



2021-22 BUDGET INSERT INSIDE
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RSU 22 • Hampden • Newburgh • Winterport • Frankfort 24 Main Road North, Hampden, ME 04444 May 2021

RSU 22 Budget Meeting June 3; Referendum set for June 8

HA Chess Team 3rd in state in online league

The five best chess players on the Hampden Academy Chess Club are now a team representing Hampden Academy in competition with other schools.

The team competed online in the Maine Online High School Chess League, which sponsored a series of round-robin matches and a championship tournament in which HA placed third in the state, behind Cape Elizabeth and Bonny Eagle.

The online league included teams from eight high schools—Bonny Eagle, Brunswick, Cape Elizabeth, Deer Isle, Ellsworth, Hampden Academy, John Bapst, and Morse.

On May 22, the HA team compete in-person in the 2021 Maine State Team Scholastic Chess Championships, conducted by the Maine Chess Association (MCA) and the United
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The HA Chess Team (l. to r.): Calvin White, Delia Hill, Avery Richard, Morgan Ramsay, Beckett O'Reilly, and faculty advisor Sam Manhart.

The RSU 22 School Board unanimously approved the proposed 2021-22 (FY22) budget on May 19 following public comment and discussion. The RSU 22 Budget Committee presented a line item budget totaling \$35,209,158.01 with a gross increase of 2.71% over the previous year.

The budget includes funding for Jobs for Maine Graduates, a gifted and talented teacher, employee salary and benefit increases, additional Pre-K slots, increased social worker and audiology positions, a full-time instructional technology position, five additional summer workdays for two administrative assistants, and increases for several contracted services.

RSU 22 voters will vote on the budget at the District Budget Meeting, which will be held at 7 p.m. Thursday, June 3, at the Hampden Academy Gym.

The budget that is approved on June 3 will be voted on again in the District
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Emma Hancock does 3D modeling in Gravity Sketch.



Owen Upton does 3D modeling in Gravity Sketch.



Sixth grader Emilynn Christiansen performs a virtual space-walk on the ISS.

Reeds Brook students experiment with virtual reality, thanks to Perloff grant

Imagine constructing a model larger than your body without using any materials. What would it cost to experience a space-walk on the International Space Station or walk through the secret annex where Anne Frank and her family concealed themselves during the Nazi occupation of Amsterdam? All of these experiences are possible and being delivered to students at Reeds Brook Middle School through Virtual Reality.

Last spring, when the pandemic brought remote learning to Hampden schools, Reeds Brook's Technology Integrator, Chris Beckwith, purchased an Oculus Quest VR set

for recreation at home. It didn't take long to realize the potential for educational applications of this exciting new technology. After using a program called Gravity

Sketch to build a 3D model in virtual reality, Mr. Beckwith contacted the Perloff Family Foundation. Their generosity has provided
(Please turn to page 7)

Weatherbee students celebrate Maine Day

For the 10th year in a row, students at George B. Weatherbee School celebrated Maine's birthday by enjoying a series of programs and activities related to their home state.

This year, however, Maine Day was celebrated on two days—Maine's birthday, March 15, and the following day, March 16—because the Covid-19 pandemic had separated in-person students into two cohorts.
(Please turn to page 14)

Stoyanova, Hoyt named Teachers of the Year

Two RSU22 teachers have been named Teachers of the Year for Penobscot and Waldo Counties.

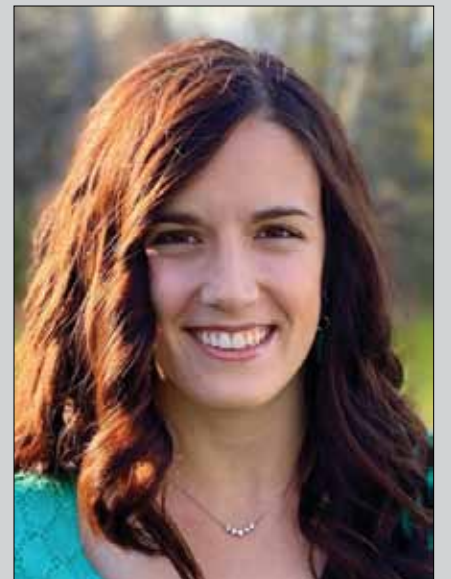
Kelsey Stoyanova, Language Arts teacher at Reeds Brook Middle School, has been selected as Penobscot County Teacher of the Year.

Hillary Hoyt, Third Grade teacher at Leroy H. Smith School, is the Waldo County Teacher of the Year for 2021.

The selection for county teachers of the year is multi-step, but all starts with a community nomination. After being nominated, teachers are then selected through a rigorous application process coordinated by a panel of teachers, principals, and business community
(Please turn to page 2)



Kelsey Stoyanova, Penobscot County Teacher of the Year.



Hillary Hoyt, Waldo County Teacher of the Year.

RSU 22 Budget Meeting June 3

(Continued from page 1)

Budget Referendum on Tuesday, June 8. The polls will be open from 8 a.m. to 8 p.m. at the Skehan Recreational Center, Newburgh Elementary School/Community Building, Winterport Town Office, and Frankfort Town Office.

Prior to the Budget Meeting, there will be a Public Forum on the budget on Tuesday, June 1, starting at 7 p.m. The forum will be virtual through Google Meet; the link for the meeting will be: meet.google.com/dqd-qtsw-vtd

An open letter to town leadership and community members can be found on page 9 of this newspaper. A summary of the Budget, a copy of the warrant articles, and a sample ballot for the June 8 referendum can be found on pages 10-12.

‘Okay, I just had the most fun ever!!’

That’s what Andrew Plaisted, PE teacher at Weatherbee School, said after he hosted a voluntary bike activity during his Outdoor Adventure FLEX Activity on May 5.

“This is now a part of my curriculum for next year,” Mr. Plaisted said. “I would love any help passing the word. I am collecting bikes of all sizes to start a bicycle program next year.”

He said he ran a similar program 25 years ago when he added cross country skiing to PE and collected skis and boots to outfit the students.

“I can do this, too,” he said. “Almost every bike we saw at the FLEX activity had hand brakes and gears, so that’s what I’m going after. If you see a bike anywhere, grab it. I will find a way to pay you for it. Obviously, free is best



Andrew Plaisted (left) with students in his Outdoor Adventure FLEX Activity May 5.

and donations to our school biking program are always welcome.”

Mr. Plaisted said he is contacting local police stations about bikes left and unclaimed, and he’s watching the marketplace “and the good old side of the road.”

Weatherbee Principal Jenni-

fer Cyr said Mr. Plaisted’s bike activity was very well received by students, which energized him to make it part of the curriculum.

“We’d love to get help from the community finding and donating bikes and helmets for Mr. Plaisted’s bicycle program,” she said.

Free meals will be available for all children 18 and under this summer and through the next school year

Free meals for all children 18 and under will be provided by the RSU 22 School Nutrition program during summer school programs this summer.

Meals for multiple days will be available for weekly pick up in Winterport. More detailed summer meal information will be announced soon.

School Nutrition Director Kathy Kittridge said free meals will be available for all children age 18 and under through next school year. No paperwork is required, and families that take advantage of the free meals are not taking anything away from families in need.

Ms. Kittridge said every served FREE meal helps generate funding for the RSU 22 School Nutrition Department.

- Breakfast or breakfast after the bell (snack time) and lunch are FREE!
- Free to-go lunches will be sent home with students on Wednesday early release day.



Patty Preston hands out meals for remote learning students on Wednesdays at Leroy H. Smith School. Over 70,000 meals have been made and distributed for RSU 22 remote learning days.

“Families have so many responsibilities—let us take care of breakfast and lunch for you,” Ms. Kittridge said. “School Meals are safe,

nutritious and convenient. We feature favorites and include monthly Maine Harvest of the Month items.” Questions or comments may be



Leroy H. Smith School Nutrition Staff with Wednesday to go lunch bags.

directed to Kathy Kittridge, School Nutrition Director at kkittridge@rsu22.us or 862-3543.

Stoyanova, Hoyt named Teachers of the Year for Penobscot, Waldo Counties

(Continued from page 1)

members within the county. Maine County Teachers of the Year serve as ambassadors for teachers, students, and quality education state-wide throughout the year.

Mrs Stoyanova was nominated by two of her students, who said she “forms meaningful relationships with her students and creates an environment that is welcoming and challenging.” Mrs Stoyanova is eminently deserving to be county teacher of the year because she supports all learners, while also pushing their learning. She genuinely embodies a committed teacher who puts student needs first and who makes the most of all learning opportunities both for her students and herself.

Reeds Brook is proud of Mrs Stoyanova and offers congratulations on a well-deserved award.

Ms. Hoyt is an innovative, creative, enthusiastic teacher who has without doubt earned this award. Her dedication and commitment to educating children is beyond compare. Ms. Hoyt’s ability to make learning fun and inviting for all creates learning opportunities for students that reach new heights.

Smith School is proud and honored to recognize Ms. Hoyt as Waldo County Teacher of the Year.

Position Available:

Chef Manager, RSU 22 School Nutrition

RSU 22 has a vacancy for a Chef Manager. Under the direction of the School Nutrition Director, the Chef Manager will oversee and participate in daily operations of the McGraw kitchen and the Weatherbee satellite kitchen. This individual will also contribute to district menu development, farm to school program implementation, culinary staff training, and student educational programming.

Qualifications include:

- Culinary degree or extensive culinary experience.
- Supervision in a food service operation.
- Certified Food Protection Manager/ServSafe Manager Certification. Alternatively, the candidate must be able to take the course within 6 months of hire date.

Full job description available upon request.

This is a school year position with benefits and salary is commensurate with experience.

For more information, contact Kathy Kittridge, School Nutrition Director, at kkittridge@rsu22.us or 207-862-3543.

Curriculum Office Update

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

Federal funds to support RSU 22 students and staff for 2021-2022

RSU 22 receives federal funds that bolster our district educational programs and professional development. Two of our schools receive Title I money. The funding formula for Title I programming is based on socioeconomic indicators, student achievement and need. In RSU 22, that money will be allocated for literacy teachers' positions at Smith, an after-school program at Samuel Wagner School, and a part time math tutor at Wagner school.

We also receive Title IIA funds that are dedicated to educator professional development. Funds will support projects in technology,

teacher leadership initiatives, National Board certification work, curriculum and assessment work, content area training, diversity and social emotional initiatives.

We are the recipients of a third federal grant, Title IV, as well. The funds have been and will be dedicated to technology, student health and well-being and other identified needs for the 2021-2022 school year.

Finally, we receive money from a source, Title V. During the 2020-2021 school year, the money was dedicated to equity materials and support for RSU 22 students. This included

consulting for youth development, working with RSU 22 youth to hear their voices and new book collections that portray many cultures. We will continue to support equity work in the 2021-2022 school year.

Please direct any questions or comments to Mary Giard at mgiard@rsu22.us.



Mary Giard



Mr. Price had students help drill the hole, put in the tap and hang the bucket to collect the sap. Notice it is a birch tree. This gave the students an opportunity to discover that sap is found in all trees, but only maple trees make maple sap.

Remote 1st graders visit Nutkin Knoll Farm to learn about making maple syrup

By Nancy Price, Remote First Grade Teacher, RSU 22

RSU 22 remote first graders—including students from Newburgh, Hampden, Winterport and Frankfort—were treated to a field trip to Nutkin Knoll Farm to learn the traditional Maine process of making maple syrup.

Mrs. Price, the teacher, her husband Len, and friend Bryan Mayo (HA class of 2007) led the trip, with Debbie Smith, an Ed Tech, joining as the photographer.

The trip also served another purpose—bringing the students together to meet each other for the first time in person. This was extra special for everyone!

The students were asked to describe their experience, talk about the most interesting thing they learned and to share the best part of the trip—here's what they came up with:

- “We tasted sap. We went for a nature walk and, with the help of Mr. Price, we drilled a hole in tree and we saw sap coming out of the tree. Then we put in a tap.

- “Uncle Bryan helped lead the group and showed us the tubes and the big collecting tank. We counted the tubes that went into the trees. There were 2000 trees tapped. We did not count them all.

- “Next we visited the sap house where the syrup is boiled. Then, we tasted maple syrup and we got to choose between maple cotton candy or maple popcorn.

- “Finally, we got to pet the animals. Patches, the horse, licked everybody.”

- “The most interesting thing we learned was how to make syrup out of sap. We learned how to drill a hole in a tree to get sap out of it. It takes 40 gallons of sap to make 1 gallon of syrup. Almost all the water needs to evaporate. If you take out all the water you make maple candy. Birch trees do not make maple sap and syrup. Only maple trees can do that! Finally, don't share your syrup while social distancing.”

The seven students had a variety of things they enjoyed the most.

- Jordan Amon said drinking the maple syrup was his favorite part and getting to choose either maple cotton candy or maple popcorn.

- Hope Mayo said her favorite part was seeing her Uncle Bryan, taking a walk in the woods and counting the tubes.

- Hiro Christensen liked to drink the sap and the syrup.

- Stella Harrington enjoyed getting to tap the trees.

- Lydia Alexander and Noah Ginn both enjoyed petting the horse and the sheep the most.

Wesley Dodge enjoyed everything: tasting the syrup, tapping the tree, and all the animals. However he did not like to drink the sap!



Mrs. Price and some of her remote students enjoying a few moments together on the woods bridge.

It was a perfect spring day, classmates' families were invited to be part of this experience which added a

delightful addition for everyone. Getting to have many of the classmates together for their first in person meeting was the sweetest part of all!



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Regan Nickels, Superintendent of Schools

David C. Wollstadt, Editor (www.SchoolNewsletters.net)

Maine Regional School Unit No. 22

24 Main Road North, Hampden, ME 04444

207-862-3255

www.rsu22.us

Eliza Parker selected to receive 2021 HA Principal's Award

Eliza Parker of Hampden, a senior at Hampden Academy, has been selected to receive the 2021 Principal's Award. The award, sponsored by the Maine Principals' Association, is given in recognition of a high school senior's academic achievement and citizenship.



Eliza Parker

Eliza is the daughter of Niles and Sonja Parker of Hampden.

The announcement was made by Principal Bill Tracy.

"Eliza has shown a commitment to academic and extra-curricular excellence in her career at Hampden Academy," Principal Tracy noted in making the award. "Her involvement at HA has made our school better in every possible way. She is well-deserving of this recognition."

Eliza, Principal Tracy, and other award winners and their principals participated in a Live Virtual Scholarship Drawing Event on Friday, May 14. Ten \$1,000 scholarships



were drawn in the names of former Maine principals and MPA Executive Directors Horace O. McGowan, Richard W. Tyler, and Richard A. Durost.

The Principal's Award is present-

ed in more than 100 Maine public and private high schools by member principals of the MPA, the professional association which represents Maine's school administrators.

Hampden Academy developing esports program; surveys show student interest

For the past couple of years, Hampden Academy has been talking about developing an esports program, where students compete on their computer screens rather than on a playing field.

Now, thanks in part to federal Covid-19 relief funds, esports may become a reality at HA.

Relief funds for education were approved by Congress in 2020 and had to be spent on programs related to remote learning and providing resources to help students connect to school.

RSU 22 used a portion of those funds to purchase 20 computers to be set up on a lab environment for esports, computer programming, and other activities that require more computing power than the existing Chromebooks and iMacs provide.

Nate Savage, technology director for RSU 22, and Jake Birmingham, assistant technology director, sent out a preliminary survey to students at HA to gauge their interest in esports.

