into SAD 22 schools, while working with Frankfort officials to define the

details of the reorganization plan.

On January 2, the subcommittee concluded that Frankfort students should attend grades K-4 at Smith Elementary School and grades 5-8 at Wagner Middle School, just like Winterport students.

The subcommittee also recommended that a Self-Contained Behavior Program now located at Wagner be relocated to Reeds Brook Middle School to free up classroom space at Wagner. Moving the Behavior Program to Reeds Brook would make it available to all SAD 22 students, if needed, and would also allow for collaboration with the Life Skills Program at Reeds Brook.

Both recommendations were adopted by the full board at its regular meeting on January 16.

The increased student population at Wagner will require installation of a two-classroom portable unit, but Principal Richard Glencross

(Continued in next column)



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Curriculum Office Update

By Mary Giard, Director of Curriculum, Instruction, and Assessment, SAD 22

Maine, 48 other states making plans to implement Common Core Standards

Maine is one of the 49 states to adopt the Common Core State Standards for reading, writing, speaking, listening, literacy across content areas and mathematics. “Education Evolving: Maine’s

NCLB (No Child Left Behind) Report Card to the Community

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. The first pages will show Reading data by grade level, followed by Mathematics data by grade level. 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 about how well a school is progressing toward the NCLB goal of 100% proficiency by 2014. Part of the No Child Left Behind Act is the requirement that each school makes “Adequate Yearly Progress” (AYP) toward the 100% goal. The target percentages for testing are shown at the top of each column.

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.

The SAD 22 NCLB report card will soon be posted at SAD 22’s web site.

Plan for Putting Learners First” is organized into the following core priorities and subcategories:

- Effective, Learner-Centered Instruction, LD 1422 Standards Based Diploma
- Great Teachers and Leaders, LD 1858 Effective Educators
- Multiple Pathways for Learner Achievement
- Comprehensive School and Community Supports
- Coordinated and Effective State Support

Goals, objectives and action steps accompany each in the body of the strategic plan. SAD 22 has

begun to address and implement portions of the plan. If you would like to read more about the plan,

visit the Maine Department of Education web site, maine.gov/education

State’s ‘Literacy for ME’ plan coming to Winterport

Literacy for ME, a comprehensive literacy plan for the state, outlines steps and identifies resources to help educators, parents, and others provide children with a strong early childhood foundation in literacy, provide students with effective literacy teaching throughout their years in school, and extend adult literacy to even higher levels.

Helping all Maine residents develop strong literacy skills is a

task that includes everyone in our communities.

SAD 22 has formed an initial planning team to begin a comprehensive literacy plan for Winterport. Beginning with a survey to Leroy Smith School’s parents, the team will soon be gathering information from other community stakeholders. We will soon be looking for other Winterport volunteers to join our committee.

Title I Parent - School Compact for 2012-2013

The Parent-School Compact is a voluntary agreement that helps both the school and parents work closely together to better meet the needs of our students. The compact lists the expectations of the school, the parents, and the students.

Teachers and the school agree to:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- Staff will:
- get to know the student by taking an interest in the student as an individual.
 - communicate clear, attainable goals for the students.
 - be creative and enthusiastic in meeting the needs of the students—they all learn in different ways.
 - frequently monitor each student to check for understanding of concepts and assignments.
 - collect samples of the student’s work to show progress, provide recognition to the student when a goal is met, be respectful and listen to what students say, be a positive role model.

2. Hold parent- teacher conferences annually, during which this compact will be discussed as it relates to the individual child’s achievement.

Parent-teacher conferences will be held each year to review, after the first rank

cards have been sent home.

A yearly Literacy Night will be held for parents to review the Title I program. Parents will also be able to meet and speak with Title I staff.

3. Provide parents with frequent reports on their child’s progress.

Report cards will include a progress monitoring report for all students participating in pull-out literacy programs.

4. Provide parents reasonable access to staff and information.

Parents may call the Leroy Smith School (223-4282) to set up a consultation with their child’s teacher.

Parents may access information through the district website.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

All parents will be invited to volunteer and participate in special classroom projects by filling out a volunteer form which is distributed on the first day of school.

Parents agree to:

- talk with their children, ask their children what is happening at school, and review their papers daily.
- praise and encourage their children’s school work, activities, and behavior, read with their children.
- make sure that their children arrive at school each day, on time and well rested.
- help their children learn and practice

good organization and time management.

- limit the amount of daily screen time (television, computer, or other electronic devices) and establish “quiet zones” and “quiet times” for homework.

- be a good role model.
- have high and reasonable expectations of their children.

- talk / communicate with their children’s teachers and meet with teachers and staff as needed.

- call their child’s teacher at school any time they have questions or concerns.
- help their child develop responsibility.

Students agree to:

- come to school with a positive attitude.
- attend school regularly and arrive on time.

- be responsible for bringing home all their books, homework, and materials.

- be prepared each day.
- seek help when needed.
- take time to read every day on their own time.

- be willing to participate.
- get along with and respect others.
- meet their responsibilities and accept consequences for their actions.

- get adequate rest.
- be willing to try again—it’s OK to make mistakes.
- share with parents what is happening at school.

Frankfort

(Continued from preceding page) says it will be used for classes that meet only once or twice a week, such as Health and French.

The subcommittee considered several other options that would have eliminated the need for a portable at Wagner, including having Frankfort students attend Reeds Brook Middle School instead of Wagner for two, three, or four years. Those options were rejected because they would be disruptive to the education of Frankfort students while requiring a longer bus ride to Hampden.

Bringing Frankfort into SAD 22/RSU 22 will result in a few minor changes to the district.

- The Board of Directors will expand from 13 members to 14, with the additional board member representing Frankfort. Hampden will continue to have seven board members, Winterport four, and Newburgh three.

- The Board of Directors will move to a weighted vote format. Decisions at the Board level will use

a system of weighted voting that reflects the population of the four towns, based on the most recent U.S. census statistics. Weighted voting will not be required in committee or subcommittee deliberations.

- The cost-sharing formula for RSU 22 will be the same as for SAD 22—80% based on valuation and 20% based on enrollment.

- Frankfort will pay a proportionate share of the bonded debt that is outstanding for SAD 22, including the local-only portion for the New Hampden Academy bond issue (\$5.8 million) and the School Revolving Renovation Fund bond issue (\$397,000) that funded multiple projects at SAD 22 schools.

- Frankfort will make a one-time payment to towards the balance forward that is used to develop the FY 2014 budget.

Financially, the reorganization plan appears to be a win-win situation for both Frankfort and SAD 22/RSU 22, particularly looking at the long term.

If all 170 Frankfort students attend SAD 22/RSU 22 schools, the

added cost in terms of staff, busing, installation of a two-classroom portable unit at Wagner, and other expenses is expected to be about \$1.372 million.

However, state subsidy payments for the Frankfort students would total \$1,248 million, and the town’s local assessment would be about \$602,000, for a total of \$1.85 million in revenue.

Frankfort’s projected property tax assessment of \$602,000 for 170 students is almost 20% less than the town’s FY 2013 assessment from RSU 20.

In the near term, however, the cost vs. revenue picture of bringing Frankfort into SAD 22/RSU 22 is clouded by the uncertainty about how many Frankfort students would attend SAD 22/RSU 22 schools, especially during the first year. K-7 students from Frankfort will have a choice in the first year to stay in RSU 20 or come to SAD 22/RSU 22. In the second year they must come to SAD 22/RSU 22.

As for students in grades 8-12, they have a choice to stay in high

school in RSU 20 for the duration of their high school years.

Estimates vary as to how many parents will opt to keep their children in RSU 20 schools for the first year and how many will make the switch to SAD 22/RSU 22. RSU 20 says that 58 Frankfort students are planning to attend SAD 22/RSU 22 schools next fall, while Frankfort town officials say the number is more likely to be between 90 and 100. The town has agreed that the cost-sharing formula for the first year will be based on a minimum of 100 students attending SAD 22/RSU 22 schools, even if actual enrollment is less.

If 60 Frankfort students attend SAD 22/RSU 22 schools next year, the state subsidy payment and the local assessment paid by Frankfort would total about \$933,000. That’s likely to be enough revenue to cover the added costs, but probably not much beyond that.

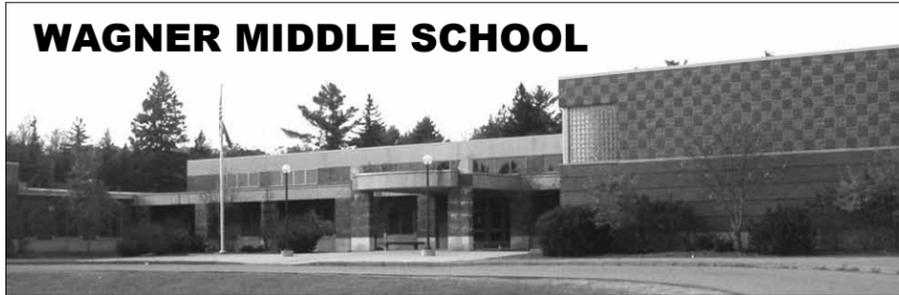
After the first year, however, all Frankfort students in grades K-8 will be required to attend Smith and Wagner, and the incoming 9th graders will attend Hampden Academy.

