

Click Here For Wagner Website

Message From Mrs. Pratt

Feedback & Input Survey

RSU 22 Curriculum Office
24 Main Rd. N.
Hampden, ME 04444
(207) 862-0843

Dear RSU 22 Families,

We want to hear about your experience with your child's school. This fall, we are inviting all families to complete the **Feedback and Input Survey**. The survey asks how we could best communicate with you, how welcome and respected you feel, how we support positive behavior, and how our schools could better support your family. Your responses will help us improve our schools for every student.

A note about our surveys this year: In past years, families may have been asked to complete the School Climate Survey in both the fall and the spring. Going forward, the School Climate Survey will be given **in the spring only**, and the Feedback and Input Survey will be given each fall.

The survey is open now through **Wednesday, October 28**. It is anonymous and contains 36 items, most of them quick yes/no or checklist questions, and takes about 10 minutes to complete. **If you have children in more than one school, please complete one survey for each school**, since we use each school's results to make improvements there. You may skip any question you'd prefer not to answer. There are no right or wrong answers.

No identifying information is collected with your answers, and results will only be reported as group responses. If you feel that answering a question about your child would identify you, you may choose "I prefer not to answer."

Survey link: LINK
If you'd prefer a paper copy, you can pick one up in your child's school office. If you have questions about the survey, **please contact your child's school office**.

Thank you for your time and your honest input. It matters, and we will use it.

Sincerely,

Jennifer Nickerson
RSU 22 Director of Curriculum

Feedback & Input Survey

Click on this button to participate in the survey

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

This message is remaining in the newsletter because we are still seeing students with fidgets. Please help us by directing your child(ren) to keep these items at home.
Please be aware that students **may not bring fidgets to school-**especially those with the jell inside. These become a distraction AND many have been broken open in the bathrooms, creating a mess.

EXCEPTIONS include those students who have fidgets written into their plan. We appreciate your help with this.



Upcoming Events

Get Ready to Crunch! 🍏

On **Wednesday, October 14**, our school is taking part in Maine's 2nd Annual Apple Crunch Day! At **12:00 PM sharp**, we'll join thousands of students across the state in making ONE BIG CRUNCH sound by biting into locally grown apples.

We are proud to support healthy school meals and local farms by supplying each of our students with apples sourced right from **Hillcrest Farm** (Winterport) and **Rowe's Orchards** (Newport). Start your engines and get ready to crunch!

Veteran's Day



Wagner would like to celebrate our Veterans this Veteran's Day! We are asking staff and students to submit a photo, name, branch, rank, the person they are related to and time served of any family member that has served our country. We will print the photos and information and display them.Please submit to Kathy Rogers, krogers@rsu22.us.

October 15: Pride Pack meeting @ 6pm

October 22: Open Doors @ Hampden Academy



October 24: Parent Focus Group @ 6pm
October 30: Fall Thriller Dance
Grade 5: 6pm-7:30pm
Grades 6-8: 7:00pm-8:30pm

October 30th

The Fall Thriller is coming soon!



Nov 2nd: Picture Retakes
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
Nov 27: Grades close for grade 5

Student Success

Personal Electronic Devices Policy

Read the RSU22 PED policy

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.



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 95% of our students in attendance. We met our goal of 95% this week!

Missed the Bus??

🚌 If your child misses the bus and you are unable to transport them to school, call us! We will happily make arrangements to help with this!

Attendance Works

Keep Your Student on Track in Middle and High School

Pay Attention to Attendance



Showing up for school has a huge impact on a student's social and academic development. Even as children grow more independent, **families play a key role** in making sure students get to school and understand how attendance benefits their health and success in school and beyond.

Did you know?

- Students should miss no more than 9 days of school each year to stay engaged and on track to graduation.
- Frequent absences can be a sign that a student is **losing interest** in school, **dealing with a bully** or facing some other difficulty.
- By **6th grade**, chronic absence (missing 10%, or 2 days each month) is one of **three signs that a student may drop out** of high school.
- By **9th grade**, attendance is a **better predictor of graduation** rates than 8th grade test scores.

