



Wagner Weekly

Feb 9-13

[Click Here For Wagner Website](#)

Event Information

Early Release @ 11:40

When?

Friday, Feb 13, 2026, 11:45 AM

Where?

**Samuel L. Wagner Middle School, Williams Wy, Winterport,
ME, USA**

Samuel L. Wagner
Middle School 

 [Open maps](#)

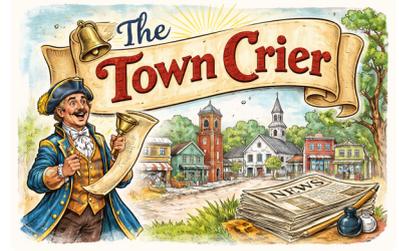
Message From Mrs. Pratt

One more week before we all leave for winter break. I cannot believe how quickly we are moving through the month of February! We hope to see all our students here every day before they leave at 11:40 on Friday. Remember, Friday is an early release day so that means a whole school assembly and Clipper Time!

Stay warm and enjoy the weekend,

The Town Crier Magazine

We're looking for students who are interested in teaming up with the Winterport Memorial Library to help create a local publication! This will be an after-school club held at the Winterport Memorial Library. Students can be dropped off at the library, but will need transportation home. Dates and times will be shared once we know how many students are interested. If your child is excited about working on a town publication, please print and return the attached interest form or email Mrs. Pratt @ apratt@rsu22.us



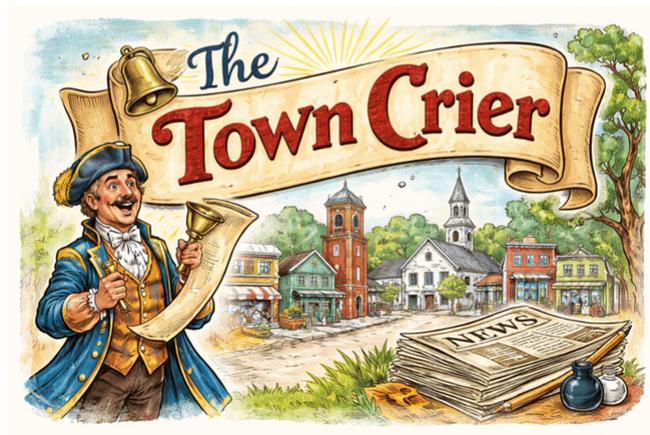
The Town Crier

This form indicates your child's interest in participating in the after-school club at Winterport Memorial Library. Once dates are finalized, we will reach out with specific meeting days and times.

My child _____ has an interest in joining the team working on the new magazine, The Town Crier, that will be hosted by the Winterport Memorial Library. I am aware that dates and times will be communicated once they are established.

Guardian Signature:

Guardian Contact Information:



Upcoming Events

SOON  **One More Day!!! Don't Miss Out!**

February 2nd to the 7th

Mrs. Pratt ate the 22 Supreme Burger TWICE this week and loved, loved it!



The Ultimate School Burger Challenge is **ON!!**

The most popular burger will be determined by the most sold from **FEBRUARY 2nd** to the **7th!!**
15% of every burger supports the RSU 22 Education Foundation



Pickle Power Burger!
Elementary School Entry
Stacked high with American cheese, bacon crumbles, house-made pickles, dill pickle aioli, crispy onions, fresh tomato, and shredded iceberg lettuce, this burger is bringing the crunch AND the flavor!

The 22 Supreme Burger!
Middle School Entry
A monster burger topped with melty Monterey Jack, crispy tater tots, creamy mayo, and zesty pepperoni. It's cheesy, crunchy, and absolutely loaded with flavor in every bite.

The Stable Special!
High School Entry
Piled high with caramelized onions, shredded lettuce, fresh tomato, BBQ sauce, mozzarella sticks, bacon crumbles, and American cheese — served with house-made pickles on the side. Over-the-top, and absolutely worth it.

What is the RSU22 Education Foundation? Check us out [here!](#)



The Education Foundation is a 501c3, non-profit organization of dedicated volunteers working in partnership with the RSU22 School Board to benefit our students, teachers and schools. We are led by a board of directors who represent Hampden, Winterport, Newburgh and Frankfort.

We foster innovation and excellence in all RSU22 schools by raising funds and generating community-wide support.

