



FROM THE
HEAD OF SCHOOL

Our Recommendation

Three years ago the state of Maine was deeply engaged in the question of school consolidation. By the spring of 2007, one proposal was left standing. That proposal became law, and what has become a frustrating consolidation process began.



Mel MacKay

At the polls this November voters will see a referendum that is a result of a citizens' initiative to turn back the clock on consolidation. The wording is, "Do you want to repeal the 2007 law on school district consolidation and restore the laws previously in effect?"

We recommend a YES vote on this initiative. While the consolidation bill enacted contains a clause designed to protect school choice, in fact school choice has been eroded over the past two years. This year, students come to John Bapst from 41 towns. Last year that number was 45, and in the past the school has served students from more than 50 towns. More than 90% of our students are publicly funded. For students who can choose John Bapst, the school has proved to be a great choice as we bring students together to create a friendly, supportive school community and provide a stage for talented teachers who love their subjects and care about kids.

School consolidation has not proved friendly to John Bapst and the other nine town academies in Maine. Together, these ten publicly supported private schools (like Foxcroft Academy and Maine Central Institute) educate more

Convocation Speaker Inspires Students To Pay It Forward

In her Fall Convocation speech, art teacher Melissa Burns borrowed a phrase from a popular film and encouraged everyone to "Pay It Forward." She asked them to find ways to help three people. Following is a partial transcript of her speech.

My main philosophy of teaching is something that carries through in my classroom. I believe that everyone should experience what they learn, not just be told about it, or have to learn something from a book or have to learn from listening to someone drone on for hours and hours on a topic you simply don't care about. In my classes, you *do*. It's hands-on. You experiment. You succeed. You fail. You forge on and try again, or try something different. But no matter what, you *do*, and that's how we best learn. We as teachers can only take you so far. You have to apply what we've given you in order to make the learning experience best for you.

So I'm going to give you a challenge to do something this year, and I'm going to base it on my favorite life lesson, which I actually learned from a movie, *Pay It Forward*.

I love *Pay it Forward*. I could watch it all day, over and over. For those of you who have never seen the movie, Kevin Spacey plays a teacher who challenges his junior high class to change the world and make a difference. That's a big request for a 13-year-old. Some students created revolving malls, special apparatuses, and every-day, junior high-minded kinds of things, products. But one kid came up with an idea that actually did change and made a great impact on people throughout the entire world.

His theory was based on a pyramid scheme. Only, it was a pyramid scheme for doing good. It started with him, one small, blonde little kid, who was going to do something good for three people. It had to be a little bit sacrificing, maybe even a little

uncomfortable, but he would do it for 3 people, all on separate occasions, and all he asked in return was that they each do something sacrificing for 3 other people, and that those 9 people each do something for 3 more people, and those 27 people... You get the idea.

I think of it as a "Do-Gooder-Pyramid." This is paying it forward. It challenges you to get out of your comfort zone and to give freely and willingly to other people, to help them out, to make their life better, and, in return, make your life better. It's a win-win.

I find that's a big challenge for me. I've given to others—we all have—but it's much easier when it's *easy*. That's not paying it forward. Paying it forward is sacrificing. To sacrifice, to give something that might create a twinge of "Seriously? I'm giving up what?" That's a whole other gift entirely. That's paying it forward, and, in my experience, as a bonus, paying it forward is actually something that will do more for the giver's own heart and soul than if they had been given something by someone else.



Melissa Burns and son, Josiah

Super Heroes!

LEADING THE WAY

Nearly 200 Students Participate in Race For the Cure

Organizers of the 2009 *Race For the Cure* have recognized John Bapst Memorial High School for having the most students take part in the event from any participating school and for having the second largest number of participants from any organization.

When the John Bapst Key Club asked their classmates to join them in supporting this year's *Race For the Cure*, they hoped for a large turnout, and turn out they did. Over 130 students ended up participating in the

actual race, and another 70 students were volunteers on water crews and at the registration table. Participants included members of virtually all of the school's academic and athletic clubs and teams.

On behalf of the school, Key Club President **Anna Carmack '10** accepted a Certificate of Appreciation from the Komen Foundation. The certificate was presented to John Bapst at the school's September 21st assembly.



Kirsty Moriarty '10 (left) and Kayla Paul '10 Display The Race For The Cure Certificate of Appreciation

Photo by Melissa Burns 2009

Key Club Promotes Community Service

By **Mary Lammert**
Key Club Co-advisor

In addition to organizing student participation in the 2009 *Race For the Cure*, Key Club members are recycling bottles and cans around the school on a weekly basis. The funds from the recycling effort are then used to purchase ingredients for meals at the Ronald McDonald House in Bangor. Key Club members are also volunteering their time and skills to cook and serve at least one meal per month at the Ronald McDonald House.

