

# Dudley Middle School

2019 - 2020

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# Survival Guide

## and Improvement Plan



## Part 1

### Principal's Statement



Dear Dudley Middle School Students & Families,

*"Success is having peace of mind in knowing that you have given the very best of which you are capable of giving." ~ John Wooden*

These words resonate with me, each and every day. When I lay my head down at night, I am hopeful that I have been successful by this definition above.

Whether you are in grade 5, 6, 7 or 8, you are in control of having the best possible day, every single day. You will need to choose your attitude, be prepared, be a good citizen in our learning community, and meet the expectations of your teachers, in order to be a successful student.

This coming school year is sure to bring challenges that you may see as daunting. I am confident, however, that you will take those challenges on with the knowledge and support necessary to complete them. Your teachers, counselors, support staff and administrators are here for you and will be your biggest cheerleaders.

Become involved, be invested in your learning, and be a compassionate and caring member of our learning community. Best wishes for a great start to your school year, and an amazing experience to come!

Respectfully,

Mr. Starczewski

## Part 2

### Frequently Asked Questions

**Q: What is middle school?**

A: In Dudley, our middle school consists of grades 5 through 8. Throughout a student's 4 years here you can expect a lot of changes to take place in your child. As students move through the grades, you can expect students to become more responsible and more independent. One of our goals over their 4 years here is to provide them a safe, secure environment that prepares them for life as a high school student.

**Q: Eighth graders seem a lot older and bigger than fifth graders. How much interaction is there between the grade levels?**

A: Many areas of the building are designated by grade level. Each grade also runs on its own schedule, so most of the time when students change classes, there is only one grade changing. So while there are times when they cross paths (i.e. coming from or going to lunch or on the bus) interaction between the grades is purposely limited.

**Q. Will my middle school student be safe on the bus with high school students?**

A: The high school kids usually keep to themselves on the bus. The bus drivers all have clear rules for student conduct and have participated in anti-bullying training. Some bus drivers even go so far as to assign high school students to sit in the back of the bus and middle school students in the front.



**Q: Should my child buy a lunch at school or bring one with her? And 20 minutes for lunch? Is that really enough time?**

A: There are always three options served at lunch. Everyday there is pizza with salad and chicken patty sandwiches with french fries. The third option ("hot lunch") changes from day to day, based on a menu available each month. The offerings vary greatly from chicken caesar wraps to turkey dinner. Believe it or not, 20 minutes is plenty of time. Students quickly learn to use the time to eat and socialize. Students who need more time are typically allowed the time they need to finish their lunch. Students who are ready, may leave the cafeteria for a recess period, as well. Your lunch account can be viewed and paid online at [www.myschoolbucks.com](http://www.myschoolbucks.com)

**Q: My child is nervous about struggling with his locker and then getting into trouble for being late to class. What can I tell him to set his mind at ease?**

A: Each student gets a locker assignment with its own combination. It can be tricky to open at first, but throughout the first couple of days of school, students will be given time to practice opening their locker. In terms of being late for class, there is really no need to worry. Because each grade functions on a different schedule, there are no bells. So your child will not be running down the hall trying to beat a bell to avoid being in trouble for being late. As much as we can all remember that being tremendously fun, it will have to wait for high school.

**Q: My child's schedule is so confusing I can hardly tell what language its written in. How in the world will my child know where to be and when to be there?**

A: With the individual "mods" and the six day rotation, the schedule does look confusing, but teachers spend time during the first few days of school reviewing and organizing (i.e. color coding) the schedules with their students. Also, students in the lower grades (5 and 6) tend to travel together, by class much of the time. Plus, there are so many adults around to help your child if she is having trouble finding her way. As mentioned earlier, there are no bells so there is no race against time to get from place to place. Within a week or so, your child will know her way around without even thinking about it.

**Q: How much homework should I expect my child to get?**

A: Part 4 of this guide, "Homework Tips and Guidelines" answers most questions you will have about homework. As a general rule, if you have questions regarding homework, you should contact your child's teacher directly.

**Q: Are there extra-curricular / afterschool activities my child can participate in at Dudley Middle?**

A: Absolutely. There are really too many to name in this space (see page 18 for a list of some that are offered), but rest assured there is something for everyone. Some, such as the sports teams and show choir, require trying out. Others are available for kids in certain grades. However, there are even more that are open to anyone and everyone. To help accommodate afterschool activities, there are late buses that leave Dudley Middle at 3:45.

