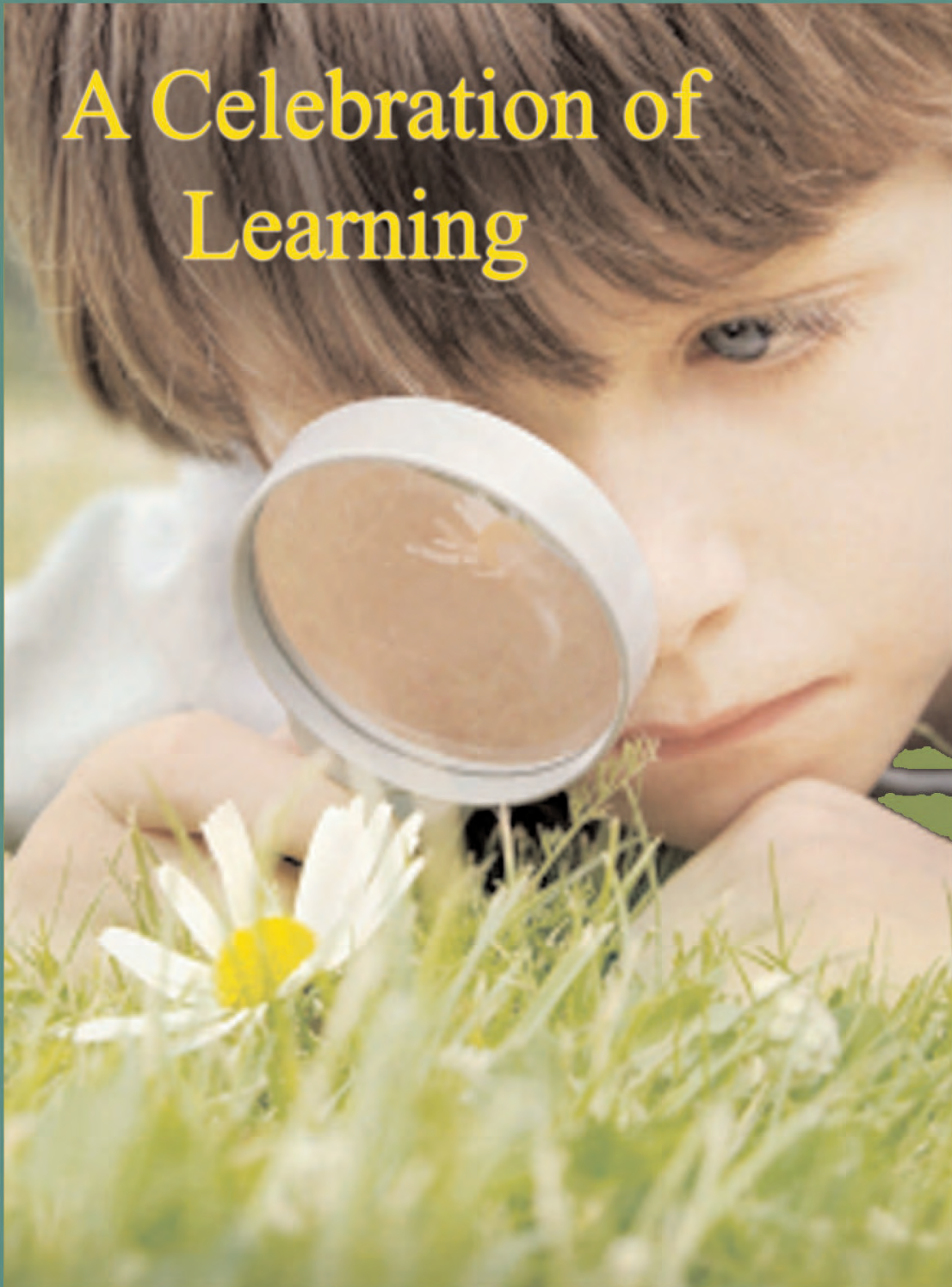


# M.S.A.D. 11

Gardiner - Randolph - Pittston - West Gardiner

## A Celebration of Learning



Spring 2009 Newsletter

## Celebrating Percussion and the Rhythm of Life:

March 26th the students at Helen Thompson School were treated to an amazing, fun-filled performance by "Shamou", a talented musician/percussionist from Iran who currently lives in Portland, Maine. Though Shamou is tall in stature, it was his personality and exuberance that filled the entire gymnasium!

His program emphasized the musician in every one of us. He showed us how our heartbeat has its own rhythm, how our lungs expand and contract to a rhythm. He shared stories of his Persian upbringing in Iran and told of his travels around the world, using music as his universal language. Shamou shared instruments he had found in various parts of the world. He would play them and then ask the audience questions about the sound, shape, and style of the instrument.

Before the assembly, Shamou held a drumming workshop with the members of the Civil Rights Team. They practiced playing the various instruments, developing a rhythm all their own. Later in the day, they all got to perform their music for the



rest of the school. While the CRT drummed and played, Shamou invited various students and staff members to join the band. The assembly ended with a spontaneous conga line snaking throughout the gym. Shamou lead the group, like the Pied Piper of Iran, and scores of students joined in.

Students and staff alike appreciated his upbeat message, uniting people through music and his strong message for global peace. The school was buzzing with people's reactions to the unique man and his global message.

Thanks go out to our very supportive P.T.A., for sponsoring such a diverse and dynamic program.

**H.T.S.-Civil Rights Team**

## Surviving 5th Grade at Helen Thompson School



Grade 5 students at Helen Thompson School have been reading the book *Hatchet* by Gary Paulsen. Throughout their study of this particular book, the students focused on both literary elements and survival techniques. Both teachers, Mrs. Hicks and Mrs. Wise, love Paulsen's books for the hook he puts into his writing. Students are engaged from the beginning paragraphs and enjoy the realistic descriptions and situations in which the characters find themselves.

Jamie Stonier, a 5th grader in Mrs. Hicks' room, describes the book this way: "It is about this kid named Brian who goes on a plane to see his dad who lives in Canada. Then the plane crashes and he has to live in the woods with only his hatchet. He really does not have much experience living in the woods. After a few months he makes a raft and goes into the plane and gets a survival kit. He turns on the transmitter and gets rescued. I really liked the book."

A fly-over at Helen Thompson? You bet. If it relates to literature, that is. 5th grade student, David Brann, asked his father to do a fly-over with his personal plane, a plane that just happens to be very much like the plane Brian is rescued with in the book and responded with activities from pop-up books to writing and fly-overs. Students were actively involved in their reading.

5th grader Justin Sutter's reaction to *Hatchet*? "I think it was descriptive. I couldn't wait to see what was going to happen next. The author did a good job at making me want to read more. I will definitely be reading the sequels."

## Title I at Helen Thompson School

One of our goals this year has been to make Title I more prominent in the school--a more noticeable part of the larger community. A schoolwide celebration of "Read Across America" on March 2nd, Dr. Seuss's birthday, was evidence of this central role of literacy within our building community.

Coach Dineen from Gardiner Area High School teamed up with us to bring varsity athletes to Helen Thompson to read to the elementary students (Thank you, Matt!). The athletes are models and even heroes to many younger students and it was wonderful to see varsity players take on the role of reader in a classroom. After the children heard stories read aloud by the high school students, we gathered to recite the "Reader's Oath," Seuss style:

*I promise to read  
Each day and each night.  
I know it's the key  
To growing up right.*

*I'll read to myself,  
I'll read to a crowd.  
It makes no difference  
If silent or loud.*

*I'll read at my desk,  
At home and at school,  
On my bean bag or bed,  
By the fire or pool.*

*Each book that I read  
Puts smarts in my head,  
'Cause brains grow more thoughts  
The more they are fed.*

*So I take this oath  
To make reading my way  
Of feeding my brain  
What it needs every day.*

After the oath, we sang "Happy Birthday" to Dr. Seuss and then, of course, had birthday cake! Many of the classroom teachers offered additional special activities related to Dr. Seuss's books.

As a follow-up, Mrs. Sias-Nickerson's 3rd graders worked on their own Seuss-style poems and stories. Here is an excerpt from Evelyn Goulette's piece:



"Master Snoglogs and his crew, just really knew what to do. They would capture the Zibcox, and his pet Sniggles too, and eat him tonight for a Thanksgiving stew! The Zibcox lived in Sniggleville, for the Zibcoxes' house was built on a hill. Master Snoglog's crew set a trap right next to Zibcoxes' Snapper Lap Steam System. When

the Zibcox sat on it, the steam system blew, for t h e Snoglog's crew knew what to do..."

Another small way that Title I showed up as part of the Helen Thompson culture was the daily tongue twisters that appeared on the wall in the hallway leading to the cafeteria over the course of a month. Each day, "Today's Tongue twister" would be posted, and soon the classes were abuzz with a sentence created by one of the Title I students. What began as an exercise in alliteration, became a fun pass-time while waiting in line for lunch, and some additional reading outside of class!

April is National Poetry Month and again, various classrooms are participating in the effort. Two large bulletin boards dedicated to poetry line the main front hallway, and children have been sighted reading poetry as they pass the attractive displays! One board features published poems written by adults for children. The other bulletin board displays examples of student work with the headline, "Growing as Poets and Writers." Growth, spring and poetry all come together in the poem called, "Instructions for Growing a Poem (found on the back of a packet)."

Two classrooms are planning a recitation & reader's theater evening, and the Title I students will be supported in preparing for the performance during their tutoring time.

The hope is that Title I, rather than merely an isolated room children are taken to for reading help, is becoming a vital and integral part of the literacy learning community at our school.

## HT's Destination ImagiNation goes Global!

Countdown to Destination ImagiNation Global Finals in May 2009! The fifth Grade DI team at Helen Thompson School in West Gardiner won first place at the state competition at Orono April 4th. The team is coached by Sandy Fish and Sue Glazier. Team members include Eli Fish, Michael Glazier, Trevor Backus, Bryce Smith, Victoria Littlefield and Cassie Trask. All of their hard work from early November, their creative problem solving and learning to work as a team has paid off. They will be competing in the Global Finals in Knoxville, Tennessee May 20th-23rd.

What is Destination Imagination? It is the world's largest creative problem solving program for kids. It involves students in over 45 countries and the United States. The program helps young people to build lifelong skills in creative and critical thinking, team work, time management and problem solving. The team can have up to seven participants that work together for eight to twelve weeks to create a unique solution to a team challenge that may have a focus that is theatrical,

structural, improvisational, scientific or technical or a combination thereof. There were five challenges the team could choose from.

The challenge the Helen Thompson team chose was Challenge D: Private DI. The focus of this challenge is improvisational acting, story development, theater arts, team work and technical innovation. The team randomly chooses a sleuth to solve a mystery along with three film genres, a superstition origin detector and, at the last minute, will need to incorporate a surprise element in their story. All elements must be covered in the time frame allowed along with participating in an instant challenge. The team must work together utilizing all team members!

The Destination Imagination Global Finals is the largest creativity competition of its kind anywhere! It creates a place where creativity is not only accepted, but expected. Let's support the DI team of Helen Thompson School as they represent Helen Thompson School as well as the entire district of MSAD # 11 in Tennessee!

---

## HTS + PTA=EEP (Exciting Enrichment Programs)

There's nothing like meeting a real live author or illustrator to inspire a child to explore their creative potential! Students at Helen Thompson School were fortunate enough to meet Rebekah Raye, an illustrator who lives in Blue Hill, Maine, and enjoy workshops in the art room with her. Rebekah illustrated Thanks to the Animals (written by Passamaquoddy author Allen Sockabasin who had visited HTS a couple of years ago) and then authored and illustrated The Very Best Bed, which is a beautiful story of a squirrel who searches throughout the forest for the coziest place to sleep.

Rebekah's enthusiasm was contagious as she shared her love of drawing with the children. By sharing pictures she drew when she was young, the students were immediately able to identify with her and aspire to their own artistic potential. She showed examples of her work throughout the illustration process beginning with her rough draft sketches to final paintings and then publication through Gardiner's own treasure, Tilbury House Publishers.

Students then enjoyed hands-on art time using charcoal to draw picture outlines, smudge sticks to enhance and provide texture, and then kneadable erasers for final contrast. Rebekah's sincere encouragement and joy in their work gave them confidence to try new things. The kids loved it!

These special enrichment programs are organized and funded each year through the Helen Thompson's PTA, providing the students with memorable experiences including musical guests such as Shamou (see another article in this newsletter), theater productions by the Hampstead Stage Company and hands-on environmental education programs with Chewonki Foundation.

## Celebrating Our Successes at Helen Thompson Elementary!

Could we celebrate mathematical problem solving skills and the incredible stories written by our students? We could...and we do.

Could we celebrate the students' willingness to work in teams to accomplish a task or to work alone on a project and complete it? We could...and we do.

Could we celebrate the completion of MEA's and other assessments, knowing that our students have tried their best? We could...and we do.

Could we celebrate our new Pre-K program and the delightful 4-year olds who march like ducklings, laden with backpacks and other school things? We could...and we do.

Could we celebrate the day-in, day-out investments made into the lives of West Gardiner children through art, music, physical education and health services? We could...and we do.

But as a principal I celebrate all these and more. I celebrate teachers working together to fine-tune academic programming for their students, doing much of the work on "their" time.

I celebrate busy parents and grandparents who find a way to put HTS on their list of places to be, who volunteer with open hearts and willing hands.

