



Wagner Weekly

May 11-15

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,

Happy Mother's Day to all our Moms! I hope your day has been amazing 🌸👇

The upcoming week is once again proving to be filled with classwork, state science assessments for grades 5 & 8 as well as field trips for grades 7 & 8! Students will test at 8am on Tuesday, Wednesday, and Thursday. Check with your child's teacher for more information.

Please take a couple minutes to complete the [School Climate Survey](#)! I appreciate your help with this.

[Link](#)

Have a great weekend,
Angela

Upcoming Events

Tuesday, May 12, 13, 14 @ 8am: MEA Science Assessment (grades 5 & 8)

Tuesday, May 12: Grade 5 will have Junior Achievement

Wednesday, May 13: Grade 8 goes to Cole Transportation Museum, leaves at 8am

Thursday, May 14: Math Meet @ UMaine. Students participating will leave school at 7:45

Friday, May 15: Grade 7 Spring Carnival for RB & WG @ HA

May 21: Grade 8 Step Ahead Night at HA (See details below)

May 28 @ 6pm Honor Banquet-students and families attending will be notified

June 8 @ 6:30pm: Beginning Band Concert @ Wagner Cafeteria

June 10 @ 6pm Grade 8 Promotion Ceremony

Attention 8th Graders!



8TH GRADE STEP AHEAD TO HAMPDEN ACADEMY

Thursday

May 21st

6:00 PM

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 May 14th. 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!



Attendance-98% ! !

We are so excited to announce that this week's attendance is **98%**! This is truly an incredible percentage! We appreciated all you do to ensure your child(ren) come to school.



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 📖

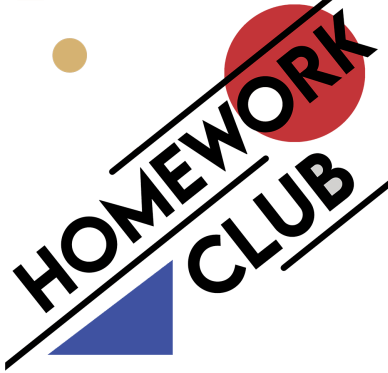
Clubs

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)

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.

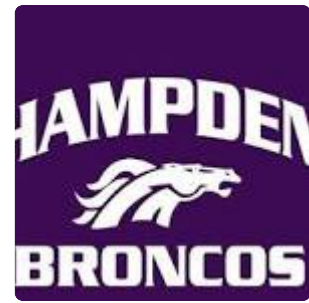


Tardiness: Students will be considered tardy if they arrive in their homeroom later than 7:40 AM for the start of school. Students who are tardy need to report to the office to update attendance and lunch count information. Students need to bring a written excuse signed by a parent/guardian or parents 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.



 **Fall Travel Soccer Registration**

STEP 1: Go to www.coldbrooksoccer.com and click on "Register". Click on "Registration" in the drop down menu. Then, click on the "Got Soccer" registration link on the web page. Follow instructions and choose the payment option. Season Fee: \$185 (\$35 discount for siblings). Uniform fee is NOT included in the price. Ordering instructions will be provided at a later date.

STEP 2: Attend appropriate Skills Evaluation Session. ALL players are required to attend their evaluation session. All players will be placed on a team. Our goal is to create equally skilled teams within each age group.

Do you have what it takes?
Time to put your game face on!

Open to all levels U8-U14

U8	8/1/2018-7/31/2019
U9	8/1/2017-7/31/2018
U10	8/1/2016-7/31/2017
U11	8/1/2015-7/31/2016
U12	8/1/2014-7/31/2015
U13	8/1/2013-7-31/2014
U14	8/1/2012-7/31/2013



Evaluations on May 14th, 2026
4:30 P.M. to 7:30 P.M.
U8-U10 4:30-5:30 U11-U12 5:30-6:30 U13-U14 6:30-7:30

Sign up at www.coldbrooksoccer.com

This activity/program is not affiliated or endorsed by RSU22 and any of its schools.

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](#)

Health and Wellness



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.

