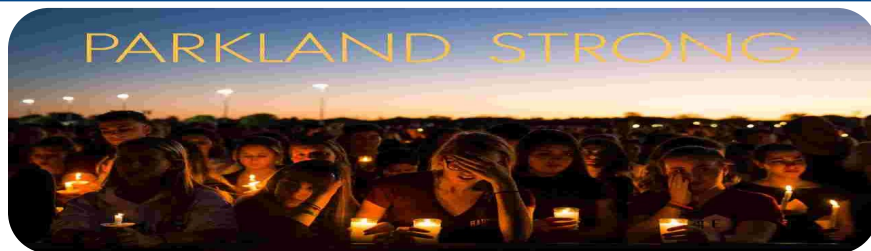


# SLIGO STAMPEDE

We Expect the Best!



## 2018 Spring Edition

Dear Stallion Community

The February 14 tragedy at Marjory Stoneman Douglas High School in Parkland, Fla continues to weigh heavily on the minds of our students and staff. After speaking to the SGA and student interest groups, some of our Sligo MS students have informed me of their interest in participating in a "walkout" on Wednesday, March 14th. The walkout is being organized to commemorate the 17 victims of the school shooting and advocate for laws to protect schools and students.

We respect and support the right of our students to advocate for causes that are important to them. We understand that students may be feeling increased anxiety, fear and anger about this issue and we want you to know that we have staff and resources in place to support our students as they process what is happening in the world around them.

While we support student advocacy, we want students to engage in the civic process while at school, in a supportive and safe environment. Sligo MS administrators are working closely with the SGA, student interest groups and the PTSA to develop a plan for March 14th that will give students an opportunity to express their views while remaining safe on our campus. On March 14th, our Sligo students will be allowed to voluntarily participate in one of the following optional, student led activities during our PRIDE period at 8:20 am:

- Poster making of positive messages (in the cafeteria)
- Letter writing to state and national legislatures in support of school safety, gun control and mental health support (in cafeteria)
- Letter writing of encouragement to students and staff of Marjory Douglas HS in FL (in cafeteria)
- Moment of silence and words of encouragement around the flag pole (in front of school)
- Remain in PRIDE classes for normal schedule

We know that some students may still decide to leave campus to participate in the march in Washington, D.C. We ask that you speak with your child to let them know that if they leave the school building or walk out of class outside of the designated time, it will be considered an unexcused absence. Information about the impact of an unexcused absence can be found in the *MCPS A Guide to Students Rights and Responsibilities* at [http://www.montgomeryschoolsmd.org/uploadedFiles/students/rights/2017\\_StudentRightsAndResponsibilities\\_Web.pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/students/rights/2017_StudentRightsAndResponsibilities_Web.pdf)

We understand that students feel very strongly, as do we, about school safety. We are committed to working together to provide them with opportunities to express their opinions in a safe environment.

Thank you for your continued support. If you have any questions or concerns, you can contact me at 301-287-8890.

Sincerely,  
Cary Dimmick, Principal

Mr. Cary D. Dimmick,  
[Cary\\_Dimmick@mcpsmd.org](mailto:Cary_Dimmick@mcpsmd.org)  
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Assistant Principal

Mr. Vannest G. E. Wilkins  
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Newspaper Advisor

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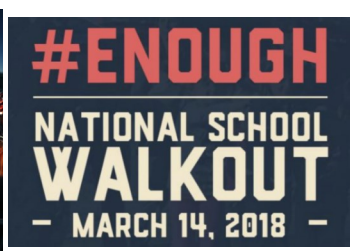
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PBIS Committee Presents March Madness

### SPECIAL INTERESTS

Kids vs. Cancer

March 14th Walkout



# Sligo Supports the Walk-out in a very Positive Way!

**17 minutes of silence – 1 minute for each of the 17 victims at Marjory Douglas Stoneman HS in Florida**

Yes! Sligo will share in the National Walk-Out Day in a very special way. Principal Dimmick states this in an email distributed to staff with this title: "Our Amazing Students This Morning". Here are Principal Dimmick words: " Many of our students respectfully participated in alternative, voluntary activities this morning..."