About 60 students—all freshmen,

sophomores, and juniors—responded to the initial survey, and close to 40 students responded to a follow-up survey with more detailed questions.

"That's an incredible response for a survey of this type," Mr. Savage said. "Obviously, there's a great deal of interest in esports."

Initially, esports at HA would be a club sport.

"We'll have to start as a club sport," Mr. Savage says. "If participation warrants, we could move to the varsity level after three years."

He said Mr. Birmingham has been offered the head coaching role for esports.

"If esports is going to be successful, we have to start with someone who is excited about it," he said. "Mr. Birmingham fills that role."

Exactly which sports would be included hasn't been determined.

The MPA currently sanctions Rocket League and League of Legends, and it's looking at FIFA Soccer, one of the more popular games globally, along with NBA2K, a

basketball game.

"At the start we'll play a mix of games, including games that aren't offered for MPA competition, in order to develop mechanics and general fundamentals," Mr. Birmingham said. "The games will also help develop teamwork among the students, as some of them will be team-focused."

Both Mr. Savage and Mr. Birmingham emphasize that the goal of developing an esports program at HA is to improve opportunities for students.

"It's really about the kids," says Mr. Savage. "It provides an opportunity to connect kids at another level, and to get them excited to go to school for a different reason."



It may reach kids that traditional athletics/sports don't necessarily reach."

He said esports activities will start at Hampden Academy.

"If we're successful there, then we'll take it to the middle schools. There's definitely interest at the middle schools—both at Wagner and Reeds Brook.

Navy commander guest speaker for Emily Albee's U.S. history class

Commander Emmanuel Thomann, a U.S. Navy officer who was a classmate of HA Principal Bill Tracy at Sumner High School, spoke to all six cohort sections of Emily Albee's U.S. History and Modern Governmental Perspective classes on March 25 and April 1 and 2.

"He did a great job, very willingly," Ms. Albee said. "I had three classes, but six cohort sections, and he gave separate presentations to each of them—80 minutes each. It was great for the students to have a guest speaker experience."

She said Cmdr. Thomann talked about his experiences in the Navy and also dealt with the many questions that students have about foreign policy.

"He was a dynamic speaker," Ms. Albee said. "He brought a lot of viewpoints to the table that the kids hadn't thought about before. Because of his background in intelligence, he was able to talk about many homeland security issues."

She added that listening to Cmdr. Thomann was a meaningful experience.

"He brought a lot to the classroom to enhance the curriculum," she said. "He gave students a chance to think about the world."

Ms. Albee said Cmdr. Thomann,

like many others, was impacted by what happened Jan. 6 at the capitol.

"As naval officer, he has to walk a fine line of neutrality, but he also recognizes the importance of teaching kids how to decipher information—especially on-line information. Where is it coming from? Is it true? Is it not? How did we get to that point? He had some really powerful points about that."

Ms. Albee said Cmdr. Thomann plans to return to HA digitally during May, where there will be new sections of student for him to work with.

* * *

Ms. Albee said one of her students reflected on Cmdr. Thomann's visit and sent her the following message of appreciation:

"I really enjoyed the presentation that Commander Thomann had for us in class. Along with the information, I was especially intrigued by the way he presented it to us. Not only is he a hero to our country, but he also seems like a super fun, genuine guy. You could definitely hear and see that through his willingness to answer any questions we had and being very engaged with our class."

"Commander Thomann taught us a lot. Of course, he taught us the logistics and facts of many past wars

and encounters America has had, but more than that, he taught us what it meant to be inspired. After 9/11, Commander Thomann felt his calling to go fight for our country and not allow anything like that day to ever happen again. It's people like him that are the reason I feel safe

HA Chess Team 3rd in state

(Continued from page 1)

States Chess Federation (USCF). The tournament was held at United Technologies Center (UTC) in Bangor.

The Chess Club advisor, English teacher Sam Manhart, said one of the goals for this year, both educationally and administratively, was to take the Chess Club beyond the halls of HA and compete with other schools.

The team members are Delia Hill, a senior, and juniors Beckett O'Reilly, Morgan Ramsay, Avery Richard, and Calvin White.

Mr. Manhart said the Chess Club is open to everyone on campus, while the Chess Team—the students who compete—are the top five players in the club.

He said playing other schools has added a lot to the chess program at HA.

"It's one thing to play your buddies in the library," he said. "But

living in a country with so much destruction in and around it...."

"Commander Thomann's presentation taught me many things about the United States and what it means to be really moved by something. He and Mr. Tracy seem very similar, I'm sure they make quite the team."

if you know you're playing someone from Cape Elizabeth or Bonny Eagle, it's a different story."

He says the team members are really good chess players who have learned the game on their own in response to the Covid-19 pandemic.

"They started going to chess.com during the pandemic and really immersed themselves in the game," he said. "They've reached the point where they're playing 20-30 games per day. They've used chess as a healthy escape from the pandemic, and they've gotten really good at it."

He said none of the team members have been playing longer than 1-1½ years.

"They're not the type of kids who started playing when they were toddlers and were coached by their dad," he said. "They all just took up chess, and now they can beat everyone in their own homes."

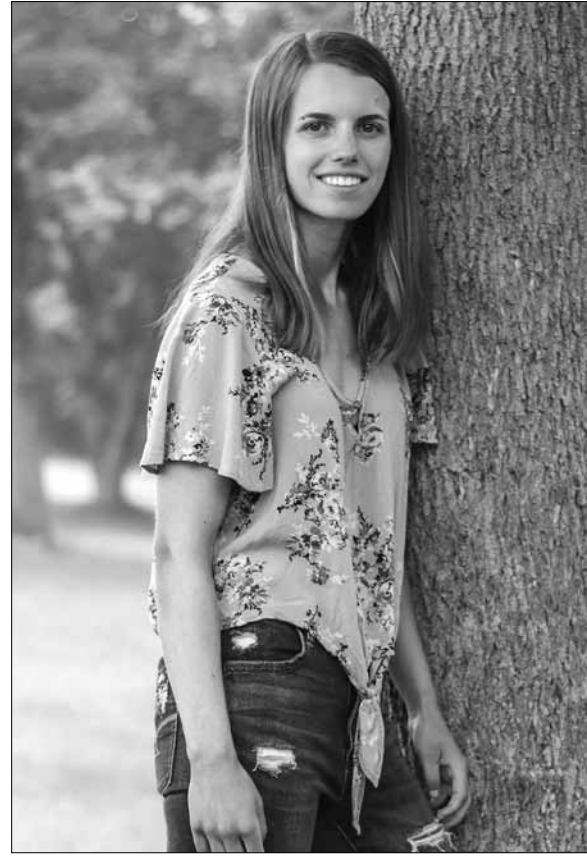
HAMPDEN ACADEMY CLASS OF 2021 GRADUATION SPEAKERS



ELIZA PARKER WILL DELIVER THE VALEDICTORY ADDRESS FOR THE HAMPDEN ACADEMY CLASS OF 2021. Eliza is the daughter of Niles and Sonja Parker. While at Hampden Academy, Eliza has participated in varsity soccer, indoor track, and outdoor track for all four years. She was selected to the All-State team for soccer and was part of multiple record-setting relay teams in indoor and outdoor track. Eliza was co-president of the HA Junior Classical League, a head mentor in the Leadership program, and was involved in Key Club, National Honor Society, Chamber Singers, and show choir. Eliza also volunteers at the Hampden Neighborhood Food Cupboard for the backpack program. When not in school, she loves to be active outside and to spend time with friends and family. Eliza plans to attend Wesleyan University in the fall, with a currently undecided major.



LIAM CASTRUCCI WILL DELIVER THE SALUTATORY ADDRESS FOR THE HAMPDEN ACADEMY CLASS OF 2021. Liam is the son of Hannah and William Castrucci of Hampden. While at Hampden Academy, Liam has been a member of Junior Classical League, Key Club, ASB Leadership, Soccer, Alpine Ski, Tennis, National Honor Society, Class Officers, Band, and Poetry Out Loud. He has served in multiple leadership positions in the Junior Classical League, including Hampden Academy's Praetor of Recruitment (10th), Maine's Parliamentarian (11th), and Maine's President (12th). He was named Co-Captain for Alpine Ski his Junior year, and then Captain his Senior year. Liam was also Captain of the Tennis team. He served as Vice-President of his class (12th) and as Co-President for the National Honor Society (12th). Outside of school, he spends time refereeing youth soccer games across the state and in tournaments out of state. Additionally, he enjoys going to Red Sox games, working with baseball statistics, playing



LIBBY HUGHES IS THE HONOR ESSAYIST FOR THE HAMPDEN ACADEMY CLASS OF 2021. Libby is the daughter of Tracey Hughes of Hampden. While at Hampden Academy, Libby continued to pursue her athletic interests through being a member of the soccer and softball programs. Libby also participated in the math team at Hampden Academy. Next year, she will be attending Christopher Newport University in Newport News, Virginia, where she looks forward to expanding her horizons and exploring a new area.

spikeball, tubing with his friends, and going on hikes with his dog, Waffles. Liam will attend the School of Arts and Sciences at Tufts University in the fall and will enter as an Undecided Major. However, he has passions around statistics, finance, and communication and believes he will eventually major in one of those areas.

HA Drama Club presents virtual children's play on YouTube

The Hampden Academy Drama Club produced a children's play this spring, but it was hardly a traditional offering for young theater-goers.

The play, *Once Upon a Bedtime Story: Amending the Ending*, was written by a team of six HA students from mid-January to mid-February.

From mid-February to April, a cast of 15 rehearsed the scenes and the play was recorded in a series of Zoom meetings.

Finally, over April vacation, Mallory Parks, a junior at HA, took all of the video clips and edited them into the finished performance, which premiered on YouTube on April 7.

The video is available for public viewing on YouTube at the following link: <https://www.youtube.com/watch?v=NYG90uZn75I>.

You can also find the link at the Hampden Academy Drama Facebook page.

The play is a story about six fairy tale villains who have been sent to a place called "the End," but who want to go back to "Happily Ever After" and earn their happy endings.

To do this, they have to learn how to effectively resolve the conflicts they have with the heroes of their stories in order to earn their place in Happily Ever After.

Jenn Guare, English teacher and HA Drama Club advisor, said the play was developed to support the social and emotional learning curriculum on healthy ways of handling and resolving conflicts being used by RSU 22 elementary school counsel-

ors.

Ms. Guare said the Drama Club worked with Kelly O'Brien Weaver at Weatherbee, who provided materials and helped the HA students understand the curriculum.

Each of the fairy tale villains in *Once Upon a Bedtime Story* has to learn a different method of conflict resolution, and has to use that method to resolve their conflict with the hero.

As a result, the villains had to learn such things as:

- How to properly apologize.
- Don't sweat the small stuff (i.e., let go of what's bothering you).
- How to compromise.
- How to steer clear (when things aren't going to be resolved, better to just go your separate ways).
- How state feelings (explain the way things are affecting you and the other person).
- Learn about win-win situations, where both people can get



Screen shot from YouTube presentation of "Once Upon a Bedtime Story: Amending the Ending."

what they want if they just talk about what they want and come up with a solution that makes both people happy.

The writing team included freshman Sophie Robinson; sophomores Josie Gilmore, Molly Kearns, and Paige Napolillo; junior Mallory Parks; and senior Em Hatch.

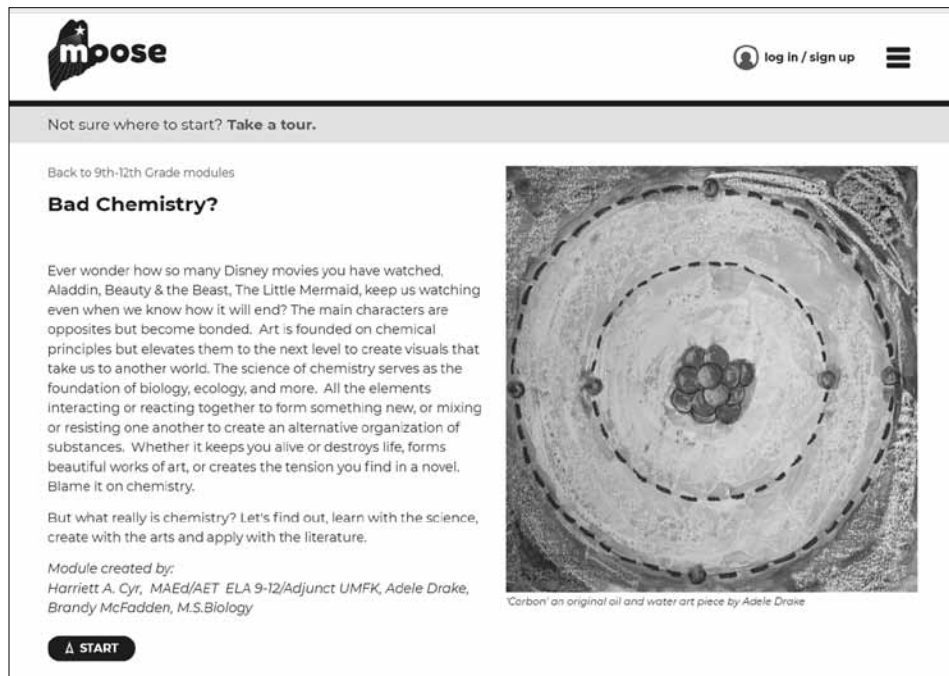
The villains were played by Sammi Brooker, Emma Campbell, Gracie Farrar, Em Hatch, Mallory Parks, and Sophie Robinson. The heroes of the stories were played by Tori Boyorak, Anthony Cote, Cayden Fournier, Josie Gilmore, Molly Kearns, Paige Napolillo,

Kolby Norris, and Max Ross. Madi Baude played the Fairy Godmother, who taught all the villains about conflict resolution strategies.

Ms. Guare says the Drama Club is committed to doing a musical in the fall if at all possible.

She said a meeting the first week in May to discuss different strategies for how the production can be done safely within the state's Covid-19 guidelines.

"Obviously, student safety and audience safety are top priorities for us," she said. "But although doing an on-line production has been fun and a great learning experience, we are eager to get back on our stage."



Adele Drake completes ‘Bad Chemistry,’ 3rd module for DOE MOOSE platform

Adele Drake, visual art teacher at Hampden Academy, has completed her third module for the Maine Department of Education’s MOOSE platform, and it’s now available online for students, family members, educators, and the public.

The module is called “Bad Chemistry,” because it focuses on things that don’t mix well, such as oil and water.

Mrs. Drake worked with two other teachers and a coach from Maine DOE, attending weekly Zoom meetings for 2-3 months to develop and create the module.

She says the module covers several different disciplines—chemistry, English language arts, and art—weaving them together in an integrated study.

“In chemistry, we learn about bonding and non-bonding elements,” she said. “Some elements attract and bond to each other, while others—like oil and water—repel each other.”

She says the module takes the principles of chemistry and shows how they can function literally in an art project—as well as figuratively in a writing project, such as character development in a novel.

“It’s not just inter-disciplinary,” Mrs. Drake says, “it’s trans-disciplinary. We show how the same vocabulary can apply to all three disciplines with slightly different meanings for each.”

The module went live on April 17. It can be accessed at <https://learnwithmoose.maine.gov/module/1402/bad-chemistry/overview>.

Mrs. Drake says one of things she likes about the module is that one of the options for the final project is “mail art,” which allowed her to feature the work of Rochelle Lawrence, a local artist and parent of RSU 22 students.