Blacklegged "Deer" Tick (*Ixodes scapularis*)



Groundhog Tick (*Ixodes cookei*)



American Dog Tick (*Dermacentor variabilis*)










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 May Lunch Menu			Breakfast Entrée or Cereal Fruit, Juice, Milk
Monday	Tuesday	Wednesday	Thursday	Friday	
RSU 22 Wins State Competition The Farm to School Cook-Off is sponsored by the Maine Child Nutrition Program, and challenges school food service teams to create a hot lunch and breakfast item that meets nutritional standards and 				1 Pizza <i>Chef's Choice Toppings</i> Salad & Fruit Bar	
4	5	6	7	8	
Mac & Cheese Garlic Knots  Salad & Fruit Bar	Popcorn Chicken Crinkle Cut Fries Dinner Roll Salad & Fruit Bar	Cheese Breadsticks <i>Marinara Dipping Sauce</i>  Salad & Fruit Bar	Pizza <i>Chef's Choice Toppings</i> Salad & Fruit Bar	WABANAKI DAY Three Sisters Harvest Stew Corn Bread Cheese Stick Salad & Fruit Bar	
11	12	13	14	15	
BBQ Chicken Flat Bread Pasta Salad Salad & Fruit Bar	Pasta with Meaty Marinara Sauce Cheese Breadstick Salad & Fruit Bar	McWagner Sandwich with Ham, Egg, & Cheese Hashbrown Salad & Fruit Bar	Walking Tacos <i>Tortilla Chips, Ground Beef Cheddar Cheese & More</i> Taco Rice Salad Salad & Fruit Bar	Pizza <i>Chef's Choice Toppings</i> Salad & Fruit Bar	
18	19	20	21	22	
Chicken Alfredo Noodles Steamed Broccoli Dinner Roll Salad & Fruit Bar	Chicken Tenders Crinkle Cut Fries Dinner Roll Salad & Fruit Bar	Beef & Cheese Burrito Fiesta Salad Salsa & Sour Cream Salad & Fruit Bar	Ham & Cheese Croissant Pasta Salad Salad & Fruit Bar	Early Dismissal Snack Pack to go	
25	26	27	28	29	
Memorial Day <i>No School</i> 	Hamburger Cheeseburger Pasta Salad Salad & Fruit Bar	Popcorn Chicken Famous Bowl with Mashed Potato, Gravy Cheese, & Corn Salad & Fruit Bar	Meatball Sub <i>with Sauce & Cheese</i> Potato Salad 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>					
Harvest of the Month Blueberries Maine is the worlds largest producer of wild blueberries	Fruit & Salad Bar Always Offered 	<i>Menu Subject to Change</i> This institution is an equal opportunity provider	 Did You Know?  Memorial Day originated after the Civil War, as a way to honor fallen soldiers. It was known as Decoration Day. It now serves as a reminder of the sacrifices made by all American service members and their families.		

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.

LEAD GRADE 5

Health Topics for April (grades 6-8)



COURAGE

5th Grade Family Connection

PurposeFULL
People

Overview

We are excited to focus on Courage this month! One way to think about Courage is "choosing what is helpful, right, and kind even when it is hard or scary."

Courage 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 Courage 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 be more Courageous by clarifying different types of goals and taking thoughtful actions to achieve them.

Conversation Starters



- Can you share with me what your character goals are? Why are those goals important to you?
- When working towards larger goals, how can Courage help us reach them?

Target
Obstacles
Plan
GOALS



COURAGE

PurposeFull Pursuits

PurposeFULL
People

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

Pursuit #1

Reflect, think, and discuss with your student things you both would like to do, but find intimidating or scary. Maybe it's a new hobby, trying a new game, sharing your art or invention with others, or going on an adventure somewhere. Give 1 of these things a try together and take a selfie to capture the memory!

Pursuit #2

Review Courage as a family! Remember that Courage is choosing what is helpful, right, and kind - even when it's hard or scary. What's something that you've been afraid to discuss with your student? Something that might be difficult to explain about our community or the world. Chances are they will hear about it eventually and it may come from someone who is less informed or less supportive than you. Have a courageous conversation with your student. It could be about bullying, the environment, uncertainty, etc. Remind them that love and support are 2 tools that we can use to practice Courage. Discuss as a family ways they can practice Courage around the issue you discuss.



Pursuit #3

We have all demonstrated Courage in our lives. Many of us have seen people practice Courage in ways that have inspired us. Stories are powerful tools for connecting as a family. Protect time this week to share stories about Courage with each other (you can use the story prompts to get started). At the end of the conversation, think of 1 way you can practice Courage this week.



