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Click Here For Wagner Website

Message From Mrs. Pratt

Please make sure to email the office at wagneroffice@rsu22.us

Happy Friday!
We have one more day of state testing this week. Once again, grades 6-8 will test on Wednesday and grade 5 will test on Thursday. This will be a reading assessment. We hope your child(ren) will be in attendance to test with classmates.

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thi
year-The Fall Thriller Dance. This is the ONLY dance that grade 5 students may attend. Stay tuned for more information! We encourage you to attend our next meeting on Thursday, October 15 @ 6pm.

Enjoy the upcoming weekend,
Angela

RSU 22 Assessment Newsletter

Click on the green band below to find a newsletter that contains lots of State Assessment Information.

RSU22 State Assessment Information

Pest Control

Please read the below notification regarding pest control.

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Nicholas Raymond, Superintendent — RSU 22 — Christine Boone, Assistant Superintendent

September 15, 2026

Samuel L Wagner Middle School
19 Williams Way
Winterport, ME 04496

Modern Pest Services will be applying product @ Wagner Middle School on September 21, 2026.

Product: Masterline
EPA #: EPA 70815-GA-001

This product will be applied per EPA standards and procedures.

Thank you

William Booth
Facilities Director
IPM Coordinator

Committed to the optimal learning of all students
Critical Thinking • Perseverance • Collaboration • Effective Communication • Problem Solving

Upcoming Events

September 21 & 23: 7am Jazz Band
September 22 & 24: 7am Show Choir
September 29: Homework Club starts and meets every Tuesday and Thursday 2:15-3:30
October 9th -Early Dismissal @ 11:40
October 10th-NO School: Indigenous Peoples Day
October 15: Pride Pack meeting @ 6pm
October 24: Parent Focus Group @ 6pm
Nov 6: Grades close for grades 6-8
Nov 11th-NO School: Veterans Day
Nov 24: Early Dismissal @ 11:40
Nov 25-27 NO School: Thanksgiving Break

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Student Success

Personal Electronic Devices Policy

Read the RSU22 PED policy

Attendance

Our focus on attendance continues! This is because we know that students who are in attendance every day, are more engaged, feel a greater sense of connection and continue to grow academically. Keep looking here for those attendance averages ✅

This week, we had a daily average of 98% of our students in attendance!! Let's keep this streak going!

📝 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 📚

Homework Club

Homework Club will start on Tuesday, September 22nd! For those new to Wagner, Homework Club is a a club that meets on Tuesdays and Thursdays from 2:15-3:30. **There is a late bus to take students home afterwards.** Mrs. Murphy hosts this club, where she helps students complete assignments and helps them leave feeling great about their day! We hope you sign your child(ren) up for this help if this is a need for either your family or you child.

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Wagner Middle School students in grades 5, 6, 7, and 8 are invited to stay after school to attend Homework Club. This hour, monitored by Wagner staff, will be held on Tuesdays and Thursdays from 2:15 - 3:15. This is an opportunity for students to improve or maintain grades by completing assignments, making progress with long-term projects, studying for quizzes and tests, or simply reading independently. When Homework Club is done at 3:15, after school transportation is available or students may be picked up by a family member. The after school bus will leave Wagner at 3:30.

To participate, return the attached paper to the office or to Mrs. Murphy. Teachers may also invite students to stay and make arrangements by contacting home. If plans change and your student is not able to stay, then please let us know by calling Ms. Cleaves in the office (223-4309) or emailing Mrs. Murphy (bmurphy@rsu22.us).

Wagner Homework Club – First Round

September 28	September 29	September 3	October 1	October 2
	Homework Club		Homework Club	
October 5	October 6	October 7	October 8	October 9
	Homework Club		Homework Club	Early Dismissal
October 12	October 13	October 14	October 15	October 16
No School Columbus Day	Homework Club		Homework Club	
October 19	October 20	October 21	October 22	October 23
	Homework Club		Homework Club	
October 26	October 27	October 28	October 29	October 30
	Homework Club		Homework Club	
November 2	November 3	November 4	November 5	November 6
	Homework Club		Homework Club	**1st Quarter ends for grades 6,7,8**

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☐ YES! I would like my student to participate in the Wagner Homework Club.

My child will be attending on the following days:

☐ Tuesday, September 29	☐ Thursday, October 1
☐ Tuesday, October 6	☐ Thursday, October 8
☐ Tuesday, October 13	☐ Thursday, October 15
☐ Tuesday, October 20	☐ Thursday, October 22
☐ Tuesday, October 27	☐ Thursday, October 29
☐ Tuesday, November 3	☐ Thursday, November 5

Student: _____

Grade: 5 6 7 8

❑ I will be picking up my child at 3:15.

❑ I would like my child to ride the bus to the following address:
The afterschool bus will leave Wagner at 3:30pm.

_____
Please include Winterport or Frankfort.

Parent/Guardian Name	
Contact #	
email	
Parent/Guardian Signature	

Athletics

Wagner Athletic Director: McKenzie(Mack) Madden (mmadden@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.

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Ta *or*
the
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 Checks will be bi-weekly Fridays

- **9/18**
- **10/2**
- **10/16**
- **10/30** ***(for those still in season)***

On these dates, the AD will meet with Wagner students in the morning and RBMS students in the afternoon. Coaches will be updated.

Process if failing:
Athletes will be placed on warning.
They will have two weeks to improve their grades. If they show sincere effort/grade improvement after week 1 they will be released from warning.
If they are still struggling, they will have one more week to show improvement.
After the two weeks, if they have not improved academically, they will be removed from your teams.

