

Maine School Administrative District #11

Gardiner ♦ Randolph ♦ Pittston ♦ West Gardiner

*A Celebration of
Our Achievements
2009-2010*



A Gardiner Area High School art teacher is named 2009 Art Teacher of the Year

The Maine Art Education Association awarded Shalimar Poulin, Gardiner Area High School Art Teacher, 2009's teacher of the year recognition. She was recognized for her work with students, as well as her work in local and state art education.

Shalimar has been working with Argy Nestor, Department of Education Visual And Performing Arts Specialist, concerning future graduation requirements and statewide syllabus writing. Over the past several years her efforts have been integral with the Maine Art Education Association working on the planning board, the Kennebec Region Art Educators Gatherings, the annual Maine Art Educators Association workshop at Haystack, and the student art display for Student Art Month at the Portland Museum of Art, as well as the newsletter editor and treasurer.

Her sense of humor lightens the load of department meetings and makes work more fun.

Art Teacher continued on page 39



Gardiner Area High School art teachers Shalimar Poulin, Maine Art Education Association's 2009 Teacher of the Year, and Cheryl Herr-Rains, 2007 Maine Alliance for Arts Education fellowship winner.

Celebrating Our Achievements

Welcome to Maine School Administrative District #11's yearly newsletter. This newsletter highlights a few of the small and not-so-small achievements that happen in our schools on a daily basis. We are all very proud of what our school community is able to accomplish. Please read this newsletter and celebrate with us!

Howard Tuttle, Curriculum Director

Contents

Visual & Performing Arts 2-7
Title 1 8-9
Teresa C. Hamlin School 10-11
River View Community School 12-13
Pittston Consolidated School 14-15
Laura E. Richards School 16-17
Helen Thompson School 18-21
Special Education 22-23
Gifted & Talented 23-24
Elementary Guidance 25
Gardiner Regional Middle School 26-29
Gardiner Area High School 30-31
Adult Education 32-33
Curriculum 34-36
Technology 37
Community Learning Center 37
Operations 38-39

Pittston School recognized

Pittston Consolidated School was recently recognized for having one of the highest rates of improvement among the 650 K-12 schools in the state on Maine's Educational Assessment. On March 30, information was released by the Maine Department of Education showing the school with the second highest rate of improvement in the state. The percentage of students meeting proficiency increased 34 points over the last three years. Four years ago, Pittston Consolidated School was a little below the state average. Now, it is among the top schools in the state. Shelly Simpson has been the school's principal since fall 2005. "We really were not doing very well on the state test, so we began to make some changes together as a staff. We started slowly and reflected on what we did to see if it worked."

Student achievement has picked up in surprising ways. Pittston teachers have been looking very closely at student achievement from various tests and adjusting their instruction accordingly. Pittston has also introduced a 20-minute vigorous daily physical activity for students and scheduled small group academic tutorial time with teachers during the school day. Most importantly, teachers meet weekly to discuss and alter instructional techniques based on the results of student progress. When teachers use student achievement information consistently and collaboratively, instruction can be targeted accurately to meet student needs. On April 14, the school received a Legislative Sentiment from Sen. Earle McCormick and Rep. Les Fossel.

Arts Fellowship leads to groundbreaking student sculpture show

By Cheryl Herr-Rains

In 2007 I was awarded a Fellowship by the Maine Alliance for Arts Education and the Maine Community Foundation. One thing we were encouraged to do was to design a project relating this experience to our community. As a result of the fellowship, I attended a workshop at Anderson Ranch, Colorado, with Richard Notkin, an internationally known ceramic artist working in the subject of political commentary. After much thought and many conversations, the resulting project was a statewide, high school student sculpture show at the Harlow Gallery in March.

The following were unique and exciting qualities of the show:

1. The subject was social commentary. High school art lessons usually focus on technique and skill, and are less often about ideas. With this subject, students have to work on a higher and more personal level of artistic content. (MLR B-3).
2. The usual process of selection for student art shows happens with the work being chosen by their school art teacher. However, with this show, students applied in the manner of a professional "juried" show. Students submitted digital images of their work to a judge. Sculptures were selected for the level of quality and content, and because they fulfill the requirements of the show. Only works selected by the judge were in the show.
3. This was a unique opportunity of prestige for a student's work to be selected and a valuable addition to resumes.
4. Outstanding works received cash awards.
5. The jury process was digital. This both fit the technological trends of art shows and made the process easier for participants. Students needed only to deliver the work to the show venue when it was accepted.



GAHS principal Chad Kempton and Tawni Morse with her award-winning alligator at 2008's Art Extravaganza.

Music Department congratulates Honors Festival participants

The Middle School Music Department would like to congratulate the GRMS music students who auditioned for and were selected to attend the District III Middle School Honors Music Festival, which took place April 9 & 10 at Carrie Ricker Middle School. The students chosen to represent Gardiner at the Festival were Abigail Salib, Sam Driscoll, Maddy Cutler, Hannah Stetson, Anastasia Pelletier, Maria Burgess, Matt Clark, Noah Carroll and Zach Thompson. This selection is a great honor for these students! They worked hard to prepare for the audition. Congratulations to each one of our Honors Festival musicians!

Congratulations to the High School Music department students who auditioned for and were selected to participate in this year's District III High School Honors Festival. The GAHS musicians chosen for the Festival were Cody St.

Amand, Eloise Harnett, Mary Hartley, Seth Hansen, Tinsley DeForest, Ashley Abbott, Autumn Ortiz, Alecia Griffin, Caleb Perry, Tom Godfrey and Emily Kozma. The preparation for the auditions and the auditions themselves are difficult. This selection is a great honor for the students and we in the Music Department are all very proud of them!

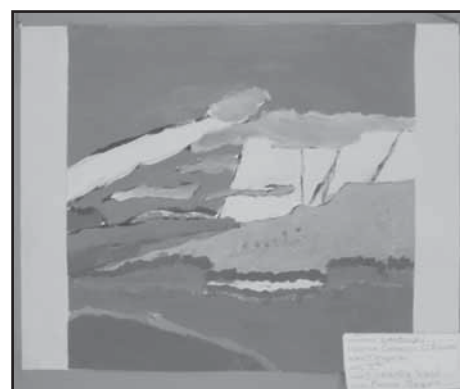
The High School Music Department would also like to congratulate Mary Hartley, Eloise Harnett and Tom Godfrey for being selected to the All State Music Festival held at the University of Maine this spring. The preparation for the auditions and the auditions themselves are intensive and very selective. Passing the audition and being selected to the Festival is a tremendous accomplishment for these three fine musicians. We at Gardiner High School are very proud of their success!

VISUAL AND PERFORMING ARTS

MSAD 11 students, K-12, display art at Maine Department of Education

Congratulations to the students whose artwork was displayed in the Department of Education exhibition space on the fifth floor of the Cross State Office Building in Augusta last summer. Grades refer to the past school year when the students produced the artwork.

Quinton Norris (grade K)
 Jillian Drossel (grade 2)
 Charles Caldwell (grade 3)
 Mikaela Weston (grade 3)
 Zackary Woodman (grade 3)
 Alexis Eldridge (grade 3)
 Brynne Austin (grade 4)
 Treasure Pulley (grade 4)
 Kaylee Michaud (grade 4)
 Faith Kitchen (grade 4)
 Matthew Umland (grade 5)
 Adele Fisk (grade 6)
 Alicia Hicks (grade 6)
 Lee-Anne Greenleaf (grade 7)
 Bri Mosher (grade 7)
 Maddy Cutler (grade 7)
 Marissa Dice (grade 8)
 Desiree Beaulieu (grade 10)
 Denise Fournier (grade 10)
 Helen Mohney (grade 11)
 Jennifer Manning (grade 11)
 Jazmin Barge (grade 11)
 Emily Kozma (grade 11)
 Callie Jones (grade 11)



Student work exhibited in local student art shows, clockwise from top right: Still life of art tools by Marissa Dice; landscape in tempera by Cameron O'Brien; and church in purples by Kaylee Michaud.

MSAD #11 Music Department Performance Schedule

<i>Date</i>	<i>Event</i>	<i>Location</i>	<i>Time</i>
May 1	Music Booster Annual Craft Fair	LER	Morning-Afternoon
May 5	Boosters Meeting	H.S. Music Room	6:30 p.m.
May 6	L.E.R. grades K-2 Concert	LER Gym	10:00 a.m. & 2:00 p.m.
May 7	Pittston grades K-2 Concert	Pittston Gym	2:00 p.m.
May 11	High School Spring Concert	H.S. Gym	7:00 p.m.
May 13	Helen Thompson grades K-2 Concert	H. Thompson Gym	2:00 p.m.
May 14	T.C. Hamlin K-2 Concert	Hamlin Gym	2:00 p.m.
May 14-15	H.S. Jazz Ensemble Great East Music Festival	Springfield, MA	
May 18	Middle School Spring Concert	M.S. Gym	7:00 p.m.
May 20-22	All State High School Music Festival	University Of Maine	
May 24	High School Music Awards Dinner	H.S. Cafeteria	
May 26	All Bands Concert	H.S. Gym	7:00 p.m.
May 31	H.S. Band Memorial Day Parade performance	H.S. Gym	7:00 p.m.

GAHS 2009 Broadway musical

Gardiner Area High School's 11th Annual Broadway Musical, *Crazy For You*, was performed in February in the Little Theater. *Crazy For You* is the story of Bobby Child, a well-to-do 1930s playboy whose dream in life is to dance. Despite the serious efforts of his over-controlling mother and soon-to-be-ex-fiancee, Bobby achieves his dream! It's a high-energy comedy that includes mistaken identity, plot twists, fabulous dance numbers and classic Gershwin music. The following students were cast:

- | | |
|---------------------|----------------------|
| Caleb Perry | Ross Boardman |
| Alecia Griffin | Mari DeSoto |
| Ryan O'Neill | Ashley Abbott |
| Kijana Plenderleith | Kayla Edwards |
| Brett Thompson | Abby Gower |
| Annie Schide | Maria Turner |
| Eloise Harnett | Emily St. Jarre |
| Cat Bane | Jen Manning |
| Dan Pidgeon | Erica Manning |
| Tom Godfrey | Katrina Nikornpan |
| Jagger Trouant | Alex Albert |
| Olivia Reny | Tesaira Rodrigue |
| Izzy Bouchard | Brittany Brann |
| Mike Simmons | Mary Merrill |
| Zach Hicks | Abby Silva |
| Greg Hanscom | Anastasia Zajchowski |



Callie Jones self portrait in acrylic on canvas paper.



Students and staff mingle at the Harlow Gallery's Higher Forms of Art show, above. Trisha Cobb, at left with her parents, co-curated the show with fellow senior Rachel Farnham. Both had work in the show along with other GAHS students (Art news, p. 6).

Art news in brief: Reflecting on the 2008-2009 school year

Congratulations to **Helen Mohney** (sophomore) and **Trisha Cobb** (senior) whose artwork traveled to the Portland Museum of Art for the annual Youth Art Month Exhibition (and was on exhibit from March 6 through the end of March). Trisha has been accepted to the Portland School of Art and intends to major in Graphic Design. Congratulations Trisha!

Congratulations to **Lauren Gorham** (senior), **Eliza Trauger** (sophomore), **Helen Mohney** (sophomore), **Kayla Pleau** (junior), **Mariah Duncan** (sophomore), **Zoe Fisk** (senior), **Rachel Farnham** (senior), **Trisha Cobb** (senior), **Caley Light** (senior), **Kaz Truant** (junior, who was also selected to design the show postcard), **Emma Mueller** (senior), **Ann Wessel** (senior), and **Sarah Crane** (senior) whose work was selected by student jurors to exhibit in the 2009 Higher Forms of Art Exhibit at the Harlow Gallery in Hallowell! Trisha Cobb and Rachel Farnham joined students from Hall-Dale, Winthrop and Cony to curate and hang the show. Thank you to the Harlow Gallery for celebrating our young artists!

Congratulations to the following students whose work was on exhibit in the inaugural Gardiner Youth Art Month Window Display Exhibition: **Denise Fournier** (sophomore), **Rachel Krawczyk-Gatus** (sophomore), **Allison Beau- lieu** (sophomore), **Kendra Stevens** (sophomore), **Callandre Jones** (junior), **Mariah Ducan** (sophomore), **Charles Lawrence** (senior), **Victoria Stevens** (sophomore), **Sharon Henderson** (freshman), **Kaitlyn Roy** (freshman), **Lauren Gorham** (senior), **Sierra Douchette** (freshman), **Tryphena Vallencourt** (freshman), **Samantha Usher** (freshman), **Autumn Doucette** (freshman), **Paige LaPointe** (sophomore), **Cassidy (Cat) Bane** (freshman), **Caitlin Phillips** (sophomore), and **Abby Gower** (sophomore). Their work was on exhibit from March 6-31 and a reception on March 31 at Johnson Hall celebrated the student artists.

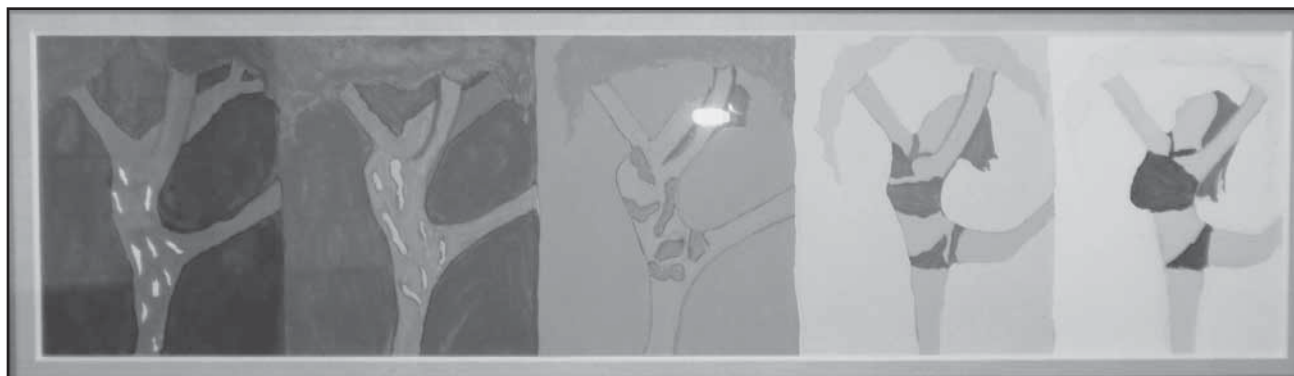
Congratulations to the following River View Students: **Paige Prescott** (5th grade), **Gino Valera** (4th grade), and **McKenzy Norton** (3rd grade) and the following T.C. Hamlin Students: **Emma Roberts** (kindergarten), **Cameron O'Brien** (4th grade), and **Autumn Bolduc** (5th grade), and the following Laura E. Richards school students: **Gabriel Poirier** (kindergarten) and **Madison Farnham** (kindergarten) for the honor of having their artwork in the early March Harlow Gallery Young At Art Exhibit. The previously listed were a few among other elementary level students whose works were exhibited. Congratulations to all!