**Q: I hear people involved in middle schools talking about teams. What is a team at a middle school?**

A: Students at Dudley Middle are placed on teams. In grades 5 and 6, students are typically on two teacher teams. So, for example, a student will have two teachers who each teach two core subjects. Often one teacher will teach math and science, the other teacher, social studies and English language arts. In grades 5 and 6, students change classes together, so mostly the same kids will be in all four of your child's core classes. In grades 7 and 8, it is a little different. Students are on teams of three or four teachers. Your child will likely have a different teacher for each core subject. Your child may also have some different students in each class. However, they will all be students from your child's team. The concept behind having students divided into teams with their teachers really centers on the idea of the teachers getting to know your child very well. The teacher teams have designated meeting times to discuss team affairs. Students will participate in a lot of activities as a team.

**Q: How are students placed on teams?**

A: Students on each team are equally divided by academic and behavior profiles. Your child's previous year's teachers will make recommendations based on their knowledge of your child and the different teams for the next year. Placement of each child is closely considered to help create a "good fit" for your child. The reality is that most grade level teams are more similar than they are different. Our goal is to make each child's experience, regardless of team placement, similar to that of a child on a different team within that grade level.



**Q: Can I select my child's team?**

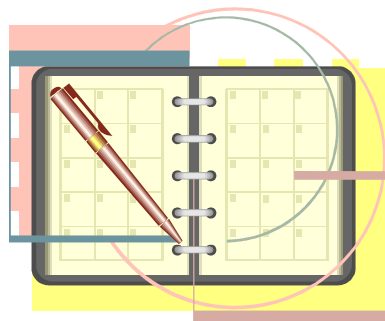
A: Input about your child's learning style and needs is always welcome. A form is sent home at the end of every school year that you and your child can fill-out. However, because of the many factors that impact a student's team placement, specific team requests can not be honored.

**Q: I remember my middle school years and I expect that at some point my child will encounter some challenges. What do I do if I feel like my child is having a problem? Who can I turn to get help or advice for my child or, just as importantly, for me?**

A: Throughout this “Survival Guide” there are many suggestions depending on the specific situation. If there is ever a question or concern, please do not hesitate to contact us here at school. You can call the school and the school’s secretaries, Mrs. Brown and Mrs. Loughlin, will know how to best direct your call. We also have guidance counselors (Mr. Aucoin, Mr. Strazzullo, and Ms. Incutto), who are valuable resources. Additionally, the principal, Mr. Starczewski, and the assistant principal, Mr. Tucker, are available to help in any way they can. As a staff we are committed to making the middle school experience for your child a positive one. There are bound to be bumps in the road, but if we all work together, those bumps will be small ones that can be easily navigated.

**Q: I see that my child has an agenda. How can this tool best be utilized?**

A: The agenda is probably one of the most important tools a middle school child has because it serves a variety of purposes. First, it is a place for students to write homework assignments. This helps students remember what they have for homework on a nightly basis, but also allows parents to see what their child should be working on at home. The agenda also serves as a way for teachers and parents to communicate. Often a teacher will write a note to a child’s parent in the agenda to communicate minor issues that may arise. For example, if a child has not been completing assignments in a timely fashion, if your child seems distracted, or has been having a difficult time in class, a teacher will often inform the parent through the agenda. Positive messages can also appear in the agenda. Something simple such as, *“Tyler did a great job on his math homework last night.”* or *“Don’t forget to congratulate Michelle, she won Student of the Month..”* The agenda also serves as a student’s pass in school. When a child goes to the bathroom, nurse, guidance, or the main office, there will be a time and a teacher’s signature in the agenda. In the end, because of the agenda’s multiple uses, it can serve as a parent’s lifeline to school.



**Q: I noticed my child has something called “Exploratory” on her schedule. What is that class?**

A: Every student in grades 7 & 8, has an “Exploratory” on his/her schedule for forty minutes, two out of every six days. An “Exploratory” can mean different things for different kids. For some students, it might be used as a “study skills” time where they receive help on assignments they may be having difficulty with or some assistance getting themselves organized. Some older kids may even have the opportunity to tutor in the lower grades. “Exploratories” change each quarter and that means a student may be doing something different, with a different teacher each quarter of the school year.

