



Wagner Weekly

May 4-8

RSU 22 Budget Meeting Information

RSU 22 FY27 Proposed Budget – Stay Informed & Get Involved!

Join us for an in-depth look at the proposed FY27 budget, including a **review of all articles** and important financial insights that impact our community.

Special Highlight:

Hampden Town Council Member **Dr. Eric Jarvi** breaks down the **mill rate and tax calculations**—helping you better understand how the budget affects you.

Watch the April 30, 2026, Budget Meeting (including the mill rate presentation):

<https://www.youtube.com/watch?v=kbKxt6GBcXM>

Access all meeting documents here:

https://drive.google.com/drive/folders/1iXYDRA5hMOFiTs_tnHZHXrB6ZSszSk4tq

Your voice matters—**stay informed, ask questions, and be part of the process!**

[Click Here For Wagner Website](#)

Message From Mrs. Pratt

Dear Families,

It's that time again—time to complete the [School Climate Survey](#)! Please take a few minutes to share your valuable feedback. As a staff, we carefully review the data and use your input to guide our decisions. Your voice truly matters to us, and we are committed to fostering a safe, nurturing, and academically enriching environment for all.

[Link](#)

Have a great weekend,
Angela

Upcoming Events

Attention 8th Graders!



Thursday
May 21st
6:00 PM
Hampden Academy

8TH GRADE STEP AHEAD TO HAMPDEN ACADEMY

- STUDENTS AND FAMILIES INVITED
- MEET YOUR NEW CLASSMATES
- LEARN ABOUT PROGRAMS
- MEET COACHES FOR FALL SPORTS



Order a Yearbook!

Just a friendly reminder to order a yearbook by ****. There will not be any extras ordered this year, so if you want one it has to be preordered.

YEARBOOK 2026

ON SALE

\$15

Reserve your yearbook now!

Payment envelopes are available from Mrs. Murphy or
in the office. Yearbooks will arrive the last week of school!

2026 Youth Public Safety Academy

This will be held August 3rd-August 7th



2026 YOUTH PUBLIC SAFETY ACADEMY



August 3rd- August 7th, 2026
 8:00AM- 2:30PM
 Hampden Public Safety
 Ages 10 to 14
 Application Deadline: June 1st, 2026



A week long summer camp to learn more about Hampden Public Safety!

Hands on opportunities to learn about:

- Criminal Law & Crime Scene Investigation
 - Basic First Aid & Fire Safety
 - Scenarios & Field Trips
- ...and more!



SCAN HERE
TO FILL AN
APPLICATION OUT!

or, visit this page!

www.bit.ly/hpsyouthacademy

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.