Congratulations to **Callandre Jones** (junior). Her painting was exhibited at the Maine Education Association Youth Art Month Show! Callie's work has been beautifully matted and framed. When the work comes down, she will be able to take it home framed.

Congratulations to our 2008-09 district art teachers **Max Marquis**, **Kathy Susi**, **Stacy Anderson**, **Cheryl Herr-Rains** and **Shalimar Poulin** for participation in the inaugural "On Our Own Time" art educators exhibit at the Harlow Gallery. This celebration of art educators by a Maine Gallery is unprecedented and greatly appreciated! Thanks again to the Harlow Gallery.

Congratulations to former Art Club Member, **Rachel Farnham** who has been accepted to University of Farmington! Rachel plans to major in Elementary Art Education.

Welcome to GAHS' new part time art teacher, **Iva Allen**. Ms. Allen is a wonderful addition to our program!



GAHS junior Callandre Jones painting *Rhythm* was exhibited at the 2009 Maine Education Association's Youth Art Month show.

Upcoming visual arts events

All are invited to attend this year's student art show celebrating the creations of MSAD 11's K-12 students! The Gardiner Area High School Cafeteria will transform into a gallery showing several hundred works of art. This year's show is Friday, May 7, from 3:30-7:30. We hope to see you there!

Youth Art Month Exhibits in downtown Gardiner, Hallowell and Augusta took place in March. Many students had the honor of exhibiting one or more pieces in these shows. Macklyn Nason had a photo dypotech in the MEA Youth Art Month Exhibit, Cassie Lambert a portrait, and five other student works traveled to the Portland Museum of Art for the statewide Youth Art Month Exhibit.

At the Portland YAM, Shalimar Poulin represented art educators statewide by delivering a message to attendees. It's always a lovely gathering and well worth the trip to see great art from students around the state.

On the web, please visit our Visual Arts wiki at <http://gahsvisualart.wikispaces.com>



GAHS student artwork was displayed in the windows of downtown Gardiner businesses during Youth Art Month.

GAHS Art Club members visit museums and paint sets for school musical

The GAHS Art Club meets monthly during the school year for a formal member meeting to plan upcoming events, field trips, visiting artists, commissions and special art-making activities. Students keep art club sketchbooks and share their monthly creations in a formal art share.

Students (including any GAHS grade 9-12 student) were and are invited to attend field trips to Hallowell's Cerulean and Harlow Galleries in October, the Gardiner Art Walk in December, Colby Museum in March (transportation paid for by Colby College), Gardiner Youth Art Month Exhibit, Maine College of Art, Portland Museum of Art, and First Friday Art Walk in April (transportation and dinner paid for by the MELMAC grant), and bi-annual trip to Boston Museum of Fine Arts in May (substituted by a Farnsworth or Bowdoin Museum Trip if the Boston MFA trip doesn't fill).

Students (again schoolwide) painted sets for the winter musical during late December, January and early February. Students worked weekly on Saturday afternoons for six weeks and celebrated by going out to dinner and the musical! It is always a treat for them to be recognized for their hard work – often an afterthought, behind the acting and musical entertainment. Last year, two special guests visited art club: Gina Platt, Educational Coordinator, from the University of

Maine Museum brought original pieces of art, created by Maine artists. The Museum came to Gardiner – a rare treat! In March, a local community member visited the art club to teach sewing, a visiting artist request by art club members. In June, members celebrated their participation, creations and membership at a year-end potluck.

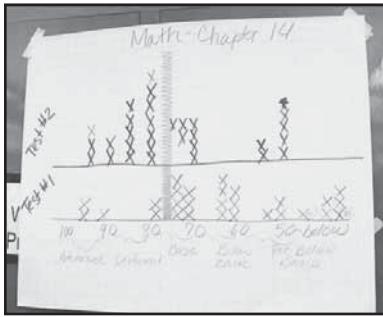


Painting by Helen Mohney, as a sophomore in 2008-09. Helen's art, including this piece, was displayed at the Harlow Gallery 2009 Higher Forms of Art show, Portland Museum of Art Youth Art Month show, and other recent exhibits.

Professional Learning Communities and Data Walls: A good combination

By Susan Shepherd, Title 1 literacy specialist,
T.C. Hamlin School

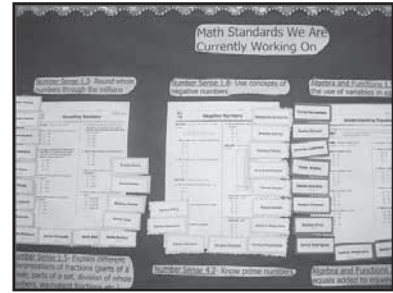
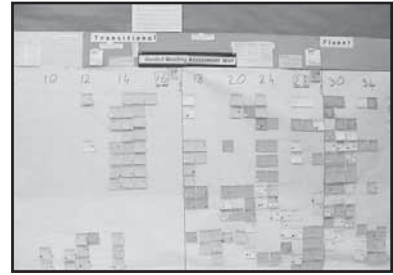
The mantra says “instruction is driven by assessment.” Educators aspire to make this statement a reality. The truth is, it is easier said than done. Schools in MSAD 11 are embracing the concept of the Professional Learning Community, or PLC for short, to expedite the process of using assessment results to tailor instruction.



The PLC brings educators together to examine student assessment data for the purpose of looking for trends in student achievement, ensuring that there are no gaps in the curriculum, and ultimately improving instruction.

Working together in a PLC does make the task of looking at data easier, but it can still be a challenge to try to read pages of spreadsheets covered with small numbers. This is when a Data Wall comes in handy. A Data Wall is an enlarged organization of data, usually it is specified by content area. It can be on a poster or a wall-size length of chart paper. The larger representation of the data is easier on the eyes. It also makes it easier for a group of educators to analyze the information because they can all look at the same information simultaneously.

The best part about a Data Wall is the opportunity to immediately view the full spectrum of student progress. This can happen because data from a series of assessments can be shown on a Data Wall. Showing results from more than one assessment helps to highlight valuable information such as successful instructional practices, trends in learning, students who might be struggling, and possible gaps in the curriculum. Besides making data more



Data walls, like the three shown here, help teachers track student progress and to identify possible gaps in the curriculum.

accessible, Data Walls also provide gratifying validation that all the hard work educators are doing is well worth the effort. Student progress might not always be obvious in the day to day routine, but a Data Wall can clearly show the progression of the learners, and it can facilitate instructional decisions.

Title 1 “Leveled Literacy Intervention” program added at elementary schools

By Sara Hess, literacy specialist, Pittston School

At the elementary schools the Title 1 programs have recently received a new program titled Leveled Literacy Intervention (LLI). The program features leveled books that match the leveling systems used by classroom teachers. When a student sits down to an LLI lesson s/he will reread a book, read a new book, work on a needed literacy skill, and write about a chosen topic.

Take home books are another feature of the program. For every book read from the program there is a matching black and white copy intended for students to keep and practice reading with at home. Over time each student who participates in LLI will have a library at home of

books that can be read independently.

Student response to LLI has been tremendously positive. From knowing the routines and being ready for the next task, to asking when a new bag of take home books will be sent home, the enthusiasm has been nothing but positive. Students are progressing in their reading skills, as well as increasing their love for reading.

While a certain program or method of instructing may work for the majority of students, it is not always appropriate for all. Having different options to turn to in Title 1 helps decrease the time it takes to find what works best for each child. Leveled Literacy Intervention has added another option for striving readers participating in Title 1 reading.

Storytelling: An old tradition that puts kids' imaginations to work

By Mercy Polhemus, literacy specialist,
River View Community School

Many people define the act of putting words on paper as writing, and it is a form of writing. But writing as storytelling doesn't start with words on paper.

Oral storytelling is a tradition that is older than we realize. It wasn't until the Grimm brothers decided to write what we know as fairy tales

in their brain is moving faster than the pencil on the paper. Children then put up a block and refuse to write, or say they can't write because the act of putting their story onto paper is difficult and overwhelming.

Help your child relax and realize their storytelling potential. Orally share stories, help your child write some of the story down, while you write other parts. Use a computer to write quickly if that is easier. Many authors today never write

Children have amazing imaginations that are many times stifled because the act of putting their story on paper is tedious and long.

down on paper that they became written stories. Until then, they were passed down from generation to generation orally, which is why there are so many versions of the same tale. Many fables, cultural tales, myths and legends started as oral stories.

Children have amazing imaginations that are many times stifled because the act of putting their story on paper is tedious and long. Their true 'story' becomes lost because they are attempting to write everything down and the story

their tale on paper, but write it completely on a computer. Your child reading their stories gives them great practice and helps develop fluency.

Below are some oral storytelling ideas to get you started. Once your child realizes how easy it can be, you will be amazed how quickly they will blossom into storytelling gurus!

Please share with your children your stories and writing ideas. They will share with their friends who will share with more friends and maybe a new era of oral storytelling will emerge.

Storytelling tips for parents and children

Have a "Story Starter" box: put random story starters onto slips of paper and put into a box/container. Then draw one out to help start a story. Make them interesting and fun, unusual and silly. Here are a few to get you started:

1. One day while hiking through a jungle, I suddenly came into a clearing and saw a red and yellow striped elephant sleeping under a huge purple flower. As I crept closer the elephant suddenly...
2. As we walked into the plane I looked around and realized that all the people were wearing polka-dotted pants and striped shirts. As I walked toward my seat one woman reached out...
3. It started out like any other day until I realized that my bed was slowly, but surely...

The next time you are reading a book to your child (or they are reading to you), stop at a part in the book and 'write' the rest between the two of you. Take turns 'reading' the next part of the story. You can use pictures (if the book has pictures), or just your Imagination. I did this with the Harry Potter books and it was amazing how different the story became when we were telling it ourselves. My kids really liked doing this at different parts of the book and then reading to see how close we were to the original.

Give oral storytelling a try. Start something new in your family. You will be amazed at your own ability, and the stories from your memories that will come out of you. Your children will enjoy the time spent learning and hearing the stories, as well as creating their own.

New program for four year old children thrives at Teresa C. Hamlin School

By Lynn Izzi

This year, a new Four Year Old Program was opened at T.C. Hamlin School. It has been a great addition to the building as well as the district. Initially, it was designed for a morning session but as enrollments poured in we were able to have a full program with two sessions accommodating 28 students.

Denise Smith, the classroom teacher, comes

The program has been a great addition to the building as well as the district.

to us with a strong background of working with the younger children. She worked for Child Development Services and, through this, was very familiar with our school district, staff and children. We are very lucky to have found her.

Stephanie Luiz, the Ed. Tech. III, in the program comes to us with a strong teaching background with young children and was a classroom teacher before she moved to Maine. What a great asset to the program.

The children have been having a wonderful time in their class making Kool Aid Play Doh, exploring sounds, music, movement and letters and learning to socialize with their peers. We love watching them bounce off the bus and come bounding into school, eager to learn each day. Their enthusiasm is contagious. When they leave for the day, their little faces are lined up in the bus windows, each with a smile and a waving hand as their teachers see them off!



A plaster puppet by Autumn Bolduc, T.C.Hamlin fifth grader, was displayed at the Harlow Gallery's Young at Art exhibit.



Kool Aid Play Doh Children in the four year old program at T.C. Hamlin have fun making and working with Play Doh. The program is new this year and enrolls 28 children in two sessions, morning and afternoon.

Family Fun Day at Teresa C. Hamlin

By Denise Smith

We held our first Family Fun Day for the Four Year Old Program in October. We had 24 out of 28 families participate in this event. There were activities for the children, siblings, parents and relatives to choose from. You could stuff a bag with paper and paint it like a pumpkin. There was a coloring station with pictures to color. My favorite was the station with the letter stamps and the poster paint with which you could make a picture or design. At another table, you could use a paper plate like a pumpkin or face and decorate it.

After activities, the children and their guests were all invited to help themselves to the wonderful variety of foods donated by families. At the end, the four year olds performed songs they had been learning in class. Then, they taught everyone else a new song, Tooty Ta. This was the highlight of the day as the song requires everyone to move certain parts of their bodies in funny ways, while singing (sort of like the Hokey Pokey, but funnier). The children loved watching the adults singing and dancing to this song!

This event was a great opportunity for families to learn more about their child's school experience and to meet the other adults in the school community. Sometime in May, there will be another Family Fun Day and we hope everyone will be able to join us.



More than 20 families participated in T.C. Hamlin School's first Family Fun Day this fall. The day was offered to families whose children participate in the school's new program for four year old children.

Kindergarten teacher joins TCH staff

By Lynn M. Izzi

Caitlin Johnson hails from Marblehead, Massachusetts, but has strong ties to Maine. Caty grew up in Marblehead but she chose to go to college at the University of Maine in Farmington. While there she met the man of her dreams, Jarod, a native Mainer.

Caty and Jarod wanted to move back to Maine. They had a pact that whoever found a job first, would determine where they lived. Caty won! (So did we!) Since then, Jarod, too, has found employment. He is a computer programmer and is able to do some of his work at home. Other days, he travels to Portland and Augusta.

In the fall, kindergarten through second grade went to "Pumpkin Land." This was part of a unit Caty worked on with her students. I stepped into her class one day to find the students working in centers. One group was observing a pumpkin in a jar while writing and drawing their observations. Another group was playing a game with pumpkin seeds as counters, which involved counting spaces and cooperative play. Yet, another group was working on coloring and sequencing while making hanging life cycles of the pumpkin. There were other stations involving listening to a story about a pumpkin, a reading center with books involving pumpkins and sorting gourds by shape, color or size. I never realized there were so many wonderful things one could do with pumpkins. The students were all completely absorbed in their activities and hardly noticed my presence.

Caty says that she loves working in a small school and that the staff at Teresa C. Hamlin has welcomed her with open arms. She has made a wonderful addition to the staff and her students love her. If you run into Caty, say "hi."