One such form of “mail art” is the Fire Bread Project, which Mrs. Drake and Melanie Crowe are conducting within their HA art classes.

Ms. Lawrence is providing 100 Fire Bread bags to Mrs. Drake and Ms. Crowe for the project. The bags contain the dry ingredients needed for the bread.

This year’s Fire Bread initiative is a repeat of a project that Mrs. Drake organized last year, when Ms. Lawrence sent samples to her UMaine graduate school class-

mates, including Mrs. Drake. That project was featured by WABI-TV during a news broadcast last June (see story elsewhere on this page).

Mrs. Drake’s partners in the MOOSE module were Brandy McFadden, science teacher at Edward Little High School in Auburn, and Harriett Cyr, adjunct faculty, ELA 9-12, University of Maine at Fort Kent. Their coach was Morgan Dunton, English Language Arts specialist, DOE.

Mrs. Drake provided several art works for the module.

She added that the “Bad Chemistry” MOOSE module had been positively impacted by the support of RSU 22 this year, as the district has provided teachers with revolution board technology, new iPads, and flipped classroom training.

Rochelle Lawrence’s Fire Bread Project featured on WABI-TV in June 2020

“Probably about 10 years ago, my kids and I made bread over a fire at the Common Ground Fair. And I kind of thought about this kind of process that brings us together.”

As an Intermedia Master of Fine Arts candidate at the University of Maine, Rochelle Lawrence wanted to connect with her classmates.

“Just on a whim, I created a block cut of fire bread,” she says, holding up a cloth bag with her logo on the front of it.

Lawrence filled the cloth bags with all the dry ingredients needed to bake bread.

“And I just sent it to my classmates.” Including Adele Drake, the arts instructor at Hampden Academy.

“It was so engaging for my children and for myself at this time

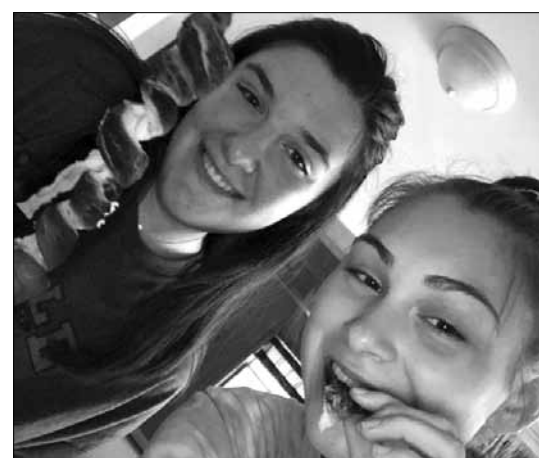
when everybody is just in front of their screens,” says Drake.

“And then Adele said—would you consider doing this for the students at Hampden Academy?” adds Lawrence. “And I was like—I’d love to, that would be awesome. And she’s like, can you make 100 bags?”

She did—despite a shortage of flour and yeast at the grocery stores. Hampden academy picked up the tab then hand delivered them to students.



Above: Cooking fire bread. Right photo: Lindsay Garrity and Suzanne Webb eat fire bread in May 2020.



“It was a remarkable process actually,” says Lawrence, “just putting them together. And really with every bag, I was just consciously sending a little goodness and a little

love to each one of these people.”

“I honestly don’t think it would have happened if we weren’t doing a remote learning model,” says Drake. “So many things were learned during this time and one of them is that in the future, I will hope to always have some aspect of this.”

Students were instructed to invite family to participate. Because it wasn’t really about making bread but more about creating conversation. Drake was curious if high schoolers would be receptive to this.

“It turned out they were,” she says. “Kids who hadn’t really engaged at all in my class, they sent me the pictures from the Fire Bread Project.”

Alayna Thomas made the bread with her mom and older brother.

“I never imagined cooking bread on an actual fire and so I didn’t think it would actually work,” says Thomas. “And then it did.”

The above article appeared on WABI-TV in June 2020. Reprinted with permission.



Substitute teacher Angela LaRochelle works with students at George B. Weatherbee School.

Substitute teachers wanted!!!

If you like children, you might well enjoy substitute teaching. You can control your own schedule, work when you want to (and not when you have other commitments). You can also tell us which schools, grade levels, age levels, and subjects you prefer.

A high school degree is required and 2 or more years of college credits are preferred. In addition, you need to obtain a Criminal History Records Check through the Department of Education and fill out an RSU 22 substitute teacher application form, which is available at the Superintendent’s office or online at www.rsu22.us.

Please call us with any questions you may have.

Superintendent of Schools, RSU 22
24 Main Rd. North, Hampden, ME 04444 207-862-3255

Reeds Brook mathletes reach MathVideo quarterfinals

Two teams of four mathletes from Reeds Brook Middle School were selected as quarterfinalists in the nationwide MathVideo Challenge.

The quarterfinalist teams were:

- **The Heist:** Lucas Pattershall, Sean Morse, Timothy St. Pierre, and Jordan Seavey.

- **A New Normal:** Maryssa LeBlanc, Tessa Castrucci, Zoe Castrucci, and Sophie Clough

The MathCOUNTS MathVideo Challenge national program gives students in grades 6-8 the opportunity to create an original video showing math in a real-world setting. Student teams could work on the videos any time after registration opened in the fall until the submission deadline in March.

At Reeds Brook, seven teams of four mathletes each created videos for the MathVideo Challenge and put a lot of hard work and creativity into their productions.

The MathCOUNTS judges watched all of the videos submitted from across the nation and selected 50 videos as quarterfinalists, including TWO videos from RBMS.

Audrey Cliff, math teacher at RBMS, was the



A New Normal (l. to r): Sophie Clough, Maryssa LeBlanc, Zoe Castrucci, Tessa Castrucci



The Heist (l. to r): Jordan Seavey, Timothy St.Pierre, Sean Morse, Lucas Pattershall

faculty advisor for the MathVideo Challenge.

The other teams from RBMS that submitted videos were:

- **Fixing Phone Screens:** Maia Johnson, Beckham Rand, Noah Madden, and Lucas Fachiol.

- **James' Birthday Party:** Asher Valentine, Mason Studley, Trew Thomas, and Samson Cournane.

- **Big T vs Evil Gordon:** Dylan Lawrence, Jackson Langille, Logan LaFrance, and Benjamin Mlynski.

- **Aliens Gone Rogue:** Connor Kielbasa, Soren Peterson, Stephen Bruen, and Charles Haskell.

- **Cooks of COVID:** Rosalyn O'Reilly, Lily Turk, Benjamin Mlynski, and Logan LaFrance.



Congratulations to Ben Mlynski (above left) and Charlie Haskell for qualifying for the MathCOUNTS State Competition! The State Competition was held Thursday, March 26th. Ben earned 11th place in the state competition on March 26 ; Charlie Haskell earned 12th place.

Reeds Brook students explore virtual reality, thanks to Perloff grant

(Continued from page 1)

schools across the country, and especially in Maine, with much-needed technology for education. It is through the Perloff Family Foundation that RSU22 has acquired several 3D printers, and Mr. Beckwith wanted to make them aware of how students could design 3D models in virtual reality, then print them on the 3D printers to bring them into reality. It was an easy sell, and early this school year the Perloffs agreed to purchase an Oculus Quest 2 VR set for Reeds Brook.

Since then, Mr. Beckwith has found multiple ways to incorporate the technology into many content areas. Beyond allowing students to design 3D models in VR during eighth grade tech class, they can work up a sweat playing a rhythm/fitness game called Synth Riders in seventh grade health classes.

Sixth graders can tour the International Space Station with Project: ISS and go on a virtual space-walk in science class, and eighth graders learning about the holocaust can get a feel for how cramped the rooms were in the small annex where Anne Frank hid with her family.

Science classes studying different forms of energy can build and operate a Rube Goldberg machine using materials they might not have at school when they play Gadgeteer.

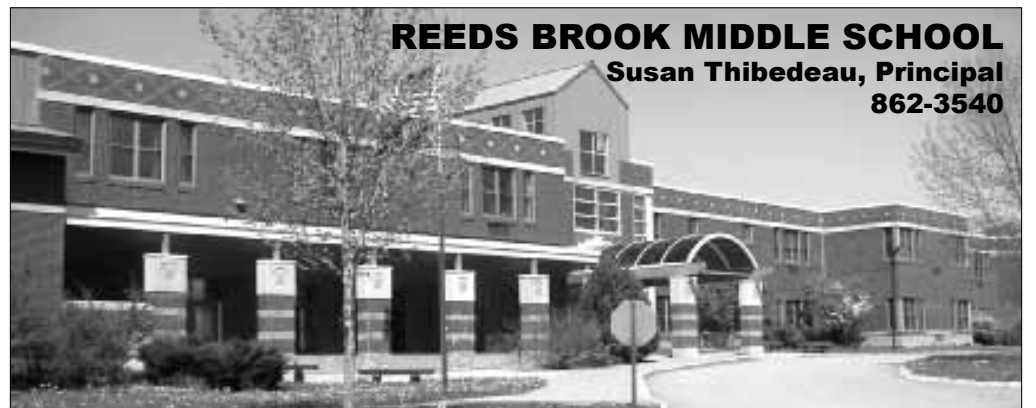
In another simulation, students can work to overcome their fear of public speaking in the safety of VR, where they stand before a virtual audience and practice delivering an oral presentation. Even a game like Walkabout Mini Golf allows math students to clearly visualize the relationships between angles of incidence and reflection since the ball follows a realistic

physics model.

Unlike most VR headsets available today which must be tethered to an extremely powerful computer to run the applications, the Oculus Quest 2 is a stand-alone product allowing a cordless and therefore

more immersive experience. And while the nature of the headset only allows one student at a time to actually be in virtual reality, the headset can cast to a nearby projector so the whole class can see what the user sees. Then, after sanitizing the headset and controllers, classmates can take turns going into VR.

From interior design to medical training to staff meetings, Mr. Beckwith believes the future will have more virtual reality, not less. Perhaps, along with 3D printers, VR headsets will become as commonplace in the home (and workplace) as computers. And are there any among us who can say they wouldn't enjoy a break from reality now and then?



REEDS BROOK MIDDLE SCHOOL
Susan Thibedeau, Principal
862-3540



SCHOOL SPIRIT STORE OPENING AT RBMS—The RBMS Student Council is opening a school spirit store starting next week. For the remainder of the year we will be selling RBMS t-shirts and water bottles and hope to expand our item offerings in the fall. We have them in house so you get your order the same day as long as we have the size you need! **PRICES:** T-shirt: \$15; Water bottle: \$10; BOTH: \$20.

Reeds Brook clubs in COVID times

Reeds Brook students still engaged in clubs following COVID safety protocols. Club advisors found creative ways to meet in small groups or virtually.

* * *

Rebeckah Kennedy, Drama Club advisor, ran weekly meetings this Spring to learn and practice the art of Improv! Performers gained knowledge and experience through new games and activities designed to challenge their ability to think creatively under pressure. Together, they built confidence in themselves and friendships with one another sharing many laughs along the way. Mrs Kennedy reports, "We were excited to incorporate a Tech track for students to gain exposure to set and costume design. It was wonderful to be together!"

* * *

The Arts & Crafts Club runs two meetings one for each cohort on Mondays and Tuesdays from 2-3 pm. Club advisor and Reeds Brook Art teacher, Deb DeQuattro, reports that numbers keep growing as students filter in! Students select among projects in drawing, painting, clay or crafts—choosing based on their own interests. Some projects include pinch pots, dream catchers, paintings on wood, mandalas, expressive paintings, dinosaur drawings, and paper mosaics. Arts & Crafts Club gives the students a chance to



The Civil Rights Team welcome banner.

explore, play and create on their own terms, which they love.

* * *

The Civil Rights Team met all year from 1:20-2:00 every other Wednesday virtually while we were still following the hybrid structure. Now that we've returned to five days, our plan is to meet every Thursday from 2:00-3:00 in person. Karyn Field and Michele Freeman have acted as shared advisors for this club.

For most of the year, the meeting agenda and notes have been created by students, with Roz O'Reilly and Zoe Castrucci taking on leadership roles and running the meetings.

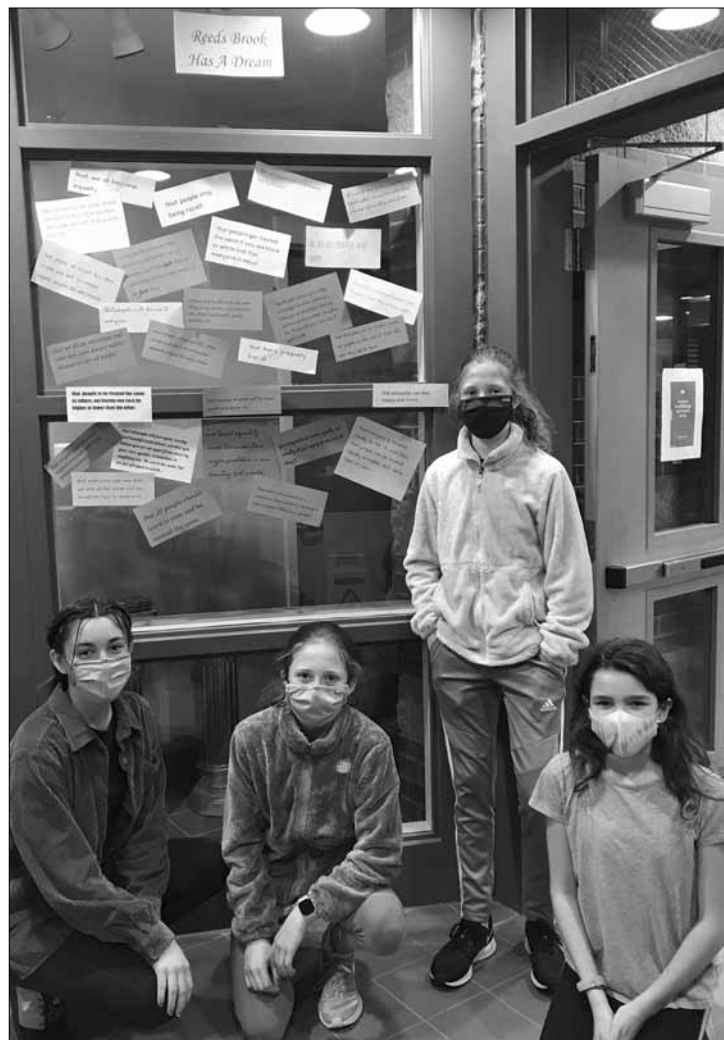
The first major project the team focused on was the creation of an RBMS Civil Rights Team welcome banner that is still displayed in the front lobby.

After the successful comple-

tion of the banner, the team turned its focus to a Holiday Window Project. For this the students researched a variety of holiday customs and created symbolic representations of different traditions celebrated around the world during the holiday season. These creations were displayed in the cafeteria window.

After the holidays, the group turned its attention to a diverse book display for the school library. Students read a variety of fiction that focused on diverse lifestyles and then submitted summaries of those books that were displayed in the school's library windows along with the books themselves.

Most recently, the group has focused its efforts on a Black History Month project. The RBMS Has A Dream bulletin boards are located in the cafeteria and the gym. To help create the bulletin boards, team members created a survey to be completed by all students during home-room. The survey asked students to watch a short video (researched and voted upon by the team). The survey also asked students to share their thinking on the current state of racial equality in our country. The final question asked students to respond to the following question: What is your hope or dream for the future when it comes to improving



Student responses about their hope or dream for the future.

equality in our school, community and/or world? Each individual student's response to that question was then printed and displayed on the bulletin boards.