I celebrate custodians who care for the building, while keeping watchful eyes on the students and staff, offering helping hands and listening ears.

I celebrate our "cafeteria ladies" who call each child by name and even know some of their personal quirks when it comes to eating.

I celebrate all the grins, giggles, and "a-ha" looks I see throughout the school days.

I celebrate Pat and Patty, who run the office with outward ease, while juggling phone calls, band-aid applications, mishaps and cranky photocopiers.

I celebrate bus drivers who understand they are often the child's first representative of school every morning and the last school representative that child sees in the afternoon, who care about what they do and do it well.

I celebrate children who are still "kids" and parents who have maintained their childlikeness.

I celebrate parents who say "No" and mean it and who say, "Yes" and follow through on the promise.

I celebrate kickball games where everyone is invited to play and where playing is the focus, not just winning.

I celebrate because each school day is unique, presenting its very own challenges and victories.

I celebrate because I'm one part of this community of learners called Helen Thompson Elementary.

**D. McGibney**

## MSAD #11 CHILD FIND NOTICE

### Child Find Policy, Procedure, and Responsibility:

MSAD #11 shall maintain and implement policies and procedures to ensure that all children residing in the jurisdiction between the ages of 3 and 20 years, including children with disabilities who are homeless children, are wards of the State or state agency clients, children with disabilities attending private schools and receiving home instruction, highly mobile children (including migrant or homeless), children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, and children incarcerated in county jails, and who are in need of special education and related services are identified, located and evaluated.

Student residing in MSAD #11, but placed by parents in a private school located outside of MSAD #11, may be eligible for services under IDEA in the community where the private school is located. Please contact Margaret Long, Director of Special Education, MSAD #11 at 582-7366 for information.

Students living in MSAD #11, yet have been placed by parents in a private school outside of the District, are eligible to be considered for IDEA services by MSAD #11 if they re-enroll in schools within the MSAD #11 system. Please contact Margaret Long, Director of Special Education, MSAD #11 at 582-7366 for information.



## Laura Richards Celebrates Reading and Children's Literature!

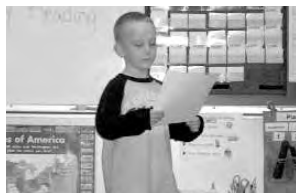
By Karen Moody

Laura Richards' students enjoyed all the festivities of our Read-a-thon and Literature Week, which was organized by our Gardiner Elementary Parent Teacher Association (GEPTA). The ultimate goal of the Read-a-thon was to get students reading, especially during February vacation. This goal was achieved for sure! From February 11th - 26th, the students at LER together read 34,785 minutes! That is 580 hours of reading! Classrooms also set goals for their own reading. Those who reached their goals were treated by the GEPTA to a popcorn party and \$25 of books for their classroom libraries.

The Read-a-thon kick-off began with a Book Swap. Students were able to bring books into school they had either outgrown or didn't want anymore. In turn they received a "voucher" for the number of books they brought in and, at the Book Swap on February 15th, they chose new books from the hundreds of books that were brought in by others. What a wonderful way to share resources and not spend any money!!! Students also enjoyed snacks and read aloud time with local writers and illustrators, Sandra Palmer Fish and Helen Stevens, who shared their books and illustrations.

All classrooms chose an author to study and celebrate during the week of March 1st-6th. Some of these authors included Dr. Seuss (Theodor Seuss Geisel), Laura Numeroff, and Barbara Park. What a coincidence that Dr. Seuss' birthday happened during that week! On March 2nd students enjoyed guest readers in their classrooms as well as a "Cat in the Hat" treat! Finally, at our Read-a-thon Final Assembly day, students and staff enjoyed dressing up as their favorite children's literature character. At the assembly ten students were recognized for reading over 1000 minutes!

Many, many thanks are extended to our wonderful GEPTA for sponsoring and organizing these events. Children at Laura Richards are celebrating and achieving their successes as readers!



### April is National Poetry Month!

Family members and friends enjoyed an afternoon of poetry at LER. The poetry pageant was performed by Mrs. Cockrell's first grade students who had been writing original poetry under the direction of Mrs. Fowler. Pictured in the photo is Seth Drashcovich, who wrote a haiku poem titled Space Man. A few class favorites are below.

#### Halloween

Roses are red.  
Ghosts are white.  
Halloween is spooky.  
It's dark in the night.  
By Haylee

#### Mom

Here comes my rad mom,  
And a cool motorcycle.  
Mom loves the blue sky.  
by Troy

#### Beans

Roses are red.  
Shamrocks are green.  
Dragons are silky.  
I like to plant beans.  
By Blaise

#### Spring

Goodbye to snow.  
Hello to sun.  
Goodbye to hats.  
Hello to birds.  
It's Spring! It's Spring! It's Spring  
by Madisyn

#### Cactus

Here comes the cactus,  
And a kid with a big dog.  
Playing in the house.  
by Logan



## Book Club

by Mrs. Smith's Students

A group of second graders from Mrs. Smith's class at L.E.R. has had an opportunity to join a book club led by Mrs. Gipson, the school Librarian. They meet once a week for a chance to explore different forms of literature and discuss the books just like grown-ups do. I asked the students to share about the book club with you.

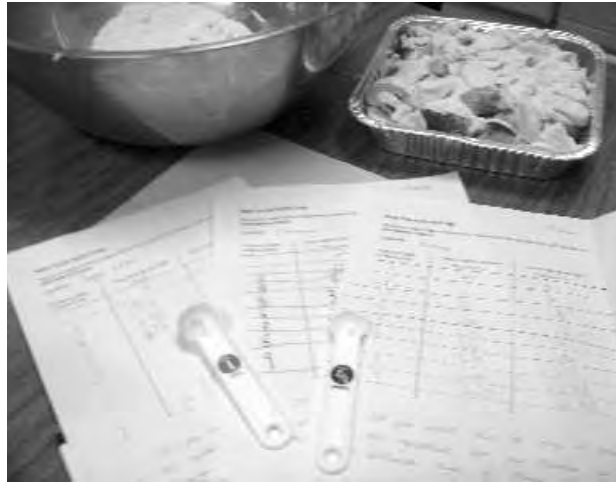
Anna Toman: "We have read many interesting books like Helen Keller, Buddy the First Seeing Eye Dog, and Almost to Freedom. It is really fun to read with Mrs. Gipson."

Casey Bourque: "I liked the book about Buddy. He was a German Shepherd and that is my favorite kind of dog."

McKayla Collins: "I enjoyed the story of Helen Keller. It was really interesting. I liked how she learned to talk and traveled around the world."

Matthew Poirier: "Helen Keller was amazing. She went to college and was able to keep up with all the other students."

The book club is different from reading groups because you don't have to do any work on the book. You get to sit with a group of friends and share thoughts about the book we all read. Everyone should be part of a book club!



**"I just want to do that again....only this time it's chocolate cake."**

That was the opinion of second graders who worked on a math project of cooking with ratio tables. Oh yes... math can be very delicious... in fact, it is key to making a recipe for a large group of people and having just the right combination of ingredients.

We needed much more than a double recipe for the second graders and their teachers at Laura E. Richards School. Not even tripling or quadrupling would do. We needed nine pans! So we made ratio tables to help us with amounts of apples, flour, sugar, cinnamon, and nutmeg. You guessed it... our math work led us to nine pans of apple crisp. The math was fun and the apple crisp was enjoyed by all.

Think about it next time you make a recipe, measure an ingredient, figure how much time you have before a meal is ready.... yes, that's math. We use math every hour of the day. Learning new concepts and using them in everyday situations helps us apply what we know and accomplish good work. So if ratio tables lead us to apple crisp, bring on the math that will get us to chocolate cake!

# Pittston Authors Come Alive!!

submitted by Kelly Chamberlain, Grade 1 Teacher



Pittston Consolidated School is full of authors! For the past three years, all classrooms have written, illustrated, and published their own books with Student Treasures Publishing. Student Treasures Publishing is a part of Nationwide Learning.

The younger grades make class books while the upper grades make their own individual books. Some titles include: *The Kindergarten Cookbook*, *When I Grow Up*, *George and His Shell*, and *An Adventure With Grandma*. Many of the third and fifth grade students made their own books of poetry.

One of my favorites is the fourth graders' books. They decided to make a class book rather than individual books and titled it "In Twenty Five Years". Each student had his/her own page that included what he/she would do for work, whether he/she would be married and have kids, and also how the world would be different.

Students get to experience the hard work that goes into publishing a book and also the excitement when the books come in! These books are sure to be treasured forever by the students and parents and will be fun to look back on when the students are all grown up!

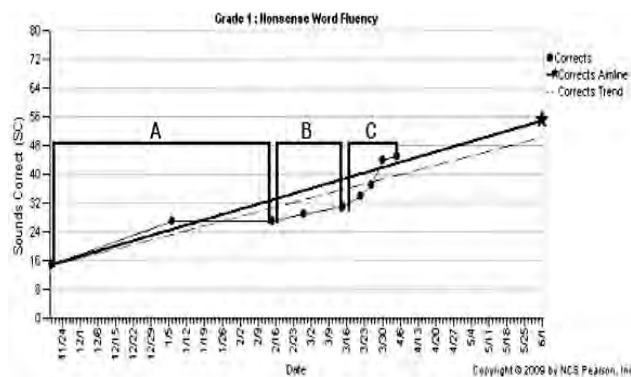
## Test Driving an RTI Model at Pittston School

Response to Intervention (RTI) is a movement in public education designed to prevent long term academic struggles. The purpose of RTI is to provide support early on for those who may be struggling, and to monitor the effect of this support. RTI examines how well students respond to changes in instruction. The State of Maine is requiring school districts to have an RTI plan in place by July of 2010. To prepare for this, Pittston School has been piloting an RTI model for assisting struggling learners.

The basic steps of RTI is to screen all students, identify those that are struggling, implement an intervention, monitor the progress of identified students, and make adjustments to instruction as needed. What this all comes down to is collecting, analyzing, and then using data to make decisions. To assist with this task, Pittston School and its Title 1 reading program have been using a website service called Aimsweb.

Aimsweb has allowed Pittston to look at weekly data on Title 1 reading students to help make changes in the type and frequency of instruction students receive. Each week when students read for one minute from a grade level passage the number of words read correctly is recorded, and this information is put into Aimsweb. The result is a graph that shows the type of progress students are making towards a goal.

The graph included with this article is a prime example of how RTI and Aimsweb has helped to make changes in instruction to best help a struggling learner. The sample graph is split into three sections





## PITTSTON SCHOOL AFTER SCHOOL CLUBS A HUGE SUCCESS

submitted by Shelly Simpson, Principal

For the fourth consecutive year, Pittston School has offered five weeks of After School Clubs. This year we offered five different clubs with 51% of the student population participating. The past three years transportation has been provided after the clubs, but due to

budget constraints that could not happen this year. Therefore, we were thrilled with the terrific response from our parents and students.

**A special thank you to the following staff members who helped make this such a success:**

Mrs. Joyce Dill and Mrs. Shelley Chadwick - Crafting Fun

Miss Joan Tourtelotte and Mrs. Pat Fisher - Drama Club

Mr. Adam Newton - Cribbage

Mrs. Kelly Chamberlain, Mrs. Linda Ciampa, Mrs. Debbie Owen-  
Games, Games , Games.(2)

Ms. Patsy Adams - Digital Storytelling

We are in hopes of having more clubs next year offering the same kind of fun and cooperation!!!

## Pittston School Makes National Take Time! DVD

Submitted by Shelly Simpson

Pittston School has recently released a Take Time! DVD, which will train other teachers around the state and country about the importance of incorporating physical activity into their lessons.

The DVD was sponsored by the Maine Center for Public Health and the Muskie School of Public Service. Pittston School was selected because of the amount of time they dedicated to physical activity the previous school year. Pittston School has noticed an increase in academics, and focusing for their students, as well as a significant increase in MEA scores.

Research shows that physical activity breaks throughout the day, help students focus as well as improve memory and attention.

For the DVD, which was taped by Headlight Company of Portland, students in each class created an activity, which correlated with a lesson that directly connected to the Maine Learning Results.

Pittston School is hoping to expand the program as they continue to offer physical activity breaks throughout the day. If you would like to view the DVD, access the Maine Public Health web site and join us as we exercise for health!

## Grade 5 Wax Museum

submitted by Karen Baker

On March 30th Pittston Consolidated School had some special guests; Abraham Lincoln, Eleanor Roosevelt and Harry Houdini to name a few. These well known characters were actually in the form of "wax" statues and part of a Wax Museum presented by fifth graders. Students read biographies and did additional research on a famous person that interested them. Upon completion of the reading, students memorized biographical information as well as note worthy accomplishments of their chosen individual. Then dressed in costume, students recited what they had learned to parents, teachers and other students as they visited our "museum."



## Inspired Learning with Digital Storytelling



Pittston School's 4th grade students learned how to write personal narratives, with the use of technology, during the second trimester. Students focused on details and strong voice in their writing. The motivating quality to go with the writing component was the use of iMovie software, which helped put students words into moving stories.

The project and criteria consisted of writing a story down on a storyboard, adding pictures, recording voices, and exploring the iMovie software to add transitions and effects to help make the story more

interesting. Each student used a laptop computer to create a 2-3 minute movie. Some pictures were gathered from home, others scanned or taken with the classroom digital camera, to enhance each digital story. The children became experts with iMovie! They cropped pictures, added transitions, recorded sound effects and added text to their movies.

