



Link-22

RSU 22 • Hampden • Newburgh • Winterport • Frankfort 24 Main Road North, Hampden, ME 04444 February 2021

3 RSU 22 teachers achieve National Board Certification

Three more teachers have joined an elite group of RSU 22 educators who have achieved recognition as National Board Certified Teachers.

The three teachers are:

- Vicki Bailey, 1st grade teacher, Earl C. McGraw School, Generalist/Early Childhood.
- Audrey Bracciodieta, 4th grade special education teacher, George B. Weatherbee School, Exceptional Needs Specialist/Early Childhood Through Young Adulthood.
- Heidi Corliss, music teacher and Visual and Performing Arts Instructional Leader, Hampden Academy, and 3rd and 4th grade music teacher, Leroy H. Smith School, Music/Early Adolescence Through Young Adulthood.



Vicki Bailey



Audrey Bracciodieta



Heidi Corliss

of my teaching helped me see my practice in a different light and captured some great moments with my students.”

Mrs. Bracciodieta added that the process led

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Smith School's Kimberly Raymond named Maine School Counselor of the Year, 2021



Kim Raymond with School Counselor of the Year Award.

At a surprise virtual ceremony on January 26, Kim Raymond was named Maine School Counselor of the year.

Mrs. Raymond was surrounded by family and staff members as she learned of her award.

Each year, this award is given to one school counselor in the State of Maine who demonstrates a comprehensive, data-driven school counseling program, shows leadership and collaboration, promotes access and equity to opportunities for all students and strives to be a model citizen for their community.

“My goal is and always has been to help all students know how much they matter everyday,” says Mrs.

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Introduction to RSU 22's Equity in Education Work: Surveys, Audit, History and Plans

Our working definition of equity

Equity is the process by which equality occurs. In RSU 22 this process means we create a system of policies, programs, and learning environments to promote equal access to educational resources, academic rigor, and community belonging. Equity means that students and staff are provided with resources and opportunities that they need to succeed.

RSU 22 students, educators and families will

soon be invited to participate in equity surveys. As part of this year's Equity Audit, we will be gathering information from our stakeholders.

Three groups were established to help move the process forward.

A team of students worked with our youth development consultant, Deb Bicknell to review and refine the student surveys.

Groups of educators and parents helped

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Wagner students on the move

With no changing classes at Wagner Middle School this year due to COVID, students need activity more than ever. One way this now happens is through Lunch Time Sports (LTS).

Teachers are working to embed movement in everyday classes through activities such as Brain Gym. However, really

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Right: Lillian Connors and Valerie Woods jump rope at Wagner Middle School during Lunchtime Sports.



NHS volunteers help families load 'Farmers to Families' food boxes



Volunteers and school employees unloaded about 1,200 boxes of food at Hampden Academy for local families, courtesy of the USDA's "Farmers to Families" program.

Hampden Academy National Honor Society volunteers helped several hundred local families load "Farmers to Families" food boxes into their cars on October 28 and November 18.

On both mornings, a tractor-trailer arrived at HA about 6 a.m., bringing about 1,200 boxes of food that were unloaded by school employees and volunteers.

NHS volunteers set aside some boxes for RSU 22 students who need food at home. They also called the food cupboards in Hampden, Newburgh, Winterport, and Frankfort so that they could take some boxes back for their clientele.

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Eliza Parker loads two boxes of food.

Introduction to RSU 22's Equity in Education Work: Surveys, Audit, History and Plans

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to shape the other two surveys, along with our consultant, Stephen Abbott of Abbott and Associates.

We encourage all families, staff, and students to take part in the equity surveys, which give opportunities for important input about people's experiences in our schools. Please look for the survey in early March!

Our Work:

Superintendent Nickels shares, "I am proud of RSU 22's equity work and our forthright acknowledgement of gaps, deficiencies and needs. This recognition will lead to a better educational system for all students. I commend our high aspirations to achieve a more fully inclusive environment in which all individuals and groups are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the district's success."

In RSU 22, we stand by our mission and read our belief statements at every school board meeting. In the 2019-2020 school year, we reviewed these shared values with all RSU 22 faculty and staff, as well as during community forums.

Purposes for the RSU 22 Equity Work

- To support all students through better understanding of diverse viewpoints and pervasive barriers faced by some groups in order to create safe and affirming learning environments.
- To improve equity in RSU 22 education through increased diversity in academic offerings, bias free discipline, and equitable access to all programs.
- To provide opportunities for staff and students to develop equity literacy and to learn about ongoing reality of inequity faced by some groups

The History of Our Work and Our Plan:

Since the spring of 2018 we have been reviewing our curriculum, our materials, our practices, and our policies and procedures to address equity for all. The work included two community forums, the formation of the Equity in Education Committee, and establishment of a leadership team.

The district, through federal grant funds, provided initial training for the Diversity and Equity Committee and the Leadership Team, including training from the Racial Equity Institute and Equity Lens training through the 2018-19 and 2019-20 school years.

In the spring of 2020, three groups of students from Wagner, Reeds Brook and Hampden Acad-

Superintendent's Message

COVID-19 and Planning in RSU 22; Equity and Strategic Planning Committees Formed by Board

By Regan Nickels, Superintendent of Schools, RSU 22

As the new year 2021 has arrived, RSU 22 continues to pay close attention to current management of COVID-19 while simultaneously recognizing the importance of planning for our district's future.



Regan Nickels

The district's hybrid/remote approaches to schooling this year have proven sustainable. Our district has remained open since September 1st, and we continue to implement safety protocols and to investigate alternatives that will allow us to offer in person learning to the highest degree feasible.

We all recognize the challenges, limitations and disadvantages of our current situation. However, we have also studied the opportunities that have presented as well; a year ago we would have never imagined the scenarios that have come to be true and the perseverance that has presented to generate advantages from shortcomings.

Our district is not at rest but instead actively developing instructional strategies and simultaneously advocating to find workable alternatives for maximizing student return to in person school across RSU 22.

* * *

Regarding initiatives for our district's productive future, two ad-hoc committees have been established on our Board of Directors.

The first is the Equity in Education Committee. RSU 22 is actively pursuing in-depth review of curriculum, policy, procedure and human experience to determine how and

where our district needs to grow as we aspire toward embodying our *RSU 22 Mission and Belief Statements*.

To this end, RSU 22 has launched an active year long equity audit process designed to review, survey, interview and measure multiple facets of our district. The outcome will objectively report on our successes and weaknesses thus leading to a well developed multi-layer action plan for growth and commitment to truly equitable outcomes and opportunities for all students, staff and families.

Secondly, an ad hoc Strategic Planning Committee has convened and will dedicate its meeting time to the "Portrait of a Graduate" process (portraitofagraduate.org). This process prioritizes future-focused vision development. Our rapidly changing world requires the evolution of education in RSU 22 be shaped to ensure student success in life, and both for career and college pursuits. RSU 22 would like to invite community stakeholders to join us for Strategic Planning meetings on Google Meet.

The schedule is as follows on Thursdays from 3:30 p.m. to 5:00 p.m.:

- February 25 Past, Present and the Future of Education
- March 4 and 18 Identify and Prioritize Competencies
- April 8 and 29 Draft Visual to Represent RSU 22 Portrait
- May 13 and 27 Portrait Priority Areas Declared; Weaknesses, Opportunities & Threats
- June 10 Prepare for Board Presentation

We look forward to community input through upcoming Equity Audit surveys and interviews along with Strategic Planning sessions. We value community perspective as we journey toward district growth for student success.

ered resources, read common books and continued professional learning.

* * *

The Equity in Education committee established two goals for the 2020-2021 school year.

The focus of goal one is to continue to build capacity in the Equity in Education Committee members. We want our committee members to have the expertise needed to lead discussions and offer training to promote equity and inclusion in RSU #22.

Goal two is to continue professional development for all RSU 22 team members. We want to further educate staff around equity issues and prepare staff with tools to have difficult conversations with staff, students, and community related to equity that lead to more inclusive practices and inclusive school cultures.

In fulfilling these goals, work has continued and will be active through the remainder of the 2020-2021 school year.

* * *

Common professional learning throughout the district includes "Racism through a Legal Lens", and "Having Hard Conversations" with consultant, Jennifer Abrams. Since the fall, a group of school board members, teachers and administrators have participated in monthly meetings focused on Cultural Competence. The Maine School Board Association is hosting this training, and a team of 20 people from RSU 22 are engaged in the sessions.

