



Left photo: Superintendent of Schools Rick Lyons speaks at "topping off" ceremony. Above: steelworkers put the last beam in place.



Link-22

MSAD 22 • Hampden • Newburgh • Winterport

24 Main Road North, Hampden, ME 04444

December 2010

Last steel beam placed at 'topping off' ceremony for new Hampden Academy

Construction of the new Hampden Academy is proceeding on schedule and under budget, with no major complications.

The footings and foundations are complete, and most of the steel girders have been placed. About half of the building—including the classroom wing, the physical education and wellness areas, and the multi-purpose room—will be enclosed so that work can continue during the winter.

A "topping off" ceremony was held on November 30 to celebrate the placement of the last beam of structural steel on the southwest corner of the building, which will house administrative offices on the ground floor and the library/media center on the second floor.

The day before the ceremony, the beam was signed by hundreds of Hampden Academy students and staff and representatives of the other schools in SAD 22.

The ceremony included a series of short speeches by Superintendent of Schools Richard Lyons, SAD 22 Board member and Building Committee chair Martha Harris, Hampden Academy junior John Wilson, and Ryan Cardoso of J&J Contractors. Students from the alternative

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Hampden Academy junior John Wilson at the "topping off" ceremony. Right photo: about half of the building will be closed in for winter, as planned.

SAD 22, Hampden officials discuss re-use opportunities

What should be done with the existing Hampden Academy buildings and grounds after the students move into the new facility in the fall of 2012?

That was the subject of a collaborative workshop between the SAD 22 Re-Use Committee and representatives of the Town of Hampden November 30 in the Hampden Academy library.

The 2½-hour discussion was frank and wide-ranging, and it indicated a divergence of opinion between school and town officials as to what the primary objective ought to be.

Town officials said the goal should be economic development and expansion

of the town's tax base, and town councilors Matt Arnett and Tom Brann said they hoped that SAD 22 would turn the entire property over to the town for the development of a multi-use town center.

"I'm not sure that splitting up the [Hampden Academy] property is a good idea," Mr. Brann said. "Working with the whole property and one developer will be the most efficient way to build the tax base and add jobs."

School officials, on the other hand, said they felt it was important to look at other re-use alternatives, such as an innovative school or magnet school, which could provide a revenue stream to augment the SAD 22 budget.

"We have to be proactive," said SAD 22 board member Chris Cox. "We've had two years in a row of million-dollar cuts. We've told the

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New Hampden Bronco to be financed by sale of 70 tabletop bronzes

With the new Hampden Academy under construction, a new Hampden Bronco will be designed and prominently displayed at the entrance. To complement the design of the building, a horizontal sculpture will be created. A fast-moving wild mustang about 9 feet high and 12 feet long will be mounted on a 20-foot circular base 16 inches high.

The new Hampden Bronco will be financed through the sale of 70 tabletop bronzes that are 12¼ inches high and 19 inches long, including a black granite base.

When you support this project:

- Your name will be placed on a bronze plaque at the monument site.

- You will have given interested students of Hampden Academy a rare

(Please turn to page 3)

Music Tech class sets CD release party for Dec. 18 in Old Gym

The Music Technology class at Hampden Academy will hold a CD release party for its newest CD, "Hampden Academy Play It Forward," from 7 to 9 p.m., Saturday, December 18, in the Old Gym.

The CD features five individual performers, a duo, and a group—all playing music that they wrote themselves.

Admission is \$6 per person, or \$5 if you bring a canned good.

The proceeds after expenses

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The tabletop version of the new Hampden Bronco. Photo by Kevin Bennett.

Superintendent's Report:

Project update, Hampden Academy re-use, and other topics

By Rick Lyons, Superintendent of Schools, MSAD 22

The Hampden Academy construction project is going very well. The concrete footings and foundations have been completed for the entire building, and about half of the building—the classroom wing, the physical education and wellness areas, and the multi-purpose room—will be closed in so that work can proceed during the winter.

The “topping off” celebration took place on November 30, when the contractor ceremonially put the last steel beam in place at the southwest corner of the new building. During the previous day, the beam was signed by hundreds of SAD 22 students and staff members.

* * *

We are laying the groundwork for a capital campaign that will allow us to incorporate what I classify as “desirables” into the new Hampden Academy.

These are items that we believe

would greatly enhance the facility, but are not included in the state and local funding equation. Examples of desirables include additional tennis courts, additional lanes for the track, a grand piano, art work, and science equipment.

* * *

As construction of the new facility progresses, the district is working hard to determine what we should do with the existing facility.

The SAD 22 Re-Use Committee met in a collaborative workshop with Hampden municipal representatives on the evening of November 30 to discuss the legal, educational, and economic development issues involved.

Rob Nadeau, an attorney for Drummond Woodsum, donated his time to explain the legal issues. At the risk of oversimplification, the SAD 22 Board of Directors must decide whether it wants to

retain any or all of the property for educational uses; if not, the district must offer the property to the Town of Hampden before it can dispose of it in any other way. Demolition of the property by the district would require a referendum of SAD 22 voters.

The ensuing discussion of what should be done with the existing buildings and who should do it was wide-ranging and frank. A report on the discussion appears on page 1 of the Link-22.

A community public forum on the question will be held on January 18 at the Hampden Academy library at 6:00 p.m. The public is encouraged to attend. The SAD 22 Re-Use Committee will meet with municipal representatives again on January 27, 2011.

* * *

We have already started talking about the composition of the 2011-2012 budget.

This year's budget includes \$464,000 of federal stimulus funds that won't be available next year, and we expect that state aid will be about \$200,000 less for 2011-2012. We also expect substantial reductions in Medicaid funding, which means SAD 22 is facing a total revenue shortfall of approximately \$800,000.

* * *

We will be negotiating this year with the two bargaining units that represent the professional staff (teachers and other certified staff members) and the support staff for SAD 22.

* * *

Finally, I hope to see a good turnout of SAD 22 residents at our January 18 public forum on the re-use of the existing Hampden Academy. If you have suggestions but are unable to attend, you can call me at 862-3255 or email me at rlyons@sad22.us.

Estimate for demolition, building improvements: \$1.5 million

A preliminary analysis of the existing Hampden Academy building has concluded that the only parts of the structure that are worth saving are the original 1843 building, the science wing, and the Skehan Center.

The report, prepared by Northeast Building Consultants and Bates Environmental, estimated the total cost of preserving those three parts of the building and demolishing the rest at just under \$1.5 million.

The breakdown of the estimate

is as follows:

- Hazardous materials abatement (removal of asbestos floor tiles and two underground oil tanks): \$234,500.
 - Demolition: \$524,235.
 - Building improvements:
 - 1843 Building: \$96,483.
 - Science Wing: \$308,520.
 - Skehan Center: \$61,425
 - Site improvements: \$308,520.
 - Advertising and legal costs and Clerk of the Works: \$13,500.
- The Hazardous materials abate-

ment includes removal of asbestos floor tiles and two underground oil tanks.

The building improvements include repairs that will be required after adjacent structures are demolished.

The site improvements are primarily filling in the holes, landscaping, and construction of two parking lots.

All figures except for legal costs and the Clerk of the Works include a 10 percent adjustment for contingencies and another 10% adjustment for fees and services.

Assistant Superintendent Emil Genest said the consultants recommended retaining the science wing because it has received a number of recent improvements, including installation of a new roof and removal of asbestos floor tiles, and because it has the boiler and oil tank that is used to heat the 1843 building.

The report was presented to the SAD 22 Board of Directors at its meeting on December 1. It will be discussed in more detail at the board's December 15 meeting.

SAD 22, Hampden officials discuss re-use opportunities

(Continued from page 1) superintendent to find ways to raise money. Personally, I'd love to see a town square, but if we can find a way to offset the cost of education and bring in more revenue to the district, we need to do that. And we need to do it sooner rather than later."

For example, Superintendent of Schools Rick Lyons said if SAD 22 were able to take advantage of Hampden Academy's new state-of-the-art performing arts center and develop a performing arts program that served 25 local students and 100 tuition students, the district would receive significant revenue on

an annual basis. The Superintendent noted other regional programs will be explored for possible relocation.

Kelly Bickmore, SAD 22 board member and chair of the Re-Use Committee, said the students should be learning foreign languages in the primary grades, and parents in the district want SAD 22 schools to offer Mandarin Chinese.

"In the best of all worlds, we'd have our kindergarten students learning French and Spanish," she said. "Instead, we're cutting and chopping middle school foreign language, which is something we really

believe in. We have to raise other money to support our school."

In addition to councilors Arnett and Brann, the town was represented by town manager Sue Lessard, town councilors Jean Lawlis and Kristen Hornbrook, and town attorney Peter Lowe.

SAD 22 representatives included Mr. Lyons, assistant superintendent Emil Genest, and board members Tim Pease (board chair), Kelly Bickmore (Re-Use Committee chair), Martha Harris (Building Committee chair), Cindy Mitchell, Tanya Pereira, and Mr. Cox, along with Rob Nadeau, a Portland attorney who specializes in school law.

Mr. Arnett said he was impressed by a multi-use plan for downtown Hampden that was suggested in WBRC's initial design proposal for the Hampden Academy project.

"That was a terrific idea," he said. "It was just a question as to who would do that development. It seemed to me it was much more logical for the town to do that with one developer. It was a vision for the entire property, with elements of residential, retail, and business. I think the key is finding a developer who is excited about that opportunity, sees a way to make money on that opportunity, and wants to get it done."

Ms. Lawlis said she would like to see the Hampden Academy site developed into "a revitalized town center where people can get a cup of coffee, do a little shopping, visit with neighbors, sit on a park bench, and see the river. We really don't have much of a downtown."

Town manager Lessard said when people were initially lobbying for the new Hampden Academy, it was described as a different type of project with the school located in the middle of the community, that would engender additional development in the community and bring together a lot of elements beyond just a new high school.

"This was going to be a model of cooperation and community expansion and development," she said. "What I hope comes out of this is something that actually does that. What I would not want to see is the entire 26-acre site with another school that adds no tax value, no development opportunities, no additional business, and no anything to further define the center of the community. That would not be what we all went to bat for in the beginning."

Mr. Nadeau, who donated his time, helped to facilitate the discussion. He opened the session with a presentation on what Maine law

(Continued in next column)



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Hampden Academy project

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education program created a video recording of the event, while students in the music technology class assisted with the sound system equipment.