The young authors shared their digital stories with parents as part of student lead conferences. Kindergarten book buddies were delighted to have the older students share their movies with them during book buddy time too!

Movies were burned to a DVD for the students to take home at the end of the unit. Each DVD was covered with a custom label created by each student.

This project was very rewarding, both the students and teachers were inspired and learned a tremendous amount about technology. Many of the students became teachers, showing everyone else what they learned.

**Patsy Adams**

**4th Grade Teacher**

**Pittston Consolidated School**

## Maine School Administrative District #11, Gardiner, ME Project SPARK Midpoint Report

### Introduction

Beginning in the fall of 2008, the physical education faculty and administration of M.S.A.D. 11 implemented a program of daily physical education for 5th grade students at Pittston Elementary School. The program ran for the first and second trimester only.

The "SPARK" program at Pittston Elementary School consists of 30-40 minute physical education classes five times a week. Each session is conducted by one of the district's certified physical education teachers and the district School Health Coordinator. The primary focus of the lesson each day was to raise the student's heart rate to a vigorous level. Most students target heart rate was at or above 140 beats per minutes. Activities have included jump rope, "tag" games, paddle sports Pickle ball, snow-shoeing, relay activities and running. Students were tested at the beginning of the fall trimester, before the winter break, and in March using performance assessments such as push-ups and curl-ups, as well as evaluations like the bioelectrical impedance scale (measures % body fat), the Pacer scale (measures cardiovascular endurance) and body mass index numbers.

### Results

The results from the program's evaluation are extremely encouraging. The students at Pittston School were more fit than others in the same grade in other schools. Students performed better in nearly all fitness test.

Test	Treatment
Push Ups	100%
Sit Ups	90%
Pacer	100%
BMI	58%
SS (flex)	60%

Note. The percentage represents the number of students that scored in the healthy fitness zone for each test item.

The results for academic scores were also encouraging.

# River View Fifth Graders Explore The Stock Market

by: Joe White

For the past couple of months, fifth-graders at River View Community School have given up Tuesday recesses to learn about the stock market. They were given a brief history of the market, a review of the basic terms associated with investing, and have since begun to compile their own mock portfolios.

Since our first meeting, the group has learned that the Dow Jones Industrial Average is an important benchmark to follow, and a resource for finding valuable companies for stock purchase. By reading the list of the DOW's 30 companies, students have found quality companies close to home, such as: Walmart, McDonalds, and Home Depot.

Students began creating their portfolios with an individual balance of \$5,000, generously donated by their "teacher-broker." They soon learned that \$5,000 can dwindle quickly if one jumps in and out of stocks. Paying the teacher-broker a \$10 commission for each trade has reinforced the importance of investing

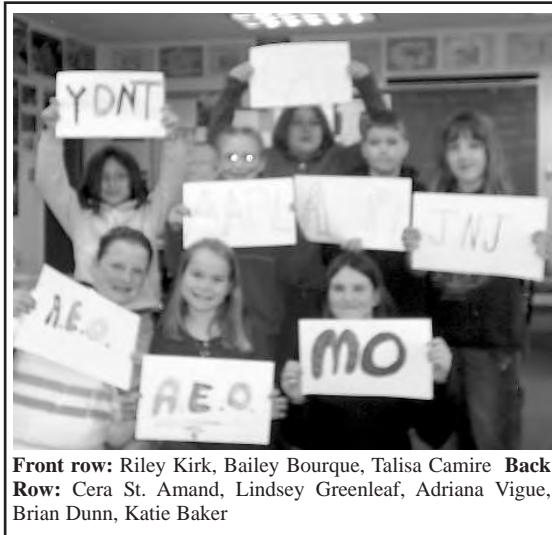
for the long term, allowing for compounded growth.

The group uses laptops to track their stocks on a weekly basis. Yahoo Finance is the web site they use to follow changes in stock price, potential dividend pay outs, and news headlines that may influence a stock's performance in the short

term. They calculate changes on a weekly balance sheet that includes: company name, stock symbol, quantity of shares owned, market price, and total portfolio value.

As a result of becoming familiar with research tools, students have begun to consider smaller companies that have

a potential market niche, such as alternative energies. These students are often reminded that if their teacher had invested some of his birthday money into Microsoft Corporation when he was in the fifth-grade, an initial \$100 investment would now be valued over \$12,000.



Front row: Riley Kirk, Bailey Bourque, Talisa Camire Back Row: Cera St. Amand, Lindsey Greenleaf, Adriana Vigue, Brian Dunn, Katie Baker

## River View Community School

As I think about the culture of the River View Community School it becomes apparent there is much to celebrate. Every day I pass through the halls and peek into classrooms, knowing I will witness students engaging in their learning. I enjoy celebrating student achievement and it reminds me to appreciate that every member of the River View staff is dedicated to providing a challenging and exciting education for our children. As educators, these are the moments that bring satisfaction, as well as, validate our personal and professional goals.

Recently, I found myself sitting around a table with fourteen adults that represent another important portion of the population that make up our school culture at the Laura E. Richards and River View Community School. This is the group of parents who participate in the Gardiner Elementary Parent Teacher Association (GEPTA). A group whose sole purpose is to unite the parent population of the two elementary schools, bringing them together with their children, to have fun, and to raise money to support our student's education. Events such as October Fest, Movie Night, Winter Carnival, and Beach Night, are family-centered and affordable for all. They organize and support fundraisers through catalogs, candles and basket raffles. The GEPTA also promotes academic support through a book swap and two book fairs. All of this is organized and

powered by volunteers brought together by this group.

For the schools, our GEPTA works as the glue that binds the River View and Laura E. Richards culture, connecting the academic life of the schools to the population throughout the community at large. As importantly, the GEPTA provides financial support for our students. Through the hard work of the GEPTA and the generosity of the community, students are exposed to programs that come to the schools and also the students are provided the opportunity to participate in field trips. This year, River View Community School was the recipient of a brand new playground, a wonderful gift from the GEPTA.

It is hard to express the gratitude I feel as I walk through the field behind the school, turn around, and look at the new playground our students enjoy each day. Yet, I am also keenly aware that as large as that playground appears, it represents only a portion of the true scope of support our students, families and staff receive from the Gardiner Elementary Parent Teacher Association. And so, I have chosen to speak for the school community as we celebrate the GEPTA, their achievements and their contributions to the staff and students of the River View Community School and the Laura E. Richards School. We all appreciate your time and hard work and we sincerely thank you.

Al Ghoreyeb, Principal  
River View Community School

## Wordless Books for Reading



This year at River View Community School our Title One students wrote stories to wordless books. Wordless books offer a great opportunity for students to write a story that is truly unique to them. The pictures are there for them to interpret any way they wish. They have the freedom to invent names, situations, and problems that fit their interpretations of the pictures. These weren't just simple ordinary wordless books. These books had unique and in-depth pictures that required the students to stretch their imaginations.

Some students wrote the stories themselves, others wrote as a collaborative group. Each time the students were writing they were reading and rereading. Editing and proofreading became part of the process because as the students reread they would notice something that 'didn't make sense' or that didn't connect properly with something earlier in the story.

Using wordless books to write frees the student from having to think of 'everything'. Many times it is starting the story that poses the biggest obstacle for a young writer. Rereading their stories offers opportunities for the student to increase their fluency rate, sight word recognition, and oral reading skills.

The students really enjoyed using wordless books to write. They enjoyed reading their stories out loud to other students and their parents. Some comments we heard during this process were: "Look how much I read!" "I can read this long story myself!" "I know the word 'conservatory' without help." "Are there other books like this one?" Students were especially excited about reading their stories to their parents during our parent night!

The students all showed an increase in their reading ability, and more importantly their self-perception of how well they can read. Students were putting reading strategies to work daily, talking about why certain words were used, why words were spelled a certain way, or sentences organized in a particular manner. Students were summarizing, predicting, and questioning their stories. Fluency rates increased because these students were reading their stories over and over again...willingly.

This has been one of our greatest celebrations in Title One this year watching our students willingly writing and reading their stories. This achievement spurred our students to attempt different levels of books and to 'help' each other in decoding and understanding unknown words. It was truly an achievement worth celebrating!

# Celebration of Learning Coming to River View in May

By Kristin Lorbeski

Parents, teachers and administrators all know how much school has changed in the past few decades. Teachers often hear parents comment about the many opportunities their children have to explore topics of interest using many different methods and resources. Educational opportunities and experiences for our children differ from our own. River View teachers and staff wanted to help parents answer the question you ask your child every day...What did you learn in school today?

River View Community School has scheduled a Celebration of Learning for the end of May. Date and time details will be provided as the event approaches. The staff at River View want to invite the public to see the interesting projects all of our students are creating. This celebration will also allow the students to share what they are learning at school with their families and the community.

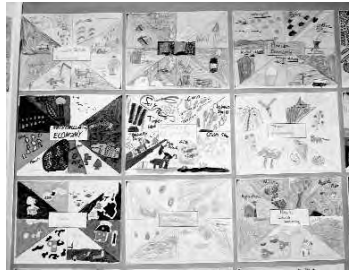
Each grade level is focusing on one end of the year project all students will be required to complete. These projects allow each student to be creative and to express their interests and individuality while meeting Maine Learning Results

requirements. Fifth grade will be sharing biome projects related to a science unit. Fourth grade will be sharing state projects relating to the U.S. states and regions they have studied all year in Social Studies. Third grade will be creating animals as part of a biome science unit. All of these projects provide guidelines and guidance for students from their teachers, while allowing them to "think outside of the box." The projects also encourage students to blend knowledge and imagination in their creations.

As a culminating activity in the third grade Habitats unit, students are asked to create an imaginary animal. The student must also identify the animal's habitat, as well as the biome in which it would live. Each student, with a partner, will have completed some research on a specific biome as background for this project. The animals will be created in art class, with additional written work being completed in science class. For example, the student must explain how the animal's physical and behavioral characteristics help it to survive. Each student presents his animal and its accompany-

ing information to the class. This year students will also share their completed work with parents and community members at Celebration Of Learning.

In the fourth grade, students have been working on a new research and/or artistic piece of their state projects every two weeks for the past couple of months. Some of these projects include state pennants, economy quilt patches, pop-up suitcases, web quest research assignments, on-line graphic organizers, time-line scrolls, famous people trading cards, and more. Weekly "Mystery States" get the students really thinking, sometimes involving parents to solve the mystery using the five clues provided. We also have pen pals from several regions of the United States with whom the students have been corresponding this school year.



The fifth grade students have been hired as ecologists by the World Wildlife Organization to research the biomes of the Earth. Their job is to bet-

ter understand the biomes so they may better understand reasons why many species, both plants and animals, have become endangered. They will be responsible for creating a plan for saving at least one endangered species in their biome.



# Third Grade Poets

by Cynthia Snow

Beginning in September creating a Personal Poetry Anthology is one of the first reading and writing activities third graders in our classroom begin. Students receive a large blank spiral bound notebook and begin to search for poems to fill up the notebook. The poems they select should connect to their lives in some way. I'll find students making comments like, "This poem is about ice cream and I like ice cream," but soon children become more reflective and make deeper connections as poems begin to speak to their hearts. As we enter the third trimester of the year this anthology is brimming with poems, memorable lines from authors we want to write like, song lyrics, and favorite poems we've enjoyed together.

By March, the third grade Poetry Workshop is in full swing and is a combination Reading/Writing Workshop. This Spring we have been working on many writing activities as we learn the craft of writing poetry. Recently third graders took a "personification" walk. With clipboards and pencils in hand children explored the outdoors writing down five things they noticed. In the classroom they chose one and made a list of five ways the subject seemed human or animal like.

Recently we completed a project in our classroom called "Heart Mapping." This activity came from a wonderful book, *Awakening the Heart*, by Georgia Heard. To introduce this activity students gathered on the carpet in the meeting area and I introduced the lesson by saying poets write about those things that really matter to them. Ideas of poems I might write spring from memories of growing up in a large family of sisters, times spent with family at my favorite beach, and places I visited and people I've met. Then I say to third graders, I want them to make a map of their heart and in that map they will put all those things that really matter to them.

Most recently students are beginning to finalize their Personal Poetry Anthologies and select poems they've written for inclusion in the collection. Our poetry unit will end with a special Poetry Celebration.

Here is some student's work:

## **Basketball**

### **A poem for two voices**

*by Ashleigh Cote*

Pressure is piled upon  
your shoulders  
when you play  
basketball  
I can assure you  
it's hard.  
It's no walk in  
the park.  
You'll make your mark  
as long as  
you're good.

## **Sounds of My World**

The sounds of my  
world are  
beautiful ones.  
From click clack to  
plain old comic-  
like boom!  
The rain makes  
a splashing sound  
like- ssssss!  
When the wind  
bonds with the long  
trees, they act like a  
giant arm in the air. Raging  
mad. They just can't stop.  
We need sound on earth!  
by Noah Joseph Cunningham  
Poetry has inspired my life!

## **River**

*by Olivia Bucknam*

River, River  
Placid  
Fast  
River, River  
Full of  
Water  
River, River  
Together  
We  
Are  
Rivers, Rivers

## **Tree**

by Riley True  
A tree  
an empty tree  
The tree had branches,  
that no other tree,  
would have.  
The tree had the color,  
of coconut brown,  
shaded white.  
The tree looks like  
it's turning into a  
blazing fire.  
A tree.  
An empty tree.