Additionally, the Equity in Education Committee has been elevated to a School Board Ad Hoc Committee. Members of the original committee will continue to serve under the Ad Hoc Committee. Board member Tania Jean-Jacques leads

(Continued in next column)

Letter from the Equity in Education Committee Chair

Dear RSU22 family,

While we are adapting to educational challenges stemming from the Covid-19 pandemic, we at RSU22 have also been busy working on building a solid foundation for long term and ongoing social equity work. Looking at everything going on in our country, it would be so easy to be overcome with a feeling of hopelessness. Where do we start when there seems to be so much work to be done? Whether it is starting a new job, learning a new hobby or starting a new health improvement program, we all have been at a point where it was hard to decide where and how to begin. The beginning is always the hardest part, particularly when it might involve the removal of ideas, methods, and misconceptions we've built our lives around.

I strongly believe that when we don't know where to start in our effort to bring about social justice, a good place to start is home. In this context, our district is our home. If asked why equity work is so important in a place that does not have much racial diversity, my answer would be because our students are world citizens who will live and work in a

multiethnic and multicultural world beyond graduation. We also want for all of our graduates to fondly remember their time at RSU22, as a period when they felt seen, valued, respected, included, and loved. It is our duty to prepare them to go out into the world by nurturing them, teaching them, and giving them the tools they need to succeed.

Discomfort oftentimes is a byproduct of conversations regarding race and racism. But we believe that it doesn't have to be. We are committed to learning how to have hard conversations because shying away from them would only perpetuate the notion that there is an us versus them instead of the united community that we are striving to be. Starting on a new journey may seem hard, but there is nothing we cannot do together. We have overcome challenges before, and we will do it again. As we are starting this work, let's keep our eyes on the prize, knowing that our reward will be a better community and ultimately a better world.

— Tania Jean-Jacques, Equity In Education Committee Chair

Curriculum Office Update

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

Maine State Assessments

Some of you may have read a recent Bangor Daily News article highlighting changes to the state assessments for this spring. No longer will we be administering the EMPOWER ME assessments to students in grades 3-8 in reading and math. High schools will no longer be using the SAT as the spring state test. The Maine Department of Education is convening a group to study other styles of assessments. As time goes on, we will get progress reports from them.

Curriculum Highlights

The district has begun the process of looking at our materials through an equity lens. We will be weeding out some outdated materials and supplementing with some more diverse subject matter. The process will take awhile but we have begun reviews.

This year, K-3 has adopted a new phonics program. Teachers are loving it and finding it to be explicit and thorough. Students have clear expectations and are showing good progress. It

State testing has been a mandate under the federal Every Student Succeeds Act. All states have had to administer tests each year in order to receive funding from the federal government. Last spring the assessments were waived due to the quick onset of COVID-19. To date, we believe that assessments will happen in the spring. The state may request another waiver but no details have been finalized.

What we do know is if an assessment is

has been a fabulous addition to our reading curriculum.

Middle School math teachers have been collaborating on their planning and delivery of mathematics instruction. Our math coach, Amanda Grove, facilitates the meetings and has planned a common book study for the teachers this spring.

RSU 22 art teachers are participating in a national art virtual conference. They are able

going to be administered, it will be shorter with a much faster turnaround time. The previous test results were often not returned to the schools until months later. It was hard to be able to use the data to inform instruction.



Mary Giard

to look at the conference materials and presentations for several months and then discuss changes of additions to their strong programs.

School counselors all across the district are participating in two book studies this spring. Both texts will provide rich opportunities for the team to discuss.

This has certainly been an unusual year for teachers and students. All are working hard to make this year meaningful and relevant.

RSU 22's remote teachers find joy working with students

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

Living the life as a remote teacher in RSU 22 has been an interesting venture. We have 14 fully remote teachers working in K-12. In addition, we have many teachers who are teaching some in-person classes for hybrid students and are also teaching one or more remote classes.

We polled our teachers with some questions and they had much to say.

When asked, "What are some things that have gone well in your remote teaching experiences this year?", the overwhelming majority first mentioned their joy working with students. They have gotten to know students and families and have met a few pets as well.

Several mentioned the strength of the team approach—students, teachers and parents working together to make learning meaningful.

Most remote teachers feel settled into a good routine with their classes and find working with students from all the towns a great way to build some new friendships.



Screen shot of some of the remote teachers along with the instruction coach and the curriculum director.

* * *

Teachers work well as a collaborative remote team. The group meets every Wednesday to talk about what is going well, what they need for support, and to learn new

technology together.

Our district instructional coach, Susan O'Brien, has been working individually with teachers to tailor materials and instructional approaches and to provide moral support. She has been the person who has kept the group moving forward together.

The teachers have also appreciated the support from administrators across the district.

* * *

Technology has been a big piece of new learning for many of the remote teachers. Teachers have learned how to use many more apps, platforms, and engaging techniques.

Many say that they will continue to use much of the technology when the pandemic is over.

* * *

Although they have had many successes, teachers have also encountered some challenges. Technology learning has been met by some steep learning curves.

The teachers let our RSU 22 tech department know when students' devices were not working or if the internet connection was poor. In many cases our tech folks went to people's homes to get things set up for student success. Many new skills have been learned by students and teachers alike.

RSU 22 COVID-19 Update

By Brittany Layman, Director of Wellness, RSU 22

Thank you to all of the students, staff, parents and greater school community for helping us have a successful first half of the school year.

We have been able to have in-person instruction, using our hybrid model, in a way that has been safe as it relates to COVID 19. With your dedication to mask wearing, social distancing, hand hygiene,

and staying home when ill, we have been able to keep our buildings open to the fullest extent possible.

In an effort to share active cases and offer transparency we have built a COVID 19 dashboard.

To view active cases, students and staff in quarantine, and cumulative data related to COVID 19 and school please visit the RSU 22 COVID 19 response page on our website: www.rsu22.us.

Introduction to Equity in Education Work

(Continued from preceding page) this work as the chairperson of the Equity Committee.

* * *

Book studies and monthly staff meeting presentations are happening through the remainder of the school year. We continue to review the curriculum from an equity stance. Our equity audit, being facilitated

by Stephen Abbott from Abbott and Associates is a process that includes the surveys mentioned earlier and interviews with staff and families and that will continue through the end of the school year. At that time Mr Abbott will present findings to the district that will guide further equity planning and implementation.



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Volunteers prepare to loads boxes of food from “Farmers to Families.”



Isaac Hanish loads a box of food.



Mackenzie Patterson carries two gallons of milk.

NHS volunteers help families load ‘Farmers to Families’ food boxes

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When community members in need of food came to get the boxes, NHS volunteers put them in their cars in a COVID-safe manner. Danielle Johnson, science teacher and NHS advisor, said the NHS volunteers enjoyed the experience. “They loved it,” she said. “It opened their eyes to the need in the community, and it was a good team-building

experience. There aren’t many volunteering opportunities right now.” NHS volunteers included Oliver Bois, Hannah Bowie, Liam Castrucci, Megan Deans, Jessica Dobson, Ava Dowling, Jackson Elkins, Olivia Ferriter, Isaac Hanish, Maddy Humphrey, Chloe March, Eliza Murphy, Eliza Parker, Mackenzie Patterson, McKayla Poulin, Samantha Quesnel, and Amelia Verhar.



HA art teacher, students attend online workshop with book illustrator/author Russ Cox

Art teacher Adele Drake and several of her Hampden Academy art students attended an online workshop with book illustrator and author Russ Cox on January 14. The workshop was presented by Waterville Creates, a comprehensive resource for residents and visitors looking to explore and enjoy the arts in Waterville. The art students who attended included Isobel Case, who has been admitted into the RSU 22 Gifted and Talented Visual and Performing Arts program, and Hayleigh Harriman, a student in Ms. Drake’s AP Art course. Isobel said she loved the workshop. “It was great to see how a professional illustrator works, especially as someone who is looking to pursue a similar career path,” she said. “I had a lot of fun following along with the prompts and creating a character. I’m glad opportunities like these are available to art students.” Hayleigh said the workshop was very helpful and a lot of fun. “I learned a lot from Russ Cox,” she said. “He really helped me understand character design.” The workshop was hosted by Serena Sanborn, outreach coordinator for Waterville Creates. Mr. Cox describes himself as a “creator (author/illustrator) of picture books, graphic novels, chapter books, comics, and other fun stuff.” He works out of the Waterville area.