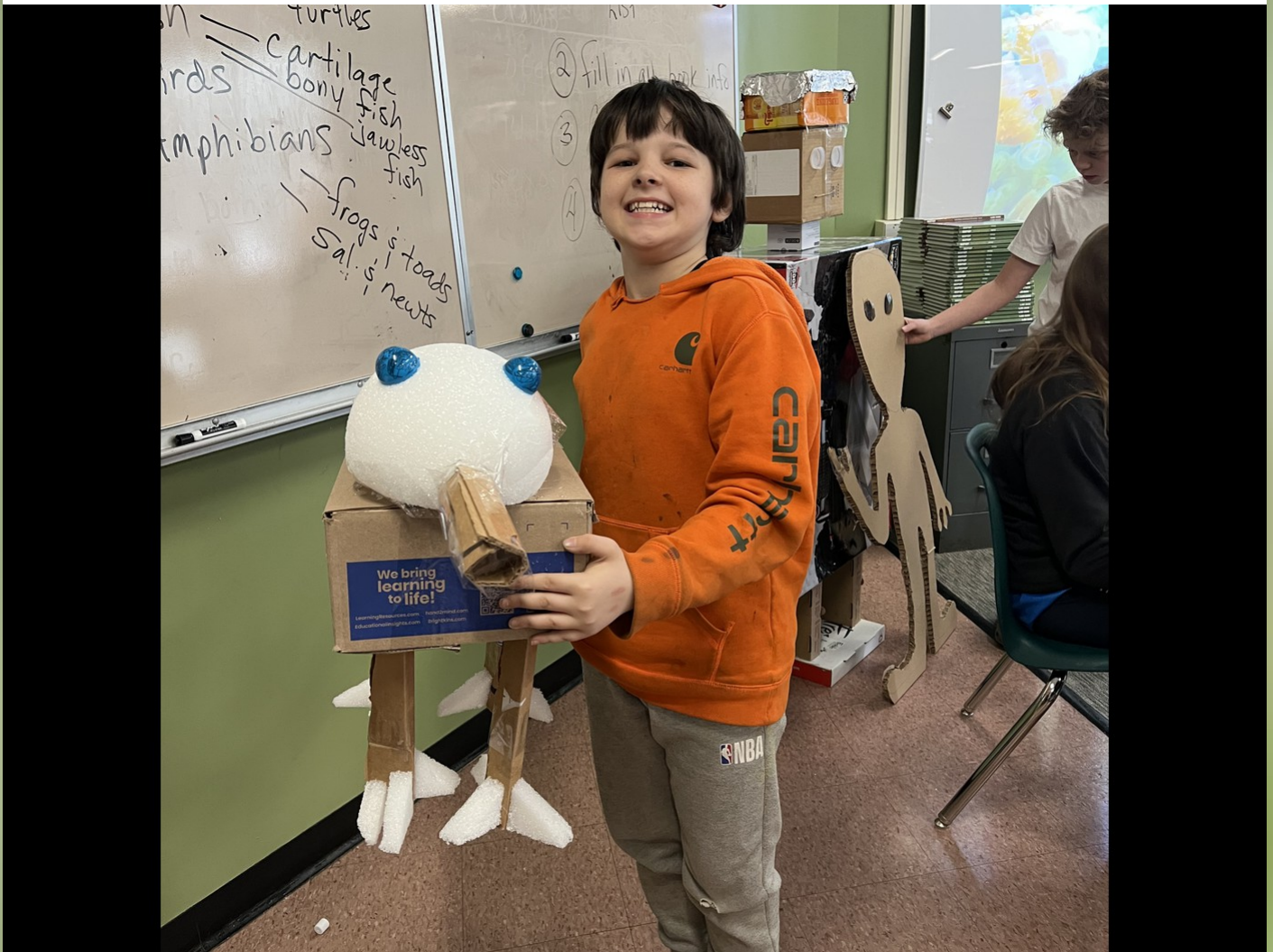


Congratulations to our Busted winners!

