



School Wide Information

- Please check out our website, Twitter page and Facebook page!
- Please be sure to read your child’s classroom newsletters for events and updates.
- Our next PTO meeting is November 14, 2019. We will meet at 6:00 p.m.
- Please see the information about our fall fundraiser.

Principal’s Corner

Social Media Parenting Tips

Many children of all ages are exposed to the internet daily through computers, cell phones, tablets, video gaming systems, etc. Parents and adults should be monitoring what children are doing on social media. *5 Tips for Parents on Monitoring their Child’s Social Media Use* by Michael Luchies and the After School App Team provide some tips to consider:

- 1) **Ask and Discuss** – Communication between you and your child helps develop discussion about social media. Try and be open-minded and non-judgmental. Discuss any concerns and provide support.
- 2) **Consider the Benefits** – Social media can provide immediate contact with friends. When using social media children should be taught how to appropriately use and communicate with others. Discuss what is inappropriate to do and say on social media.
- 3) **Learn** – Research what sites and apps are popular and used. Ask your child how the sites or apps work this can increase communication between you and your child.
- 4) **Approaching “Bullying”** – Discuss with your child what cyberbullying is and encourage them to report anyone treating them inappropriately.
- 5) **Enable Restrictions and Parental Controls** – Be aware of parental setting on the sites and apps your child uses.

How we use social media may influence our child’s social media use. It is important to remember that parents and adults are role models to children.

For more information on this article check out <https://medium.com/@afterschoolapp/5-tips-for-parents-on-monitoring-their-child-s-social-media-use-7906929f5f04>

Important Dates

- September 30-October 3-Book Fair
- October 4- 11:20 a.m. Student Dismissal
- October 9- PAPA JOHN’S Night for MB
- October 11- District Institute- no school for students
- October 14- Columbus Day-No School
- October 15- Fundraiser assembly kickoff
- October 16- Miles Of Smiles at MB
- October 22-Parent/Teacher Conferences-11:20 a.m. Student Dismissal
- October 24-Parent/Teacher Conferences-11:20 a.m. Student Dismissal
- October 29- Fundraiser Orders Due
- October 29-Mentoring

Civic Memorial High School is starting new spectator guidelines starting with the September 27th home football game. These guidelines will impact primary, intermediate, middle, and high school students. The updated guidelines are in the attached photo. #GoEagles

CMHS Spectator Guidelines

High School Student Seating Locations

1. CM students are encouraged to sit in the fan section located at the south end of the main bleachers.
2. CM students have the option of sitting anywhere on the main bleachers except for the middle school fan section or band section.

Middle School Student Seating Locations

1. Middle school students may watch the game while seated with their parents/guardians or a responsible adult.
2. Middle school students have the option of sitting in the new fan section located on the north end of the main bleachers.

Elementary/Intermediate School Seating Location

1. Elementary and Intermediate students must be in the presence of their parents/guardians at all times while at the football game.

General Expectations

1. Students are not allowed to loiter in the areas behind the concessions stand, behind the main bleachers or near the visiting bleachers.
2. No outside food or drink is allowed. The Eagle Pride Booster’s Club provides outstanding concessions.
3. All school rules apply when attending an event at the football stadium.



CMHS CARES ABOUT YOU!

READING CORNER

Eight- to ten-year-old children are still in what researcher Erik Erikson calls the age of Industry vs Inferiority. Until partway through middle school, they are learning how to relate to peers, adjust to social rules, and evolve from free play to more elaborately structured interactions and expectations. For example, your child may describe elaborate recess games, where he can travel through time, see into the future, or tame magical creatures. He may talk about the various roles he plays, and how the group decides who plays what part as the adventure unfolds.

It is through these social routines and rituals that children learn to enter the play, establish group membership, and then direct the interactions. Children this age frequently travel in groups, although girls will often pair off with close friends within larger circles. Boys, in contrast, have less intense interactions, but demonstrate increased loyalty to the group as a whole. Regardless of gender, the interactions are often defined by elaborate fantasy play, interactive games, rotating leaders, and cooperative goal-setting where participants work collaboratively toward a shared outcome. For example, a group of children may run an elaborate "economy" where they find items on the playground to sell for rock currency, such as grasshoppers, sticks, pieces of plastic, or even ice. There may be shopkeepers, merchants, scavengers, or even thieves who all play a part in ongoing storylines.