Following the speeches, the beam was hoisted into position and bolted in place by construction workers. Afterwards, construction workers and guests were invited to a luncheon at Reeds Brook Middle School.

(An entry on the Hampden Academy Building Project Phase II page of the SAD 22 website describes the topping off ceremony as follows: "The topping off ceremony [also called a topping out ceremony] has obscure origins but has apparently been performed since the seventh century and was originally related to timber-frame structures. The tradition most likely comes from Scandinavia, and the placing of the last or highest beam is frequently accompanied by the erection of an evergreen tree atop the beam. This symbolizes the workers' respectful recognition of nature's sacrifice to the building process and/or new growth embodied in the building. In early Scandinavian times, people also erected this tree to appease their tree-dwelling ancestors who had been displaced in the building process. The luncheon that traditionally follows the topping off is a celebration of the steel workers' contributions in creating the framework for the building.)

Assistant Superintendent Emil Genest said the project is about \$4.7 million below budget, reducing the amount of state funding required for completion of the project from \$50.1 million to \$45.4 million. The local share has remained steady at \$6.175 million.

The district is also planning a \$2 million capital campaign to fund a series of add-ons, including an upgrade of the all-weather track from six lanes to eight lanes, two additional tennis courts, a grand piano, art work, and additional science equipment.

The two additional lanes for the track have been added to the Phase I site work project because it would have been prohibitively expensive to add them after the fact.

Re-use ideas

(Continued from preceding page)

says about closing a school that is being replaced by a new building.

He said a number of alternatives are available to SAD 22, including:

- Continue to use all or part of the building for educational purposes.:
- Demolish all or part of the building and use the site for educational purposes.:
- Lease the building for any type of use so long as the Board of Directors determines that there is a reasonable likelihood that the district will need it in the future for educational purposes. The term of the lease cannot exceed four years.:
- Transfer or sell all or part of the property, but only after first offering it to the town of Hampden.

Because the school is being closed and replaced by a new school, any

income from lease or sale by SAD 22 would have to be used to retire the debt on the new building. That requirement would not apply if the property is transferred to the town and then leased or sold.

In response to a question, Mr. Nadeau said "educational purpose" isn't defined in the statute. Asked if an innovative school or magnet school operated by the University of Maine would qualify as an "educational purpose," he said it would probably depend on whether the school served SAD 22 students. A school operated independently by the university that benefited SAD 22 only financially might not qualify; however, if SAD 22 were to operate the facility by contracting with the university, it probably would qualify. He said SAD 22 could also operate an innovative or magnet school by entering into an interlocal agreement with neighbor-

ing school districts.

If SAD 22 keeps the building for educational purposes, it would be responsible for any operating and maintenance costs as part of the regular district budget. If the building is turned over to the Town of Hampden, the town would be responsible for those costs.

Mr. Nadeau agreed with Mr. Lowe that there are some ambiguities in the statute, but he said it was pretty clear that the SAD 22 Board of Directors has broad discretion to retain part of the property and dispose of the remainder. He added that if there were questions about statutory language, the district could ask the Legislature for private and special language, but preferably if everyone agreed on the planned course of action.

In two areas, the discussion resulted in widespread agreement among both town and school officials.

Remarks on the last beam

By John Wilson, Junior, Hampden Academy

Hampden Academy. When I hear someone say those words I think of tradition, greatness, and a commitment to excellence. It is imperative that these three things will be carried on to our new school. With a state-of-the-art facility, a great staff and student body, this community will see an even better Hampden Academy. I think everyone will be surprised to see what we can do when we put it all together. Hampden Academy can continue to excel in athletics, academics, and the arts. Our drama and music programs will be even more outstanding as they move into a great new venue. We will see a growth of current clubs along with new clubs forming. There will be something for everyone. We will see an increase in respect for the environment students and staff work and learn in.

With the placement of the final steel beam, the structural framework of our new school will be in place and our vision will come to life. As we celebrate this historic moment, let's not forget the memories of the old Academy

that so many generations of us have. The memories that are in our trophy case of our success in athletics and the arts, the memories of our academic achievement and being pushed to strive for more. The memories we have of the mornings, waiting in the old gym for the bell and the many more memories that come throughout the day. Although we may feel sad as we think about the school we are leaving behind, we must feel excitement for the school we are moving into. It is essential that these memories can somehow be transferred to the new school.

As a student of Hampden Academy, I am in awe of the great work that has been done. Hampden, Newburgh, and Winterport are full of historical landmarks, the old Academy being one of them. But we have been waiting for a new school for many years. It has taken a lot of people and hard work to get to where we are today. Let's make history with this new school, and a brighter future for the students and faculty of Hampden Academy.

However, site work for the two additional tennis courts won't begin until the needed funds have been raised.

Mr. Genest said SAD 22 is working collaboratively with the Town of Hampden to develop a cross country/nature/nordic skiing trail for recreational use on a piece of town-owned property that abuts the Reeds Brook Middle School property.

He said a grant request is being prepared to fund construction of the trail.

Mr. Genest said that Sargent Corporation was about two weeks ahead of schedule on the Phase I site work. Sargent crews have placed the binder pavement on all of the traffic and parking areas, including the new road that connects the new Hampden Academy with Reeds Brook Middle School.

The Sargent crews will return in the spring to work on the athletic fields.

About 65 to 70 of the 155 geothermal wells have been drilled so far, and the remainder will be drilled next year. The geothermal field will not be available until 2012, but that will not delay the overall project.

Mr. Genest said the new softball field between Reeds Brook and McGraw will probably be ready for the spring season of 2011.

"Sargent crews were able to work on the field early, and fall was a good planting season," he said.



Sculptor Forest Hart with a clay model of the new Hampden Bronco. Photo by Kevin Bennett.

70 tabletop bronzes of new Bronco for sale

(Continued from page 1)

opportunity to assist in creating the monument, which includes building the armature, sculpting in clay, and making a rubber and plaster mold.

- You will be presented with an illustrated book titled "Creating the Hampden Bronco," which will record all the steps from start to the dedication.

- You will have made a substantial contribution that will be appreciated by many generations of Hampden Academy students and will be part of the Academy's history.

Individuals who would like to view the tabletop Bronco can see it in Principal Yehle's office at Hampden Academy.

The tabletop Hampden Bronco sells for \$2,600, which includes a tax-deductible donation of \$1,500 that will help finance the monument. The check should be made payable to MSAD #22 and addressed to:

MSAD #22
Forest Hart
105 Raven Road
Monroe, ME 04951

One area was that the discussion itself was valuable and productive; the other area was that while a decision shouldn't be rushed, it should be made sooner rather than later.

"I've really enjoyed this conversation," said Mr. Lyons. "It's the first time when we've come together to put the cards on the table. We need to do this in a timely fashion. Sue [Town Manager Susan Lessard] is right that we can't put the operations and maintenance burden on the taxpayers. I want to thank people for being candid and open and sharing; I think it's been a very constructive conversation."

Mr. Arnett agreed. "On behalf of town contingent, I'd like to compliment Rick on his openness and his invitation," he said. "We've had a good open conversation. We look forward to making the best decision we can make collectively for the use of this property."

Benefit for Bill Burke raises \$10,000

A spaghetti dinner, raffle, and auction last month raised more than \$11,000 to benefit longtime athletic and community volunteer Bill Burke and his family.

Bill lost his hearing without warning last August while working the night shift in the Finishing and Shipping Department at the Verso Paper mill in Bucksport.

The funds will be used to help pay for cochlear implants to restore Bill's hearing. Bill visited the Massachusetts Eye & Ear Infirmary in Boston on November 18, where he learned that he is a candidate for the implants in both ears.

Bill said the implants will cost about \$100,000 per ear, of which his health insurance will pay 90 percent.

The benefit dinner, which was held at Jeff's Catering in Brewer on November 7, was organized by Becky Bunker and Jeanette Evans, who work in the main office at Hampden Academy. There were over 60 items that were raffled or auctioned at the dinner. A special thank you to Amanda Gamble Burke, Judy Gamble and Laura



Bill and Marti Burke

Norris for their instrumental help with the raffle and auction.

They said Bill and his wife Marti have been involved in community athletics for 25 years.

"Their youngest graduated from Hampden Academy three years ago, and they're still involved in Project Graduation, athletics, and community events," Becky said.

Bill is also active in the Hampden Academy Boosters, serves as treasurer of the MSAD 22 Education Foundation, and is a member of the

committee that is studying reuse alternatives for Hampden Academy.

Bill graduated from Hampden Academy in 1975. Including his children, five generations of his family have attended Hampden Academy.

While at Hampden Academy, he played basketball and football. He later coached JV basketball.

Bill has also been involved with the Eastern Maine Basketball League, which provides a 10-game schedule and tournament for grades 5-6 and 7-8. He has also coached AAU basketball.

Bill said his hearing loss occurred suddenly in late August while he was work at the Bucksport mill, where he loads giant rolls of paper into rail cars and tractor trailers.

He said that around midnight he started having a hard time hearing the lower-frequency sounds from the motor of his fork truck. When a co-worker approached him and started speaking, the man's voice sounded very metallic.

Bill then started having a hard time hearing his own voice, and he asked one of the guys at work to drive him to the hospital.

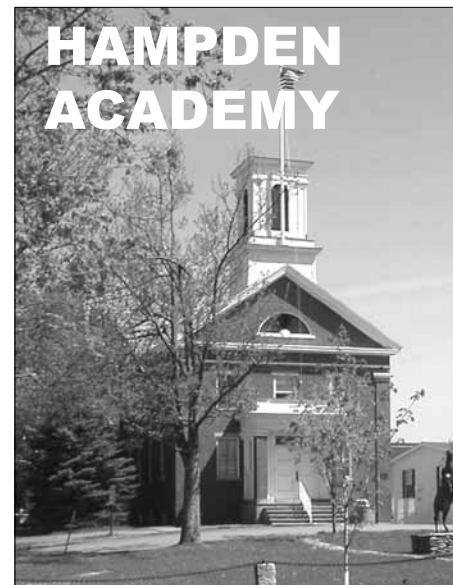
By 2 a.m., his hearing was completely gone.

Bill says he can't hear anything at all.

"Just silence," he says. "When they say silence is golden, I say no. And closed captioning isn't all it's cracked up to be, either."