5th graders doing well after making big move to Wagner Middle School

Fifth graders in Winterport made a big move this year from elementary school to middle school, and Sheridan Rawcliffe, a 5th grade teacher who made the move along with the students, says it has been a big success.

“Wagner staff and students have gone out of their way to make us all feel welcome,” Ms. Rawcliffe says.

Open Houses were held in the spring and then again in the fall to help the 5th graders and their par-



ents feel more at home in the new environment. The first three days of the school year were focused on school climate and Wagner Pride.

“It was a wonderful three days of team and community building for all of the new students at Wagner,” she says.

The 5th graders have embraced this move and are continuing to adjust to the middle school atmosphere. They are on the move throughout the school day. In fact they transition to more teachers than any other grade in the school, as they have different teachers for math, language arts, social studies, science and writing.

Ms. Rawcliffe says there are 60 5th graders at Wagner, but only two 5th grade teachers, herself and Steven Douglas, who also made the move from Smith School.

Instead of hiring a third 5th grade teacher, the district decided to have Ms. Rawcliffe and Mr. Douglas teach 5th grade language arts and math, respectively, while other middle school teachers teach 5th grade classes in science, writing, and social studies.

Ms. Rawcliffe says another challenge is that the 5th graders no longer have desks that they can call their own. Instead, they’ve had to learn to “live” out of their lockers, like the other students at Wagner.

“Some of them are still working on this,” she says.

The 5th graders have also been active and successful members of the cross-country team. Both the boys and girls teams had 5th graders in the top 5 at each meet.

Many 5th graders have recently become members of the Student Council. They have also had the

opportunity to join after school activities like art club and ping pong club.

The new middle school students have made great gains in learning to advocate for themselves and the choices they make in their day. This is most evident during out intervention time (Wagner Workshop). They are able to make choices that fit their needs, including such activities as keyboarding practice, writing workshop, Kahn Academy math sessions, organization help, technical art, and the *Pride Pages* school newspaper, along with sessions for each academic subject.

(The school newspaper used to be called the *Wagner Weekly*. The new name, *Pride Pages*, was suggested by 5th graders.)

Ms. Rawcliffe says the 5th graders have responded well to all the changes and are doing well academically. Although grades 6-8 at Wagner currently receive number grades, the SAD 22 curriculum requires that 5th graders receive standards-based report cards that show student progress as it relates to expectations (exceeds, meets, partially meets, or fails to meet).

She said the difference between the two grading systems caused a slight delay in the 5th grade report cards, but the students received about the same percentage of “meets” and “exceeds” as they received in 4th grade.



Fifth graders had to learn to live out of their lockers, as they no longer had desks of their own, which they had in 4th grade.

Wagner cross country team, with many 5th graders, wins PVML Sportsmanship Award

The fall of 2012 was an interesting season for the cross country team at Wagner Middle School.

A large number of students—33 in all—participated, and about two-thirds of them were 5th graders.

The team placed third overall out of nine teams in the Penobscot Valley Middle League, and it received the league’s Sportsmanship Award for showing kindness and consideration, good sportsmanship habits, and helping students from other teams.

Coach Jackie McKenney, who teaches French at both Wagner and Reeds Brook, said on one occasion, a

student from another team fell, and two Wagner runners stopped and wouldn’t continue the race until the girl got up.

Ms. McKenney said the girl who fell told the Wagner girls, “You’ve got to go, you’ve got a race.” But the Wagner girls said, “We’re not leaving until we know you’re OK.”

She said one reason for the large number of 5th graders is that they can’t participate in contact sports like soccer or field hockey until they’re in 6th grade. However, they can compete in non-contact sports like cross country as 5th graders.



The Wagner Middle School soccer team, with the sportsmanship banner.

8th graders go to UMaine, talk to MainePSP, NSF about science at Wagner

By Hunter Spencer

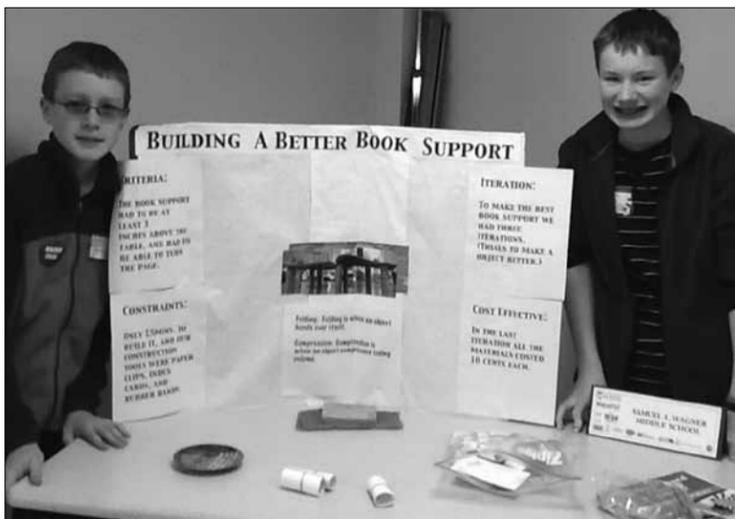
8th grade, Wagner Middle School

On Wednesday, October 24, seven eighth graders, Hunter Spencer, Justin Hatch, Andrew Pinkos, Danny Trojecki, Kurt Speed, Courtney Hill, and Britney Ogden, went to the University of Maine in Orono, to talk to Officials of MainePSP (Maine Physical Science Partnership) and others about what they have learned in science so far this year. After school on Tuesday, the eighth graders stayed after dismissal to work on the projects for the presentation at UMaine. The projects were made to look like a science fair, and they would help answer questions that the officials asked.

On Wednesday they packed up the projects and went to UMaine for the afternoon. When the officials came, they visited the stations from our school, Reeds Brook Middle School, and Veazie Community School, asking questions like: Why is this important for science? Why are columns stronger than just an index card? and What are criteria and constraints? The eighth graders answered the questions and some showed demonstrations about their projects.

Great job eighth grade science students, you represented Wagner well when you went to UMO!

* * *



Wagner 8th graders discussed their science projects at UMaine.

The above article appeared in the *Pride Pages* (formerly the *Wagner Weekly*), the weekly newspaper of Wagner Middle School, on November 13, 2012.

During their trip to the University of Maine, Hunter and the other 8th graders were interviewed by representatives of the National Science Foundation, who flew in from California to learn about their experience with Project-Based Inquiry Science (PBIS), a new way of teaching middle

school science that asks students to develop their own procedures for answering science-related questions rather than just following prepackaged instructions.

PBIS is being piloted by Cindy Moran at Wagner Middle School, Lori Matthews and Rob Burke at Reeds Brook Middle Schools, and nine more teachers at six middle schools in Maine.

The students shared three projects that they did using Project-Based Inquiry Science, including:

- Development of a coaster car by finding ways to eliminate as much friction as possible.

- Finding how many droplets of water can be put on a penny without overflowing the penny and spilling water.

- Construction of book support using no more than 50 index cards, 50 paper clips, and 50 elastics. The support must be strong enough so that a student can turn the pages and read without the book collapsing.

In addition to the PBIS program, Tamara Cardello at Wagner and Georgianna Piete at Reeds Brook are piloting the Science Education for Public Understanding Project (SEPUP) in their respective classrooms this year.

New Performing Arts Center at HA opens with gala performance of 2 world premieres

More than 200 students, faculty members, alumni, community members, and former student teachers performed in a Gala Concert on Saturday, November 24, to celebrate the opening of Hampden Academy's new Performing Arts Center.

The performance included world premieres of two works that were commissioned for the event, including an orchestral piece by Maine composer Terry White of Westbrook and a choral piece by David John Madore of New York City, who graduated from Hampden Academy in 1996.

Music teachers Pat Michaud and Heidi Corliss, who direct the Hampden Academy band and choirs, respectively, said they started planning for the concert a year and a half ago.

They said their goal was a festive and community-oriented event.

Mr. White's composition, "The Building of Traditions," was written in three movements entitled "The First Century," "The Second Century," and "We Remember."

The first movement was played by the Hampden Academy Combined Bands, while the second movement was played by a band made up of Hampden Academy Alumni and Community Members, with Curvin Farnham, former Director of Bands at the University of Maine who taught music at Hampden Academy from 1979 to 1986.

The third movement was played by the combined Hampden Academy and Alumni-Community bands under the direction of Mr. Mi-

chaud, with Joan Speyer, former English teacher and Curriculum Coordinator at Hampden Academy, as narrator.

Mr. Madore's composition, "In The Beginning," was performed by the Combined Hampden Academy Choirs and Alumni.

Close to 100 alumni returned for the concert. The oldest were Morna Rawcliffe of the Class of 1944 and Patricia Totman of the Class of 1947, who was also a former teacher at Hampden Academy. Mrs. Totman's husband, Bob, played clarinet in the Alumni-Community Band.

The concert was enthusiastically supported by the community, attracting almost a full house.

"The hall was just a few seats shy of being completely full," said Mr. Michaud. "If performers had been

allowed to sit in the hall, it would have been filled to overflowing."