Master Schedule

https://docs.google.com/document/d/1J8SMMiIj1gAB8q1TbO8ZiuGXEKVRXF5KFIV9EfLodG4/edit?usp=sharing

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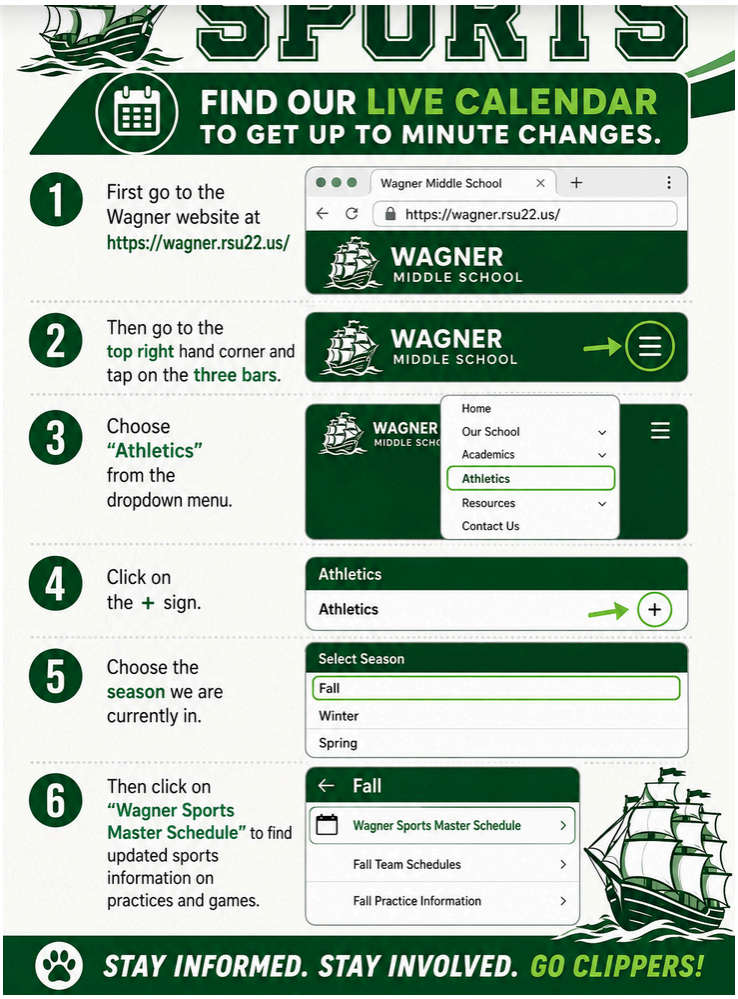

Yesterday's away game **9/17 v. Center Drive** was masterful. Lady Clippers midfield and striker connected passes with each other all game. The score was 3-0 Wagner. Resulting in Goalies: Laityn Stover and Lucy Krummel getting shut outs. Additionally, Laityn Stover scored, Mal Davis Scored, and Lucy Krummel Scored. Defensive players orchestrated a masterclass in defending-tackling and intercepting nearly all Center Drive attacks.

9/15 v. Glenburn: Tough Defeat. Lady Clippers showed promise despite 6-3 Loss , at Home. For many it was their first soccer game ever. Nevertheless, Lucy Krummel managed 2 goals, while Mal Davis scored 1. The loss proved Wagner Girls Soccer could score against a good team or even win. Wagner Girls may have another opportunity to beat Glenburn in post season tournament play. We endeavor to keep improving each day.

Sportsmanship scoring:

Glenburn 3's across board. No issues.

Center Drive 3's across board. No issues.

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WAGNER
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CLIPPER EVENTS SEPTEMBER 21-25
SOCCER GAMES @ LEWIS LIBBY
GIRLS - 3:30 BOYS - ~4:45
FIELD HOCKEY GAME @ TROY HOWARD
A - 3:30 B - ~4:45
TUESDAY SEPTEMBER 22
SOCCER GAMES @ ORONO
GIRLS - 3:30 BOYS - ~4:45
PVML CROSS COUNTRY MEET @ CDS
GIRLS FIRST THEN BOYS
3:45 START
WEDNESDAY SEPTEMBER 23
FIELD HOCKEY GAME @ BREWER
A ONLY - 5PM
THURSDAY SEPTEMBER 24
HOME SOCCER GAMES V BUCKSPORT
BOYS - 3:30 GIRLS - ~4:45
FIELD HOCKEY GAME HOME GAME V HERMON A ONLY - 3:30
TENTATIVE FOOTBALL SCRIMMAGE
NOT CONFIRMED
FRIDAY SEPTEMBER 25
HA HOMECOMING
NO WAGNER EVENTS

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EVALUATIONS
THURSDAY OCTOBER 1ST
REEDSBROOK MIDDLE SCHOOL
¾ - BOYS 5:00-6:15
¾ GIRLS 6:15- 7:30
SATURDAY OCTOBER 3RD
HAMPDEN ACADEMY
5/6 BOYS 9:00 - 10:30
⅞ BOYS 10:30-12:00
5/6 GIRLS 1:00-2:30
⅞ GIRLS 2:30-4:00
PLEASE REGISTER ON THE BRONCO TRAVEL BASKETBALL CLUB FACEBOOK PAGE
THIS ACTIVITY IS NOT AFFILIATED WITH OR ENDORSED BY RSU #22 OR ANY OF ITS SCHOOLS.

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CLUBS

Jazz Band: Monday and Wednesdays @ 7am
Show Choir: Tuesdays and Thursdays @ 7am

Pride Pack

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

Meet our Pride Pack Officers for the 2026-2027 school year!