Ms. Drake said she welcomed the opportunity to get Isobel and Hayleigh involved in the online workshop. “This is an example of something that RSU 22 students can take advantage of,” she said. “It’s important to think about who in our community could be a budding artist and make sure they have access to these opportunities.” She said student teachers from the Art Education program at the University of Maine will be doing an online workshop with students who have been identified as GT in the Visual and Performing Arts. Carol Kiesman, Director of Gifted and Talented in RSU 22, said students may apply for admission into the RSU 22 GT VPA program at any time. VPA areas included are: instrumental and vocal music, art, drama, and dance. Once a student has been accepted there are various opportunities for participation, such as workshops with guest artists and musicians or teachers, independent studies, regional and state competitions, e-CAP programs, and Advanced Placement classes to name just a few. Ms. Drake said several other students from HA attended the online workshop, and others were able to watch it on their computers after the fact. Ms. Sanborn says HA student might be interested in an upcoming workshop, in which the Maine



Character drawings by Isobel Case.



Sketch by Hayleigh Harriman.

State Library’s STEAM librarian, Chris Dorman, will be on Zoom with a presentation on how to make Bristlebots! Bristlebots are a cheap, easy, and fun-to-build robot made from the head of a toothbrush, a battery, and a small motor. The workshop will be held at 11 a.m. on February 23. To register, go to: <https://www.ticonic.org/shows/slice-bristlebots-with-chris-dornan-2/> For a list of supplies for the Bris-

tlebots, go to: https://www.sciencebuddies.org/science-fair-projects/project-ideas/Robotics_p010/robotics/racing-bristlebots Ms. Drake said the workshop with Russ Cox was recorded, and students and others who are interested can watch it on video. The link to the recorded workshop is: https://youtu.be/x71Z_4NnAJs challenged her to look closer at her teaching practice and think critically about the impact she has in her classroom. “I was able to focus on different aspects of teaching, such as differentiated instruction, teaching practices, and assessments,” she said. “Each aspect gave me insight to become a more effective teacher, which has allowed my students to

3 RSU 22 teachers achieve National Board Certification

(Continued from page 1)
her to a deeper analysis of the needs of her individual students, and will allow her to do a better job of helping them grow their skills, habits, and confidence as learners.” Mrs. Corliss says the National Board Certification process is different in that teachers are allowed to choose what they work on. “You choose what to improve,” she said. “The process is all about

you and your students. My research was about who MY students are and how I can help each student learn, no matter what their circumstances are or what their learning styles and hurdles might be. What do they need from me, their teacher? How do I know? How can I help them improve? What opportunities can I provide to lead them to the desired outcome?” Mrs. Corliss added that the NBTC process is extensive.

“It involves planning for teaching, teaching, recording your teaching, gathering student work, writing about your teaching and their work, and editing, editing, editing,” she said. “It is hard! It is frustrating and humbling. Even after decades of teaching, I learned more about myself. And I am a better teacher because I went through the process.” Mrs. Bailey said the process of completing her National Boards

(Continued in next column)

Hampden Academy earns Computer Science Female Diversity Award

Hampden Academy has earned the College Board's AP Computer Science Female Diversity Award for expanding young women's access to AP Computer Science Principles (CSP). This award acknowledges 1,119 schools for their work toward equal gender representation during the 2019-20 school year—nearly 37% more than the 818 schools recognized last year. Hampden Academy is one of only 831 schools to be recognized for achieving this important result in CSP. The award recognizes the outstanding work Hampden Academy has been doing to engage more female students in computer science. HA was one of

only five schools in Maine and 1,119 across the country to receive this recognition. Danielle Johnson, computer science teacher and Co-Instructional Leader for Science, says AP Computer Science Principles has been offered at HA for the past three years. "We've had a huge increase in the number of female students who have taken it, which is great, because we want all our students to see themselves as being able to do anything in any field," she said. "It's important that girls feel that they can succeed in any class at HA or in any future career."

Ms. Johnson said she recently asked one of her students why she was taking AP Computer Science Principles. "She said she really liked the challenge of it and the logic associated with it," Ms. Johnson said. "It was a different kind of course than all the other courses she's taken at HA." She said the decision to offer AP Computer Science Principles happened almost by accident when a former student asked if HA was offering any courses in computer coding. "He said he could have used coding skills in several of his college classes," she said. As a result, HA

looked into coding and now offers several courses that include coding, including AP Computer Science Principles. The College Board says new research shows that female students who take AP computer science are more likely to major in computer science in college compared with matched peers. "Through your leadership in diversifying computer science education, you're preparing your female students for the high-paying, in-demand jobs of the future and giving them the opportunity to help solve some of society's most challenging problems," the College Board said.

Revisioning the Hampden Academy Library, 2020-2021

Libraries everywhere are facing challenges due to COVID, but Hampden Academy Library Media Specialist Leslie Rosenblatt says those challenges also present opportunities to experiment and try different things. "We have continued to provide traditional library services and instruction with adjustments for health and safety, but we have also developed an increased focus on student engagement and interaction," Ms. Rosenblatt said. She says the library has been serving remote students by offering pick-up borrowing services, and by expanding and promoting the library's ebook collection. "We are also creating new ways to promote our services outside of the HA building by an increased social media presence (through Facebook and Instagram), and by initiating new ways to contact students wherever they may be, such as emailing New Book Alerts to students and staff who are interested," she said.

Ms. Rosenblatt says the library has implemented several new initiatives to encourage positive student interaction and engagement. These activities include:

- Groups of student volunteers, masked and gloved, who shelve books, help with displays, and perform other small tasks.
- Community service through crafts, such as "Santa's Workshop," a work station where students sewed cat toys to donate to the Bangor Humane Society.
- Literacy games, such as "Label the Library Genre Hunt," that students could participate in.

One of the ways the library tries to engage students is through a series of multiple, ever-changing displays.

"We make sure there's a student component to the displays," Ms.



Trever Larrabee and Brody Simons make cat toys for the Humane Society.

Rosenblatt says. "Students help to create, maintain, and decorate the displays, and student contributions are an essential element." Some recent examples are the "Pick of da Litter" pet photo display; a game called "Caption the Meme"; "The Science of Gratitude," a display where students were invited to use little squares to say what they're grateful for; and "Unique (Like a Snowflake)," where students could offer examples of why they are unique.

Library volunteers also created an interactive station where students who have finished a book can write a review of that book, giving it 1-5 stars—and noting what they liked about it. Ms. Rosenblatt says the library has enjoyed collaborating with teachers and students in several other ways.

- Working with the art department to host student art displays. During January, the library hosted

in-depth written reflections. This process allows teachers to provide evidence of their ability to advance student learning and achievement. Other National Board Certified Educators in RSU 22 are: Jason Kash, Reeds Brook; Kelly Weaver, Weatherbee; Matt Madore, Weatherbee-McGraw; Amy Hanson, McGraw; Hillary Hoyt, Smith; Jill Kenney, HA; and Susan O'Brien, RSU 22 Instructional Coach.



Student volunteer Hunter Cyr shelves books.



Student volunteer Alex Bearor shelves books.



"Real World" presentation series: Senior Haley Smith talks to Grade 9 students about the health professions.

"Art-y Party," which showcased the work of Melanie Crowe's remote DigiCom class. The artwork of remote students was displayed as a continuous loop in "the Garage" (the classroom that's attached to the library), which helped build connections between in-person and fully remote art students.

- The library worked with the students of the HA Civil Rights Team to create a display of books about social justice issues.
- The library worked with the English Department to promote literacy throughout the building through the LEAF reading challenge, a friendly competition for both students and staff that boosts Hampden Academy's culture of reading.
- The Library has also collaborate with HA's growing Chess Club, hosting club gatherings, buying books about chess to help students learn how to play better, and creat-

ing a chess-themed display to help promote those books and the club. Ms. Rosenblatt says the changes in the library have resulted in some very positive changes for Hampden Academy students. Library assistant Lindsay Harrington points out that being productive in one area can foster interest and activities in other areas. "I think we've seen an increase in student motivation overall, because of the many ways students are participating in the library and its work," she says. Ms. Rosenblatt says she feels that the library's increased focus on student engagement and interaction has been paying off. "We're giving our students a feeling of connection, of belonging, and stewardship," she says. "They've become co-owners of the library, and its space has become a home to them during a period when so much of their world has been upended."

National Board Certification

(Continued from preceding page) further grow as learners. It was a reflective and rewarding process that has given me renewed confidence as an educator." To achieve National Board Certification, teachers must pass a computer-based assessment of content knowledge and provide portfolio entries that include student work samples, assessment practices, and videos of teaching, along with

HA freshmen, sophomores learn about wilderness survival in PE class

About 80 Hampden Academy students, mostly freshmen and sophomores, learned about wilderness survival through a series of physical education classes that were held in the woods between the Reeds Brook trails and HA during four weeks in January.

The classes were part of a unit created by PE teachers Jen Deprey and Marcus Nadeau.

“We had to get creative because of the pandemic,” said Mr. Nadeau. “We did as many indoor activities as we could, and we thought it would be a nice break to go outside and do something different with the kids.”