At the post-concert reception sponsored by the Hampden Academy Music Association, a donation table called "Air for Ashley" was set up at the last minute to benefit Ashley Drew, who was a student teacher at Hampden Academy in 2008. A few months ago, she received a double lung transplant because of cystic fibrosis. She thought she would be well enough to attend, but strokes and other infections kept her at a hospital in Boston. The donation table collected more than \$1,900.

Mr. Michaud said the concert was a special moment for both him and Mrs. Corliss. "It was special to have our former students come back and play with our current students," Mr. Michaud said.

'Rebels Got Talent' fundraiser set for Jan. 24 in Reeds Brook gym

The 6th grade Explorers at Reeds Brook Middle School are trying to harness the talents of their fellow students to raise money for a new children's cancer treatment and research center in Eastern Maine.

The students are organizing a fund-raiser called "Rebels Got Talent," which will be held from 6 to 8 p.m. on January 24 in the Reeds Brook gym.

Proceeds from the event, which will be modeled after the NBC-TV reality series, "America's Got Talent," will be donated to Eastern Maine Medical Center's "Heroes, Hope, and Healing" campaign, which is raising funds for a new children's cancer ward on the third floor of the Lafayette Family Cancer Center in Brewer.

Auditions for the show were held after Thanksgiving, partly to provide an opportunity for Reeds Brook students to practice their performing skills and partly to see who was



interested.

"The students needed to find out how many acts would go on stage, so they could make plans for the final performance," said Jen Bowman-McKay, who teaches the 6th grade Explorer class.

She said the response from students was overwhelming. The original plan was to hold the fund-raiser before Christmas in the cafeteria, but the large number of students wanting to perform and raise money

caused the event to be rescheduled and moved to the larger venue.

As of the first week of December a total of 20 student acts had signed up for the program, and some teachers had committed to perform as well. Because so many students signed up, they practiced in two groups on separate days.

Ms. Bowman-McKay said the 6th grade Explorer students did a great job of facilitating the auditions, and they also organized the event.

One student will be doing the sound for the evening, and another will run videos to simulate the commercials that accompany a commercial TV production like "America's Got Talent."

Other students reached out to the community for baked goods and raffle prizes to augment the fund-raiser.

Throughout the evening, the audience will be asked to vote for their favorite acts. The Explorer students will serve as "judges," but they'll be more like emcees, since the audience will vote on winners.

"It's not that kind of a night," she says. "It's all for fun and a fund-raiser."

In addition to their fund-raising activities, the Explorer students have written stories that they will bind into books for children to read on the cancer ward. A representative from EMMC has also spoken to the class about the new cancer treatment and research facility.

Andrea Lee going to South Korea as Alpine Skiing coach for Team USA in Special Olympics

Andrea Lee, Adapted Physical Education and Physical Education teacher at Reeds Brook Middle School, will be fulfilling a lifelong dream this winter when she travels to South Korea as one of the Alpine Skiing coaches for Team USA in the 2013 World Winter

Games of the Special Olympics.

The games will be held from January 24 through February 7 in Pyeong Chang, South Korea, about 100 miles east of Seoul.

She will be responsible for four Special Olympics athletes, rang-

ing in age from 19 to 28, from New York, Vermont, New Jersey, and North Carolina.

"They're high functioning athletes of different abilities," she says. "It's really exciting, because it's just what I do in SAD 22 [working with students of different abilities], and I love my job so much."

Mrs. Lee says two members of Team USA are from Maine—Kala Emory of Lewiston in Nordic Skiing and Tanya Scott of Dixfield in Snowshoeing.

Kayla was one of Mrs. Lee's athletes when she was Aquatics Head Coach for Team Maine the 2010 National Summer Games for Special Olympics in Nebraska.

Mrs. Lee, who has been a leader of the Hampden-Winterport Special Olympics Team, applied to be a coach for Team USA at the 2013 World Games and went through a selection process that included a telephone interview.

Mrs. Lee said serving as a coach in the World Winter Games is a tremendous honor.



Special Olympics Coach Andrea Lee (left) with Colby LaHaye, a 7th grader at Reeds Brook Middle School, who earned a ribbon at the Special Olympics soccer skills competition at Husson University on October 3, and Gail Ociepa, Life Skills teacher at Reeds Brook. This was the first time that the Hampden-Winterport Special Olympics Team competed in the soccer skills event.

Middle schools using 'SmartMusic' for instrument, voice lessons

(Continued from page 1)

lar note can click on it, and SmartMusic will show the correct fingering.

Ms. Mallory says SmartMusic has the scores for more than 30,000 musical compositions, including most of the music for the Reeds Brook concert and jazz bands. It also has scale exercises for beginners and solo books for advanced musicians.

"SmartMusic can be used by everyone, from beginners all the way through masters of the instrument," she says.

SmartMusic has been installed on computers in the music rooms at both Reeds Brook and Wagner, and students can practice on those computers during band period or any time Ms. Mallory or Mr. Ross are in the building. Students can also download SmartMusic to their laptops for \$36 a year.

Ms. Mallory says SmartMusic

allows her to provide individualized instruction for her students, which she couldn't do before because of lack of time. "I have very limited time with students," she says. "The schedule allows for rehearsal time, but no lesson time."

With SmartMusic, however, she can write out exercises that focus on a particular musical skill or instrumental technique, and the student can practice it in front of a computer. SmartMusic will record their performance and give them a score.

"They can play the exercise, and when their score is good enough, they can send it [the SmartMusic recording] to me and I can give them a grade," she says.

Mr. Ross says he initially used SmartMusic with his band students, but he's also started using the program to provide individualized instruction for members of the chorus.

"Every time I do something at a higher level of Special Olympics, I'm able to bring back information, that helps me as a teacher and coach to prepare our athletes on the Hampden-Winterport Special Olympics Team," she says. "It's important for our athletes. I believe in my heart that there are going to be athletes from the Hampden-Winterport Special Olympics Team who will be going to the national or world Special Olympics games some day. We have so much potential. Our team is amazing. I love our Special Olympics team."

14 seniors inducted into HA chapter of National Honor Society

Fourteen seniors were inducted into the Hampden Academy chapter of the National Honor Society during ceremonies in November, bringing the total number of students in NHS up to 21.

The 2012 inductees are: Idalis Arce, Kathryn Asalone, James Baines, Kimberly Biddlecom, Gabrielle Brodek, Simon Burditt, Roy Donnelly, Savanna Frost, Angelina Iannazzi, Samuel Jordan, Abigail Martin, Samantha McGarrigle, Anna Michaud, Benjamin Nelson, Kylee Parker, John Rocker, Michelle Rocker, Andrya Ryan, Morgan Springer, Kristen Thibodeau, and Beau Wilson.

The National Honor Society, now in its 81st year at Hampden Acad-



emy, is a nationwide organization established to recognize outstanding high school students. More than just an honor roll, NHS honors students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character.

Brad Veitch, faculty advisor to

NHS, says students with a GPA of 90 or above can apply. Students are selected by the Faculty Council following a thorough evaluation process that looks at leadership, service, and character.

NHS members participate in one or more service projects for the

school or community, which are decided upon by the group.

Mr. Veitch says his goal is to instill in students a desire to serve.

"I would like to see within each student an intrinsic desire to help people—to make a positive difference in the lives of others, not to see their names in the newspaper or announced over the intercom," he says.

He says that in past years, the chapter has sometimes focused on one big project, and sometimes on four or five smaller projects.

"I want the students to serve where their heart is," Mr. Veitch says. "I tell them what the chapter has done before; then they ask themselves what they want to do."

SAD 22 Foundation grant provides Deaf mentor for ASL classes

A grant from the SAD 22 Education Foundation has allowed Donna Casavant, American Sign Language teacher at Hampden Academy, to bring a Deaf mentor into her classroom.

The mentor, Laurel Kelly of Dixmont, is a native signer who is able to share a direct link to ASL and discuss the differences between the Deaf and hearing cultures.

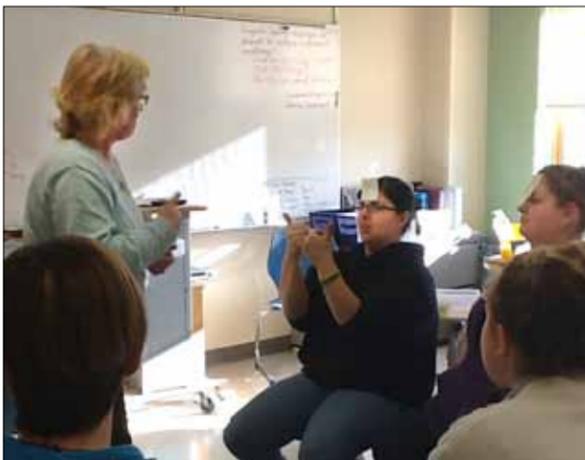
She received an award for Promoting ASL, Deaf Culture and Deaf People from the Maine Commission for the Deaf, Hard of Hearing and Late Deafened on September 20 at the Blaine House in Augusta. For a number of years, she was an assistant teacher with the ASL program at Nokomis Regional High in Newport.

Mrs. Casavant said Mrs. Kelly has visited her ASL classes four times this year and will be returning a few more times this winter.

In the ASL 2 and ASL 3 classes, all of the conversation was in sign language, and Mrs. Casavant said she didn't have to interpret at all.

"I let the students figure things out, and Laurel was wonderful at making herself understood if a student didn't understand," she said.