SPARK sharpens the focus for grade 3 at River View Community School

By Amanda Sergent, grade 3 teacher

Third graders at River View are “SPARKing” it up! Each day they are engaged in physical activities such as tag games, calisthenics, walking, jogging, running and dancing. SPARK increases students’ physical stamina and their ability to work together and follow directions. It also aids in concentration.

SPARK is a program introduced to River View

SPARK “helps me concentrate better in math.” Davis, third grader at River View

by Anthony Anderson, former MSAD 11 health coordinator. It is a complete program designed to have students practice basic motor skills, movement concepts, and to generally promote cardiac health. Additional benefits are that students learn to participate in fun activities that are not competitive, and that this physical activity can lead to stronger academic performance.

In just the first two months, teachers saw

growth in third grade students’ abilities to stay physically active for at least 15, and up to 30, minutes. The goal of SPARK is for students to improve their cardiovascular fitness. During the daily activity period, the expectation is for students to exercise at their own ability level. Students have been taught how to check their own pulse and to learn how to recognize their target heart rate.

Activities require working in pairs, small groups, or as a whole class. Through these activities, children have developed listening, observation and cooperative learning skills. Students have opportunities to practice self-control, increase coordination and develop rhythm. These skills have transferred to the classrooms.

On days when we do SPARK, students are noticeably more focused on academic activities throughout the day. Students may see these activities as fun, but teachers notice other positives. Behavior issues are minimized and concentration level is increased. Hopefully, it will also engage students in being more active throughout their lives.

Forensic scientist brings her crime-solving tools to River View fifth grade

By Brooke M., Heather T., Sarah M., Sydnie S., and Treasure P., RVCS fifth graders

Did you know that a forensic scientist visited the River View fifth grade?

In science, we’ve been working on the unit Micro-Worlds. In this unit, we are learning about properties of objects, how to accurately sketch what we are observing and how to use a microscope.

To help us better understand the importance of this unit, we were fortunate to have Mrs. Stevens, a forensic scientist for the state of Maine, come to teach us about her job as a scientist.

She brought in rubbery finger printing material used to identify who did a crime. It was gray, and dries quickly, so once it is dry they can bring it to the lab to determine the suspect who did the crime. She also showed fifth graders a powder to dust on an object that helps to lift fingerprints.

Mrs. Stevens brought in pictures of “up close” items such as bullets, pliers, and a chain, all of which are important pieces of linking evidence to a suspect and a crime. She also passed around a plastic bullet, a shirt with bullet holes and a plaster tire track. She was very nice to students who missed some objects, and allowed students



Mrs. Stevens, a forensic scientist, explained to River View fifth graders how evidence is collected and evaluated in solving crimes.

to look at items they missed. Mrs. Stevens is a very nice forensic scientist.

We thought the most interesting thing was when Mrs. Stevens showed us how to detect the fingerprints on a surface.

We really enjoyed having Mrs. Stevens at our school; we hope we see her at the Middle School next year.

Math Investigations: Helping your children with math homework

By Liz Hall, grade 4 teacher
River View Community School

When I was a kid with math homework, my mother would shrug her shoulders helplessly over the math. She always wanted to help me with my homework yet she was unsure of how to help.

The Investigations Math Program came to Gardiner about the time my first child was in kindergarten. Investigations, as its name indicates, is about investigating math. Its theories

Investigations, as its name indicates, is about investigating math and is based on how students build their knowledge of math through exploration.

are based on constructing an understanding of math, or in other words, how students build their knowledge of math through exploration. As a parent, I was unsure of how to help him with his homework.

As my third child was preparing for school and it became time for me to return to work, I took a math course in Farmington so I could return to the realm of education. With the help of my professor, I began to explore math: what I thought about how numbers go together and how to pull numbers apart. Suddenly math was the relationship between numbers and concepts, rather than just a means to a correct answer.

Now I find myself in a unique position: teacher (grade 4, RVCS) and parent (LER, GRMS, GAHS) in MSAD 11. One of the most frequently asked questions during conferences is, "how do I help my child with his or her math?" First off, have no fear. The teachers at River View are more than receptive to having you ask them what to do next.

As your child gets older, we explore many different ways to deal with numbers. Think of that huge tool kit in your mechanic's garage. You wouldn't want them to have only one tool to fix your car!

I like my students to explore at least three different ways to solve a problem, discover what works best for them, and then begin to specialize in that method. Play with the numbers with them. Ask them to explain what it is they are working on and how they do it (better done before frustration sets in). When frustration hits, don't push it. Again, communication with your child's teacher is the best way to get help.

Share with your children how you use math everyday. How much is left in the budget for food? How much allowance will they need to save for that special item? If we each spend \$4 at McDonalds for food and there are five of us, how much money will we need? Show them how you use math, and they will show you how they use the numbers. Think of it as a mutual educational experience.

A Thanksgiving with STARS

By Peter Thomas, STARS teacher

In November, the Elementary and Middle School STARS Day Treatment programs came together at the River View Community School for our annual Thanksgiving Feast. A holiday dinner was served up to the delight of students, family members, staff and administrators. As is the custom, it was a collaborative effort with STARS students working alongside staff to prep, cook, set-up and break down the meal afterwards. Social Worker, John Campbell gave a

STARS classes pride themselves on the level of commitment we receive from participating families.

toast, giving thanks for the opportunity to host such a lovely event and reunite with parents and students.

As clinical day treatment programs, special emphasis is placed on the involvement of families in their child's program. Both STARS classes pride themselves on the level of commitment we receive from most participating families. This year's Thanksgiving Feast was an excellent example with nearly every elementary STARS student being joined by a mother, father, aunt, uncle or grandparent. Family members attending the event appeared to greatly appreciate the opportunity to spend time and bond with their children over a shared meal. Students relished the opportunity to show off their culinary skills, as well as exhibit the excellent table manners they have learned in their tenure at STARS.

Alas, all good things must come to an end. The feast concluded with yummy desserts baked by students and parents. We returned to our classrooms, jobs and homes, warmly contented and looking forward to future feasts to come.

Grant brings famous historical artwork reproductions to Pittston students

By Shelley Chadwick, Pittston School

Washington Crossing the Delaware, The Midnight Ride of Paul Revere, and The County Election: are famous historical paintings from the Picturing America Series. Pittston students see a different piece of art every week as they enter the library. The collection was a grant received last spring from the “We the People” program of the National Endowment for the Humanities. Picturing America brings some of our nation’s most significant images into the classroom. It offers a way to understand the history of America through great artistic masterpieces.

Students are learning about Paul Revere as a silversmith, as well as his importance during the American Revolution. They see things in The County Election painting that show real differences to today’s elections.

Plans are in the works to involve the students in a week of history through the art. Mrs. Susi will do similar art projects and Mrs. Packales will expose the students to music from historical periods of time. Mrs. Chadwick has some stories and poems to add to this experience. We hope to visit Fort Western as we immerse our students in history. Each classroom will study a historical



Pittston students pose with a reproduction of John Singleton Copley’s Paul Revere. Artwork is courtesy of a National Endowment for the Humanities grant.

painting that culminates with the classroom curriculum, from the Picturing America series. We will bring history to life at the Pittston School!

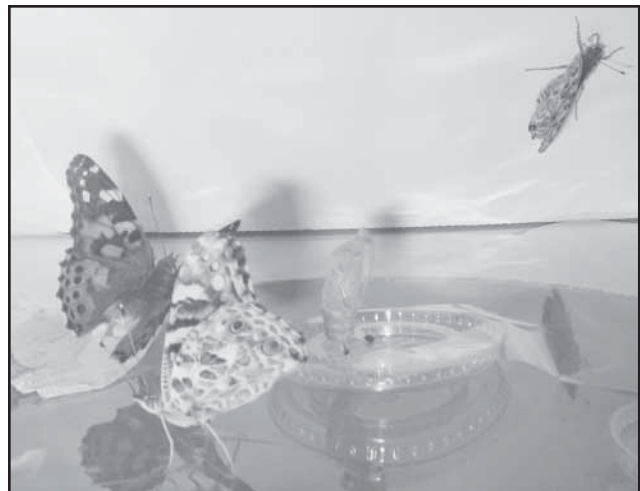
Pittston School second graders become amateur entomologists

By Kathy Damon, grade 2 teacher, Pittston School

Second grade students at Pittston School began the year as entomologists. The first science unit about the life cycle of a Painted Lady butterfly allowed the students the opportunity to work like bug scientists.

This began with the arrival of tiny caterpillars that the students observed through all the stages of their life cycle. After making observations the students recorded their data in science journals. The students were very excited to see the changes that the caterpillar went through. The anticipation was great as they waited for the butterflies to emerge from the chrysalises.

As the butterflies unfolded their wings the children were there to watch the process. The students cared for the new butterflies for a few days and then had a special release day. On that day the children were anxious to see how their butterflies would react to the outside world. As a part of that day the children wrote stories about what the butterflies would do after being released and they enjoyed a beautiful and delicious butterfly cake.



Pittston second graders emerged as entomologists as their caterpillars transformed into chrysalises and then Painted Lady butterflies.

Pittston Welcomes Therapy Dogs!

By Shelly Simpson, principal

Beverly Kelm, who recently moved to Pittston from New York, is a retired Elementary Music teacher. She has been involved with the Adirondack High Peaks Dog Training Club for the past 12 years. Beverly is the proud mother of three therapy dogs, Lulu, a Dachshund/Beagle mix, Buffy, a 40-pound mixed breed, and Mosey a Shiba Inu/Jack Russell Terrier/Sheltie mix. These three dogs visit Pittston School at least twice a week on a rotational basis. The students earn time reading to the dogs and look forward to their visits. The dogs are very good listeners.

All of these dogs were rescued by Bev and have found a wonderful home in Pittston. We are delighted to be chosen as their second and adopted home. Both the staff and children alike look forward to seeing them, as they certainly add life and spark to our day.

Bev and her family of dogs also visit hospitals and nursing homes, where they spread smiles and cheer. We are thrilled to have them as members of our Pittston School family, hopefully for a long time to come!

Chickadee Award book time is here

By Shelley Chadwick, Pittston School Library

Kids at Pittston School are always excited when we start reading the Chickadee Award books, and they know it's time to hear one when they hear the Chickadee's call. The Maine Children's Choice Picture Book Project was started six years ago, and Pittston kids have enjoyed the project for five years.

Ten picture books, selected by a committee of librarians and literacy professionals, are purchased for the library. Some of the book selections are fiction, like *The Sea Serpent and Me*, and one is a science book about wolves and another is *10 Things I Can Do to Help My World*.

When students have heard all ten books, they vote for their favorite. It's hard sometimes to choose only one book. We have paper ballots that go in the special chickadee ballot box. Votes from our school are sent to the Chickadee Committee to be added to the over 12,000 votes from other elementary schools throughout Maine. The winning Chickadee Award book is announced in April.

You may have heard the state winner announced on local news channels during the first two weeks in April. Be sure to ask your child which of these books they especially enjoyed.



Beverly Kelm and her therapy dogs visit students at Pittston School. Children enjoy reading to the gentle, friendly dogs.

The Purpose of Chewonki

By Gabrielle Cooper, grade 5, Pittston School

In October, fifth graders at Pittston School went to Chewonki. Chewonki is an area with a gulch, which you cross over, and a barn, with many climbing activities.

The purpose of Chewonki was to help with teamwork and leadership. We worked on these skills by doing fun yet challenging games. There was no way to accomplish the tasks without working together. The barn and the gulch also helped with self-confidence.

Chewonki was helpful because it taught us skills we are going to need throughout life!



Pittston student Gabrielle Cooper prepares to cross the gulch at Chewonki.

Community support enriches student experience at Laura E. Richards School

By Karen Moody, principal

Students, parents and staff are so very grateful for the community support we have received this school year!

First Day of School Celebration

The year began with our second annual "First Day of School Celebration," organized by Katherine Kollman, Gardiner Elementary Parent Teacher Association president.



Patrick Saucier, a Gardiner firefighter, donned his full uniform at Laura E. Richards School during Fire Prevention Awareness Week.

The purpose of the celebration is to generate widespread community support of schools and education as well as to raise awareness of the resources available to families in our local community. Our First Day was a huge success and a great way to begin a positive school year!

The following area businesses donated items for the First Day: Subway of Gardiner, Bagel Mainea, Reny's, Blue Sky Bakery, Movie Gallery, R&B Dance Company, Gardiner Federal Credit Union, Ainslie's Market, Pasta'z, Kennebec Valley YMCA, Dunkin' Donuts, Shaw's, Target, The Village Jeweler, The Children's Discovery Museum, Millstream Restaurant, A-1 Diner, Gerard's Pizza, Olive Garden, and Sam's Club.

Community Meet & Greet

In addition, on the morning of the first day of school, parents enjoyed a "meet and greet" time in the gym with the following local community resources: Maine Parent Federation, Gardiner Main Street, Gardiner Music Boosters, Gardiner Recycling Committee, Modern Woodmen of America, Healthy Communities of the Capital, Boys & Girls Club, and Johnson Hall Performing Arts Center, Anthony Anderson (School Health Coordinator), Jim Bourque (School Counselor), Justin Walton (School Music Teacher), Jim Whalen (School Physical Education Teacher), and Barbara Gipson (School Librarian).

Many thanks to local Curves fitness center clients who donated boxes and bags of school supplies. Jessica Clark, manager, presented the donations to Mrs. Moody. The supplies were shared with all our community schools for students in

need. Another great example of the caring school community we truly enjoy in Gardiner! Pictures are posted on our school website.

Fire Prevention Awareness Week

Students enjoyed visits from Richard Taylor and Patrick Saucier during Fire Prevention Awareness Week in October. Richard Taylor is the Senior Research and Planning Analyst for Maine Fire Marshal's Office. He presented a firehouse that identified fire hazards in a home. The hazard would light up and then that room would fill with smoke. Students problem solved how to fix the fire hazards.

Gardiner Fireman Patrick Saucier visited to discuss what students should do in case of a fire and to show them what a fireman looks like in full uniform. Fireman Saucier returned after school to train teachers to safely use a fire extinguisher. These presentations were engaging to students and staff, and everyone learned very important safety tips as well. Again, thank you to these community resources!

Day of Caring

In mid October, students from Gardiner High School also visited our school for the annual "Day of Caring." This day is about students providing community service. Students from the high school raked and moved wood chips that had just been delivered on our playgrounds. Their help was very much appreciated and made our playgrounds safer. Our young adults at the high school are a great community resource, and we thank them for all their hard work on that day! The funding for this day is provided by the following local businesses: EJP, United Way, G & E Roofing, mn studio, 92 Moose, Charlie's Motor Mall, Gardiner Savings Bank, Key Bank, JS McCarthy Printers, Ameriprise Financial, Lajoie Brothers, Inc., PretiFlaherty, Ganneston Construction Corp., and Cross Insurance.