Here is the menu straight from March Island 🍔

The Ultimate Burger Challenge

The elementary, middle, and high schools in RSU 22 have voted and created a burger to represent their school!

15% of each burger sale will be donated back to the RSU 22 Education Foundation.

The winning burger will be determined by the most sold

Elementary School Entry Pickle Power Burger!

½ lb Pineland Farms burger, loaded with American Cheese, bacon crumbles, house-made pickles, dill pickle aioli, crispy onions, tomato, and shredded iceberg lettuce \$19

Middle School Entry The 22 Supreme Burger!

½ lb Pineland Farms burger, topped with melty Monterey Jack, crispy tater tots, creamy mayo, and zesty pepperoni. It's cheesy, crunchy, and absolutely loaded with flavor in every bite! \$19

High School Entry The Stable Special!

Inspired by the Hampden Academy Broncos. ½ lb Pineland Farms burger, stacked with caramelized onions, shredded lettuce, fresh tomato, BBQ sauce, mozzarella sticks, bacon crumbles, and American cheese - served with pickles on the side \$19

Feb 11: Jazz Festival @ Nokomis (Time TBD)

Feb 12: Hampden Academy Curriculum Night for Grade 8 students

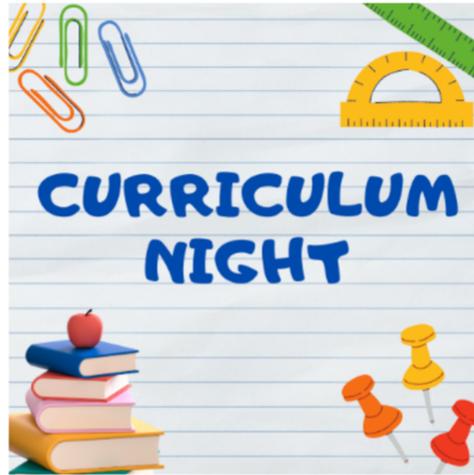
Feb 13: Early Dismissal for students (11:40)

Feb 16-20: Winter Vacation

Feb 25: School Board Meeting @ HA Library (7pm)

Feb 12-8th Grade Curriculum Night at HA

8th Graders and Families



Thursday, February 12
6:00-7:00 PM



Hampden Academy invites future Broncos to visit our school and learn about classes and clubs. This event is an open house format, so come any time between 6 and 7.

Student Success

Busted Slip Winners

All week, staff are on the lookout for students who are "busted" showing Wagner PRIDE (see the matrix at the bottom of this newsletter) and give these students Busted Slips. All of these slips go in grade level buckets and winners are drawn at lunch. Winners then choose a prize from the treasure chest.



Congratulations to our Busted winners!



Julian



Laityn



Elijah-chose not to have a picture



Daniel

Attendance

Our attendance rate this week is **92%**!

Let's have a big push to get our attendance up and above 95% before we leave for break 🔄 We can do this!



Grade 7 Attendance Celebration

Grade 7!! Look at you!! ~~100~~ 100% attendance is definitely your jam and your teachers are noticing! Wednesday, grade 7 went outside to enjoy some time in the snow and then inside to sip on hot chocolate. Well done on your attendance record !!!

Clubs

Homework Club

Tuesdays and Thursdays: 2:15-3:15

HOMEWORK CLUB

Art Club

Tuesdays: 2:15-3:15



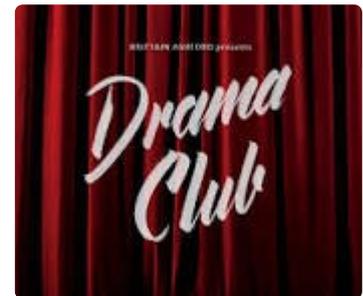
Jazz Band/Show Choir

Jazz Band: Mondays and Wednesdays @ 7am

Show Choir: Tuesdays and Thursdays @ 7am

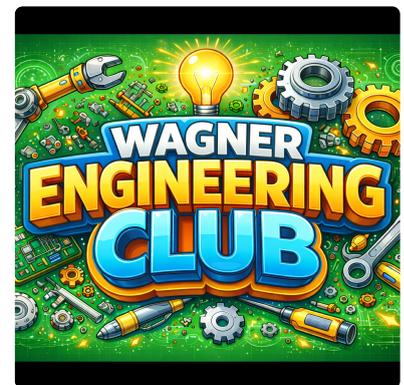
Drama Club

Rehearsals this week are Monday, Tuesday, and Thursday: 2:15-3:45



Engineering Club: Windstorm Challenge

Meets Thursday this week @ 2:15



Pride Pack

Please follow us on Facebook at <https://www.facebook.com/share/1AKCWggX8q/>



Next Meeting

Thursday, March 19 @ 6pm at Wagner Middle School.