## **Moving Left and Right**

*by Hannah Beaucaire*

I'm moving left.  
I'm moving right.  
Twirl around.  
I'm out of sight.  
I jump.  
I spin.  
I leap.  
I run.  
Now I'm having tons of fun.  
I'm moving left.  
I'm moving right.  
I hop on one foot and  
bite, bite, bite.  
I do a cartwheel  
I feel so light.  
and hop, hop, hop.  
It's like I might.  
Move left - Hop on one foot.  
Move right - Do a cartwheel  
Twirl around and hop, hop,  
hop.  
and out of sight.  
That's all I got so  
jump, spin.  
Pop, pop, pop!  
Hop, run,  
and start having tons of fun.  
Move left.  
Move right.

## Fourth graders at T. C. Hamlin, celebrated and thanked the Veterans living at the Maine State Veterans Home this past holiday season.

As the holiday season began, the fourth graders discussed how they wanted to help others. They endlessly worked together each morning during class meeting. Each day they brainstormed and had collaborative discussions about just who they wanted to help, until they finally chose Maine Veterans. The fourth graders felt that Veterans had done so much for them: fighting in wars, spending time away from their families during the holidays, and helping them to live in a free country. The students felt it was time they thanked them.



Throughout December, the students gathered and collected various items for the Veterans whom reside at MSVH. These items consisted of calendars, playing cards, crossword books, slipper socks, and much more. Each day the students were delighted to see the number of items grow. Teachers were recruited by students to assist too. Working together as a classroom community, the fourth graders were able to provide gifts to many veterans, who would not be visited by family over the holidays.



## AMERICAN FLAG

By Chandler Moran

**Hang it  
Salute it  
Respect it  
Who we are  
Our country  
Proud**

## Goal Setting At T.C.H.

Students in grades 3-5 this year are working toward personal and academic goals. Each child sets his/her own goals and creates a plan to meet them. Over the course of the year, reading, writing, math, and personal targets are worked on and self-assessed. Students have discovered some goals can be attained in a relatively short period of time, while others can take months, or even years.

For some students, this is the first time they have established, assessed, and reflected upon their learning. The children have begun to demonstrate responsibility for overcoming academic challenges they themselves find relevant to their educational success. Many have found the process rewarding and empowering. It is satisfying for them to know they have achieved what they set out to do.

**Congratulations to all the students who have met their goals so far this year.**



## Balanced and Stable in Mr. O's Room



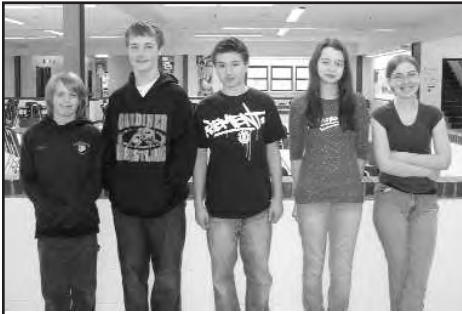
Students in Mr. Ouellette's 1st grade classroom at Teresa C. Hamlin School are discovering the forces that are involved in making objects and systems

on earth grounded, balanced and stable.

What makes a top spin? Why do some tops spin longer than others? What is the force that keeps us from bumping our heads on the ceiling? Why are some things balanced and stable while others topple over?

These first grade scientists are investigating, fabricating and testing spinners, twirlers, tops and counterweights in order to get to the root of these questions. They are also learning that science can be a lot of fun.

## 2009 Scripps National Spelling Bee



Brad Bailey, Jake Truman, Logan Hallett, Kadie Stade, Lydia Williams missing from photo was Sadie Salib

Gardiner Regional Middle School recently participated in the 2009 Scripps National Spelling Bee. Students from all three grade levels at GRMS competed in classroom spelling bees in February. Winners from each team vied against each other at the school bee. Competing were: Brad Bailey and Jake Truman from grade 6; Kadie Stade and Logan Hallett from grade 7; Lydia Williams and Sadie Salib from grade 8.

Jake Truman and Logan Hallett placed first and second (respectively). They went on to honorably represent our school at the regional bee held in Lewiston at Trinity Catholic School. Congratulations, Jake and Logan!

Submitted by Donna Whalen

## Gardiner Middle School Celebrates Pi Day

On Friday, March 13, staff and students at the Middle School celebrated Pi Day. Pi Day is March 14, a date resembling the approximation of one of mathematics most unusual but useful numbers.

Staff in the building wore Pi buttons and Pi clothing of different forms throughout the week. Team 8-4 students made a bulletin board to display many uses, facts, and trivia about Pi. About 30 of our students brought in Pi-decorated pies for a Pi(e)-sale fund raiser. Pies not sold were then shared by Team 8-4 students at the end of the school day on Friday.

There was a Pi scavenger hunt for Team 8-4 students to complete before Friday's class, when the final activities were unveiled for 8th graders to collect points. Activities included calculations using Pi, demonstrations of historical methods for approximating the value of Pi, reciting the digits of Pi from memory, and Pi games. In each math class, one Pi activity champion was chosen to receive a prize at the Pi-themed dance that evening. Congratulations to Mitchell Chesley, Makayla Ross, Tiaunna Boudreau and Jessica Hinckley for getting the most Pi points in each of their classes.

Friday evening's dance featured a Pi(e) eating contest. Eighteen students paid a \$3.14 fee to compete for an extra-large Wicked Whoopee Pie. Competitors got pie all over their faces, and Mr. Avery joined in the final round to set the pace. Adam Meyers was able to eat his pies the fastest, winning the contest in front of a cheering crowd of middle schoolers.

Mr. Haggerty would like to thank all of the staff who helped to bring excitement to this learning experience. Students should be complimented for their enthusiasm and participation. Pi day shows our students an academic topic can be made fun and interesting for everybody.

Dennis Haggerty

In the STARS program at the Middle School we have a firm belief that the more respect we show to nature the more respect we can learn to show to ourselves. This Spring our students will be creating birdhouses that will be placed on the trail system behind the school. Many of our students are not familiar with leaving a positive footprint in the classroom and it is our hope that creating birdhouses will provide these students with an opportunity to add to our community in a positive way. We incorporate the use of mathematics, language arts, science and social skills into this hands-on experience so students make the connections between what we learn in the classroom and how it relates to the "real world". Students will be given a simple plan, a piece of wood and the tools to build these houses from scratch. We attack the task much the same way we ask them to attack their daily

schedule in the academic classroom: One step at a time, using the tools, skills, and supports, available to create an experience and product to call upon in the future.



"Making birdhouses is fun. I remember in Kindergarten making ones that you just clip together. I think it would be sweet to use a hand-saw!" –Cam.

Marilyn Wing  
STARS Teacher

**Congratulations to the following Gardiner Regional Middle School students whose work was on exhibit in the Gardiner YAM window display exhibit!**

**Grade 6**

Adrian Heath  
Megan Perry  
Benjamin James-Young  
Faith Grady  
Emily Malinowski  
Ashten Allen

**Grade 7**

Josh Spooner  
Trevor Quirion  
Jessica Champange  
Cory Thompson  
Brett Chapman  
Anthony Caswell  
Bobby Rose  
Katy Owen  
Brooke Curtis  
Josh Maske  
Emalee Couture  
Renee Baron  
Joci Witham  
Abigal Salib  
Jake Gage-Adams

**Grade 8**

Jade Hobart  
Stephanie Plourde  
Jensen Orewailer  
Mawell Testa  
Stephen Couture  
Anastasia Zachowski  
Tayla Regalado  
Makayla Ross  
Logan Hallowell

## GRMS Geography Bee

In December, Gardiner Regional Middle School held its annual "Geography Bee" which is sponsored by the National Geographic Society, Google and Plum Creek. Ten students from the six academic teams competed. After numerous rounds of competition, Dan DelGallo was declared winner and Mackenzie Swift was recognized as the runner-up. Other school finalists were: Lydia Williams, John Coleman, Logan Hallowell, Andrew Brann, Luke Chaffee, James Bradley, Ryan Woodman, Landon Fleury, Isabel Gerencer, and Bradford Hart. All students participating in the "Geography Bee" were presented with a certificate and Dan DelGallo was awarded the winner's medal. Dan will now represent GRMS at the "Maine Geographic Bee" to be held at the University of Southern Maine in Portland on April 3, 2009. The state winner will receive \$100, the "National Geographic Collegiate Atlas of the World," and a trip to Washington, D.C., where he or she will represent Maine in the national finals at the the National Geographic Society headquarters, May 19-20, 2009. The first place national winner will receive a \$25,000 college scholarship and a lifetime membership in the Society. The national winner will also travel (along with one parent or guardian), all expenses paid, to the Galapagos Islands with "Jeopardy!" host Alex Trebeck and the "Jeopardy!" Clue Crew. The winner will experience geography first hand through up-close encounters with the wildlife and landscapes of Galapagos.

**How would you fare as a Bee contestant? At the school level Bee this year, students had to answer such questions as:**

1. Which state does not rely on corn and soybeans for much of its agricultural output - Pennsylvania, Illinois, or Iowa?
2. The Laramie Mountains, a livestock and timbering region, extend north from Colorado into which state?
3. You can visit an aqueduct built by the Romans in Segovia, a city located approximately 40 miles northwest of Madrid, in which country?
4. Mexico City is located on the site of Tenochtitlan, the island capital of what empire that was conquered by Spanish explorers in the 16th century?

ANSWERS: 1. Pennsylvania 2. Wyoming 3. Spain 4. Aztec Empire

## Rocket Good Time for 6th Grade Students

The end of our space unit has arrived. The students of Team 6-2 built rockets. The students were asked to bring in two liter bottles and other materials to make rockets. We watched a short clip of Beakman's World (he demonstrated rocket building). The students spent a couple of days making fins, taping them on, fitting the corks correctly, and shooting off rockets. We used a bicycle pump and a ball needle to create pressure in the bottle until it shot off. The anticipation built up slowly until the "bottle rocket"

would blast off.

This activity solicited comments from the students such as "This is really cool," "I didn't think my rocket would go that high," "This is the best science class ever," and "Now I know what Newton meant when he said, 'For every action there is an opposite and equal reaction'." (That one wasn't a real comment from a student).

The students also did Hero's Engine Lab which demonstrated Newton's 3rd law. These activities definitely made an impact on the students and their knowledge of how rockets work. The final piece of the space unit will be shooting off engine rockets.



*Sissy Smith and Brittany Chesley*

## Astronauts for A Day

The young scientists of Team 6-1 wrapped up their Space Unit in mid March. The topics of study to end this unit included space exploration which posed some interesting questions and prompted some fun-filled activities. Students discussed and examined how space technology affects their lives. From satellites, space probes and people in space, these young scientists got involved and made some connections. In one particular activity, the students experienced what it would be like to work on a service mission crew as an astronaut conducting a space walk (also know as

Extra-vehicular activity or EVA , which is work done by an astronaut away from the Earth and outside of a spacecraft). Students simulated their space walk by wearing equipment that was bulky and restricted the use of their fingers to represent the awkwardness of a space suit. They then had to complete the task of finishing a game of Perfection (placing small variously shaped pieces into the correct spaces) with another crew member, ultimately putting their patience and motor skills to the test. To make things interesting, they worked against other crews to see who could finish first. The experience reinforced many of the skills students had previously discussed as being vital to becoming and working well as an astronaut.

**Here are some student reflections about their space walk:**

Sissy - "It felt like I had alien hands, it was fun!"

Brittany - " It was really hard to work with the thick gloves and the small pieces, being an astronaut was tough."

## Pack your suitcase....

Gardiner Regional Middle School is once again offering an adventurous trip to the Southwest. Current 6th and 7th graders have the opportunity to travel on an action packed 6-day excursion that will take them to Nevada, Arizona and Utah, during April vacation 2010. On this whirlwind adventure students will visit Grand Canyon, Zion and Bryce National Parks.

Students will be receiving information packets soon. An informational meeting for parents and students is scheduled for May 4 at 6 P.M. in the GRMS cafeteria. Please join us to learn more about the exciting details of this wonderful travel opportunity. This evening will include an informational slideshow, an extensive question and answer session, and ideas to raise personal funds.

**Hope to see you there,  
Ms. Shnur  
Ms. St. Denis**

## Middle School Music Department News

The Middle School Music Department would like to congratulate the G.R.M.S. music students who auditioned for and were selected to attend the District III Middle School Honors Music Festival that took place at Boothbay Region Elementary School on April 3rd & 4th. The students representing Gardiner at this Festival were Ben Dickey, Maddy Cutler, Sam Driscoll, Jessica Champagne, Hannah Morgan, Mike Silva, Christian Heath, Zach Woodard, Anna Pelletier, Kristen Pooler, Cameron Dumais, and Maria Burgess. Participating in this Festival was a great achievement for the students who worked hard to prepare for both the audition and the Festival. Thank you to each of these students for representing M.S.A.D. #11 with pride and dedication!