**Q: What are the “Unified Arts” classes at Dudley Middle?**

A: The “Unified Arts” classes are physical education, health, computer skills, technical education, general music, chorus, band, and art. Health and physical education meet two out of every six days for the whole school year. The others will meet three days out of six for half the year unless your child is in band or chorus, which meets three out of six days for the whole year. Your child may not have each of the remaining “Unified Arts” every year, but you can expect your child to have them all throughout their years here. If your child has a strong desire to take a specific “Unified Arts” class you can request it, but there are no guarantees it can be worked into your child’s schedule.

**Q: I hear a lot about bullying in schools. Should I be worried that my child will be bullied?**

A: The short answer is - not really - we’ve been fortunate to have very few real “bullying” incidents in recent years. The long answer is the following: With all of the publicity bullying has received recently, the public perception of what bullying is has changed. Bullying is the repeated, targeted mistreatment of one person by another person (or related group of people). When this happens at DMS, which is rarely, we respond with serious action (typically a suspension and police notification). With that said, let’s make an enormously important distinction - bullying is serious and you know it when you see it. On the other hand a certain amount of teasing and name calling is pretty typical not only in middle school but throughout life. The problem is that in middle school kids struggle to understand the limits and the boundaries. We view it as one of our many jobs to help kids understand those limits and boundaries.

## Part 3

# Home-School Communication Tips and Contact Information Through Parent Portal

### To Access Parent Portal:

- ◆ go to [www.dcrsd.org](http://www.dcrsd.org)
- ◆ Click on the “Parents” tab
- ◆ Click on “SchoolBrains Parent Portal”

**Parent Portal** will give you access to report cards, progress reports, attendance, student schedule and current assignments.

**Ways to Communicate with the School** – It is always advisable to ask your child’s teacher their preferred method of communication

- ◆ **Student Agenda** - every child receives an agenda which represents an easy way to communicate information between home and school.
- ◆ **Telephone** - every teacher/staff member has an extension at school with voicemail
- ◆ **Email** - every teacher/staff member has an email account
- ◆ **Note** - while sending a note to school is effective for communicating routine messages with school (i.e. child’s early dismissal, bus change due to day care, etc.) it may not be ideal for communicating a greater concern.

### General Statements regarding home – school communication

- ◆ **Don’t give up** if you believe there is a concern / problem. If you do not receive a response to your correspondence within 24 – 36 hours, please try again. Although not frequent, messages do sometimes get lost, return phone numbers do not get through clearly, etc. We are 100% committed to responding to your call, email, or other correspondence.
- ◆ When reaching out to the school, **have a plan**. What are you trying to accomplish? Remember to keep all conversations/correspondence solution oriented.
- ◆ After speaking with a teacher or school representative, **include your child in the “plan”** moving forward. Share necessary information with your child.
- ◆ **Be tactful, but honest**. Be sure that your message/concern is heard and understood.
- ◆ **Take notes** when needed.
- ◆ **Follow-up**. After working out a solution to a problem or concern, check in after an appropriate amount of time to see how things are going (the plan may need to be reviewed or tweaked to better help your child).

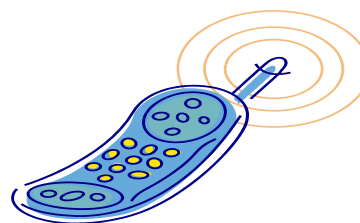
### When your child comes home with a concern from school related to his/her teacher or school work:

1. Stay calm. Project the image that you will help your child solve the problem.
2. Talk to your child. Ask as many questions as necessary to get a true picture of what the concern may be. If you feel that more information is necessary, move on to Step 3.
3. Speak to the teacher. Remember that at this point you have only heard your child’s version of the story. In stressful situations, we all, our children included, sometimes don’t hear or perceive things in the way they were intended. Ask the teacher to help clarify the situation for you so you can help your child figure out what his/ her next steps should be.
4. Encourage your child to address the concern independently. Children need to learn to be more self-sufficient and resilient. When a challenge at school surfaces, it is a great opportunity for us to coach our students on how to advocate for themselves. Without practice, it will be more difficult for them to learn this necessary skill.