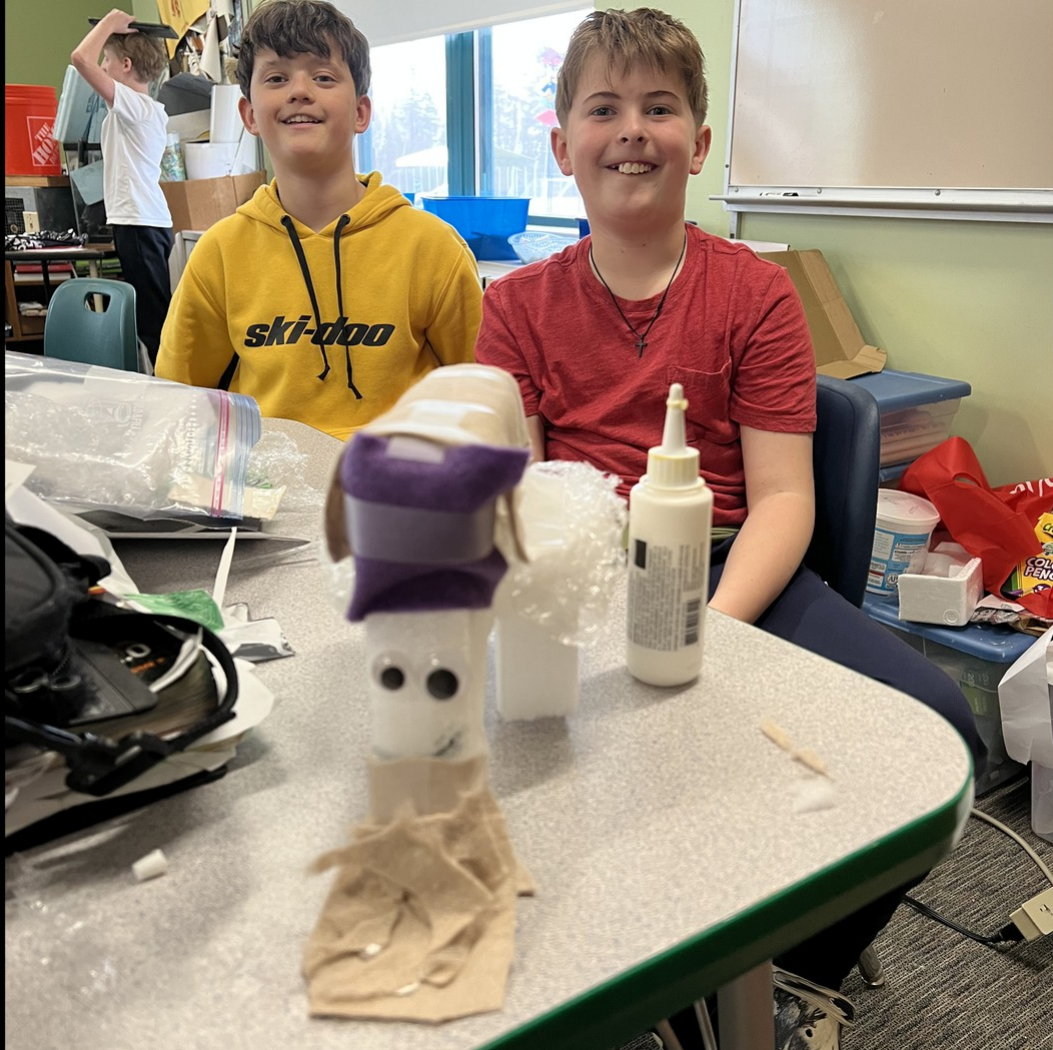


Alien Adaptations

Ever wonder why Earth seems to be the planet with life? These students in Mrs. Cardello's science class were assigned a planet other than earth. They then had to create an alien that was equipped to live where the temperatures are either VERY high or EXTREMELY low.







Attendance

📄 When your child(ren) will be missing 3+ school days for a pre-planned absence, please notify the office by submitting a pre-approved absence form. The form can be found here:

<https://wagner.rsu22.us/for-parents/forms>

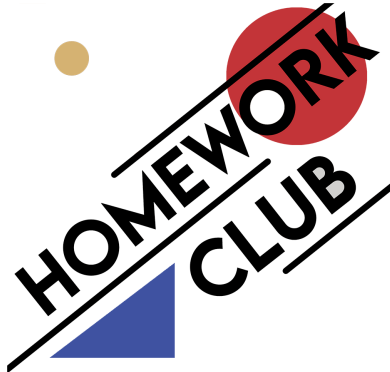
Remember, ALL absences are counted towards the student's overall absences when we report attendance to the state. Back at Wagner, we keep working while you are away, so be sure your child is ready to make up all that work 📚

Our attendance rate this week was a whopping **96%**! **Thank you students and families!**



Clubs

Please arrive on time if you are picking up your child(ren).



Homework Club

Tuesdays and Thursdays: 2:15-3:15

Art Club

Tuesdays: 2:15-3:15



Jazz Band/Show Choir

Jazz Band: Mondays and Wednesdays @ 7am

Show Choir: Tuesdays and Thursdays @ 7am

Athletics

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

Winter Athletics Schedules

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.



Grade 8 Athletes Take Notice!

Parents of incoming freshman athletes are encouraged to follow the Hampden Academy Athletics Facebook page. Summer programs are run by the coaches. If they choose to hold a camp or a summer session, we will share the information there.



Pride Pack



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

Next Meeting-MAY TBD

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 BANDAIDS

Ms. Dominique RN, BSN & Mrs. Sanborn-Gordy, HealthAid

"Tick-Talk" from your School Nurse Part 2

Maine is home to a variety of tick species, with the most common being the deer tick, American dog tick, and the woodchuck tick. These ticks can carry diseases such as Lyme disease, anaplasmosis, and babesiosis, which are prevalent in the midcoast region of the state. Lyme disease is the most commonly reported tick-borne disease. If it's detected early enough, Lyme disease is curable. If it is not recognized early and treated, Lyme disease can cause serious joint, heart or central nervous system problems.












What to do after removing an attached tick that has bitten you:

1. **Clean the Bite Area:** Thoroughly wash the bite area and your hands with soap and water. You can also use rubbing alcohol or an antiseptic to disinfect the area.
2. **Monitor for Symptoms:** Keep an eye on the bite site for any signs of infection, such as redness, swelling, or pus. Additionally, watch for symptoms like fever, rash, or flu-like symptoms in the weeks following the tick bite.
3. **If you develop any concerning symptoms or if the tick was attached for an extended period, consult a healthcare provider.** In some cases, prophylactic antibiotics may be recommended, especially in areas where Lyme disease is common

Can I get sick from a tick that is crawling on me but has not yet attached?