How can you support Pride Pack?

- If you haven't attended a Pride Pack meeting before, this is a great year to get involved—we'd love to have you join us!
- Donations for concessions
- Chaperone events such as dances
- Monetary donations



Here are your Pride Pack Officers for the 2025-2026 school year!

President: Mike Shaw

Vice President: Tisha Clark

Secretary: Shilo Burnham

Treasurer: Desiree Wilson

Communications: Jess Shibles

BECOME A SCHOLARSHIP PARTNER



WAGNER PRIDE PACK SCHOLARSHIP COOPERATIVE

Support Samuel L. Wagner Middle School students as they prepare for high school and beyond. Instead of relying on one business to fund a full scholarship, our cooperative brings together local partners—each **\$100**—to create two meaningful awards each year.

\$100 • FOUNDING SCHOLARSHIP PARTNER

As a Founding Scholarship Partner, your business will receive:

- Recognition on all scholarship announcements
- A sponsor spotlight on Facebook and social media
- A certificate for display recognizing your support

Every dollar stays right here in Frankfort and Winterport, directly supporting our students.

For more information, contact:

WAGNER PRIDE PACK

Student Support

Is your child feeling uneasy about coming to school? We want every student to feel comfortable and happy here. In addition to a dedicated school counselor, we have a full-time social worker available to provide support. Please don't hesitate to reach out if your child could use a little extra help adjusting or feeling confident at school.



Counselor: Emily Armour earmour@rsu22.us

Social Worker: Lisa Melendez lmelendez@rsu22.us

For more information on our [website](#), click [here](#)

Beyond the Bandaid



Dental Health Month

February is American Heart Month, it reminds us that our cardiovascular health is important. Cardiovascular disease is the leading cause of death in the United States. Healthy habits to prevent cardiovascular disease can look different depending on age. School aged children can follow these healthy habits to keep their heart healthy and put them on a lifelong path of living a healthy lifestyle

7 Healthy Lifestyle Tips for Students

Get plenty of sleep

Getting enough sleep is so important for growing bodies and minds. For children ages 6-12 years old they need 9-12 hours of sleep. Teens need between 8-10 hours of sleep. The 'body clock' of teens naturally keeps them up later at night and wants them to sleep in more in the morning. Getting enough sleep each night helps reduce anxiety levels, clean out toxins that build up in your brain, and reduce risky or emotional decisions.

Have a passion and practice it regularly!

Find a healthy interest for you and your student and get excited about – whether sport, hobby or other activity – and add it into your schedule. Set yourself some short and long term goals and go for it!

Eat a well balanced diet

Our brain needs a lot of energy to function. Actually 20% of the nutrients we eat are used by our brain as energy. If some unhealthy food habits have started, it's not too late! Start simple changes like – drinking more water, reducing processed foods, eating more fruits and vegetables, staying away from saturated fats and added sugar!

Exercise regularly

Make a conscious decision to be active and get moving every day! Studies show exercise is an effective treatment for feelings of anxiety and depression, it can help reduce risk of diseases, increase concentration and confidence and reduce aggression!

Find a balance and plan your week

Work with your family and friends to find a weekly schedule that works for all important areas of your life to include – school work, extra curricular activities, your passion, exercise, family time, social time with friends and possibly a part time job. This balance will reduce the chance of stress and anxiety and ensure you are looking after all the important areas of your life.

No Outside Food to Share

Families,

Please remember that no outside food can be brought in to share with a class. This is extremely thoughtful of you to do, but with food allergies, we can't allow students to hand out treats to their class. Thank you for helping us with this.



Cologne, Perfume, Aftershave

Parents, please be sure your child heads out the door without any cologne, perfume or aftershave applied.

Health Topics for January (grades 6-8)

Grade 6

THE GREAT BODY SHOP Family Bulletin

Lesson 1: Infectious and Noninfectious Diseases

Students will explain the difference between infectious and noninfectious diseases and identify how universal precautions can prevent disease.