President: Megan Blake
Vice President: Lindsay Levesque
Secretary: Shilo Burnham
Treasurer: Jess Shibles

Next Meeting

October 15 @ 6pm in the Wagner Library

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Student Support

Counselor: Emily Armour earmour@rsu22.us
Social Worker: Lisa Melendez lmelendez@rsu22.us
For more information on our website, click here

Grade 5 Character Strong

Kindness KICKOFF
Family Connection

PurposeFULL People

Welcome!

Dear Family,

We are excited to tell you that we will be using **PurposeFull People** this year, a program that teaches skills to help students be successful in school and in life.

We believe that students should have safe, predictable places to learn where they feel included. Students should have healthy and helpful connections with teachers and classmates. They should also experience learning that will help them tackle challenges inside and outside of school. PurposeFull People is more than a set of lessons - it is a partnership between schools and families to create a place where students feel like they belong and learn skills that will help them be the best they can be!

The path forward is full of growth! We cannot wait to partner with you in this work…

- To teach students how to build strong friendships
- To work together to solve problems, big and small
- To grow skills for life
- To become PurposeFull People

Conversation Starters

- What does Kindness mean to you?
- What is something Kind you did for someone else today?

Kindness Overview

Our world needs more Kindness! That's why Kindness is how we are starting the school year. Our definition of Kindness is acting with understanding, generosity, and care. You'll hear a lot about Kindness this year because it is also 1 of our **3 outcomes:**

- **Be Kind**: Teaching social skills like listening, friendship, solving conflicts, and leadership.These skills are taught alongside **Empathy**, **Respect**, & **Cooperation**
- **Be Strong**: Skills that help students focus, stay organized, and set goals. These skills are taught alongside **Responsibility**, **Courage**, & **Perseverance**
- **Be Well**: Skills that help students handle their emotions and deal with stress. These skills are taught alongside **Gratitude**, **Honesty**, & **Creativity**

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Family Connection

PurposeFull Pursuits

Each month, we'll send PurposeFull Pursuits to provide fun challenges you can pursue together! These are simple ways to intentionally reinforce the skills we are working on at school, while providing fun strategies to grow together as a family. We invite you to make some memories and join in the fun!

Pursuit #1

Review Kindness as a family! Remember that Kindness is acting with understanding, generosity, and care. Schedule a family movie night so that you can specifically watch for different ways people show Kindness. Let everybody know that you'd like them to point out examples of how the characters show Kindness as you watch the movie. Be sure to pause periodically to discuss the examples of Kindness you see. You could also talk about missed opportunities for Kindness and what you might have done differently!

Pursuit #2

Find a time to sit in a circle together and celebrate a Kind beginning of the school year! If you want, gather some favorite snacks and play some celebratory music for the occasion. Take turns sharing responses to the following prompts or make up your own! Remember to practice Kindness as you listen to each other.

Celebration Prompts:
- What is 1 way a family member has shown you Kindness this week?
- What is 1 way you want to grow in Kindness toward others this school year?

Grades 6-8 Character Strong focus for September

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Dear Families,

We are so grateful you are a part of the school community this year.

One of the aims at our school is to equip young people for all the realities of today's world. With that in mind, we have partnered with CharacterStrong – an organization that provides training for educators and curricula for students. Their work in grades 6-12 focus on 3 main outcomes: increasing a sense of belonging for all students, improving skills that support student well-being, and deepening student engagement in their academics, in their school, and in their community.

Here's what the data tells us:

- A sense of belonging in school is one of the most important conditions for learning and a fundamental support for social and emotional well-being. Nearly ⅓ of all students report a weak sense of belonging in their schools. Roughly half of 6th – 12th grade students say they don't enjoy coming to school most of the time.
- Mental health challenges for teens have been increasing and 7 out of 10 teens in the U.S. (between 13 and 17 years old) have named anxiety or depression as a major problem among their peers.
- Student engagement drives learning and supports school success.

This curriculum was created to support school communities as they engage in the work of preparing young people to thrive in the 21st century. The research supports the effectiveness of this content to increase student's academic success and college & career readiness. The lessons focus on developing skills and mindsets around building positive habits, understanding our emotions, improving teamwork, and increasing empathy.

One of the key parts of nearly every lesson is the "CharacterDare" for Middle School students and the "To Be List" for High School students. These are invitations near the end of most lessons to put the content that they are learning into action in the real world. If you ever want to play an active role in the CharacterStrong curricula, simply ask your student about the most recent CharacterDare or To Be List challenge. Maybe they'll invite you to try one yourself!

Looking forward to a great year!

Health and Wellness

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Includes Juice, Milk, Cereal, Fruit, Grains, & More. Each day of the week has a feature that rotates monthly.