He said the wilderness survival training was part of the PE 9 and 10 curriculum for the second and third quarter with two 80 minute class periods a week.

“The kids got their winter clothes on, and we went out in the woods to build survival shelters,” he said.

Mr. Nadeau said most of the students build A-frame shelters just big enough for one person, using brush and other material that they found on the forest floor.

“If there had been a lot of snow, they probably would have made snow caves,” he said. “Since there wasn’t much snow, they had to make brush shelters.

During the first day of the wilderness survival unit, the two days after the holiday break in December, the students watched a video by Les Stroud, host of the TV series *Survivor-man*, on how to survive in the winter.

In addition to survival shelters, the students had to prepare survival kits—basic items, such as fishing

line, nails or pins, a mirror, a whistle, a granola or energy bar, etc.. They also watched videos on Google classroom on how to make a snare trap and how to start a fire without matches. The students set up their snare traps on the last day of the unit after they made their shelters.

“They couldn’t actually use the traps, since that would be illegal without a license,” Mr. Nadeau said. “They took them down at the end of the period, and they weren’t up long enough to catch anything.”

Mr. Nadeau that when he and Ms. Deprey told the students about the wilderness survival unit prior to the holiday break, a lot of them had a shocked look on their face.

“They were very tentative at first, but by the end of the first day, they were laughing and having a great time,” he said. “They were working very well together.”



Tyler Coffin, Logan Burns, and Reese Kenney with their lean-to shelter.



Krais Cook, Sylus Hafford, Hayden Gaitheright, Evan King, and Cole Bruen with their A-frame shelter.



Log cabin shelter: Austin Plourde (front), Keon Shields and Lucius Rogers.



Adrian Webb with his Wikiup shelter.



Ava Downs, Nora Emerson, Maddie Frank, and Lydia Hanish constructed a wikiup shelter.



A-frame shelter: Max Ross (inside shelter) and Peter Verhar.

Smith School Counselor Kim Raymond named Maine’s Counselor of the Year for 2021

(Continued from page 1)
Raymond. “School counselors make a difference in the lives of students. I’m thankful that I have a career that I love that impacts students in a positive way.”

The Smith School community has celebrated Mrs Raymond.

Mrs. Patterson, Kindergarten Teacher says, “What makes her an outstanding candidate for this

award is her infectious enthusiasm. Mrs. Raymond doesn’t hesitate to throw on a school mascot costume to engage students in an assembly or lead the school in a cheer.”

Melissa Davis, a parent and community member says “Kim is the kind of School Counselor that all schools need. She makes our school a place where children feel safe, loved, and supported.”

Mrs. Moore, Principal, states “She is more than a school counselor, she is a change agent.”

In the year ahead, Mrs. Raymond will have several speaking engagements and event appearances, including an invitation to a formal Gala in Washington, DC in the winter of 2022. She will also be honored at the American School Counseling Conference in Austin, TX, in the

summer of 2022.
Mrs. Raymond has been working at Smith School since 2013. In addition to her school counseling duties, Mrs Raymond is co-sponsor of the Smith School Civil Rights Team and sits on the Maine School Counselor’s Association’s Board of Directors.
Mrs. Raymond lives in Hampden with her husband and two daughters.



Christiana Rice



Morgan Ramsey



Sophia Robinson



Jonathan Fenders



Owen Field

5 from HA earn All-State music honors

Five Hampden Academy students have been honored for their musical talent and achievements.

- Jonathan Fenders, a junior, has been named the top scoring bassoonist in the state and has been accepted as the principal bassoonist for the All-Eastern Orchestra, which is comprised of students from throughout the Northeastern

United States.

Jonathan also earned All-State honors as a trombonist in the All-State Honors Band.

- Owen Field, a sophomore, has also earned All-State honors as a guitarist in the All-State Honors Band.

- Three students have been named to the All-State Chorus. They are Sophia Robinson, grade 9, Morgan Ramsey, grade 11, and Christiana Rice, grade 12. All three are sopranos.

HA using JackTrip technology to keep music students singing, playing together

Hampden Academy music students are able to sing together and play together despite the pandemic, thanks to the Music Department's adoption of JackTrip technology.

JackTrip software enables the live performance of music over the Internet by dramatically reducing the audio latency common in online applications while preserving the original audio quality.

Music teacher and band director Pat Michaud said Internet applications like Zoom and Google Meets don't work for music, because of the delay.

Most programs have a 2-3 second delay, or latency, which is disastrous when someone is trying to play music.

"It drives you crazy, because nothing is together," Mr. Michaud says. "Now, with JackTrip, the latency is milliseconds, which is barely noticeable. It's like we're in the same room together."

Mr. Michaud said RSU 22's adoption of JackTrip technology started when he read something about JackTrip that was posted on Facebook.

He said he checked out the website and said it looked really cool and he'd love to have a way for HA students to be able to tap into the technology.

"As I read more about it, there was lot of tech lingo, so I asked the tech guys—Nate Savage and Mike Sleeper—to look into it. After more investigation, they said they thought they could get what they needed and make it happen."

"Mike developed a very strong interest in this project," Mr. Michaud said. "He just took it on."

As a result of his efforts, all instrumental and choral students have been provided with the hardware and software they need to connect with HA's JackTrip audio server through an ethernet connection.

The bundles include a raspberry pi interface (a miniature computer board similar to the board that's found in most smartphones), adapters to plug into an ethernet cable, headphones, and a microphone.

Superintendent of Schools Regan Nickels said RSU 22 had Covid funds that could be spent for this purpose. Fortunately, the district was able to complete the purchase before the December 30 deadline for Covid funds expired.

As a result, Hampden Academy appears to be the only high school in Maine—maybe New England—with JackTrip techology in place.

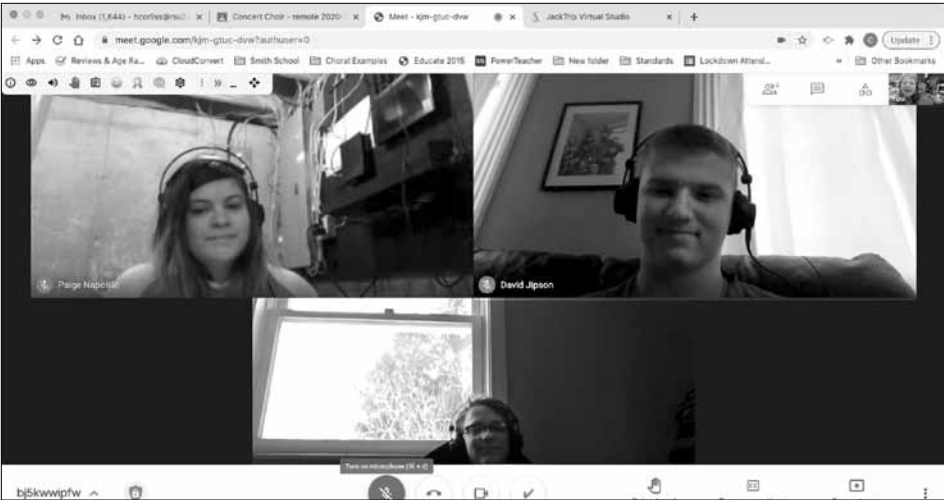
"We were able to make that happen because of the persistence of our Tech Department," Mr. Michaud said.

The department currently has 120 JackTrip bundles, enough for all choral and instrumental students at HA and three faculty members.

Both the vocal and instrumental students are using JackTrip on a daily basis these days.

Mr. Michaud says instrumental instruction is currently geared to small groups.

"The students are having their own remote groups," he says.



Screenshot of remote chorus students Paige Napolillo (top left), David Jipson (top right), and Ben Parsons rehearsing using JackTrip technology.

"Even if they aren't scheduled for band right now, they can still play remotely with JackTrip. They're playing music that I gave them in the fall that's geared toward small ensembles. They can do duets, trios, quartets, and quintets, etc."

Mrs. Corliss says the chorus students at HA are also using JackTrip every day.

The choral groups use JackTrip so they can sing together, and all of the chorus students who have sectionals or one-on-one lessons with Mrs. Corliss use it for that, as well.

"When I'm working with an individual student, JackTrip eliminates any latency, so we can sing together," she says. "We're trying to get it up and running for our Show Choir too."

Mr. Michaud says using JackTrip may wind up being a positive learning experience for HA musicians.

When musicians are playing

together in a group, they have to make some modifications to ensure that they're playing at the same tempo as the rest of the group.

"When my kids are listening to the group and playing at the same time, there's a tendency for them to want to slow down, so they can listen to what's going on," he says. "They have to keep focused on the tempo, which is why I have a metronome going. Or I'll play with them to help them keep the time moving forward."