Lesson 2: All About HIV

Students will describe how HIV affects the immune system and apply knowledge about the transmission of HIV to risky situations.

Lesson 3: Sexually Transmitted Infections

Students will demonstrate healthy behaviors to protect themselves against STIs, including recognizing potential consequences and developing refusal skills.

Lesson 4: Helping Hands in the Community

Students will advocate for others and practice communicating with trusted adults to promote health and safety.

THIS MONTH IN THE GREAT BODY SHOP..

Your child learned about infectious and noninfectious diseases and how to prevent the spread of infectious diseases, including universal precautions. They also learned how to protect themselves against HIV and other sexually transmitted infections. Specifically, students:

- Practiced using refusal skills in situations that could put them at risk for injury and transmission of disease.
- Categorized infectious and noninfectious diseases and identified preventative measures such as eating healthfully, exercising, and not smoking for noninfectious diseases, and washing hands often, not touching another person's blood, and staying current on immunizations to help prevent infectious diseases.
- Learned that HIV is the virus that causes AIDS, and how to prevent HIV infection. They also learned about new treatments options to slow or stop the progression of HIV to AIDS.
- Identified trusted adults in their community whom they could go to for help or questions on a range of topics, including bullying, school problems, abuse, growing up, and accessing community services. They also discussed reasons why it might be difficult to seek help and how they could overcome these barriers to getting assistance.

TALKING ABOUT HIV AND OTHER SEXUALLY TRANSMITTED INFECTIONS

In class, we talked about what sexually transmitted infections (STI) are, how they are transmitted, who is at risk for contracting them, and how we can prevent them. Students were told that the most effective way of preventing STIs is to choose abstinence and to avoid the sharing of contaminated needles and syringes or any other injection drug objects. Your child also analyzed scenarios to determine the best way

to remove themselves from risky situations, including using refusal skills.

If talking about HIV and other sexually transmitted diseases is uncomfortable, consider using the Student Issue to help start the conversation. Also, consider these tips:

- If a topic embarrasses you, say so. Don't let your embarrassment keep you from talking about the subject. A straightforward way to start is to read and discuss the Student Issue articles.
- Review the basics, but don't feel you need to be an expert.
- Share your views and values on drugs, dating, and other important topics. You might say, "I believe _____ because _____." Be careful to avoid a critical tone, or you'll discourage your teen from asking questions or coming to you in the future.

FAMILY PREVENTION OF NONINFECTIOUS DISEASES

Your child learned that healthy habits can help prevent many noninfectious diseases, including heart disease, which is the leading cause of death in the US. The healthy habits your children learn now can help protect them in the future. You can help protect your family by following these simple steps:

- Make exercising a family affair! Children who grow up in households where activities are encouraged are more likely to remain active in their teenage and adult years.
- Offer a variety of healthy food choices, and let your children help with food prep and cooking.
- Model a healthy attitude towards cigarettes, alcohol, and other drugs. Cigarettes are the number 1 cause of lung cancer, and regular alcohol consumption is a risk factor for many noninfectious diseases.
- Monitor your family members' moods and help them develop skills, such as time management and open communication, to reduce overall stress.

THE GREAT BODY SHOP Family Bulletin

Lesson 1: Communicable vs. Noncommunicable Diseases

Students will define and classify communicable and noncommunicable diseases and identify symptoms and prevention methods for each.

Lesson 2: Sexually Transmitted Infections

Students will describe the signs, symptoms, modes of transmission, and treatments of STIs and explain why abstinence is the safest and most effective prevention method.

Lesson 3: Healthcare Providers

Students will explain what it means to be a self-advocate and demonstrate strategies for communicating with healthcare providers to enhance personal health.

Lesson 4: When One Hurts

Students will identify feelings and emotions associated with disease and disability, including grief and loss and practice strategies for self-care.

ADVOCACY

As children move into adolescence and their teenage years, their ability to use their voice and speak up will become more and more important. This will be a critical time when they need to set boundaries and voice their opinions and values to healthfully make their way in the world. Advocating for themselves will become more prominent in a myriad of situations, as well as trying to share their emotions and feelings, especially concerning confusing or difficult circumstances.