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## All Star Participants





# Principal Intern Alvarez Principal Nelson



CAUGHT  
ON  
CAMERA



A TRUE  
*love story*  
NEVER ENDS

"I believe love is when you care for someone unconditionally. Love is when you truly appreciate and show affection for someone. Love is when you would risk yourself to save someone. I believe love is special." Illa Raso

"Love is like an undying spark it burns forever. It ties people together with a bond so strong it can never be broken. Sometime love can tear you apart, but for most people it's like a pot of gold at the end of the rainbow, the thresher at the end of a journey... So, when you ask me what love is, well, it is one of the best and most beautiful forces in existence." Caroline Evans

"Love is caring for someone very strongly. Sometimes love is when two people care for each other." Morgan Brackna

## THANKS for GIVING



KIDS V CANCER



# Sligo MS Concert Chorus Rock!



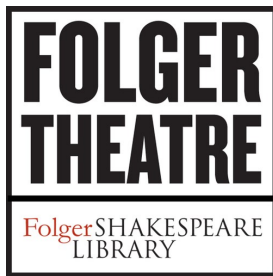
The Amazing Sligo MS Concert Chorus participated in the MCPS Choral Festival at Walter Johnson HS. This festival is our annual countywide assessment and a required Summative for the students involved. There are seven choral festivals that occur each school year including the Jazz and Show Choir Festival and the Chamber Choir Festival. Clinicians/adjudicators, who are experts in the field of music education, critique the performances and apply ratings according to guidelines established by the Maryland by supplying specific information on how to improve the performance of individual school musical ensembles.

The study of music assists in the acquisition of 21st Century Skills. The cooperative learning setting of music ensembles allows students to develop both individually and as members of a larger community. The creativity inherent in the creation or interpretation of a musical selection fosters creative thinking and problem-solving strategies that permeate other facets of life. We encourage and celebrate the personal expression within every child.

"Music is one way for young people to connect with themselves, but it is also a bridge for connecting with others. Through music, we can introduce children to the richness and diversity of the human family and to the myriad rhythms of life." Daniel A. Carp, Eastman Kodak Company Chairman and CEO Music Educators Association. The purpose of the county festivals is to serve students and teachers

## Sligo Visits the DC Folger

Written by Anika Rai, 7th Grader



7th Grader Anika Rai shares her experience at the Folger Theatre sponsored by Mr. J. Davis, SMS Theatre Educator : The Winter's Tale was a play written by William Shakespeare after the death of his son Hamlet Shakespeare. A few of Sligo Middle School Theatre students and the cast of the Midsummer's Night Dream + The Comedy of Errors were fortunate enough to be invited back to the Folger Shakespeare Library to experience this wonderful play. The play represents depicts both the positives and negatives of love and what people have to do to find it. The Winter's Tale was about the king of Sicilia, King Leontes who most people say was Shakespeare's finest representation of jealousy of the male heart, who was convinced that his wife Hermione was having an affair with his childhood friend, King Polixenes of Bohemia. For this, he sends innocent Hermione to jail when she was still pregnant with her second child. When she was called to court, she had already given birth, but there was news that her first child Mamillius had died. his was too much for Hermione and she died on the spot. King Leontes ordered that the second child, who was a girl, was sent away where he would never see her again. Her name was Perdita. 18 years later, she was in love with the only heir of Bohemia; Foristell. Unfortunately, Polygenes does not like this and the couple flees to Sicilia. There Perdita finds out that she is the heir to

the throne and finally knows who her true parents are. Then a statue of Hermione, Perdita's lost long mother, comes to life and the family is reunited. This play ties in every aspect of greed, love, and jealousy and is a great thing to put on your bucket list!