### If the concern persists after Steps 1 – 4:

5. Call your child’s Guidance Counselor – The counselor can help your child with new strategies for solving problems, managing stress, etc. He/she can also simply provide a listening ear.
6. Set up a meeting with the teacher(s). This can be done by calling the teacher directly or by speaking with the grade level Guidance Counselor.



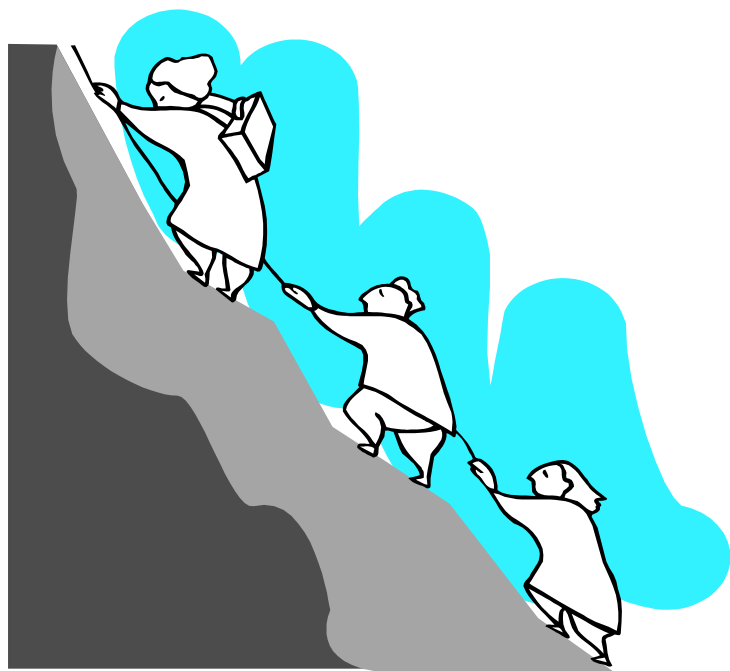


**If the concern persists after Steps 5 – 6:**

7. Contact someone from the school’s administration (Principal or Assistant Principal). At this point, it may be advisable to put your concerns in writing to the administration so that the message will be clear and understandable for both sides and we can focus our energies on solutions.

**When your child comes home with a concern from school related to *other children* (being picked on, bullied, etc.):**

1. Use steps 1, 2, and 3 above.
2. Contact your child’s Guidance Counselor and explain the situation. Together, you and the counselor will devise a course of action which may include the involvement of the Principal or Assistant Principal if necessary.



**Dudley Middle School Contact Information**

70 Dudley-Oxford Road

Dudley, MA 01571

Phone Number: (508) 943 – 2224

Fax number: (508) 949 - 0720

Website and teachers’ email: dcrsd.org

**TEACHER EXTENSIONS**

Adamuska, Leah	4420	Jones, Harry	1111
Ashton, Jarrod	4106	Julian, Tracy	4208
Balkus, Brittany	1123	Kobel, Dena	4312
Bateman, Nicole	4306	LaPorte, Christina	4113
Beland-Dunn, Shannon	4304	Lynch, Stacy	4211
Biron, Miranda	4204	Manske, Michael	4214
Bonner, Kelly	4203	Marshall, Amy	4201
Brooks, Charles	4110	Miglionico, Rebecca	4300
Daniels, Adrienne	4303	Mulcahy, Erin	4313
Deausuealt, Deborah	4115	Nolle, Kristen	1113
Durkan, Liam	1116	Packard, Kate	4105
Eagleton, Claudette	4101	Patrock, Lesa	4209
Falcone, Bonni	4103	Patterson, Rebecca	4302
Fleming, Katherine	4314	Racicot, Emily	4315
Fossas, Misael	1121	Seagrave, Patricia	4305
Gatsogiannis, Samantha	4311	Small, Jared	4308
Gibbons, Robin	4491	Small, Kathleen	4307
Hegedus, Jennifer	4301	Snow, Cindy	4118
Herrick, Margaret	4111	St. Francis, Julie	4210
Hoffman, Sherri	4107	St. Jean David	4109
Howard, Tim	4108	Zablocki, Sheryl	4310
Ide, Steven	4212		
Ide Tracy	4112		
Jarvis, Stacy	4104		

## Non-Teaching Staff Contact Information

### Main Office Staff

Chris Starczewski	Principal	1101
Michael Tucker	Assistant Principal	1104
Julie Brown	Secretary	1102
Michele Loughlin	Secretary	1103