* * *

Under the guidance of Jason Kash and Kelsey Stoyanova, Student Council has been meeting bi-weekly virtually with a goal of meeting our mission of service to school, service to community, and service to world. This year, in particular, we have been focusing on bringing the Reeds Brook community together through our initiatives. We completed a food drive for families in our community, and we honored our support staff including bus drivers, cafeteria staff, custodians, and our nurse. We are currently working on plans for teacher appreciation week, a virtual field trip experience, and a school wide spirit week.

Student Council will also be selling Reeds Brook gear starting in May -- we have t-shirts and water bottles (see photo on page 7).

Educational Technicians wanted for Special Services Summer Program

The RSU 22 Special Services Extended School Year Program is looking for Educational Technicians to work this summer. The program runs from July 6 to July 29, Mondays to Thursdays, 7:30 a.m. to noon.

Primary responsibilities will be working 1-on-1 with students in grades K-5 on academic areas. Please let me know if you have any questions.

Applicants should have Ed Tech II or III certification and a current CHRC. Please contact Marie McCaw in the Superintendent's Office to request an application.

—Lynne Wells, Director of Special Services, RSU 22



FREE LITTLE LIBRARY FOR KIDS—Bronwyn Wilde, a 4th grader at Weatherbee School, wrote to the Link-22 about a project she and her family has been working since the pandemic started in the spring of 2020. "We thought it would be nice for Hampden to have a Free Little Library just for kids at the Lura Hoit pool and playground. My dad built it after we got permission from the Town Council and Rec Department." Bronwyn will be the caretaker of the Little Library and will check on it every few days and keep it full of lots of good books. She has been working hard to make sure there are books for kids, ages toddler through high school. "Summer is coming and the Little Library is perfect for summer reading," Bronwyn says.

RSU 22 Summer Camps 2021

RSU 22 schools are currently reviewing student data and making plans to offer summer camp experiences to identified students.

- Two K-5 programs will be occurring in July of 2021 - one will be housed at the Smith School in Winterport and the other at the Weatherbee School in Hampden.

- A combined grades 6-8 summer session will be located at Hampden Academy.

The camps will run 4 hours per day and 4 days a week for a total of 16 days.

Schools are identifying students who will benefit the most from additional support; other students are being put on waitlists.

Like other districts across Maine, RSU 22 has been successful in hiring only a few educators for each site. Any students recommended for the summer program will be contacted by RSU 22 schools.

— Mary Giard, Curriculum Director



Link-22

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

June 2021: School District Budget Process

- **BUDGET PUBLIC INFORMATION SESSION — Tuesday, June 1, 2021 – 7:00 p.m.**
The meeting will be virtual at the following Google Meet link: meet.google.com/dqd-qtsw-vtd
- **DISTRICT BUDGET MEETING — Thursday, June 3, 2021 – 7:00 p.m. Hampden Academy Gymnasium**
- **DISTRICT BUDGET REFERENDUM — Tuesday, June 8, 2021 – 8:00 a.m. – 8:00 p.m.**
 - Skehan Recreational Center, Hampden
 - Winterport Town Office
 - Newburgh Elementary School/Community Building
 - Frankfort Town Office

Open Letter to the Citizens of RSU 22

On May 19th the RSU 22 Board of Directors unanimously ratified a proposed school district budget of \$35,209,158.01 which represents a 2.71% gross increase over the previous year. In the 2021-22 budget there has been close attention paid to recognizing the need for regionally competitive teacher salaries to ensure the recruitment and retention of faculty along with balancing the needs for student academic and social emotional programming and services post-pandemic and beyond. Furthermore, planning for RSU 22's next strategic plan has been active since February with the budget poised to support priorities of student success, professional excellence and community partnerships.

The budget includes additions of Jobs For Maine Graduates program cost sharing, a gifted and talented teacher position, employee salary and benefit increases, additional Pre-K slots through the Waldo CAP partnership, increase of a 0.5 social worker position, transition of an audiologist position to 1.0 FTE, addition of a full time instructional technology technician, an additional five summer work days for two administrative assistant positions and contracted services increases related to snow plowing, buildings and grounds and fuel cost increases.

The RSU 22 budget process this year included five public review meetings, all of which are available for viewing on the rsu22.us website. Several factors influence this year's budget assessment including but not limited to: enrollment, real estate valuation, changes to the State funding formula and state mil rate. RSU 22 received \$302,391.88 in additional state funding over last year.

A summary of the budget workshop process and resulting 2021-22 budget by warrant article can be seen and downloaded www.rsu22.us.

Budget Workshops

The RSU #22 Budget Committee hosted five public workshop-style meetings this year where members were presented with budget development details, discussed items, and adjusted budget expectations for the following 11 cost centers. These cost centers will be voted upon as corresponding warrant articles during the upcoming District Budget Meeting at Hampden Academy on Thursday, June 3rd at 7:00 p.m.

Topics discussed at each of the five workshop meetings were as follows:

- Workshop #1: Feb. 10—Article 8 “Transportation”, Article 9 “Facilities”, Article 10 “Debt Service”, Article 11 “Other Expenses”
- Workshop #2: March 10—Article 6 “System Administration”, Article 7 “School Administration,”
- Workshop #3: March 31—Article 4 “Other Instruction” Article 5 “Student/Staff Support”, Article 17 “Adult Education”
- Workshop #4: April 14—Article 1 “Regular Instruction”, Article 2 “Special Education”
- Workshop #5: May 5—Article 1-11 Updates

In addition a Special Board of Directors Meeting was scheduled for May 12 for final adjustments and budget recommendations, and the Board of Directors ratified the budget at its regular meeting on May 19.

Revenue Factors influencing the budget

The amount the State of Maine is required to pay in support of school programs is determined through the Essential Programs and Services (EPS) funding formula. RSU 22

receives 69.42 % of its EPS allocation through state subsidy. In order for the district to receive this state allocation a required a local contribution of \$9,090,661.66 is assigned for the 2021-22 school year. The state mil rate fell to 7.9 this year (from 8.18 last year) and resulted in a relatively flat required local contribution compared to last year.

RSU 22 supports the funding of its schools above and beyond the EPS formula. RSU 22 is dedicating \$650,000 of undesignated fund balance toward the 2021-22 budget. This is an increase of fund balance dedication by \$100,000 over last year to offset local taxation. Therefore, this year's local assessment will increase by \$379,224.58 for a total local assessment of \$13,122,608.14 (2.98% increase).

In addition, RSU 22 has experienced a dedication of one-time federal grants related to Corona Relief. The funds have (or will) come in six different batches (outlined below) and have been slated for the use toward expenses incurred due to the necessities of addressing safety, staffing, programming, technology, service provision and facilities needs during the pandemic.

The grant titles, amounts, and spending requirements are as follows:

- **Maine Corona Relief Fund I (CRF I), \$1,863,645.61**, funds must be obligated by June 30, 2021.
- **Maine Corona Relief Fund II (CRF II), \$1,952,362.94**, funds must be obligated by June 30, 2021.
- **Maine Corona Relief Fund for Day Programming Services (CRF Day Programming), \$456,904.41**, funds must be obligated by June 30, 2021.
- **School Emergency Relief Fund I (ESSER I), \$268,059.13**, funds must be obligated by September 30, 2022.
- **School Emergency Relief Fund II (ESSER II), \$1,108,387.35**, funds must be obligated by September 30, 2023.
- **School Emergency Relief Fund III American Recovery Program (ARP), Allocation TBD**, funds will be used for expansion of Hampden Academy 3rd floor classrooms.

The grant funds will be used as follows, with all expenditures, actual and projected, dedicated with 100% federal grant funding.

Corona Relief Fund I: Technology, equipment and applications for student remote learning (i.e. Chromebooks), increased staffing for nursing, custodial, student support, payroll and benefits for professional development/planning, student supplies for remote learning, personal protective equipment (PPE), plexiglass, signage, student desks and flexible seating, Flipped Classroom professional development, carpools and installation for outdoor eating/learning, vans for remote meal delivery and out of district student transportation, food service equipment (i.e lunch delivery carts, dunnage racks), storage trailers, fans, totes and disinfecting/cleaning supplies and equipment

Corona Relief Fund II: Student outdoor education equipment, video learning supplies and equipment cases, take home instructional materials and supplies, staff remote technology support (document cameras, iPads, desk shields, campus air quality installations Needlepoint Bi Polar Ionization and UV light,

new kindergarten bathroom installs, generator pads and install at Wagner MS, greenhouse at Smith, portable sinks, camera installation, school nutrition blast chiller, chest freezer, outdoor freezer and audio system for remote school board meeting broadcasts

Corona Relief III Day Programming

Relief: MOUs with eight regional daycare or municipal/non-profit childcare partners

ESSER I: Student support of take home math kits, independent reading books, software (EdPuzzle, Moby Max), additional nursing hours in Winterport schools, summer school salaries and supplies, special education materials

ESSER II: Projects to be determined for 2021-22 or 2022-23 student and staff support, transportation needs

ESSER III (American Recovery Program ARP): Allocation Awaited, Earmarked for Hampden Academy 3rd floor classroom expansion project

The regulations for use of the above funds expect that school district budgets continue to call for maintenance of effort and equity. Therefore the 2021-22 budget must continue to show steady funding for usual and customary staffing and services. Such expenses cannot be supplanted by the federal funding.

Referendum questions regarding reserve funds, adult education and career and technical education (CTE) will also be featured at the district budget meeting. Regarding CTE, state subsidy funding passes directly to our regional CTE center, United Technologies Center (UTC) in Bangor. The referendum question approves the UTC operating budget for the year that the state fully funds. There is no additional CTE assessment to RSU 22 taxpayers. For adult education, RSU 22 participates in a regional partnership with Old Town and Orono in the Riverside Adult Education Partnership. The adult education program in RSU 22 is expected to thrive post-pandemic and the budget remains stable with flat budget funding.

In regard to reserve funds, transfers are recommended from the district's unallocated fund balance as the following: a Capital Reserve Fund dedication of \$250,000 for facility safety, deferred maintenance and renovation projects; an Athletic Facility Capital Reserve Fund dedication in the amount of \$150,000 related to proactive savings for the eventual athletic turf replacement and to address the lack of gate receipt revenue available for dedication toward the fund during the COVID year; a Technology Reserve Fund dedication of \$250,000 for future PK-12 technology device refreshes, software application updates/licenses and network upgrades and, the establishment of a new Fuel Cost Stabilization Reserve Fund dedication of \$100,000 for unexpected fuel cost swings that may be encountered for heating oil, propane, gasoline and diesel.

The overall RSU 22 budget increase for 2021-22 is 2.71% with an overall local increase of 2.98%. An in-person school district budget meeting will be hosted at Hampden Academy this year on Thursday June 3rd at 7:00 p.m. The referendum vote will occur on Tuesday June 8th at polling locations designated by each town.

—Regan Nickels
Superintendent of Schools
RSU 22

ARTICLES 1 THROUGH 11 AUTHORIZE EXPENDITURES IN COST CENTER CATEGORIES
(Explanations of variances are noted below each article.)

Article 1: To see what sum the Regional School Unit will be authorized to expend for **REGULAR INSTRUCTION** for the 2021-22 fiscal year.

Board of Directors recommends **\$12,828,845.34**

Explanation: The Regular Instruction account includes expenses related to classroom teaching and learning, such as salaries for teachers, substitutes, and paraprofessionals, and classroom instructional materials and supplies. Also included are expenses related to Alternative Education, English Language Learners (ELL), and Gifted & Talented Programs

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 1 – Regular Instruction	\$12,395,225.89	\$12,828,845.34	\$433,619.45
Subtotal Elementary	\$5,405,239.41	\$5,583,190.11	\$177,950.70
Subtotal Secondary	\$3,735,616.86	\$4,021,128.59	\$285,511.73
Subtotal VHS	\$41,542.70	\$36,047.20	(\$5,495.50)
Subtotal K-2	\$2,417,954.39	\$2,271,256.54	(\$146,697.85)
Subtotal Pre-K Program	\$374,637.80	\$438,283.22	\$63,645.42
Subtotal ELL	\$25,829.83	\$14,265.40	(\$11,564.43)
Subtotal Alternative Education	\$144,129.74	\$153,276.35	\$9,146.61
Subtotal Gifted & Talented	\$250,275.16	\$311,397.93	\$61,122.77
Total Article 1 Regular Instruction	\$12,395,225.89	\$12,828,845.34	\$433,619.45

Total Variance: **\$433,619.45**

- Increases in salary lines
- Increases in insurance costs and coverages chosen
- Cost of year 1 JMG program
- VHS decrease is due to previously budgeting three stipends, but only two are required
- K-2 decrease due to reduction of substitute salary/benefits based on history, change in staffing in FY21
- ELL staff reduction from .4 to .2 based on anticipated student need
- Gifted Talented increase due to shifts in staffing and a percentage of the assistant superintendent's salary to provide oversight

Article 2: To see what sum the Regional School Unit will be authorized to expend for **SPECIAL EDUCATION INSTRUCTION** for the 2021-22 fiscal year.

Board of Directors recommends **\$7,129,414.03**

Explanation: The Special Education Instruction account includes expenses for direct support of Special Education Programs.

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 2 – Special Education Instruction	\$6,674,187.84	\$7,129,414.03	\$455,226.19
Subtotal Resource	\$2,730,257.44	\$2,920,004.69	\$189,747.25
Subtotal Summer Special Education Program	\$0.00	\$0.00	\$0.00
Subtotal Self Contained Classroom	\$2,385,673.12	\$2,558,906.38	\$173,233.26
Subtotal Hospital/Homebound	\$31,500.00	\$31,500.00	\$0.00
Subtotal Social Work	\$124,248.40	\$147,035.97	\$22,787.57
Subtotal Student Psych Services	\$222,749.69	\$233,823.93	\$11,074.24
Subtotal Speech & Language Services	\$520,930.61	\$486,963.52	(\$33,967.09)
Subtotal Student Occupational Therapy Services	\$184,145.06	\$183,288.31	(\$856.75)
Subtotal Student Audiology Services	\$1,000.00	\$87,158.34	\$86,158.34
Subtotal Student Physical Therapy Services	\$76,000.00	\$72,500.00	(\$3,500.00)
Subtotal Student Adapted Physical Education Services	\$47,253.69	\$51,437.07	\$4,183.38
Subtotal Special Education Administration	\$350,429.83	\$356,795.82	\$6,365.99
Total Article 2 Special Education	\$6,674,187.84	\$7,129,414.03	\$455,226.19

Total Variance: **\$455,226.19**

- Increases in salary lines
- Increases in insurance costs and coverages chosen
- Slight increase in psychological contracted services
- Switch from a contracted service provider in speech/language to an employee in audiology services
- Reduction in PT services based on student needs

Article 3: To see what sum the Regional School Unit will be authorized to expend for **CAREER AND TECHNICAL EDUCATION INSTRUCTION** for the 2021-22 fiscal year.

Board of Directors recommends \$0

Explanation: The Career and Technical Education account includes all expenses directly related to the Career and Cooperative Education Programs.

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 3 – Career and Technical Education	\$0	\$0	\$0
Career and Technical Education	\$0	\$0	\$0

Total Variance: **\$0**

Article 4: To see what sum the Regional School Unit will be authorized to expend for **OTHER INSTRUCTION** for the 2021-22 fiscal year.