Ticks must bite you to spread their germs. Once they attach to you, they will feed on your blood and can spread germs. A tick that is crawling on you but not attached could not have spread germs. However, if you have found a tick crawling on you, it's a sign there may be others: do a careful tick check.

For more information on ticks consult the University of Maine Cooperative Extension Tick Lab: [UMaine Tick Lab](#)

School Meals with a Milk are offered at NO CHARGE Milk for Home lunch \$0.55	WAGNER SCHOOL April Lunch Menu				Breakfast Entrée or Cereal Fruit, Juice, Milk
Monday	Tuesday	Wednesday	Thursday	Friday	
		1 Pancake on a Stick Homefries Salad & Fruit Bar	2 Chicken Tenders Crinkle Cut Fries Dinner Roll Salad & Fruit Bar	3 Pizza <i>Chef's Choice Toppings</i> Salad & Fruit Bar	
6	7 Popcorn Chicken Crinkle Cut Fries Dinner Roll Salad & Fruit Bar	8 Cheese Breadsticks <i>Marinara Dipping Sauce</i>  Salad & Fruit Bar	9 Pasta with Meaty Marinara Sauce Cheese Breadstick Salad & Fruit Bar	10 Pizza <i>Chef's Choice Toppings</i> Salad & Fruit Bar	
13 BBQ Chicken Flat Bread Pasta Salad Salad & Fruit Bar	14 Beef Shepards Pie <i>Beef, Mashed Potato</i> <i>Carrots, Peas, & Gravy</i> Dinner Roll Salad & Fruit Bar	15 McWagner Sandwich with Ham, Egg, & Cheese Hashbrown Salad & Fruit Bar	16 Walking Tacos <i>Tortilla Chips, Ground Beef</i> <i>Cheddar Cheese & More</i> Taco Rice Salad Salad & Fruit Bar	17 Early Dismissal Snack Pack to go	
20 <i>No School</i> 	21 <i>No School</i> 	22 <i>No School</i> 	23 <i>No School</i> 	24 <i>No School</i> 	
27 Chicken Alfredo Noodles Steamed Broccoli Dinner Roll Salad & Fruit Bar	28 Hamburger Cheeseburger Pasta Salad Salad & Fruit Bar	29 Popcorn Chicken Famous Bowl with Mashed Potato, Gravy Cheese, & Corn Salad & Fruit Bar	30 Ham & Cheese Deli Sandwich with lettuce & tomato Pasta Salad Salad & Fruit Bar		
<i>Alternate Menu Choices - Peanut Butter & Jelly Meal and Daily Chef's Special</i>					
Harvest of the Month DAIRY 	Fruit & Salad Bar Always Offered 	<i>Menu Subject to Change</i> This institution is an equal opportunity provider			

Beyond the Bandaid



Families,

If your child has seen a doctor and is exempt for certain activities, PLEASE contact our nurse, Kassandra Dominique at kdominique@rsu22.us

When students arrive with injuries (e.g., using crutches or wearing a sling), please be sure to keep Ms. Dominique informed so we can provide appropriate care for your child while they are at Wagner. Much appreciated!





Jump Into Spring: Seasonal Allergies

Spring brings seasonal allergies. Knowing the difference between allergies and illness helps students stay healthy and ready to learn.

Know the Triggers: Common allergens include pollen, grass, dust mites, and pet dander. Monitor local pollen levels and try to keep windows closed on high-pollen days.

Practice Prevention: Encourage children to wash their hands and faces after playing outside, and change clothes when coming indoors. Showering before bed can help reduce nighttime symptoms.

How to tell if it's Allergies or a Cold?

- ❖ **Allergies:** Sneezing, itchy/watery eyes, clear nasal discharge, no fever.
 - ❖ **Colds:** Thicker mucus, possible fever, body aches, fatigue, usually resolve in 7–10 days.
- 👉 **When in doubt: Reach out to your child's pediatrician for support.**

Sources: CDC, Mayo Clinic, NIH



It can also be hard.