After the dinner, Bill composed a statement to express his appreciation to all involved.

"I can't begin to tell you how grateful my family and I are for the overwhelming support we



experienced at the fundraiser," he said. "It was hard and humbling to be on the receiving end, but appreciated more than we can express. We want to thank everyone who participated, including those who planned, gave, attended, bussed tables, donated, put up posters, and just made us feel loved."

Becky said the organizers were more than happy to help Bill and Marti in this manner.

"Bill and Marti have given and given for 25 years to the community," she said. "We're just giving a little back."

Twelve Hampden Academy students worked at the dinner. They were John Wilson, Katelyn DeRaps, Helene Sherburne, Logan Huston, Michaela Stephenson, Kate Parsons, Kent Reichel, Ellie Webb, Ethan Burke, Michael Skarka, Cameron Libbey, and Evan Piccirillo.

People interested in helping the Burke Family can send checks to Hampden Academy, Attn: Becky Bunker, 1 Main Road North, Hampden, ME 04444.



There were two sittings for the spaghetti dinner, and both were full.

13 AP Chemistry students interact with UMaine students, pros at 'Chem Fest'

Thirteen students from Bill Leathem's AP Chemistry class at Hampden Academy attended Chem Fest at the University of Maine on November 2 and enjoyed the opportunity to interact with UMaine professors and students through a

series of hands-on experiments.

The experiments, led by UMaine students, included:

- Mixing sodium silicate and alcohol to create a polymer that was used to make a bouncy ball.
- Making ice cream by mixing the

traditional ingredients (cream, sugar, flavoring) and then adding liquid nitrogen. As the mixture is stirred, the super-cold liquid nitrogen (-175 degrees C.) freezes the ice cream while emitting enough vapor to create the appearance of a witch's cauldron. The vapor is harmless, as it quickly becomes part of the atmosphere, which is already 78 percent nitrogen.

- Mixing cornstarch and water to create a "non-newtonian fluid" called oobleck. Push down gently on the ooblek, and your finger sinks right in; push down hard, and it turns into a solid. Pick it up in your hand, it feels like a solid, but as soon as you stop squeezing it, the ooblek runs through your fingers and becomes a liquid again.

- Creating a "tear-apart" aluminum can by scratching the thin polymer lining inside the can that prevents the acid in the soda from reacting with the aluminum. When a mild acid is poured into the can, it will react with the aluminum, making the can easy to tear apart.

Chem Fest also included a guest speaker, Al Hazari, a professor at the University of Tennessee, who spoke on "Chemistry and the Comics."

About 100 high school students and teachers from around the area attended Chem Fest, which ran from 4 to 8 p.m..

Mr. Leathem said the Hampden Academy students seemed very excited about what they had seen and heard during Chem Fest.

"It was a really upbeat event," he

said. "The students learned something, they were entertained, they were fed, and they got a chance to interact with a number of different levels of academia—undergraduates, graduate students, professors, and a visiting lecturer."

Jennifer Lillieholm, a senior, said she enjoyed seeing how the chemistry labs at UMaine are set up and what students were like.

She also enjoyed Dr. Hazari's presentation because he showed that "science can be related everywhere."

Carl Hanson, a senior, said he enjoyed the liquid nitrogen ice cream—both watching it being made and then eating it. He also said the demonstrations helped him find more connections for chemistry, as he "could see how things are demonstrated in a different way."

Mr. Leathem said the Chem Fest demonstrations will help his AP Chemistry students prepare for their annual spring road show, which they will work on after they take the Advance Placement test in May.

He said the students will each have to develop a demonstration to present to a class of 4th graders. In past years, the students have taken the show on the road to Smith School and invited students from Weatherbee School to visit the chemistry lab at Hampden Academy.

Mr. Leathem said the AP Chemistry students "have to make sure that their demonstrations produce an Oh-Wow, Gee-Whiz reaction, and they have to be able to explain it to a 4th grader in chemistry terms."



The Harlem Superstars had a height advantage against the SAD 22 Dream Team.

Harlem Superstars vs. SAD 22 Dream Team raises \$2,300 for 'Great Body Shop' curriculum

The Harlem Superstars, a talented, highly-skilled comedy basketball team, faced off against the SAD 22 Dream Team in a benefit basketball game at the Hampden Academy New Gym on November 15.

The game, which was sponsored by the SAD 22 Wellness Team, raised about \$2,300 for the Great Body Shop Health Curriculum.

The Dream Team included Nancy Poulin, Andrea Lee, Bill Hodgdon, Sharon Baker, Marcus Nadeau, Kurt Mathies, Jason

Lundstrom, Matt St. Pierre, Regan Nickels, Karyn Field, Ann Moody, Bryan Campbell, Brian Lee, Gabrielle Schrage, and Sarah Barnard. Daryl Coulliard was the coach. The referees were Rick Lyons and Emil Genest, and the announcer was David Haggan.

To view a videoclip of the event, go to the Hampden Academy page of SAD 22 website (www.sad22.us) and click on "Harlem Superstars at HA" in the Bronco News & Events column.

HA physics students tour UMaine Engineering Dept.

Hampden Academy physics teacher Jack Merrithew took 39 of his college prep and AP physics students to see the Engineering Department at the University of Maine in mid-November.

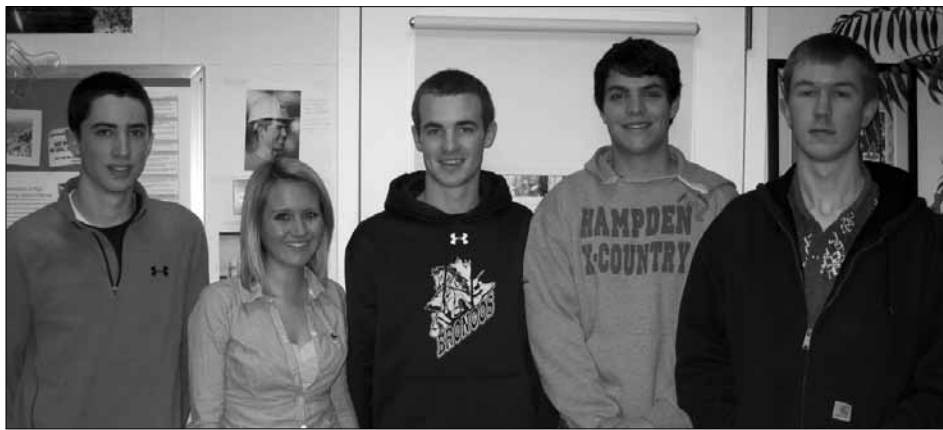
It was a very good day all the way around.

The university paid for the bus, the food, and some Engineering Department t-shirts that were awarded as prizes.

The students were able to meet individual professors and tour the labs in several engineering disciplines.

And as the group was leaving, Scott Dunning, dean of the School of Engineering Technology and a Hampden resident, presented Mr. Merrithew with three \$1,000 scholarships for Hampden Academy seniors.

Mr. Merrithew said he has nominated Jacob Ward, Taylor Plaisted, and Zachary Taylor for the scholarships. For all three students, the University of Maine will waive the application fee, and if they matriculate in the fall, they'll get a credit of \$1,000 on their tuition bill.



From left: Nathan Thurston, Blakelee Jordan, Jacob Ward, Ethan Burke, and Zachary True.

Mr. Merrithew has been taking students on field trips to the UMaine Engineering Department for a number of years, but he said this was the best trip he's ever led.

"In the past, we mostly observed," he said. "This visit included a lot more interaction."

He said students were able to play chess against a robot in the electrical engineering lab. In another part of the lab, researchers were developing sensors that would allow people in a building to remotely turn off their

stove, dryer, and other utilities.

"The department had a much better display of research, with exciting things to show the students," he said.

Jacob Ward, a senior who plans to study engineering at Maine, said he enjoyed the composite lab at the Advanced Structures and Composites Center, but he admitted that he might be biased, since he works there three afternoons a week as a student research assistant in the offshore wind generation program.

Zachary True, another prospective UMaine engineering major, said he also enjoyed the composites lab, but for other reasons.

"They have a lot of interesting stuff there—the bridge in a backpack and blast-proof tents for the armed forces."

The bridge in a backpack uses an inflatable form which hardens when a resin is inserted. Fill it with concrete, and the result is a bridge strong enough to carry truck traffic.

Zachary says the blast-proof tent "is a really simple structure, but it keeps troops safe from fragments."

Nathan Thurston enjoyed the electrical engineering lab, where he played chess against a robot.

Ethan Burke said he was im-

pressed by the composites lab.

"They have the resources there to build almost anything you could imagine," he said.

He liked the blast-proof tent because of its potential to offer immediate benefit to the troops.

"It's really cool to do something that is needed right now," he said. "That's usually what moves technology forward—a problem that needs to be solved, they find the solution."

Nathan and Ethan also plan to study engineering at Maine.

Blakelee Jordan said she was more interested in biological and chemical engineering.

She said both of those fields focus on recycling resources. She said UMaine researchers are looking at ways to extract sugar from the pulp and papermaking process and use it to feed bacteria that they are using for bioengineering.

Blakelee said she's not sure what she wants to study. She may choose journalism or law, but if she chooses engineering, she'll plan on attending UMaine.

Mr. Merrithew said that Dr. Dunning led the students in a game at the end of the session to see how much they had learned. Jacob, Zachary, Nathan, Ethan, and Blakelee were the five winners and were awarded Engineering Department t-shirts.

Mr. Merrithew says he's a longtime fan of the University of Maine Engineering Department, which he says offers as good an education as anywhere in the U.S. for one-fourth the cost.

"I've never had a student go there and say they regretted it," he said.

He estimated that 30 or 40 Hampden Academy graduates are currently majoring in engineering at UMaine.

Music Tech class CD Release party

(Continued from page 1)
(recording and duplication fees) will be donated to local charities to help families in need for the holidays.

The performers, all Hampden Academy students, are Beyond Goodbye (Jen Fortin, vocal; Dylan Hotham, bass; Steven Cormier and Chris Francis, guitars; and Sam Copley, drums), the duo of Christin Casavant and Tim Coston, and Emily Guillow, Samantha Utect, Lucas Holmes, Breanne McIntyre, and Jimmy Sargent.

Pat Michaud, music teacher at Hampden Academy, said the

performers were chosen from nine groups that auditioned.