What you can do

Make school attendance a priority

- **Talk about** the **opportunities** available when your teen or preteen shows up to school every day.
- Help your middle and high schoolers maintain **daily routines**, such as finishing homework and getting enough sleep.
- Consider **limiting** use of **devices** if they interfere with sleep.
- Try not to schedule **nonurgent medical appointments** during the school day.
- Help your student to stay **healthy**.
- If your children must stay home because they are **sick**, make sure they have **asked teachers for materials** to make up for the missed learning time in the classroom.

Help your student stay engaged

- **Find out** if your children **feel engaged** by their classes and whether they **feel safe** from bullies and other threats.
- Make sure your students are not missing class because of challenges with **behavioral issues** or **school discipline policies**. If any of these are problems, contact the school and work with them to find a solution.
- **Monitor** your child's academic progress and seek help from teachers, school counselors or tutors when necessary. Provide teachers with your **contact information**.
- Stay on top of your child's **social contacts**. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage your child to join meaningful **after-school activities**, including sports and clubs.
- **If** you notice signs of **anxiety**, support your middle and high schoolers, and if needed, **seek advice** from your school or health-care provider.

Communicate with the school

- **Know** the school's **attendance policies** both incentives and penalties.
- **Check** on your preteen/teen's **attendance** to make sure absences are not adding up.
- **Seek help** from school staff, other parents or community agencies if you need resources and support.

October 2025

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!

📝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 🖨

8th Grade

It was brought to our attention that some believe that Wagner will not hold a Recognition Ceremony for our 8th Grades. **Let us reassure our 8th grade families that Wagner WILL hold an 8th Grade Recognition Ceremony in June as we have done in the past.**

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.

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 Checks will be bi-weekly Fridays

- **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



Field Hockey

Broncos field hockey had a great game against Leonard Middle School that ended in a 3-3 tie. Excellent plays - great work broncos!

Broncos field hockey had two great games at home against Bangor with A Team winning 2-0 and B Team winning 2-1. Great defensive plays by Ella Tate. Nice job Broncos!

Upcoming Events for Special Olympics

Monday, October 19th - School age PPH Bowling Tournament at Family Fun Lanes in Bangor 9AM start - All grades - Bowling singles or Unified.
Parents - Practices have been ongoing already! Please come to practice if you are planning on having your child participate in the games! Thursdays at 4PM or Sundays at Noon.

Tuesday, November 3rd - Unified Youth Summit at UMAINE for Wagner, Reeds Brook and Hampden Academy

SOME Bowling competition is November 16-18th at Family Fun Lanes-more information to follow.

CLUBS

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



Drama Club

Monday, Wednesday, Thursday and Friday this week from 2:15-3:15





Homework Club

Tuesdays and Thursday from 2:15-3:30 (Late bus is available)

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

At the last meeting, this team discussed fundraising ideas, which include the Fall Thriller Dance on October 30th! **This is the only dance of the year that grade 5 students attend, so don't miss out!**
Grade 5: 6pm-7:30pm
Grades 6-8: 7:00pm-8:30pm

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

RESPECT

5th Grade Family Connection

PurposeFULL People

Overview

This month's focus is Respect. One way to think about Respect is "seeing value in all people and things & treating them with care." Many people feel Respected in different ways and we hope this month inspires discussions with your family about what Respect means to you and how you can practice it together!

Respect is 1 of 3 traits we will focus on throughout the year that helps students Be Kind. Throughout the school, students will be developing skills like perspective-taking, conflict resolution, and leadership.

In The Classroom

Leadership is how we influence others. It's a powerful way to positively impact the world around us. This month, 5th graders will build their leadership skills while practicing Respect.

Leadership skills we are building include:

- Positively influencing others through what we say and do
- Role modeling what it looks like to be a helpful member of the class or school

Another leadership skill we are focusing on is resolving conflict using the Tree of Choices. This is a simple tool to help us approach conflict in a healthy way, which shows good leadership and builds Empathy.

1. **Identify the problem**
2. **Name your emotion**
3. **Make a choice:**
   - Move it out
   - Talk it out
   - Breathe it out

How can you encourage your student to practice leadership at home with other family members?

Conversation Starters

- What does Respect mean in your own words?
- As a leader, why do you think Respect is important?