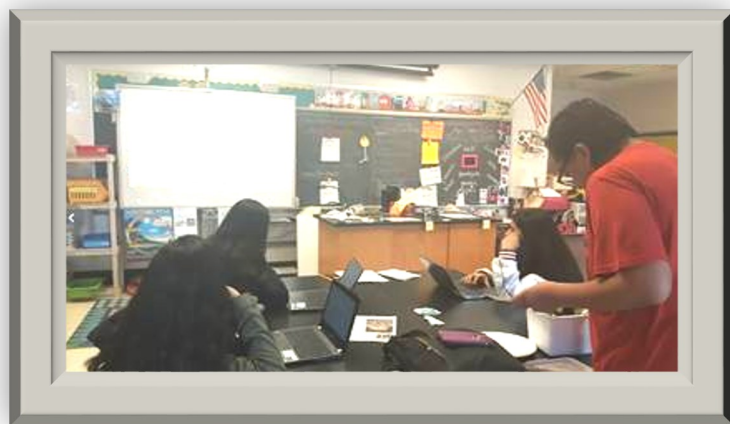


## Sligo Middle School SERT TEAM in Action

On February 16<sup>th</sup>, the SERT Team collaborated with the Audubon Society to facilitate a composting experience with their peers during all three lunch blocks. The SERT students will collect fruit and vegetable remains from students' lunches, and place them in our new compost barrel (located in our courtyard). These students will mix 2 parts nitrogen rich fruits and vegetables with 1 part brown leaves, twigs, and straw. Weekly, the SERT students will rotate the barrel to evenly distribute the worms and decomposition process. Ultimately, these students will incorporate the compost into our vegetable garden, which will enrich our current vegetable garden's soil and growth process.

MCPS does not permit food composting on school grounds due to the possibility of public health and sanitation consequences. Therefore, our composting project is temporary, and will be deemed an experiment and teachable moment for students about environmental responsibility. However, our composting project will be reoccurring and will take place in the fall and spring, during subsequent school years.

Please support our Green School initiative by engaging in conversations about students' learning from this experience. Also, when you take students outside to the courtyard, please ask them to refrain from touching the compost barrel, since the barrel's sliding door will easily open and expose the interior. Lastly, please be understanding of the SERT Team not recycling on days when they are preparing for composting experiences and working on their Invent the Future projects.





## Talking to Children About Violence:

### Tips for Parents and Teachers

High profile acts of violence, particularly in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved-ones are at risk. They will look to adults for information and guidance on how to react. Parents and school personnel can help children feel safe by establishing a sense of normalcy and security and talking with them about their fears.

1. **Reassure children that they are safe.** Emphasize that schools are very safe. Validate their feelings. Explain that all feelings are okay when a tragedy occurs. Let children talk about their feelings, help put them into perspective, and assist them in expressing these feelings appropriately.
2. **Make time to talk.** Let their questions be your guide as to how much information to provide. Be patient; children and youth do not always talk about their feelings readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. Some children prefer writing, playing music, or doing an art project as an outlet. Young children may need concrete activities (such as drawing, looking at picture books, or imaginative play) to help them identify and express their feelings.
3. **Keep your explanations developmentally appropriate.** □ **Early elementary school** children need brief, simple information that should be balanced with reassurances that their school and homes are safe and that adults are there to protect them. Give simple examples of school safety like reminding children about exterior doors being locked, child monitoring efforts on the playground, and emergency drills practiced during the school day. □ **Upper elementary and early middle school** children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Discuss efforts of school and community leaders to provide safe schools. □ **Upper middle school and high school** students will have strong and varying opinions about the causes of violence in schools and society. They will share concrete suggestions about how to make school safer and how to prevent tragedies in society. Emphasize the role that students have in maintaining safe schools by following school safety guidelines (e.g. not providing building access to strangers, reporting strangers on campus, reporting threats to the school safety made by students or community members, etc.), communicating any personal safety concerns to school administrators, and accessing support for emotional needs.
4. **Review safety procedures.** This should include procedures and safeguards at school and at home. Help children identify at least one adult at school and in the community to whom they go if they feel threatened or at risk.
5. **Observe children's emotional state.** Some children may not express their concerns verbally. Changes in behavior, appetite, and sleep patterns can also indicate a child's level of anxiety or discomfort. In most children, these symptoms will ease with reassurance and time. However, some children may be at risk for more intense reactions. Children who have had a past traumatic experience or personal loss, suffer from depression or other mental illness, or with special needs may be at greater risk for severe reactions than others. Seek the help of mental health professional if you are at all concerned.
6. **Limit television viewing of these events.** Limit television viewing and be aware if the television is on in common areas. Developmentally inappropriate information can cause anxiety or confusion, particularly in young children. Adults also need to be mindful of the content of conversations that they have with each other in front of children, even teenagers, and limit their exposure to vengeful, hateful, and angry comments that might be misunderstood.
7. **Maintain a normal routine.** Keeping to a regular schedule can be reassuring and promote physical health. Ensure that children get plenty of sleep, regular meals, and exercise. Encourage them to keep up with their schoolwork and extra-curricular activities but don't push them if they seem overwhelmed.