Mr. Michaud says it's an adjustment that musicians have to make under the circumstances.

"They have to focus on listening to the music because they don't have a conductor to guide them," he says. "It's all about the ear. That's not a bad thing—in fact, they may be learning some valuable skills. If you work in a recording studio, you have to be able to react to what you hear, so students who use JackTrip may wind up being better prepared for studio work. When you're playing in a studio, you have headphones on, and you're playing on top of a track or with a track. That's similar to what students are doing with JackTrip."

Mr. Michaud says the music department plans to continue using the JackTrip technology after the pandemic.

"If we want to have all the saxophones practice something together, we can call them and they can do it using JackTrip after hours and from home," he says. "Similarly, if we have a snow day and kids want to get together, they'll be able to do that."



Screen shots of Crais Cook, on clarinet, and Owen Field, on trumpet, using JackTrip technology while playing their instruments.

Reeds Brook Library expands reading options

By Susan Thibodeau, Principal
Reeds Brook Middle School

As part of RSU 22’s equity in education efforts, Reeds Brook Middle School has expanded reading options for our students. These books offer students more choice in characters, voices, and settings. Diverse texts support a sense of belonging in school, as well as encourage understanding of others. Reading allows students to see how they are part of the larger human experience and that human experience consists of many peoples and stories.

This expansion includes the Reeds Brook Library, where school staff and students diligently examined our catalogue of books to determine gaps of representation. We have added books that explore different religions, describe living in poverty, share narratives from perspectives of refugees; Black, Latino and Asian teens; youth with gender and sexual-ity differences; and people struggling with mental health.

These books provide more choice for students not only to see themselves in the books they read, but

also to understand others’ stories.

As Patricia Hafener, Reeds Book librarian explains, “Diverse books are powerful tools for cultivating respect and empathy for others, as well as affirming and validating the experiences of our students.”

* * *

This year, 8th grade Language Arts students have opportunities to exercise their choices in reading groups. This fall, Kelsey Stoyanova, an 8th grade teacher, was awarded a grant from the Book Love Foundation. Her application shared her love of reading and her ability to inspire her students to read.

Mrs Stoyanova says, “I need to show them that with words comes power, with perspective comes voice, and with truth comes understanding.”

This grant funded the purchase of over 100 titles, including many of those recognized by Project LIT, a grassroots literacy project that aims to “develop cultural competence and expand thinking, regardless of individual starting point” and “champion young people and books that reflect their lived realities, communities, and identities.”

Some of these books became



Eighth grade teacher Kelsey Stoyanova with books she acquired through a grant from the Book Love Foundation.

the basis of the choices 8th graders have for their reading groups, including:

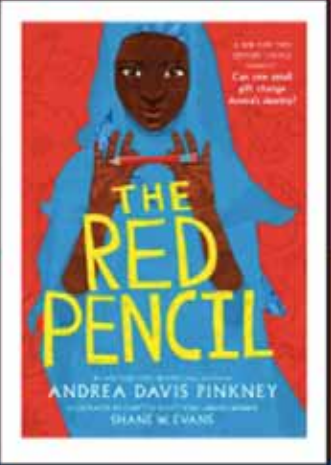
- *Genesis Begins Again*, by Ali-cia D. Williams
- *The Benefits of Being an Octo-*

- pus*, by Ann Brasden
- *Ghost Boys*, by Jewell Parker Rhodes
- *The Lines We Cross*, by Randa Abdel-Fattah
- *Almost American Girl*, by Robin Ha
- *Zenobia July*, by Lisa Bunker
- *If I Ever Get Out of Here*, by Eric Gansworth
- *Dear Martin*, by Nic Stone

Reading these diverse books will also connect with our annual speech competition, since this year’s topic is “Celebrating our differences, while remembering our common shared values.”


A final example of Reeds Brook’s efforts to provide students with more reading options comes from our Civil Rights Team. Students in this group encouraged our school librarian to include more books about holidays around the world. They also created a display of diverse books for our library windows, which include their own reviews of these books.

★★★★★



Amira is a girl living in Sudan in the early 2000's. She lives with her village and family, her parents and younger sister. She loves learning and education and wants to go to school, even though her parents oppose it. Soon, though, her life is uprooted by attackers who destroy the village, forcing Amira and her family to flee to a refugee camp. Amira learns to survive as a refugee, using her one precious gift, a red pencil, to help her get through it.

★★★★★



Imagine being in a place where nobody really understands you? This is what Kiera goes through, a Black student at an all white school. She turns refuge, though, in a game she created for Black gamers all around the world, called Slay. This is a place where nobody is asking her questions about what they are allowed to wear, say, or do just because she is Black. The gamers on Slay understand her experiences. But then a player gets killed over Slay, and people start calling the game racist against white people and dangerous. Can Kiera save her game and help people understand her?

Two new books that are available at the Reeds Brook Middle School Library.



Young artists at Reeds Brook

By Deborah DeQuattro
Visual Arts Educator
Reeds Brook Middle School

As a recent transplant from Cape Cod, Massachusetts to Coastal Maine, I am so grateful to have found a home at RSU 22! Since my move to Reeds Brook Middle School in August 2020, I feel I've really been able to spread my wings in ways that help myself and my students grow.

Despite the pandemic, and sometimes because of it, new opportunities arise. Students are attending Arts & Crafts Club in cohorts and I will soon be teaching 13 new Gifted and Talented Artists who have been accepted into the GT after school program at Reeds Brook as well as remote sessions for Hampden Academy.

The art classroom has been "flipped," and my students and I are finding new ways to teach, learn and communicate. I am continually delighted by the way these young artists approach the chal-

lenges presented to them in unique ways and always look forward to what they will do next.

It really inspires me to design lessons that encourage individuality as they learn and practice new skills, explore new media and answer each assignment with their own visual voice.

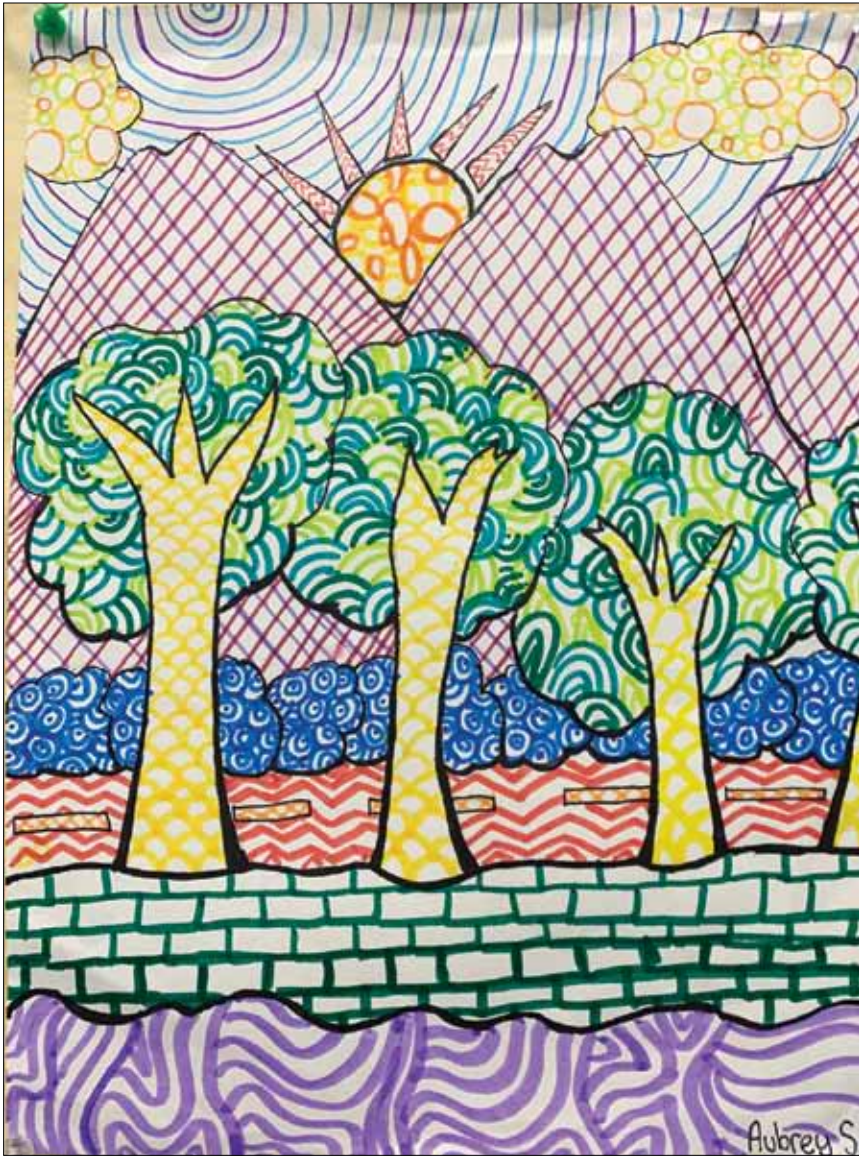
* * *

I want my students to know that they each have something to say and that it can be said in a million different and meaningful ways.