### Support Staff

Scott Aucoin	Grades 6 and 8 Counselor	1108
Lisa Incutto	Grades 5 and 7 Counselor / 504 Coordinator	1107
Carl Strazzullo	Guidance Counselor / School Psychologist	1106
Stacy Jarvis	Speech / Language	4104
Susan Briere	Librarian / Media Center	1115
Anita Hickey	School Nurse	1105
Lee Brown	Cafeteria Supervisor	1110
Mark Andre	Custodial Supervisor	1122

## Part 4

### Homework Guidelines and Tips

**Purpose of Homework:** The faculty, staff and administration at Dudley Middle School believe that homework is an important factor in a student's overall education. Though it is understood that homework assignments can be a source of stress in the home, we believe, and research supports, that the benefits far outweigh the detriments. Students at Dudley Middle School regularly receive homework assignments for any or all of the following purposes:

- Review and practice material covered in class
- Prepare for the next day's lesson
- Extend learning beyond class time
- Encourage exploration of a variety of resources
- Involve families in the learning process
- Teach valuable time management skills and responsibility



## Homework Guidelines

- #1 Grade level teams will work together during daily common planning time to ensure that homework is assigned to students in manageable amounts.**
- #2 Amounts of homework assigned and the value of homework toward a student's grade will be comparable for the same subject across an individual grade level.**
- #3 Homework will count as no more than 20% of a student's grade in any class.**
- #4 – No homework shall be assigned:**
- As a consequence for poor behavior
  - Which requires group work
  - Over holiday breaks (unless part of a long-term, previously-assigned project)
- ◆ For information on how to establish productive communication with Dudley Middle School staff members, please refer to *Part 3—Home and School Communication Tips*



**Shared Responsibility:** It is our contention that homework is a shared responsibility between school and home. Each party has a very important role in ensuring that homework attains its desired result with each individual student.

- **Teachers will:**
  - ◆ Follow Dudley Middle School Homework Guidelines
  - ◆ Ensure that assignments are clearly understood
  - ◆ Ensure that assignments are properly assessed
- **Students should:**
  - ◆ Write assignments in their agendas
  - ◆ Complete homework to the best of their ability
  - ◆ Organize materials so that homework is returned to school on time
- **Parents are asked to:**
  - ◆ Treat homework as a priority
  - ◆ Help their child establish a daily routine

Also, it is important for teachers and parents to communicate with one another. If a student is having difficulty of any kind, both parents and school staff should make themselves available to work together in the best interest of the student. Part 3 (“Home-School Communication Tips”) of this “Survival Guide” provides information to help all parties work together in the best interest of the students.





**Extra Help:** Keeping in mind that parent work schedules are often very extensive, Dudley Middle School offers homework and extra help several days each week:

- ◆ **Extra help with individual teachers** – Information will go home with students the first week of school.
- ◆ **Title One After School Help (Title One Teachers)** – Days TBA from 2:40 – 3:40 PM
- ◆ **Intramural Homework Club (Mr. Aucoin or Mrs. Hegedus)** – Days TBA from 2:40 – 3:40 PM
- ◆ **Homework Club (Ms. Incutto)** – Days TBA from 2:40 – 3:40 PM

**If your child is having difficulty getting homework done, the following may help. Every child is different and what works for one student/family may not work for another. It can be a trial and error process to find what works best for your child:**

- ◆ Try various times — Some students / families find that right after getting home is the best time. Others find that letting their child have some free time (i.e. playing outside) to unwind before starting is best.
- ◆ Parent dependence — Many students are able to do their homework with little or no parent supervision. Others need a parent to keep a watchful eye over progress. And others, still need to have someone sitting with them every step of the way.
- ◆ Location, Location, Location — Some families find a central location (i.e. kitchen table) works best. In that setting, there is often someone nearby to help when necessary. For others, there may be too many distractions in a busy place in the house and therefore a quiet place, such as a student’s bedroom may be more appropriate.
- ◆ Check your child’s agenda — Getting your child in the habit of writing assignments in his agenda can be useful for a variety of reasons. First, it helps develop positive organizational strategies. Also, it allows you information regarding daily homework assignments.
- ◆ Ask other families or school staff — Utilize the experience others have had. Sometimes the solution is something simple you haven’t yet tried. While it can be frustrating, don’t give up. The effort will be worth it in the end.