When Mrs. Kelly visited the ASL 1 class during



Deaf mentor Laurel Kelly with a group of Donna Casavant's ASL students.

the first week of the second quarter, the students had limited foundational knowledge of ASL, so Mrs. Casavant acted as interpreter. Students who felt comfortable signing were encouraged to do so, and when Mrs. Kelly responded in ASL, Mrs. Casavant voiced over to make sure that all students could understand. At her second visit, one month later, the

students engaged more directly and the majority of the visit was conducted "voice off."

Mrs. Kelly shared information about the Deaf culture and about her experiences growing up Deaf. She also talked about communicating with hearing people and experiences she has had communicating with people who didn't know she was Deaf and how she got them to understand that she was Deaf.

"She talked about differences in expectations between the Deaf culture and the hearing culture," Mrs. Casavant said.

For example, Mrs. Kelly recalled a conversation she had with a police officer who didn't know she was Deaf. It took a while for her to get him to realize that she was Deaf, and then she touched him on the shoulder to further the conversation. The police officer became very offended, saying, "You can't touch me, I'm a police officer." Mrs. Kelly was very surprised by that, because in Deaf culture, touching someone's shoulder or hand is both accepted and expected.

Mrs. Casavant said one of her ASL 1 students was so inspired by meeting Mrs. Kelly that she started looking at college programs that would prepare her to be an ASL interpreter.

HA students take top 3 places in VFW Voice of Democracy competition

Three Hampden Academy students placed first, second, and third in the annual Voice of Democracy contest sponsored by Post 4633, Veterans of Foreign Wars, of Hampden.

The winner was Sarah Palmer. Thomas Olver placed second, followed by Elizabeth Loxtercamp in third place. All three are students in Jason Dorr's Economics and Current Events Class.

They were invited to a dinner sponsored by the VFW early in December, where they were presented with checks for \$100, \$75, and \$50, respectively.

This year's topic was "Is the Constitution Still Relevant?" All three students said yes.

Mr. Dorr said 32 students submitted essays on the topic, which they composed on their iPads or



From left: Sarah Palmer, Elizabeth Loxtercamp, Thomas Olver, and teacher Jason Dorr.

computers. The students then made video recordings which were entered in the competition.

Nineteen students in Mr. Dorr's class prepared

essays as a class assignment. Another 13 students submitted essays in response to announcements over the school's PA system.

Mr. Dorr selected 10 essays and sent them to the VFW for final judging. The videos were judged on the basis of content, originality, and presentation.

Terry Bean, Vice Commander for Post 4633, said all the essays were very good, and this year's entries were the best in the last three years.

Sarah's winning video says the Constitution is still relevant today "because it establishes and protects our democracy."

She notes that many countries throughout the world are struggling to be free today, and their citizens want the freedoms that people in the U.S. enjoy.

Kyle Grogan wins Edythe Dyer Library's Story Slam competition

Kyle Grogan, a senior at Hampden Academy, describes himself as "a performer at heart" and says he enjoys talking to an audience.

That proved to be a winning combination, as Kyle was the Grand Slam winner in the annual Story Slam competition at the Edythe Dyer Community Library on November 29.

Kyle received a \$500 check for his efforts. Kyle and three other storytellers had previously received \$250 checks for winning the four biweekly Story Slam competitions at the library in October and November that led up to Grand Slam event.

The prize money was donated by Katahdin Trust Co., which has a



Story Slam winners (l. to r.) Meredith Prescott, Colin Vidas, Jimmy Kolyer, and Kyle Grogan.

branch office in Hampden.

The four Story Slam competitions were open to any high school student from Hampden, Newburgh, and Winterport. Contestants were in-

cluded to tell a story based on a theme that was announced in advance. The contestants were limited to five minutes and were judged on performance, flow, the content of the story,

and how it related to the theme.

The winner of each Story Slam was eligible for the Grand Slam competition and ineligible for subsequent Story Slams.

The Story Slam themes and winners were:

- October 4, "On the Bus," won by Jimmy Kolyer. Jimmy said his story was about "learning to like girls," which, for him, occurred on a school bus when he was about 8.

- October 18, "Social Network," won by Meredith Prescott. Meredith says she didn't want to tell a story about Facebook or MySpace, because she doesn't often use them, so

(Continued in next column)



HAMPDEN ACADEMY DEDICATION—Several hundred Hampden residents and alumni and friends of Hampden Academy gathered in front of the new Hampden Academy on August 27 for the formal dedication and ribbon-cutting ceremonies for the new school. Above, Building Committee Chair Martha Harris speaks during the ceremonies.

Greenier, Genest honored at Hampden Academy dedication

The new \$49.2 million Hampden Academy was dedicated on August 27 with the unveiling of a new bronze statue of the Hampden Academy Bronco in full gallop, a ribbon-cutting, and special presentations to two longtime SAD 22 employees.

The new bronco was sculpted by Forest Hart, who created the bronco statue that has graced the lawn in front of the old Hampden Academy since 1992. The project was funded through the sale of desktop replicas of the new bronco, resulting in a true community project.

After the bronco was unveiled, Kelly Bickmore, chairperson of the SAD 22 Board of Directors, made a special presentation to honor David Greenier, Hampden Academy's longtime assistant principal, who retired in November after 45 years of service. Ms. Bickmore told Mr. Greenier, who came to work at Hampden Academy in 1967, four years before SAD 22 was estab-



David Greenier.



The new galloping Hampden Bronco after the unveiling.



Emil Genest with street sign.

lished, that the board decided to name the cafeteria in the new building the David J. Greenier Dining Commons.

Just before the ribbon-cutting, Martha Harris, chair of the Building Committee, presented a ribbon-wrapped box to Assistant Superintendent Emil Genest, who joined

SAD 22 in 1993. When Mr. Genest opened the box, he found a street sign that read EMIL P. GENEST WAY.

Ms. Harris told the crowd that the road leading from Western Avenue to the new building had been named Emil Genest Way.

The new Hampden Academy

includes a 900-seat performing-arts center, second in size only to the Collins Center at the University of Maine; the largest closed-loop geothermal system in Maine; an expanded fitness and wellness center; and larger science classrooms and laboratories that were designed to meet national standards

Drama Club performs 'Tale of Peter Rabbit' for young audiences

The Hampden Academy Drama Club performed *The Tale of Peter Rabbit* at four elementary schools this fall in what may be their final road trip.

The students took the show on the road November 14 and 15, with performances at the Etna-Dixmont School and the Dedham Elementary School on the first day and at George B. Weatherbee School and Leroy H. Smith School on the second day. Students from Earl C. McGraw School attended the performance at Weatherbee.

Ethan Casavant had the lead role of Peter, with Tien Mislser as Mrs. Rabbit and John Rocker as Mr. McGregor.

Other cast members were Megan Morin, Flopsy; Kerry Quigley, Mopsy; Katie Fasse, Cotton-Tail; Keenan Soule, Benjamin Bunny; Katie Later, Cawdy; Edward Albert,



Mr. McGregor (John Rocker) is pushed into his wheelbarrow by his grandchild, Lucie (Beth Parsons), as Mrs. McGregor (Mikayla Burrige) looks on.

Squirrel Nutkin; Meredith Prescott, Mrs. Tiggy-Winkle; Morgan Springer, Nimble; Erin Jeter, Joker; Mikayla Burrige, Mrs. McGregor; and Beth Parsons, Lucie.

Kyle Grogan was the student director, assisted by Lindsay Moran and Morgan Wiercinski. Olivia Plowman was the set designer and chief painter, assisted by Lizzy Loxtercamp, Krystal Grant, Marissa Donovan, Aqsa Munir, and Jorgia Rainford. Also in the backstage crew were Trevor Kohls, sound; Blaze McQuate, Isabella Pickering, and Krystal Grant, costumes; Samuel Moreau, props; and Krystal Grant and Lily Case, make-up.

The play was directed by Sharon Zolper, the Drama Club's faculty advisor.

Mrs. Zolper said this might be the last year that the Drama Club takes its fall play on the road to

area elementary schools.

"Now that we have the new Performing Arts Center, it may make more sense to utilize that and have the young children come to Hampden Academy as a field trip," she said. "That would give them more of a theater experience."

She said various aspects of the drama program at Hampden Academy are being re-evaluated.

"We'd like to introduce musicals," Mrs. Zolper said. "We probably wouldn't do one every year, but maybe every other year or at least once every four years. That means we'll need to look at our schedule and coordinate with the music department."

She said scheduling issues might mean that the play that the Drama Club now does for elementary schools might have to be moved away from the fall.

"Everything is still in the discussion stage," Mrs. Zolper said. "I'm hoping that we can do a musical next year, but no promises. I'll need to talk with Mrs. Corliss [music teacher and choral director] and get her insight about the shows that would work best for our students."

In recent years, the fall play has been performed for elementary school audiences, and that's an experience that the performers have enjoyed as much as the audience.

Kyle Grogan wins Story Slam

(Continued from preceding page) she talked about "rumors and the social network at school, starting when I was little."

• November 1, "Friend In Need," won by Colin Vidas. Colin's story recounted an incident in Winterport when his car was surrounded by coyotes while he was picking up a friend

who was walking. "Sometimes, there's a lot of embellishment," he says.