### **Suggested Points to Emphasize When Talking to Children**

- ☐ Schools are safe places. School staff works with parents and public safety providers (local police and fire departments, emergency responders, hospitals, etc.) to keep you safe. ☐ The school building is safe because ... (cite specific school procedures).
- ☐ We all play a role in the school safety. Be observant and let an adult know if you see or hear something that makes you feel uncomfortable, nervous or frightened.
- ☐ There is a difference between reporting, tattling or gossiping. You can provide important information that may prevent harm either directly or anonymously by telling a trusted adult what you know or hear.
- ☐ Although there is no absolute guarantee that something bad will never happen, it is important to understand the difference between the **possibility** of something happening and **probability** that it will affect you (our school community).
- ☐ Senseless violence is hard for everyone to understand. Doing things that you enjoy, sticking to your normal routine, and being with friends and family help make us feel better and keep us from worrying about the event.
- ☐ Sometimes people do bad things that hurt others. They may be unable to handle their anger, under the influence of drugs or alcohol, or suffering from mental illness. Adults (parents, teachers, police officers, doctors, faith leaders) work very hard to get those people help and keep them from hurting others. It is important for all of us to know how to get help if we feel really upset or angry and to stay away from drugs and alcohol.
- ☐ Stay away from guns and other weapons. Tell an adult if you know someone has a gun. Access to guns is one of the leading risk factors for deadly violence.
- ☐ Violence is never a solution to personal problems. Students can be part of the positive solution by participating in anti-violence programs at school, learning conflict mediation skills, and seeking help from an adult if they or a peer is struggling with anger, depression, or other emotions they cannot control.

**NASP has additional information for parents and educators on school safety, violence prevention, children's trauma reactions, and crisis response at [www.nasponline.org](http://www.nasponline.org). ©2016, National**

Dear all: It is certainly not easy to be a young person, parent or educator in an era of gun violence and school shootings. In addition to thoughts and prayers, please find below some information and resources to help navigate these difficult times. Information about MCPS emergency preparedness is accessible. See these recommended websites: American Academy of Pediatrics, [Talking to Children About Tragedies and Other News Events](#) and American Academy of Pediatrics, [Firearm-Related Injuries Affecting the Pediatric Population](#)

"The absence of guns from children's homes and communities is the most reliable and effective measure to prevent firearm-related injuries in children and adolescents. Adolescent suicide risk is strongly associated with firearm availability. Safe gun storage (guns unloaded and locked, ammunition locked separately) reduces children's risk of injury." National Association of School Psychologists, [School Violence Prevention: Tips for Parents and Educators](#)

"Open communication between home and school is critical to the safety and well-being of our students and your children. Let us know if you have a concern or question about school policies, your child's safety, or the safety of their friends. Know if your child's friends have access to guns and keep any guns in your house locked up and away from children of all ages. Focus on building resiliency and coping skills to manage disappointments and help your child be comfortable seeking help from an adult they trust." May you and yours be safe. Gillian Huebner, MCCPTA Sub-Committee on School Climate and Safety

We would like to provide some resources to help us talk with our children and adolescents about the concerning and tragic recent events. Here are some useful links: <http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/talking-to-children-about-violence-tips-for-parents-and-teachers> and <http://www.montgomeryschoolsmd.org/mainstory/story/576057/Emergency-Preparedness-Message/>

Additionally, the Counseling Department is available to help provide support to students. You can find your child's counselor contact information on this link: <http://www.montgomeryschoolsmd.org/schools/sligoms/templates/default.aspx?>



# My Native Land, My Country!

By Ahmed Mohamud



Somalia, is known for amazing coral reefs, is one of the coolest places to go to for history and arts. Somalia has very hot climates but good amount of rain in dec - feb. Languages expand from Somali, Arabic, Italian. Within Somalia there are different ways of speaking Somali, there are as maymay and af banaadir. Somalia's capital Mogadishu, is around a body of sea, the Gulf of Aden. Somalia is a amazing travel destination with Masjid Zeila, coral reefs, and historic destinations made almost a millennium ago.