Board of Directors recommends **\$982,249.58**

Explanation: The Other Instruction account includes expenses for Co-Curricular, Extra-Curricular, and Summer School Programs.

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 4 – Other Instruction	\$1,007,772.08	\$982,249.58	(\$25,522.50)
Subtotal Summer School	\$3,203.10	\$3,203.10	\$0.00
Subtotal Elem. Co-Curricular	\$73,659.16	\$73,037.00	(\$622.16)
Subtotal Secondary Co-Curricular	\$161,282.47	\$134,803.60	(\$26,478.87)
Subtotal Graduation	\$4,750.00	\$4,750.00	\$0.00
Subtotal Elementary Extra-Curricular	\$181,936.46	\$183,939.73	\$2,003.27
Subtotal Secondary Extra-Curricular	\$582,940.89	\$582,516.15	(\$424.74)
Total Article 4	\$1,007,772.08	\$982,249.58	(\$25,522.50)

Total Variance: **(\$25,522.50)**

- Instructional Leaders stipends moved to Article 1 (Regular Education)

Article 5: To see what sum the Regional School Unit will be authorized to expend for **STUDENT AND STAFF SUPPORT** for the 2021-22 fiscal year.

Board of Directors recommends **\$2,973,653.41**

Explanation: The Student and Staff Support account includes expenses for student support services (intervention, guidance, health, library services and instructional technology) as well as staff support services (improvement of instruction, instructional staff training and student assessment).

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 5 – Student and Staff Support	\$2,743,286.74	\$2,973,653.41	\$230,366.67
Subtotal Student Guidance Services	\$702,266.14	\$746,737.27	\$44,471.13
Subtotal Student Health Services	\$501,673.28	\$452,266.56	(\$49,406.72)
Subtotal Instructional-Related Technology	\$642,302.21	\$827,601.58	\$185,299.37
Subtotal Charter School Commission	\$0.00	\$0.00	\$0.00
Subtotal Section 504	\$200.00	\$0.00	(\$200.00)
Subtotal Other Student Support	\$54,600.00	\$60,060.00	\$5,460.00
Subtotal Intervention	\$47,824.99	\$55,583.55	\$7,758.56
Subtotal Improvement of Instruction	\$286,786.86	\$298,920.70	\$12,133.84
Subtotal Instructional Staff Training	\$88,726.89	\$98,043.15	\$9,316.26
Subtotal Library Services	\$321,462.51	\$333,225.28	\$11,762.77
Subtotal Assessment	\$97,443.86	\$101,215.32	\$3,771.46
Total Article 5	\$2,743,286.74	\$2,973,653.41	\$230,366.67

Total Variance: **\$230,366.67**

- Increases in salary lines
- Increases in insurance costs and coverages chosen
- Reduction in health services due to hiring of less senior staff member
- Increase in IT due to anticipated hiring of a second technician, salary adjustment and E-Rate projects offset by a reduction in technology leases (one paid off in FY21)
- Increase in contracted therapy services (Other Student Support)
- Intervention increases in salary/benefits and increases in software repair and maintenance
- Improvement of Instruction increases due to salary increases and benefits needs changes
- Instructional Staff Training increase based on increased substitute needs
- Library Services increases due to salary increases and changes in employee insurance coverage

Article 6: To see what sum the Regional School Unit will be authorized to expend for **SYSTEM ADMINISTRATION** for the 2021-22 fiscal year.

Board of Directors recommends **\$917,405.48**

Explanation: The System Administration account includes expenses for the Board of Directors, the Office of the Superintendent, and Business Office functions.

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 6 – System Administration	\$925,019.73	\$917,405.48	(\$7,614.25)
Subtotal Board of Directors	\$123,457.27	\$128,576.43	\$5,119.16
Subtotal Staff Relations/Negotiations	\$30,000.00	\$30,000.00	\$0.00
Subtotal Executive Administration	\$438,522.50	\$499,213.97	\$60,691.47
Subtotal Central Office Fiscal	\$333,039.96	\$259,615.08	(\$73,424.88)
Total Article 6	\$925,019.73	\$917,405.48	(\$7,614.25)

Total Variance: **(\$7,614.25)**

- Increases in salary lines
- Increases in insurance costs and coverages chosen
- Decrease in Fiscal Office moving superintendent's full salary to central office salaries
- Decrease due to a percentage of the assistant superintendent's salary being shifted to Gifted & Talented to provide oversight

Article 7: To see what sum the Regional School Unit will be authorized to expend for **SCHOOL ADMINISTRATION** for the 2021-22 fiscal year.

Board of Directors recommends **\$1,603,888.97**

Explanation: The School Administration account includes expenses for the direction and management of individual schools.

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 7 – School Administration	\$1,593,383.067	\$1,603,888.97	\$10,505.91
Subtotal School Administration	\$1,593,383.06	\$1,603,888.97	\$10,505.91
Total Article 7	\$1,593,383.06	\$1,603,888.97	\$10,505.91
Total Variance:			\$10,505.91

- Increases in salary lines
- Increases in insurance costs and coverages chosen

Article 8: To see what sum the Regional School Unit will be authorized to expend for **TRANSPORTATION AND BUSES** for the 2021-22 fiscal year.

Board of Directors recommends **\$1,436,279.07**

Explanation: The Transportation account includes expenses for the transportation contract, fuel, and special education transportation services.

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 8 – Transportation and Buses	\$1,438,425.45	\$1,436,279.07	(\$2,146.38)
Subtotal Student Transport.	\$1,423,425.45	\$1,421,279.07	(\$2,146.38)
Subtotal Special Education			
Out of District Expense	\$15,000.00	\$15,000.00	\$0.00
Total Article 8	\$1,438,425.45	\$1,436,279.07	(\$2,146.38)
Total Variance:			(\$2,146.38)

- Decrease is the result of reduction in staffing to transport tuition students

Article 9: To see what sum the Regional School Unit will be authorized to expend for **FACILITIES MAINTENANCE** for the 2021-22 fiscal year.

Board of Directors recommends **\$3,855,422.94**

Explanation: The Facilities Maintenance account includes maintenance of physical plant and grounds, minor capital construction projects, insurance, utilities, equipment, and supplies.

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 9 – Facilities Maintenance	\$3,886,620.79	\$3,855,422.94	(\$31,197.85)
Subtotal Operation of Buildings	\$1,128,037.47	\$1,156,284.76	\$28,247.29
Subtotal Care of Buildings	\$1,209,106.54	\$1,160,450.36	(\$48,656.18)
Subtotal Maintenance of Buildings	\$958,367.66	\$961,799.65	\$3,431.99
Subtotal Capital Renew & Renovation	\$546,109.12	\$531,888.17	(\$14,220.95)
Subtotal Architectural & Engineering	\$45,000.00	\$45,000.00	\$0.00
Total Article 9	\$3,886,620.79	\$3,855,422.94	(\$31,197.85)
Total Variance:			(\$31,197.85)

- Increases in salary lines
- Increases in insurance costs and coverages chosen
- Increase in plowing costs
- Decrease in electricity
- Increase in property and casualty insurance
- Reduction in equipment purchases
- Increase in director’s salary/benefits to a full-time position
- Reduction of interest on repair bonds

Article 10: To see what sum the Regional School Unit will be authorized to expend for **DEBT SERVICE AND OTHER COMMITMENTS** for the 2021-22 fiscal year.

Board of Directors recommends **\$3,481,999.19**

Explanation: The Debt Service account includes expenses for state approved capital debt obligations.

	<u>Budget 2020-21</u>	<u>Proposed 2021-22</u>	<u>Variance</u>
Article 10 – Debt Service and Other Commitments	\$3,617,632.90	\$3,481,999.19	(\$135,633.71)
1000-0000-5100-583100-900 Debt Service, Principal			
1000-0000-5100-583200-900 Debt Service, Interest			
Total Article 10 - Debt Service	\$3,617,632.90	\$3,481,999.19	(\$135,633.71)
Total Variance:			(\$135,633.71)

- Reduction in interest on Hampden Academy construction

Article 11: To see what sum the Regional School Unit will be authorized to expend for **ALL OTHER EXPENDITURES** for the 2021-22 fiscal year.

Board of Directors recommends **\$0**

Explanation: The All Other Expenditures account includes expenses for the food service operations.

	<u>Budget 2020-21</u>	<u>Proposed 2021-2022</u>	<u>Variance</u>
Article 11 – All Other Expenditures	\$0	\$0	\$0
Food Service Transfer	\$0	\$0	\$0
Total Variance:			\$0

- Support of School Nutrition Program

ARTICLES 12 THROUGH 14 RAISE FUNDS FOR THE PROPOSED SCHOOL BUDGET

Article 12: State/Local Essential Programs and Services (EPS) Funding Allocation. To see what sum the Regional School Unit will appropriate for the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and to see what sum the Regional School Unit will raise and assess as each municipality’s contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act in accordance with the Maine Revised Statutes, Title 20-A, section 15688. **Recommended amounts set forth below:**

Total appropriated (by municipality):

Town of Hampden:.....	\$16,844,915.55
Town of Newburgh:	\$3,186,146.49
Town of Winterport:	\$7,657,130.57
Town of Frankfort:	\$2,037,451.68
RSU Total Appropriated (sum of above)	\$29,725,644.29

Total raised (and Regional School Unit assessments by municipality):

Town of Hampden:.....	\$5,304,323.33
Town of Newburgh:	\$890,593.33
Town of Winterport:	\$2,179,478.33
Town of Frankfort	\$716,266.67
RSU Total Raised (sum of above):	\$9,090,661.66

Explanation: The Regional School Unit’s contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act is the amount of money determined by state law to be the minimum amount that the Regional School Unit must raise and assess in order to receive the full amount of state dollars.

Article 13: Appropriation for Non-state-funded Debt Service Allocation. To see what sum the Regional School Unit will raise and appropriate for the annual payments on debt service previously approved by the Regional School Unit voters for non-state-funded school construction projects or non-state-funded portions of school construction projects in addition to the funds appropriated as the local share of the Regional School Unit’s contribution to the total cost of funding public education from kindergarten to grade 12. **School Board Recommends \$493,888.07**

Explanation: Non-state-funded debt service is the amount of money needed for the annual payments on the Regional School Unit’s long-term debt for major capital school construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the Regional School Unit voters.

Article 14: Appropriation of Additional Local Funds (Written ballot required.) To see what sum the Regional School Unit will raise and appropriate in additional local funds (**Recommend \$3,538,058.41**), which exceeds the State’s Essential Programs and Services allocation model by (**Recommend \$3,538,058.41**) as required to fund the budget recommended by the School Board.

The School Board Recommends \$3,538,058.41, which exceeds the State’s Essential Programs and Services allocation model by \$3,538,058.41. The School Board gives the following reasons for exceeding the State’s Essential Programs and Services funding model: EPS does not fully support all of the necessary costs of a comprehensive pre-K-12 educational program, such as (1) athletics/co-curricular program costs; (2) transportation for the athletics/co-curricular program; and (3) special education costs.

Explanation: The additional local funds are those locally raised funds over and above the Regional School Unit’s local contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state funded debt service that will help achieve the Regional School Unit budget for educational programs.

ARTICLE 15 SUMMARIZES THE PROPOSED SCHOOL BUDGET

Article 15: Total School Budget Summary. To see what sum the Regional School Unit will authorize the School Board to expend for the fiscal year beginning July 1, 2021 and ending June 30, 2022 from the Regional School Unit’s contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act, non-state-funded school construction projects, additional local funds for school purposes under the Maine Revised Statutes, Title 20-A, section 15690, unexpended balances, tuition receipts, state subsidy and other receipts for the support of schools. **School Board Recommends \$35,209,158.01**

ARTICLE 16 AUTHORIZES THE ADULT EDUCATION PROGRAM AND RAISES THE LOCAL SHARE

Article 16: To see if Regional School Unit No. 22 will appropriate **\$75,080.00** for adult education and raise **\$36,000.00** as the local share; with authorization to expend any additional, incidental, or miscellaneous receipts in the interest and for the well-being of the adult education program.

Board of Directors recommends an appropriation of **\$75,800.00** with a local share of **\$36,000.00**

ARTICLE 17 AUTHORIZES EXPENDITURES OF GRANTS AND OTHER RECEIPTS

Article 17: In addition to amounts approved in the preceding articles, shall the School Board be authorized to expend such other sums as may be received from federal or state grants or programs or other sources during the fiscal year for school and other program purposes, provided that such grants, programs or other sources do not require the expenditure of other funds not previously appropriated?

Board of Directors recommends a “YES” vote.

ARTICLE 18 AUTHORIZES A TRANSFER TO AND EXPENDITURE FROM THE CAPITAL RESERVE FUND

Article 18: Shall the School Board be authorized to transfer **\$250,000** from available year-end fund balances to the Capital Reserve Fund and expend up to **\$450,000** from said reserve fund for (i) District Wide security audit and subsequent project implementation, safety upgrades (i.e. fire alarm systems in portables), (ii) various district paving projects (Smith School walkways, Reeds Brook Middle School various locations, Hampden Academy turf walkways, Wagner School additional parking and concrete walkway paver replacements), (iii) window/door/flooring replacements/upgrades (i.e. window replacements at Reeds Brook Middle School and Wagner Middle School), (iv) vehicle fleet replacement purchase, (v) generator purchase and installation, (vi) Reeds Brook Middle School envelope renovation project, (vii) Hampden Academy retaining wall and drainage improvement at the Athletic Turf, resurfacing of the Track, bleacher renovation at the Track, compressor and/or heat pump replacement, (viii) improvement of the Winterport athletic field and McGraw/Weatherbee recess field, (ix) playground upgrades/equipment purchases, (x) stage floor refinishes and stage curtain replacements at middle schools, (xi) Hampden Academy Performing Arts Center maintenance of lighting, rigging and ADA compliance (xii) Newburgh School Pre-K classroom code upgrades, (xiii) 3% art refurbish at Wagner School, (xiv) outdoor recreation center for Wagner campus, (xv) Smith School siding and roofline renovation for student covered waiting area, grease trap replacement and cleaning, (xvi) masonry repairs and weep hole assessment at various schools (Reeds Brook, Weatherbee, Hampden Academy), (xvii) Smith School kitchen entry upgrade, privacy wall installation at Smith School, (xviii) gym floor refinish at Hampden Academy, (xix) district fencing replacements, (xx) Hampden Academy tennis court and track resurfacing, (xxi) flag pole replacements, (xxii) grounds repair due to campus generator and carport installations, (xxiii) single use bathroom conversions/additions, (xxiv) siding repair at Smith School, (xxv) crushed stone installation at all propane tank sites, (xxvi) school roofing repair and/or replacement.

Board of Directors recommends a “YES” vote.

ARTICLE 19 AUTHORIZES A TRANSFER TO AND EXPENDITURE FROM THE SCHOOL ATHLETIC FACILITY CAPITAL RESERVE FUND

Article 19: Shall the School Board be authorized to transfer **\$150,000** from available year-end fund balances to the School Athletic Facility Capital Reserve Fund and to expend up to **\$150,000** from said reserve fund for the purpose of maintaining the RSU’s multi-purpose athletic field and maintaining other Regional School Unit athletic facilities?

The Board of Directors recommends a “YES” vote.

ARTICLE 20 ESTABLISHES AND AUTHORIZES A TRANSFER TO AND EXPENDITURE FROM THE TECHNOLOGY CAPITAL RESERVE FUND

Article 20: Shall the School Board be authorized to transfer **\$250,000** from year-end available fund balances to the Technology Reserve Fund and to expend up to **\$100,000** from said reserve funds for hardware, software and network upgrades.