RESPECT

PurposeFull Pursuits

PurposeFULL People

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

Pursuit #1

A fun way to remind students to show Respect to others is to create a non-verbal cue. As a family, come up with a non-verbal way to cue your student to remember to show Respect to others. An example of this would be anytime you raise the "Respect Rooster" on your hand by closing the middle 2 fingers and bringing your pointer finger and pinky finger up, your student would be reminded to practice living out Respect.

Pursuit #2

Review Respect as a family! Remember that in our lessons we are teaching that Respect means to see value in people and things and treat them with care. Agree as a family to set aside a certain time each day this week to unplug from devices and plug into family time. It shows Respect to practice being present in the moment without the distractions that can come from technology. Debrief and discuss this challenge afterward and commit to this practice at least 1 day each week!

Pursuit #3

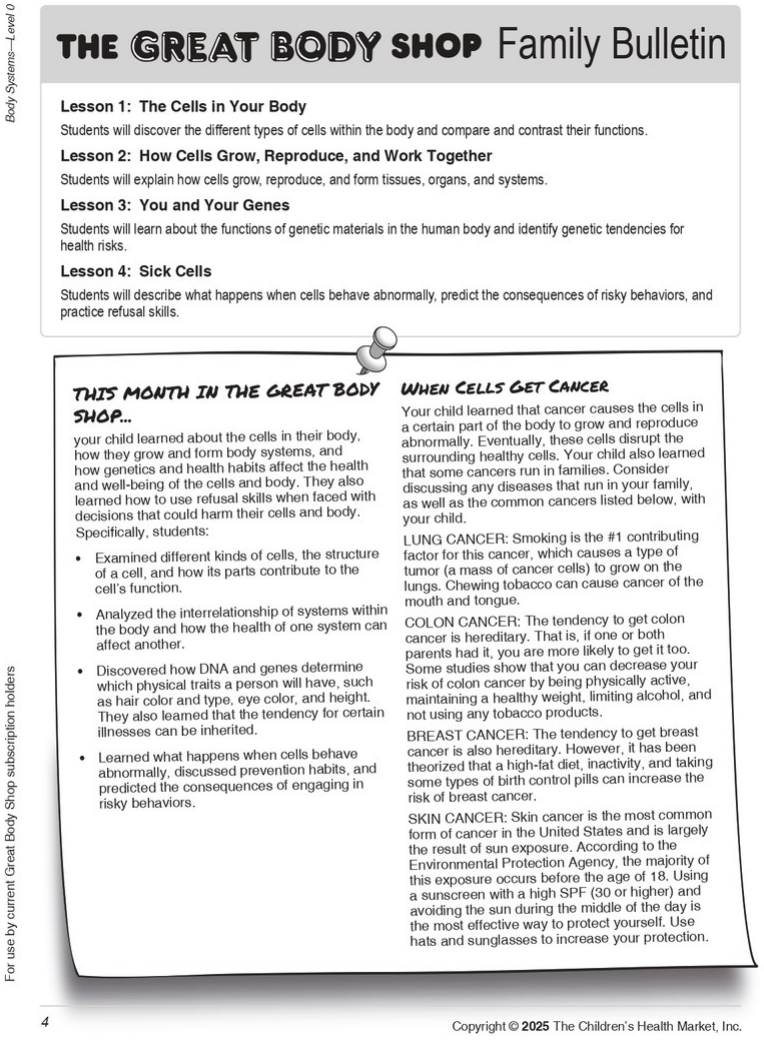
Find a time to sit in a circle together and celebrate all the ways you have seen each other practice Respect. Take turns sharing responses to the following prompts or make up your own! Remember to practice Respect as you listen to each other.

Celebration Prompts:

- What family member(s) do you want to celebrate for their Respect?
- Share 1 way you have demonstrated leadership.

Grades 6-8 Character Strong focus for October

Grade 6



Body Systems—Level 0

THE GREAT BODY SHOP Family Bulletin

Lesson 1: The Cells in Your Body

Students will discover the different types of cells within the body and compare and contrast their functions.

Lesson 2: How Cells Grow, Reproduce, and Work Together

Students will explain how cells grow, reproduce, and form tissues, organs, and systems.