Cini Mini's	Fresh Baked Muffins	Breakfast Sandwich	Parfaits	Breakfast Pizza
Monday	Tuesday	Wednesday	Thursday	Friday
LUNCH *Includes Milk, Fruit, and Salad Bar each day. Check the cafeteria menu board for Chef's Specials and Peanut Butter & Jelly Meal.*				
8/31	1	2	3	4
Chicken Tenders *with Dipping Sauces* Seasonned French Fries	**Walking Tacos** *Served with seasoned beef, cheese, salsa, and toppings* Mexican Street Corn	**Pasta Bake** *with ground beef, cheese tomata marinara sauce, herbs, and spices* Garlic Breadstick	**French Toast Sticks** *Baked whole grain french toast served with syrup, Maine Blueberries, and Sausage*	**Pizza** Cheese, Pepperoni, & Special
7	8	9	10	11
LABOR DAY *NO SCHOOL*	**Chicken Sandwich** *Crispy chicken on a whole grain bun with choice of sauces and toppings.* Pasta Salad	**DELI SANDWICH** *choice of Ham, Cheese & Veggie toppings* Chips	**Chicken Carnita Flatbread** *Shredded chicken with bold flavors on herbed flatbread* Mexican Slaw	**Cheesy Breadstick Dippers** *Savory baked whole grain sticks with Tomato Marinara Dipping Sauce*
14	15	16	17	18
McWagner Sandwich *Croissant Sandwich loaded with Egg, Ham, & Cheese* Hashbrown Potato	**Pizza** Cheese, Pepperoni, & Special 	**Chicken BLT Pasta Salad** *All white chicken tossed with Ranch sauce, bacon, tomato spinach, & whole grain pasta* Garlic Breadstick	**Hamburger** *USDA Beef Patty on a whole grain bun with choice of American Cheese and toppings* Coleslaw	**Crispy Chicken Drumstick** *with Roasted Potatoes* Dinner Roll
21	22	23	24	25
Cheesy Pizza Dunkers *House made pizza dough strips baked with herbs and cheese, served with Tomato dipping sauce*	**Nachos** *Crispy tortilla chips topped with seasoned beef, cheese, and choice of south border toppings*	**Pineapple BBQ Pulled Chicken Sandwich** *served on a whole wheat bun with pickled red onions*	**Chicken Tenders** *with Dipping Sauces* Zucchini Fries	**Hot Dog Bar** *Steamed frankfurter in a toasted bun with toppings* Potato Salad
28	29	30		
Pancakes *Fluffy whole grain pancakes served with syrup, Maine Blueberries, and Sausage* Roasted Potatoes	**Chicken Quesadilla** *with salsa, sour cream, & toppings*	**Hamburger** *USDA Beef Patty on a whole grain bun with choice of American Cheese and toppings* French Fries		**SALAD & FRUIT BAR** Offered at Lunch Every Day
Menu Subject to Change. This institution is and equal opportunity provider.				

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.

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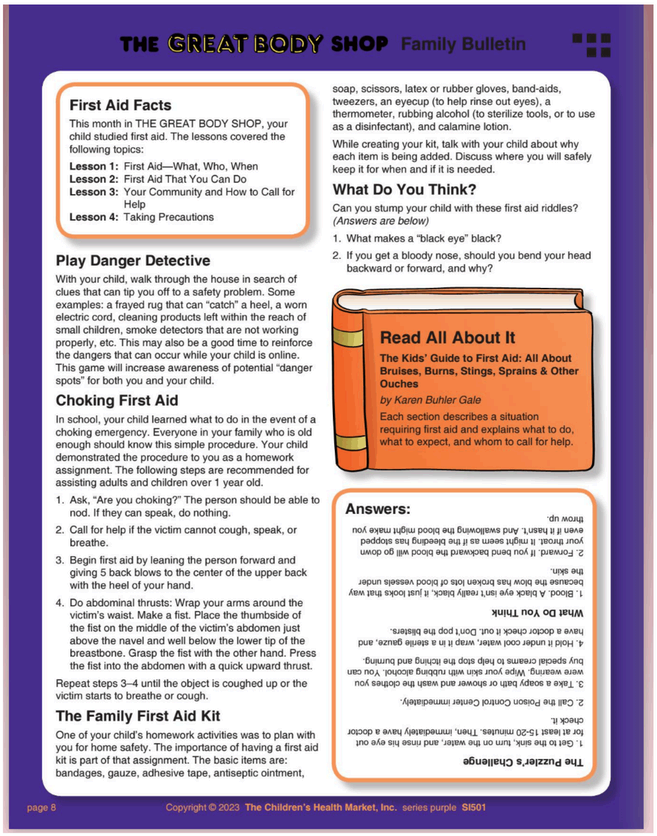
Great Body Shop Monthly Newsletters

Grade 5

Great Body Shop
Grade 5
Month 1



THE GREAT BODY SHOP Family Bulletin

First Aid Facts

This month in THE GREAT BODY SHOP, your child studied first aid. The lessons covered the following topics:

Lesson 1: First Aid—What, Who, When
Lesson 2: First Aid That You Can Do
Lesson 3: Your Community and How to Call for Help
Lesson 4: Taking Precautions

Play Danger Detective

With your child, walk through the house in search of clues that can tip you off to a safety problem. Some examples: a frayed rug that can "catch" a heel, a worn electric cord, cleaning products left within the reach of small children, smoke detectors that are not working properly, etc. This may also be a good time to reinforce the dangers that can occur while your child is online. This game will increase awareness of potential "danger spots" for both you and your child.

Choking First Aid

In school, your child learned what to do in the event of a choking emergency. Everyone in your family who is old enough should know this simple procedure. Your child demonstrated the procedure to you as a homework assignment. The following steps are recommended for assisting adults and children over 1 year old.

1. Ask, "Are you choking?" The person should be able to nod. If they can speak, do nothing.
2. Call for help if the victim cannot cough, speak, or breathe.
3. Begin first aid by leaning the person forward and giving 5 back blows to the center of the upper back with the heel of your hand.
4. Do abdominal thrusts: Wrap your arms around the victim's waist. Make a fist. Place the thumbside of the fist on the middle of the victim's abdomen just above the navel and well below the lower tip of the breastbone. Grasp the fist with the other hand. Press the fist into the abdomen with a quick upward thrust.

Repeat steps 3–4 until the object is coughed up or the victim starts to breathe or cough.