The Board of Directors recommends a “YES” vote.

ARTICLE 21 ESTABLISHES AND TRANSFERS FUNDS TO FUEL COST STABILIZATION FUND

Article 21: Shall the School Board be authorized to establish a fuel cost stabilization fund under the authority of 20-A M.R.S. section 15008, and to transfer up to **\$100,000** to that fund from year-end available fund balances?

Statutory Disclosure Statement: The fuel cost stabilization fund balance is currently zero, and no funds have been expended in each of the three preceding years from the fund proposed to be established by this article. If this article is approved as written, the fuel cost stabilization fund balance will be **\$100,000**.

ARTICLE 22 AUTHORIZES THE DISPOSITION OF ANY ADDITIONAL STATE SUBSIDY RECEIVED

Article 22: In the event that the Regional School Unit receives more state education subsidy than the amount included in its budget, shall the School Board be authorized to use all or part of the additional state subsidy to increase expenditures for school purposes in cost center categories approved by the School Board, increase the allocation of finances in a reserve fund approved by the School Board, and/or decrease the local cost share expectation, as defined in Title 20-A, section 15671-A(1)(B), for local property taxpayers for funding public education as approved by the School Board?

ARTICLE 23 AUTHORIZES THE CAREER AND TECHNICAL EDUCATION BUDGET

Article 23: Shall the regional career and technical education operating budget as approved by the cooperative board for the year beginning July 1, 2021 through June 30, 2022 be approved in the amount of **\$3,588,936.95**?

ARTICLE 24 AUTHORIZES THE ADULT EDUCATION BUDGET FOR THE CAREER AND TECHNICAL REGION AND RAISES THE LOCAL SHARE

Article 24: Shall the United Technologies Center - Maine Vocational Region 4 approve a budget for adult education in the amount of **\$315,375.05** for the year beginning July 1, 2021 through June 30, 2022 with authorization to expend any additional, incidental, or miscellaneous receipts in the interest and well-being of its adult education program, and shall Regional School Unit No. 22 raise **\$7,541.63** as its share of the adult education budget for the United Technologies Center - Maine Vocational Region 4?

ARTICLE 25 ESTABLISHES AND FUNDS A CAREER AND TECHNICAL REGION CAPITAL RESERVE FUND

Article 25: Shall Region 4 (United Technologies Center) authorize the Cooperative Board to establish and fund a capital reserve account for major maintenance and improvements to the Region 4 facilities as year-end available fund balances allow?

DISTRICT BUDGET VALIDATION REFERENDUM

Tuesday, June 8, 2021 – 8:00 a.m. – 8:00 p.m.

**Shehan Recreational Center, Hampden
Newburgh Elementary School/Community Building
Winterport Town Office
Frankfort Town Office**

After the 2021-22 budget is adopted at the June 3 District Budget Meeting, district citizens will then have the opportunity to vote at the polls on June 8 on the following questions:

A sample of the June 8 ballot is outlined below:

**STATE OF MAINE
REGIONAL SCHOOL UNIT NO. 22
REGIONAL SCHOOL UNIT BUDGET
VALIDATION REFERENDUM
SAMPLE BALLOT**

INSTRUCTIONS TO VOTERS

Vote “yes” or “no” by making a cross (X) or check mark () in the square of your choice at the left of each question.

Yes	No	Article 1	Do you favor approving the Regional or the upcoming school year that was adopted at the latest Regional School Unit No. 22 budget meeting?
<input type="checkbox"/>	<input type="checkbox"/>		

Yes	No	Article 2	Do you wish to continue the budget validation referendum process in Regional School Unit No. 22 for an additional three years.
<input type="checkbox"/>	<input type="checkbox"/>		

INFORMATIONAL NOTE ON ARTICLE 2:

A “YES” vote will require Regional School Unit No. 22 to continue to conduct a referendum to validate its annual school budget for the next three years.

A “NO” vote will discontinue the budget validation referendum for at least three years and provide instead that the annual school budget shall be finally adopted at a meeting of the voters of Regional School Unit No. 22.



WAGNER—Gus Gustafson and Asa Wentworth use filmmaking techniques they learned in Mrs. Donovan's 5th grade GT class.



REEDS BROOK—Rosalyn O'Reilly with "Making Our Voices Heard" poster.



SMITH—Henry Walters with his scaled model of Frank Lloyd Wright's Falling Waters.



SMITH—Sylvia Ruge with her scaled model of Notre Dame Cathedral.

News & Happenings from the RSU 22 Explorers Program

Reeds Brook

Using the "Flipped Classroom" model of learning, GT Service Provider Cindy Donovan recently assigned Rosalyn O'Reilly, an 8th grader at Reeds Brook Middle School, an article entitled "Making Our Voices Heard" to read in the "individual learning space." This article was about a group of teens organizing an anti-racism protest. The article also included ways that teens can get involved with activism. In the "group space" learning environment, Roz and Mrs. Donovan discussed the article and its contents, diving deeper into the article's message. As a culminating activity, Roz created a poster to display at the school.

* * *

Smith School

GT Service Provider Lynn Boucher has also been using the "Flipped Classroom" model with her GT students at Smith Elementary School.

Students were asked to think about a building or monument they would like to know more about. In their "individual space" the students researched their monument or building of choice; then in the "group space" they worked with Mrs. Boucher to find the actual dimensions of the monument or building.

Using these dimensions and a formulated scale, the students then created scaled models of their building or monument.

Projects researched and worked on included Notre Dame, The Empire State Building, The Statue of Liberty, London Bridge, and the Falling Water Museum.

* * *

Weatherbee School

The 5th grade GT students at Weatherbee School have also been using the Flipped Classroom model of learning in both ELA and Math, as well as incorporating several streams of technology.

In the individual space for ELA, students read the book "Pay It Forward" by Catherine Ryan Hyde. During their "group space," the students took turns presenting their knowledge of the story through literature circle roles and diving deeper into the story through the use of their depth and complexity icon.

As a culminating activity the students chose to "pay it forward" in their own community. The students selected three community outreach projects—"The Bangor Humane Society," "The Bangor Homeless Shelter," and "Masks for Students" in which to "pay it forward." The students held a collection drive and successfully filled 8 boxes of items to be donated to the three causes. Pictured prior to the delivery of the items are: Samantha



WEATHERBEE—Samantha Libby, Christian Zhang, and Ellura Libby.

Libby, Christian Zhang, and Ellura Libby. Other participants were Samantha Houghton, Sally Beaulieu, Mason Franz, and Gracyn Haskell.

* * *

During their GT Math class, 5th graders participated in a program through the University of Maine Cooperative Extension, with the 4-H STEM Ambassadors, under the supervision of Laura Wilson and GT Service Provider Jerdon Kiesman. Each week the 4-H Ambassadors, Mikayla Mason and Tyler Nickels, joined the 5th graders through Google Meet to present four different coding lessons. Some of the 5th graders were in person at the school

while others joined remotely from home. Using the OWL technology all participants and teachers were able to see and hear each other and interact with the coding programming. The students were introduced to Blockly, binary, and HTML coding. Pictured are participants: Samantha Libby, Ellura Libby, Elijah Pressey, Christian Zhang, Mason Franz, Piper Stratton, and Samantha Houghton.

* * *

Wagner School

Students in Mrs. Donovan's 5th grade GT class at Wagner School have also been using the flipped classroom model. The students are

working on a project called "Pixar in a Box", which is a film making process offered by Kahn Academy. The students' goal is to learn how Pixar artists create films through various lessons that include the art of storytelling, the art of lighting, similar work, color science, virtual cameras, effect, patterns, rigging, animation, environment modeling, character modeling, crowds, rendering, sets, and staging. The students read about the topic or watch a video about the topic in the independent space and then put their knowledge into practice during their group space time with Mrs. Donovan.



WEATHERBEE—Samantha Libby, Ellura Libby, Elijah Pressey, Christian Zhang, Mason Franz, Piper Stratton, and Samantha Houghton.

Riverside Adult Education We are here for you!

Whether services are in-person or remote, our academic services are tailored to your needs and schedule. All academic services are always free of charge to Maine residents.

Academic Support and High School Completion

Build your foundational math and reading skills to enhance your job performance or achieve an academic life goal. You can work with a tutor one-on-one or join a class (location can be virtual or may be at a partner site). Earn your high school diploma through class work or by passing the HiSET test (formally the GED). Prepare for higher education career training or college with our experienced and encouraging staff. Whatever your academic goals may be, we are here to help you!

Maine College and Career Access

Our College Readiness and Support Program is designed to help students successfully prepare for

college or the workforce. We help adult learners who are earning their high school diploma or their HiSET certificate successfully transition to college. We also help students who already have a diploma prepare for their college experience. We can even provide support if you're already enrolled in college but need help finding your groove!

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

Community Enrichment: Distance Learning Courses

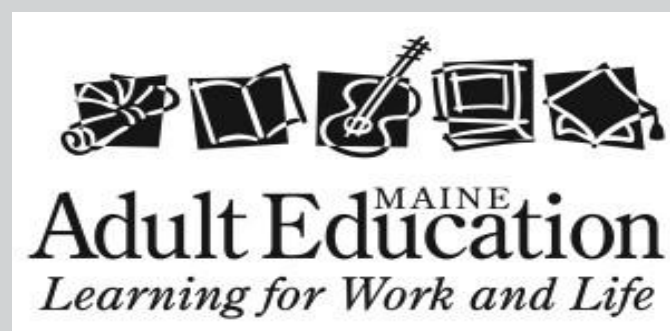
Ed2Go (www.ed2go.com/rsu22)

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

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Develop professional skills through certificate classes in an online course with UGotClass. Browse <https://lern.org/ugotclass-course-offerings/> for information on certificates and education in Business, Health, Human Resources, Management, Leadership, New Media, and more.



Wagner Improvement Team

Wagner Middle School has just created its own improvement team. The mission of the Wagner Improvement Team is to focus the school on student performance and to create a process of continuous school improvement.

Principal Don Roux emphasized that the team is an open committee.

“People are welcome to show up when they can,” he said. “The group has started the process and is helping to establish working norms.”

The Improvement Team will be

responsible for:

- Organizing and managing a school-wide self-study process to identify important issues
- Help create action plans to organize the improvement process
- Help lead the school-wide implementation of those action plans
- Involve all stakeholders in the process
- Regularly collect academic and data information, and reflect on student progress
- Monitor and adjust action plans

WAGNER MIDDLE SCHOOL

Don Roux, Principal, 223-4309



to address student needs better

- Monitor, evaluate, and review the effectiveness of the action plans
- The team had its first meeting on April 14, where it started compiling

a data inventory.

“This is exciting work because it is a continuation of how we are trying to continuously improve,” Mr. Roux said.



WAGNER JAZZ BAND—Back row (l. to r.): Lucas Knox, Sawyer Castro-Long, Jericho Smith, Skylar DeSilva, Zeb Rogers, Zoelle Raymond, and Charity Parks. Middle row: Valerie Woods, Hayden Knox, Gabe Carter, Kolby Hardy, and Franklin McKnight. Front row: Abby Gallant, Turner Hobbs, and Drake Grove. Not present when photo was taken: Alex Frank.



The Tower of Power—the horn section of the Jazz Band—will perform during the variety show. They are (above, l. to r.): Jericho Smith, Kolby Hardy, Gabe Carter, Jayden Wengrzycki (back), Zoelle Raymond (front), Charity Parks, Zeb Rogers, and Skylar DeSilva.

Music program to celebrate end of challenging year with variety show in the gym June 4

It's time to celebrate the end of a challenging school year with some music! Music students have successfully accomplished finishing the year with organizing an end-of-the-year variety show, which is scheduled for Friday, June 4.

The show is currently scheduled as an in-person event in the gym, with performances planned for two cohorts of students, in accordance with current pandemic guidelines.

If CDC guidelines change, plans for the event will be adjusted accordingly.

The variety show will open with the Jazz Band performing up to 5 selections, featuring solos from various Jazz Band members. The Jazz Band was fortunate enough to participate in the Virtual State Jazz

Festival having had just seven full band rehearsals in April.

The show will headline with a house band made up of three 8th graders—Drake Grove on bass, Turner Hobbs on drum set, and Abigail Gallant on synthesizer. Mr. Ross will help on the piano. They will accompany other participants in the show.

There will be various acts that include singers and instrumentalists. Staff members, Ms. Lovejoy and Ms. Fiske, will be leading some of the singing, while Mrs. Grove and Ms. Asay will play their instruments.

Wagner will add its own “Tower of Power” group for the closing numbers. Student members include: Skylar Dasilva, Jericho

Smith, Gabe Carter, Kolby Hardy, Zeb Rogers, Zoelle Raymond, Charity Parks, Jayden Wengrzycki.

With the help of other staff members on the production end of things and administrative and nursing support, we are

excited to present this to the school! As of this writing, we are following all current CDC recommenda-



The House Band: Turner Hobbs, Abigail Gallant, and Drake Grove.

tions and school district protocol. This includes having no outside audience.

Wagner softball focus for 2021: fundamentals and learning to be a team

By Coach Sara Asay

Softball at Samuel L. Wagner Middle School this year is all about the fundamentals and learning to be a team. This group of girls continues to show up, dig in, and work hard every time they are on the field. We have many new players this year who are still learning the fundamentals and basics of softball—I'm throwing a lot at them every game or practice and they pick it up and throw it back every time. They take everything in stride--COVID regulations, broken catcher's equipment, sliding practice that makes them feel like goofballs, and trying out new positions that they've never done before.

From their very first game, they showed promise, even when we lost. Their spirits never dimmed, they connected with the ball over and over again, and after that first

inning, I could see that what we had worked on in practice was starting to make sense. Not a game or practice goes by where I don't see improvement in their batting and fielding. These girls are becoming a team, learning to back each other up and rely on each other.

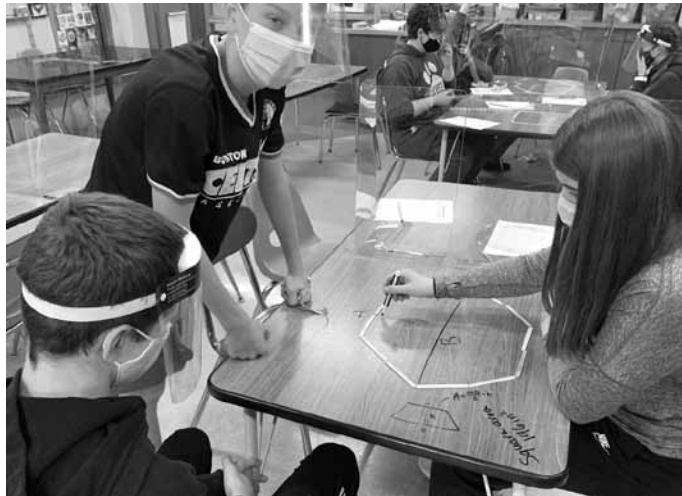
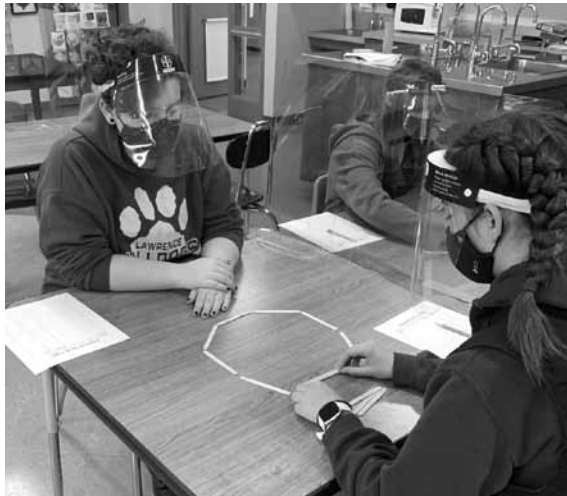
As a teacher at Wagner, I get to see a side of these students on the field that I wouldn't normally see in the classroom, and as their coach, they get to know a different side of me.