Masjid Al Zeila is one of the most visited places in Somalia. First reason why is because the only way to get a flight to Mogadishu national airport is flying over Masjid Al Zeila and most people go there to see its history culture and ancient beliefs said and done. In Masjid Al Zeila there are historic books , ancient Qurans , are very fragile and very, very nasty.

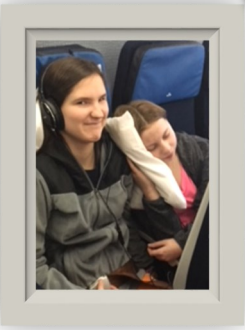
Coral reefs in Somalia are clean natural environments for fish and sea plants. If you go to scuba dive in the coral reefs you will find lots of different species of fish like goldfish and clown fish, but beware of sharks they are hungry predators. Most of Somalia's coral reefs are made of clean and natural plants that are 93% animal houses, did you know that.

Most people who go to Somalia usually visit Masjid Al Zeila, coral reefs, and historic destinations that will make tourists ecstatic, happy and so energetic that they will cry when they leave.

P.S. Did you know that people in Somalia have to walk 2.7 miles to get to the market. Why do people come to Somalia? They visit Somalia mostly for education and cool places to go.



Spring Break 2018 European Traveling with Ms. Chichester, Ms. Drayton, et al







## S'TEAM Rock Climbing Field-Trip

**Sarita Baron, Amir Boube, Shristi Chhangchha, Harper Cox, Jonathan Dawit, Kiersten Engstrom, Angela Gonzalez, Laila-Aryana Grey, Clint Hensley, Wiley Hensley, Derlin Hernandez Alvarez, Caden Hinds, Kevin Koranteng, Javier Nolasco-Lara, Hayden Olliviere, Karla Ramirez, Jaime Rivera, Sonya Rubin, Aaliah Salazar Guardado, Mukendi Sangwa, Hank Schwartz, Alim Sesay, Anthony Sharifian, Ella Spirtas, Marie Spirtas, Kathy Tang, Blessing Tejan-Conteh, Olivia Wenk, Carolyne Willis**

Belser	Nigel
Cardona	Alejandro
Castillo	Nicolas
Chacon	Erick
Chandias	Carlos
Cruz	Angel
Delgado	Bryan
Diaz	Yair
Dickerson	Truman
Elias	Mihana
Fernandez	Nelson
Greenstein	Zachary
Guerra	Juan
Guevan	David
Hernandez	Alejandro
Porter	Maxwell
Teka	Michael
Turcos	Kevin
Umanzor	Bryant
Alvarez	Egber
Belser	Brennan
Cuevas	Marcos
Stillman	Aidan

Sarah Arias
Emily Barr
Morgan Carnell
Grace Coleman
Bridget Connaghan
Norah Dixon
Jenifer Flores
Talin Gooden
Ingrid Johnson
Gina Kolev
Samantha Linares
Melanie Morford
Mary Oliver
Eliza Parker
Clarissa Quintero
Elizabeth Ramos
Maggie Whitman
Addie Wunderli
Abigail Chandler
Abigail Mendez
Dayerlin Sanchez
Maria Cortes Valdez
Doris Diaz Nunez
Chrystal Reyes
Camille Henry



**Special Salute to SMS Boys  
and Girls Soccer Team for  
2017-2018 School Year!**

Look at what SMS Wonderful 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students did during their lunches on, Friday, February, 16<sup>th</sup>. Composting...

### Sixth Grade Lunch



### 7<sup>th</sup> Grade Lunch



### 8<sup>th</sup> Grade Lunch