The recording sessions were held at Main Street Music Studios in Bangor, which is owned by Andrew Clifford of Green Tank Productions.

Mr. Michaud said his Music Technology students were able to spend five sessions with Mr. Clifford in the studio, learning the basic components of recording and how to capture sound in different ways. Students also spent class time becoming familiar with Pro Tools, which is state-of-the-art software in the recording industry.

HA senior presents poster on summer research project at UMaine conference

Jennifer Lilieholm, a senior at Hampden Academy, presented a poster about her summer research experience in Costa Rica at the Experimental Program to Stimulate Competitive Research (EPSCoR) state conference November 8 at the University of Maine.

Jennifer's poster was on display at the conference, which was held at the Wells Conference Center. During the luncheon, she was available to discuss her research and answer questions.

Assisting Jennifer in her presentation were Serena Morris, the science teacher at Hampden Academy who led the trip to Costa Rica, and her dad, Robert J. Lilieholm, associate professor, School of Forest Resources at UMaine, who was one of the organizers of the EPSCoR program.

Jennifer was able to get high school science credit for her research in Costa Rica, in conjunction with her presentation at EPSCoR.

Jennifer's research involved spending a week and a half last June at the Pacuare Nature Preserve working with researchers on leatherback turtle conservation.

The Pacuare Nature Preserve, which is located in a remote area of the Caribbean coast of Costa Rica, north of Limon, is the fourth most important nesting site for leatherback turtles.

Jennifer said researchers and students at the site went out every night on turtle patrols to monitor

the mother leatherbacks as they arrived at the beach, dug their nests and laid their eggs. Often the team would relocate the eggs to protect them from beach erosion and hide them from poachers.

The researchers and students also monitored nests after the eggs hatched, counting the eggs and checking the eggs that didn't hatch to determine whether the problem was caused by a bacteria, fungus, or predator. All the data including stu-

dent research data, adds to an international data base that monitors and develops management practices based on the findings.

In addition to Jennifer and Ms. Morris, the group included four Hampden Academy students—Caitlin Swalec, Katie Harris, Kara Sass, and Kylee Parker, freshman—retired Spanish teacher Donna Gilbert, and two students from John Baptist Memorial High School.

Jennifer said the biggest value of

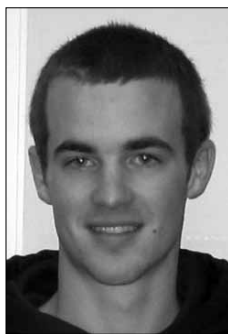
trip was being able to see scientists actually doing science, collecting data as turtles came on to the beach.

"We hear about science jobs in class, but in Costa Rica we could see them in action out on the beach," she said. "It was fascinating to realize that you can actually make a living doing that, and you can help, too. The turtles that you look after can come back next year and lay new eggs, and maybe the species won't be endangered any more."

Jacob Ward's challenge: to make Windstorm Challenge competition fun, so high school students will do the math and write business plans

A Hampden Academy senior is trying to enlist Maine high school students in the effort to develop Maine's deepwater wind generation capacity.

Jacob Ward has been developing the Windstorm Challenge, a competition for high school students to design, build, and test a scale model for a floating wind turbine.



Jacob Ward

In October, Jacob made a presentation about his competition at the Maine Deepwater Offshore Wind Conference in Northport.

He says the Windstorm Challenge is aimed at all high school students, not just those interested in science and math. He says the competition will also require a business plan, in addition to the scale model, so that the contestants can sell their proposal as well as build it—and that will require someone who can write.

Jacob has been working as a student research assistant in the University of Maine's Advanced Structures and Composites Center, under the direction of Dr. Habib Dagher.

The Windstorm Challenge is part of the center's education and outreach program.

"It's not just about wind energy," Jacob said. "It's also about getting students interested in engineering."

Jacob started working at the lab

two summers ago. He also worked at the lab last summer; this fall, he started working three afternoons a week.

He plans to attend UMaine next fall and study mechanical engineering.

He says the biggest challenge in designing the competition is to make it interesting to high school students.

"It will require a lot of hard work, especially in math, but I want it to be fun," he said. "I don't want to discourage students because of the math; rather, I want people to do the math and see how it makes everything work. Similarly, I don't want people to say they don't want to do it because they have to write a business plan. Rather, we want them to realize that a business plan is important."

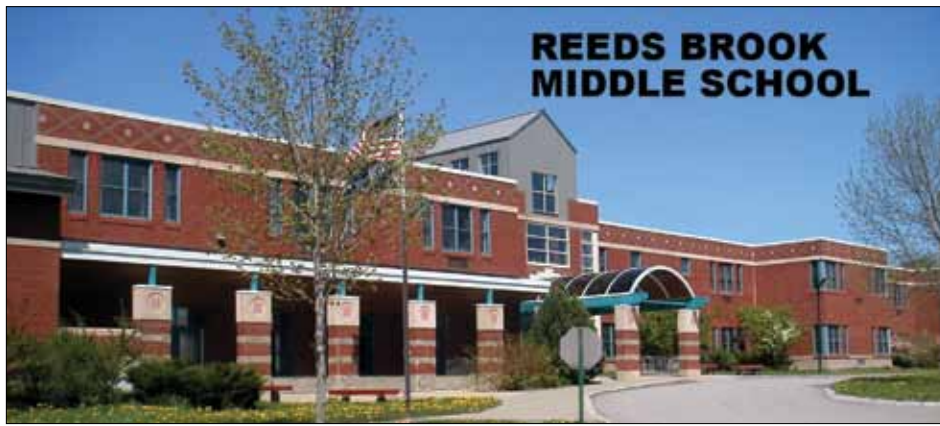
Math, reading interventions now part of Flex Time at Reeds Brook

Reeds Brook Middle School has revised its schedule to create a 25-minute period every day called "Flex Time" that can be used for math and reading interventions and enrichment activities, depending on students' needs.

Flex Time allows students who need extra help in math or reading to get it without being pulled out of another class.

In Reeds Brook's six-day schedule rotation, two days are designated for each grade level as "math days," and two days are designated as "reading days."

On the math days, all of the math teachers are available during Flex Time to help students who need math interventions. On reading days, all of the language arts teachers are similarly available. On the other days, Flex Time can be used for physical education intervention, enrichment activities, leadership activities, or just having fun.



Principal Thom Ingraham said the idea for Flex Time grew out of last year's experience, when Reeds Brook decided to provide math interventions to any student who needed it.

"We ended up pulling students out of exploratory classes two times a week," he said. "Also, it didn't help students who needed enrichment activities, and we didn't have enough staff available

to work with everyone who needed help."

The solution was to create a period during the day when the entire school was available for either interventions or enrichment. That became Flex Time.

How did Reeds Brook find the 25 minutes that are now used for Flex Time?

"We stole it," Mr. Ingraham said. "We started the school day 10

minutes earlier and we took three minutes from of each class period. That added up to 25 minutes."

Students who aren't getting interventions on math days are assigned lessons on Skills Tutor, an on-line service that provides thousands of math lessons with animated graphics and spoken words. The student gets the lesson, followed by a series of test questions. If the student answers the test questions correctly, Skills Tutor moves on to a new lesson. If the test questions aren't answered correctly, Skills Tutor provides the instruction in a different way.

On reading days, students who aren't receiving interventions have sustained silent reading time.

Mr. Ingraham says the Reeds Brook PLC Data Team played a key role in getting Flex Time up and running.

"We're figuring it out as we go," he said. "This week, everybody is starting to feel that it's working."

'Rocket Project' teaches 8th graders about Newton's third law of motion

Newton's third law of motion states that for every action, there's an equal and opposite reaction.

That's why 8th grade science students at Reeds Brook Middle School were able this fall to send a batch of air-powered rockets soaring more than 100 meters across the Hampden Academy soccer field and into the woods beyond.

Science teachers Rob Burke and Lori Matthews call it the "Rocket Project," and it's designed to give the 8th graders a hands-on opportunity to be creative while working with the forces of physics.

The students have to construct a rocket using a 2-liter soda bottle, packaging tape or duct tape, and other scrap materials. They have to make a nose cone to make the rocket aerodynamic and reduce friction, and they have to add fins to help the rocket fly straight.

The rockets are propelled by compressed air, which is pumped into the soda bottle at a pressure of 80 psi (pounds per square inch). By contrast, an automobile tire is usually inflated to about 30 psi.

The students work in teams. They design and build their rockets and then test them, using Mr. Burke's launcher, which has its own



8th graders demonstrate Newton's third law of motion during the final day of the "Rocket Project."

compressor. They usually make at least two or three rockets, and sometimes more, before they're ready for the final launch.

"It's a trial-and-error process," says Mr. Burke. "Some students want to put wings on their rockets. They find out pretty quickly that rockets aren't airplanes, and that wings add way too much friction."

One of the things the students discover as they test their rockets is that they don't go very far unless

the soda bottle is partly filled with water.

Mr. Burke says the rocket is powered by compressed air, but the water provides the mass that goes in the opposite direction.

"The compressed air pushes the water out of the bottle, like a spray," he says. "If there's no water, the rocket will travel only a short distance, because the mass of the air coming out is relatively small compared to the mass of the rocket."

By contrast, the mass of the water is much greater than the mass of the 2-liter soda bottle, so the rocket travels a great distance in the opposite direction."

Mr. Burke says the Rocket Project provides a classic demonstration of Newton's third law—for every action there's an equal and opposite reaction.

"The action is that water is being forced out of the rocket," he says. "The reaction is that the rocket goes forward."

The challenge for the student is to balance the mass of the water compared to the mass of the rocket. If there's not enough water, the mass won't be sufficient to propel the rocket the desired distance. If there's too much water, the compressed air won't push it out with enough force to propel the rocket.

At the end of the project, the classes have a final blast-off, where they go outside and find out which team has the best rocket.

This year, the winning rocket traveled well over 100 meters, zooming out of the soccer field and into the woods. A number of other rockets weren't far behind.

"The rockets are pretty impressive," says Mr. Burke. "They make a large swishing sound, and they produce a large plume of spray. If you're standing directly behind it, you can get sprayed with water, and sometimes it's mixed with mud."

6th grade team experiments with PE intervention at Reeds Brook

Everyone agrees that physical activity is important for growing children, but how can it be included in an already overcrowded school day?