On March 21st, twenty Gardiner Middle School musicians participated in the 6th Grade Honors Festival and the 7th & 8th Jazz Festival both held at the Brunswick Junior High. The students selected for the 6th Grade Festival were Maggie Coffin, Sissy Smith, Brad Hart, Will Bucci, Alex Santerre, Adrian Heath, Amy Fortier-Brown, Lilly Temple, Noah Berlew, Noah Carroll, Mariah Lang, Olivia Merrill, Hannah Stetson, Meredith Stratton, and Taylor Freeman. Alternates were Mikayla Shaw and Alicia Hicks. Emalee Couture, Maddy Cutler, Ben Dickey, Jessica Champagne, and Sam Driscoll represented Gardiner in the 7th & 8th Grade Honors Jazz Ensemble. Congratulations to these young musicians for being given the honor of representing G.R.M.S. at this Festival!

## PARENT HELP WANTED

Gardiner Regional Middle School is searching for members to restart a Parent Teacher Student Association (PTSA). Any staff member, parent or community member of Gardiner Regional Middle School may join. The association works to enrich the school experience of all school community members. This includes such things as providing funding for extra programs, field trips, presentations, and materials. An active PTSA is important to the success of a school. Please join us and help make GRMS an even better place to be. Contact 582-1326.



## Math league hears words of encouragement from its founder Capital Weekly Staff

GARDINER (Jan 15): The Central Maine Math League held its second meet of the 2008 – 2009 school year at Gardiner Regional Middle School on Jan. 10.

Teachers Mark Koenig and Dennis Haggerty coached the middle school math team. Students on the team served as hosts at this competition, as well as competed against the 13 other schools that are members in the league. Between 150 and 200 students took part.

The math league has a history at the Gardiner Regional Middle School. Maria Kauffman was a math teacher there in 1981 when she brought together about 15 local middle schools to form the league. The format of the meets was based on that used in a high school league in Pennsylvania where Mrs. Kauffman had coached a team.

The local league's first meets ran as single elimination tournaments between schools that brought one team each to compete.

Now, 14 schools from Damariscotta to Oakland take part. Over the years, competition has evolved to two teams per school, based on grade level, and meets now run on double elimination. Students answer oral math questions in speed rounds and solve difficult written math problems under time constraints to earn points in these competitions. Participants enjoy meeting other students who share their interest in math and learn many new skills and helpful shortcuts.

The last time the Middle School hosted a math meet was in 2001. The return of the league to its birthplace was an exciting event for coaches, team members, staff and volunteers, especially since it was the first time Mrs. Kauffman, the founder of the league, had attended a meet in 21 years. She had some very kind and encouraging comments for participants about how the league has evolved, according to Mr. Haggerty who organized the meet with Mr. Koenig. They were aided by half a dozen teachers and a dozen parent volunteers on the day of the event.

Winners of the meet were as follows:

- A teams (eighth grade): First place, Messalonskee Junior High School; second, St. Michael School, Augusta; third, Brunswick Junior High School; fourth, Winthrop Middle School.

- B teams (sixth and seventh grades): First place, Brunswick Junior High School; second, Wiscasset Middle School; third, Hall-Dale Middle School; fourth, Winthrop Middle School.; second, Wiscasset Middle School; third, Hall-Dale Middle School; fourth, Winthrop Middle School.





## **“Back To The 80’s” – The Totally Awesome Musical**

On February 5th, 6th, & 7th the cast and crew of this year’s Broadway musical production transported audiences back to high school life in the 1980’s with their production of “Back To The 80’s – The Totally Awesome Musical.” The story follows the graduating class of William Ocean High School as the students experience the excitement and heartbreak of high school life during that decade. The cast of the musical relived the 1980’s for their audiences as the story line brought back the Rubik’s Cube, the Teenage Mutant Ninja Turtles, the Atari, Star Wars, as well as all the clothing, make-up and hair fashion. Throughout the musical, audiences were entertained by hit songs such as Footloose, Love Shack, Material Girl, Time Of My Life, Total Eclipse Of The Heart, and You Give Love A Bad Name. Gardiner High School’s cast and crew spent three intensive months learning the songs, lines, choreography, and blocking for the show. All of these rehearsals were capped off with quality shows presented to sold-out houses. The students in the production gave performances of a lifetime as they sang, danced, and acted their way through three incredibly enjoyable and memorable performances. Congratulations to all of the dedicated and talented cast and crew of “Back To The 80’s” on a yet another successful musical!!

---

## **Romeo and Juliet with a Choice**

One of the units in Freshman English classes at Gardiner Area High School is Romeo and Juliet. The teachers use a variety of methods to engage the students in this Shakespearean Unit. The students read the play, watched portions of it from a movie, analyzed it, created sonnets, and then showed what they had learned. Some might take a test, others write a paper, but in Barbara Miller’s classes, they had a choice of how to show what they learned. She asked them to take the big themes from the play and portray them in a different format. She also asked to make sure they had some practice doing research in preparation for their big research paper taking place in the 4th quarter.

Technology also played a big part in these projects. After using resources on Mrs. Miller’s web page throughout the lessons, all students used computers to do their research and complete a writing assignment on the Romeo and Juliet unit. Then she gave them the project choices. She came up with 12 possibilities, and number 13 was to develop a project of their own (with her approval). Some students created posters or dioramas depicting the setting or scenes of the play. Puppet shows were performed and board games were created. A quilt formed out of paper squares containing illustrations and quotes from the play was put together. Some students designed and created costumes for dolls depicting characters from the play. A few students created blueprints of the Globe Theater. Preston Jones used Appleworks’ painting program and Mrs. Miller was very impressed with the detailed drawings he created. Preston said being able to create them on the computer made it easier and helped him learn the material. Other students used Keynote to create slide shows and music programs to write songs or to play music to accompany their presentations.

Joshua Fournier took the technology aspect to another level. He used RPG Maker VX to create a simulation game of the play. In order to create the simulation he had to enter the text and instructions for the characters for two acts of the play. He said he really wasn’t into the play, but being able to use the technology he enjoys made him more interested. Through the use of technology and the ability to choose from a variety of projects, these freshmen were able to demonstrate learning about Romeo and Juliet.

By Lisa Foster



## **Shalimar Poulin - Teacher of the Year**

Shalimar Poulin has been selected by Maine Art Education Association to be this year's teacher of the year. She is being recognized for her work with students, as well as her work in local and state art education.

Shalimar has been working with Department of Education Visual and Performing Arts Specialist, Argy Nestor 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.

Somewhere I have to put in that she has a wicked sense of humor, which lightens the load of our department meetings and making the work more fun.

The work she does outside of class is exemplary. The Art Club has fund raising 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 will be a series of murals in the cafeteria depicting the different communities that make up the Gardiner Area High School district.

Within her classes she lifts up the level of students' self-expectations and understanding of art through her teaching talent and furthers their commitment by getting their work displayed throughout the state in a variety of venues from Portland to Bangor. The student work she displays from her classes is of the best quality and shows skill and individual style. 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 good qualities and options for improvement.

**Our entire family attended the Gardiner Area High School Pizzazz performance, and it was beyond a doubt two of the most enjoyable hours we have spent together in a long time.**

It seems like only yesterday that I was coaching Cody St. Amand in youth soccer; laughing at how Joe Coughlan would try to make a basket (he couldn't throw the ball that high) when I was coaching his sister Emily on the 5th grade basketball travel team; and seeing Ashley Abbott compete in Youth Softball and having her over to the house to swim with "our" Ashley years ago when she was just a little kid. I can't believe how grown up they all are now. We were absolutely in awe as we saw how they and all our other students thoroughly entertained the sold out crowd that night.

To see how musically talented and theatrically gifted they have all become as a result of what people like Dave Walker and Steve Lerette and everyone else in our Drama and Music programs have done to help them grow, as well as all the hard work the kids themselves have put in, is incredible. At their young age, to be as talented as they are is a tribute to them and to MSAD 11, and just blows me away. The hundreds (probably more like thousands) of other kids that have been molded into amazing young adults is a testament to them and to everyone else who puts their hearts and souls into our music, chorus, and drama programs.

In addition to enjoying the talent of our kids, we also got to enjoy free coffee, pie, popcorn, and punch thanks to the hard work and countless volunteer hours by our wonderful Music Booster parents.

Thank you so much to the kids and to the people of MSAD 11 for all that you do!

**Steve Hunnewell  
MSAD #11 School Board Chair**

## Athletic Department at Gardiner Area High School

# Winter Season is a Success

The winter sports season flew by but had its share of exciting game finishes and buzzer beaters. We also had several individual performances to be recognized. All the teams made the play-offs this past season and a few athletes and coaches received accolades at the state level. More important, the participation of student athletes here at Gardiner was excellent as well as an awareness to improve sportsmanship at all levels.

Matt DelGallo high-lighted the winter campaign as he won his third consecutive state wrestling championship and stayed undefeated here in Maine. Also, Nikole Robbins won a state title in girls wrestling. The team will return many competitors next year as wrestling at Gardiner will transfer to CLASS B WEST next season. The girls and boys swim teams improved tremendously by season end as Coach Pekins helped many reach their goals. Sue Kropp had an outstanding Kvac Meet as she grabbed the title in the 200m. Ind. Medley.

Perhaps no team had more improvement than the Cheerleading squad, which placed at the Kvac meet and made a stellar appearance at the regionals in Bangor. Indoor Track teams, despite small numbers placed in both the girls and boys

meets at the Kvac's. at Bowdoin College. Will Quirion by himself put Gardiner in 7th place overall.

Tiger Hockey continued to be one of the best teams in Class B and staged an entertaining and successful season. Matt Dineen was named coach of the year in the league., and Mike Hersom was player of the year for the 2008-09 season. The girls and boys basketball teams both were play-off bound. On the boy's side, six games came down to the final possession. Several players garnered all-star status including Eric Goodwin as first team guard. The girls also finished strong and bolted into the play-offs with a trip to Presque Isle in the mix. Despite some early season injuries the girls played every game tough.

It was great to see a total of 12 academic all-stars from this winter season. These are seniors who have an average of 90 or above. Thanks to coaches and players and parents for the support and time in making Gardiner Athletics a special group to be part of. We don't usually remember the score or the wins but we always cherish the memories and experience of being part of a team.



## Bath Iron Works

Friday, May 8th, found thirty Gardiner High students in the shipyard of Bath Iron Works, exploring opportunities at one of the country's premier shipbuilding facilities. BIW is a major employer in our area, and the visit marks a new initiative that will give our students the chance to view regional businesses and industries, with an eye toward future career opportunities. Once again we would like to thank MELMAC for the grant which allows us to extend such opportunities to our students.



## Boston College Tour

Thursday, April 9th, a warm early-spring day, marked our annual excursion to visit Boston area colleges. Thirty-five

Gardiner High students boarded a Northeast Charters coach at 6:00 AM, accompanied by several staff members, and arrived at Northeastern University, the first stop on the tour, around 9:30 AM. Northeastern hosted an information session, followed by a campus tour. Our group then hiked to the nearby campus of Wentworth University, where lunch was waiting. This

was followed by a tour of Wentworth, highlighting the popular architectural program. We then boarded the bus for a cross-town ride to Cambridge, and our first-ever visit to Lesley University. Our excellent tour guide provided insight on the many opportunities at Lesley, as well as valuable information on colleges in general. Late afternoon found us heading back to Maine, and a pit stop for a bite to eat in Kennebunk. We arrived back at GAHS around 7:30 PM, weary but fulfilled from the enjoyable activities of the day.



## Mr. Walker honored for excellence in teaching and a decade of musical theater work

By Mary Downs

In late April, David Walker was the recipient of the MSAD 11 grades 6-12 Teacher of the Year award. This peer determined award is given to a teacher in the district every year for outstanding work.

"I was honored, and surprised," said Walker when asked how he felt about receiving the award.

For ten years Mr. Walker has been a part of the GAHS musical, and for fifteen years he has taught in the music department. He has instructed and inspired his students and has helped make memories that will stick with them for a long time to come.

Mr. Walker developed his love for music at a young age watching his father, a school music instructor as well. He spent a lot of time in the music room as a child, much like his kids do now. His father got him started on playing the trumpet when he was in the third grade. Later he became involved in his fifth grade band.

Mr. Walker loved music and knew early on he wanted to teach it to others. He said, "This is what I've always wanted to do and I can't see myself doing anything else." He went to the University of Maine at Orono for his degree.

Mr. Walker is involved with everything music-related at the Middle School and GAHS, from the musical and Pizzazz to band concerts and the Pep Band at football games.

This year on the closing night of the musical, Mr. Walker was presented with a plaque for his ten years

of dedication.

He spent numerous hours going over songs with the actors until they were perfect. He spent such a large amount of time with the cast and crew, along with Steve Lerette, the theater became his second home, and the cast and crew his second family. Every year he and Mr. Lerette take turns with one being mom and the other dad.

Mr. Walker commented about the aftermath of the musical: "It's always interesting when you get done with the musical to see everyone's reaction because the week after the musical gets done people don't know where to go or what to do because they're so used to going home to the theater everyday after school..."

When asked what the favorite part about his job was, Mr. Walker replied, "Working with the students. That's the biggest thing. From working on projects like Pizzazz, or the musical and seeing what the students can do, to just the regular rehearsals, being able to make music with the students" is his joy.

His years of hard work, dedication, and love of music itself have helped him help others love music as much as he does. "Not only is he a mentor to students, but also a friend. He challenges and aids his students to go further than they imagined," said GAHS graduate Aaron Drost.

We hope he will be with us for many more years doing the same.