Mural contest

Then we got crafty at Laura Richards! Gerard's Pizza from downtown Gardiner sponsored a mural contest for our students. Each classroom made a mural to display in the very large windows of Gerard's. Community members voted each week on their favorite class mural, which were displayed by grade level. The mural receiving the most votes received a pizza party from Gerard's. All other classrooms will receive a treat for participating. The murals were very creative and the students enjoyed making them. Thank you again to Gerard's for sponsoring this event!

Community Support continued on page 21



Laura E. Richards School kindergarteners enjoy a tea party inspired by the book *Miss Spider's Tea Party*.

Celebrating friendship with a *Miss Spider* tea party

By Marie Tarrío

The kindergarten classes at the Laura E. Richards School celebrated friendship with a Miss Spider's Tea Party, based on a book of the same name by David Kirk. Students were buggy with excitement as they dressed up as their favorite insect. The students practiced using their manners as they served each other apple juice from teapots. They also enjoyed a parade where they were able to show off their costumes and make insect noises. Mrs. Carey, Mrs. Michaud, Mrs. Tarrío and Mrs. Grant worked collaboratively to promote friendship at Laura E. Richards. Friendship is one of our super kid skills.



First graders at Laura E. Richards School show off murals they made as part of their study of weather cycles. The murals were displayed in downtown Gardiner.

LER first grade makes murals as part of weather studies

By LER grade 1 teachers

The first graders at LER have been engaged in a yearlong study of the weather. We read, write and talk about the changing seasons, graph the weather throughout each month, and consider the ways the weather cycles affect our daily lives. When it was our turn to display murals at Gerard's Pizza on Water Street in Gardiner, each class chose a tree. On our murals we showed how our trees look in the fall. Mrs. Cockrell's class made a beech, Ms. Clary's class an oak, Ms. Whitman's class a maple and Mrs. Malcolm's class a white pine.

Laura E. Richards learn about Maine insects & birds during library time

By Barbara Gipson, librarian

The students at the LER school have been learning to use their school library time appropriately with emphasis on how to safely care for library books. In addition to these skill lessons, they have been learning about several of Maine's fall creatures, such as the miraculous journeys of the monarch butterfly, the Canada

goose and common loon. During November and December, students learned about the white-tailed deer and our state of Maine animal, the moose. Each two-week lesson comprises interactive maps, poster-sized puzzles, charts, hands-on items and a story to compliment the lesson. Integrating library skills with fun-fact lessons adds an element of excitement for each student.

Biographies spring to life in cross-grade unit at Helen Thompson School

By Stephanie Radcliff

How many years did it take Leonardo da Vinci to paint Mona Lisa's lips? What was the first word Helen Keller learned to sign? Students in Mrs. Nickerson's fourth grade class and Ms. Radcliff's second grade class have learned the answers to these questions and more as they worked on biographies. Together, these two classes have worked on a cross-grade unit bringing famous people to life. Each second grader was teamed with a fourth grader and the team became immersed in the life of a person who captured their interest.

Library scavenger hunt

The unit began with a scavenger hunt of the biography section of Helen Thompson School's library. Students were asked to find biographies according to certain criteria: a biography about a child, a biography about a person from sports, etc. This was a great way to get the students familiar with some of the interesting people they could learn about. After the scavenger hunt, the buddies had to choose a person to learn more about. Pairs chose a wide variety of people from Helen Keller to Tom Hanks, George Washington to Gertrude Ederle!

Students researched their person various ways. Each group read a book about the person; some groups used the Internet to find more in-

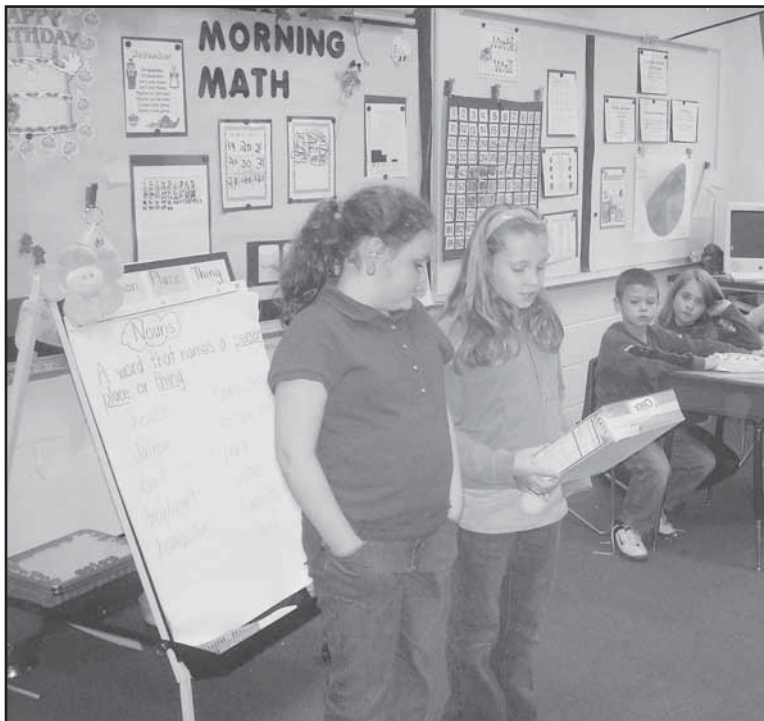
teresting facts about their person and still other groups learned about their person through videos. Through the use of technology, students were able to see the reenactment of Rosa Parks refusing to give up her seat on the bus, relive how frustrating it was for Helen Keller as a child to not be able to communicate, and look at some of Leonardo da Vinci's endless journal pages.

Biography web

Each pair of students, had to put together a three-part project after recording their information on a Biography Web:

1. A timeline of the person's life,
2. A paragraph about the person, and
3. A presentation to the group.

Students chose how they wanted to present their information. Some students dressed up as their subject and had their buddy interview them. Others made a Keynote presentation. Still other groups made posters, cereal box advertisements, or used videos found on the Internet to tell about their person. Students even enjoyed a piece of "Thunder Cake" after hearing about Patricia Polacco and listening to one of her stories on Storyline Online, a website from the Screen Actors Guild where actors read children's literature.



By working together, students of varying background knowledge, readiness, preferences in learning, and interests were able to grow and experience individual success in their learning.

Famous Biographies

Jaime Frye and Mikayla Palmer, students at Helen Thompson School, present their biography research to classmates. Their research took them to the school library and to the Internet. Students worked in pairs and produced a timeline of the person's life, a paragraph about the person and a presentation to the class.

Teachers' literacy study group at Helen Thompson supports classroom efforts

By Wendy Oakley, Title I literacy specialist

On the first Monday of each month, teachers at Helen Thompson Elementary School gather after school to discuss a professional article. The Title I literacy specialist (that's me) distributes a reading several weeks in advance, and teachers come prepared to chat about a topic relating to literacy.

The article provides a jumping-off point – some common material to ponder and react to. This is a chance to share and bounce ideas off each other; an informal time to get together, nibble on a snack and think about classroom practices.

Vocabulary and read aloud books

This month we watched a short DVD clip about vocabulary instruction together. Since it is nearly impossible to carve out time during a classroom teacher's busy day for anything (that is, when they're not directly with the students) beyond practical planning, materials preparation and meetings, these teachers take time once a month at the end of the day for this professional learning community.

In October, our first topic was read alouds; in November and December we discussed vocabulary. Then we moved on to cover spelling, comprehension, fluency and other elements of literacy.

It has been rich Penny Jessop, first grade teacher, offers this: "Our literacy study group is a wonderful opportunity to get together and have conversations about a wide variety of lit-

Literacy study group is a wonderful opportunity to converse about a wide variety of literacy components. It stimulates new ideas and focal points.

eracy components. It stimulates new ideas and focal points and reminds me of things I've done in the past. The readings and meetings are manageable and allow us to grow professionally. It provides us with a collaborative time for sharing techniques and materials. I'm really enjoying it!"

Mounds of material

Sometimes the amount of material out there in the professional literature is overwhelming: how does a classroom teacher sort through and even decide what articles from which professional journals deserve our attention?

As a literacy specialist, one of the things I can do is sift through to find concise, readable and valuable writing to offer these teachers, so that they can get to the essence efficiently. I am inspired by the thoughtful comments and questions that come up as teachers reflect upon their reading and connect an author's ideas to their own experiences within the Helen Thompson classrooms. While teachers enjoy the opportunity to meet and discuss topics, the students end up being the benefactors!



Helen Thompson School teachers meet in a literacy study group with Title 1 Literacy Specialist Wendy Oakley to generate new ideas for improving student literacy skills.

Artwork inspires students through a visual tour of our nation's history

By Julie Wentzel, librarian

Picturing America tells the story of America through its art. The National Endowment for the Humanities (NEH) developed Picturing America as a tool to teach American history to students. It features 40 works of art, ranging from early American Indian artists to painters and photographers down through history. In collaboration with the American Library Association, the NEH is distributing large reproductions of their works along with materials, activities and lesson plans.



Kiara Goggin liked the red clothing pictured in Emanuel Leutze's painting of Washington crossing the Delaware River with his troops. The artwork of the German-born, American Romantic painter is part of the Picturing America series coming to schools under funding from the National Endowment for the Humanities.

Virtual history tour

Beginning in November, our third, fourth and fifth grades began their virtual history tour with a Gilbert Stuart's 1796 portrait of George Washington and then Emanuel Leutze's, Washington Crossing the Delaware, painted in 1851. The students learned about Gilbert Stuart's life and what it was like to paint an oil portrait of an American hero, General George Washington. They learned that the original portrait hangs in the National Portrait Gallery, at the Smithsonian Institution, Washington, D.C., while the original of Washington Crossing the Delaware is in the Metropolitan Museum of Art in New York.

The students were interested in the details of each painting. They discussed what type of

clothing, hairstyle and facial features that Stuart tried to show in his painting of Washington. The students were interested in the real man, not the myth. After some research, we found that Washington never wore a wig but powdered his hair white. He didn't like his smile because of his missing teeth and that his dentures were not made of wood (as is often told) but of animal ivory and human teeth.

In library class Mrs. Luken's third grade students were excited to write and illustrate their

Students were interested in Washington, the real man, not the myth.

thoughts about the events, portraits, and facts about George Washington that they discovered during the lesson. Kiara Goggin liked Leutze's painting, Washington Crossing the Delaware.

"I like how they're wearing red," Goggin said. "I like it because it's a sign of courage and it's beautiful." In fact, Leutze used the color red to draw our eyes to General Washington showing leadership and courage.

Making connections

The students were fascinated to discover a Maine connection to General Washington as well. They learned that the last surviving member of General Washington's Life Guard, Captain Nathaniel Berry was buried in Maple Grove Cemetery in Randolph. Berry was born in 1755, lived in Pittston, and joined the army in Boston in 1777. In 1778 he became a member of the Life Guard, whose members Washington expected to be at least 5' 10" tall, educated and fit. Berry served at Ticonderoga, Saratoga, Whitmarsh and Valley Forge.

Berry was honorably discharged in 1780. He returned to Pittston, where he died August 1850 at the age of 94. A trunk filled with his personal belongings contained a newspaper clipping of President Washington's obituary of 1799. The records show that Captain Berry received funeral observances of a magnitude never before attempted in Maine.

The students are eager to learn more about our country's history with this wonderful tour of visual art. Through this gift of the National Endowment for the Humanities, students may see important artwork "up close and personal."

Helen Thompson School: The apple of our community's eye

By Donna McGibney, principal

There's an old saying about a runner that is so far behind everyone else that he thinks he is in the lead. That's a pretty good description of how life sometimes feels as a principal! There are so very many programs and proposals, opportunities and options, studies and students that come my way every day that sometimes I just don't know where I am in the great scheme of things.

Every day is unique

The wonderful part of being a principal is that every single day is unique. The tiring part of being a principal is that every single day is unique. There is no automatic pilot setting for principals. We are expected to be both Girl Scouts (always prepared) and First Responders (ever ready). We are expected to be well read though most days offer no time to eat, let alone read. We are expected to know the programs that are considered cutting edge when we often don't have time to open the professional magazines that land in our mailboxes. Our days are filled with mini-emergencies, long-range planning and daily responsibilities.

Change is a constant in education

And so it goes. The very things that make this position delightful can also make it exhausting. While some things remain pretty constant, like parents wanting the best for their children; children wanting to be treated as adults (even when they act like children); teachers offering each student an opportunity to shine; custodians taking pride in "their" buildings; education can often feel like it's spinning out of control. What worked just ten years ago is now considered ob-

solete. What experts were supporting five years ago may now be considered unreliable.

Small school, big heart

Helen Thompson is like many other community schools. We are the apple of our community's eye. We are a small school with a big heart; a group of adults loving a sea of students. Due to our increased enrollment, we have had to be creative with our physical facility. Due to our knowledge of our students, we have tweaked this program and reorganized that one. When opportunities have come to upgrade computers, gather data from students, participate in acts of kindness, work with students in small groups called Academic Tutorial, or create a Reading Lab for struggling readers, we have done all that we could to make it happen.

Opportunities bring demands

Each opportunity, no matter how exciting, comes with its own demands. We may have to move furniture or people, add more training to our arsenal, rethink our priorities or just buckle down and do what needs to be done ... for the sake of the students. So, when you hear of a new program coming to your child's school, stop for a moment and consider what the adults have done to make that happen and to make it profitable for the students.

Are there wonderful, new things happening in this district? Absolutely ... and we want the absolute best for our students. Even in difficult budget times, we dare to be like the runner mentioned in the first paragraph. Whether at the back of the pack or the front, we keep on moving, heading toward the goal: a solid educational opportunity for every student.

Community support for Laura E. Richards School

Continued from page 16

Family Violence Prevention

More community resources came to us in November from Hillary Hopkins, Abuse Prevention Educator with the Family Violence Program. Ms. Hopkins visited classrooms to present the programs "Bear Thoughts" and "Hands Are Not for Hitting." Students in the Four Year Old program received stuffed bears after the presentation and kindergarten through second grade students made murals, pledging not to use their hands for hitting. These programs certainly promoted

safety messages for our children!

As the school year progresses we continue to be so thankful for our supportive community. Just recently the First Baptist Church donated lots of mittens and a parent dropped off a bagful of clothes for children in need at our school. As Principal of Laura Richards I want to express our sincere gratitude to all who have supported our school, students, and staff! Not only do you support our school, but you help our students come to school ready to learn. Thank you!