Key Club members were also seen helping out on Back To School Night and assisting at the Wienie Wagon for all home football games. Under the direction of Director of Development Lynn Doughty, Key Club members also conducted an alumni phone-a-thon on September 24th to benefit the 2009-2010 Annual Fund.

This year the Key Club is co-advised by **Mary Lammert** and **Lynne Harvey**.

Have an empty shoe box?

The John Bapst Key Club is looking for shoe boxes for an upcoming holiday project.

Leadership Highlights Music Camp

By **Julie Ewing**
Band Director

Music directors **Al McIntyre** and **Julie Ewing** found things a little bit different at this year's John Bapst Music Camp. This summer, student section leaders and band council members helped plan the event. A highly energetic group of veteran musicians also helped the directors welcome in new students. Upperclassmen led sectionals and served as camp counselors, encouraging the younger musicians through friendship games and group practice sessions. The result was a relaxed, supportive, and casual summer learning environment.

Ewing commented, "This was a well organized, student-led Music Camp full of musical growth and camaraderie. Having older students as leaders was very helpful, as the new students felt secure being in smaller groups where they could learn from each other."

Ewing went on to explain that students also planned a Music Camp Variety Show to cap off the week of practice that included solos, ensemble, and a cappella choral performances as well as instrumental pieces performed by each individual band section.

P.I.C.A. Reps Visit Spanish Classes

By **Betsy Hudson**
Spanish Teacher

Hannah Pennington and John Faulk of P.I.C.A. (Peace Through Interamerican Community Action) recently visited John Bapst to meet with students in **Brenda LoPetro** and **Betsy Hudson's** Spanish classes. P.I.C.A. is a grassroots organization based in Bangor that promotes social and economic justice in the U.S. and El Salvador.

Students were asked to role-play and to imagine themselves as immigrants from El Salvador. Among other things, students learned that over 30 percent of El Salvadoran citizens are in the U.S. to earn money to send home to their families. Since most of the workers are between 16 and 30 years of age, El Salvador has been referred to as "a country with no young people."

Presentations like this are used to bring the Spanish language to life for John Bapst students and help them become more aware of the plight of some of the world's Spanish-speaking peoples.



Leadership and Ethics Take Center Stage

By David Armistead
Academic Dean

On September 10, John Bapst students were treated to a lively speech by Capt. James Settele (ret.) Capt. Settele is a 20-year veteran of the U.S. Navy, former commander in Europe, former aide-de-camp for Secretary Donald Rumsfeld, current member of the John Bapst Board of Trustees, and the parent of John Bapst grad **Alexandra Settele '08** and current senior **Rebecca Settele '10**.

The subject of the assembly was leadership. In his presentation Capt. Settele emphasized the importance of doing the right thing and taking responsibility when

others might not. He praised the school for its attention to responsibility and leadership and urged students to make the most of high school and prepare to become leaders when they graduate.

It wasn't the first or last time students will hear about leadership at John Bapst. Leadership and personal responsibility are important themes in the Ethics in Daily Practice curriculum at the school. There will be a variety of similar themes this year incorporated in assemblies and in homeroom periods.



Photo by Elizabeth Hudson 2009

Captain James Settele (Ret.)

AP Scholars Named

In 2009, 129 John Bapst students took a total of 273 tests in 13 subject areas. Out of that 129 students, 45 have been named AP Scholars in recognition of their exceptional achievement on the AP Exams.

Charlotte Firestone '09 is Maine's female recipient of the 2009 State AP Scholar Award. The designation of AP Scholar is granted to the one male and one female student in each U.S. state with grades of 3 or higher on the greatest number of AP Exams and then the highest average grade (at least 3.5 on all AP Exams taken). Currently studying at Cornell, Firestone also qualified for the National AP Scholar Award by earning an average grade of 4 or higher on a five-point scale on all AP Exams taken and grades of 4 or higher on 8 or more of these exams. She took a total of 10 AP Exams during her high school career, averaging 4.6 on all exams.

In addition to Firestone, 11 other students qualified for the AP Scholar with Distinction Award by earning an average grade of at least 3.5 on all AP Exams taken and grades of 3 or higher on 5 or more of these exams. These students are **Anna Carmack '10, Ryan Casey '09, Christopher Fogler '09, Alex Gale '09, Ashley Gale '09, Lydia Horne '09, Justin Jordan '09, Ryan Lad '09,**

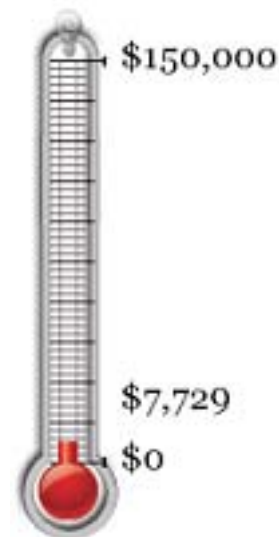
Margaret Lammert '09, Olivia Simone '09, and Daniel Ward '09.