## Sea Dogs College Fair

Sunny Hadlock Field in Portland greeted seventeen GAHS students at the annual Sea Dogs College Fair, on Wednesday, April 15th. Most Maine campuses were represented at the fair, which was held in the concourse of the stadium, and students were also provided with free tickets to the evening baseball game against the New Britain Rock Cats. There was also a drawing for a \$500 scholarship, which was won for the second year in a row by a GAHS student! Erica Gould captured the prize. It was a great evening of information and baseball. A fun time was had by all!

## Spring Outward Bound

Eight juniors have committed to a five-day backpacking and climbing program through Outward Bound. Joe Coughlan, Tom Cook, Matt DelGallo, Katherine Haas, Garrett Howell, Travis Mason, Katie Schide, Chan Smith, and Will Quirion plan to leave on Wednesday at 8 a.m. May 27 and return the following Sunday, spending the entire time in the rough Mahoosuc Region of Western Maine. They will work with two instructors from Outward Bound and learn about navigation, survival, first aid, ropes and climbing gear, and general wilderness skills. This course has been available at the high school since 1983 but was first attended by individuals in the early 70's. A generous L.L. Bean scholarship as well as truly personal help from the John Bragoli Memorial Fund financially supported these nine students.

## Worldly Travelers Return

By: Brandon C. Caron

The past two years have been filled with hard work and anticipation for twenty Gardiner Area High School students. We have been fundraising for a twelve day excursion to Italy. Middle School basketball games, bottle drives, wreaths, candy, and other activities were all called upon to help raise funds for admissions and other various costs involved with the trip.

We flew out of Logan Airport Thursday, April 16th and landed in Rome at noon the next day. We spent the remainder of that day and the ensuing five days in the Eternal City. We had the luxury of getting into all government run museums and monuments free of charge, in celebration of Roma's birthday. We enjoyed several things including the Pantheon, Coliseum, Forum, The Vatican, Capitoline Hill, a Communist Rally, changing of the wreath, the Roma soccer team, Giolitti's gelato parlor, and other great experiences.



Wednesday, we boarded a bus and went about three and half hours south to the coastal city of Sorrento. We were welcomed by the sight of the Mediterranean Sea and palm trees. Our four day stay allowed us a trip to the top of Capri for a picnic, across the bay to Pompeii and up Mt. Vesuvius, and another trip back to the Island of Capri for the Blue Grotto and a day on the beach. We were able to soak up the rays and take a dip in the Mediterranean.

Monday, April 27th saw us board a nine and half hour flight back to America and our normal lives. This trip was one of lifetime; filled with good times, new experiences, good food, amazing sights, and best of all a load of laughter. We are thankful for the communities help in our various fundraisers. We all hope by throwing our coins in the Trevi Fountain, we will eventually go back some day.

## GAHS class makes recycling a priority

By Cody Whitcomb

Over recent years, a large emphasis has been on “going green” in an attempt to protect our environment. Today in grocery stores today people carry reusable grocery bags in order to cut down the amount of paper and plastic bags that are used. New eco-friendly ideas are being thought of all the time, but perhaps the most common and important one is recycling.

The Gardiner Area High School recycling program is lead by Mrs. Gallant and her Environmental Science class. Each year, the class is responsible for creating a project that will be beneficial to the school. This year’s class decided to continue the program that began in the second semester of last year. The main goal of this project is to increase the amount of paper we recycle. The class also collects bottles, although the majority of those are handled by the Climate Committee.

Each classroom has been supplied with a large bin to put unused paper in, including newspapers, magazines, unneeded schoolwork, and junk mail. On recycling day, teachers receive an announcement and put the bins outside their doors. Students in charge of the program pick up and empty the containers as well as separate the newspaper from everything else. There are between twenty and twenty-five full bins collected every other week, each one weighing anywhere from twenty to forty pounds.

The bins of paper are brought to the West Gardiner Transfer Station. The paper is compressed into bales and then sold on a daily market. The money goes toward reducing taxes and funding for our district.

Unfortunately, the high school is the only school that participates in recycling in MSAD 11. Some districts in Maine make it mandatory that all schools recycle. “Southern schools, like Portland, recycle a lot more than we do,” said Gallant. “Also, they recycle their cardboard for free. We pay to recycle ours, although we could get money for it at the transfer station.” Some schools even recycle their food waste by giving it to local farmers who can turn it into animal feed.

Mrs. Gallant explained that other districts are able to be successful because they have everybody helping out, which is the key piece in a program like this. Because the high school is the only school in the district participating, it is difficult to accomplish as much.

The environmental science class is focused on protecting the environment with this project, but how exactly is it helping? One of the ideas the class came up with was to change the milk cartons in the cafeteria. Instead of plastic bottles, we now have paper milk cartons that take far less time to decompose in the landfills.

By recycling wasted paper, we help the environment in several ways. Paper is created from trees and goes through a process involving huge amounts of water and many chemicals. These harmful chemicals are released into the environment, gradually polluting the air we breathe.

By recycling wasted paper, we are able to protect more trees and reduce the amount of water and chemicals we use during the paper making process.

Mrs. Gallant also described how we have the technology to be virtually paperless at the high school. “Studywiz allows you to send papers and the science wing has a program where you can take a test online,” she explained. The Environmental Science class has already had an influence on the amount of paper used by encouraging school-wide information be posted on the Internet instead of printed.

Although the current system we are using to recycle paper seems to be working, Mrs. Gallant hopes to implement a new method that will be more convenient. She described: “It would be perfect if we were able to get a couple of gigantic bins that teachers could just dump their paper into and then get a covered trailer to put the bins on and take them to the transfer station.”

So far, Mrs. Gallant feels this program has helped to reduce the amount of paper we use and make people more conscious about recycling. “People are becoming more aware about recycling and teachers are always making sure they have their bins to recycle paper,” she said. Hopefully the program will continue to grow and the whole district will eventually participate.

# All-American girl Nikole Robbins wrestles her way to All-American status

By Chris White

Here at GAHS a few females stray from the norm and play a sport dominated by males. One of these young women braved the harsh sport of wrestling and came out on top. After becoming a state and regional champion, she wrestled on the national level and placed seventh. This all-American girl is none other than Nikole Robbins.

Wrestling and track appear to be Nikoles' passions. Unable to dribble the basketball, stay afloat in the water, or enjoy field hockey, She didn't know where to turn for a sport. After the indoor track team dissolved, Nikole, with the influence of a few of her friends on the team, turned to wrestling. "I was really nervous when I started, but then I got used to it," said Nikole. She must have gotten used to it, since she is now one of the best high school wrestlers in the country.

Nikole and Kaitlin Allen were the only girls on the Gardiner wrestling team. They normally wrestle members of the opposite sex. That means overpowering them is not usually an option. "The first year they...pushed me away because they were foreign to the fact...that a girl was on a wrestling team," said Nikole. "This year we've gotten a lot closer. We're kind of a big family."

She also tells of how there is not a lot of tension and hostility if and when she beats boys. She says the guys are used to it, but they all "rub it" in each other's faces. "When you get beat by a girl it's a big deal to them because it hurts their ego" recalling how she made a Cony wrestler cry after beating him in a match. "He wasn't happy," she recalled as a smile spread upon her face.

Nikole has certainly earned the respect of her male peers on the wrestling team. "She always worked hard and gave one hundred percent and her hard work paid off in the end," said Sophomore Tyler Salley, obviously noting her success in female wrestling.

Raised in a family without any females other than her mother, Nikole grew up as a tomboy. "Everyone always treated me as one of the guys," said Nikole. That upbringing helped instill within her the fierce determination which is a necessity in the sport of wrestling. "When I wrestle a guy, I don't really think of the fact that he is going to overpower me," she said. "I think that I'm going to try my best."

An upside to all of Robbins' hard work is the experience. After winning the New England Regionals, Nikole traveled to Michigan to compete in the National match for schoolgirl wrestling. There, she met hundreds of people she never would have met

here in Maine. "It was awesome," said Nikole, recollecting the joyous times she had at the match.

She credits her success against girls because of wrestling so many boys. "You have to wrestle guys," said Robbins. She also commented that her determination helped her at the National match: "I think my determination [helped] me....I was ahead, but [my opponent] sprained my ankle, then twisted my MCL. I continued with my match because I was really determined to beat her." Unfortunately, Nikoles' opponent ended up winning the match.

Girl's wrestling and boy's wrestling are two completely different things. Nikole believes the biggest differences between the two are flexibility, aggressiveness, and strength. She mentions how female wrestlers are always a lot more flexible than male wrestlers. On the other hand, boys have strength on their side. "I'm more nervous when I wrestle girls because you don't know what to expect with the girls....[Guys] aren't as flexible." Because of their unexpectedness, female wrestlers are not to be underestimated.

One of the toughest parts of the sport is the workout. "No slacking off whatsoever," said Nikole of GAHS practices. The workouts, which can last for quite a while, are some of the most strenuous workouts in high school sports. "If [one] kid messes up, the whole team has to [start over]," said Nikole.

But the worst part of wrestling, is watching her weight. "I love food," said Nikole flatly. Since a wrestler must maintain their weight at a specific mark to make a designated class, she is constantly watching her weight. Having to lose a lot of weight at once is what Nikole described as "torture."

Wrestling has done a lot more for Nikole than just meets the eye. She said, "I think that I've become a stronger person both emotionally and physically." Confidence, which plays a big part in any sport, certainly increased once she found that she could compete with male wrestlers and had a chance at winning.

The harsh realities of wrestling paid off. The best part of wrestling for her was the respect that came with the sport. "I think I get more respect for surviving that kind of torture," said Nikole, talking of her rigorous workouts. But wrestling helped her gain self-respect: "Its like, 'WOW, I can actually survive all that!'"

That is a boost we could all use.



**Adult Education**  
MAINE  
*College Transitions*

May 19th will be a special day for a MSAD #11 Adult Education Alumni. She will walk down the aisle at the Civic Center in Augusta in the company of her peers: the 2009 University of Maine at Augusta graduates. Aminah Sadruddin, a former MSAD #11 Adult Education student will be among a group of achievers - those who have earned an Associates Degree or Certificates - those graduates strived to achieve by completing the rigorous academic requirements of their particular field of study.

Needless to say, MSAD #11 Adult Education is exceptionally proud of Aminah for achieving this milestone - there are a few more things you should know about Aminah. First of all - she is not done! Not only will she earn an Associates Degree, she will be enrolling next semester for a Bachelor's Degree at the University of Southern Maine, majoring in social work. But, as they say in those ubiquitous commercials - there's more! Or better yet - there is less!

Aminah, in her strive to achieve a better life-style for herself, looked in the mirror and didn't like what she saw. Her weight, because of numerous reasons, had crept up and up and up. It got to a point where

she realized that if she continued on that trend, she would lose her health. Along with her desire to better herself academically, Aminah strove to better her health physically by losing 48 pounds/48 inches and embarking on a physical fitness regimen that will make her heart, body and spirit healthy. She achieved this through the help of Nathaniel Mullens (N-Shape Personal Training), who understood what she needed to do in order to maintain a healthy weight and lifestyle. His words of encouragement and his ability to make her believe she can achieve any goal she set her mind to, made a difference in her life.

You may say that all of this is routine, but you do not know from where she came and how her phenomenal strength, perseverance and desire to achieve a better lifestyle is anything but routine. You see, Aminah escaped an abusive relationship. Aminah lived out of her car. Aminah was at the bottom. Aminah was...well, whatever misfortunes you can imagine, Aminah probably had a dose of it. It takes a tremendous desire to overcome the odds that Aminah has overcome and yes, you can say she is an achiever. We at Adult Education certainly think so.

The definition of achieve is: to carry out successfully; to get or attain as the result of exertion; to attain a desired end or aim. To carry out her goals successfully, Aminah had to rethink life. Aminah had to retool,

reach deep and start again. Many of us get the first opportunity right because of all the things that are in place to help us be successful. We get lucky, too. But sometimes, such as in Aminah's case things go awry. Sometimes a misstep leads down the path of ruin and before you know it, you are at the bottom. Getting out of the dark well of despair takes strength - you have to pull yourself up one notch at a time. Aminah came to MSAD #11 Adult Education with the desire to climb up and out and, one rung at time achieved her goals.

Aminah began her journey at Gardiner Adult Education, intending to hone her credentials in order to enter the job market and eke out a living; Aminah also took a writing lab and learned basic writing. She was always in class - when others would miss, you could count on Aminah to be present. She learned quickly then moved on, to math lab and then she ventured forth and took two college level courses - all at the encouragement of the Adult Education staff and the support of her mother. She would occasionally lament and complain (as do all college students!) - this is hard! The professor is too demanding! This doesn't make sense! I'll never make it through this class! But she persevered and now, proudly, she is walking with a select group of achievers.

Congratulations Aminah, we are proud of your achievements.

# COLLEGE PREP BIOLOGY FIRST STEP TO A NEW CAREER

By Elaine Katz

“Welcome to College Prep Biology. For many of you this will be the first step along your successful and rewarding journey to a new career or further education.” This has been my greeting to each new adult education class upon our first meeting. As my students quietly file into the Biology laboratory, their fear and apprehension is palpable. So we begin by talking about their previous academic experiences and what they hope to accomplish this semester and beyond. Many of them are preparing for health careers and this course is likely their first classroom experience since high school!