New sensory motor program introduced at MSAD #11 elementary schools

By Val Moran

A new sensory motor program has been initiated throughout the district. Valerie Moran, our district's occupational therapist, has provided training to our staff, including ed. techs. and Special Education staff, and thanks to a grant written by Peg Long, has provided an abundance of material and equipment to the elementary schools.

The program assists students who are chal-

lenged with maintaining their behavior and their bodies in an appropriate manner within the classroom throughout the school day. Movement breaks outside the classroom are scheduled regularly to allow our students a chance to re-energize tired postural muscles, release pent up energy, and regain control of their emotional states.

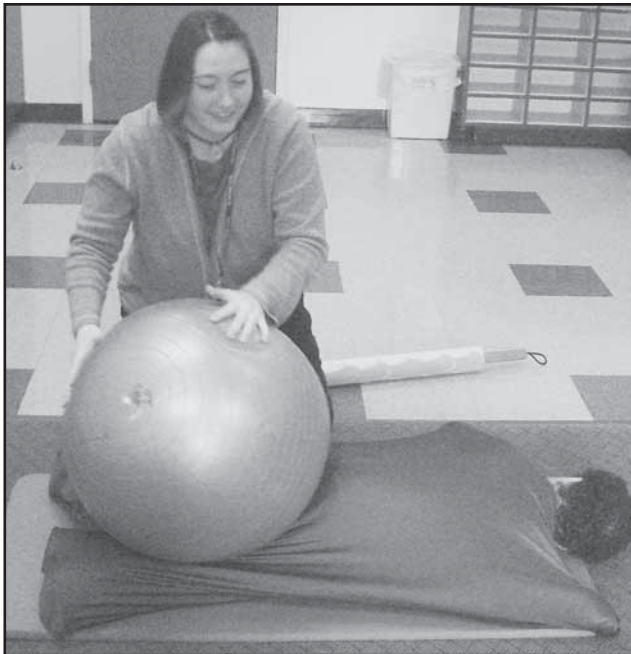
Sensory strategies are also utilized within the classroom, such as the use of a "wobble cushion" to sit on to assist with sitting posture and attention, "fidget items" to hold on to during focused listening times, and adaptive seating for those who are challenged with maintaining their sitting posture within their own space.

Movement breaks outside the classroom are scheduled regularly to allow our students a chance to re-energize tired postural muscles, release pent up energy, and regain control of their emotional states.

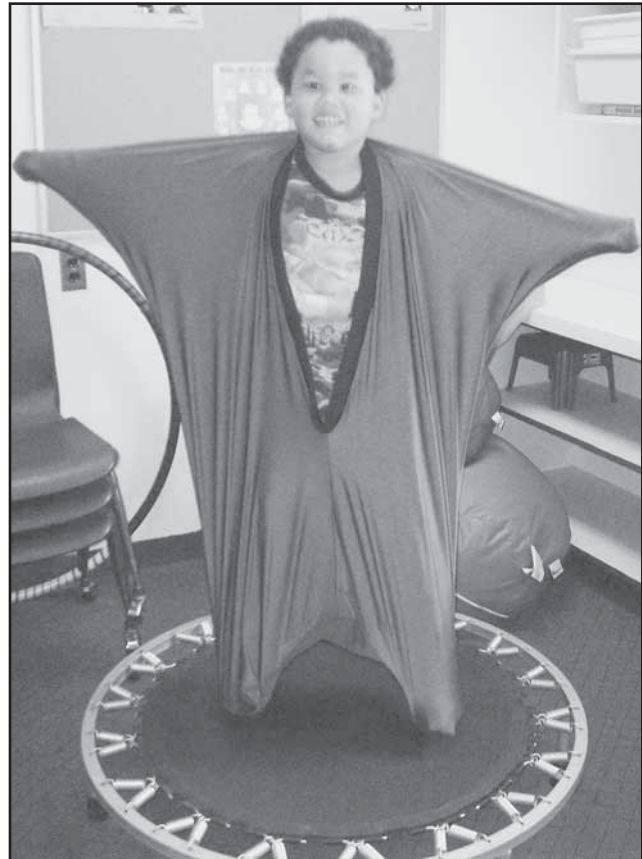
There has been an overwhelmingly positive response to the training and the program. "Fi-

nally, information and techniques that we can use immediately," said one staff member. Teachers and ed. techs. enjoy assisting their students with their sensory motor programs.

"Such simple activities, but they really work!" Students are able to participate in class in a more positive manner, with improved focus and attention to their learning.



Delkius Jackson, grade 1, bounces on the mini-trampoline to release excess energy. Jamie Johnson rolls the ball over Delkius and he pushes against the stretchy sack; both are to provide calming, deep pressure input.



LEGO Robotics Team: We build, we learn, we play!

By *RayeAnne DeSoto*

Have you ever built a model out of LEGOs only to accidentally drop it and have it explode into hundreds of little pieces? What do you do? Throw a tantrum, throw out the LEGOs or rebuild your model stronger and faster than the one before.

This is only one of the challenges faced by our Robotics Team members each week. FLL challenges students to problem solve, think creatively and develop a great deal of teamwork as they build and program their robots to perform various missions on the competition table.

MSAD 11 sent four teams to the 10th Annual FIRST Lego League Championship at the Augusta Civic Center in December. The Mad eaters, Flaming Blue Pants, The Cyborgs and the G-Town Decimators (team names) were a mix of

students, ages 9-14, representing Helen Thompson, Hamlin, Pittston, River View and the Gardiner Regional Middle School. They competed against 50 other teams from around the State.

This year's theme was SmartMove and involved the teams learning about transportation issues in their communities and around the world. Each team defined a transportation issue or problem, researched the topic, proposed a possible solution and reported their findings back to the community.

The teams also built and programmed LEGO Robots to compete on a playing field where they had to activate a crash test vehicle, deliver a container of people out onto the playing field, navigate the course, drive onto a bridge, and other transportation related missions.

MSAD #11 Child Find Policy for Special Education and Supportive Aid

MSAD #11 seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance - including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

The school unit's child find responsibility shall be accomplished through a unit wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP team.

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing

and cognitive skills. MSAD #11 may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, RSU #11 will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

References:

34 CFR ss 300.125 (1999); Ch. 101 ss 7.1-7.10 (1999) (Me. Dept. of Ed. Rules)
34 CFR ss 300.111 (2006); ME. Dept. of Education Reg. ch. 101.IV(2) 2008

Adopted: April 7, 1994

Revised: November 4, 2004; May 3, 2007; December 3, 2009.

Brain Quest: Using our 5 senses

By Marla Morgan

If you had to design your brain using your five senses, what would it look, feel, taste, sound and smell like? This was the question posed to our R.E.A.C.H. grade 3, 4 and 5 students. Students were challenged to think of their brain using their five senses and then asked to bring in four or five items from home that they felt represented their brain.

Students brought in simple items, but their connections were amazing. One student brought in a hammer to represent strong convictions, another an airplane signifying soaring enthusiasm. Colored paperclips hooked together represented creativity, an Oreo cookie represented the flavor of another brain. Did you know your brain could be shaped like a sea turtle? Or it could smell like grease, a tropical island, oranges or buttered popcorn?

Our discussion led us to illustrating our brain. Many chose to create rooms in their brain compartmentalizing who they are and what they love. Brains became footballs, battlefields, animals or castles with libraries, sport/exercise centers or computer control panels. Music filled brains and a motor running signified the brain at work.

Stimulating our senses and using creativity, even though we are not all creative, encouraged students to REACH beyond what is comfort-

able exercising their brains. We gained understanding through discussion and reading about the important parts of our brain, the cerebrum, cerebellum and brain stem and how different parts of our brains allow us to run, laugh, speak, write, think and understand.

Delving further into the function and appearance of the billions of neurons in our brains proved enlightening for us all. The lightning speed of the millions of signals that pass from our brain to other parts of our bodies in mere seconds astounded the students.

Writing about our brain became the next challenge. Students could choose their writing form: poem, short story, brochure, advertisement, interview, etc. Those who chose to write a rhyming poem, we entered in the 2010 Neuroscience For Kids Poetry Writing Contest.

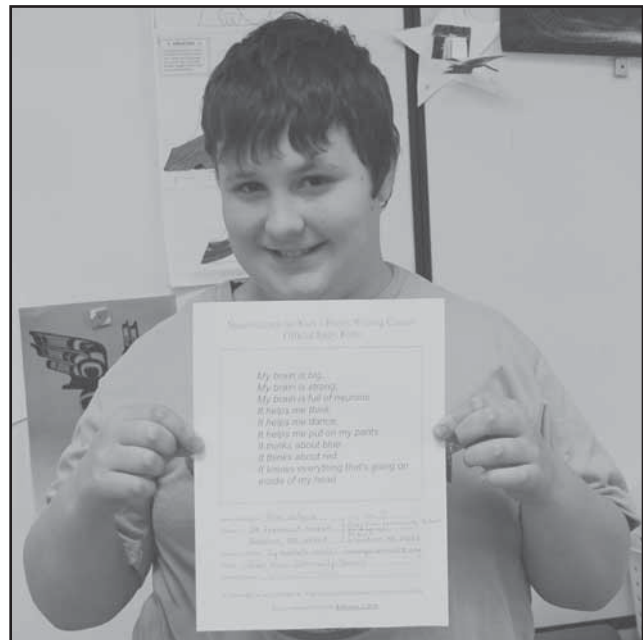
Our Brain Quest culminated with Mark Cooper, M.D., leading a discussion at our district R.E.A.C.H. Day increasing the students' understanding of brain function and how mentally exercising the brain can make it stronger. Eagerly, our students added insight and asked probing questions.

What better way to end any event than with food? Students feasted on oranges, fruit snacks, cheese, Oreos, trail mix and popcorn – foods that they had used to describe their brains! So... what does YOUR brain look, taste, feel, smell and sound like?

River View Community School student a winner in national poetry contest

The Neuroscience for Kids website held a National Poetry Writing Contest about the brain. Submissions for grades 3-5 had to be a rhyming poem of no longer than 10 lines. We would like to congratulate Gino Valera, who attends River View Community School. His poem was selected as a winner in this contest. Way to use your brain, Gino. Here is his winning poem:

*My brain is big,
My brain is strong,
My brain is full of neurons.
It helps me think,
It helps me dance,
It helps me put on my pants.
It thinks about blue,
It thinks about red,
It know everything that's going on
inside of my head.*



Gino Valera holds his prize winning entry in the Neuroscience for Kids poetry contest.

Guiding the elementary school student with “Super Kid Skills”

By Jim Bourque and Joan Tourtelotte

The Elementary Guidance program is doing exciting things with your children. We, Jim Bourque and Joan Tourtelotte, use what are called the “Super Kid Skills” to build on the training you give your children at home. We focus on character traits like responsibility, caring, respect, problem solving, positive attitude, being a quality worker, teamwork, honesty, being an effective communicator and citizenship. We use many different teaching tools to impress these traits upon your children and we’d like to share some information on a few of the programs we have going on right now.

Pennies for Peace

The students of Helen Thompson and the second graders at TC Hamlin were introduced to the Pennies for Peace program this year after their teachers showed an interest in it. This is an international program that invites children to donate pennies only to Pennies for Peace, which then uses the money to build and fund schools in underdeveloped countries, especially those where terrorists like to recruit uneducated youngsters. Students were shown educational videos of the daily life of children in some of the countries that we will be helping. After only a month we had collected \$105.70. That’s more than 10,000 pennies!

Filling the bucket

All students at Pittston, Helen Thompson and the upper grades at TC Hamlin were taught the concept of “bucket filling.” Basically, we all have a “bucket,” a place where we keep good thoughts and feelings about ourselves, and that “bucket” gets “filled” when someone does or says something nice to us. The really incredible thing is that when we do or say something nice to someone else it not only “fills their bucket” but our own as well. When we are mean or unfair we are acting like “bucket dippers” and nobody’s “bucket” gets “filled” that way.

This lesson, and the continuing discussions it lends itself to, has students talking about their own and others’ behavior – even characters in books – and looking for ways to fill others’ buckets and recognizing when others fill theirs. If your child came home with a picture of a bucket that they colored or one that was filled to the brim with compliments written by classmates, please ask them about “bucket filling.” You will find lots of material for dinnertime future conversations.



Kelso the Frog offers young students helpful lessons in solving interpersonal problems.

Kelso the Frog

Kelso the Frog has been making the rounds of the elementary schools teaching children strategies for solving small problems and interpersonal conflicts. “Kelso’s Choice,” published by Sunburst Media, is a powerful tool for teaching students nine strategies for problem solving: wait and cool off, talk it out, tell them to stop, walk away, ignore it, share and take turns, make a deal, apologize, go to another game. Teachers and students have been enthusiastic about these Kelso lessons as a way to empower students to be independent problem solvers, reduce tattling, increase feelings of personal competence, and provide a systematic structure for the school community to work out problems and disagreements.

Individual & group counseling

In addition to the above programs, the elementary school guidance counselors are available to help students with social, emotional, or family issues that may be impacting their lives. This help includes, but is not limited to, individual and small group counseling for social skills, friendship, divorce and grief and loss issues. Counselors can also be a good resource for referrals to local helping agencies and therapists. Please feel free to contact Elementary Guidance counselors, Mr. Bourque and Miss Tourtelotte, with any concerns you might have. They may be reached by calling or e-mailing your child’s school.

GRMS 8th grade pilots Energy Unit from Maine Math & Science Alliance

By Ryan Avery, 8th grade science teacher

This fall, eighth graders participated in an energy unit written by the Maine Math and Science Alliance. The unit, Energy for Maine, begins with background and exploration regarding the types of energy and how they can be converted from one form to another.

After students have practiced these core concepts, energy conservation and efficiency are in-

Students learn about the types of energy then conservation and efficiency concepts are introduced.

troducted. At the conclusion of the unit, students calculate the energy consumption of a variety of appliances, and begin to consider ways that they can save energy at home and at school. After the pilot is complete, the energy study unit will be available to teachers throughout the state.

During this unit, students have completed a variety of hands-on activities, independently and in groups. This collaboration has led to wonderful discussions that have been supported by the knowledge and skills presented throughout the unit. This unit has not only covered the required science curriculum, it has asked students to reflect on their place in society as energy consumers, and given them resources that will help them to make informed decisions.