• November 15, "I Was So Scared," won by Kyle Grogan. Kyle's story was about a trip on a roller coaster.

All four winners are students at Hampden Academy. Jimmy, Colin, and Kyle are seniors; Meredith is a sophomore.

Smith 4th graders learn that interviewing people can be fun

A group of 4th graders at Leroy H. Smith School have discovered that interviewing people can be fun, even though it might be technically challenging.

The students volunteered to take part in an interview project with Stephanie Francis, the school counselor, who has developed an interest in collecting oral histories.

Mrs. Francis saw an article about a national organization called "Story Corps," whose volunteers record oral histories of elderly people in their communities, and wondered if any of the 4th graders at Smith would be interested in a similar project.

She went into the 4th grade classroom and asked, and a number of hands shot up. She was unable to take everyone for this pilot project, but she picked three names from both 4th grade classes out of a hat to be part of the interview team.

The students, who called themselves the "Interview Crew," needed to learn how to gather oral histories, so they met with Mrs. Francis about six times during lunch.

The students were asked to select a family member to come to Mrs. Francis' office after school, where the interviews would be recorded. Some of the students had "technical difficulties" turning the recorder on and off,

but they regarded that as a fun part of the interview, not as a problem.

Three students—Brooklyn Kirkland, Maile Sawyer, and Eliza Murphy—interviewed their grandmothers (described variously as their *mémère*, nana, and grandmother). The other three students—Carter Emerson, Sophie Dube, and Brooklyn Ramirez—interviewed their mother, sister, and 1st grade teacher Heather Patterson, respectively.

The interviews were put on CDs, with two copies made of each CD—one for the interviewer and one for the interview subject.

On November 28, the Interview Crew did an all-school presentation about the interview project and interviewing techniques, with 3rd grade teacher Jeannie Barton serving as the interview subject.

Asked what makes for a successful interview, the 4th graders offered several suggestions.

"You have to have a lot of good questions," said Brooklyn Kirkland. "Then you have to have follow-up questions to keep the interview going. At the end, you say thanks for the interview."

Maile said it's important to pick someone you want to learn more about. "I know a lot about my mom, but I don't know that much about my nana," she said.

Eliza said the key to a good interview is to

have good opening and closing questions. Her opening question (to her grandmother) was "Did you get in any trouble?"

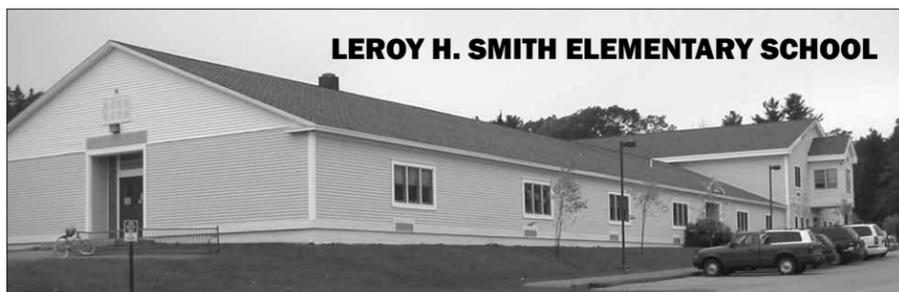
Brooklyn Ramirez said it's not enough just to ask good questions. "You have to be a good listener," she said.

Brooklyn Kirkland, Maile, and Eliza all interviewed their grandmothers.

Brooklyn, who calls her grandmother "Mémère," said she selected her because "she lives far away and I don't get to see her a lot." Because the interview was recorded, she'll be able to listen to her *mémère*'s voice when her family goes for a ride in the car.



The "Interview Crew" at Smith School (l. to r.): Carter Emerson, Brooklyn Kirkland, Maile Sawyer, Mrs. Francis, Sophie Dube, Eliza Murphy, and Brooklyn Ramirez.



LEROY H. SMITH ELEMENTARY SCHOOL



Members of the Interview Crew display their interviewing techniques with 3rd grade teacher Jeannie Barton during an assembly.

3rd graders read books by Patricia Polacco, learn about literature circles

Mrs. DeeJ (Jean) Patterson's 3rd graders spent some time this fall reading books written and illustrated by Patricia Polacco.

Some of the books in this author's unit were read by everyone in the class, and the students learned about the various roles they would later be responsible for when they participated in literature circles. These roles include discussion director, curious connector, super sum-

marizer, word wizard, artful artist, and passage picker. We began the unit with the wonderful book, *Thank You, Mr. Falker*. This was followed by a read-aloud of *Mr. Lincoln's Way*, and then the entire class read and discussed (practicing their roles, in literature circles) the book, *Thunder Cake*.

The students celebrated the end of this unit by viewing a beautiful video narrated by Ms. Polacco, in

which she tells about her life, how she gets ideas for her stories, and how she creates her illustrations. They then selected a favorite Polacco book that they had read and chose a scene which they recreated, using the media and style of the author.

The illustrations and accompanying written explanations (what the scene was about and why they chose the scene) were displayed in the Smith School lobby in November.

4th grade, kindergarten classes team up as 'Reading Buddies'

Kate Foran's 4th graders at Leroy H. Smith School have teamed up with Joy Rancourt's kindergarten students as Reading Buddies.

So far, the classes have met twice, on October 4 and November 20. In October, the 4th graders read book about the fall to the kindergartners and then did an activity to make a big book about things they do in the summer that they say good bye to and things they do in the fall they say hello to.

Ms. Rancourt put everything together into a big book that her students can take out and read.

In November, the 4th graders read a book about Thanksgiving to the kinders and made headbands with feathers to go along with the book.

In December, Ms. Foran's class read a book about the holidays with their buddies and did a holiday-themed activity.

During the Reading Buddy sessions,

the 4th graders pair up with the kindergartners and read with their individual buddies. The sessions will continue for the remainder of the year, but in the second semester, the kinders will share the reading duties with the 4th graders.

Ms. Foran says her students love the Reading Buddy program.

"They really like being the role models for the kindergartners and being able to interact with the younger students," she says. "They like being able to go to the kindergarten classroom and be the older kids and show off their leadership skills a little bit."

Ms. Foran said Ms. Rancourt had been doing the Reading Buddy with Mrs. Rawcliffe's 5th grade classes for years, but then the 5th grade was moved from Smith School to Wagner.

"Ms. Rancourt she needed a new class [for Reading Buddies] and asked me if I'd like to do it," Ms. Foran said. "I said yes."



Reading Buddies make feathers and headbands after reading a book about Thanksgiving.

Weatherbee students enjoy 'Mystery Theater' production

Everybody loves a mystery.

That's one of the reasons why students at George B. Weatherbee School enjoy Mystery Theater, a two-part project that Georgeanne Jackson and her 5th grade Explorer class put on every fall.

This year, Part One of the Mystery Theater was a video presentation at an all-school assembly in October, where students learned that lemonade entries about to be submitted to a "Best Lemonade in Bar Harbor" contest were mysteriously disappearing.



Part One also introduced the 15 characters in the mystery, whose

"mug shots" were later posted in the hallway next to the computer lab.

The student body was then invited to vote on who they thought was stealing the lemonade entries.

Meanwhile, Ms. Jackson's 5th grade students were divided into five groups of three and asked to write the script for Part Two of the Mystery Theater, with a plot that revealed which character actually stole the lemonade entries.

Ms. Jackson selected the script that would form the basis for the final production, and the students made revisions to incorporate different elements from the other four scripts. Then the students recorded and filmed the conclusion of Mystery Theater, which was shown at an all-school assembly in November. The class was not allowed to reveal the details of the plot, as the identity of the culprit was top-secret until the performance.

Ms. Jackson says the Mystery Theater project is based on the old-time radio mystery theater shows, which were often done in two parts.

For her 5th grade students, it was predominately a writing project, which also involved filming and recording the two presentations.

"We discussed the essential elements of writing a mystery involving 15 characters," she said. "Afterwards, each group shared the scripts they wrote in their entirety in their literature/writing class."

Ms. Jackson said Sue Oberholtzer, technology integrator at Weatherbee, was an integral part of the project, sharing her technical expertise and putting together the finished video presentations. Ms. Oberholtzer also wrote the script for Part One.

The script for Part Two was written by 5th graders Jonah Roberts, Aria Maietta, and Kaitlynn Raye.

Fifth grader Mychal Beaulieu said the class took the narrative created by Jonah, Aria, and Kaitlynn, but then added script ideas from the other groups. "It was a good learning experience," Mychal said. "We learned how to write a mystery."



Pilgrim girls Sarah Gass, Teodora Blajeru, and Claire Goff prepare the Thanksgiving feast, while Pilgrim boys Ty Knappe and Jim Garrity do their chores.



Ellie Graham and Abigail Hamel paint scenery.

Mrs. Megquier's 5th grade performs Thanksgiving play

Students in Donna Megquier's 5th grade class at Weatherbee School performed "A Feast of Thanksgiving," a play about Colonial America, on November 16.

The class gave two performances, which were very well attended by parents and by several other Weatherbee classrooms. The students memorized their lines, organized the props, and

designed and painted the scenery.

Mrs. Megquier said the play aligned well with the 5th grade units on the Plymouth settlers and the Thirteen Colonies.