Our first day of try-outs showed only six players and over the next week, the girls recruited their friends and classmates until we were a full roster and ready to play! Being able to play competitively is a blessing after the



difficult year that our kids have endured. My goal for this team is to see a marked difference in their skills from the first practice of the season to the last.

Win or lose, they play their hearts out every game.



Wagner starts math intervention program

During the current quarter Wagner has started a math intervention during the school day. In this intervention, several students are broken into small groups throughout to attend an extra math class during the week.

In these groups, students work on strengthening or advancing their skills in mathematics;

however, it is done in a more hands-on approach. The class is working beyond the traditional worksheet to improve their understanding of mathematics.

Success is starting to build as students are starting to ask to be part of the intervention groups even when it is not their turn.”

Baseball team enjoys being out on the field in 2021

By Coach

Cody Veilleux

The kids are having a great time being out on the field after not being able to play last year. It's great to see them all having fun and becoming closer as teammates and friends. As a first year coach, I didn't know what to expect, but I couldn't have asked for a better group of kids to help me learn as a coach and for me to help them



Wagner Middle School Baseball (l. to r.): Logan Powers, Truth Howes, Jason Wallace, Brendan Bowie, Kade Bartlett, Chase Wellman, Isaac Leamer, Wyatt Beal, Dillan Savage, Chase Bearce, Drake Grove, and manager Xander Carlisle. Not present when photo was taken: Kaleb Smith, Bodie Bishop, and Coach Cody Veilleux.

learn as players. We have played 2 good games so far, and we have 5 left on the season. I am looking

forward to their continued growth and our success as a team.

Wagner track team off and running in 2021

Tighten up those laces because the Wagner Track and Field team is off and running! We have 20 student athletes from all grade levels competing for the Clippers this spring. While the majority of our athletes are fifth-graders (who are brand-new to the sport), our small sprinkling of returning athletes have shown great leadership throughout our practices and meets. They are not only working to improve their own skills, but they have also worked to support those athletes who are still learning.

Even though we're only a few weeks in, all of our athletes are showing tremendous improvement in both the running and the field events. They are challenging themselves to try new events and are continuously working hard to improve and compete with the other schools. Coach Grove and Coach Smith are looking forward to our two remaining meets and what the remainder of the season will bring! We hope to see you at the track!

Wagner students using block coding to create animations, games, stories

Wagner students are using block coding apps to create animations, interactive games, and stories. Grade 5/6 is using a program called Scratch to snap together a series of block commands that will then control their creations. The students get very excited when the algorithms they create work in the way they planned. They then take the block coding to work with the Wonder Workshop Dash and Dot robots. Using the same block coding system, the students snap together commands to make the robots or the robot simulator carry out a variety of tasks.



Mason Worden, grade 5, creates a game using block coding.

Group of Wagner students invited to attend school on Wednesdays

By Kim Haggan
Dean of Students

Since December 2020, while attending school in the hybrid model, 18 - 25 Wagner students were invited to attend school on Wednesdays. Students were invited based on their need to ensure academic success. Wagner's special education lead teachers and educational technicians supervised and assisted the students with their assignments. Students attended a full day; parents dropped students off at 7:30 a.m. and picked

them up at 2:00 p.m. Cyr Bus Company provided transportation for those students who needed it. Students were provided with breakfast, snacks, and lunch.

Now that students in RSU22 have returned to school for 4.5 days, Wednesday afternoons have been spent helping Wagner's eighth graders with their transition to high school next fall by participating in tours at Hampden Academy. The entire eighth grade completed a tour on Wednesday, May 12.



Has COVID-19 left you feeling
Overwhelmed?
Uncertain?
Scared?
Angry?
Isolated?
Exhausted?

These are all normal reactions to an abnormal situation.

COVID-19 has impacted everyone's life. We have had to live very differently this past year in an effort to reduce the spread of the virus. These changes at home, work, school or in general can be difficult to manage.

Through a partnership between the StrengthenME Program and Community Health and Counseling Services, phone or telehealth support is available to people living in Piscataquis and Penobscot Counties who need additional resources.

To speak with a local staff member regarding your COVID related needs or questions, please call
(207) 221-8198 ~ M-F 8am to 5pm

The StrengthenME project is Maine's behavioral health and resiliency response to the COVID-19 Pandemic. StrengthenME provides free stress management, emotional support and linkage to resources for anyone experiencing Pandemic stress. The goal is to assist individuals and communities in the recovery process of the Pandemic.

What can I expect when I call?

You can expect a friendly and helpful person at the other end of the phone.
You can expect to learn of resources that are responsive to the needs you are experiencing.
You can expect confidentiality – services are anonymous. No records are kept.

How We Assist

Individual or Family Encounters
Public Education
Support Groups
Linkage to Resources
Distribution of Printed Materials

Other Contact Information That May Be Helpful:

Maine State Crisis Line 1-888-568-1112

National Suicide Prevention Lifeline
1-800-273-TALK (8255)

StrengthenME Statewide Resource Line
207-221-8198 (M-F 8am-5pm)

www.StrengthenME.com



**Community Health and
Counseling Services**

Smith School students celebrate Read-A-Thon success

Smiles and laughter filled the Smith School Cafeteria in April as students were rewarded for their reading efforts during the annual Read-A-Thon. Each year, Smith School's parent organization, Partners in Education (P.I.E.) partners with Howard Lodge #69 to hold this exciting event for the school. Students collect pledges and are challenged to read as many minutes as they can throughout the Read-A-Thon. This is a great fundraiser for P.I.E. which helps provide fun activities for students and extra supplies and materials each year. This year \$2617.91 was raised.

In addition to earning money for their school, students could earn tickets for every ten minutes of reading time during the month. The tickets went into a drawing for a new bike. Bikes are generously donated by Howard Lodge #69.

This year classes that read the most minutes, as well as classes



showing an improvement in the number of minutes read, were invited to celebrate with a SLIME PARTY! Teachers helped lead students through the recipe to creating their own gooey slime to take home. Students had a great time mixing, squishing and stretching their fun slimy creation. It was an exciting way to celebrate their reading success.



Smith School Civil Rights Team door decorations (left) and signs with welcoming messages (center and right).

Civil Rights Team promotes positive change

It's not always easy to create lasting positive change.

At Smith School, the Civil Rights Team has been very busy doing just that. The CRT is a group of about 30 third and fourth graders who work together to help make sure that school is a welcoming place for everyone. In March, the Civil Rights Team (CRT) sponsored the 6th annual "Welcome Week" at Smith School.

During this annual week, the team uses a variety of ways to educate staff and students about how they can create positive change and prevent bias motivated behaviors in their school community.

Due to social distancing and safety guidelines this year, the team decided they needed to be creative. They knew their work was important, so they found different ways to connect with Smith School Students.

CRT members recorded themselves reading various picture books to share with the school and created video announcements to share throughout the week.

This year the team also encouraged students to complete a "Positive Change Checklist." The checklist was a way for students to learn more about each other, interact with new people and

find out more about one of the 6 civil rights categories.

In addition to these new activities, classroom doors were decorated with different themes. Each grade level had to design door decorations reflecting one of the categories (ie. race and skin color, religion, gender, disability, family and ancestry.) CRT members also made special signs with welcoming messages to hang in the school lobby. The goal of the week is to help students recognize the differences that make us who we are and find ways to make everyone feel welcome and included regardless of these differences.

The Smith School CRT meets regularly to learn more about equity, inclusion and civil rights issues. This year in particular CRT members have been discussing the importance of speaking up for others and reporting when they notice something happening that would make some feel upset or uncomfortable. CRT members work to be a voice for positive change. They hope to not only make everyone feel welcome but to also have a lasting impact on the community by standing up for others and teaching others why it is important to do the same.

welcome week
POSITIVE CHANGE CHECK-LIST!

Challenge yourself to complete as many of these as you can throughout the week! Try to do at least 5! Turn them in to your teacher when you are done!

- Make a new friend
- Play with someone new at recess
- Read a book about:
 - Race and skin color
 - Family
 - Ancestry
 - Gender
 - Disability
 - Religion
- Draw a picture for a friend
- Learn about a new religion that is different from your own.
- Ask someone to tell you something special about their family
- Learn something new about your ancestors! (ask your family!)
- Try a new food from a different country
- Talk to a Civil Rights Team member
- Look at the door decorations around the school, what do you notice?
- Make a Welcome sign or Welcome Week Poster
- Write letter to family member or friend telling them about welcome week

*Ask Ms. H in the library or check out the display case for ideas!

Brought to you by the Smith School Civil Rights Team!



Mrs. Raymond's computer screen.

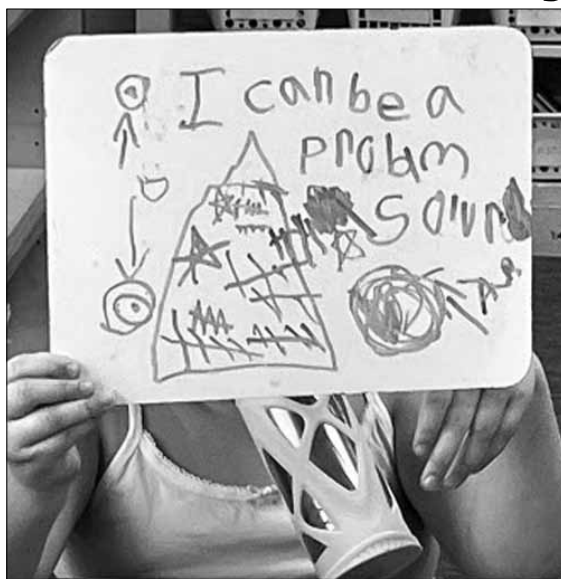


Kim Raymond's 2nd grade class.

Engaging students in creative ways

This year has certainly been a year unlike any other. Masks, physical distancing and remote learning have created a few hurdles when it comes to keeping students focused and engaged during learning. Teachers have had to think outside the box and find new ways to help keep learning fun and exciting for all students. School Counselor, Kim Raymond was certainly up for the challenge. She found several new strategies for promoting engagement during both in person and remote classroom lessons.

Mrs. Raymond has found many fun activities and tools to help promote focus and help keep learning fun. For example, Mrs. Raymond incorporates fun "Brain Builders" during her lessons that allow for proper distance but also create opportunities for interaction and movement. Some of these games include tradition "Simon Says" and "Freeze Dance" where students have to use listening and body awareness skills. New student favorites include "What are you doing" (a fun improv game where students have to listen carefully and think creatively) and "Stand up if..." where students have



Volcano and tally marks.



the opportunity to learn more about their classmates in a fun way.

In addition to incorporating interactive games during her lessons, Mrs. Raymond also uses a variety of other strategies to make learning fun and keep students on their toes. She uses puppets, chimes, bells and a "magic pointer" to name a few. Sometimes when calling on students, Mrs. Raymond will pass students an invisible object. They

have to imagine what the object looks like and have to catch it and hold onto it while they have their turn speaking.

Finally, Mrs. Raymond helps students gain more awareness of their own focus during class. Each student uses his/her own dry erase board and marker to keep track of how well they are focused and on task during the lesson. Students

draw a volcano on their board and add/erase smoke if they are interrupting or not focused. Students also add tally marks on their own during the lesson when they notice they are focused and paying attention. Students love to share their tallies and volcano at the end of each class! Students have become great at self-monitoring and take pride in how well they are doing as learners.



RSU #22 Pre K Hampden or Newburgh

Hampden (McGraw School)
7:30a.m. - 11:00a.m.

or

11:30a.m. - 3:00p.m.

Monday-Thursday

2021-2022 School Year

Newburgh (Newburgh Center)
7:30a.m. - 2:00p.m.

Monday-Thursday

2021-2022 School Year

Pre K Registration is underway for the 2021-2022 school year! If you have a child who is turning 4 on or before October 15, 2021 they can register for Pre K.

Please visit <http://www.rsu22.us> for an application and more information

If you have further questions, please email dmoore@rsu22.us or call Smith School at 223-4282



Smith School gets new greenhouse

Smith School was fortunate to have received a greenhouse through Covid Relief Funds. By the end of May, the greenhouse will be up and ready for use! Smith School is excited to engage in agriculture based learning and can't wait to see the program grow over the coming years. We have many gardeners amongst us!

The Smith School Garden Club has started up and begun to dig in the dirt again! The club members have been working hard to clean out

our gardens and make our school even more beautiful! They are learning about plant life, the importance of bees and plants in our environment, and how to have fun outside! Our new greenhouse will be an exciting edition to the club's adventures. They will start seedlings and grow our garden even more. It will be an amazing outdoor learning space where all students and staff can learn and discover how plants grow before our own eyes!



Weatherbee students celebrate Maine Day

(Continued from page 1)

Last year, Maine Day was canceled because of the pandemic, but a virtual Maine Day was held for the 5th graders on May 20.

Maine Day was started in 2012 by 4th grade teacher Meghan

Schall, who organized the virtual celebration last year. Mrs. Schall left Weatherbee to become principal at Carmel Elementary School, so this year's activities were organized by the Weather-



Bill Green

bee staff, including Robin Gagner, grade 3; Kacey Falcon, grade 4, and Ashlee Arsenault, grade 5. Speech/language pathologist Lisa Leavitt worked with Coleman Fortin, manager at the Home Depot in Bangor, to get enough woodworking kits so that the entire student body could celebrate Maine's lumber industry by making planters or bird feeders.

Students enjoyed a virtual presentation by longtime Maine TV newscaster Bill Green, who hosted "Bill Green's Maine" before retiring after 47 years with NewsCenter Maine.

Other workshops included

- Presentations by Ranger MacKette from Acadia National Park,
- A winter nature walk on the Reeds Brook Trails,
- A Maine-themed trivia Kahoot.
- A program on Maine's blueberry industry.
- A STEM challenge that includ-



GEORGE B. WEATHERBEE SCHOOL
Jennifer Cyr, Principal
862-3254

ed construction of Rube Goldberg machines.

- Orienteering.
- Whoopie pies donated by LaBree's Bakery in Old Town.

Ms. Gagner said the third graders were more excited about Maine Day than anything else they've experienced this year.

"One of the biggest discoveries for us in third grade was to realize how

much the kids have yet to learn about their home state," she said. "The third graders learned that there were many things they didn't know about their own state. They were fascinated with all of their new discoveries and are very motivated to get out and explore more of Maine!"

She said the students were shocked to learn that Maine produces 90% of the toothpicks in the U.S.



Weatherbee implements new specials schedule on FLEX Wednesdays

George B. Weatherbee School has implemented a new element to the specials schedule called FLEX Wednesdays, which started on April 28, the first Wednesday after students returned from spring break.

Students signed up for a 4-week session, listing their top two choices.

The FLEX Wednesday options were:

- Robotics and Coding—Do you love coding and robotics? Join Ms. S. to work with your friends in teams to complete Dash and Dot robotics missions used in actual international competitions.
- Key Mystery—Come to the library for a Key Mystery read-aloud

and activity with Mrs. Fagone.