Team 7-2 raises funds to donate a llama to a needy family

By Grace Kelley & Brittany Chesley

Heifer International has been in existence since 1944 as an organization that helps families in need by giving them useful animals. Families can use the animal for food, transportation and clothing.

An animal is a non-stop gift. It keeps giving to other families. The offspring of the animal given to one family is given to another family.

This year our Team, 7-2, decided to help a family in need through Heifer International. We chose a llama because a lot of people thought it would be cool to buy a llama. The llama is used for its rich wool for clothing, milk for drinking, and transportation. The options were either to share a llama for \$20, buy it for \$150, or get something cheaper like a flock of chickens for \$20, a trio of rabbits for \$60, a sheep, goat or pig for \$120, a cow for \$500, honey bees for \$30, a water buffalo for \$250 or trees for \$60. We decided to buy the whole llama. Heifer International will decide whom to give the llama to.

So far we have about \$87 and are still collecting donations from kids in our 7-2 wing. We have a thermometer hung in the hallway that explains how much money we have and what we are buying. We are almost there! Thank you Team 7-2 for all of your support!

Rejuvenated GRMS PTO thanks teachers, recognizes student achievements

By Tom Farkas, parent

On November 17 and 19, to coincide with parent-teacher conferences, volunteers with the Gardiner Regional Middle School Parent-Teacher Organization treated the school's teachers to sandwiches and desserts. This marked the first of what is sure to be many supportive activities by the newly rejuvenated PTO. The PTO exists to show support for teachers and to recognize student achievement in and out of the classroom. The group is looking for ideas to accomplish these goals.

In connection with parent-teacher conferences, volunteers with the PTO set up an informational table in the cafeteria and shared the news with middle school parents that the PTO is back. At the table, over 50 middle-school parents provided the PTO with their names and email addresses so they can receive occasional updates

from the PTO about happenings at the middle school. If you're the parent or guardian of a middle school student and would like to receive these updates but didn't get a chance to visit the informational table, please send your name and

This is your invitation to join in these discussions.

email address to grmspto@gmail.com.

The Gardiner Regional Middle School PTO holds monthly discussions at the school from 6-7 p.m. on the fourth Tuesday of each month. These discussions are open to all parents or guardians of students at the middle school. This is your invitation to join in these discussions. Please share your ideas on how the PTO can recognize student achievement and show support for the school's teachers.

GRMS Geography Bee

By Dean Hall, grade 7 social studies teacher

In December, GRMS held its annual Geography Bee, which is sponsored by the National Geographic Society and Google. Ten students from the six academic teams competed. After numerous rounds of competition, Adam Fortier-Brown was declared winner and Cody Letourneau was recognized as the runner-up. Other school finalists were: Dustin Duboard, Trevor Backus, Devon Hall Autumn Bolduc-Ignasiak, Sam Bustos, Nate MacDonald, James Bradley and Matt Clark.

All students participating in the "Geography Bee" were presented with a certificate and Adam was awarded the winner's medal. Adam represented GRMS at the Maine Geographic Bee April 9. The state winner received \$100, the "National Geographic Collegiate Atlas of the World," and a trip to Washington, D.C., to represent Maine in the national finals at the National Geographic Society headquarters, May 25-26.

The first place national winner will receive a \$25,000 college scholarship and lifetime membership in the Society. The national winner also will travel (along with a parent or guardian), all expenses paid, to the Galapagos Islands, courtesy of Lindblad Expeditions and National Geographic. "Jeopardy!" host Alex Trebek will moderate the national finals on May 26. The program will air on television. Check local listings for dates and times.

To test your geographic knowledge with the new and exciting GeoBee Challenge, an online geography quiz, visit www.nationalgeographic.com/geobee. The game poses 10 new questions a day.



Adam Fortier-Brown won the GRMS Geography Bee in December and competed at the state Bee at USM on April 9.

How would you do as a Bee contestant?

This year, students answered such questions as:

1. In which of these states would you not find a national park - North Carolina, California or Delaware?
2. The potato and tomato both originated in the Andean highlands of which continent?
3. What river forms most of the western boundary of New Hampshire?

For answers, turn page upside down.

1. Delaware 2. South America 3. Connecticut River

School Improvement Committee gains momentum at the Middle School

By Jeanne Lysobey and Hope St. Denis

Gardiner Regional Middle School is SIC and that's a good thing. SIC, the teacher-initiated School Improvement Committee, came to life at the end of the 2008-2009 school year and has been gathering momentum ever since.

This year the committee, consisting of all faculty members at the middle school, has started planning and implementing ideas to make GRMS an even better place to work and learn. These plans and actions are based on information obtained from the Academic Audit, as well as everyday observations and interactions.

Each teacher, along with a few other staff members, has signed up to work on one of three goal areas: student motivation and success, mak-

The committee, consisting of all faculty members at the middle school, has started planning and implementing ideas to make GRMS an even better place to work and learn.

ing learning fun, and staff development and motivation. Committee efforts to date include the parent/teacher conference café, the GRMS Super Stars bulletin board and the expansion of Pi day. These are only a few of the ideas produced by the SIC groups. Keep your eyes and ears open for more fantastic things to come!

GRMS Drama Club's *Cinderella* benefits children's hospital charity

By RayeAnne DeSoto

What do you get when you mix a beautiful orphaned girl, a charming prince, three talking mice, two feisty little old ladies from Louisiana, a fairy godmother whose magic goes awry, 32 middle school students, 14 high school students, and one energetic director? *Cinderella*, of course, a fantastic play that puts a comedic twist on a tradition fairy tale.

The GRMS Drama Club performed three night shows and two matinees of *Cinderella!* a fairy tale comedy in two acts by Craig W. Stump. Thelma and Louise, whose ancestors were the Brothers Grimm, narrate this wonderful tale. From their porch in the swamps of Louisiana, they spin the tale of Ella who was forced to be a servant by her jealous stepmother and ugly stepsisters.

Ella, renamed Cinderella by her stepsisters, keeps a positive outlook that her life will be better someday. She meets a nice young man (the prince who is in disguise) and they find they have something in common, obligations. She is obligated to serve her stepfamily, he to marry and run the kingdom. Cinderella and the prince find true happiness and love by the end of act two.

The GRMS continues with another tradition in which high school drama students mentor middle school students. The mentors bring their experience and knowledge from acting in plays and musicals to nurture the acting skills of the younger students. Our high school student directors for the play were Caleb Perry and Laura Burnham. Along with Caleb and Laura, 12 other high school students volunteered their time to help with costumes, lighting, sound, programs, character development, line rehearsal and dance choreography.

By tradition, the GRMS Drama Club donates proceeds from one night of production to a charity of their choice. This year they will donate \$446 from Saturday night's show to St. Jude's Children's Hospital.

Congratulations to the cast and crew!

Scenes from the middle school production *Cinderella!* Top, Brie DeSoto portrays Thelma, left, and Mariah Lang plays Louise. At right, GRMS Drama Director Raye Anne DeSoto, left, stands with her "twin" Zach Hicks. Far right, the *Cinderella!* cast performs *Dancing Queen*.



Team 8-3 descends on Salem for a lesson on learning from historical mistakes

By Team 8-3

Students on Team 8-3 traveled to Salem Massachusetts as part of their Social Studies curriculum this fall. The reason for the trip was to immerse students in the reality of a historical event in which children and adults, alike, let prejudice and stereotyping get in the way of common sense and appreciation for diversity.

Students were welcomed to a historic farm called Pioneer Village. Students were given a tour by people dressed in the attire of, and acting in the character of, that time. They were so believable that most students felt as though they had stepped into a time machine. We were invited to a gathering in the town common, experienced some of the local traditions and were involved with farming and daily chores. Students were amazed at their trip back in time to an era where proper behavior and a strong faith in God led to the accusations of witchcraft and many torturous deaths.

The Witch Dungeon gave students a chilling look into the conditions in which the accused were made to suffer. Lastly, Town Hall performed an amazing mock trial to determine the fate of several people accused of witchery. Students lis-



Students from Team 8-3 at GRMS visited Salem to learn about the witch trials and daily life in the 1600s.

tened to testimony and were given a chance to stand up and cross-examine the witnesses.

This was a wonderful opportunity for students to experience the power of public opinions back in the 1600s. Students have had a new look at the importance of accepting diversity and learning from historical mistakes. They were on their best behavior the entire day and we can't thank our chaperones and bus drivers enough!



High School taps link between today's students and technology

By Jackie Pare, assistant principal

Students today are used to being connected to some form of technology. The High School is moving and shaking in the area of technology in an effort to reach this generation of digital learners.

Recently 20 LCD projectors were mounted in classrooms, affording teachers the opportunity to display documents or video clips from a computer to a screen. To complement the LCD pro-

The shift in how we teach students clearly has a technology component to it. Students in social studies can follow the path of the French-Indian war on an interactive map that takes the class to what was formerly known as Fort Duquesne. In a special-education English class, students use a SMART board for an interactive review game before a test.

In addition to these new technologies, other areas continue to provide students with learning

Today's students expect technology to meet their learning needs. The shift in how we teach students clearly has a technology component to it.

jectors, SMART boards have been installed in 16 classrooms. The SMART board is an interactive white board controlled by a computer, the touch of a hand and specially-designed markers. Some teachers are also using a web-based program, Studywiz, to organize and deliver assignments that coincide with classroom instruction. The program can be accessed from home via the Internet.

With new and innovative technology comes a learning curve for some educators. In-house training has been offered for the SMART boards. Special educators have been assisted by Becky Ranks and Lisa Foster to develop lesson plans to integrate SMART boards. A session on Google Maps was offered for social studies teachers. Five teachers and one administrator are currently taking online courses in Technology Integration as well.

opportunities using technology. For example, the Career and Technology department offers courses such as Microsoft Word and PowerPoint, Web Page Design, and Computer Applications. The Video Production classes offer a means for students to present a variety of information in a personalized-digital format. Wellness class individualizes cardiovascular workouts for each student with the addition of Polar Heart Rate monitors from the Carol White PEP grant. The list goes on and on.

Students expect technology to meet their learning needs. It is exciting to see the culture shift in how students are being taught. Whether it is an LCD projector, a SMART board or a web site, teachers at Gardiner Area High School are working diligently to integrate technology in an effort to make learning more relevant for today's digital learners.

Gardiner High girls win Class B state championship in field hockey

By Jeff Turnbull, athletic director

The Gardiner girls' field hockey team started pre-season this year with a very different motto: new league, new teams, new challenges. Having moved from Class A to Class B as a result of student population at the high school, the players were focused on making an impact in their new division. And what an impact they made as the girls brought home the state title October 31 with a shutout win over York.

The team was lead by captains Katie Schide and Kashley Weymouth as the Tigers set a number of school records. The co-captains joined the record books with 18 assists each this season. The team scored 85 goals, the most in a season, and had the best record ever (19-0-0).

The lady Tigers had an exciting welcome home as they paraded through town with a police and fire truck escort. Back at the high school, the players showed off the championship plaque and enjoyed cake with their ever-faithful fans.

While seniors Schide, Weymouth, Marissa Lawrence, Kristin Collins, Mari Desoto, Katelyn Morissette and Alison Prince will be sorely missed, remaining members Becca Paradee, Allie Beaulieu, Kaylee Heath, Jillian Philbrook, Broghann Fles, Haley Thibeau, Sierra Hobart, Sabrina Wilkins, Paige Lapointe, Becca Woodard, Caitlin Phillips and Carly Pelletier look to repeat next year.

Congratulations to this year's Class B State Field Hockey champions!

Accreditation Committee comes to Gardiner Area High School

By Cody Whitcomb

For three days in mid October, 13 members of an accreditation committee visited Gardiner Area High School to thoroughly examine several aspects of the school. The team consisted of teachers, principals and other adults from Maine high schools. The job of the group was to accurately record their observations during the visit, which will determine whether GAHS continues to be an officially accredited high school.

The goals of the accreditation are “effectiveness, improvement, and public assurance,” as defined by the New England Association of Schools and Colleges (NEASC) which is responsible for conducting these assessments. The process measures how effective a school is at educating students, to determine what changes could be made to create a better learning experience and environment for kids, and to ensure that the school is doing everything it claims it is.

Accreditation committee members visit a school about every eight years, as long as the district is able to afford the expensive process. The committee focuses on several areas of a school including the students, faculty, individual classrooms and the building itself. To get a better sense of the school, the accreditation staff was

given a tour of the school and shadowed several students on the days they were here, briefly sitting in on classes and eating lunch with the students as well. Other students were interviewed on the school’s mission statement, personal safety, level of challenge in classes and many other aspects of their learning experience.

Each committee member was responsible for handling a separate piece of the process, all of which fell under the category of teaching and learning standards. Among these are mission and expectations, curriculum, instruction, and assessment. Also being assessed were leadership and organization, as well as the school and community resources available for student education. Following the procedure, the accreditation association has 60 days to produce a written report and send it to the principal. The principal has five days to read the report and return it, after correcting inaccuracies. An edited version is produced and returned to the school to be publicized around the district, including in the school itself, elementary schools and the town office.

The report is publicized regardless of the results. The school could be labeled as accredited,

Accreditation continued on page 38

GAHS Drama club visiting New York City during April vacation week

By Mary Downs

New York City is known for its food, people, buildings, history and so much more. But the things New York is known for that the GAHS Drama Club is most concerned with are the shows, the lights, the music and the drama. In a word, Broadway.

During April vacation the Drama Club is ven-

The Drama Club trip includes a workshop with the cast of Wicked.

turing to the Big Apple for a week of excitement and stunning Broadway shows. The thespians and company are staying in the city for five days and four nights while enjoying all that New York has to offer, especially the theatre district.

The idea came to the club in the spring when a parent suggested a trip to London and its theatre district. When the trip was approved, club members were more excited than the cast of the musical on the last day of Hell Week. Unfortunately the Drama Club didn’t have time to raise

enough money to fly across “the Pond.” The disappointment was not too great, though, because the group had an equally exciting backup plan: Broadway in New York City.

The Drama Club is attending four major Broadway shows: Mama Mia, Wicked, Billy Elliot and Phantom of the Opera. Not only will they watch the shows, but they also will meet and talk to the cast of Wicked. The trip includes a workshop with the cast in which students and parents can ask questions and get a behind-the-scenes look at the making of the show. It would be an understatement to say they are excited for this experience. Plans are to visit the Statue of Liberty, China Town and Radio City Music Hall.

Fundraising for the trip began with the sale of Champions Cards (discount cards that work at stores all over the world,) individually and door-to-door in Gardiner. The club held a yard sale at the middle school in August raising about \$900. To raise more money the Drama Club put on shows this fall and winter.