Lesson 3: You and Your Genes

Students will learn about the functions of genetic materials in the human body and identify genetic tendencies for health risks.

Lesson 4: Sick Cells

Students will describe what happens when cells behave abnormally, predict the consequences of risky behaviors, and practice refusal skills.

THIS MONTH IN THE GREAT BODY SHOP...

your child learned about the cells in their body, how they grow and form body systems, and how genetics and health habits affect the health and well-being of the cells and body. They also learned how to use refusal skills when faced with decisions that could harm their cells and body. Specifically, students:

- Examined different kinds of cells, the structure of a cell, and how its parts contribute to the cell's function.
- Analyzed the interrelationship of systems within the body and how the health of one system can affect another.
- Discovered how DNA and genes determine which physical traits a person will have, such as hair color and type, eye color, and height. They also learned that the tendency for certain illnesses can be inherited.
- Learned what happens when cells behave abnormally, discussed prevention habits, and predicted the consequences of engaging in risky behaviors.

WHEN CELLS GET CANCER

Your child learned that cancer causes the cells in a certain part of the body to grow and reproduce abnormally. Eventually, these cells disrupt the surrounding healthy cells. Your child also learned that some cancers run in families. Consider discussing any diseases that run in your family, as well as the common cancers listed below, with your child.

LUNG CANCER: Smoking is the #1 contributing factor for this cancer, which causes a type of tumor (a mass of cancer cells) to grow on the lungs. Chewing tobacco can cause cancer of the mouth and tongue.

COLON CANCER: The tendency to get colon cancer is hereditary. That is, if one or both parents had it, you are more likely to get it too. Some studies show that you can decrease your risk of colon cancer by being physically active, maintaining a healthy weight, limiting alcohol, and not using any tobacco products.

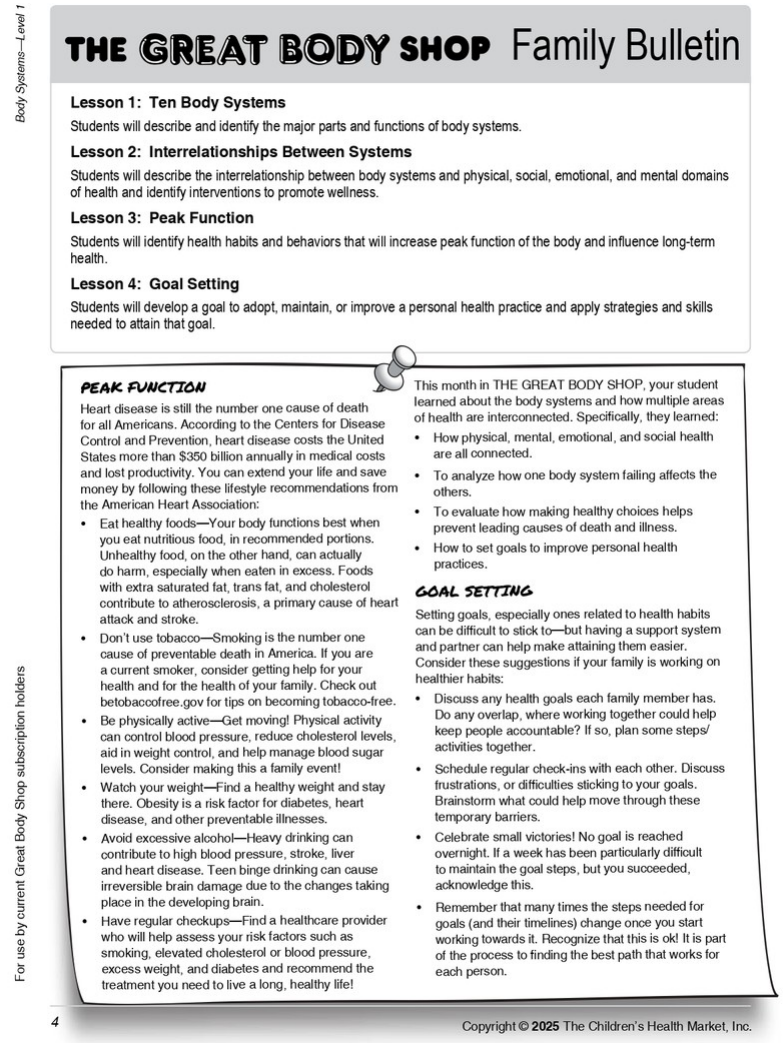
BREAST CANCER: The tendency to get breast cancer is also hereditary. However, it has been theorized that a high-fat diet, inactivity, and taking some types of birth control pills can increase the risk of breast cancer.