At Reeds Brook Middle School, the answer is through a variety of extra-curricular, intramural, after school, and intervention activities.

"We're working to offer our students more healthy activities, including intramurals," says Principal Thom Ingraham.

SAD 22 wellness coordinator Kerrilyn Marzullo currently offers an after school intramural program two days a week, assisted by physical education teacher Andrea Lee.

The activities vary from week to week, and the schedule depends on when Ms. Marzullo is available. On some days, the students play regular team sports like basketball and volleyball; on other days, the

program may offer something different, like capture the flag.

"The idea was to offer students who weren't involved on a school team some type of physical activity a couple days a week," Mr. Ingraham says. "On some nights, we have 40 students here after school."

During the period between the winter and spring sports seasons, Reeds Brook has a formal intramural program with a stipended position that operates every day.

In November and December, about half of the student body at Reeds Brook participates in the annual ping-pong tournament. Eight tables are set up in the cafeteria, and for five weeks, students compete by grade level two days a week. In December, the competition intensified until a school champion is crowned.

This fall, the 6th grade team decided to try using one of its Flex Time periods for a physical education intervention. Half of the 6th graders tried yoga during Flex Time on one day, while the other half tried yoga during Flex Time on another day.

The initial PE intervention included the entire 6th grade. Eventually, the goal is to offer individual PE interventions to students who have been identified as "at risk" through the fitness tests that are administered during 4th and 5th grades.

Mr. Ingraham said some students find physical activity through clubs.

For example, 7th grade language arts teacher Julie Michaud has a Wii Dance Dance Revolution club that meets once a week after school in her classroom all year long.

Wagner Middle School gets new sign at entrance to school grounds

Wagner Middle School has a new sign at the entrance to the school grounds on Mountainview Drive.

The sign was made during the summer by Caron Signs of Hermon, which was formerly owned by Winterport residents Michael and Jeanne Caron.

Dan McQuilken, a Winterport mason, constructed the brick pillars that flank the sign and hold it in place.

The sign is illuminated by a solar-powered light, which collects enough energy during the day to light it up at night.

Wagner lost its sign close to two years ago when the old sign was knocked down after being hit by a car.



These 6th grade students planted tulips under Wagner Middle School's new sign.

28 essays by Wagner 8th graders posted on youngest triathlete's website

Sixteen-year-old Hunter Lussi of Kensington, MD, who became the youngest person ever to finish an

ironman triathlon at age 13, has a website where he urges young people to get off the couch and adopt a

healthy lifestyle.

The website, americastriforhealth.com, has a new section, "Cool Middle Schoolers," where Hunter has posted 28 essays by 8th graders at Wagner Middle School.

The Wagner students had visited Hunter's website as part of an assignment for their 8th grade health class, taught by health and physical education teacher Sharon Baker.

The website told of Hunter's transformation from a chubby couch

potato who wasn't very active or healthy to a dedicated triathlete who is now on a crusade to improve the health of people across the country.

Erica Farrar, 8th grade language arts teacher, asked the students to write a reflective piece on Hunter and his website, and when Ms. Baker attended the annual conference of the Maine Association for Health, Physical Education, Recreation, and Dance at the Samoset Resort in Rockport, she took copies of the essays with her.

Hunter was a special guest at the conference, where he kicked off the Fun Run on Sunday, November 7. Ms. Baker spoke with Hunter and gave him the essays. Hunter said he appreciated the efforts of the 8th graders and promised to read what they wrote.

"If they were willing to write the essays, he was willing to read them," Ms. Baker said.

In addition to putting the essays on his website, Hunter posted a short video of Ms. Baker talking with him about the essays.

Hunter also gave Ms. Baker copies of his new book, "America! Get Off the Couch," for all students at Wagner.



Wagner Leadership Team introduced at UMaine hockey game

Three students from Wagner Middle School were introduced on the ice at a University of Maine Hockey game to recognize their participation in the "Fuel Up to Play 60" program, which is sponsored by the National Football League and the National Dairy Council.

The students—Rosalind Keeley, Taylor Harnish, and Arich Hawes—are the leadership group of Wagner's Student Wellness Action Team (SWAT), whose mission is "to promote healthy eating and being active daily."

SWAT and the three student leaders are best known for operating a healthy snack cart at Wagner after school.

"It's really popular," says health and physical education teacher Sharon Baker, who is one of SWAT's two faculty advisors (the other is Julie Cashwell).

Rosalind, Taylor, and Arich attended a training session for Fuel UP to Play 60, which is designed to encourage healthy eating and 60 minutes of physical activity per day.

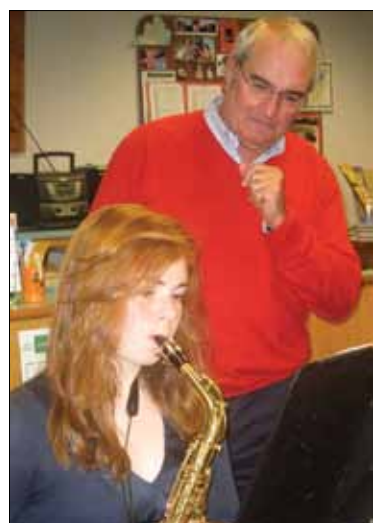
The three students brought back several ideas from the training program, including purchasing a smoothie machine, sponsoring a schoolwide activity period once a month, and sponsoring a mini-triathlon in the spring.



From left: Rosalind Keeley, Taylor Harnish, Arich Hawes.

Ms. Baker said the school would be applying for a grant fund some wellness activities for Fuel Up and Play 60.

In the meantime, Rosalind, Taylor, and Arich will continue to operate the healthy snack cart. They are also trying to recruit other students to join SWAT and participate in Fuel Up to Play 60.



Bangor Symphony Orchestra woodwind players offer master classes for saxophone, flute, and clarinet.

BSO woodwind trio presents classical concert, master classes at Wagner

A woodwind trio from the Bangor Symphony Orchestra visited Wagner Middle School on the morning of October 21, and it was a double treat for Wagner students.

The trio performed a 45-minute concert of classical music, mostly for the oboe, flute, and clarinet, but with the recorder occasionally substituting for one of the other instruments.

The musicians also talked about the history of their instruments and the music they played. Students were able to ask the musicians about the instruments they played and how they got started.

Following the recital, the musicians offered a 45-minute master class for woodwind players in the Wagner band. Students who play

the flute worked with the flute instructor; clarinet players went with the clarinetist; and saxophone players studied with the oboist.

The visit was part of the Bangor Symphony Orchestra's "Know Your Orchestra" program, which enables BSO musicians to do outreach in the community.

Both the concert and the master

class were well received by the students, who, in turn, received rave reviews from the musicians.

"The trio said Wagner was one of the best schools they've visited in terms of the audience and the questions," said Dana Ross, music teacher at Wagner. "It was a really good experience for us and for them."



Weatherbee students sign the final beam for the Hampden Academy "topping off" ceremony.

Weatherbee Singers to hold Christmas Concert December 16

The Weatherbee Singers, a new vocal group at George B. Weatherbee School, will hold a holiday concert at 6:30 p.m. on Thursday, December 16 at the McGraw gym.

The group was formed last spring after music teacher Shelly Buralow arrived at Weatherbee. When she realized that the school didn't have a choral group for 4th and 5th graders, she started one.

The group meets on Tuesday and Thursday mornings before school, from 8:10 to 8:45. About 15 students participated last spring; this year, the group has grown to about 30 students.

On November 15, the group sang a Veteran's Day song, "American Tears," at the school assembly that featured the Harlem All-Stars. During that performance, Dannielle Barrett and Chloe Thurlow sang a descant solo.

The December 16th concert will feature holiday music, including "Just One Candle," "Sing with Jubilation," "Sing We Now of Christmas," and "Christmas Carol Along."

Student teacher Miss Crowley will direct "Sing with Jubilation." She has been a lot of fun to have at Weatherbee Singers, and the students will miss her when she leaves December 17.

Ms. Buralow said the Weatherbee Singers is operating as a club, since it does not meet during the school day.

M.S.A.D. #22

encourages citizens to access our web site for Board information, committee minutes, meetings, notices and agendas, and other information about our schools and school programs.

www.sad22.us

She said the parents and students are committed, because the students have to arrive at school early in order to attend rehearsals.

About a third of the Weatherbee Singers are boys.

"We have some boys who are very good singers, and very enthusiastic, too," says Ms. Buralow.

The group plans to hold a spring concert, at a date to be determined.

You can hear the Weatherbee Singers perform "American Tears" on the SAD 22 website.

Weatherbee, Smith Schools gather fitness information

For the third year in a row, George B. Weatherbee School in Hampden and Leroy H. Smith School in Winterport held a series of activities on "Celebrating Health and Fitness Day" to promote a healthy lifestyle and have a fun time while gathering data about individual fitness levels of 4th and 5th graders.

"We want kids to have a good time while we test their fitness," said physical education teacher Andy Plaisted.

Weatherbee students enjoy Computer Club for a variety of reasons

There are a variety of reasons why 4th and 5th graders at George B. Weatherbee School stay after school on Thursday afternoons to participate in the Computer Club.

The faculty advisor says some students like technology, while others enjoy some of the creative things they can do with graphic design and other computer software. Still others like the math, the programming, and the mechanical aspects of computing, such as robotics. And some enjoy the social aspect of Computer Club.

The club started off using Sketch-Up, a 3-D architectural design program. Last month, they switched to Scratch, a programming language that allows students to create animation. Future activities will include claymation, robotics, and other topics.



Weatherbee Student Council promotes greater library usage

The library at George B. Weatherbee School is a busier place this fall, thanks in part to some recommendations made by the Student Council.

Principal Regan Nickels said she wanted to increase checkout activity at the library, and she asked the Student Council for ideas.

Their first suggestion was to expand checkout hours, so that students can check out books before and after school, in addition to their regular classroom visits to the library.

In addition, the students recommended that some library funds be dedicated to purchasing books that are popular with pre-teen age readers, that multiple copies be purchased for some of those titles, and that a recently-purchased books be put on display so that students know they are available for checkout.

Student Council members also volunteered to prepare brief reviews of books they have enjoyed and to read those reviews over the intercome as part of morning announcements to generate additional interest among the student body.