It is an important time for your child to have trusted adults they can turn to for help and advice in a variety of situations. You can help your child by identifying some of these individuals when they come up in conversation. For example, you could say, "Your Aunt Jamie called today and asked about you. She is such a great listener and would always love to hear from you. Let's put her number in your phone."

This month in THE GREAT BODY SHOP, your student learned about advocating for themselves, specifically their healthcare, and identifying and coping with feelings and emotions associated with grief and loss, and with knowing someone with a serious health condition. Specifically, they practiced:

- Responding to questions a doctor or healthcare provider may ask at an appointment.
- Communicating symptoms and/or needs in detail, to be as specific as possible.
- Speaking up to ask questions, even if they feel embarrassed, to make sure they receive the help, information, and care they need.
- Analyzing different emotions we might feel when a loved one is sick and what things might change.
- Recognizing when self-care is needed, such as seeking out a safe and trusted adult.

COPING WITH LIFE CHANGES

Life changes can have a significant impact on families and each member can react to it very differently. These changes can include the loss of a pet or loved one, a divorce, a move, or a health diagnosis, to name a few. It can be tough to have a family member, such as a sibling or parent, with significant health needs. The younger children are when these events

happen, the harder it may be for them to understand what is happening and process what any changes mean.

There can be a lot of uncertainty for them. It helps to be aware that stress from life changes can manifest itself in many ways including behavioral changes, unexplained symptoms of illness, energy changes, mood swings, guilt, and questioning if they caused the incident to happen. If this is the case, consider reaching out to your child's school, to make sure the staff is aware of the underlying issue at home. This will help teachers and support staff to better meet your child's needs and make sure he or she receives any extra support services that may be available.

As children grow, they are still learning what they need and what works best for them, and every situation can be different. If you need suggestions to help your child cope with a life change, please consider the following:

- Talk openly and clearly. Kids need to know that it's ok to talk about the life change that is taking place and that they can ask questions. It helps to be calm and caring when talking, but also to use clear, simple words. Euphemisms and longly worded explanations can cause more confusion.
- Give comfort and reassurance. Take note if your child seems worried, sad, or upset in other ways. Ask about their feelings and listen. Let them know that it takes time to adjust to the "new normal" and that is ok. Give them extra time and care. Counseling and support groups can help kids who need more support.
- Tell your child what to expect. If a family member passed away, explain any events, such as funerals, viewings, etc. and what happens at these. Allow them to decide if attending feels right to them. If a family member is sick, help explain any changes you know are coming; for example, a change in routine, who will pick them up from school, etc.
- Keep communication open. Make sure they know they can always come to you, or another trusted adult, with any questions or concerns. These conversations are never just once. They will continue to evolve as children process what is happening/has happened, and as their feelings change within this process. If possible, have a few people they can talk to so that if one trusted adult is busy, there is another who can help in that moment to reassure them.

THE GREAT BODY SHOP Family Bulletin

Lesson 1: Prevention

Students will discuss the importance of prevention behaviors, early detection in preventing the progression of disease, and the need to follow prescribed healthcare procedures given by parents and healthcare providers.

Lesson 2: Managing Diseases and Disorders

Students will research, then compare and contrast the symptoms, prevention, and/or management techniques for various chronic diseases and disorders and set goals to appropriately support students and family members with those conditions.

Lesson 3: HIV and Other STIs

Students will describe the risk factors, consequences, methods of transmission, symptoms, treatment, and prevention of communicable sexually transmitted infections.

A WORD ON CHRONIC DISEASES

According to WHO (World Health Organization), non-communicable diseases are responsible for 70% of deaths worldwide. Cardiovascular disease alone takes approximately 19 million lives yearly, which is more than cancer (10 million), respiratory diseases (4 million) and diabetes (over 2 million) put together. WHO also asserts that lifestyle choices are responsible for the majority of chronic illnesses. The four most harmful behaviors are tobacco use, physical inactivity, excessive consumption of alcohol, and unhealthy diets.

WHAT CAN YOU DO?

Be a role model. You have tremendous influence over the lifestyle choices of your children. They learn by watching what you do. If you have unhealthy habits (and we all do!) take responsibility for them. Talk to the members of your household about your personal health goals, and consider setting some family goals as well. Hold yourself accountable by tracking your progress on a daily or weekly basis. Let your children observe the changes that you make, and encourage them to make changes too. Remember, when you modify your own health behaviors and motivate your family to do the same, you are taking an active role in disease prevention!