SKIN CANCER: Skin cancer is the most common form of cancer in the United States and is largely the result of sun exposure. According to the Environmental Protection Agency, the majority of this exposure occurs before the age of 18. Using a sunscreen with a high SPF (30 or higher) and avoiding the sun during the middle of the day is the most effective way to protect yourself. Use hats and sunglasses to increase your protection.

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Grade 7



Body Systems—Level 1

THE GREAT BODY SHOP Family Bulletin

Lesson 1: Ten Body Systems

Students will describe and identify the major parts and functions of body systems.

Lesson 2: Interrelationships Between Systems

Students will describe the interrelationship between body systems and physical, social, emotional, and mental domains of health and identify interventions to promote wellness.

Lesson 3: Peak Function

Students will identify health habits and behaviors that will increase peak function of the body and influence long-term health.

Lesson 4: Goal Setting

Students will develop a goal to adopt, maintain, or improve a personal health practice and apply strategies and skills needed to attain that goal.

PEAK FUNCTION

Heart disease is still the number one cause of death for all Americans. According to the Centers for Disease Control and Prevention, heart disease costs the United States more than $350 billion annually in medical costs and lost productivity. You can extend your life and save money by following these lifestyle recommendations from the American Heart Association:

- Eat healthy foods—Your body functions best when you eat nutritious food, in recommended portions. Unhealthy food, on the other hand, can actually do harm, especially when eaten in excess. Foods with extra saturated fat, trans fat, and cholesterol contribute to atherosclerosis, a primary cause of heart attack and stroke.
- Don't use tobacco—Smoking is the number one cause of preventable death in America. If you are a current smoker, consider getting help for your health and for the health of your family. Check out betobaccofree.gov for tips on becoming tobacco-free.
- Be physically active—Get moving! Physical activity can control blood pressure, reduce cholesterol levels, aid in weight control, and help manage blood sugar levels. Consider making this a family event!
- Watch your weight—Find a healthy weight and stay there. Obesity is a risk factor for diabetes, heart disease, and other preventable illnesses.
- Avoid excessive alcohol—Heavy drinking can contribute to high blood pressure, stroke, liver and heart disease. Teen binge drinking can cause irreversible brain damage due to the changes taking place in the developing brain.
- Have regular checkups—Find a healthcare provider who will help assess your risk factors such as smoking, elevated cholesterol or blood pressure, excess weight, and diabetes and recommend the treatment you need to live a long, healthy life!

This month in THE GREAT BODY SHOP, your student learned about the body systems and how multiple areas of health are interconnected. Specifically, they learned:

- How physical, mental, emotional, and social health are all connected.
- To analyze how one body system failing affects the others.
- To evaluate how making healthy choices helps prevent leading causes of death and illness.
- How to set goals to improve personal health practices.