The Family First Aid Kit

One of your child's homework activities was to plan with you for home safety. The importance of having a first aid kit is part of that assignment. The basic items are: bandages, gauze, adhesive tape, antiseptic ointment, soap, scissors, latex or rubber gloves, band-aids, tweezers, an eyecup (to help rinse out eyes), a thermometer, rubbing alcohol (to sterilize tools, or to use as a disinfectant), and calamine lotion.

While creating your kit, talk with your child about why each item is being added. Discuss where you will safely keep it for when and if it is needed.

What Do You Think?

Can you stump your child with these first aid riddles? *(Answers are below)*

1. What makes a "black eye" black?
2. If you get a bloody nose, should you bend your head backward or forward, and why?

Read All About It

The Kids' Guide to First Aid: All About Bruises, Burns, Stings, Sprains & Other Ouches

by Karen Buhler Gale

Each section describes a situation requiring first aid and explains what to do, what to expect, and whom to call for help.

Answers:

The Puzzler's Challenge

1. Get to the sink, turn on the water, and rinse his eye out for at least 15-20 minutes. Then, immediately have a doctor check it.
2. Call the Poison Control Center immediately.
3. Take a soapy bath or shower and wash the clothes you were wearing. Wipe your skin with rubbing alcohol. You can buy special creams to help stop the itching and burning.
4. Hold it under cool water, wrap it in a sterile gauze, and have a doctor check it out. Don't pop the blisters.

What Do You Think

1. Blood. A black eye isn't really black; it just looks that way because the blow has broken lots of blood vessels under the skin.
2. Forward. It might seem as if the bleeding has stopped your throat. It will go down even if it hasn't. And swallowing the blood might make you throw up.

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Grade 6

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Lesson 1: Creating Safe Spaces for Learning

Students will analyze practices and behaviors that support emotional health and well-being and create a safe space for learning.

Lesson 2: I Belong Here

Students will explore the importance of belonging and utilize skills such as social awareness to promote inclusiveness.

Lesson 3: Self-Awareness

Students will engage in numerous self-awareness exercises and analyze how these skills can positively impact their health.

Lesson 4: Trusted Adults

Students will learn when and how to identify, access, and communicate with trusted adults in a variety of scenarios.

THIS MONTH IN THE GREAT BODY SHOP...

your student learned that they need to have a safe space in order to learn optimally and that feeling a sense of belonging contributes to feeling safe. They also learned that having strong self-awareness and self-management skills helps them to be better lifelong learners. Students practiced self-awareness skills and the skill of accessing trusted adults when they need help. Specifically, they:

- Analyzed what makes students feel safe/unsafe in a classroom and used that information to create a Class Charter that will guide the behaviors of the classroom.
- Practiced self-awareness skills and fostered a growth mindset through journaling and other mindfulness activities.
- Discussed what makes a trusted adult, identified who trusted adults are in their lives, and practiced how to ask for help from a trusted adult.

"I" MESSAGES

Practicing certain relationship skills at home can help everyone in the family feel respected and safe. Many times, it's hard for parents and children to communicate because they don't tell each other how they feel. For example, you might scold your child for not completing household chores without explaining why that bothers you. Using "I" messages keeps the focus on how you are feeling about something rather than placing blame on other people or circumstances. Note the differences in the following statements:

"You were supposed to be home at dark! You were an hour late! I can't trust you!" (an accusation; places blame; makes the issue larger)

"When you came home late, I was worried and upset. Calling to tell me you are running late is the right thing to do." (This tells your child how you feel.)

Talk about the "I feel" message with your child. Look for ways you can both use it to get your feelings across. If you or your child need help with this format, refer to this sentence structure:

1. 1. I feel _____ (emotion)
2. when _____ (situation/event)
3. because _____ (reason).

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Grade 7

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Lesson 1: Characteristics of a Lifelong Learner

Students will identify traits, skills, and values of lifelong learners and explain how these attributes positively impact one's physical, social, and emotional health.

Lesson 2: Conditions that Support Lifelong Learning

Students will identify prosocial behaviors that contribute to an emotionally safe (positive) classroom environment.

Lesson 3: Accessing Trusted Adults

Students will identify and access sources of support at home, in school, and in the community, such as parents, guardians, and other trusted adults who can provide information and help when needed for a variety of health topics.

Lesson 4: Accessing Valid Information

Students will learn how to access and analyze information on a website to determine if it is valid and reliable.

Your Teen and the Internet:

It is no secret that American pre-teens and teens spend a substantial number of hours on phones, tablets, computers, and other screens. After all, digital media touches almost every aspect of their lives including entertainment, socialization, and academic pursuits. Even prior to COVID-19, studies reported a minimum of 6 hours of digital media use a day, with some studies reporting an average of over 9 hours daily! Youth are now exposed to more forms of media than any previous generation, including videos, text messages, emails, GIFs, memes, video games, online advertisements, and social media. Regardless of why your child is on the Internet, one thing is for certain: they are being bombarded with material that is not always factual, and in some instances harmful.

THIS MONTH IN THE GREAT BODY SHOP... your student learned about attributes that positively impact their health, how to access trusted adults, and how to analyze information for accuracy. Specifically, they:

- Identified characteristics that will help bolster their growth and development in healthy ways.
- Discussed what is needed to create a safe classroom environment for learning.
- Analyzed what makes a person a safe, reliable, trusted adult, and identified them for varying situations (at home, at school, in the community).
- Learned how to analyze websites and other sources for their validity of information, and key components to look for to determine if it is trustworthy or unreliable.