Story Prompts:

- A time I (or someone else) showed Courage was _____.
- An act of Courage that changed/challenged me was _____.

THE GREAT BODY SHOP Family Bulletin

Lesson 1: Environment Counts

Students will identify the components of a healthy environment, including minimal drugs and violence, and research laws and policies that protect the community.

Lesson 2: Problems With Pollution and Solutions

Students will describe different types of pollution and identify steps that individuals and communities can take to minimize pollution.

Lesson 3: Emotional Environment for Healthy Growth

Students will define a safe community and select credible and reliable community resources to address various health and social issues.

Lesson 4: Discrimination Hurts

Students will define and explain the negative impacts of prejudice and discrimination on a community and develop advocacy skills through a class project.

THIS MONTH IN THE GREAT BODY SHOP...

your child learned about the environment and how an unhealthy environment can harm the people who live in it. This included discussions on the physical effects of environmental factors, such as pollution and solid waste, as well as the emotional effects, including fear and stress. Specifically, students:

- Worked to define a healthful environment and to identify community members, agencies, and services that keep the community safe and healthy.
- Learned about various forms of pollution (air, water, noise, solid waste), their effects, and different ways to try to reduce pollution.
- Examined the impact that the emotional environment of a community can have on physical and mental health.
- Discussed how the values of a community can impact its safety and health.
- Analyzed how discrimination negatively affects communities and the people who live in them.

COMPOSTING TO COMBAT FOOD WASTE

In the United States alone, food waste (any uneaten food that is thrown out at homes, stores, and restaurants, as well as crops left in fields and other foods that don't make it to the market) equals about 115 billion pounds of waste each year! By composting, we can divert waste that releases methane gas, a significant contributor to climate change, and free up space in landfills for items that cannot be broken down or recycled.

TALKING ABOUT DISCRIMINATION

In class, your student discussed these questions with peers. Consider asking your child to share more about this experience and express your opinion as well.

- What is discrimination, and how can it influence the health of communities?
- How can acts of prejudice and discrimination impact a person's mental health?
- What can you do to help eliminate prejudice and discrimination in your school? How about in the greater community?

ENVIRONMENTS—BIG AND SMALL

While we normally think of the environment as the larger community or nature, environments come in all sizes, ranging from communities to school to home. Each of these can impact your child in different ways. Here are some things to consider when thinking about the healthfulness of these environments for your child:

- Is it a safe place for them to learn and ask questions?
- Can they be themselves without fear of bullying or discrimination?
- Is there a place they can go when they need some quiet time?
- Is there an accessible trusted adult if they need help?
- Do they feel like they belong?

THE GREAT BODY SHOP Family Bulletin

Lesson 1: The Consumer

Students will interview peers, family members, and providers of healthcare products and services to determine healthcare consumer habits and preferences, consumer trends, and levels of satisfaction.

Lesson 2: Influencing the Consumer

Students will use critical thinking skills to analyze how a variety of influences affect consumer health decisions positively or negatively including families and friends, marketing and advertising, technology, laws, and public policies.

Lesson 3: Pollution and How to Manage It

Students will look for possible sources of pollution in specific environments (your home, school, community) and discuss the effects of various sources of pollution (depletion of the ozone layer, noise pollution, water contamination) on their health.

Lesson 4: Environment and Health

Students will discover the relationship between environment and health and demonstrate advocacy skills to bring an awareness to an environmental issue.

MEDIA LITERACY

Knowledge is a powerful tool. And with the line between fact and fiction becoming more blurred online, it is important to equip our children with the skills necessary to communicate with the rest of the world and analyze information. Kids are now exposed to more forms of media than any previous generation, including text messages, videos, emails, GIFs, memes, video games, online advertisements, and social media. Their ability to understand media and technology and discern fact from fiction is more important than ever before. These literacy skills help kids:

- learn to better understand the messages around them, why information is included or not, and how to support their own ideas.
- learn if information is trustworthy, and understand and resist marketing and sales tricks.
- distinguish between persuasive and factual information, and make informed decisions.
- understand what they want to express, how they want to express it, and communicate ideas effectively.