**Everyone needs help sometimes,
and support is out there.**

There can be a lot to think about when you are caring for yourself and your child. Whether it's paying bills, finding affordable child care, or dealing with your own feelings and stress – **Be There for ME** is a judgement-free place to start to find support.

Find out more at: [BeThereforME.org](https://www.BeThereforME.org)



Supporting Parents and Caregivers in Maine

Be There for ME was developed by the Department of Health and Human Services and the Maine Child Welfare Action Network in partnership with a diverse group of parents and caregivers.



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 April (grades 6-8)

Grade 6

THE GREAT BODY SHOP Family Bulletin

Lesson 1: What Is Addiction?

Students will define physical and psychological addiction and describe the harmful effects of addiction.

Lesson 2: The Pressures Around Us

Students will identify external and internal pressures and practice strategies to positively respond to pressure.

Lesson 3: Getting Help

Students will examine scenarios that require professional intervention and identify school and community resources.

Lesson 4: Feeling Good About Me

Students will identify personal strengths and assets and describe ways to build self-esteem.

THIS MONTH IN THE GREAT BODY SHOP...

Your child learned about drugs and addiction. Students looked at the effects of addiction and the internal and external pressures to experiment with drugs and alcohol. They also learned how external assets, such as a support system, and internal assets, like resiliency and self-esteem, can help them cope with these pressures. Specifically, your child:

- Learned about the effects of addiction and the withdrawal symptoms that someone can have if they choose to stop. This included street drugs and legal drugs such as alcohol and tobacco/nicotine.
- Identified various internal and external pressures that can influence students' decisions and ways to cope with negative pressures, including talking to someone, using refusal skills, and suggesting alternatives, among others.
- Discussed how internal and external assets help students to better resist negative pressures. The more assets found in a community, the less likely a teen will get involved in drugs, violence, and other risky behaviors.
- Examined the importance of getting help for problems (including addiction or substance use disorder) for themselves or others.
- Used decision-making skills to determine how to help a friend with a problem.

BUILDING SELF-WORTH

In class, your son or daughter learned that having a sense of security, identity, belonging, and competence all contribute to positive self-esteem, and those who have positive self-esteem respect themselves and others through their actions.

Therefore, they tend to make healthful decisions even when faced with pressure to do otherwise.

From sixth grade on, your son or daughter will be going through a lot of changes—both physically and emotionally. He or she will be exposed to older students during the school day and will be making more independent decisions. Sometimes, friends will begin to seem more important than family. Building a healthy self-esteem is one of the best foundations you can give your son or daughter to help them make good decisions and avoid drugs. Here are some tips to help you do that:

- Become an active listener. If your child has a problem, don't try to solve it. Listen carefully and demonstrate that you understand. Encourage your child to come up with their own solutions.
- Have faith in your child. That way, he or she will have faith in himself or herself. Don't imply that a job is too tough for him or her to handle. Encourage your child to try new things.
- Use encouraging phrases. For example: "I knew you could do it!" or "I'm so proud of you." Ask for your child's opinion and help in solving simple family challenges.
- Accentuate the positive. Recognize your child's qualities and attributes. Make these the focus of your comments. Encouraging, corrective feedback is more powerful than constant criticism.
- Encourage your child to become involved. Have them participate in a volunteer project at school or in the neighborhood, gather clothes or food for those in need, or help an elderly neighbor.

THE GREAT BODY SHOP Family Bulletin

Lesson 1: Effects of Substance Use

Students will describe how substance abuse and addiction to alcohol, tobacco, and other drugs affects the individual, the family, and the community.

Lesson 2: Protective Factors and Risk Behaviors

Students will identify the internal and external factors that influence the decision to use or not use drugs.

Lesson 3: Decision Making Skills

Students will identify when health-related situations require the application of a thoughtful decision making process and demonstrate the skill steps needed to make healthful choices.

Lesson 4: Drug and Alcohol Intervention

Students will investigate methods for intervention, treatment, and cessation of drug dependency for a variety of different addictive substances.

YOUR CHILD AND SMOKING FACTS

A genetic study performed by the National Cancer Institute and the Mayo Clinic found that children who are exposed to secondhand smoke are more likely to develop lung cancer as adults. While secondhand smoke also increases the risk of lung cancer in adults, the study suggests that children may be overall more susceptible than adults to long-term harm. The CDC (Centers for Disease Control and Prevention) estimates that 2 of every 5 children 3-11 years of age are exposed to secondhand smoke. If you smoke, or another person in your household smokes, protect your family by smoking outside. Smoking inside, even in a separate room, can pollute your entire home!