Like all skills, recognizing valid information from questionable sources requires practice, and you can help! When your child tells you a fact, show your interest by asking questions that will encourage him or her to evaluate their sources. Here are some examples:

Student: Did you know that babies' hearts beat faster than adults? (true)

Possible Response: That is very interesting! Where did you learn that? (school, Internet, magazine, etc.)

Ask follow up questions about that particular source, especially if the answer is a website or video found on the web.

Student: A kid at school told me that girls are naturally smarter than boys. (false)

Possible Response: Do you think this person was stating a fact or their opinion?

If your child answers "fact," follow up by asking your child why they believe this other student is a credible source of information.

Student: I'm going to start drinking diet shakes because I read online that they are the healthiest way to lose weight. (false)

Possible Response: Was this an article or an advertisement? Was it on a product website or did it contain clickbait?

Try to lead your child to the correct answer (that this is NOT a healthy choice) instead of telling them outright. If necessary, help him or her find a valid source on healthy eating online.

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Grade 8

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Lesson 1: Making Lifelong Learners

Students will identify traits and skills of lifelong learners, explain the values that support them, and set reasonable goals to acquire those traits, skills, and values.

Lesson 2: Written Communication Skills

Students will be given an opportunity to demonstrate effective written communication skills to persuade, explain, describe, advocate, assert, and refuse; use these skills appropriately as healthy ways to convey information, express needs, wants, feelings, and influence others.

Lesson 3: Oral Communication Skills

Students will make presentations to demonstrate effective oral communication skills to negotiate, arbitrate, resolve conflicts, and refuse; attentively listen and use these skills appropriately as healthy ways to convey information, express needs, wants, feelings, and influence others.

Family Values

Values create a moral compass by which we direct our lives. They influence the way we solve problems, treat others, and make life choices. Passed down from parent to child, family values are learned when children observe their parents navigate through life. When it comes to values, actions often speak louder than words, so it is essential that a parent's actions match their words. Talk about your family values with your children. Explain the values you want them to adopt and ask them how those same values can be helpful at school, with friends, and for their future.

Communication

Knowing how to effectively communicate feelings, ideas, and opinions is an essential life skill. Help your children be more effective communicators by encouraging them to use the 5 W's (who, what, where, when, why) when making a request to go to the movies, hang out with friends, or stay late after school. Teach your children that every request needs to answer the 5 W's. Here is a script they can use. Practice a few requests over dinner conversation. Model the 5 W's when you head out for some adult time.

"Mom/Dad, I want to go

with _____ (who)

to _____ (what)

at _____ (where)

from _____ (when)

because _____ (why)."

What do you value?

- Responsibility
- Abstinence
- Health
- Well-being
- Love
- Devotion
- Tolerance
- Diversity
- Work ethic
- Persistence
- Personal best
- Respect

Career Awareness

Middle school can be a confusing time for students as they are questioned more frequently about their goals, ambitions, and possible career choices. While some students declare with certainty what they'll be or do "when they grow up," others struggle, thinking at this age, they have limited skills or simply "don't know."

Help your child gain confidence and direction by discussing the qualities companies most value in employees today: team work, flexibility, reliability, positive attitude, passion, creativity, adaptability, sharing and helping others, hard work, prioritization, and focus. Ask your child to think about which of these qualities they already possess and exhibit through household chores and responsibilities, family and community engagement, volunteer activities, sports participation, academic performance, etc. Identify areas for improvement and make a plan for personal growth in the targeted area.

Confidence can also be gained by exploring actual career possibilities. Check out websites where your child can engage in interactive games to explore principles of engineering, science, business, technology, medicine, etc. The following website suggests safe and effective apps that children and teens can use to be creative or practice skills in art, writing, science, music, coding, and more: **commonsensemedia.org/guide/essential-creativity-guide**

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eBikes

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MAINE'S ELECTRIC BICYCLE LAW FOR THE ROAD

- Electric bicycles are regulated like bicycles. The same rules of the road apply to both electric bicycles and human-powered bicycles.
- Electric bicycles are not subject to the registration, licensing, or insurance requirements that apply to motor vehicles.
- Maine designates three classes of electric bicycles:
  - Class 1: Bicycle equipped with a motor that provides assistance only when the rider is pedaling, and that ceases to provide assistance when the electric bicycles reaches 20 mph.
  - Class 2: Bicycle equipped with a throttle-actuated motor, that ceases to provide assistance when the electric bicycle reaches 20 mph.
  - Class 3: Bicycle equipped with a motor that provides assistance only when the rider is pedaling, and that ceases to provide assistance when the electric bicycle reaches 28 mph.
- A Class 3 electric bicycle may not be operated on a bike path unless it is within a highway or roadway, or Class 3 operation is allowed by the local authority.
- Helmets are required for riders or passengers under 16 years of age. A person under 16 years of age may not operate a Class 2 or Class 3 electric bicycle unless it is designed to accommodate passengers.
- Municipalities, local authority or governing body of a public agency that has jurisdiction can restrict where electric bicycles are allowed. When in doubt, check for local rules and regulations.

*The following Maine laws are referenced: Me. Rev. Stat. tit. 29-A §101-1(22-B), 29-A §2063 (14).

eMTB GUIDELINES

- On federal, state, country and local trails, electric mountain bike (eMTB) access varies significantly.
- Generally, any natural surface trail that is designated as open to both motorized and non-motorized uses is also open to eMTBs.
- eMTBs may not be allowed on trails managed for non-motorized activities.
- Do not ride your eMTB in areas where the local rules are unclear. Ride legally and only on authroized trails to show that mountain bikers are responsible trail users.
- When in doubt, ask your local land manager about access to specific trails. Local land rules change frequently.