In as much as it is important for students to acquire basic concepts and the factual information they will need to build upon as they progress to more advanced science coursework, I am equally committed to helping students develop the study skills, test taking strategies and writing skills that will empower them with the confidence they will need to succeed.

As we travel through the complexities of living organisms we begin with the atom, the basics of organic molecules, and the structure and function of the cell. We study DNA replication, cellular respiration and protein synthesis. Building on this foundation, we examine live specimens of protists, animal and plant cells while learning

how to use the microscope properly. We move on to study microbes and viruses. Students are always amazed to see what grows as we culture cell phones, hands, chapstick and other common sites. As we reach mid semester we begin the study of the human body highlighting the exquisite nature of how structure always relates to function. Our studies always emphasize the relevance to health issues and related topics that are in the news.



Student assessment is based on the accumulation of points from tests, quizzes, homework, lab activities and a well written and properly cited term paper. Students are encouraged to select a topic of personal interest to investigate and develop a presentation to the class.

Teaching college prep Biology never fails to be a rewarding experience. As students progress through this 15 week course, not only do they acquire an important body of knowledge they will need, but additionally, I see their confidence grow so they are ready to take the next important step in their education on their way to achieving their career goals.

Elaine Katz has a Master's Degree in Microbiology. In addition to teaching for MSAD #11 since 1988, she is a member of the adjunct faculty at KVCC.



## Adult Education Students have been Exploring Relationships

By Diann Bailey

A group of adult diploma students are participating in a course called Exploring Relationships this semester. Facilitated by Rachel Linton from the Family Violence Project and Hillary Hopkins from the Sexual Assault Crisis and Support Center, this health education course focuses on relationships, personal choices and individual well being. The emphasis is on teaching healthy ways to communicate with family, peers and others.

Students describe the course as energetic, interesting, varied and emotional. Topics such as domestic abuse, gender issues, dating abuse, sexual harassment, substance abuse and issues of power and control sometimes “hit home” with students. Rachel describes the discussions as “opportunities for students to talk about things they don’t normally talk about in other types of health classes.” For example, the recent discussion on sexual harassment opened the eyes of several students – one young man stated, “I didn’t even know about any of that.”

Various activities allow students to see how it feels to be treated differently depending on who they are or the choices they make. For example an activity called “spelling bee” helped students understand the feelings of humiliation and ridicule some people feel because of the life choices they make. Students also learn from guest speakers such as survivors of domestic abuse and teens who are overcoming substance abuse.

Rachel and Hillary work to facilitate discussions and activities that will help students think about issues differently as they build healthy relationships. Information, skills and resources are provided that help students deal with social issues and communicate effectively with others.

Visit the following websites for more information about the two organizations that sponsor this course: [www.silentnomore.org](http://www.silentnomore.org) and [www.familyviolenceproject.org](http://www.familyviolenceproject.org)



## College Transitions Students Tour UMA

By Melinda Gilman

Adult College Transitions Students from Gardiner and the surrounding areas enjoyed an informative student-led tour of the UMA campus on a recent rainy Monday afternoon.

Alex, a Liberal Studies senior, led the group on a campus tour that included such highlights as the Holocaust and Human Rights Center of Maine, the library and ITV classrooms which broadcast to sites statewide, Jewett Hall with its performing arts center and art gallery, and the tutoring and counseling centers. Alex has attended other colleges, and stated that he returned to UMA to finish his degree because of the small class size and friendly atmosphere where professors remember student’s names and greet them in the halls.

After the tour, students were able to gain an overview of the admissions process and have their questions about various programs answered by Kelly Thibodeau from Admissions. She noted UMA offers the flexibility of online, daytime, and evening classes close to home.

Most of the college transitions students in attendance had already filed a FAFSA when they attended a Maine Educational Opportunity Center workshop on Essentials of College Planning and Financial Aid. Kelly noted that fall registration has just begun, and students may register for classes before having financial aid in their accounts. Both art and lab science classes fill very quickly, she noted.

If you’d like to know more about college admissions for adults, or if you’d like to attend a Career Exploration workshop, contact College Transitions Coach Melinda Gilman at SAD#11 Adult Education, 582-3774.

## **Celebrating Achievement through Service Learning!**

The Community Learning Center (CLC) located at The Boys & Girls Club of Greater Gardiner has provided after school academic assistance and homework help for the past six years for students in grades 6-9. This year, our programming has expanded. This includes, providing academic help for students in grades 3-5 at three different locations as well as incorporating new activities and enrichment projects with the existing Middle and High School programs.\

This year, interested students took part in a National Boys & Girls Club project called Keystone Club. Students who take part in this program provide service to their Club and community through fundraising, labor, public relations, and student advocacy.

### **During the past year, Keystone Club students have accomplished the following:**

**Raised \$500 for Breast Cancer Awareness**

**Participated in the 5K Breast Cancer Walk**

**Attended the Lights on Afterschool Convention at the Capital Building in Augusta to let policymakers know how important afterschool programming is.**

**Raised \$350 and shopped for two families in the district who needed help buying toys for their children this Christmas.**

**Provided a full day of manual labor at The Maine Wildlife Park in Gray, Maine**

**Raised \$250 for Stella's Journey through candy bar sales**

**Adopted animals at the New England Aquarium**



**Is currently raising money for MS research and the Walk for MS (which takes place April 25th) please see the [WalkMS.org](http://WalkMS.org) website to donate to The Keystone Club. Their goal is \$500.**

The Community Learning Center is extremely proud of all of our students. These kids put in an extra 1-2 hours of work on top of their school day curriculum. We also love and appreciate their dedication to not only work hard to improve their academics, but to improve the community they live in. These youth are the epitome of student achievement!

# Two Year Collaborative Science Writing Project

Six wonderful MSAD #11 teachers, with the support of Principal Shelly Simpson, have been heavily involved in a two year Collaborative Science Writing Project. Nancy Wise, Alma Ranslow, Karen Baker, Sarah Hanley, Jen Havey, Mary Gilbert, & Gretchen Nickerson, in liason with MMSA's Lynn Farrin, have worked cooperatively with a team of science educators, and authors from Washington State.

Using the text *Writing in Science-How To Scaffold Instruction to Support Learning* by Besty R. Fulwiler, teachers have been using notebooks and journaling in their classrooms to support inquiry learning. The team meets monthly to discuss linking science with literacy and what practices to support. Our students' work may be used as guiding journal entries in an upcoming textbook designed to help teachers improve science writing and understanding!

Last year, the Washington team came to Gardiner to visit the classrooms of our Science Writing teachers and will return again this May. It has been a wonderful process which has consumed great amounts of time and energy for the members! And the notebooks and journals our student scientists are producing makes every minute invested worth the time!

We all have done something that we are proud of. Some achievements are greater than others, while some are as small as cutting out that third cup of coffee for the day. Nonetheless, achievements are something to be proud of. I asked some of my REACH students what their greatest achievement has been in their short life. Some wrote about what they have done in school, while others focused on life out of school. Here is what they had to say:

**My greatest achievement was probably making the junior dance team. I got to go to competitions and I still do. I love it!!! This is probably my greatest achievement. Until I m 12, then there will be senior dance team Bailey, 5th grade, River View**

**I am Nicholas Sansouci in 4th grade at T.C. Hamlin School. One of my greatest achievements is getting into R.E.A.C.H. I am very happy!**

**My name is Hunter and one of my greatest achievement is getting an invitation from Washington D.C. to go there this summer and go to museums and historical places. It said that I got it for my achievements and great academics and it is a leadership conference. Hunter, 5th grade, Pittston**

**Do you ever get a great feeling once achieving something? I know I do. I got that feeling once I finished Inkheart by Cornelia Funke. It was a 500+ page book. It might have taken me a month but I was extremely proud of myself once I finished. Achievements are exciting and make me feel PROUD! Gabrielle, 4th grade, Pittston**

**My name is Josh, Gr 5 and I go to Pittston School. My great achievement was I got straight A s on every subject this trimester.**

**One of my greatest achievements was getting accepted into R.E.A.C.H. Its been a wonderful experience being in R.E.A.C.H. Doing the project is fun and can be a challenge. Amber, 5th grade, Pittston**

**I haven t already done it, but I know I m going to and I got a very special invitation. The invitation is to go to Washington D.C. for a leadership club. It is for my academics in school. Mackenzie, 5th grade, Pittston**

**One of my greatest achievements is I am in D.I. (Destination Imagination) and I am going to the states. Bryce, 5th grade, Helen Thompson**

**My name is Sam. I play guitar. My greatest achievement was when I learned Jump in the Fire on my guitar. Sam, 4th grade, Pittston**

**My greatest achievement is my grades. Andy, 4th grade, Helen Thompson**

**An achievement that I am proud of is getting into R.E.A.C.H. Chase, 5th grade, Helen Thompson**

**Me and one of my best friends are writing a letter to Barack Obama. We hope it makes a difference. Jillian, 4th grade, Helen Thompson**

# COLLEGE PREP BIOLOGY – FIRST STEP TO A NEW CAREER

By Elaine Katz

“Welcome to College Prep Biology. For many of you this will be the first step along your successful and rewarding journey to a new career or further education.” This has been my greeting to each new adult education class upon our first meeting. As my students quietly file into the Biology laboratory, their fear and apprehension is palpable. So we begin by talking about their previous academic experiences and what they hope to accomplish this semester and beyond. Many of them are preparing for health careers and this course is likely their first classroom experience since high school!

In as much as it is important for students to acquire basic concepts and the factual information they will need to

build upon as they progress to more advanced science coursework, I am equally committed to helping students develop the study skills, test taking strategies and writing skills that will empower them with the confidence they will need to succeed.

As we travel through the complexities of living organisms we begin with the atom, the basics of organic molecules, and the structure and function of the cell. We study DNA replication, cellular respiration and protein synthesis. Building on this foundation, we examine live specimens of protists, animal and plant cells while learning

how to use the microscope properly. We move on to study microbes and viruses. Students are always amazed to see what grows as we culture cell phones, hands, chapstick and other common sites. As we reach mid semester we begin the study of the human body highlighting the exquisite nature of how structure always relates to function. Our studies always emphasize the relevance to health issues and related topics that are in the news.



Student assessment is based on the accumulation of points from tests, quizzes, homework, lab activities and a well written and properly cited term paper. Students are encouraged to select a topic of personal interest to investigate and develop a presentation to the class.

Teaching college prep Biology never fails to be a rewarding experience. As students progress through this 15 week course, not only do they acquire an important body of knowledge they will need, but additionally, I see their confidence grow so they are ready to take the next important step in their education on their way to achieving their career goals.

Elaine Katz has a Master's Degree in Microbiology. In addition to teaching for MSAD #11 since 1988, she is a member of the adjunct faculty at KVCC.



## Adult Education Students have been “Exploring Relationships”

By Diann Bailey

A group of adult diploma students are participating in a course called Exploring Relationships this semester. Facilitated by Rachel Linton from the Family Violence Project and Hillary Hopkins from the Sexual Assault Crisis and Support Center, this health education course focuses on relationships, personal choices and individual well being. The emphasis is on teaching healthy ways to communicate with family, peers and others.

Students describe the course as energetic, interesting, varied and emotional. Topics such as domestic abuse, gender issues, dating abuse, sexual harassment, substance abuse and issues of power and control sometimes “hit home” with students. Rachel describes the discussions as “opportunities for students to talk about things they don’t normally talk about in other types of health classes.” For example, the recent discussion on sexual harassment opened the eyes of several students – one young man stated, “I didn’t even know about any of that.”

Various activities allow students to see how it feels to be treated differently depending on who they are or the choices they make. For example an activity called “spelling bee” helped students understand the feelings of humiliation and ridicule some people feel because of the life choices they make. Students also learn from guest speakers such as survivors of domestic abuse and teens who are overcoming substance abuse.

Rachel and Hillary work to facilitate discussions and activities that will help students think about issues differently as they build healthy relationships. Information, skills and resources are provided that help students deal with social issues and communicate effectively with others.

Visit the following websites for more information about the two organizations that sponsor this course: [www.silentnomore.org](http://www.silentnomore.org) and [www.familyviolenceproject.org](http://www.familyviolenceproject.org)



## College Transitions Students Tour UMA

By Melinda Gilman

Adult College Transitions Students from Gardiner and the surrounding areas enjoyed an informative student-led tour of the UMA campus on a recent rainy Monday afternoon.

Alex, a Liberal Studies senior, led the group on a campus tour that included such highlights as the Holocaust and Human Rights Center of Maine, the library and ITV classrooms which broadcast to sites statewide, Jewett Hall with its performing arts center and art gallery, and the tutoring and counseling centers. Alex has attended other colleges, and stated that he returned to UMA to finish his degree because of the small class size and friendly atmosphere where professors remember student’s names and greet them in the halls.

After the tour, students were able to gain an overview of the admissions process and have their questions about various programs answered by Kelly Thibodeau from Admissions. She noted UMA offers the flexibility of online, daytime, and evening classes close to home.

Most of the college transitions students in attendance had already filed a FAFSA when they attended a Maine Educational Opportunity Center workshop on Essentials of College Planning and Financial Aid. Kelly noted that fall registration has just begun, and students may register for classes before having financial aid in their accounts. Both art and lab science classes fill very quickly, she noted.

If you’d like to know more about college admissions for adults, or if you’d like to attend a Career Exploration workshop, contact College Transitions Coach Melinda Gilman at SAD#11 Adult Education, 582-3774.