Mrs. Nickels said students are taking advantage of the extended library hours, and a number of books recommended by Student Council members have been purchased. The new titles include some of the more popular adventure books, such as the *Percy Jackson* series and *Diary of a Wimpy Kid*.

She added that a display case has been ordered.

"We want to be responsive to the



Fifth grader Kate Doucette reads her book review of "My Side of the Mountain," by Jean Craighead George, during morning announcements as part of the Student Council's effort to promote greater use of the school library.

students and feed their love of reading," Mrs. Nickels said.

The suggestions about the library were made by the first quarter Student Council at Weatherbee. They are: Mychal B., Gabrielle D., Ingrid P., Tyler L., Bailey A., Alyssa R., Chase B., Cameron B., Tiffany S., Ryan S., Ashley F., Sarah C., Jarrett O., Conan H., and Maddy E.

The Student Council for the second quarter includes Chloe L., Ryleigh P., Denali E., Anna B., Tory P., Sydney H., Alexis P., Robin M., Alexandria C., Derek G., Gracie H., Ryan W., Morgan T., and Connor R.

and muscle endurance.

In the past, the testing was done in the spring, but that meant that the data quickly became dated because of summer vacation.

This year, Mr. Plaisted said the district switched to fall so the data would remain current during the rest of the school year.

He said 4th and 5th grade students are tested, because national norms exist for those age groups.



The Weatherbee School Computer Club.

Chocolate Chip Cookie trounces Sugar Cookie in Smith School balloting

In much of the country, 2010 was a bad year for incumbents.

But that wasn't the case at Leroy H. Smith School, where students once again cast their ballots on Election Day for the chocolate chip cookie.

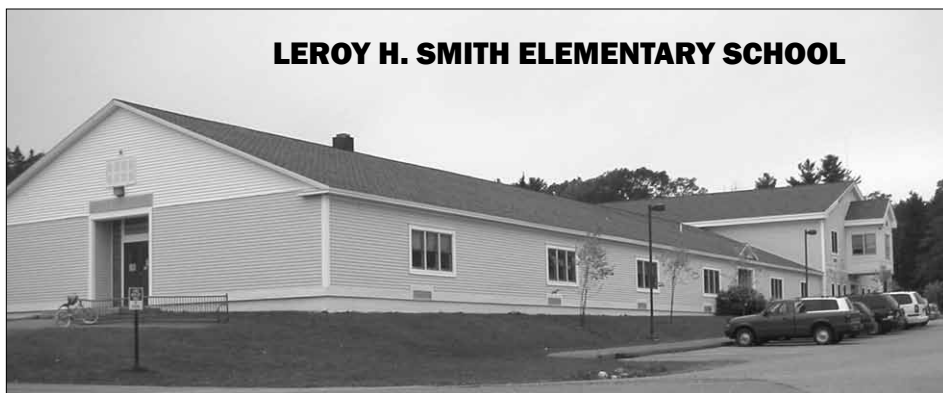
Last year, the chocolate chip cookie trounced the cinnamon roll, 181 to 118.

This year, substitute kitchen employee Brenda White, organizer of the Smith School election, thought that Mr. Chip had met its match. His opponent was the sugar cookie, and during the week prior to the election, Ms. White thought she heard a lot of pro-sugar-cookie buzz.

But when the votes were counted on November 2, the result was almost the same: chocolate chip cookie 180, sugar cookie 121.

"I kept hearing about the sugar cookie," Ms. White said, "but the chocolate chip cookie won. Next year, I may have to do brownies to see if we can beat the chocolate chip."

This was the second year that Ms. White has organized a school-wide vote on Election Day. She got the idea on Election Day 2009 when she took her daughter, now a 5th grader at Smith,



LEROY H. SMITH ELEMENTARY SCHOOL

into the voting booth with her. Her daughter was really impressed with the voting process, and she started thinking about ways to give students a better idea of what voting is like.

Last fall, she proposed holding an election in school, but to keep from getting involved in party politics, she suggested that the students vote on the two most popular desserts that the kitchen staff prepares at lunchtime: the chocolate chip cookie and

the cinnamon roll.

This year, she needed a different challenger, and the logical candidate was the sugar cookie.

The "candidate" has to be something that's easy to make or that can be ordered through normal food service channels. The sugar cookie fit the bill—it's on the menu, it's OK for students to eat, and it's easy to make for 300 students if it wins.

Voting in the cookie election is by

secret ballot. Ms. White gets a list of all students by class, which she uses as the voter registration list. Students have to have their name checked off when they get their ballot to ensure that no one votes twice.

"The procedures are just like a regular election," she says.

This year, 5th graders did skits, plays, dances, and songs in favor of one cookie or the other. They also made paper cookies.

Supporters of the two cookies conducted a week-long campaign, and the food service crew promoted the election during lunch.

The three wings at Smith School were challenged to see which group of classrooms could put up more posters. River Wing and Sky Wing students each put up 45 posters, while Woods Wing students put up 25.

"They were everywhere—in classrooms, the hallways, even in the bathrooms," Ms. White said.

Grandparents Day attracts 200 adults to Smith School

Grandparents Day keeps getting more and more popular with both students and grandparents at Leroy H. Smith School.

This year, Grandparents Day was on September 17. About 200 adults came and the food service staff served about 400 lunches, despite the fact that two of the 5th grade classes were out of the building on a Star Base field trip.

"It keeps growing every year," says 1st grade teacher Heather Patterson, who has been organizing the event for the past five years.

Ms. LaBrecque was responsible for starting Grandparents Day at Smith School six years ago.

Once again, a photographer was on hand to take photos of grandparents and grandchildren.

"It was the biggest fundraiser yet," Ms. Patterson said.

Channel 5 television crews came, and Smith School grandparents and grandchildren were part of the evening news.

The "Be's" at Smith: Be safe, Be responsible, Be respectful

Be safe.
Be responsible.
Be respectful.

Those are the schoolwide expectations at Leroy H. Smith School, where they're referred to as "the Be's."

They were introduced at an all-school meeting at the beginning of the year, where first grade teacher Heather Patterson dressed up as a bee.

After talking about schoolwide expectations at the all-school meeting, the teachers went back to their classrooms and talked about what being safe, responsible, and respectful means in the classroom.

Now, they're working to extend the three Be's to the rest of the building, with the initial focus being the playground.

Guidance counselor Stephanie Francis said the schoolwide expectations are part of Smith's positive behavior intervention program, which was developed by a universal team of 10 staff members, including representatives from the teaching staff, educational technicians, the bus company, and the kitchen

The expectations cover all areas—the hallway, playground, cafeteria, bus, classroom, assemblies, and bathrooms.

"That's why we wanted people from all areas of the school to assist us," Ms. Francis said. "When



A video produced by the 5th grade showed how to be safe on the playground.

we were doing the bus, we wanted someone like Melanie from the bus company to be able to help."

During October, the 5th grade created a video on being safe on the playground, with segments on how to use the equipment safely, how to line up correctly (including a new lineup procedure for grades K-1), and how to walk in

The video was presented at all-school meeting on October 27.

"We're slowly teaching the kids how those three Be's look in all areas of the building," says Ms. Patterson. "We're focusing on safety

right now. We've touched on responsibility and respect, but the focus is on safety."

Charts have been posted around the building, telling students what the Be's mean in different parts of the building.

The morning announcements also includes a reminder about the Be's, and when the announcer starts to say the words, students in classrooms throughout the building repeat them in unison: "Be safe, be responsible, be respectful."



90 families attend first K-5 Literacy Night at Smith

Leroy H. Smith School welcomed about 90 families to its first K-5 Literacy Night on October 14.

Literacy specialist Althea Spencer estimated that at least half of the student body, maybe more, attended the event.

"It was a good turnout, considering this was our first time doing it for K-5," she said.

Each grade had a literacy activity and a math activity for parents and students to work on, and each station had handouts with ideas for activities to do at home.

The activities were flexible, and the teachers at many of the tables were able to make the activity fit the age level of whoever stopped by.

"It was a fun night to look at different activities that go on here at school," said Ms. Spencer.

In the past, separate literacy nights were held for grades K-2 and 3-5. By combining the two nights, more of the older students attended.

Literacy activities included alphabet games, syllables, spelling, and silly sentences.

Math activities included money, fractions, top-in math, pass the pig, fractions with food, and 101 and out.



Students enjoy an activity during the K-5 Literacy Night.

A table was set up where parents could sign up for a family library card, allowing them to borrow books from the Smith School library.

Another table offered family literacy ideas.

'Raising Successful Readers' DVD available for free at town, school

The Raising Successful Readers DVD has been completed and is available for distribution. If you have a child from birth to age 5 (or if you know someone who has a child from birth to age 5) and have not yet received your free copy, you can pick one up at the town office, Sunbury Medical, or at school by contacting Stephanie Francis.

A total of 300 DVDs were produced, and more than 200 have been distributed in Winterport and elsewhere.

Principal's message: I'm very pleased to be here working with your children

It's been a very busy time, and we've had a wonderful beginning to the year at Earl C. McGraw School.

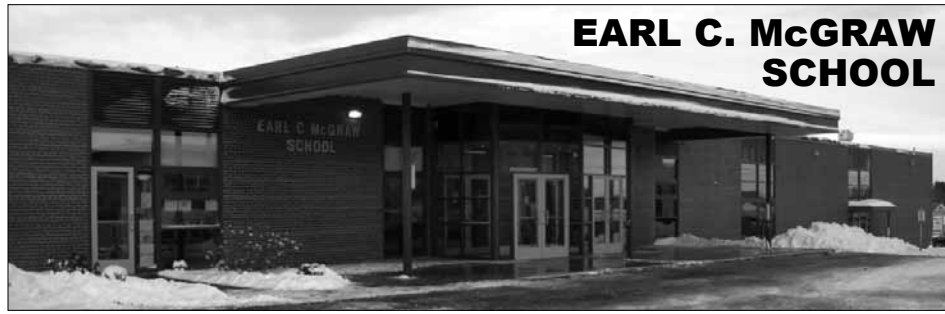


Carla Leathem

I'm very pleased to be here and to be working with your children.

The construction project at McGraw is almost complete.

We have all new windows, doors, and shades, and new bathrooms with handicapped accommodations. The only thing remaining is the installation of the canopies, and that should be complete by the time the Link-22 arrives in your mailbox.