## Part 5

**Important Dates  
2018 - 2019 School Year**

### School Holidays and Breaks

August 27	First Day	
August 30	No School	
September 2	No School	Labor Day
October 11	No School	Staff Development
October 14	No School	Columbus Day
November 7	Early Release	Parent Conferences
November 11	No School	Veteran’s Day
November 27	Early Release	Thanksgiving Break
November 28-29	No School	Thanksgiving Break
December 21	Early Release	Christmas Break
December 23-31	No School	Christmas Break
January 1	No School	New Year’s Holiday
January 17	Early Release	Staff Development
January 20	No School	MLK Day
February 17-21	No School	February Break
March 11	*Family Comes First	Night
March 20	No School	Staff Development
April 10	Early Release	Good Friday
April 20-24	No School	April Break
May 25	No School	Memorial Day
June 11	Last Day	Pending Snow Days

### Report Card Schedule - Subject to Change

1st Quarter	Week of November 4
2nd Quarter	Week of January 27
3rd Quarter	Week of April 6
4th Quarter	180th Day

### MCAS/PARCC Testing Date Windows

To Be Determined

# Extra-Curricular Activities

The following is a sampling of the afterschool / extra-curricular activities offered at Dudley Middle School. Some activities are specifically for students in certain grades, some are on a “tryout” basis. Activities may change year-to-year and we are always looking for suggestions for new programs and volunteers to coordinate new opportunities. If your child is looking to get involved, remind them to listen to morning announcements. There are new opportunities mentioned regularly. Our hope and belief is that there is something for everyone:

Cross Country	Ski Club
Soccer (grades 7 and 8)	Yearbook Club
Basketball (grades 7 and 8)	Intramural Sports
Softball / Baseball (grades 7 and 8)	Show Choir
Jazz Band	Homework Club
Tri-M Music Honor Society	Cheering / Dance Team
Student Council	National Junior Honor Society
Color Guard	Titan Morning Show
Performing Arts	Robotics



## Dudley Middle School School Improvement Plan 2018 – 2019

### **Introduction / Table of Contents**

The 2017– 2018 school year was exciting and successful at Dudley Middle School. Regardless, there is always room for improvement. Here are our goals for the 2018-2019 school year:

#### **Technological Literacy:**

- Students will be able to collaborate and communicate effectively using various digital tools
- Students will demonstrate personal responsibility and accountability when using technology

#### **Critical Thinking and Problem Solving**

- Students will learn how to formulate concrete ideas from abstract concepts
- Students will be able to analyze “real-world” problems, then hypothesize and construct a plan to create a solution

#### **Empathy**

- Students will consider the thoughts and feelings of another before speaking or acting

#### **Initiative, Self-Direction and Resiliency**

- Students will build skills in initiative, self-direction and resiliency to meet the needs of an ever changing world

#### **Effective Communication**

- Communicate with both peers and adults, virtually and in person, showing a respectful openness to new ideas, but also maintaining the ability to uphold personal views. Students will be able to modify the mode of communication to what is most appropriate for various types of situations, based on nuances, including body language, tone and appearance.

#### **Global Awareness**

- Students will be able to articulate an in-depth knowledge and understanding of international issues
- Students will be able to express an appreciation of an ability to learn and work with people from diverse linguistic and cultural backgrounds
- Students will be exposed to foreign languages

## Physical and Emotional Safety

- As a way to ensure that our safety plans are consistent with current best practice, we will **conduct an annual review with the chief of police and the fire chief**, or their designees.
- We will **schedule and conduct three drills** (Evacuation, Lockdown, Stay in Place, etc.) with the Dudley Police and Fire Departments. As part of this process, we debrief with members of department to determine areas for improvement.
- We will review **our safety and “3-Point Plan”** at least twice per year with every student. This will happen before the end of September and then one other time throughout the school year.
- We will create a **“Student Leadership Group.”**