GOAL SETTING

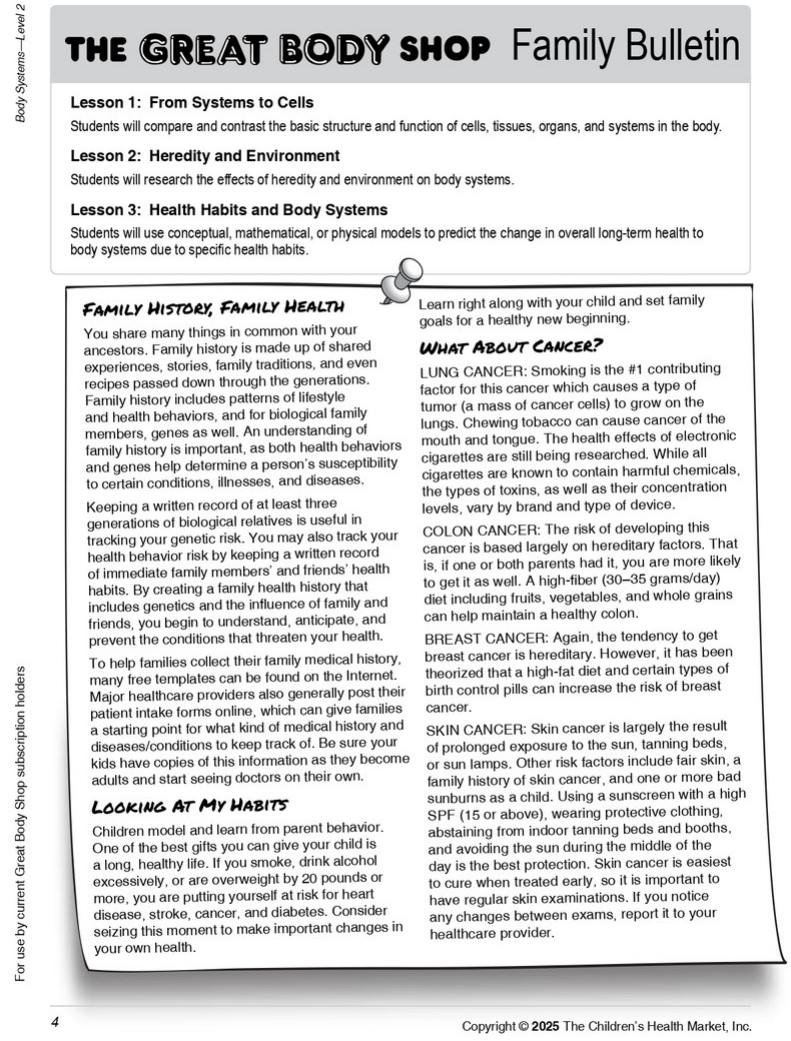
Setting goals, especially ones related to health habits can be difficult to stick to—but having a support system and partner can help make attaining them easier. Consider these suggestions if your family is working on healthier habits:

- Discuss any health goals each family member has. Do any overlap, where working together could help keep people accountable? If so, plan some steps/ activities together.
- Schedule regular check-ins with each other. Discuss frustrations, or difficulties sticking to your goals. Brainstorm what could help move through these temporary barriers.
- Celebrate small victories! No goal is reached overnight. If a week has been particularly difficult to maintain the goal steps, but you succeeded, acknowledge this.
- Remember that many times the steps needed for goals (and their timelines) change once you start working towards it. Recognize that this is ok! It is part of the process to finding the best path that works for each person.

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Grade 8



Body Systems—Level 2

THE GREAT BODY SHOP Family Bulletin

Lesson 1: From Systems to Cells

Students will compare and contrast the basic structure and function of cells, tissues, organs, and systems in the body.

Lesson 2: Heredity and Environment

Students will research the effects of heredity and environment on body systems.

Lesson 3: Health Habits and Body Systems

Students will use conceptual, mathematical, or physical models to predict the change in overall long-term health to body systems due to specific health habits.

Family History, Family Health

You share many things in common with your ancestors. Family history is made up of shared experiences, stories, family traditions, and even recipes passed down through the generations. Family history includes patterns of lifestyle and health behaviors, and for biological family members, genes as well. An understanding of family history is important, as both health behaviors and genes help determine a person's susceptibility to certain conditions, illnesses, and diseases.

Keeping a written record of at least three generations of biological relatives is useful in tracking your genetic risk. You may also track your health behavior risk by keeping a written record of immediate family members' and friends' health habits. By creating a family health history that includes genetics and the influence of family and friends, you begin to understand, anticipate, and prevent the conditions that threaten your health.

To help families collect their family medical history, many free templates can be found on the Internet. Major healthcare providers also generally post their patient intake forms online, which can give families a starting point for what kind of medical history and diseases/conditions to keep track of. Be sure your kids have copies of this information as they become adults and start seeing doctors on their own.

Looking At My Habits

Children model and learn from parent behavior. One of the best gifts you can give your child is a long, healthy life. If you smoke, drink alcohol excessively, or are overweight by 20 pounds or more, you are putting yourself at risk for heart disease, stroke, cancer, and diabetes. Consider seizing this moment to make important changes in your own health.