EARL C. MCGRAW SCHOOL

The teachers who came to McGraw from Newburgh Elementary School have been a great addition to the staff, and they are feeling very good about their new community.

The year started with the family barbecue, which was held the night before school started. Everyone has been very welcoming here. We have a very helpful PTO with lots of parent volunteers who come in on a very regular basis. In fact, we have about 100 volunteers, and I think I

can speak for the entire staff when I say that we couldn't do what we do here without them. They make a lot of things happen for us.

As a staff, we have been working on implementing a positive rewards program for children, which we call "McGraw Paws." We are also developing consistent policies about behavior and what we want to teach children about respect, responsibility, kindness, and honesty.

We have been working on read-

ing interventions, looking at reading scores and how we can support those children who need more help. We are now looking at math, putting plans in place for math interventions.

We've also been looking at writing instruction, and we'll continue to look at writing through the winter. We have an in-service activity on writing planned with teachers for the early-dismissal day in December.

I'd like to thank the 2nd graders for a wonderful Christmas Concert on December 8, and the Penobscot Theatre Company for their performance of *Velveteen Rabbit* on December 9.

If you have any questions or concerns about your child's education, please feel free to come in to the school, or you may call me at 862-3830.

—Carla Leathem, Principal

'McGraw Paws' reward students who act in a positive manner

What's big and purple, and kids who get one can wear it all day in school?

It's a "McGraw Paw," a sticker that students at Earl C. McGraw School earn when they have been respectful, responsible, honest, or caring.

The McGraw Paw stickers are awarded by teachers and staff members at McGraw when they see a student acting in a positive manner.

The student wears the sticker for the remainder of the day, and the next morning, Principal Carla Leathem recognizes the student in the morning announcements.

The teacher also writes the student's name on a purple paw, along with a description of what the student did, and staples it to the "Look Who's Earned a McGraw Paw" board in the main hallway.

"In the morning, there's quite a gathering around the board as students look for their paws," says library clerk Kathy Gerry.

At the end of the week, the paws are taken down and given to the students to take home.

Mrs. Gerry says the goal of the McGraw Paws is to positively reward students who are demonstrating the core values encouraged by SAD 22.

She says the program was developed by the McGraw School Behavior Team, which includes Mrs. Leathem and teachers Pat Lyons (grade 1), Allison Barnard (special education), Cindy Kelley (grade 2), Sue Ward (kindergarten), Marsha Engelhardt (kindergarten), and Melissa Erickson (guidance).

Mrs. Gerry designed the paws and created the bulletin board.

What have students done to earn McGraw Paws?

Mrs. Gerry said a student received a paw for honesty after finding a quarter and turning it in to the office.

Other paws were awarded when students picked up trash outside and brought it inside to throw it



Kylee McQuilken, Olivia Dunn, Seth Gray, Sophie O'Clair, Samantha Quesnel and Sami Hanna are just a few of the McGraw students who have earned a "McGraw Paw."

away (responsible), when students were being good listeners in class (respectful), and when they helped

a friend get up after falling down or picked up something for the teacher (caring).

McGraw 2nd graders participate in annual Bird Festival

Second graders at Earl C. McGraw School marked the end of their bird unit in science by participating in the annual 2nd Grade Bird Festival.

Children from the five classrooms were put into six groups, named the Falcons, Ravens, Hawks, Owls, Eagles, and Vultures.

All five of the 2nd grade teachers and physical education teacher Mrs. Dwyer prepared the following activities for the children:

- Mrs. Fitzpatrick: observing and measuring a real bird's nest, and making edible nests.
- Mrs. Sturdee: exploring with different kinds of bird beaks.
- Mrs. Barnes: dissecting owl pellets on the computer.
- Mrs. Nadeau: designing bird masks.
- Mrs. Dwyer: the Food for the Brood relay race.
- Mrs. Kelley: penguin call game, measuring wing spans, and a wing-flapping exercise.

The students rotated through the six activities, spending 20 minutes at each one.

On Monday, November 1, the 2nd graders had a bird mask parade through the school to show off their masks.

Adult Education News

The SAD 22 Adult Education Program will, again this year, offer a variety of programs during the winter and spring seasons to residents of Hampden, Newburgh and Winterport. Participation in our program continues to grow each year. This fall, we had over 300 people participate in our classes and workshops! We are continuing our partnership with the RSU 26 Adult Education Program, which provides services to residents of Orono, Glenburn and Veazie. Again, we believe that this partnership has helped provide people from both educational communities better access to quality enrichment, academic and vocational programming.

People who are interested in GED Preparation or who want free one-on-one adult literacy or ESL tutoring should contact our office for information on how we can help you receive these services. During our winter term, we will be again offering high school level academic courses in the evenings at Hampden Academy, including Individualized Mathematics and Developmental English. Adults who might be interested in earning an Adult Education High School Diploma through the RSU 26 Program should contact us at 866-4119.

We are again excited to be able to offer this winter our popular Certified Nursing Assistant Program in conjunction with Orono Commons in Orono. Over the

past two years, over 60 people have earned their CNA certification through participating in our program. Our next class will be starting in late January.

In term of personal enrichment programs, some classes and workshops being offered this winter through our office are: 3D Modeling with Google SketchUp, How to Buy and Sell on eBay, Aerobic Exercise, Zumba, Kundalini Yoga, Tai Chi for Health, Yoga Ball Plus, Event Calendar Making, Digital Photography I and II, American Sign Language I, Conversational American Sign Language, Watercolor, Penny Rug Wool, Maine Driving Dynamics (Orono), Valentine Card Making, Mommy & Me Card Making, Paper Crafting, Valentine Candy Kitchen, Homemade Yeast Bread, Raising Backyard Chickens, Is Your Well Water Safe?, Adding a Rain Garden to Your Landscape, Growing an Organic Garden, Building a Healthy Lawn, Cupcake Decorating, Introduction to Fly Fishing, Introduction to Latin (Orono), and Writing Your Own Will.

For more information about our program or to view an updated listing of classes, you can call Kathy Brooks at 862-6422 or visit us online at: www.sad22.us/adult-education. For information about classes being offered in Orono, you can call 866-4119 or visit: www.riverside.org/adulted.

Curriculum Office Update

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

MSAD #22 Professional Learning Communities and Response to Intervention.

MSAD #22 will host educator and author Mike Mattos in August 2010. Mike is well known across the country for his work. In preparation for our professional development with him, we are reading Pyramid Response to Intervention. Each school is reflecting on its practices to meet the needs of all our students.

Mike Mattos has successfully used the Professional Learning Communities at Work™ model to transform schools. He is former principal of both Marjorie Veeh Elementary School and Pioneer Middle School in Tustin, California. At these schools, Mike helped create powerful PLCs, sustaining a collaborative environment among his staffs and improving learning for all students. Mike's vision unites teachers, counselors, and administrators in a common goal—to educate all students.

In 2004 his school, with a large population of youth at risk, won the California Distinguished School and Title I Achieving School awards. Pioneer Middle School is a National Blue Ribbon School and one of only 13 schools in the nation selected by the GE Foundation as a "Best-Practice Partner." It is also one of eight schools chosen by Dr. Richard DuFour to be featured in the video series The Power of Professional Learning Communities at Work™. Based on standardized test scores, Pioneer now ranks among the top 1 percent of California middle schools and in 2009 was named Orange County's top middle school.

Mike is coauthor of Pyramid Response to Intervention, which was a 2009 Finalist for the Distinguished Achievement Award from the Association of Educational Publishers.

SAD 22 to host 2 UMaine courses on site

This school year we are hosting two UMaine courses on site in MSAD #22. Approximately 23 educators from our district are participating in the two courses. The Literacy Intervention class meets at McGraw school every other week. The Data Specialist course meets once per month at Hampden Academy and requires online work as well as more traditional out of class work. These quality opportunities support our philosophy of on-going focused professional development.

EEL 651 - Intervention Designs for Struggling Learners—This year-long course provides K-6 educators with the opportunity to gain in-depth knowledge and skill in designing and implementing small group interventions for students experiencing difficulty in literacy learning. The course will focus on differentiating reading and writing instruction within a range of settings, including classroom and supplemental contexts in accord with a Response to Intervention (RtI) framework. In order to help all educators respond to the unique needs of a diverse range of struggling learners, the course will include techniques for using intervention team meetings to select appropriate services, collaborating with teachers across intervention programs and using assessments to monitor student progress.

EDS 531/532 - Data Analysis for Education Data Specialists I/II—This course expands on the techniques learned in EDS 531 to aggregate and analyze assessment, attendance, grade, and demographic data. This course will use specific software resources (including FileMaker, Excel/Calc, "R", and/or Minitab) to summarize and analyze data. This course will refine specific procedures learned in EDS 531 for data organization and aggregation as well as teaching students how to select and apply the correct analyses for specific data types. A comprehensive project will require students to combine and analyze multiple years' worth of education data and design a school level data analysis. This analysis will summarize achievement, behavior, and attendance trends over time and will include specific recommendations for how to incorporate these data into curriculum reviews and planning.

Maine School Administrative District #22 Local Report Card to our Communities

Hampden, Newburgh, Winterport - November 2010

The MSAD #22 School Department serves over 2,000 students from Hampden, Newburgh, Winterport, and surrounding communities.

These students are enrolled in six schools that are maintained by the school department.

The Maine Department of Education has released our district, state and individual school report cards. Maine Educational Assessment data, Teacher Quality, Attendance information, NAEP (National Assessment of Educational Progress) results for grades 4 and 8 and the Maine High School Assessment are included in our district report. Individual school reports can also be accessed on the individual school websites.

www.sad22.us

Below we have identified and defined vocabulary to assist in understanding information as well as provide an overview of M.S.A.D. #22 local achievement results.

provision of the NCLB law called safe harbor. Using safe harbor, a school or district or any subgroup that reduces its percentage of students not meeting the standards by 10% or more, from the prior year to the current year, will be designated as meeting AYP, as long as the school, district, or subgroup also meets the target for the other academic indicator of graduation or attendance.