On the flip side of the close bonds and friendships that form among this age group comes the increase in social cruelty and bullying. At around 8, children develop the ability to consider the intent behind an action or choice, along with the ability to take another's perspective. As a consequence, children became capable of intentional meanness and social exclusion. However, in large part, most children this age will engage in such behaviors at one point or other. They are not bullies, but rather individuals who are ineffectively trying to assert (expected) power within relationships in inappropriate ways. To effectively influence future choices and social outcomes, we can help 8- to 10-year olds learn the tools they need to engage in more positive social interactions. **MORE: [When Teasing Becomes Bullying](#)**

One component of social and emotional growth in 8- to 10-year olds is their desire for increased independence from parents and siblings, and their increased desire to be seen as intelligent and knowledgeable. As they struggle to find the means to appropriately individuate, they can, at times, seem willful or defiant. Children begin negotiating for what they want or arguing their point of view, at home and with peers, applying their more highly developed thinking skills, advanced language abilities, and increased concentration skills. For example, your child may ask you why a boy in his class has no eyelashes. Your logical reply might be that the boy has blonde hair and his eyelashes are simply hard to see. A concrete operational child will reason, "But my friend Emily has blonde hair and I can see her eyelashes, and Joey has blonde hair and I can see his eyelashes too. So why can't I see Jeff's?"

Supporting children this age means actively listening to their goals and remaining on their side as they achieve them, while simultaneously maintaining necessary limits and boundaries. Thus, instead of controlling your child, you are guiding him to learn to control *himself*. Some non-confrontational ways to do this:

- Give him a small budget to choose clothes that match his style.
- Allow him choice in deciding the family menu.
- Give him veto power when selecting activities.

Recognizing your child's need to pull away will also go a long way to keeping you on the same team. Allow peers to take on new importance. They provide a "mini society" your child can visit and experiment with while maintaining the safety net of a loving and supportive family to fall back on. In addition to a new emphasis on friends, "crushes" often make their appearance during these years. The feelings are not sexual; thus, same-sex crushes are common and say nothing about a child's sexuality in adolescence. Invite your child to speak openly about crushes or other social musings, but respect his desire for a private life or his wish to try and work out his problems independently. To start the conversation, ask your child the kinds of games the boys and girls play together at recess. Getting your child talking about the kinds of play he witnesses or partakes in is the first step. Welcoming all sorts of emotional reactions to that play is the next step. Your child is learning social roles and limits and the best person to help him do that, is you! **MORE: [The Secret to Making Friends for 8- to 10-Year-Olds](#)**

As is true in all aspects of development, how your child feels about his skills and competence in other developmental areas (e.g., how he is doing in school) affects how he feels about himself socially, and impacts what challenges he is willing to take on. In fact, parents may hear increased self-criticism during these years, a natural by-product of their child's developmental advancements. Children this age enjoy sharing their point-of-view and can more easily manage emotions to fit the situation. They are better able to select and adapt coping strategies to the variety of situations they now find themselves in. For example, your child may hold in his feeling of injustice until he gets home, or until he is alone with his friends. In this way, he is able and ready to learn new ways of successfully interacting with both peers and adults, and benefit from adults' continued efforts to connect with and guide them.

Developing metacognitive skills (ability to reflect on their thoughts) lets children identify specific characteristics about their emotional selves and the abilities they possess (e.g., "I feel sad because", or "I know I'm a strong swimmer because"). Being able to better preview actions and outcomes allows them to prepare for interactions and expectations. Children understand the importance of social customs (e.g., saying thank you), but may struggle to manage their emotions when they are overwhelmed by frustration or a series of personal setbacks. Your child's ability to listen to reason has increased and he depends less on routines to provide a stable emotional state. Children this age experience subtleties of emotion (e.g., disappointment, resignation, resolve, focus, etc.), and they can apply these new understandings to social relations with peers. Before the age of 10, children understand the role of conflicting friendships, and they can mend fences after an argument. Children now have a more stable basis for choosing friends: shared interests, ability to give and take, responsiveness to one another's needs, and desire for positive qualities such as kindness or trustworthiness.

Two ways to share the joy of reading:

1. Call [Dial-A-Story \(416.395.5400\)](tel:416.395.5400) to listen to a story with your child anytime! The service is available in 16 different languages.
2. Involve distant family members in the enjoyment of reading by sharing a book together through video chat apps such as Skype.

Social Work Corner

RED RIBBON WEEK

October 28th- November 1st

Happy Red Ribbon Week!
October 28th - November 1st



MONDAY, OCT. 28th
Team Up Against Drugs - wear sports attire

TUESDAY, OCT. 29th
Too Smart for Drugs - Dress like a teacher, scientist, doctor

WEDNESDAY, OCT. 30th
Your Future is Too Bright for Drugs - Wear sunglasses

THURSDAY, OCT. 31st
"Drugs are Scary" - wear orange and black

FRIDAY, NOV. 1st
Everyone wear red



Becharo Elementary Schools
PreK-5th Grades

October is National Bullying Prevention Month

Every October, schools and organizations across the country join in observing National Bullying Prevention Month. The goal: encourage schools, communities and organizations to work together to stop bullying and cyberbullying and put an end to hatred and racism by increasing awareness of the prevalence and impact of all forms of bullying on all children of all ages.