IT'S ABOUT TIME

If you haven't begun discussing pregnancy and STIs with your child, it's about time. If you have, keep the conversation going. Make sure your child knows the facts. According to the CDC (Centers for Disease Control and Prevention), "Abstinence from vaginal, anal, and oral intercourse is the only 100% effective way to prevent HIV, other STIs, and pregnancy. The correct and consistent use of a male latex condom can reduce the risk of STI transmission, including HIV infection. However, no protective method is 100% effective, and condom use cannot guarantee absolute protection against any STI or pregnancy."

Talk to your teen or preteen about waiting. Explain your values. Emphasize the positive results of waiting, as well as the potential consequences of premature sexual involvement. Get information on establishing healthy relationships, dealing with risky behavior, STIs, sexual development, and

reproduction. Share this information with your child. Your kids want to know what you think and they need medically-accurate information to understand your position. Don't delay, because you only have a short window of time. For tips on discussing these sensitive issues with your teen or preteen check out the American Academy of Pediatric's parenting site: www.healthychildren.org/english/ages-stages/teen/pages/default.aspx

FAMILY CHECKUP

Life is busy. There are times when it seems impossible to do everything that needs to be done, nevermind the things that simply should be done. When this happens, it is easy to rationalize that checkups or "well visits" aren't a huge priority. After all, how important is it to go to the doctor when you aren't actually sick? The answer? Very important. Annual exams are the best way to evaluate your family's health needs and to stop problems before they start. To get the most out of your family's visits follow these steps:

Make sure all health records and immunizations are up-to-date. If you or someone in your family has recently switched providers, have the records forwarded before the next visit.

Provide any new information regarding your family's health history. This will help determine what health screenings are needed for potential illnesses, such as cancer, increasing the odds of early detection and treatment.

Bring a list of all prescription and over-the-counter medications taken on a regular basis, including dosage and frequency. Discuss any potential changes.

Brainstorm potential questions you might have for your provider, and don't be afraid to ask them. Remember, you are your family's best health advocate!

GOOD ORAL HEALTH MAKES HEART SENSE!

According to the American Academy of Periodontology, researchers found that people with periodontal (gum) disease are more likely to suffer from coronary artery disease than those without periodontal disease. Brush and floss your teeth daily to reduce the risk of gum and heart disease. Schedule biannual cleanings for you and your family!





PERSEVERANCE

5th Grade Family Connection

PurposeFULL
People

Overview

This month is all about Perseverance. One way to think about Perseverance is “pushing yourself through challenges and obstacles.” We all experience challenges in our lives. We all have moments when we feel like we can’t do it or that we want to give up on a big task. It is important to develop tools that help us work through those challenges in order to grow in those moments instead of giving up. How might you practice Perseverance as a family this month?

Perseverance is 1 of 3 traits we will focus on throughout the year that helps students Be Strong. Throughout the school, students will be developing skills like focusing, organizing, and goal-setting.

In The Classroom

While practicing Perseverance this month, 5th grade students will be focusing on goal-setting. Students will practice setting an important target to work towards, anticipating obstacles, and making a plan. They will do this by using TOP Goals.

TOP stands for...

- **Target:** Visualize your goal and think about why this is important for you.
- **Obstacles:** Plan for challenges. If ____ gets in the way, then what can you do?
- **Plan:** Create 3 action steps you will need to take to complete your goal.

This technique helps students Persevere through challenges and equips them to achieve their goals.

Conversation Starters



- How can planning for challenges help you in accomplishing your goals?
- When working towards goals, how does Perseverance help us to reach them?