MAINE'S ELECTRIC BICYCLE LAW FOR TRAILS

- LOCAL: Consult your local land management agency.
- STATE: The Maine Department of Conservation and Recreation does not have a law or policy specifically addressing electric bicycles. In general, though, electric bicycles are defined as motorized vehicles. If an eMTB rider wants to ride on trails, the vehicle must be registered as an ATV. Contact the department for the most up to date information. PeopleForBikes is monitoring this policy and will update this document as needed.
- FEDERAL: There is little federal land managed for recreation in Maine. However, the majority of public lands managed for recreation in Maine are under the jurisdiction of the U.S. Forest Service, where eMTBs are considered motorized vehicles and have access to motorized trails. Contact the U.S. Forest Service Eastern Regional Office for more information.

CHECK OUT

- A map of great eMTB rides at peopleforbikes.org/emtb
- eMTB "Adventures" at peopleforbikes.org/electric-bikes

GREAT eMTB RIDES IN MAINE

- **Androscoggin State Park Tour**
  Turner | 21 miles
- **Mt. Agamenticus**
  Ogunquit | 10 miles

With an electric bicycle, bicyclists can ride more often, farther, and for more trips.

Electric bicycles are designed to be as safe as traditional bicycles, do not compromise consumer safety, and benefit bicyclists who may be discouraged from riding a traditional bicycle due to limited physical fitness, age, disability or convenience.

In many states, electric bicycles are regulated under antiquated laws primarily aimed at combustion engine vehicles such as mopeds or scooters. PeopleForBikes is clarifying state laws governing the use of electric bicycles in the U.S. Every state's law is different, but the objective is to ensure that low-speed electric bicycles are regulated similarly to traditional, human-powered bicycles.

Learn more at PeopleForBikes.org/electric-bikes

- Blogs and webinars
- Electric bicycle laws around the country
- Electric bicycle statistics and research
- Buying guide
- Retailer materials
- eMTB management resources

PeopleForBikes.org peopleforbikes

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

smore 10

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.

smore 10

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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K12 2021 STANDARD RESPONSE PROTOCOL

2026-2027 School Calendar

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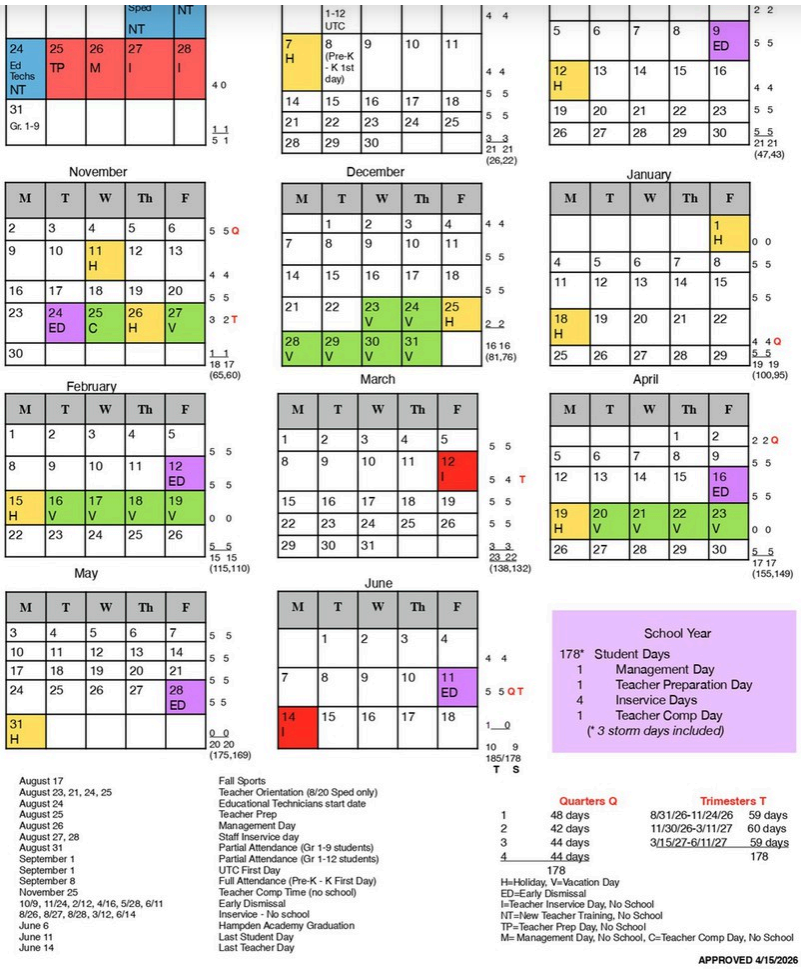

			Sped NT	NT	
24 Ed Techs NT	25 TP	26 M	27 I	28 I	4 0
31 Gr. 1-9					1 1 / 5 1

	1-12 UTC				4 4
7 H	8 (Pre-K - K 1st day)	9	10	11	4 4
14	15	16	17	18	5 5
21	22	23	24	25	5 5
28	29	30			3 3 / 21 21 (26,22)

					2 2
5	6	7	8	9 ED	5 5
12 H	13	14	15	16	4 4
19	20	21	22	23	5 5
26	27	28	29	30	5 5 / 21 21 (47,43)

November

M	T	W	Th	F	
2	3	4	5	6	5 5 Q
9	10	11 H	12	13	4 4
16	17	18	19	20	5 5
23	24 ED	25 C	26 H	27 V	3 2 T
30					1 1 / 18 17 (65,60)