Students cast ballots in mock election



Weatherbee student votes in the mock election.

For most of the U.S., Election Day was Tuesday, November 6, but at George B. Weatherbee School, students in all 15 classrooms cast their ballots on October 29.

Thanks to the Town of Hampden Public Works Department, the students were able to mark their mock election ballots in five voting booths that were later used in the real elections at Town Hall.

Public Works employees brought the voting booths, decked out with their red, white, and blue canvas curtains, and set them up in the Weatherbee library.

All 15 classrooms voted for President, U.S. Senate, U.S. House of Representatives, and Maine Senate and House of Representatives. Three of the classrooms also voted on the four referendum questions that were on the statewide ballot in Maine.

The previous week, the school received newspaper inserts published by the League of Women Voters with information on elections, the voting process, and issues. The inserts were provided by the Edythe Dyer Library of Hampden.

Girl Scout Troop 129 (4th grade) tallied the votes and earned the "Inside Government" badge.

After the votes were tallied, the results were forwarded to the Maine Secretary of State's office as part of the Maine State Student mock election.

The mock election results from Weatherbee were as follows:

Candidates (15 classes)
 President—Johnson 8, Obama 124, Romney 157, Write In 4
 U.S. Senate—Dalton 6, Dill 64, Dodge 12, King 95, Summers 61, Wood 15, Write In 4

U.S. House of Representatives—Michaud 139, Raye 168, Write In 3

Referendum questions (3 classes):
 Question 1—Yes 25, No 39
 Question 2—Yes 44, No 23
 Question 3—Yes 40, No 25
 Question 4—Yes 30, No 36
 Question 5—Yes 37, No 27



CONGRATULATIONS TO EMMA CAMPBELL AND ABBY THOMPSON, who appeared as orphans in the Penobscot Theatre production of "Annie," which opened in Bangor on December 5 and ran through December 29. Emma (left) played the role of Molly, the youngest orphan, in every other performance. A 3rd grade student at Leroy H. Smith School, she is the daughter of Michele and Sundance Campbell of Winterport. Abby, who played the role of July, is in the 7th grade at Reeds Brook Middle School in Hampden. She is the daughter of Tracy Thompson of Hampden. More than 75 young actresses auditioned as orphans in "Annie," and Emma and Abby were among the nine who were selected.

Bond issue

(Continued from page 2)
 classroom renovations is \$33,400, while the roof project is estimated at \$181,300.

If funds are available after those projects are completed, the district will consider upgrading bathrooms in two classrooms at the Earl C. McGraw School and renovation of the old locker rooms at the Weatherbee School to provide new ADA bathroom facilities. Those projects would be done during the fall of 2013 or the summer of 2014.

SAD 22 had requested QSCB funding totaling \$683,000.

A QSCB loan allows school districts to borrow at zero percent interest for to renovate, repair, or equip schools. The QSCB lender receives a federal tax credit in lieu of interest payments.

Assistant Superintendent Emil Genest said the district would schedule a referendum on the proposed bond issue on June 11 to ensure that the projects can be completed during the summers of 2013 and 2014. The referendum will coincide with the SAD 22 budget referendum.

SAD 22 elementary schools implementing new writing program in grades K-5

(Continued from page 1)

a common calendar for teaching the Units of Study, so that teachers in grades K-5 are teaching the same units (at different grade levels) throughout the district.

At the end of each unit, the teachers and students in K-5 classrooms have writing celebrations with common themes. During these celebrations, students meet in pairs or small groups to share their published pieces of writing with each other.

At the end of Unit 1, classes at the same grade level in each elementary

school (McGraw, Weatherbee, and Smith schools) celebrated together.

At the end of Unit 2, the classes in each building participated in a “vertical share,” with classrooms sharing their work with classrooms one or two grade levels above or below—for example, students in a 2nd grade classroom shared their published writing with a kindergarten or 1st grade class—or with a 3rd or 4th grade class.

After Unit 3 was completed in December, the students in each classroom invited their parents to

share in their individual classroom celebrations.

Prior to the implementation of the Units of Study, teachers in grades K-5 were allowed to select their own strategies for teaching writing. However, when Director of Curriculum Mary Giard investigated school districts that had higher writing scores on statewide tests, she found that many of them were using the Calkins Units of Study program.

After a pilot study in several elementary classrooms last year, Ms. Giard recommended adopting the

Units of Study district-wide.

As a result, Ms. Hanson and Regan Nickels, principal at the George B. Weatherbee School, spent a week in New York City last summer working along side Ms. Calkins and other staff developers at the June Writing Institute at the Teachers College, Columbia University. Mrs. Nickels and Ms. Hanson have led the staff development effort among K-5 teachers in SAD 22, presenting what they learned at the Writing Institute during in-service days in August, September, October, and December.

McGraw 2nd graders collect hats, mittens, other items for Shaw House

Second graders at Earl C. McGraw School collected hats, mittens, snacks, canned goods, and personal care products for their annual holiday giving project for the Shaw House in Bangor.

The personal care products collected included shampoo, lotion, toothbrushes, toothpaste, and other items.

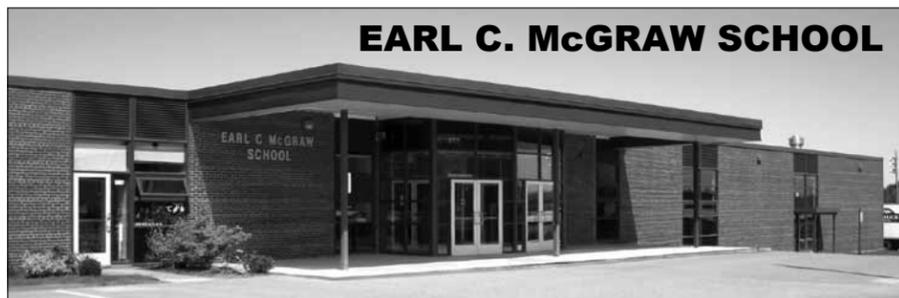
The 2nd graders prepared 26 bags this year, one for each resident of both the shelter and the transitional

living program at the Shaw House.

A representative from the Shaw House talked to the 2nd graders on December 21, answered questions, and picked up the gift bags.

The students decorated the plain white bags and make them into holiday bags.

Second grade teacher Cynthia Kelley says the students have been providing holiday bags to the Shaw House residents for several years.



She says a representative from the Shaw House told her that the 2nd grade project provides a real boost to the organization.

“They appreciate our help,” she says. “It’s good for our kids, too. They learn that holidays aren’t just about getting, but also about giving.”

PTO holds annual Family Halloween Party with help from HA Key Club

The McGraw PTO held its annual McGraw School Family Halloween Party on October 27 from 4 to 6 p.m. in the McGraw cafeteria. Many parents from the PTO volunteered several hours of their time to help set up and decorate for the party, as well as to help with the clean up after the party.

The party, which is a fund-raiser for the PTO, included a number of children’s games, including Witch Hat Ring Toss, Pumpkin Bowling, Broomstick Fishing, Pin the Nose on the Pumpkin, and a Pumpkin Beanbag Toss. The addition of an arts and crafts table this year was a huge hit!

For the first time, members of the Hampden Academy Key Club volunteered to work at the booths in costume. It was great to see the older students working together to help make the event for the children such a huge success. Thanks so much to Key Club Advisor Debbie Daigle of Hampden Academy for her help with the Key Club volunteers.

A total of 10 cars participated in the the “Trunk Or Treating” event in the back parking lot. Volunteer families decorated their trunks and passed out



Key Club volunteers Marie and Madison helped at the arts and crafts table.

candy, so children leaving the party could trick-or-treat their way back to their cars. This was the second year the PTO has included “Trunk Or Treating” to the Halloween Party, and once again, it added a lot of fun. The weather this years was beautiful and really helped make the trunk or treating a social event for both children and adults.

The Girl Scouts from the junior class at Hampden Academy helped create a Haunted Hallway for the kids to enjoy as



Key Club members Haley, Sadie, and Aqsa ran the Broomstick Fishing game.

well. The girls designed, created and then worked in the hallway during the party....thanks so much to all of those young ladies and their fearless leader, Stefanie Duron.

Linda Kehr, the gifted artistic designer for the Reeds Brook Middle School plays, volunteered her time and talents to paint a Halloween scene with Frankenstein and a scary Princess so the children could have a neat photo opportunity at the party this year. This Halloween scene will be donated to the PTO for future events.

Each classroom in the school decorated a pumpkin to be displayed in the center of the cafeteria. The teachers and students worked together to create some really great designs.

SAD 22 hosts Pre-K Community Forum to discuss universal Pre-K to meet needs of all students

SAD 22 held a Pre-K Community Forum November 19 to bring stakeholders together to discuss the development of universal Pre-K program to meet the needs of all students in the district.

All child care and pre-school providers in Hampden, Newburgh, and Winterport were invited. Also attending were representatives from the Department of Education, including Carol Wynne, a Pre-K community collaborative coach.

The meeting was hosted by Ms. Wynne and Angela Moore, the SAD 22 liaison with the Pre-K programs in Hampden, Newburgh, and Winterport, which are operated by the district in conjunction with Child Development Services, Penquis Child Development, and Waldo County Head Start, respectively.

Fourteen professionals attended the session, representing seven of the 17 providers who were invited.