The trip to NYC cost about \$1,100 per person, which included the four shows, the hotel, breakfast and dinner, but not spending money.



MAINE Adult Education

Learning for Work and Life

Find and register for Adult Ed courses online, statewide, 24/7

By Diann Bailey, director of Adult Education

Since January adult learners have been able to register online for their courses thanks to our inclusion in the statewide adult education portal. The portal was launched in February 2009 and features the news and course offerings of more than 80 adult education programs across Maine.

The high quality site, developed by Rain-Storm Consulting out of Orono, is fully searchable by course and allows customers the opportunity to register online. The website was chosen as the Best of the Web non-profit website for 2008 by TechMaine.

The site came to fruition after many years of planning by the Maine Adult Education Association and the involvement of dozens of educators, support staff, and generous funders. During the first nine months of the portal Rainstorm reported the following data:

- 880,000 page views (average of 3,000 visits per day)
- 73% of all visitors make a purchase on their first visit; 86% within two visits
- 142,000 course searches
- \$123,000 earned online
- 2,600 courses registered online
- Average price: \$46/course

Go to www.msad11.maineadulted.org to see what's happening or to register for your class!

Flying times: teaching & learning

By Pam Corbin

My how time flies when you're having fun! I am thoroughly enjoying teaching my classes. Of course, working with teenagers can be somewhat 'trying' at times, but the students in my English, history and geography classes have provided me an opportunity to not only use my education and my life experiences, but also to learn from them. This was particularly true with the geography and world events class.

When I began to work on a lesson plan I realized that to keep the students engaged, in what could be boring material to them, I had to add something different and entertaining. The Evening News! As you can guess, not every student watches the news nor reads the newspaper. (Some of the guys did say they read the sports page, so I guess that counts a little.)

Current events and geography

For the first hour of class we studied global issues and mapping. Not all students were aware of the location of places such as Afghanistan, Iraq and North Korea. Knowing these are hot-topical news issues, I felt the students should be familiar with their exact location. We also did continent naming and placing, major bodies of water and, just for fun, the 13 original colonies. We filled the next half-hour by watching the evening news. Each week we watched CBS, NBC or ABC. After watching each network three times, at the end of 10 weeks we decided that CBS had fewer commercials and provided better coverage. Surprisingly, the next hour and a half was filled with constructive class discussion. We all shared our views on the news topics, had friendly debates, laughed as we analyzed the worthiness of commercials, and shook our heads at some of the strange events happening in our world.

Elections are a teaching moment

November being a voting month provided the opportunity to introduce students to the election process. With the help of a well put-together publication from the League of Woman Voters, we dissected each issue. Students became aware of the sometimes 'tricky wording' in questions, and also realized the difference between a referendum question and a bond issue. However, one of the highlights of the class, for me, was taking four students to their municipality and watching them register and vote for the first time!

So here we are well into the second semester. How time flies. Or maybe I'm just getting older and realizing it more. Yes, that's probably it!

MSAD #11 Adult Education program welcomes new staff members

By Diann Bailey, director of Adult Education

We are pleased to welcome the following new staff members to adult education.

Nicole Stonier joins us as a part time secretary. She lives in Gardiner with husband Jon and four boys. Nicole recently ended an 18-year career in Human Resources to be closer to home and kids.

Mary Bailey, RN, is teaching the Certified Nurses Assistant program this year. Mary has worked in the long-term care field for over 20 years. Along with teaching CNA students, she is an Activities Program Coordinator at St. Mary's D'Youville Pavillion.

Venus Gilley is a registered dietitian and has a master's degree in Food Science and Human Nutrition from UMO. She is teaching Wake Up Your Taste Buds with Herbs and Spices, Vegetarian Basics for Parents, Teens and Folks Who Are Just Downright Curious, and Feeding the Self: A Holistic Nutrition Journey for Women. Her classes are Thursday evenings.

Celina Mercado Page is a native of Mexico City with a master's in Organizational Management from the University of Mexico. With some 400 million speakers, Spanish is the fourth most

commonly spoken language in the world. Celina invites you to join the growing number of English speakers who are choosing Spanish as a second language. She is teaching Spanish for Beginners.

Patricia Bailey is a reiki master and holds certificates in therapeutic touch and holistic health care. This winter, Patricia taught Energy Works! In the class, participants learn and practice gentle techniques that reduce stress, relieve pain and facilitate healing.

Anytime is a great time to start working on healthy lifestyle changes! **Danielle Pouzol** joined us to teach Pilates and Supportive Weight Management. She is a self-employed Personal Fitness Trainer and is eager to share her skills and knowledge through community education.

Michele Roy will teach Planning and Growing an Organic Garden. She co-owns Longmeadow Farm in West Gardiner, a 28-acre organic farm, where she raises a wide range of food and other products including vegetables, eggs, meat, cut flowers, herbs and more. The farm is certified by the Maine Organic Farmers and Growers Association (MOFGA).

Rural technology initiative benefits Maine Adult Education programs

By Melinda Gilman

Maine Adult Rural Technology Initiative (MARTI) is a technology initiative started in 2008 with the goal of encouraging and improving teaching strategies through the use of technology to help adult learners find success in their programs. MARTI follows the philosophy of eMints, a K-12 program funded through Title IId (No Child Left Behind). The goal of the professional development is to explore and apply methods and strategies using technology as a

meeting is learner-directed providing practical ideas based on the teacher's needs and interests.

MSAD#11 College Transitions coach and writing lab instructor, Melinda Gilman, is being mentored by eMints instructional specialist Becky Ranks. They have explored educational features on Google, including Google docs, wikis and blogs. Melinda has applied her new skills by sharing documents with writing students, and taking the first steps in creating a college

MARTI brings professional development in the area of increasing technology skills and application in the classroom to adult education teachers in rural Maine.

tool for teaching and learning inside or outside of the classroom.

MARTI brings professional development in the area of increasing technology skills and application in the classroom to adult education teachers in rural Maine. It follows a mentor/learner model, with each mentor meeting with teachers on a regular basis, and providing in-class support as requested. The content of each

success portal that will bring together a wide variety of resources for local college transitions participants, instructors, and coaches.

Since technology is such an integral part of today's college experience, Melinda is looking forward to expanding her knowledge of, and comfort with, more and more applications herself, then introducing them to her students to better prepare them for academic success.



MAINE SCHOOL ADMINISTRATIVE DISTRICT #11 DISTRICT REPORT CARD

No Child Left Behind Act

BACKGROUND INFORMATION

The federal No Child Left Behind Act of 2001 (NCLB) requires all districts to provide a report card about students' achievement on State testing. This "report card" must include reading and math data for the district and individual schools at grades 3-8 on the Maine Educational Assessment (MEA) and high school on the Scholastic Aptitude Test (SAT) supplemented with extra Maine math questions. Schools are expected to show "Adequate Yearly Progress" (AYP) toward meeting yearly targets.

HOW DO YOU "MAKE AYP?"

The two ways to "Make AYP" are either meeting the percentage target or meeting the growth target in the following categories: whole school; economically disadvantaged; and in special education. During the three school years from 2007-2009, Helen Thompson Elementary School, Teresa C. Hamlin Elementary School, Pittston Consolidated School, Laura E. Richards School, River View Elementary School, Gardiner Regional Middle School, and Gardiner Area High School made adequately yearly progress one or more times.

Adequate yearly Progress Targets

The following are AYP targets identifying the percentage of students who must be proficient on State testing. By 2014, all students need to be proficient in reading and math. The growth target for AYP requires that a 10% increase in the number of students proficient as compared to last year in all categories.

Year	Grades 3-8 Reading	Grades 3-8 Math	Grade 11 Reading	Grade 11 Math
2007	50%	40%	50%	20%
2008	50%	40%	57%	31%
2009	58%	50%	64%	43%
2010	66%	60%	71%	54%
2011	75%	70%	78%	66%
2012	83%	80%	86%	77%
2013	92%	90%	93%	89%
2014	100%	100%	100%	100%

2006-2009



State of Maine NCLB
Report Cards Available

Visit this website!

All 2008-09 NCLB Report Cards for individual schools throughout Maine can be viewed at <http://www.maine.gov/education/nclb/reportcard/reportcard09.html>

Continued Improvement in
MSAD #11

Student Achievement continues to
grow at all levels

Between 2006-2009, MSAD #11 students improved their performance in both reading and math at all levels. Consistent growth over time is a credit to the hard working staff in MSAD #11. In the last three years, the percentage of students proficient in reading increased from 52% to 60% at the elementary level (grades 3-5); 48% to 55% at the middle level (grades 6-8); and 34% to 48% at high school (grade 11). The percentage of students proficient in math increased from 48% to 55% at elementary; 43% to 55% at the middle level; and 19% to 36% at the high school level.

NECAP

New England Common Assessment
Program

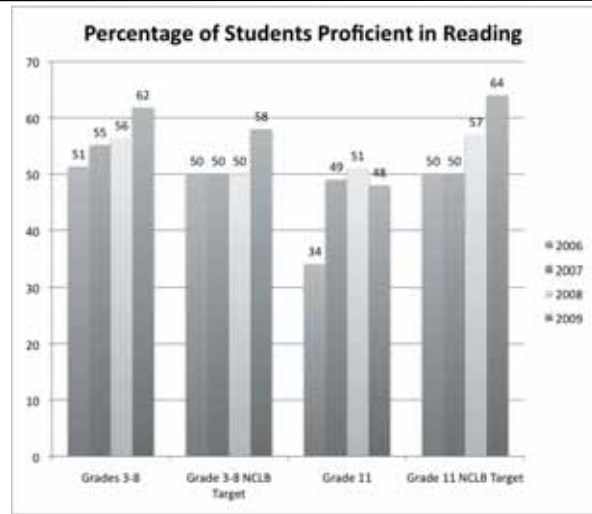
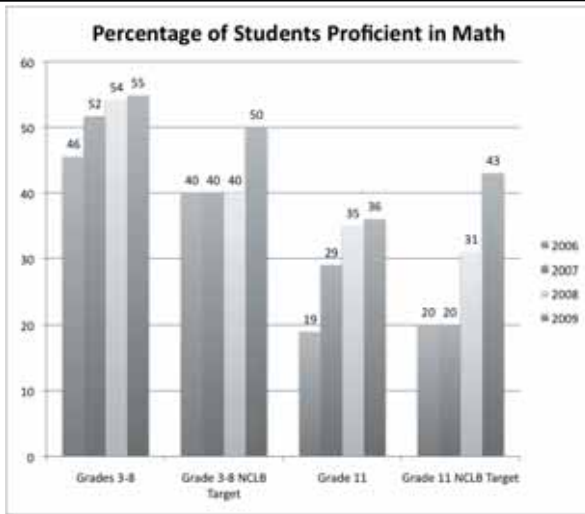
The NECAP was given to students in Grades 3-8 on October 1st, 2009. This replaces the MEA. Results from this test will come out in February.

Curriculum Website

The Curriculum Website

There is comprehensive historical information here about ongoing Curriculum Work, Assessment and school improvement. Please visit and subscribe!
www.msad11.org/curriculum

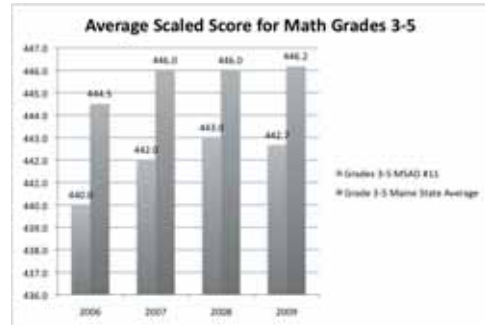
MSAD #11 Student Achievement Information



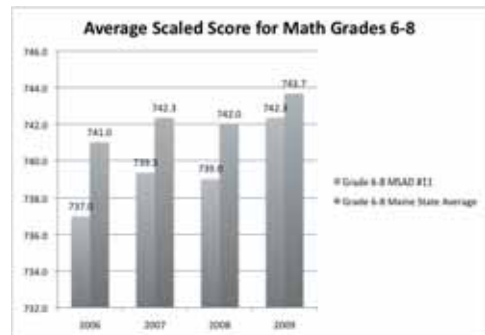
The above charts show the percentage of students who are proficient as compared to the targets set by the No Child Left Behind act.



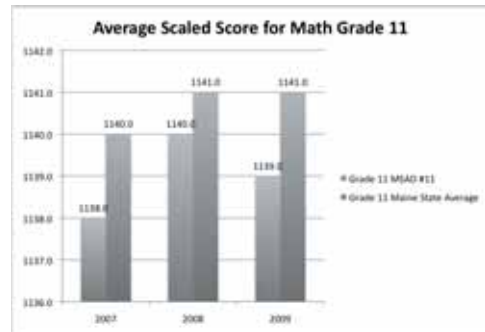
The charts to the left and the right compare MSAD #11 average scale score to the Maine State average scale score in the three grade spans 3-5, 6-8, and grade 11 for math and reading.



All charts indicate incremental growth for MSAD #11 student achievement on state tests.



Educators in MSAD #11 continue to work to improve instructional practices in order to provide the best education possible.



AYP status of Maine schools as compared to MSAD 11 Schools

Of Maine's 635 public schools,

- 380 are "making AYP," which means students at all tested levels are meeting the annual targets in both math and reading; Helen Thompson Elementary School, Pittston Consolidated School, and Teresa C. Hamlin School fall into this category.
- 113 schools are in "monitor" status, meaning they were "making AYP" in 2008-09, but did not meet targets in at least one subject in the 2008-09 testing. If these schools meet targets in the current year, they will go back to "making AYP" status; Laura E. Richards School, River View Elementary School, and Gardiner Area High School fall into this category.
- 102 schools are in "Continuous Improvement Priority Schools" (CIPS) status; this means that they have not met targets for at least two years in a row; this group includes schools that have been in CIPS status for one to six years, including 36 schools that entered CIPS status for the first time; None of the MSAD 11 schools fall into this category.
- 30 schools are in "CIPS on hold" status, meaning they are poised to come off the CIPS list; these are schools that were in CIPS status last year and met all their targets this year; if they meet the targets again next year, their status will be "making AYP;" Gardiner Regional Middle School falls into this category.
- There are 10 schools whose AYP status is pending while the Department seeks and reviews additional data; None of the MSAD 11 schools fall into this category.

MSAD #11 School Goals *in brief*

Pittston Consolidated School

Goal: To focus on High Quality Instruction that promotes high student academic achievement.