This month in THE GREAT BODY SHOP your student learned about consumer habits and factors that influence their decisions, different sources of pollution and potential health effects, and the relationship between health and their environment. Specifically, they:

- interviewed consumers to better understand their habits and influences, and recognize what habits help make someone a wise consumer.

- examined advertisements for influencing factors (some hidden) and analyzed how a consumer can use critical thinking skills to determine if the product/service is the best one for them.
- researched different types of waste management and the advantages or disadvantages of using them.
- explored the effects (physical, emotional, social, mental) different environmental conditions (pollution, pandemics, food insecurity, etc.) can have on a community and/or individual and how to become an advocate for change.

WHAT CAN PARENTS DO?

A lot! Start by watching television, Internet programming, and movies together with your teens. Ask your children what they liked or disliked. Try to identify the "point of view" the show is trying to convey. Share your values and thoughts. Discuss advertisements and see if you can find different types of advertising tricks used to influence consumers. Identify the emotions that a commercial is trying to evoke.

Further the conversations by exploring topics your children are interested in. Are there world events, environmental concerns, human rights issues, animal rights issues, etc. that they feel passionate about? Encourage them to seek unbiased knowledge on the topic and discuss how they can help. Are there organizations they could volunteer with? Is there a way to add their voice to the conversation? Encourage their curiosity.

THE GREAT BODY SHOP Family Bulletin

Lesson 1: Environment and Health

Your child will discover the relationship between environment and health by researching major health problems of the world and their relationship to the environment.

Lesson 2: Problems and Solutions: It Isn't That Easy

Students will be given the opportunity to choose an environmental health problem, explain the cause and impact of the problem, research what is being done to combat the problem, and construct a plan to protect a community (country or world) from the threat posed by that problem, keeping in mind relevant financial, political, and social issues. It's a big challenge!

Lesson 3: You, Your Health, and the Future

The class will take a survey to determine the level of concern about various aspects of the environment for the home, school, and in the community, including health and safety risks. They will analyze the results to determine which environmental concerns are most prevalent and design a community project to advocate for one issue.

GOT GREEN TEENS?

There is a lot of interest in going green these days. Going green means being environmentally responsible, conserving energy, reducing waste, and recycling or repurposing items instead of putting them in the trash. Many teens are taking an active role in promoting green living. Here are some green websites designed with teens in mind. Check them out!

Young People's Trust for the Environment:
ypte.org.uk/audiences/teenagers

Environmental Protection Agency:
www.epa.gov/students

TIPS FOR GOING GREEN

It's time to save energy and conserve resources. Here are a couple of tips that will save a bundle!

1. Turn off computers, tablets, and printers each night. Better yet, unplug them completely! Depending on the number of devices your family owns, you can easily save \$100+ worth of electricity each year.
2. Go vintage! Start shopping for gently used clothing at thrift stores or garage sales. Make it a family shopping trip and see how many fun outfits you can create for just a few dollars. Not into vintage? There are many high-end consignment boutiques that specialize in current, designer clothing. Many of these boutiques will even give you store credit in exchange for clothes you don't want anymore.
3. Encourage your kids to take the bus to school. Buses are more fuel efficient than cars. Relying on public transport also reduces emissions, and

in turn, air pollution. Want to help the environment and promote healthy habits? Encourage your teen to bike to school! He or she will get some exercise while going green.

4. Turn off the lights. Leaving lights on in an empty room burns energy and money. If you haven't already, consider replacing costly incandescent light bulbs with energy efficient ones. Energy efficient lighting is roughly a quarter of the cost of incandescent lighting over a 10,000 hour period.

A HEALTHY ENVIRONMENT

Most parents and children live in the same environment, at least some of the time. However, adults and children do not react to their environments in the same way. According to the EPA (Environmental Protection Agency), teens and children "are often more vulnerable to pollutants than adults due to differences in behavior and biology, that can lead to greater exposure and/or unique windows of susceptibility during development." This assertion is supported by a lot of scientific research. For example, a study performed by the National Cancer Institute and the Mayo Clinic found strong evidence that children are more susceptible to harm from secondhand smoke than adults. Numerous studies have also confirmed that kids can be more sensitive to chemicals in cleaning products, pesticides, and even food. To learn more about the environment and kids, check out: www.epa.gov/children

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 2026 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