Subgroup reporting codes:

ADA = Average Daily Attendance

GR=Graduation Rate

W=Whole Group

E=Economically Disadvantaged

S=Students with Disabilities

L=Limited English Proficient

A=Asian/Pacific Islander

B=Black/African American

C=Caucasian

H=Hispanic

I=American Indian/Native American

SS=Small school calculation

Making Adequate Yearly Progress

Monitor

Continuous Improvement Priority School

Adequate Yearly Progress (AYP) is the term used to describe the academic progress expected of each school each year. AYP calculations are based on assessment scores from the **MEA, Maine Educational Assessment**, in reading and in math. Later this year, AYP will be calculated using the **NECAP, New England Comprehensive Assessment**. The **Maine High School Assessment (SAT and augmentation)** is also monitored to calculate adequate yearly progress. The scores from the assessments for student subgroups determine AYP.

What is Adequate Yearly Progress?

The No Child Left Behind Act requires the annual determination of whether schools, districts, and states have made adequate yearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school and district, as well as subgroups of students, is measured against annual performance targets.

- In a school, if all groups meet the statewide academic achievement targets in English/Language Arts and Mathematics, and the school meets the targets for either attendance in elementary and middle schools or graduation rates for schools with grade 12, the school is designated as meeting AYP. The same requirements apply to each district and to the state, except the target for attendance.

- If all students or any subgroup in a school does not meet the targets, or does not make sufficient progress toward the targets, then the school is designated as not meeting AYP. The same requirements apply to each district and to the state.

What does it mean to say a school or district does not meet AYP this year?

A school or district that does not meet AYP should not be labeled as failing. The designation of *not meeting AYP* signals that the school or district as a whole, or one or more subgroups of students, is not "on track" for meeting the national goals for student achievement by the target year of 2014. The school or district as a whole may have strong academic performance, but the designation may be based on a single factor or a single subgroup.

Safe Harbor: What is safe harbor?

Schools and districts that do not meet the academic status targets may qualify as meeting AYP under another

School	Content Area	AYP Status 2008-2009	2009 Progress	2009-2010 AYP Status	2010 Progress	2010-2011 AYP Status
McGraw (Grades K-2)	Reading	Made AYP - Feeder School	All Targets Met - SH	Making AYP	All targets met	Making AYP
	Math	Made AYP - Feeder School	All Targets Met	Making AYP	All targets met	Making AYP
Weatherbee (Grades 3-5)	Reading	Made AYP	All Targets Met - SH	Making AYP	All targets met - safe harbor	Making AYP
	Math	Made AYP	All Targets Met	Making AYP	Targets not met - Students with Disabilities	Monitor
Newburgh (Grades K-3)	Reading	Made AYP	All Targets Met	Making AYP	Students now part of McGraw & Weatherbee data	Students now part of McGraw & Weatherbee data
	Math	Made AYP	All Targets Met	Making AYP		
Smith (Grades K-5)	Reading	Monitor	All Targets Met - SH	Making AYP	All targets met - safe harbor	Making AYP
	Math	Made AYP	All Targets Met	Making AYP	All targets met - safe harbor	Making AYP
Reeds Brook (Grades 6-8)	Reading	Made AYP	All Targets Met	Making AYP	Targets not met - Students with Disabilities	Monitor
	Math	Monitor	Some Targets Did Not Meet: (S)Students with Disabilities	Did Not Make AYP - Year 1 to Continuous Improvement Priority Status	All targets met - safe harbor	CIPS1 - on hold
Wagner (Grades 6-8)	Reading	Made AYP	All Targets Met	Making AYP	Targets not met - Students with Disabilities	Monitor
	Math	Made AYP	All Targets Met	Making AYP	Targets not met - Students with Disabilities	Monitor
Hampden Academy (Grades 9-12)	Reading	Made AYP	Targets Not Met (W.C.E.S. Whole Group, Caucasian, Economically Disadvantaged, Students with Disabilities)	Monitor	Targets not met - Students with Disabilities (GR)	CIPS5
	Math	Made AYP	Targets Not Met (S) Students with Disabilities	Monitor	Targets not met - Students with Disabilities (GR)	CIPS1

Each school's website has more detailed information, including comparison to state scores.



Runners take off for the 5-K Fun Run near Weatherbee School. The Fun Run included a loop around Constitution Avenue and back to Weatherbee School to finish.



Aleah Bishop of Newburgh and her poodle Harvey participated in the very windy 1-Mile walk event.



David Prescott of Hampden placed first in the Men's Division III (50 years and up). Photos by Lori Sargent.

Education Foundation hosts Fun Run, adds 2 more board members

They ran or walked, they traveled on two feet or on four, but one thing was true for every participant in the MSAD #22 Education Foundation's first "Making Tracks for Teachers 5-K Fun Run and 1-Mile Walk" – everyone had a great time.

At 8:30 a.m. on Saturday, October 9, an enthusiastic group gathered at Weatherbee School to take part in the run and walk event. There were 26 runners, ages 11 to 64, 15 walkers ages 5 and up, and several dogs who chose not to divulge their age. The top male finisher for the 5-K Run was Ian Jones, of Hampden with a time of 18.54. The top female finisher was Sue Ward, of Hampden, with a time of 25.06. (Finish times for all the racers appear below.)

The purpose for the first-time event was to raise funds toward the establishment of a teacher mini-grant program. The Education Foundation hopes to make this an annual event, so get ready for next year.

* * *

In other Foundation news, two more excellent members have joined the Foundation Board: Adele Drake and Peter Witt.

Adele Drake lives in Winterport and teaches at Husson College, UMaine, and the Waterfall Arts Center in Belfast. A native of Philadelphia, Adele is an art teacher, artist, grant writer, and arts education program leader. She is interested in community transformation, the arts, healthy lifestyles, sustainability and the environment. She is a mother of two school-aged children.

Peter Witt moved to Maine three years ago from Germany and is happy to have become a U.S. citizen

Making Tracks for Teachers 5-K Fun Run Race Results

Males, 18 yrs. and under: Ethan Casavant, 21.43; Jacob Earl, 26.43; Brandon Pelletier, 31.39.

Males, 30 to 50 yrs.: Ian Jones, 18.54; Zachary Fields 22.16; Ray Bolduc, 23.10; Brian Moussally, 24.41; Shawn Ramsay, 24.42, Rich Dudley, 25.10.

Males, 50 yrs. and up: David Prescott, 20.39; Tom Kirby, 21.22; Charles Sawyer, 23.17; Bill Drake, 24.32; Mark Henderson, 27.09.

Males, no division: Paul Dyer, 26.52

Females, 18 yrs. and under: Helena Tatgenhorst, 26.45; Rachel Prescott, 35.52; Jasmine Deschense, 35.53.

Females, 19 to 29 yrs.: Erin Seavey, 26.58

Females, 30 to 50 yrs.: Sue Ward, 25.06; Jeri Mislser, 27.06; Sandy Long, 28.24; Mary Pelletier, 28.48; Roberta MacDonald, 29.53.

Females, 50 yrs. and up: Robin Emery, 29.34; Lori Mathews, 33.58.

last year. He has a background in physics and an MBA from Boston College. Peter spent much of his career consulting, and then joined the Weber Company, a German company with offices in Bangor. Peter and his wife, Susan Witt, are both involved in the MSAD #22 schools, where their two children attend. He is also a photographer, filmmaker, and prolific reader.

* * *

The MSAD #22 Education Foundation is an independent, non-profit organization of community members committed to fostering innovation and

excellence in MSAD #22 schools by: funding initiatives that fall outside the school budget; partnering with the school district to help achieve its vision; and building community-wide support for the benefit of our district teachers and students.

If you are interested in volunteering your time on a Foundation committee, assisting with an event or fundraiser, or donating funds to support our schools, or if you would like to learn more about the MSAD #22 Education Foundation, please contact the Foundation coordinator, Melanie Spencer, at mspencer@sad22.us, 852-2138.



MSAD #22 Education Foundation

Supporting Innovation in Teaching & Learning

P.O. Box 115
24 Main Road North
Hampden, ME 04444
(207) 852-2138

To the residents of our school district: a letter of introduction

We are excited to introduce a new organization that has been launched in MSAD #22: the **MSAD #22 Education Foundation**. The board members, a group of volunteers representing all three district towns, are dedicated to working with our community to support innovative teaching and learning throughout Newburgh, Winterport, and Hampden.

What is an Education Foundation?

All over the country, thousands of K-12 Education Foundations have been established in answer to each community's commitment to high quality education for their children. Public funding simply cannot do it alone. To achieve the kind of student excitement, high achievement, and innovative, enthusiastic teaching that people hope to see, private foundations are joining in partnership with public school districts to provide the best education possible for their children.

Why now?

As MSAD 22 begins work on its new high school, there is added energy and excitement in our community about the education of our young people. This is the perfect time to begin building an endowment that will support educational innovation and enrichment for K - 12 teachers and students for generations to come.

What will the MSAD 22 Education Foundation do with donated money?

First, we plan to build an endowment that will allow us to offer funding for innovative ideas in our school district. In the future we hope to offer grants for educational innovation and enrichment that cannot otherwise be paid for by the school district.

What kind of fundraising will MSAD 22 Education Foundation do?

- Participating in local events, like Children's Day and alumni dinners, and a regular column in Link 22 are helping to create awareness of the Foundation.
- Building a Hampden Academy alumni database will not only help inform alumni and keep them connected to their alma mater, but will also provide a community of potential financial supporters for the Foundation.
- On October 9th, the Foundation sponsored a 5-K road race and 1-mile walk during Homecoming weekend. Other fundraising efforts, large and small, will continue throughout the year.

How do I learn more about MSAD 22 Education Foundation?

Our office is in room 168 at the Wagner School in Winterport, and office hours are Tuesdays, Wednesdays, and Thursdays from 9 a.m. to 2 p.m. You may contact our Foundation Coordinator, Melanie Spencer, at 852-2138, or by email at mspencer@sad22.us.

Thank you,

Members of the Board

Ralph Thompson, President; Annette Adams, Vice President; Patricia Niedorowski, Secretary; Bill Burke, Treasurer
Ed Armstrong, Jean Camuso, Jim Corliss, Adele Drake, Clarissa Edelman, Lori Sargent, Jim Shue, Jim Tatgenhorst,
Peter Witt, and Robin Wood

Our Vision

The Foundation will enhance the funding for innovations for students and teachers.

Our Mission

The MSAD #22 Education Foundation is an independent, non-profit organization of community members committed to fostering innovation and excellence in MSAD #22 schools by:

- Funding initiatives that fall outside the school budget
- Partnering with the school district to help achieve its vision
- Building community-wide support for the benefit of our school