- Student Leaders—Come to the gymnasium with Mrs. Cyr to continue our great work! In this 4 week session, leaders will create a spirit, service, and a leadership project for our school community.

- Outdoor Adventure—This 4 week outdoor adventure includes bikes, kites and nature hunting with Mr. Plaisted.

- Camp Style Crafts—Join Mrs. Weaver for some hands on camp-style arts and crafts. We'll do some zentangles, clay figures, yarn work.

- Science Experiments—Join Mrs. Chasse and Mrs. Lawler for fun story based science experiments

in the Lit & Math Lab.

- Art—Come join Mrs. Hanson in the art room for enrichment!

Principal Jennifer Cyr emphasized that the FLEX Wednesday enrichment opportunities are in addition to the primary instruction at Weatherbee.

"Students do not reduce their exposure to core subjects to participate in the enrichment program," she says. "The choices simply promote engagement on the half days."

Weatherbee 5th graders said they enjoyed the FLEX Wednesday programs.

"On Wednesdays, we get to choose what we want and it makes

the day shorter," said Ben Johnson, Grade 5.

Alexis Bacon, Grade 5, said she enjoys art. "I get to do clay and I really like shaping out stuff," she said. "I love playing with colors."

AJ Layman, Grade 5, says his favorite activity is Robotics. "I like coding the best," he says.

Cooper Chase, Grade 5, says he likes Outdoor Adventures. "I like that I get to choose," he says. "I love the outdoors."

Audreya Frost, Grade 5, says she likes camp-style crafts. "It's cool to see friends that you might not be able to see in your classroom," she says.



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

New staff at McGraw

Alexa Lacey, Grade 1

Alexa Lacey has been appointed as a long-term substitute first grade classroom teacher at Earl C. McGraw School, effective April 5, for the remainder of the school year.



Previously, she had been an ed tech at McGraw since 2017.

When asked if she would be interested in the long-term sub position, she readily agreed.

"Becoming a teacher is my goal, and this is a great opportunity for me to get more experience," she said.

Mrs. Lacey and her husband Aaron have a 10-year-old daughter, Ally, and a 1-year-old golden retriever, Archie.

She says the family enjoys hiking, having camp fires, and spending time with family and friends. She also enjoys reading and taking Archie for walks.

Mrs. Lacey worked at Trade-winds variety for about seven years as an assistant manager and at The Learning Garden as the head 1-year-old teacher for about a year.

She was in the last graduating class from the old Hampden Academy in 2012. She went to EMCC for two years the University of Maine for two years, receiving her Associate's and Bachelor's degrees in Early Childhood Education. She has since taken several classes online and has received her teaching certification.

If a position opens up at McGraw, Mrs. Lacey says she will apply for it in the hope of getting a permanent teaching position in the fall.

If not, she says she plans to return to her ed tech position for the coming school year.

Liam Quinn, Special Ed

Liam Quinn joined the staff in RSU 22 in February as a special education teacher at Earl C. McGraw and Leroy H. Smith elementary schools.

He graduated from the University of Maine in the spring of 2020 with a Bachelor's degree in Elementary Education and a focus in childhood and human development.



He is working toward his master's degree in special education for low incidence and high incidence disabilities at the

University of Maine.

A native of Massachusetts, Mr. Quinn has been skiing at Sugarloaf since he was 6 years old, which is one of the biggest reasons he came to Maine for college.

He participated in the weekend freestyle skiing program at Sugarloaf for a big part of his childhood, and he still goes to Sugarloaf as often as he can, "because that is my favorite place in the whole world!"

While at UMaine, he joined the Lambda Chi Alpha Fraternity, which had "Feeding America" as its national charity. That brought Mr. Quinn to Hampden for the first time to do volunteer work at Good Shepherds Food Bank.

"That is where I started to meet some of the awesome local people from the Hampden community," he said.

Mr. Quinn did his student teaching at the Weatherbee School.

He said he enjoyed working with people in Hampden, so when he heard of the job opening this winter in RSU 22, he knew that he had to jump at the opportunity.

He says 2021 has been an amazing year for him.

"I would like to thank everyone for their warm welcome," he says. "I am so fortunate to have met all of the people I have interacted with so far from students to parents to staff! I look forward to building more relationships with the wonderful people of the Hampden area!"

Mr. Quinn will be a special education teacher at George B. Weatherbee School in the fall.

Rae Berry, K-2 PE

Rae Berry of Old Town has joined the staff at the Earl C. McGraw School as a long-term sub, teaching physical education for grades K-2.

Ms. Berry started in January, just after receiving her conditional teaching certificate for physical education.



A native of Southold, NY, on the eastern end of Long Island, she attended the University of Maine, where she earned her Bachelor's degree in Parks, Recreation, and Tourism. She also played on the women's club lacrosse team, serving as captain and club president during her senior year.

Ms. Berry also participated in an outdoor leadership program at UMaine, which helped her grow as a leader not only in the back country but also the front country. She took part in different winter expeditions, paddling trips, and backpacking experiences where she was able to



MCGRAW SCHOOL ADAPTS CARPORTS FOR ADDITIONAL LUNCHTIME SEATING—With all hybrid students returning to McGraw each day due to the increase to in-person instruction, McGraw needed additional seating during lunches for students. McGraw was able to secure three carports. The carports are 24 feet wide by 29 feet long and 12 feet tall. They were installed by Hardy Construction, Inc. Under the carports are convertible benches. Right now they are set up picnic table style for students to sit at (one per table) six feet apart. In the future we are looking forward to using the benches to sit on for classes and assemblies. In addition to lunches, students have snacks under here with their classrooms and there is breakfast served to some students in the morning as well.

MEEA grant to fund outdoor learning at McGraw

In April, Amy Hanson, PreK teacher at McGraw, was awarded a \$1,500 grant from Maine Environmental Education Association (MEEA) to help fund outdoor learning activities at the Earl C. McGraw School.

Mrs. Hanson read *Last Child in the Woods* and wrote the grant to incorporate more nature-based learning into McGraw's play-based PreK curriculum.

In her application, she stated that the biggest barrier to creating an outdoor learning environment at McGraw was the lack of shade from the sun. Her intention when writing the grant was to receive funding for sun shades to allow the students to remain outside longer. She also plans to spend the grant money on outdoor learning equipment to support an early childhood educational experience, such as a mud kitchen for dramatic play, a sandbox for discovery and exploration, and bikes for gross motor development.

Mrs. Hanson believes that learning occurs both indoors and outdoors. It is her goal to share this outside classroom with the other classes at McGraw. She has a long-

term vision to make this space large enough for more than one classroom of students to play in at a time or inspire others to create additional outside learning environments for students.

The grant requires that Mrs. Hanson spend the funds prior to May 31 and provide a brief report to the organization, complete with photos of the finished product, in June.

The plan is to have this area ready for students in the fall of 2021.

Tricia Forsman creates virtual clubs for kids

Tricia Forsman, K-1 remote teacher at McGraw, has been creating times for kids to come together in virtual clubs. She wanted to find a way for remote students to connect with each other beyond academic times.

The virtual clubs included an Arts & Crafts Club, Lego Club, Computer Coding, Kindness Rocks, a Gardening/Mother's Day Project, Kids in the Kitchen, and Fun with Science.

She hopes to set these up for McGraw students next year as well when students are back in-person.

apply the skills that she learned in class. She was able to work closely with different schools through out Maine giving students the opportunity to explore the outdoors.

Ms. Berry said she came to Maine because she loves cold weather and downhill skiing.

"I wanted to get away from New York, and Maine seemed like the perfect spot," she said. "I also really liked the parks and recreation pro-

gram at UMaine.

Ms. Berry graduated in May 2020 and then returned to UMaine in September to take the courses that she needed to get her teaching certificate.

Her hobbies include outdoor activities, such as skiing in the winter, surfing in the summer, and hiking.

Next year, she hopes to find a full-time position teaching physical education in the Bangor area.



Cayden Lowe (4th grade, Smith) with Ms. Bragdon.



Adrian Ellingwood (4th grade Weatherbee) with Ms. Bragdon



Coralee Christiansen (4th grade, Weatherbee).



Ryker Cole (4th grade, Smith).

Weatherbee, Smith, Wagner students tap maple trees during 'reverse field trip'

By Spencer Roberts, WABI-TV, March 17, 2021.

HAMPDEN, Maine (WABI)—A phys-ed teacher in Hampden has been tapping trees to make syrup at his home for years and does it as a project with students with trees at the Weatherbee School.

Andrew Plaisted, better known as Mr. Plaisted to his students, came up with the idea of a reverse field trip to bring the project to students who are going to school remotely.

"We go to them instead of taking them someplace."

Twenty-five kids in 4th and 5th grades at the George B. Weatherbee school in Hampden and the Samuel L Wagner and Leroy H Smith schools in Winterport have tapped trees either at their home or at the home of a neighbor or relative.

Families had the option to opt out if they didn't feel comfortable with the visits.

They first helped the students tap the trees three weeks ago. Now they make the rounds to all participating students every Wednesday and collect the sap.

I caught up with Mr. Plaisted and 4th grade teacher Ms. Jenna Bragdon at the home of 4th grader Elias as they went to collect sap for the second time.

Elias was very excited to be checking the sap bucket on the tree in his front yard. This week he had about an inch of sap in the bottom of the 5 gallon pail.

"Very awesome," he said. "I actually never saw sap before."

The students learn to identify sugar maples, how to tap the tree, and more.

"The kids are really latching onto it," said Mr. Plaisted. "We come to their house, they're excited."

Cayden is a 4th grader at the Smith School. He says it's tricky to get the lid off the sap collection bucket, but he looks forward to the teacher's visits. "It was really fun."

This week he netted 4½ inches of sap from his tree. The students have math assignments to convert the measurements into gallons.

Cruz Spann, a 5th grader at Wagner, was perhaps the most excited of all the kids I spoke to. "This is making me feel more active, and it's really fun to get outside."

"We added a lot of science to it," says Mr. Plaisted. "We intend to chart the temperatures, chart the amount of sap that they can collect."

Cruz was astonished to see his sap bucket overflowing. "It's excit-



Aubrey Webb (5th grade, Weatherbee) with Mr. Plaisted.



Annabelle and Emilia Johnson (4th grade, Weatherbee), with Ms. Bragdon.

ing to see that that tree can get so much sap out."

Ms. Jenna Bragdon, a 4th grade teacher at Weatherbee, was helping to record the amount of sap collected, and says the students have turned it into a bit of a contest.

"The day after they were like, who had the most? Who won?" The week Cruz's overflowing bucket let him easily proclaim: "I got the most sap!"

Though he admits he can't take all the credit.

He laughed. "Yeah...it's the tree."

Cruz's teacher, Lauren Lumm, is the remote-only 5th grade teacher for RSU 22. She helped him carry his heavy bucket of sap over to the truck to be measured. It's the first time she's seen her student in person.

"It's a little bit surreal almost, you know. I get to see how tall they are. I've never seen that before, and I've been teaching them for over 100 days, but I just see their faces."

Ms. Bragdon says the reverse field trip idea is catching on.

"I've pitched it to a lot of my friends out of state because I've worked out of state and they are in love with the idea and are thinking of doing it there. If you can't take the kids out, go to them."

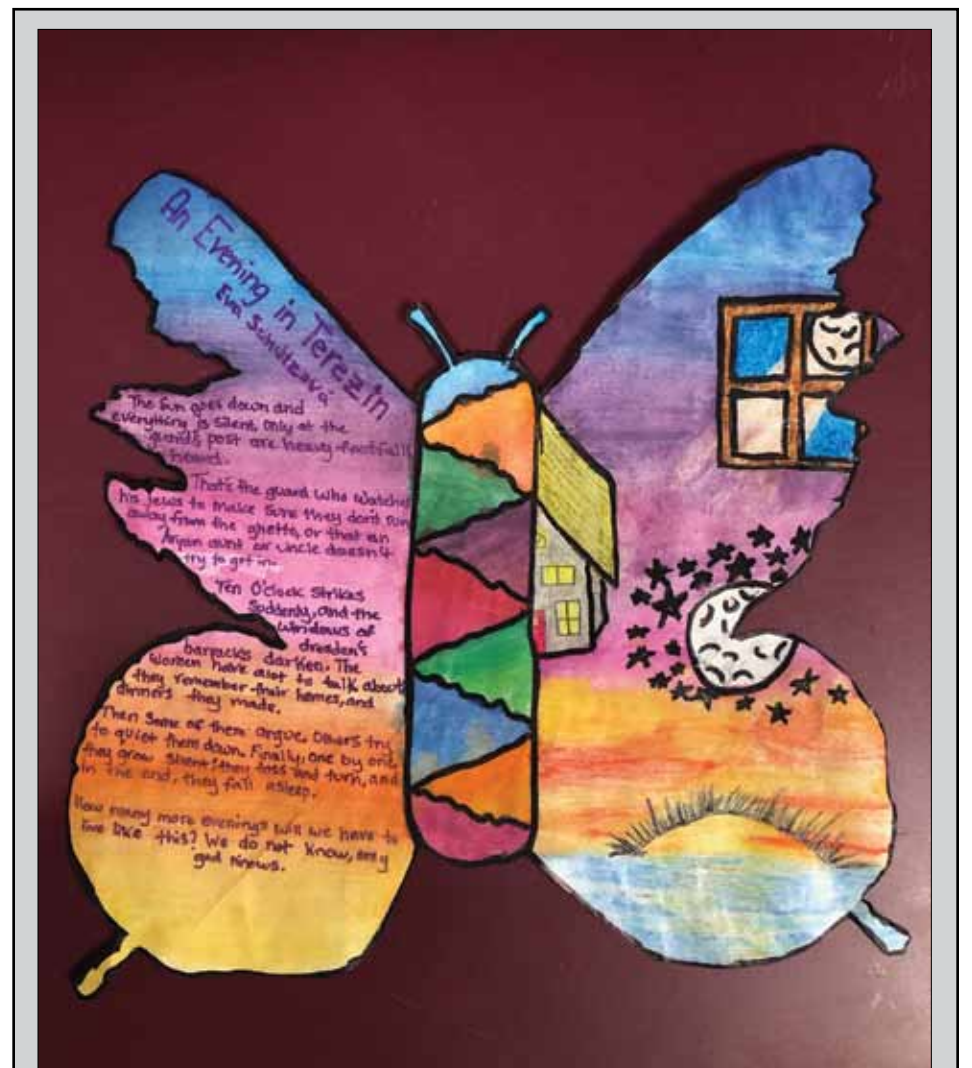
The students are enjoying the learning process, but they're most excited for the end product. At the end of the project, the sap will be boiled down into syrup and distributed to the students. I asked them what they plan to do with their sweet share.

"Add it all up and then make maple syrup!" said Elias.

"Put them on pancakes or waffles," said Cayden.

"Possibly have some pancakes with my mom and dad," said Cruz.

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WAGNER BUTTERFLY PROJECT—The butterfly project that resulted in this drawing by Madison Morrill was based on the book "I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944" edited by Hana Volavkova. I used this activity to teach students about the ghettos that some members of the Jewish community were sent to as opposed to concentration camps. While they were presented to select groups of Jews as a 'better option', they were still rife with starvation, disease, death, and a general sense of hopelessness. 8th grade students at Wagner chose a poem written by a child who lived in Terezin and created butterflies to analyze the deeper meaning and symbolism found in poems written by children their own age.