Ms. Moore said the goal for the evening was to develop an advisory committee with providers and interested stakeholders to guide the process of developing a universal Pre-K

program. All seven providers expressed interest in partnering with the district for on-going professional development opportunities, networking and/or sharing public Pre K slots for interested children, to offer parents choice in selecting a program.

“Demographic studies have shown that there are children in the community who are not receiving Pre-K services,” Ms. Moore said. “We want to work together to make sure these services are available to all children.”

She said SAD 22 wants to work with child care and pre-school providers “to streamline the work that we do together and to see what they [providers] might need to do their job more effectively.”

She added that the district looks forward to developing a professional learning community, with routine meetings, to discuss topics in early childhood development and education. The first partnership discussion was scheduled for December 10th in the Hampden Academy Library. A subsequent meeting was anticipated for early January.

SAD 22 Adult & Community Education Distance Learning Classes

We are pleased to be able to offer SAD 22 residents access to nearly 500 interactive online courses. A wide variety of professional development and personal enrichment courses are now available to register for through our program. All classes are instructor-led, fit into convenient six-week formats and are affordably priced. To view a complete catalog of our courses, visit our web page at: www.ed2go.com/sad22, or call our office at 862-6422. Some of the more popular courses are listed below:

- Accounting Fundamentals
- Assisting Aging Parents
- Start Your Own Arts & Crafts Business
- Start Your Own Small Business
- Secrets of the Caterer
- The Classroom Computer
- Creating a Classroom Website
- Computer Skills for the Workplace
- The Creative Classroom
- Introduction to Digital Scrapbooking
- Navigating Divorce
- Test Prep: LAST, SAT, ACT, GRE
- Genealogy Basics
- Grammar Refresher
- Grant Writing A to Z
- Homeschool with Success
- Using the Internet in the Classroom
- Conversational Japanese
- Write Your Life Story
- Math Refresher
- Marketing Your Non-Profit
- Start a Pet Sitting Business
- Photoshop Elements 10
- Praxis I Preparation
- Using SMART Boards in the Classroom
- Speed Reading
- Quickbooks 2012

NEW STAFF IN SAD 22

Tamara Shelly, Science, Hampden Academy

Tamara Shelly has joined the staff of Hampden Academy as a science teacher. She is currently teaching Anatomy and Physiology, as well as a Science 9 course.

She grew up in Old Town, graduated from Old Town High School, and received her B.S. degree in Biochemistry from Millersville University of Pennsylvania. After spending several years working on a graduate degree in Chemistry at the University of Maine, she found her calling in education and obtained her Master of Arts in Teaching (MAT) degree in Secondary Science last May. She did her student teaching at Hampden Academy.

She currently lives in Old Town, but she and her fiancé recently purchased a home in Hampden.

In her limited spare time, she enjoys reading and spending time camping, hiking, canoeing, and fishing with her fiancé and their five children.



Tamara Shelly

Jennifer Guare, English, Hampden Academy

Jennifer Guare is a new English teacher at Hampden Academy.

A native of Bangor, she graduated from Bangor High School and received her B.A. degree in English Literature from Mount Allison University in Sackville, NB. She earned her teaching certificate through the Post-Baccalaureate Teacher Education Program at the University of Maine at Presque Isle.

She spent two years teaching English as a Second Language in Sendai City, Japan, as part of the JET (Japan Exchange and Teaching) Program.



Jennifer Guare

Leslie Rosenblatt, Librarian, Hampden Academy

Leslie Nichols Rosenblatt, who served as the elementary school librarian in SAD 22 for the last five years, is the new librarian at Hampden Academy.

She replaces longtime Hampden Academy librarian Beth Davenport, who retired.

In addition to serving as librarian for McGraw, Weatherbee, Smith, and Newburgh Elementary Schools from 2007 to 2012, Ms. Rosenblatt was the district's K-8 library coordinator during the past year.

Previously, she spent two years as a library assistant at Bangor High School and two years as a tutor in the Bangor School Department.

From 1995 to 2003, she worked at Newburgh Elementary School and McGraw School, the first five years as a library ed tech and the last three years as librarian. Before that, she was a stay-at-home mom and parent volunteer in Bangor.

Ms. Rosenblatt has a Bachelor of Arts from Colby College, where she majored in English, and a Master of Library Science degree from the University of Maryland. She lives in Bangor and enjoys movies, music, and the outdoors.



Leslie Rosenblatt

Carrie Thomas, 2nd Grade, Smith School

Carrie Thomas has joined the staff of Leroy H. Smith School as a 2nd grade teacher.

Mrs. Thomas comes to McGraw from Bucksport, where she taught 2nd grade and kindergarten for four years. Previously, she taught kindergarten and 1st grade in Searsport for two years.

A native of Bowdoinham, she graduated from Mt. Ararat High School in Topsham and received her Bachelor's degree in Early Childhood Education from University of Maine at Farmington.

Mrs. Thomas' husband, Matt, is a technology technician at Hampden Academy. They live in Winterport with their 3-year-old son, Wesley.

Mrs. Thomas love to read and bake bread. She also has a black lab that requires a lot of attention.



Carrie Thomas

Ann Reid, Librarian, Smith and Weatherbee

Anne Reid has joined the staff of SAD 22 as the Librarian at Leroy H. Smith School and George B. Weatherbee School.

Mrs. Reid received her Master's degree in Library and Information Science from Simmons College. She has a B.A. degree from Wesleyan University.

She lives in Belfast with husband and 3-year-old daughter. She and her husband moved from Boston to Maine in the summer of 2011. A native of Skowhegan, she says she's happy to be back in Maine.



Anne Reid

Kim Raymond, Guidance, Weatherbee

Kim Raymond has joined the staff of George B. Weatherbee School as the Guidance Counselor.

Mrs. Raymond graduated from the University of Maine in 2004 with her Bachelor's degree in Psychology and a minor in Sociology and went on to receive her Masters degree in Counselor Education in 2006. For the past six years, she was a school counselor at the Etna-Dixmont School, working with students from Pre-K through 8th grade.

She has a strong passion for working with students and their families. Her other interests include writing stories and poems, exercising, and spending time with her family.

She lives in Hampden with her husband Nick, 3-year-old daughter Zoelle, and newborn daughter Aisley.



Kim Raymond

Carol Kiesman, 5th Grade, Weatherbee

Carol Kiesman has joined the staff of George B. Weatherbee School as a 5th grade teacher.

A native of Houlton, Mrs. Kiesman received her Bachelor's degree in Elementary Education from the University of Maine at Presque Isle and taught in Houlton for 21 years.

She moved to Winterport in 2007 and served as the



Carol Kiesman

gifted-and-talented program at Wagner Middle School for three years.

She also has a Master's degree in School Administration from the University of Southern Maine.

Mrs. Kiesman is married and has three children, a daughter, Emily, 20, a student at Husson University; a son, Josh, 17, at Hampden Academy; and another son, Jerdon, 10, at Wagner Middle School.

She enjoys reading and attending her children's sports and music activities. During the summer, she plays flute in a community band.

Jennifer Huerth, Guidance, Wagner Middle School

Jennifer Huerth has joined the staff of Wagner Middle School as a half-time school guidance counselor. Previously, she held a similar position at the Vickery School in Pittsfield.

A native of Bangor, Mrs. Huerth has an undergraduate degree in Journalism, a Master of Arts in Teaching degree, and a Master's Degree in Counselor Education, all from the University of Maine.

Prior to her work in education, she held several marketing and development positions locally. She was a grant writer for UCP of Maine and a Campaign Associate for Gary Friedmann & Associates, a small firm that manages fund-raising campaigns for Maine non-profit organizations.

Mrs. Huerth lives in Hampden with her husband Charles, a graphic designer who directs the marketing department for SteriPEN (Hydro-Photon) of Blue Hill. She has a son, Kenai, 8, at McGraw School, and a stepdaughter, Kaya, 10, who attends elementary school in Old Town.

In addition to her position at Wagner, Mrs. Huerth teaches a class in English Composition at the New England School of Communications and a weight-lifting class—Les Mills BodyPump—at a local fitness club. She also volunteers for Operation Breaking Stereotypes, a small non-profit in Orono, UCP of Maine, and the Salvation Army Soup Kitchen.

Charity Fournier, Speech, Wagner, McGraw

Charity Fournier has joined the staff of SAD 22 as Speech-Language Pathologist at Wagner Middle School and Earl C. McGraw School.

Previously, she spent 4½ years as a Speech-Language Pathologist at Glenburn Elementary School in Glenburn.

Mrs. Fournier says that working with children has always been her passion.

"I began working with children when I was in eighth grade," she said. "I taught swimming lessons and lifeguarded at the Presque Isle Indoor and Outdoor Pool through high school. I continued teaching swimming lessons through college at the Old Town-Orono YMCA."

After graduating from the University of Maine with a double major in Communication Sciences and Disorders and Child Development and Family Relations, she worked for six years as a Speech and Language Clinician at the Morton Avenue Elementary School in Dover-Foxcroft. During that time, she earned her Master's degree in Communication Sciences and Disorders at UMaine.