We will often revisit skills and concepts to practice and deepen understanding. Learning becomes a cyclical journey: as shown in the artwork pictured, students explored ways of depicting space over sixth, seventh and eighth grade.

* * *

Please visit the Reeds Brook Middle School Facebook page to see more of their artwork. It's inspiring!



Aubrey Shaw, 6th Grade



Ainsley Melia, 7th Grade



Aishwarya Casavant, 8th Grade

Music students at Wagner, Reeds Brook adapt to new ways of learning

Music students at Wagner Middle School and Reeds Brook Middle School have persisted while under COVID safety guidelines, and their resilience has impressed their music teachers.

Rebecca Mallory and Dana Ross are very proud of the students' work ethic and positive attitudes while adapting to a new way of learning.

The teachers are also grateful for the parental support encouraging

at-home practicing and remote class attendance.

"These times haven't been easy on anyone, but the students' energy and drive for learning has certainly been uplifting," they say.

Mr. Ross said the RSU 22 middle schools have had some awesome local help with PPE mask making and bell covers. "The community is a GREAT source of our success, that's for sure," he said. "Special thank you's to Sally Philbrick for her help with the slotted masks and Erika Lougee for her help with the bell covers," he said. "The masks are slotted and have been made adjustable for a variety of student sizes. There are specific flute variations." Mr. Ross said the two women met with him several times to make prototypes and the final versions. The bell covers come in five different sizes.

* * *

(Please turn to page 10)



The Wagner Jazz Band.



A Reeds Brook clarinet player with her safety gear.



Madison Morrill coding the Edison robot to travel through the maze.

8th grade science students use robots to learn about force, motion, computer science

Eighth grade science students at Wagner Middle School are using Edison robots to learn about force and motion and computer science.

The 8th graders have completed a series of activities in which they each get to program an Edison robot and use the data they collect from its journey to increase their understanding of speed and distance vs. time graphs.

The students are engaging in computational thinking skills such as: debugging, tinkering, breaking down problems (decomposition), creating algorithms, analyzing patterns, as well as collaboration and perseverance in these activities.

Science teacher Samantha Poll says she has very much enjoyed teaching force and motion through the lens of computer science.

“I hope that these activities not only lead to stronger science content understanding, but also break down the intimidation factor that can accompany programming and let all students know that they can do computer science,” she says. “I hope that students begin to recognize that they use computational thinking skills every day and begin to see what computer science is all about.”

Mrs. Poll said students have told her how much they liked the idea that a hobby they enjoyed outside of school, such as robotics, could be brought into the classroom and help them learn about science.

“Students have said at the start of the unit, they were really intimidated by coding, but they found that they really enjoyed working with the Edison robots,” she said. “I’ve been thrilled with their level of engagement in class.”

Mrs. Poll said the lessons using the Edison robots were created by a team of teachers, University of Maine professors, and researchers in a partnership funded by a grant through the National Science Foundation.

The summer of 2020 was second summer that she worked on developing these lessons. She serves on the leadership and professional learning teams for the Maine STEM Partnership’s STEM + C program, which has been looking how computer science can be successfully integrated into science instruction at the middle school level.

Wagner and Reeds Brook Middle Schools are partnering schools in this effort.



Garrett Newey, Isaac Leamer, and Andrew Rainey are collecting the distances from home so that they will be able to create a distance vs. time graph that represents their robot’s trip.



Adriana LaChance and Grace Sutherland are making predictions and graphing the distance and time data that they collected.

Thank You, Wagner Pride Pack!

We would like to formally thank the Pride Pack for their generous donations. The Pride Pack was able to get a \$500 gift card from Target as a donation for books to help our students learn more about Black History. Additionally, the Pride Pack donated \$1,000.00 to go towards pedestal chairs and stand-up desks to help make our students more comfortable while they are at school.

On behalf of the Wagner Staff and Students, we thank you.

Music students at Wagner, Reeds Brook adapt to new ways of learning

(Continued from page 9)

There is much excitement about the possibility of making music indoors again soon, which will allow a return to somewhat “normal” ensemble rehearsals. Band students have been granted permission to play indoors while using PPE and proper distancing, and teachers are hopeful the choral guidelines will soon follow. While students are eager to get back to playing and singing together, the focus on different aspects of music making this fall has helped them grow as musicians. For example, band students at both schools have been working toward individual goals using method books and online materials provided through Google Classroom.

Choral students have been focusing on music theory, sight-reading, and composing music in

styles they like to sing.

Although traditional ensemble rehearsal skills have been modified this year, students have become stronger independent players. The smaller group settings have also provided better opportunities for differentiation and individualized instruction. As a result, the students have gained stronger skills in areas of music theory, composition, piano and percussion playing. Mr. Ross and Mrs. Mallory, along with Pat Michaud and Heidi Corliss at Hampden Academy, are looking forward to organizing a spring event that will bring students in grades 6-12 together to rehearse and perform music. Plans will depend on the guidelines in the spring, but it is very comforting to know that our protocols allow kids to make music safely in RSU 22.



Two Wagner students enjoy tossing a frisbee back and forth outside the school during lunch.



Kolby Hardy with one of the two corn hole boards that he and his dad made for the school.



Turner Hobbs and Dakota Elsemore play ping pong in the Library.

LTS helps Wagner students keep moving

(Continued from page 1)

moving a lot comes during LTS, where students are given a variety of choices for 20 minutes of activity during their lunch break.

Outdoor activities include frisbee, throwing a football, jumping rope, and Corn Hole.

Indoor activities in the hallway and library include Four Square, jumping rope, Corn Hole, and pingpong.

During the lunchtime sports period, students can also go to the gym and

play volleyball, which is offered as part of the PE curriculum.

The ping pong tables in the library were created by bringing three pairs of library tables together and putting nets in the middle.

The Corn Hole boards were made by 6th grader Kolby Hardy and his dad and were gifted to the school.

Physical Education teacher Ronnie Simmons said he played a lot of corn hole with Kolby when he first met him last year.

Basketball, cheerleading, chess offered as intramural programs

Intramural programs were offered this winter at Wagner Middle School in boys and girls basketball, cheerleading, and chess.

Each student when they came into school had the opportunity to participate in their sport of choice.

Boys basketball was coached by Shawn Kenniston, and girls basketball was coached by Chris Gould.

Ian Hall was the chess coach.

Cheerleading was coached by Jennie Michaels, who offered the program through remote access,

using a white board so the students could see her and talk with her. All the sports had a nice turnout, and there were a lot of smiles on students' faces, as they enjoyed being with friends and doing something that they loved.

"It was a great season," said Athletic Director Ronnie Simmons. "We thank all the coaches for working to bring intramurals to life this season in accordance with all the safety expectations. Our students had fun and their efforts are appreciated!"

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Contact Rebecca Cross at rcross@rsu26.org if you would like to learn more about our College Transitions services.

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This fall, check out nearly 500 interactive personal enrichment online courses through our partnership with Ed2Go. All classes are instructor-led (via email), fit into convenient six-week formats, and are affordably priced. A complete list of all courses can be found at www.ed2go.com/rsu22. Popular courses include: Drawing for the Absolute Beginner, Photography Suit, Intro to Guitar, Alternative Medicine, Accounting, Microsoft, Cloud Computing, Security, Languages (Spanish, French, Sign Language) and many more. Browse the site for a full list of courses!


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Smith School announcers

Everything different for 2020-21 school year, including Morning Announcements and All-School Shares

It's no secret that this school year has its challenges and looks different, and the Morning Announcements and All School Shares at Smith School are no exception.

In the past, students would hear the announcer's voices over the intercom in the morning. They also had one opportunity a month to be able to put a face with the voice at our All School Share in the gymnasium.

Since neither of those were possible this year, the 4th Grade Announcement Team found a creative way to share these community building activities with students who were at school and those who were learning remotely.

Instead of listening over the intercom for announcements, students can tune in each day to a pre-recorded morning announcement. Mrs.

Hay writes informative and funny scripts each week, and Mrs. Kenney works with the announcers to record the messages for each day, complete with musical intros to each section.

The students seem to particularly love the lunch song! Mrs. Kenney strings all these recordings together to create a quick morning announcement that everyone can watch.