Action Steps: Continue the collaborative teaching approach to additional group levels. Analyze MEAs, NWEAs, and NECAP's to look for student strengths and weaknesses. Provide explicit and differentiated instruction for students striving to meet the standards. Provide additional explicit and differentiated instruction for students struggling to meet the standards through weekly Academic Tutorial. Teach test taking strategies by using a variety of resources. Continue weekly Professional Learning Community meetings to review student work in order to drive instruction. Involve students in the review of their work and assessments. Continue to expand daily physical activity programs (SPARK, Take Time, Brain Gym). Use the Response to Intervention process to identify and support struggling students.

Teresa C. Hamlin School

Goal: To develop the skills to review and interpret data in Professional Learning Communities to drive classroom instruction and/or remediation.

Action Steps: We will be using tutorial time, curriculum supplements and we will be studying data in our Professional Learning Communities to help us identify students who need remediation.

Laura E. Richards Elementary School

The staff at Laura E. Richards School are focusing on creating a safe community that is literacy rich. Specifically, the staff is working to provide exemplary interventions to help all students become proficient.

Action Steps: Create a pamphlet of grade level readiness info out to the community. Use research-based programs that target student needs. Have Better communication with staff about student needs/progress.

River View Elementary School

Goal: To use high quality instruction to increase student proficiency in the content areas of Mathematics and Reading.

Action Steps: Use weekly grade level team meetings to review student data collected from the NECAP, MEA, NWEA, and classroom assessment to identify grade level trends, as well as, individual student needs. In grade level teams use collected data to discuss curriculum alignment. Teams will set short term goals to monitor progress and provide feedback on student performance levels. Teachers provide opportunities for students to practice test taking strategies: (i.e. Multiple choice, constructed Response) and also use released test items from the NECAP. In grade level teams, teachers use collected data to brainstorm interventions for small groups and individual students delivered through Academic will meet or exceed the standard.

Helen Thompson Elementary School

Goal: To continue to focus on improving the reading skills and, subsequently, the reading assessment scores of all students.

Action Steps: The staff will use data gained through the NECAP, NWEA, DRA and 3-minute assessments to guide instruction. Academic tutorials will be used for individual and small group work. Appropriate referrals will be used to help struggling students. Review of data throughout the year will guide our instruction and interventions while review of data at the end of the year will show if grade levels and the school as a whole reached our goals.

Gardiner Area High School

Goal: The three priority recommendations from the Academic Audit and the recommendations that will come from the Accreditation visit will be the focus at the high school. The staff will continue to evaluate current programs and practices, address areas in need of improvement, and expand areas of success.

Action Steps: Continuation of bi-weekly academic checkpoints with mailings or emails to parents. Continued development/implementation/refinement of common curricula in all courses in all content areas. Continued development/implementation/refinement of common assessments in all courses in all content areas. Continuation of Common Planning Time for all teachers in all content areas. Piloting a tool to gather feedback from students about units of instruction in all content areas. Further incorporate relevance and application into the curriculum, instruction, and assessment.

Gardiner Regional Middle School

Goal: Create time and support for a Professional Learning Community Model, improve student performance, and improve school culture.

Action Steps: Weekly Collaborative Meetings involving meeting minutes, staff sharing, teaching methodology, inter-disciplinary units, increased grade level consistency, curriculum mapping and refinement, and work towards teacher's collaborative goal. Maintain and continue to improve the "After School" Tutorial Program and create a Learning Lab Tutorial Program within the school day. The School Improvement Committee will be focused on increased staff team building, developing workshops and utilizing staff specialties and expanding and developing a peer coaching/peer sharing model.

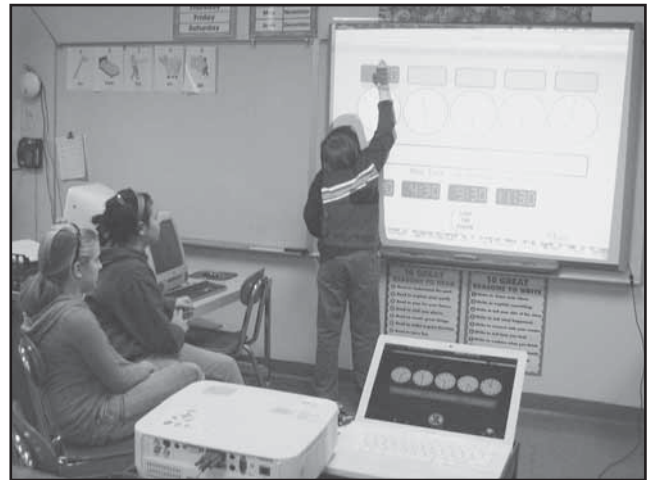
SMART technology for smart kids

By Lisa Foster

Several initiatives have been happening in technology throughout our schools this year. We have been able to install SMART Interactive White Boards in most of the Special Ed and a few other classrooms at the Middle School and High School. These devices allow teachers and students to use interactive web sites and create interactive lessons, which can be much more motivating for students. Teachers have been provided training sessions with Becky Ranks and supported by Lisa Foster to learn how to use the technology and are making use of it in the classrooms.

Teacher training with technology was a focus in the fall as well. Several high school staff members attended the ACTEM conference in Augusta and brought back many ideas, which were shared with other staff members at a recent staff meeting. Some of our teachers are pursuing advanced degrees in technology education and are creating projects and activities in their classrooms based on the skills they are learning in those classes. One of the state's laptop integration mentors joined the social studies teachers in October to do a presentation on Google Earth, which several teachers have started using in their classrooms. Some teachers are also taking advantage of weekly online webinars provided by the state having to do with resources on the MLTI laptops used by teachers in grades 7-12.

The district has also offered several after school training activities. A cohort of teach-



Lianna LaChance and Lauralynn Nadeau wait for their turn to use the SMART Board while Ashton Paquin practices time skills in Miss St. Denis' math class.

ers has met monthly with Becky Ranks to learn about numerous technology tools to enhance their classroom activities. Kristy Ferran started a class with some high school teachers learning how to create multimedia projects. Tech Tuesdays, offered each month, are one-hour classes on various programs and strategies to help teachers learn and practice technology skills and ways to integrate them into their classes. Becoming more comfortable with the always-changing technology available takes time to practice and play, and hopefully the training offered so far and that which is planned throughout the year will give our teachers that opportunity.

Community Learning Center's after-school program flourishes

By Holly Jordan, Community Learning Center director

The Boys & Girls Club of Greater Gardiner's Community Learning Center program is having yet another exciting year. The third, fourth and fifth grade program is in its second year of operation and has seen its numbers improve dramatically. This is due in large part to the fantastic support of the teachers and staff at RSU 11, as well as, the many exciting learning opportunities the students have been able to participate in.

Students from the River View Community School, T.C. Hamlin Elementary and Boys & Girls Club sites took part in the Gardiner Art Walk in downtown Gardiner. With help from their art teacher Susan Webb the students put together an

entire exhibition including works in sculpture, printmaking, watercolor, and an amazing group project that will be displayed at the Boys & Girls Club for all to see. Students are submitting work from this show as a part of the National Boys & Girls Club Fine Arts Exhibition.

Students will continue to take part in enrichment activities throughout the year. If any parent or guardian would like to sign their child up for this wonderful program please come to the Boys & Girls Club of Greater Gardiner, 14 Pray Street, and fill out a registration form. The program is free and includes homework help, daily enrichment opportunities, and a supportive, safe environment for students after the school day ends. If any questions arise please call Assistant CLC Director Dustin Haskell at 582-8458 or email him at dhaskell@club4me.org.

Bus safety: Every student plays a part in making each ride safe

By Jonathan Stonier, director of Operations

This year we are using a new training video to teach students the importance of bus safety. The main focus is on the 7 Steps of Bus Safety and how each student plays a part in making a safer bus ride. We also focus on how to treat others with respect and who to talk with if there is a problem on the bus. Below are the 7 Steps and examples of what is expected from each student.

Be on Time: Please be ready at your stop 5 minutes early. This will keep the bus on schedule and will help when dealing with traffic.

Walk Safely to the Bus: Please stay on the sidewalk or stay close to the side of the road if there are no sidewalks

Get on the Bus Safely: Wait for the bus to come to a complete stop, and use the handrails when walking up the steps. If you need to cross the road always wait for the driver to nod his or her head to let you know it is safe.

Talk Quietly: Use a calm voice when talking with others so that the driver can concentrate on the road. Sometime other students are bothered by loud noises and we all need to respect each other's space.

Stay in Your Seat: Students that stand up or sit improperly could be injured if the bus needs to come to a sudden stop. It also distracts the driver from the road if you need to be reminded to stay seated.

Leave the Bus Safely: If the bus needs to evacuate due to an emergency remain calm and follow instructions given by the driver. All bus drivers are required to train the students on how to evacuate the bus in case of an emergency.

Stay out of the Danger Zone: Students are taught to stay out of the areas where the driver has limited or no visibility.

Please take time to go over these safety rules at home with your family. Even if you don't use the bus to go to school there will be a field trip or event where all of the students will take a bus. It is always important to follow the rules on the bus and treat everyone with kindness and respect. The Bus Department wants to thank everyone for their help, and our goal is to provide the safest mode of transportation for everyone in your family.

If you have any questions or comments please feel free to contact Jon Stonier or Sam O'Conner at the Bus Office at 582-6663.

Accreditation

Continued from page 31

meaning that it complies with all of the mandatory standards, though there may be minor recommendations. If a school is accredited, a checkup is completed after years three and five to make sure the school is still keeping up with the regulations. Optionally, the school may be put on warning because changes are required to meet accreditation standards, and many rec-

tunity for all kids within the district to receive the best education possible with an environment that offers many resources for learning.

A mark of accreditation also lets colleges know what type of school a student has graduated from, though not all colleges consider it.

"Some schools may look at it, but the majority of the colleges in the area don't because we have the No Child Left Behind Act and the Maine Learning Results which have requirements for

The goals of the accreditation are effectiveness, improvement, and public assurance.

ommendations are mentioned. A school placed under warning has a certain amount of time to make the corrections and be removed from probation. Thirdly, some schools cannot become accredited because they do not meet the criteria and numerous things must be adjusted.

Being an accredited high school not only looks good for a school, but also has several benefits for students. Accreditation ensures that the school meets all of the designated requirements and has done a fine job of creating and supporting a learning atmosphere and curriculum that best suits the students' ability to learn. It establishes a mark of quality and provides the oppor-

what must be taught to students. The accreditation process is just to make sure everything is actually being taught," Ms. Pare said.

After a meeting on the evening following the final day of the accreditation committee's visit to Gardiner Area High School, it looks promising that we will continue to be shown as an accredited institution. "The committee had many good things to say," Ms. Pare said. "They stated a positive thing and followed it up with a recommendation." As we await the return of the report, fingers are crossed that the stress and hard work put into this long evaluation will pay off in the end with GAHS maintaining its accreditation.

Asbestos, pest management and facility news from MSAD 11 Operations chief

March 24, 2010

Dear Parent, Guardian, and Staff Member:

This year our focus was on upgrading our gymnasiums with new bleachers at the High School and Middle School. The new design is ADA compliant and opens with the touch of a button. This makes it safer to open and close for functions and we only need one individual to set them up. The wide track power system will open and close the bleachers properly, which will prevent damage to column and deck supports. Please remember to stay off the bleachers when they are closed. The bleachers are not designed to handle a lot of weight when closed and it can damage the columns and supports.

Several more projects were completed at each facility to help the students and teachers learn in a clean and safe environment. I need to thank my entire staff for helping me monitor the contractors that are in the facilities and for their hard work in restoring all the classrooms for a new year. I am very proud of the custodial staff and grateful for the local contractors that work with us to complete all of our major projects in only two months. We also need to thank all the volunteers and PTA/PTC groups that donate their time to help us throughout the year. I hope all the students and staff have had a wonderful school year and have checked out some of the projects that completed last summer.

Each year it is required that I inform everyone on our policies for handling Asbestos and the new Integrated Pest Management (IPM) program. Below is some information regarding each topic.

Asbestos: The current operation and maintenance plan is maintained at the Superintendent's Office. This includes a six-month surveillance program and a three-year AHERA inspection conducted by an independent company as outlined in the state regulations. The following facilities have been identified as having asbestos floor tile, ceiling tile or both: T.C. Hamlin, Pittston Consolidated and Gardiner Area High School.

Integrated Pest Management: The objective of the IPM program is to provide effective pest control while minimizing pesticide use. Through maintenance and the cleaning, we will reduce or eliminate available food and water sources and hiding places for the pests. We will also routinely monitor the school area to detect pest problems and prevent the pest from becoming established.

Non-chemical methods will always be imple-

mented first when dealing with pests. However, pesticides may be necessary to control individual pest problems. When this happens, the school will use the least hazardous effective pesticide feasible. Spraying of exteriors will only be used in a worse case situation and is not allowed at this time. The Director of Plant Operations is the only individual authorized to allow the contracted company to spray for pests.

Parents, legal guardians and school staff will be notified of specific pesticide applications made at the school. To receive notification, you must be placed on the registry. Notification will be given at least five days before planned pesticide applications. Notices will also be posted in school and on school grounds. If you need a copy of the registry form please ask for one at the front office at your school. Please remember we are not spraying for pests at this time and we would only use this in an extreme situation. Each school is required to maintain records of monthly inspection and information about the pesticides used.

If you have any questions about asbestos or the IPM program, please feel free to call me at the Superintendent's Office at 582-5346 ext. 220. Thank you for taking time to read over this information and I hope everyone has had a great year.

Sincerely,

Jonathan M. Stonier, director of operations

2009 Art Teacher of the Year

Continued from page 2

Shalimar's work outside of class is exemplary. The Art Club has fundraising events, speakers, trips to art museums, and integration of visual and performing arts within the fine arts department by involving students in painting stage backdrops for school musicals. The newest project is a series of murals depicting the different communities that make up the school district.

Within her classes she lifts students' self-expectations and understanding of art through her teaching talent and furthers their commitment by getting their work displayed in a variety of venues from Portland to Bangor.

She maintains a focus on clear communication and understanding between people. She faces students directly in dealing with differences of opinion and takes time to sit together and discuss both good qualities and options for improvement.



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“Chickadee, dee, dee. Chickadee, dee, dee.”



Pittston Consolidated School students know that the call of the Chickadee means it's time for the Chickadee Book Award program in the spring. Votes from our school are sent to the Chickadee Committee to be added to the over 12,000 votes from other elementary schools throughout Maine. The winning Chickadee Award book is announced in April. For more about the Chickadee Book Award program, please see the article on page 15.