## Celebrating Achievement through Service Learning!

The Community Learning Center (CLC) located at The Boys & Girls Club of Greater Gardiner has provided after school academic assistance and homework help for the past six years for students in grades 6-9. This year, our programming has expanded. This includes, providing academic help for students in grades 3-5 at three different locations as well as incorporating new activities and enrichment projects with the existing Middle and High School programs.\

This year, interested students took part in a National Boys & Girls Club project called Keystone Club. Students who take part in this program provide service to their Club and community through fundraising, labor, public relations, and student advocacy.

### During the past year, Keystone Club students have accomplished the following:

- **Raised \$500 for Breast Cancer Awareness**
- **Participated in the 5K Breast Cancer Walk**
- **Attended the Lights on Afterschool Convention at the Capital Building in Augusta to let policymakers know how important afterschool programming is.**
- **Raised \$350 and shopped for two families in the district who needed help buying toys for their children this Christmas.**
- **Provided a full day of manual labor at The Maine Wildlife Park in Gray, Maine**
- **Raised \$250 for Stella's Journey through candy bar sales**
- **Adopted animals at the New England Aquarium**
- **Is currently raising money for MS research and the Walk for MS (which takes place April 25th) please see the [WalkMS.org](http://WalkMS.org) website to donate to The Keystone Club. Their goal is \$500.**



The Community Learning Center is extremely proud of all of our students. These kids put in an extra 1-2 hours of work on top of their school day curriculum. We also love and appreciate their dedication to not only work hard to improve their academics, but to improve the community they live in. These youth are the epitome of student achievement!

# Two Year Collaborative Science Writing Project

Six wonderful MSAD #11 teachers, with the support of Principal Shelly Simpson, have been heavily involved in a two year Collaborative Science Writing Project. Nancy Wise, Alma Ranslow, Karen Baker, Sarah Hanley, Jen Havey, Mary Gilbert, & Gretchen Nickerson, in liason with MMSA's Lynn Farrin, have worked cooperatively with a team of science educators, and authors from Washington State.

Using the text *Writing in Science-How To Scaffold Instruction to Support Learning* by Besty R. Fulwiler, teachers have been using notebooks and journaling in their classrooms to support inquiry learning. The team meets monthly to discuss linking science with literacy and what practices to support. Our students' work may be used as guiding journal entries in an upcoming textbook designed to help teachers improve science writing and understanding!

Last year, the Washington team came to Gardiner to visit the classrooms of our Science Writing teachers and will return again this May. It has been a wonderful process which has consumed great amounts of time and energy for the members! And the notebooks and journals our student scientists are producing makes every minute invested worth the time!

We all have done something that we are proud of. Some achievements are greater than others, while some are as small as cutting out that third cup of coffee for the day. Nonetheless, achievements are something to be proud of. I asked some of my REACH students what their greatest achievement has been in their short life. Some wrote about what they have done in school, while others focused on life out of school. Here is what they had to say:

**"My greatest achievement was probably making the junior dance team. I got to go to competitions and I still do. I love it!!! This is probably my greatest achievement. Until I'm 12, then there will be senior dance team..."** Bailey, 5th grade, River View

**"I am Nicholas Sansouci in 4th grade at T.C. Hamlin School. One of my greatest achievements is getting into R.E.A.C.H. I am very happy!"**

**"My name is Hunter and one of my greatest achievement is getting an invitation from Washington D.C. to go there this summer and go to museums and historical places. It said that I got it for my achievements and great academics and it is a leadership conference."** Hunter, 5th grade, Pittston

**"Do you ever get a great feeling once achieving something? I know I do. I got that feeling once I finished Inkheart by Cornelia Funke. It was a 500+ page book. It might have taken me a month but I was extremely proud of myself once I finished. Achievements are exciting and make me feel PROUD!"** Gabrielle, 4th grade, Pittston

**"My name is Josh, Gr 5 and I go to Pittston School. My great achievement was I got straight A's on every subject this trimester."**

**"One of my greatest achievements was getting accepted into R.E.A.C.H. It's been a wonderful experience being in R.E.A.C.H. Doing the project is fun and can be a challenge."** Amber, 5th grade, Pittston

**"I haven't already done it, but I know I'm going to and I got a very special invitation. The invitation is to go to Washington D.C. for a leadership club. It is for my academics in school."** Mackenzie, 5th grade, Pittston

**"One of my greatest achievements is I am in D.I. (Destination Imagination) and I am going to the states."** Bryce, 5th grade, Helen Thompson

**"My name is Sam. I play guitar. My greatest achievement was when I learned Jump in the Fire on my guitar."** Sam, 4th grade, Pittston

**"My greatest achievement is my grades."** Andy, 4th grade, Helen Thompson

**"An achievement that I am proud of is getting into R.E.A.C.H."** Chase, 5th grade, Helen Thompson

**"Me and one of my best friends are writing a letter to Barack Obama. We hope it makes a difference."** Jillian, 4th grade, Helen Thompson

**March is Youth Art Month! In the spirit of celebrating MSAD 11, we bring you celebrations of our young artists!**

Congratulations to **Helen Mohney** (10<sup>th</sup> grade) and **Trisha Cobb** (12<sup>th</sup> grade) whose art work traveled to the Portland Museum of Art for the annual Youth Art Month Exhibition (on exhibit from March 6<sup>th</sup> through the end of March). Senior student, Trisha, has been accepted to the Portland School of Art and intends to major in Graphic Design. Congratulations Trisha!



Helen Mohney and her Night Painting of A1 Diner

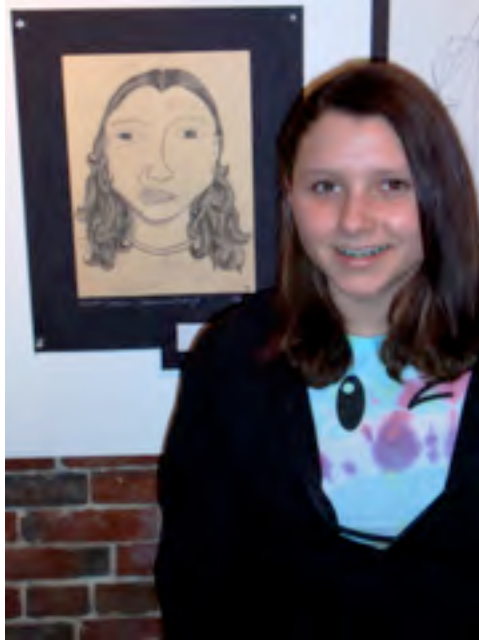


Helen Mohney, Night Painting Detail

Congratulations to **Lauren Gorham** (12<sup>th</sup> grade), **Eliza Trauger** (10<sup>th</sup> grade), **Helen Mohney** (10<sup>th</sup> grade), **Kayla Pleau** (11<sup>th</sup> grade), **Mariah Duncan** (10<sup>th</sup> grade), **Zoe Fisk** (12<sup>th</sup> grade), **Rachel Farnham** (12<sup>th</sup> grade), **Trisha Cobb** (12<sup>th</sup> grade), **Caley Light** (12<sup>th</sup> grade), **Kaz Truant** (11<sup>th</sup> grade- who was also selected to design the show postcard), **Emma Mueller** (12<sup>th</sup> grade), **Ann Wessel** (12<sup>th</sup> grade), and **Sarah Crane** (12<sup>th</sup> grade) whose work was selected by student jurors to exhibit in this years High Form of Art Exhibit at the Harlow Gallery in Hallowell! Trisha Cobb and Rachel Farnham joined students from Halldale, Winthrop, and Cony to curate and hang the show. Thank you to the Harlow Gallery for celebrating our young artists!



Trisha Cobb and her Folks at Higher Forms of Art.



Mariah Duncan and her Expressive Self Portait at Higher Forms of Art.



The students juried and designed show, Higher Forms of Art, was well attended.

Congratulations to the following students whose work was on Exhibit in the inaugural Gardiner Youth Art Month Window Display Exhibition: **Denise Fournier** (10<sup>th</sup> grade), **Rachel Krawczyk- Gatus** (10<sup>th</sup> grade), **Allison Beaulieu** (10<sup>th</sup> grade), **Kendra Stevens** (10<sup>th</sup> grade), **Callandre Jones** (11<sup>th</sup> grade), **Mariah Ducan** (10<sup>th</sup> grade), **Charles Lawrence** (12<sup>th</sup> grade), **Victoria Stevens** (10<sup>th</sup> grade), **Sharon Henderson** (9<sup>th</sup> grade), **Kaitlyn Roy** (9<sup>th</sup> grade), **Lauren Gorham** (12<sup>th</sup> grade), **Sierra Douchette** (9<sup>th</sup> grade), **Tryphena Vallencourt** (9<sup>th</sup> grade), **Samantha Usher** (9<sup>th</sup> grade), **Autumn Doucette** (9<sup>th</sup>

grade), **Paige LaPointe** (10<sup>th</sup> grade), **Cassidy (Cat) Bane** (9<sup>th</sup> grade), **Caitlin Phillips** (10<sup>th</sup> grade), and **Abby Gower** (10<sup>th</sup> grade). Their work was on exhibit from March 6<sup>th</sup> through the 31<sup>st</sup> and a reception on the 31<sup>st</sup> at Johnson Hall celebrated the student artists.



Allison Beaulieu and her photo mosaic at Gardiner Inaugural YAM.



Kendra Stevens is congratulated by GAHS Art Teacher, Shalimar Poulin, at the Gardiner YAM show.



Many down town Gardiner Merchants supported the student art exhibit.



GAHS student Mya Elliot Attends the Art Club YAM walk.

Congratulations to the following Riverview Students: **Paige Prescott** (5<sup>th</sup> grade), **Gino Valera** (4<sup>th</sup> grade), and **McKenzy Norton** (3<sup>rd</sup> grade) and the following T.C. Hamlin Students: **Emma Roberts** (Kindergarten), **Cameron O'Brien** (4<sup>th</sup> grade), and **Autumn Bolduc** (5<sup>th</sup> grade), and the following Laura E. Richards school students: **Gabriel Poirier** (Kindergarten) and **Madison Farnham** (Kindergarten) for the honor of having their art work 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!



Tempera Landscape  
Cameron O'Brien of T.C. Hamlin



Autumn Bolduc  
Pariscraft Puppet T.C. Hamlin

Congratulations to **Callandre Jones** (11<sup>th</sup> grade)! Her painting is on exhibit 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! This show can be seen during office hours (8-5) until Fall 09. 1-800-452-8709.



Callie Jones proudly showing her certificate at Maine Education Association Youth Art Month Exhibit opening celebration.



Callie's Rhythm Painting, Tempera under glass.

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



## **Gardiner Area High School Art Club Adventures**

GAHS's Art Club meets monthly during the school year for a formal member meeting to plan upcoming events, field trips, visiting artists, and special art-making activities. Students keep art club sketchbooks and share their monthly creations in a formal art share. Students (including any GAHS 9-12 grade student) are invited to attend field trips to the Hallowell First Friday event in November, the Gardiner Art Walk in December, Colby College and Gardiner YAM Art Walk in March (transportation paid for by Colby College), 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 (students raise money to pay for a train ride, a "t" ride and meals). Students (again school wide) paint sets for the winter musical during the months of late December, January, and early February. Students work weekly on Saturday afternoons for six weeks and celebrate 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. This 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 will celebrate their participation, creations, and membership at a year-end potluck.



Gardiner High School Art Club members and attenders  
At Maine College of Art.



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

**District Upcoming Event- ARTS EXTRAVAGANZA!**

All are invited to attend this year's K-12 district art show celebrating the best of the best! The Gardiner Area High School Cafeteria will transform into a gallery showing several hundred works of art. This year's show is May 29<sup>th</sup> from 3:30-7:30. Hope to see you there!



Chad Kempton, GAHS

Principal, and Cheryl Herr-Rains, GAHS Art Teacher and Ceramic specialist congratulate '08 Senior Tawni Morse, recipient of the annual gift money are award for her ceramic alligator.  
(Arts Extravaganza '08)



# Class of 2010 brings back Basketball Memories

Do names like Greg Bailey, Jen Glidden, Barry Warren, Mike Smith, Nate Sergent, Michelle Cloutier, Nelson Gosline, Sean McNally or Brooke Whitmore remind you of “hoops in Gardiner?” These former athletes and many more returned to the hardwood at GAHS for what is hoped to be the first of many annual Alumni basketball games.

The fundraising event, sponsored by the Class of 2010, was attended by over 80 alumni from the Class of 1970 to the Class of 2008 and sparked quite a bit of interest as games were played throughout the day on April 4th.

The “Rusted Wheels” led by Rudy Fish and Nate Sergent captured the championship and won the coveted Alumni Cup which will be enshrined in the high school trophy case along with a picture of the winning team.

The special event, with the help of many community sponsors, raised over \$2,000 for Project Graduation, it is the hope that this game will become a yearly tradition at GAHS.

The “word on the street” is that the participation will more than double next year as alumni have already begun to set their teams for the 2010 Alumni tournament.



M.S.A.D. #11  
150 Highland Ave.  
Gardiner, ME 04345

**ECRWSS**

Non-Profit Org.  
U.S. POSTAGE  
PAID  
PERMIT #119  
GARDINER, ME

**POSTAL PATRON**