* * *

Since we cannot gather in the gymnasium for All School, we found a way to come together as a school each month by collecting videos of classrooms sharing something fun they have been learning about in class.

- We have listened to our kindergartners read a story that they love.
- First graders read a how-to story that they wrote themselves.
- Second and third graders

have shared classroom projects.


- Fourth graders have shared some cool math and science projects.

We also have recorded our traditional All School activities, such as the Pledge of Allegiance, Pledge of Respect, What's for Lunch, Bee Sticker Winners, and our School Song.

Students who are at school join a Google Meet with their classroom, and students who are learning remotely that day can join from home. What's even more exciting is

how we are still able to 'sing' our school song this year. Since we can't sing in school, a friend of Mrs. Connors, Mrs. Carter, recorded a video showing us how to SIGN our school song. Students are practicing their sign language skills and still get to participate in a whole school community 'singing' of our school song.

Many things have changed this year, but Smith School has found a creative way to keep connected.



LEROY H. SMITH ELEMENTARY SCHOOL
Dawn Moore, Principal, 223-4282

Smith one of 26 schools participating in Maine's 'Dirigo Reads'

Smith School is one of 26 schools in the state of Maine participating in a program called "Dirigo Reads."

The goal of Dirigo Reads is to give every First Grader in Maine a new book every month of the school year by 2025 so that students can build an at-home library to experience the joy of reading. First Grade students at Smith receive a delivery of one age-appropriate book each month that they can share with their teacher and classmates, and then take home to keep.

Students are always thrilled to see which title the program has selected for them!

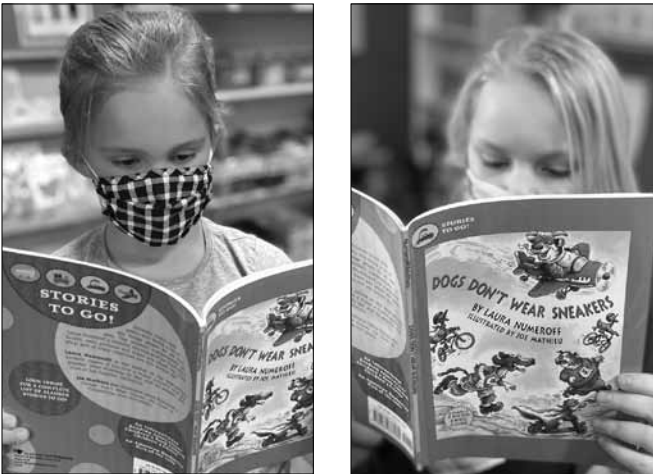
January's selection is a poetry title from author Laura Numeroff (famous for her "If You Give A Moose a Muffin" series) called *Dogs Don't Wear*

Sneakers. First Graders have also received a wonderful patterned text by Eric Carle called *Can A Cat Do That?*, a nonfiction book from National Geographic Kids that teaches all about planets, and a hilarious title from the *Splat the Cat* series.

* * *

Smith School First Grade teachers and students send their sincere thanks to the Dirigo Reads program and their partners: Machias Savings Bank, Bangor Savings Bank, Changing Seasons Federal Credit Union, Cross Insurance, Hannaford, First National Bank, and Northern Light Health.

We appreciate the thoughtful selection in books and the delight in receiving new books through this school year!



Laitlyn Stover and Palmer Tayler with their "Dirigo Reads" books.

In person or on video, Smith students enjoy Mrs. Raymond's Participation Celebration

Each month we are excited to have some fun at our Participation Celebration! During these short Google Meet celebrations, Mrs. Raymond engages students with games, music, Go Noodle, and more.

Each celebration is a little different! They give students the opportunity

to have some fun with other students throughout the school and be recognized for completing and/or improving on their remote assignments.

Can't make it live? There is also be a separate video available to students to watch when it's convenient for them! Ms. Harington gives stu-

dents who earn this invitation the opportunity to choose a free book after their library classes.

We will be continuing these celebrations on the first Wednesday of each month throughout the year! Students will receive the invitation from their teacher if they have been

completing their remote assignments and/or improving throughout the previous month.

Each month so far we have had more and more invited and participating! Keep up the great work Smith School!

Miss Boss's Kindergarten, Miss Hoyt's 3rd grade enjoying WinterKids

Students in Miss Boss's Kindergarten and Miss Hoyt's 3rd Grade at Leroy H. Smith School are taking part in this year's WinterKids WinterGames!

Winterkids is a nonprofit organization that helps increase and motivate students and families to explore the great outdoors of Maine. Each week has a different theme in which students get to do fun activities both at school and home.

The first week students learned about physical activity and health. Miss Boss' students zoomed down hills sledding and showed just how fast they could go. 3rd graders enjoyed working on their throwing skills by launching snowballs at targets.

Nutrition and Food Circles was the theme of the 2nd week. Students learned about the food plate, healthy and unhealthy foods and even made healthy smoothies on our Smoothie Bike!

Week three was focused on Family Engagement and week four was our Winter Celebration! We were excited to spend these sometime outside learning and exploring together!! We are so grateful for the WinterKids Program!!



Keegan Harvey goes sledding.



Aubrey Snyder with her sign showing healthy and unhealthy foods.

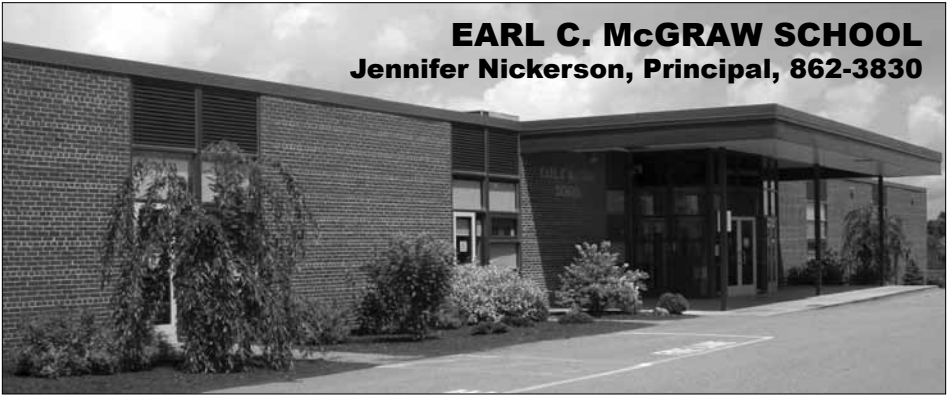


Reese Dow rides the Smoothie Bike.

McGraw staff sharing ‘flipped learning’ activities to improve collective efficacy

**By Jennifer Nickerson
Principal, McGraw School**
“When teams of educators believe that they have the ability to make a difference, exciting things can happen in a school.”—Jenni Donohoo, John Hattie and Rachel Eells

McGraw School has been working all year long to develop flipped classrooms, which often include short videos for students to engage with prior to coming to class. Wednesdays are spent by classroom teachers on the district grade level calibrating for the next week and then individually preparing the lessons for students, grading assignments, and recording videos for their students in all of the content areas being studied: reading, writing, phonics, handwriting, math,



EARL C. McGRAW SCHOOL
Jennifer Nickerson, Principal, 862-3830

science, social studies, and sometimes health. At the elementary level, preparing all of those videos certainly takes up a huge portion of the day. First grade teachers decided to take a different approach. Beginning in January of 2021, the five hybrid first grade teachers

at McGraw began to share videos amongst each other. One teacher would record the reading videos for the week, one would take on writing, another would create phonics videos, etc. At first, they were fearful that students would not respond as well to a teacher that wasn't

their classroom teacher. However, staff have been very pleased with the results. Distributing the workload means that on Wednesday, teachers spend more time on individualizing feedback to students and preparing for their in-class work. Classroom teachers' time is so valuable and this productive collaboration allows for more efficiency and greater student achievement. McGraw staff will continue to work towards collective efficacy as it is “a viable path to greater student achievement, greater commitment to learning, and a more inviting place to come and learn.” (Jenni Donohoo, John Hattie and Rachel Eells) Thank you to Grade 1 staff for getting us started on this journey!

McGraw introduces Monthly Fun Days to help students have fun, relax, and laugh while learning

McGraw School Principal Jennifer Nickerson, introduced Monthly Fun Days this year! McGraw School has Fun Days on both Cohort A days & Cohort B days so that every student can be involved. We also welcome our fully remote students to join in on the fun. This is a great opportunity to have fun, relax, and laugh while learning. It is a way to build community even while in a hybrid model of learning. September brought us **Dress Up Day**, which was a great start to the year and coincided with our school picture days so students were dressed to the nines and were ready for their close up!