Target
Obstacles
Plan
GOALS



WAGNER SCHOOL February Lunch Menu				Breakfast Entrée or Cereal Fruit, Juice, Milk
School Meals with a Milk are offered at NO CHARGE Milk for Home lunch \$0.55				
Monday 2	Tuesday 3	Wednesday 4	Thursday 5	Friday 6
Toasted Cheese Sandwich Tomato Soup Chocolate Pudding Salad & Fruit Bar	Popcorn Chicken Crinkle Cut Fries Dinner Roll Salad & Fruit Bar	French Toast Sticks Maine Blueberries Hash Brown Sausage Patty Salad & Fruit Bar	Baked Spaghetti Pie Garlic Breadstick  Salad & Fruit Bar	Superbowl Snacks Wings, Fries, Popcorn Garlic Bread & Veg Sticks Salad & Fruit Bar
9	10	11	12	13
Chicken Alfredo Noodles Steamed Broccoli Dinner Roll Salad & Fruit Bar	Cheese Breadsticks <i>Marinara Dipping Sauce</i> Salad & Fruit Bar	Chicken & Rice Soup Dinner Roll Sugar Cookie Salad & Fruit Bar	Pizza <i>Chef's Choice Toppings</i> Salad & Fruit Bar	Early Dismissal Snack Pack to go
16	17	18	19	20
No School 	No School 	No School 	No School 	No School 
23	24	25	26	27
Chicken Tenders Goldfish Crackers  Salad & Fruit Bar	Hamburger Cheeseburger Tater Tots Salad & Fruit Bar	Nachos <i>Tortilla Chips, Ground Beef</i> <i>Cheddar Cheese & More</i> Taco Rice Salad Salad & Fruit Bar	Teriyaki Chicken with Ramen Noodles Egg Roll Salad & Fruit Bar	Pizza <i>Chef's Choice Toppings</i> Salad & Fruit Bar
<i>Alternate Menu Choices - Peanut Butter & Jelly Meal and Daily Chef's Special</i>				
February Favorite Toasted Cheese Sandwich with Tomato Soup	Fruit & Salad Bar Always Offered 	<i>Menu Subject to Change</i> This institution is an equal opportunity provider		GROUNDHOG DAY IS FEBRUARY 2ND An old Pennsylvania Dutch tradition says if a groundhog comes out of its burrow and sees its shadow there will be six more weeks of winter. No shadow means early spring.

Athletics

Wagner Athletic Director: Mason Walling (mwalling@rsu22.us)

Winter Athletics Schedules

Wagner & RB Volleyball Registration Link

Please Remember...

Students who are absent from school on the day of an after-school athletic event, concert, dance, or special event are ineligible to attend these events. Special circumstances may arise and will be considered by the building principal to enable students to participate.



Tardiness: Students will be considered tardy if they arrive in their homeroom later than 7:40 AM for the start of school. Students who are tardy need to report to the office to update attendance and lunch count information. Students need to bring a written excuse signed by a parent/guardian or parents should call the office stating the reason for the tardiness. Excessive unexcused tardiness may result in disciplinary consequences. In the event your child is involved in a co-curricular or extra-curricular activity they must be at school by 7:40AM of that day in order to participate.

Basketball Updates

Congratulations to our boys 🏀 on their win of 50-36 and to our girls 🏀 with their first win of the season with a score of 32-21 🏀

📅 Both teams will play on Saturday at Hampden Academy.

🕒 Boys play at 11am

🕒 Girls play at 12:30pm.

Come out and support our Wagner athletes 🏀





Help Fund Our 8th Grade Trip!

Next Meeting is Monday, February 23rd @ 6pm

A group of parents met on January 29 to talk through plans for upcoming events, including the Snow Ball Dance in February, fun fundraising ideas, and possible class trip locations. Trip plans will depend on how much the group is able to raise. We truly appreciate all the ways our families volunteer—chaperoning dances, running or baking for concession stands, donating items when needed, and showing up to meetings. There are so many ways to get involved, and every bit of support makes a difference. Thank you for all you do!

Bottle Drive!

We now have a permanent structure at Wagner for year-round bottle and can collection. Please bring your bottles to the collection bin in the parking lot at Wagner or bring them to RaceShop Redemption at 5 Staples Road in Winterport and let them know they are for the 2025 8th grade trip account.



Safety Protocols



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

“Get Inside. Lock outside doors”



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

“Locks, Lights, Out of Sight”



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.