Each day in the United States, an estimated 2,500 individuals under the age of 18 smoke their first cigarette. E-cigarettes have become the most commonly-used tobacco product among youth. The nicotine, which is inside almost all e-cigarettes, harms youth brain development and lungs. It also greatly increases the likelihood of using other tobacco products and getting addicted to nicotine for life. In addition to nicotine, the aerosol within e-cigarettes can contain other harmful chemicals, such as heavy metals, volatile organic compounds, and possible cancer-causing agents. There is simply no safe way to smoke!

This month in THE GREAT BODY SHOP, your student learned about the effects of drugs and methods of treatment, and protective factors and risk behaviors which influence decisions related to drugs. More specifically, they:

- Analyzed the effects drug use could have on individuals and their families relating to physical, social, emotional, mental, and economic impact, and the benefits of refraining from use.
- Identified internal and external factors that influence the decision to use or not use drugs and how perception of truth also influences choices.
- Identified the developmental assets they possess that help protect them from drug use and which they could

improve upon to further protect them and their choices.

- Practiced making health-related decisions in different situations and analyzed whether they needed to react immediately, think critically, decide alone, or make the decision in a group.
- Investigated different intervention and treatment options for substance abuse, and how to get help for themselves or the person they know who needs help.

PARENTS—WHAT YOU DO AND SAY MATTERS!

As parents, you have tremendous influence on your children's attitudes toward drugs. Start the dialogue with your child early, and keep it going by frequently mentioning your feelings about smoking, drinking, and substance abuse. Here are some tips:

- Speak honestly about the risks associated with smoking, vaping, drinking, and other drugs. If you smoke, don't subject your family to secondhand smoke and talk openly about how nicotine addiction or other drug use has affected you.
- Discuss ways your children can say no to negative peer pressure. Help them prepare for situations by running through potential scenarios they might experience with friends.
- Provide support and set healthy boundaries at home. Communicate frequently and set reasonable, age-appropriate rules. Consistent, unconditional love and enforcement of family rules help children develop trust and a sense of security.
- Recognize that recent changes to laws regarding marijuana use and sale in some states has heightened awareness and discourse about risks and benefits of use for the country as a whole. Discuss this topic with your children. Be aware that brain research shows that any drug use can be detrimental to the developing brains of children and young adults.

THE GREAT BODY SHOP Family Bulletin

Lesson 1: The Way to Be, Drug-Free

Students will set goals to practice strategies for resisting negative peer pressure.

Lesson 2: Use vs. Abuse

Students will differentiate between the helpful use and harmful misuse of legal drugs and explain how to report or seek assistance when faced with an unsafe situation involving drug use.

Lesson 3: Drug and Alcohol Myths

Students will identify ways to use positive peer pressure to help counteract the negative effects of living in a culture where alcohol, tobacco, or other drug abuse or dependency exists.

ADULTS AND ALCOHOL

Talking about alcohol can be a difficult task for parents, especially if they drink. As a parent, you need to know the facts. Excessive drinking or binge drinking increases health risks including birth defects, liver disease, and cancer, not to mention injury, violence, and suicide. What is excessive? According to the CDC (Centers for Disease Control and Prevention) heavy drinking is "drinking more than two drinks per day on average for men or more than one drink per day on average for women" and binge drinking is "drinking 5 or more drinks during a single occasion for men or 4 or more drinks during a single occasion for women." It is a leading risk factor for premature death and disability worldwide. If you do consume alcohol excessively, consider seeking support. It will benefit your health and safety, plus your teens are watching and learning from your example!

UNDERAGE DRINKING

You must be 21 years of age or older to legally drink, and for good reason. Studies on brain development strongly suggest that brains are not fully mature until at least twenty years of age. The effects of alcohol on a teen brain can be substantial, and has the potential to cause both short-term and long-term problems. Furthermore, teens who drink are more likely to be victims of violent crime, to be involved in alcohol-related traffic crashes, engage in high-risk sexual activity, and have school-related problems. If you think your teen might be using or abusing alcohol, don't wait to intervene. Ask your child's doctor or school counselor about treatment programs in your area. You can also check out: www.projectknow.com/teen/resources

TIPS FOR PARENTS

Communication: As parents, you have significant influence over your child's values and decisions regarding alcohol. Make sure they know where you stand. Talk honestly about your views concerning alcohol. Don't lecture. Share your views and ask your child to share theirs.