Learn right along with your child and set family goals for a healthy new beginning.

What About Cancer?

LUNG CANCER: Smoking is the #1 contributing factor for this cancer which causes a type of tumor (a mass of cancer cells) to grow on the lungs. Chewing tobacco can cause cancer of the mouth and tongue. The health effects of electronic cigarettes are still being researched. While all cigarettes are known to contain harmful chemicals, the types of toxins, as well as their concentration levels, vary by brand and type of device.

COLON CANCER: The risk of developing this cancer is based largely on hereditary factors. That is, if one or both parents had it, you are more likely to get it as well. A high-fiber (30–35 grams/day) diet including fruits, vegetables, and whole grains can help maintain a healthy colon.

BREAST CANCER: Again, the tendency to get breast cancer is hereditary. However, it has been theorized that a high-fat diet and certain types of birth control pills can increase the risk of breast cancer.

SKIN CANCER: Skin cancer is largely the result of prolonged exposure to the sun, tanning beds, or sun lamps. Other risk factors include fair skin, a family history of skin cancer, and one or more bad sunburns as a child. Using a sunscreen with a high SPF (15 or above), wearing protective clothing, abstaining from indoor tanning beds and booths, and avoiding the sun during the middle of the day is the best protection. Skin cancer is easiest to cure when treated early, so it is important to have regular skin examinations. If you notice any changes between exams, report it to your healthcare provider.

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4

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Health and Wellness

OCTOBER	SAMUEL WAGNER			2026
BREAKFAST *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**	**Bagels**	**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.*				
			1	2
SALAD & FRUIT BAR Offered at Lunch Every Day 	**MAINE APPLE CRUNCH DAY** On Wed Oct 14 we will be celebrating with students from across the state by crunching down on a local apple at noon to make one big CRUNCH!		**French Toast Sticks** *Baked whole grain french toast served with syrup, Maine Blueberries, and Sausage*	**Pizza** Cheese, Pepperoni, & Special 
5	6	7	8	9
Walking Tacos *Served with seasoned beef, cheese, salsa, and toppings* Mexican Street Corn	**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	**Ramen Noodle Bowl** *Sliced chicken with Asian sauce & veggies with Ramen Noodles*	**Grab & Go LUNCH** Early Dismissal
12	13	APPLE CRUNCH DAY	15	16
INDIGENOUS PEOPLES DAY *NO SCHOOL*	**Mac & Cheese** *Baked Pasta with a creamy cheese sauce* Garlic Knot	**Cheesy Pizza Dunkers** *House made pizza dough strips baked with herbs and cheese, served with Tomato dipping sauce*	**BBQ Chicken Sandwich** *served on a whole wheat bun with pickled red onions* Coleslaw	**Pizza** Cheese, Pepperoni, & Special 
19	20	21	22	23
Meatball Sub *Italian style meatballs with tomato marinara sauce & cheese in a sub roll*	**Nachos** *Crispy tortilla chips topped with seasoned beef, cheese, and choice of south border toppings*	**Crispy Chicken Drumstick** *served with Chicken BLT Pasta Salad*	**Chicken Tenders** *with Dipping Sauces* French Fries Garlic Bread	**Hot Dog Bar** *Steamed frankfurter in a toasted bun with toppings* Potato Salad
26	27	28	29	30
Pancakes *Fluffy whole grain pancakes served with syrup, Maine Blueberries, and Sausage* Roasted Potatoes	**Chicken Quesadilla** *with salsa, sour cream, & toppings*	**Crispy Chicken Sandwich** *on a whole grain bun with choice of American Cheese and toppings* Pasta Salad	**Pizza** Cheese, Pepperoni, & Special 	**Spooky Cheeseburgers** with Mac Sauce *Spider Potato Legs* *Jack O'Lantern Cookie*
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.

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 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.