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2025-2026 School Calendar



No matter where you go, you can always show that you have **WAGNER PRIDE!**

	P	R	I	D	E
	Prepared	Respectful	Inclusive	Determined	Engaged
Hallways	<ul style="list-style-type: none"> Have everything you need for where you are going. 	<ul style="list-style-type: none"> Walk. Be quiet and stay on the right. 	<ul style="list-style-type: none"> Invite others to walk with you. 	<ul style="list-style-type: none"> Know where you need to go and get there safely. 	<ul style="list-style-type: none"> Pay attention to others. Watch where you are going.
Restrooms	<ul style="list-style-type: none"> Ask permission. 	<ul style="list-style-type: none"> Give others their privacy. Wash your hands. 	<ul style="list-style-type: none"> Let an adult know when something is needed. 	<ul style="list-style-type: none"> Be quick. Return to your learning as soon as possible. 	<ul style="list-style-type: none"> Understand the expectations. Save socializing for breaks or lunch.
Classrooms	<ul style="list-style-type: none"> Bring all materials and supplies. Be prepared to work and ready to learn. 	<ul style="list-style-type: none"> Enter quietly. Have kind conversations. Keep hands to yourself. Treat others the way you want to be treated. Listen when someone else is talking. Clean up your space before you leave. 	<ul style="list-style-type: none"> Invite and involve other people. Respect the ideas of classmates. Ask for help. Help others if they have trouble. 	<ul style="list-style-type: none"> Motivate others through your own actions. Keep going; keep trying if it's hard. Try to do your best work. 	<ul style="list-style-type: none"> Be involved; participate. Show your process or work. Stay on task. Listen to your teacher. Focus on the speakers.
Bus	<ul style="list-style-type: none"> Have your belongings ready. Be on time. 	<ul style="list-style-type: none"> Follow the driver's rules. Stay in your seat. Report bullying to the driver. 	<ul style="list-style-type: none"> Invite others to sit with you. Help people find a seat, or help with their belongings if they need it. 	<ul style="list-style-type: none"> Keep your belongings out of the aisle. Get ready for your stop. 	<ul style="list-style-type: none"> Be aware of when your stop is coming, either the school or your home.
Outside Activities	<ul style="list-style-type: none"> Wear appropriate clothing and make sure you have all of your belongings. 	<ul style="list-style-type: none"> Be aware of others' personal space and keep your hands to yourself. 	<ul style="list-style-type: none"> Include others by letting everyone play. 	<ul style="list-style-type: none"> Follow instructions. Be a good sport and try your best. 	<ul style="list-style-type: none"> Pay attention, participate, and have fun.

Cafeteria	<ul style="list-style-type: none"> Bring your lunch. Have your account up to date. Remember your lunch choice. 	<ul style="list-style-type: none"> Wait patiently. Use a quiet voice (inside voice). Listen to the teacher on duty. Clean up your mess. Use polite table manners. Throw away your trash. No touching other people's food. 	<ul style="list-style-type: none"> Talk quietly to someone while you wait. Let people or invite people to sit at your table. Don't ignore people if they try to talk to you. Sit with someone new. 	<ul style="list-style-type: none"> Make sure you get your food eaten in time. Get your food and sit down. Keep your space clean. 	<ul style="list-style-type: none"> Talk quietly and eat. Listen to the lunch monitor when they are talking.
Technology	<ul style="list-style-type: none"> Know your login information and keep your technology charged and safe. Keep your personal technology off and away. 	<ul style="list-style-type: none"> Keep your technology away from food and drink. Use your technology for academic purposes only. 	<ul style="list-style-type: none"> Help someone else with their technology if they need it. Share technology if necessary when it is appropriate. 	<ul style="list-style-type: none"> Problem solve on your own and then ask a teacher for help if you need it. 	<ul style="list-style-type: none"> Focus on your task and do the right thing.
ExtraCurricular Activities	<ul style="list-style-type: none"> Have the needed equipment ready. Have a positive attitude ready. 	<ul style="list-style-type: none"> Display good sportsmanship. Listen to the adult giving the directions. 	<ul style="list-style-type: none"> Share with others. Invite others to join the activity. Help others. 	<ul style="list-style-type: none"> Work hard. Follow rules. 	<ul style="list-style-type: none"> Get involved. Stay committed.

Strategic Plan 2022-2027

Four Building Blocks

1	2	3	4
Student Success	Professional Excellence	Community Partnerships	Operational Excellence
Academic Excellence & Achievement	Recruitment & Retention	Family & Community Engagement	Budget Development
Foundational Skills	Professional Development	RSU 22 Educational Foundation	Fiscal & Facilities Management
Instructional Models	Best Practices	Communication & Transparency	Comprehensive Planning
Engagement		Campus Based Services	

[Click Here For Student Handbook](#)

[Click here for Community Events](#)

This link contains events happening in the Bangor area that you may want to participate in.



Angela Pratt

Angela is using Smore to create beautiful newsletters