Eight students qualified for the AP Scholar with Honor Award by earning an average grade of at least 3.25 on all AP Exams taken and grades of 3 or higher on 4 or more of these exams. These students are **Amy Cheetham '09, Sean Gilbert '09, Shane Hass '10, Lucas Hubbard '10, Jordan Meyers '09, Jordan Myerowitz '10, Abigail Perkins '09, and Ian Szydlo '10.**

Twenty-five students qualified for the AP Scholar Award by completing 3 or more AP Exams with grades of 3 or higher. The AP Scholars are **John Ahearn '09, Gillian Anderson '10, Madeleine Bayleran-Brown '09, Lyndsey Brozyna '09, Robert Burbank '09, Ryan Carr '10, Tyler Chamberlain '09, Kathleen Clark '09, Andrew Desrosiers '09, Samantha Farnham '09, Marianne Ferguson '10, John Frankland '09, Katherine Greenlaw '09, Ian Grover '09, Rebecca Hanks '09, Katie Hein '10, Chase Huckestein '09, Dillon Jordan '10, Katie Kimball '09, Jason McBurnie '10, Lauren Peavey '09, Phoebe Peckenham '09, Ethan Sale '09, Martin Sovis '09, and Alexandria Wright '09.**

THE JOHN BAPST ANNUAL FUND

John Bapst receives the large majority of its funding from tuition and fees. The budget shortfall amounts to approximately \$400 per student. We count on alumni, friends, and family to ensure that the school remains one of the best high schools in Maine. With your help, we will achieve this year's Annual Fund goal of \$150,000.



As of September 23, 2009



New Faculty and Staff Welcomed



Kenneth Beland



Steven Cheff



Thom Cosgrove

New to the Science Department is **Ken Beland**, whom many of us know as the John Bapst alpine ski coach. For twenty-five years he worked as a scientist for the Maine Atlantic Salmon Commission. After retiring, his interests turned to teaching, and most recently he has been on the faculty of Eastern Maine Community College. Beland earned his B.A. in biology from Colby and his M.S. in zoology from UMaine.

Also joining the Science Department is **Steve Cheff**, a seventeen-year veteran of Nokomis High, Orono High, and Bangor Christian. He earned his B.S. in nutrition science from the University of California-Davis and is enrolled in the Master's of Science Teaching program at UMaine. His experience gives him flexibility, as he has taught biology, chemistry, physics, and other science courses in high school and college. Cheff is the father of **Joseph Cheff '11** and **Kathryne Cheff '13** and has assisted our JV hockey team.

Associate Director of Technology **Thom Cosgrove** has been on the job since mid-July. He has a strong background in technology in general and in educational technology, working with faculty at Old Town High School and in Louisiana and Washington. He has been a frequent conference presenter. He earned his B.A. from Washington State University and is working on a master's degree in instructional technology at UMaine. Cosgrove shares Technology Department leadership with Associate Director Mike Murphy.

Director of Development **Lynn Doughty** joined us in early July. She earned her B.A. from Eastern Illinois University, was a Fulbright Scholar in Austria, and earned a master's degree in international

policy studies at Monterey Institute in California. Her background includes many years in the development field at the University of California-San Francisco, at TechnoServe, an international development organization focused on Latin America and Africa, and at the Westchester Land Trust in greater New York. Until recently, Doughty was senior counsel for Gary Friedmann & Associates and its successor firm, BHC Consulting Group.

The Languages Department welcomes **Joan Howson**, whom we got to know last year in a long-term substitute role. From a family of classicists, Howson will teach all Latin below the level of AP. Previously she has taught Latin at the high school and college levels in Maine, Ohio, and Connecticut. She earned her B.A. in classics from Vassar College and her master's in theology from Cambridge University.

Director of Finance **Bill Meier** arrived July 1 from Training & Development Corporation of Bucksport, where he was Vice President for Finance and Administration. His experience with budgeting, accounting, audit, human resources, and plant maintenance has already proved invaluable during a very busy summer at school. Meier earned his B.A. from Davidson College and his master's from American University.

Nikki Novak '02 earned her B.S. in secondary education with a mathematics concentration from the University of Maine and taught last year at Hall-Dale High School in Farmington. She not only brings us her classroom experience in math, but several years of John Bapst soccer and softball coaching experience.



Lynn Doughty



Joan Howson



Nicole Novak '02



William Meier

All photographs on this page by Elizabeth Hudson 2009.



Students Aren't Fish, So Why Punish Them That Way?