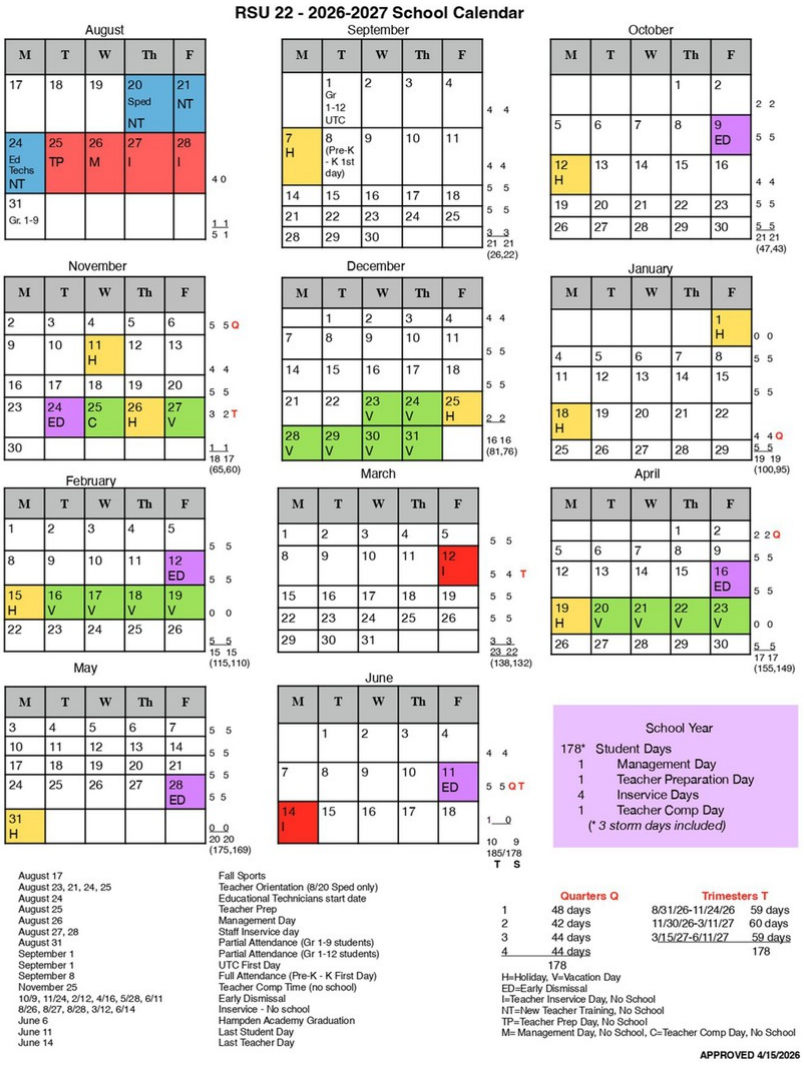
Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

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



RSU 22 - 2026-2027 School Calendar

August

M	T	W	Th	F	
17	18	19	20 Sped NT	21 NT	
24 Ed Techs NT	25 TP	26 M	27 I	28 I	4 0
31 Gr. 1-9					1 1 5 1

September

M	T	W	Th	F	
	1 Gr 1-12 UTC	2	3	4	4 4
7 H	8 (Pre-K - K 1st day)	9	10	11	4 4 5 5
14	15	16	17	18	5 5
21	22	23	24	25	
28	29	30			3 3 21 21 (26,22)

October

M	T	W	Th	F	
			1	2	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
August 23, 21, 24, 25
August 24
August 25
August 26
August 27, 28
August 31
September 1
September 1
September 8
November 25
10/9, 11/24, 2/12, 4/16, 5/28, 6/11
8/26, 8/27, 8/28, 3/12, 6/14
June 6
June 11
June 14

Fall Sports
Teacher Orientation (8/20 Sped only)
Educational Technicians start date
Teacher Prep
Management Day
Staff Inservice day
Partial Attendance (Gr 1-9 students)
Partial Attendance (Gr 1-12 students)
UTC First Day
Full Attendance (Pre-K - K First Day)
Teacher Comp Time (no school)
Early Dismissal
Inservice - No school
Hampden Academy Graduation
Last Student Day
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!



No matter where you go, you can always show that you have 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.
Cafeteria	• Bring your lunch. • Have your account up to date. • Remember your lunch choice.	• 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.	• 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.	• Make sure you get your food eaten in time. • Get your food and sit down. • Keep your space clean.	• Talk quietly and eat. • Listen to the lunch monitor when they are 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.



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