Mrs. Fournier has two daughters, Cayden and Cayleigh. She enjoys spending time with her husband and daughters. She also enjoys outside activities, such as hiking, snowmobiling, snowshoe-



Jennifer Huerth



Charity Fournier

ing, walking and running, and she has run a half marathon, 15K, 10K and 5K.

"My goal is to someday run a full marathon, but not until my children are older," she says.

Matt Madore, Music, Weatherbee, McGraw, and Smith Schools

Matt Madore has joined the staff of SAD 22 as the music teacher at Weatherbee, McGraw, and Smith elementary schools.

Mr. Madore comes to SAD 22 from Waterville, where he taught music at Waterville High School for four years. Previously, he taught music at Stearns High School for five years.

A native of Hampden, he graduated from Hampden Academy and received his Bachelor's degree in Music Education from the University of Maine.

His mother, Ann-Marie Madore, taught at Newburgh Elementary School for 24 years.

Mr. Madore lives in Hampden with his wife, Vanessa. He sings in a choral group called "Divisi" and in the University of Maine Black Bear Men's Choir. He is a trombonist, pianist, and drummer.

He also enjoys golf.

Mr. Madore said he decided to switch from high school to elementary music "because I liked the idea of teaching the basic elements of music to young students and getting them excited about it."

Dawn Hussey, 3rd Grade, Weatherbee

Dawn Hussey is a new 3rd grade teacher at George B. Weatherbee School.

Mrs. Hussey comes to Weatherbee from Searsport Elementary School, where she spent three years, first as a Title I teacher and then as 1st grade teacher.

Previously, she taught 1st and 2nd grade in the Henderson County Public Schools in Henderson, NC, from 1998 to 2006, and in the Hillsborough County Public Schools in Tampa, FL, from 1990 to 1997.

She graduated from the University of South Florida with a B.A. degree in History in 1985. In 1989, she received her B.S. degree in Elementary Education, also from South Florida. She received her M.A. degree in Education (Curriculum and Instruction) from the University of Phoenix in 2008.

Mrs. Hussey lives in Hampden with her husband and daughter Jaelyn, who is in the 3rd grade at Weatherbee. They love to spend time in Acadia biking and hiking.

She says her principal hobby right now is taking her daughter to swim lessons, dance lessons, Girl Scouts, and other activities.

"I very much enjoy watching her grow and participate in activities that she loves," she says.

Peter Wagner, Biology, Hampden Academy

Peter Wagner, who grew up in Winterport and graduated from Hampden Academy, has joined the staff at HA as a biology teacher.

Mr. Wagner attended the University of Maine, where he received his B.S. degree in Botany (minor in Marine Resources), his Master's degree in Plant, Soil, and Environmental Science, and his Master of Arts in Teaching (MAT) degree.

He served as a Peace Corps volunteer in Mauritania.

Mr. Wagner lives in Hampden with his wife, Eva; daughter, Phoebe, 10; and son, Heron, 8.



Matt Madore



Meghan Chasse, Baylee Gagnon, Mikala Leland, and Maddie Doble started the 5-K Race together and finished holding hands for a four-way tie.



Erin Seavey of Newburgh was the female Division 3 winner.



Runners gather at the start line for the 3rd annual Making Tracks for Teachers 5-K Fun Run & Walk.

Tracks for Teachers Race/Walk Raises Fun and Funds

The third annual Making Tracks for Teachers 5-K Run & 1-Mile Walk brought in more money and had more participants than last year-- which is good news for the Education Foundation's Mini Grants for Teachers Program. The run/walk is the largest fundraiser of the year for the Mini Grants Program.

Thanks to the 65 runners and walkers who participated in the October 13 event, the Foundation



MSAD #22 Education Foundation

Community Partners for Inspired Education

raised more than \$700 that can be used for classroom projects beyond the reach of school budgets.

The Race featured a new course route, which included a loop around the new Hampden Academy. Top finishers in each division received gift cards from race sponsor Road ID, and the two top racers got gift cards from Angler's Restaurant.

Special thanks to Angler's Restaurant for the gift card donations, Road ID for awards and supplies, and Hannaford's of Hampden for refreshments, as well as all the Race volunteers.

First place runner Randy McDonald of Hampden finished with a time of 19:18, followed by Cory Bean of Cornville, with a time of 20:44, and Michael Raye of Hampden, with a time of 24:03. The top female runners were: Isabella Pawloski, 24:18; Erin Seavey, 25:35; and Heather Blake-Smith 27:40.

Division Winners were:

- Male, 18 years and under: Michael Raye, 24:03
- Male, 19 to 29 years: Cory Bean, 20:44
- Male, 30 to 49 years: Randy McDonald: 19:18

- Male, 50 and up: Dave Samuelin, 27:37
- Female, 18 years and under: Isabella Pawloski, 24:18
- Female, 19 to 29 years: Kristen Paul, 28:11
- Female, 30 to 49 years: Erin Seavey, 25:35
- Female, 50 and up: Pam Trembley, 28:17

Complete results: Randy McDonald 19:18; Cory Bean 20:44; Michael Raye 24:03; Isabella Pawloski 24:18; Shawn Ramsay 24:34; Benjamin Chasse 24:44; Erin Seavey 25:35; Dave Samuelin 27:27; Heather Blake-Smith 27:40; Andrew Raye 28:10; Kristen Paul 28:11; Pam Trembley 28:17; Doug Townsend 28:21; Sheila Townsend 28:38; Kathy Townsend 28:58; Jean Dunn 28:59; Nick Lorenzo 29:26; Emma Gagnon 29:32; Mary Pelletier 29:52; Beth Commeau 30:04; Phil Stuart 32:13; Rachael Emerson 32:58; Jake Emerson 32:59; Robin Emery 33:05; Baylee Gagnon 35:36; Maddie Doble 35:36; Mikala Leland 35:36; Meaghan Chasse 35:36; Ashley Ricker 36:05; Jen Folsom 37:14; and Shelbie Ross 53:52.



Runners, walkers and stroller riders hang out before the Race with Ed, the Hampden Academy Bronco mascot.

Foundation Receives \$4,000 Anonymous Donation

The Foundation is pleased to announce that it has received a \$4,000 check from an anonymous donor—the largest one-time donor gift in the organization's three-year history. The check was noted as unrestricted, and funds will be used to strengthen and sustain the Foundation.

"This gift from a very generous member of our community is a vote of confidence for the Foundation and its ongoing work to support our District schools," said Peter Witt, Foundation president. "This is the first year that the Foundation is fully self-supported financially, so the donation is very much appreciated. On behalf of the Board and our volunteers, I would like to thank the donor for such a generous contribution."

Four Projects Earn Mini Grants This Fall

The Education Foundation is very happy to announce that four MSAD #22 projects were awarded mini grants, totaling \$939, this fall. The funded projects are highlighted below.

• Mask Making Art and Art History Project for Smith, Wag-ner, and McGraw Schools

This project expands an already existing program using mask making, cultural, and art activity kits at multiple grade levels to educate students in multiculturalism, teach them about art throughout history, and engage them in hands-on, creative work by making their own masks.

Art teacher Mary Ann Hennesey Ashe, who applied for the grant, said "I teach art lessons through Art History and learning about various world cultures...These products will be used in many ways at many grade levels. I... have been using the Math Art Projects in my Art Club, and have plans to incorporate several of

those projects into classes as well."

• Individualized Learning "Café" for Smith School

Smith School 4th grade teacher Jessie Gower is using mini grant funds to pay for three annual subscriptions to "The Daily Café," an online learning resource that supplements teaching programs in literacy and math. Teachers involved in the project have already had some professional development work using this material and have visited other districts that are integrating individualized approaches, which align with the goals of Mass Customized Learning, an innovative system being considered in our District.

• Kids Love Rain: All-Weather Gear for Weatherbee School

A mini grant for Weatherbee School obtained by 5th grade teacher Susan O'Brien helped purchase children-sized, 100 % guaranteed, L.L. Bean rain pants for students to

use for outdoor learning, even if the weather doesn't cooperate. School ownership of the rain gear will help to avoid cancellations or postponements of valuable field trips due to weather (an all too common mishap).

• American Sign Language Mentors for Hampden Academy

Thanks to a grant, American Sign Language (ASL) students at the high school will learn sign language with the help of non-hearing mentors. ASL teacher Donna Casavant, who applied for the grant, said that working with people from the non-hearing community adds invaluable perspective, engagement, and real-life learning for ASL students.

"It is so exciting that the Foundation provided funds for mentors for the American Sign Language program," she noted. "It is a unique language, and like any other language, exposure to native communicators is extremely helpful for new language learners."

Frequently Asked Questions about the MSAD 22 Education Foundation

Q: What is the MSAD #22 Education Foundation?

A: The Foundation is an independent, non-profit organization that was started in 2009 by individuals from the school board and administrative leadership who believe a strong, stable public school system is

vital to the economic and social well being of our communities.

Q: Who leads the Education Foundation?

A: A 15-member volunteer board provides leadership for the Foundation. Members represent all three

towns in the school district: Hampden, Winterport and Newburgh. A part-time, paid coordinator provides administrative support.

Q: Why do we need a foundation if our schools are already very good?

A: MSAD #22 is one of the highest ranked districts in Maine. To remain at the forefront, it is essential that our schools and teachers have opportunities to innovate, and that our District recruits and retains top-notch teachers.