Ethics and Restorative Justice At John Bapst

By Elizabeth A. Wood
Dean of Student Affairs

Anyone familiar with fishing knows the term “catch and release.” Until 2008-09 the disciplinary system at John Bapst was similar—let’s call it “detain and release.” Students who broke rules would try to avoid being caught in order to avoid the punishment they knew would follow. Administration, faculty, and staff would detain the offender in a state of suspended animation and release the student at the end of a 45-minute detention period.

As students and faculty became familiar with the concept of Ethics in Daily Practice, this system began to look more and more like a missed opportunity. The mission at John Bapst is to educate students. A true education consists of more than essential facts and subject-specific skills that one learns in math, or English, or art. Because we want to recognize and reward both academic achievement and achievement in demonstrating the attributes of a good citizen, we fail in our mission unless we also educate our students within a framework that applies the essential values of our motto: integrity, achievement, and respect.

In 2004, working with the Institute for Global Ethics, John Bapst formed an Ethical Literacy Team to consider the guiding values of the school community: honesty, respect, responsibility, and fairness. Those values, along with the values stated in the school’s motto,

remain the ones that we are now trying to instill and encourage.

The goal of the school’s ethics work comes down to two basic ideas that we want to be part of the atmosphere for students at John Bapst: (1) respect is given to students and (2) personal responsibility is expected from students. These two ideas apply everywhere—in class when teachers are present, in hallways when they are not, at home when students are on Facebook or on the telephone with each other, and after they graduate from John Bapst. If the system is successful, students will see that they can achieve great things and be better people when they choose “the harder right rather than the easier wrong.”

Working toward that end, the school has changed its disciplinary philosophy and has moved to a new system that teaches respect for others and responsibility for self. This system—called restorative justice—better fits the philosophy of John Bapst by acknowledging that discipline is a learning opportunity. Its essence is that instead of simple blame and punishment, we help misbehaving students deal with the harm they have caused to individuals and the school community. Misbehavior involves more than breaking an abstract rule; it’s a violation of a person or a person’s property and the school community at large that the rules are designed to

protect. A restorative approach is all about repairing the relationships that are damaged when rules are broken.

Moving away from the traditional system of “detain and release” doesn’t mean that there are no consequences for one’s actions. It does mean that the consequences are more in line with what we say we value—respect for our students and their acceptance of personal responsibility. Under the restorative justice practice, the consequences might be perceived by students to be harder than simply serving an hour of detention, but, using the restorative justice approach tells students that we see their mistakes as opportunities for learning, growth, and community building, not as something they should try to cover up or deny. The hope is that if the school adopts this attitude, then so will its students.

If restorative justice works as intended, students should learn a valuable lesson from the restorative justice process and then try to avoid a recurrence for reasons other than simply avoiding punishment.

Our Recommendation | *continued from page 1*

than 5,000 Maine students. A YES vote on the referendum tells the legislature and the governor that no matter how well-intentioned the consolidation bill may have been, it is not saving money, and inadvertently it may be thwarting school choice.



Andy Kempton

Long-term Substitutes Join Faculty

Two familiar faces around John Bapst are filling long-term substitute positions this semester. Substituting for Sarah Wilder are **Andy Kempton** in English and Psychology and **Mary O’Shea** in Biology.

Kempton earned a B.S. in secondary education with a concentration in English from the University of Maine. The parent of four John Bapst graduates, including Sally and Phoebe Peckenham ’09, O’Shea earned her B.A. in biology from Bates College, followed by a B.Ed. degree from St. Mary’s University in Halifax, Nova Scotia.



Mary O’Shea





100 Broadway
Bangor, ME 04401-5299

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JOHN BAPST MEMORIAL HIGH SCHOOL

HOMEcomings 2009

John Bapst Homecoming Week 2009 runs from Monday, October 5, through Saturday, October 10. This year's theme is **Super Heroes!**

The John Bapst Student Senate has planned a number of events for students on school days, and several home athletic games are also scheduled during the week. A Tailgating Party and Spirit Parade are planned for Saturday afternoon. Homecoming 2009 will culminate with a football game against Mount View at Cameron Stadium on Saturday, October 10, at 7 p.m.

For additional information and a complete schedule of Homecoming 2009 events, visit www.johnbapst.org.

Super Heroes!
LEADING THE WAY



CALENDAR OF EVENTS

October 6

9th Grade Parents' Night (6:30 p.m.)

October 5 - 10

Homecoming Events (see www.johnbapst.org)

October 12

Columbus Day (No School)

October 13 and 14

Testing Days/Early Dismissal (11:30 a.m.)
Parent Teacher Conferences (12-3 & 3:30-6)

October 15

Parent Teacher Conferences (3-5)

October 20

Fall Solo and Ensemble Night (6 p.m.)

October 30

1st Quarter Ends

November 6 & 7

Fall Drama Productions (7 p.m.)