December

M	T	W	Th	F	
	1	2	3	4	4 4
7	8	9	10	11	5 5
14	15	16	17	18	5 5
21	22	23 V	24 V	25 H	2 2
28 V	29 V	30 V	31 V		16 16 (81,76)

January

M	T	W	Th	F	
				1 H	0 0
4	5	6	7	8	5 5
11	12	13	14	15	5 5
18 H	19	20	21	22	4 4 Q
25	26	27	28	29	5 5 / 19 19 (100,95)

February

M	T	W	Th	F	
1	2	3	4	5	5 5
8	9	10	11	12 ED	5 5
15 H	16 V	17 V	18 V	19 V	0 0
22	23	24	25	26	5 5 / 15 15 (115,110)

March

M	T	W	Th	F	
1	2	3	4	5	5 5
8	9	10	11	12 I	5 4 T
15	16	17	18	19	5 5
22	23	24	25	26	5 5
29	30	31			3 3 / 23 22 (138,132)

April

M	T	W	Th	F	
			1	2	2 2 Q
5	6	7	8	9	5 5
12	13	14	15	16 ED	5 5
19 H	20 V	21 V	22 V	23 V	0 0
26	27	28	29	30	5 5 / 17 17 (155,149)

May

M	T	W	Th	F	
3	4	5	6	7	5 5
10	11	12	13	14	5 5
17	18	19	20	21	5 5
24	25	26	27	28 ED	5 5
31 H					0 0 / 20 20 (175,169)

June

M	T	W	Th	F	
	1	2	3	4	4 4
7	8	9	10	11 ED	5 5 Q T
14 I	15	16	17	18	1 0 / 10 9 185/178 T S

School Year

178* Student Days
1 Management Day
1 Teacher Preparation Day
4 Inservice Days
1 Teacher Comp Day
(* 3 storm days included)

August 17	Fall Sports
August 23, 21, 24, 25	Teacher Orientation (8/20 Sped only)
August 24	Educational Technicians start date
August 25	Teacher Prep
August 26	Management Day
August 27, 28	Staff Inservice day
August 31	Partial Attendance (Gr 1-9 students)
September 1	Partial Attendance (Gr 1-12 students)
September 1	UTC First Day
September 8	Full Attendance (Pre-K - K First Day)
November 25	Teacher Comp Time (no school)
10/9, 11/24, 2/12, 4/16, 5/28, 6/11	Early Dismissal
8/26, 8/27, 8/28, 3/12, 6/14	Inservice - No school
June 6	Hampden Academy Graduation
June 11	Last Student Day
June 14	Last Teacher Day

Quarters Q		Trimesters T	
1	48 days	8/31/26-11/24/26	59 days
2	42 days	11/30/26-3/11/27	60 days
3	44 days	3/15/27-6/11/27	59 days
4	44 days		178
	178		

H=Holiday, V=Vacation Day
ED=Early Dismissal
I=Teacher Inservice Day, No School
NT=New Teacher Training, No School
TP=Teacher Prep Day, No School
M= Management Day, No School, C=Teacher Comp Day, No School

APPROVED 4/15/2026

District Calendar

This calendar is continually being updated as events are added. This is a great calendar to always check!

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WAGNER PRIDE!

	P Prepared	R Respectful	I Inclusive	D Determined	E Engaged
Hallways	• Have everything you need for where you are going.	• Walk. • Be quiet and stay on the right.	• Invite others to walk with you.	• Know where you need to go and get there safely.	• Pay attention to others. • Watch where you are going.
Restrooms	• Ask permission.	• Give others their privacy. • Wash your hands.	• Let an adult know when something is needed.	• Be quick. • Return to your learning as soon as possible.	• Understand the expectations. • Save socializing for breaks or lunch.
Classrooms	• Bring all materials and supplies. • Be prepared to work and ready to learn.	• 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.	• Invite and involve other people. • Respect the ideas of classmates. • Ask for help. • Help others if they have trouble.	• Motivate others through your own actions. • Keep going; keep trying if it's hard. • Try to do your best work.	• Be involved; participate. • Show your process or work. • Stay on task. • Listen to your teacher. • Focus on the speakers.
Bus	• Have your belongings ready. • Be on time.	• Follow the driver's rules. • Stay in your seat. • Report bullying to the driver.	• Invite others to sit with you. • Help people find a seat, or help with their belongings if they need it.	• Keep your belongings out of the aisle. • Get ready for your stop.	• Be aware of when your stop is coming, either the school or your home.
Outside Activities	• Wear appropriate clothing and make sure you have all of your belongings.	• Be aware of others' personal space and keep your hands to yourself.	• Include others by letting everyone play.	• Follow instructions. • Be a good sport and try your best.	• Pay attention, participate, and have fun.

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Cafeteria	• Remember your lunch choice.	• Listen to the teacher on duty. • Clean up your mess. • Use polite table manners. • Throw away your trash. • No touching other people's food.	• 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.	down. • Keep your space clean.	talking.
Technology	• Know your login information and keep your technology charged and safe. • Keep your personal technology off and away.	• Keep your technology away from food and drink. • Use your technology for academic purposes only.	• Help someone else with their technology if they need it. • Share technology if necessary when it is appropriate.	• Problem solve on your own and then ask a teacher for help if you need it.	• Focus on your task and do the right thing.
ExtraCurricular Activities	• Have the needed equipment ready. • Have a positive attitude ready.	• Display good sportsmanship. • Listen to the adult giving the directions.	• Share with others. • Invite others to join the activity. • Help others.	• Work hard. • Follow rules.	• Get involved. • Stay committed.

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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

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Create a newsletter