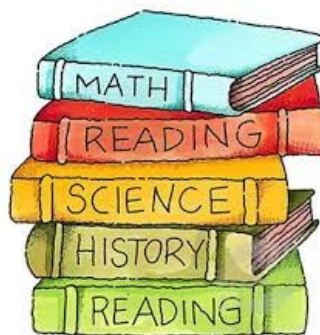


## Academics

- We added an **additional Algebra class in 8th grade and a Pre-Algebra class in 7th grade**. This will allow approximately 25 more students per grade level to take a more rigorous class exposing them to more advanced material. This will better prepare students to advance further in high school mathematics.
- We will **expand our foreign language program** by providing students in 7th and 8th grade the opportunity to access an introduction to foreign language utilizing Rosetta Stone.
- We will continue to revamp the **Technology Education** classes and integrate more STEAM activities. This will bring **attention to Engineering** and will provide students more time participating in “hands-on” learning activities. It will include an expansion of the robotics program that continues to build each year. We have added Project Lead the Way Program via a grant this year.
- The current **Homework Guidelines will be reviewed and modified**, as needed. These guidelines are intended to provide an equal experience for all students regardless of team placement within a particular grade level. We will complete necessary revisions by the end of the 1st quarter.

## Instructional Technology

- **Wi-Fi access** is now available throughout the building.



## Social

- As a way to continue to pursue academic excellence, we will **expand recognition programs for high achievers**. As a school, we have often focused our attention on struggling learners. While encouraging all students will continue to be a priority, we will focus more attention through reward/prizes for those students who are consistent, high achievers. Possible examples include: High Honors Breakfast, Honor Roll Dance, “Straight A” Cookout, etc.
- The Dudley Middle Student Council and National Junior Honor Society participate in many community service projects annually. We will aim to offer more opportunities to students who are not involved in these organizations and would like to participate. For example, **Grade 7 and 8 Exploratory classes can be utilized for community service projects**.
- We will launch the **“Responsive Classroom” program in Grade 5 as a pilot** to determine its effectiveness for students at this level. Decisions relative to program expansion will be made based on feedback from the participating teachers.



## Highlights of the Year

The following list includes many highlights of the 2017 – 2018 school year. Many of the events mentioned are annual and will continue next year. We are very proud of the diversity of “non-traditional” educational opportunities in which Dudley Middle School students participated:

Activities Day	India Day
African Drumming Program	Intramural Sports
After School Programs	Jazz Band
Animal Adventures Program	Lip Sync Contest
Back to School Movie Night	“My Heart in a Suitcase” Program
Band Performance at Gillette Stadium	Mystic Aquarium Trip
Boston Museum of Science Trip	Parent Breakfast
Canobie Lake Park Trip	Penguin Day
Charles Dickens Day	Pig Heart Dissection
Chinese New Year Celebration	Play/Theater “Villain School”
Color Guard	Relay for Life
Community Harvest	Restaurant Project
Community Reading Day	Robotics Club
Cultural Café	Scholastic Book Fair
DARE Program and Graduation	Show Choir
District Art Show	Six Flags Reading Program
Dodgeball Tournament	Spaghetti Dinner
Egg Drop Day	Staff vs. Student Basketball Game
ELA Café	Student 5-on-5 Basketball Tournament
Field Day	Survival Day
Flag Day	The Mustard Seed
Flag Day Ceremony	The Special Olympics
Grade 4 Parents’ Night	Tom Sawyer Day
Greek Day	Travel Day
Hands on History Program	Up, Up and Away Day
Hanover Theater Trip “A Christmas Carol”	Veteran’s Day Celebration
Horizon Wings Trip	Webster-Dudley Food Share

## TIPS FOR SUCCESS FOR DMS STUDENTS

**T**ake your time with your work. Neatness counts!

**I**ndividuals working together create a great learning community. Be involved beyond the classroom.

**P**reparation is important—always use your assignment book.

**S**peak your mind—share your opinions and have an active voice.

**F**ollow your teachers' directions.

**O**bserve school rules. They are there for a reason.

**R**esponsibility is yours—be smart and make wise choices.

**S**tudy time should be built into your day.

**U**se a quiet study area to go to each day.

**C**ome prepared to school and class every day.

**C**onsideration of other people's feelings should always be your concern.

**E**njoy your entire school year. It is a special place you are in for 180 days.

**S**trive to do your best and be your best.

**S**uccess will be yours if you follow this plan.

## As a student at Dudley Middle School, I will...

1. **Treat others with civility and respect**

2. **Try to help students who are treated unfairly**

3. **Seek help when I feel uncomfortable at school for any reason**