During October we had **Mismatch Day**. Throw out those fashion rules: Polka dots and stripes, different colored socks, you name it. ANYTHING GOES! In November, we got to see everyone dressed as their **Favorite Book Character**. Students brought both classic and modern characters to life including Fancy Nancy, Pete The Cat, Fern, and more. Teachers and staff joined in as well to get kids even more excited about reading.

In December, as the temperature started to drop, we all got comfy and cozy in our **pajamas**, ready for the holiday break!

We recently just finished our **Vocabulary Parade** for the month of January. Vocabulary parades are a wonderful way to celebrate our love of words and reading. It also provided a fun and academic focus for dressing up in creative homemade costumes. Staff and



Two photos from Book Character Day.

students came up with a “compelling” word that could be “modeled” in some way. Everyone’s costume included a label with their word so the students could learn new words from each other. Many classrooms shared their vocabulary word as



Two photos from Vocabulary Parade Day.

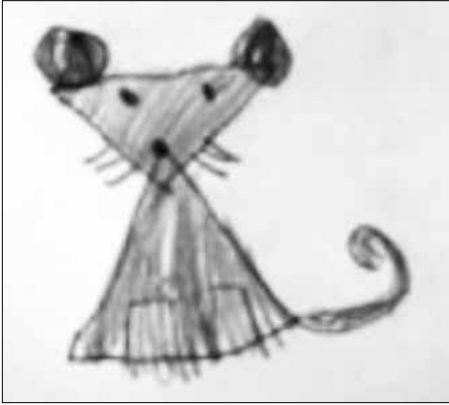
part of their community meeting time too. The idea originated from a book Miss Alaineus: A Vocabulary Disaster by Debra Frasier. Coming up for the rest of the year will be: February - **Twins**

March - **Favorite Sports Team**
April - **School Spirit Day**
May - **Patriotic Colors**
June - **Beach Day**
Watch the *McGraw Minutes* for particulars on dates so your child can join in the fun!

McGraw art teacher prepares MOOSE module on ‘Fun with Art and Math’

Bethany Hanson, an art teacher at McGraw, worked with another first grade teacher in the state on a self-paced MOOSE learning module. The module, titled The module, titled “Earth’s Place in the Universe,” is published online at <https://learnwithmoose.maine.gov/PreK-2nd-grade>. Ms. Hanson created a unit within the module called "Fun with Art and Math," which addresses Maine State Learning Result standards in art and math. The unit is designed to help students learn how to

identify shapes in their world, how to draw shapes and how to draw objects using compound shapes. Students are also guided through activities to help them learn how to distinguish between defining and non-defining attributes of shapes. The module includes online activities as well as printables created by Ms. Hanson, such as how to draw animals using shapes. She taught this to her first and second grade students at McGraw. “They really enjoyed learning how to draw animals with triangles,” she said.



This drawing was done by one of Ms. Hanson’s remote K/1 art class students.

Pre-K, kindergarten teacher prepare MOOSE module on ‘How Do I Push and Pull when Playing with Friends’

Amy Hanson and Samantha Welch, who teach Pre-K and kindergarten at Earl C. McGraw School, volunteered to be a part of the Moose (Maine Opportunity for On-line Sustained Education) Learning Module Library again for Quarter Two Module work. Mrs. Hanson and Mrs. Welch collaborated with educators across the state, as well as Early Childhood Specialists at the Department of Education, on a weekly basis. Mrs. Welch said they worked together to create a learning module for kindergarten students called “How Do I Push and Pull When Playing With Friends.” In this module, students learn

about the forces of motion—pushes and pulls. They learn what happens when they push or pull an object, how different strengths or different directions of a push or a pull affect the motion of an object, and how to change the speed or direction of an object with a push or a pull. Tools needed for the module include plain white paper, a pencil, string, a toy car, scissors, a small



ball or marble, cardboard, blocks or books for stacking, crayons, markers, or colored pencils, a straw, tape, three small objects (such as a cotton ball, feather,

lego, paperclip, wooden block, or rock), and internet access. The module provides opportunities for students to interact with digital resources as well as hands-on learning experiences. It is aligned to the Maine Learning Results in ELA and Mathematics, and The Next Generation Science Standards. To visit their learning module, go to: <https://learnwithmoose.maine.gov/module/1261/how-do-i-push-and-pull-when-playing-friends/overview>. Or visit <https://learnwithmoose.maine.gov/> to learn more about all of the free project-based learning experiences for students PreK-12.

5th graders at Weatherbee finish unit on ‘Earth Systems Interactions’



Fifth graders Lukas Robichaud, Ali Alabdrabalnabi, and Brady Stuart play a game created by Lukas teaching the interaction of Earth's systems.



Samantha Libbey, Ella MacArthur, and Kennedy Palmer play a game created by Kennedy about how the Earth's systems interact. Ella's game is in the next table.

Students in Grade 5 at Weatherbee recently finished a science unit, “Earth Systems Interactions.”

To demonstrate their understanding of how the biosphere, geosphere, hydrosphere, and atmosphere all interact with each other, students created projects.

They were very creative. The students created 3D dioramas, posters, comic books, puzzles, journals, and games. Other students created digital products including weather reports and commercials.

Students had the opportunity to appreciate others’ work in a Gallery Walk in the Grade 5 hallway. They had a fun time sharing their work and took great, deserved pride in their work.



GEORGE B. WEATHERBEE SCHOOL
Jennifer Cyr, Principal
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Team Bears students also made posters and models; From top to bottom—Eli Marquis researched tidal power and Morgan Marsh researched solar power; Iris Howland and Belle Cothrin researched solar power; Alex Hopkins researched wind power, Grace Richards researched wind power and Jacob Stimpson researched hydroelectric power,



WEATHERBEE WAY—
Each month, teachers honor students who are representing the Weatherbee Way. These students are then invited to join the Weatherbee Student Leaders Group. Selection criteria includes leadership, perseverance, respectful behavior and positive participation in class. The group recently held a “Wacky Wednesday” spirit day.

Weatherbee 3rd graders take on new challenge

To kick off the New Year, Ms. Gagner’s and Mrs. Adams’ 3rd graders have taken on a new challenge!

At the beginning of each month students are being introduced to a fun and engaging STEM task. Students recently completed their January STEM Challenge, which was to design their own roller coaster!

They took on the role of engineer as they worked hard to design, analyze, build, test, and revise their creations.

The 3rd graders shared their incredible inventions with their peers during a Google Meet and are looking forward to their February STEM Challenge!



Weatherbee 4th grade Team Bears

Each classroom on Team Bears has been creating a new town. We have been learning about renewable and non-renewable energy sources and how each has pros and cons. Each student is a member of our new city's City Council and we are examining different perspectives before deciding our city's energy future. We want to make educated decisions before making our final recommendation.

* * *

Team Randall/Whitehouse has been celebrating the end of reading and writing units. Opinion essays went home for students to share with two people.

Students had the option to sharing their essays in person, virtually, or via telephone with a family member or friend.

* * *

Fourth grade readers have become weather or natural disaster experts. Students had research partnerships where they divided their topic into subtopics.

Each reader tackled the research and notetaking of their self-assigned subtopics. To celebrate their work and

expert knowledge, they created slide shows, which will shared with third graders.





Photo by Isaac Cruz.



Photo by Rebecca Demmons.



Photo by Zachary Robichaud.

A Remote Digital Communications Artist Showcase

By Melanie Crowe
Visual Arts Educator, Hampden Academy
This school year has presented some unique challenges, and engaging students who are remote with



Photo by Ryan Dudley.



Photo by Sophia Pereira.

the in person school community has been a central focus for me as an educator.

The journey to find ways to showcase remote student work and learning has created wonderful collaborations between departments and spaces here at Hampden Academy.

Working in conjunction with Leslie Rosenblatt, HA's Library Media Specialist, we have found a way to bridge the spatial divide between the remote students and the in-person students. Using the Library's Garage as a "gallery" space, the 3rd Quarter remote Digital Communications students created a movie of their digital photography that will be on presentation for the month of February.

Students in the Digital Communications course curated their work and selected what they believed to be their most visually engaging and compositionally successful photographs. Over the course of the semester, students in the remote Digital Communications course learned how to use their cameras on their phones like a digital SLR camera. They learned how to manipulate and control settings beyond the typical point and shoot of a phone camera. Students focused on how to manipulate and change their depth of focus, shutter speed, and ways to enhance their work using photo editing software on the web.

The students chose their best seven works from the quarter and used "vocaroo" (a web-based voice recorder) to record an artist statement reflection. These works have been compiled into a video format, which is being shown during the day on a loop at HA for students to view during their study hall or

(Please turn to page 14)



Photo by Cameron Robichaud.



Photo by Madison Burns.



Photo by Nikyla Bidler.