Boundaries: State your expectations concerning underage drinking and what to do if alcohol is available at a party. Never let your child host a party unsupervised, and always limit the accessibility of alcohol in your home.

Role Model: If you drink alcohol, drink responsibly. Let your

teen know that you are staying within the limits set by the CDC and the American Medical Association. NEVER drink and drive.

Be Present and Provide Alternatives: While it is natural for children to pull away from their parents during the teen years, it is important that you remain actively engaged. Schedule family meals, outings, or simply times to talk. Help your teen find a peer activity that does not involve alcohol. Make an effort to attend your teen's sporting events, recitals, plays, debates, etc. You can make a difference just by showing up!

IS MY CHILD AT RISK?

Some children are more susceptible to developing problems with alcohol than others, so it is important that parents are aware of the risk factors.

According to the National Institute on Alcohol Abuse and Alcoholism, risk factors include:

- Use of alcohol or other drugs before the age of 15
- Having a parent who is a problem drinker or an alcoholic
- Having close friends who use alcohol and/or other drugs
- Past history of aggressive, antisocial, or hard to control behavior
- Having experienced childhood abuse and/or other major traumas
- Having current behavioral problems and/or are failing at school
- Having parents who are not supportive, do not communicate openly, and do not keep track of behavior or whereabouts
- Experience ongoing hostility or rejection from parents and/or harsh, inconsistent discipline

Remember, one or more risk factors doesn't mean your child will definitely have a drinking problem, and no risk factors doesn't mean your child can't develop a drinking problem. While there is no sure way to prevent your teen from using alcohol, there are some preventative measures that you can take.

Grade 5 LEAD



HONESTY

5th Grade Family Connection

PurposeFULL
People

Overview

This month's focus is Honesty. One way to think about Honesty is "being truthful in what you say and do." Practicing Honesty helps strengthen our relationships and reduce stress.

Honesty is 1 of 3 traits we will focus on throughout the year that helps students Be Well. Throughout the school, students will be developing skills like emotion regulation, positive self-talk, and stress-management.

In The Classroom

Managing stress in healthy ways is critical to our well-being. This month, 5th grade students will focus on stress management. This work includes the following:

- Noticing the body's reaction to stress
- Creating plans and practicing strategies to manage or prevent stress

We will use the Emotion Elements to identify the emotions related to stress.

Emotion Elements

- **Wind** represents feeling words like inspired, anxious, playful, and nervous.
- **Water** represents feeling words like concerned, thoughtful, tired, and bored.
- **Fire** represents feeling words like annoyed, overwhelmed, excited, and scared.
- **Earth** represents feeling words like motivated, focused, confident, and proud.



Conversation Starters



- How do you know if you are being Honest with yourself?
- Share how being Honest with ourselves can help us to be more confident, calm, or focused when we are feeling stressed.



HONESTY

PurposeFull Pursuits

PurposeFULL
People

Have some fun connecting as a family this month while practicing Honesty. Here are 3 "PurposeFull Pursuits" for you to complete together. How many can you do this month?

Pursuit #1

Create a simple sign with some emotion words or faces/emojis. Create a space where your family can see emotion words or faces in 1 place near an entrance of a space. Each time someone walks through the entrance this week, have them tap the emotion they are feeling and name their feelings Honestly. Work together to help regulate or manage those emotions to be more confident, calm, or focused.

Pursuit #2

Review Honesty as a family. Honesty is being truthful in what you say and do. Discuss the importance of being Honest and work together to create a family Honesty pledge. Create and decorate a sign together that explains what Honesty means in your family. Have each family member sign the pledge and choose a spot to display it. Refer back to the pledge as a reminder to be Honest and to celebrate when Honesty is practiced!



Pursuit #3

Set aside some time to gather as a family and check in with each other. Ask each family member, "How are you feeling today?" Practice Honesty when responding and listen carefully as each family member shares. Use the emotion check-in questions to learn more. Challenge yourselves to check in with each other on a regular basis!



Emotion Check-In Questions:

- Tell me more about that feeling.
- Why do you think you are feeling that emotion?
- What do you need right now?



Help Fund Our 8th Grade Trip!

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 unannounced 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.





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