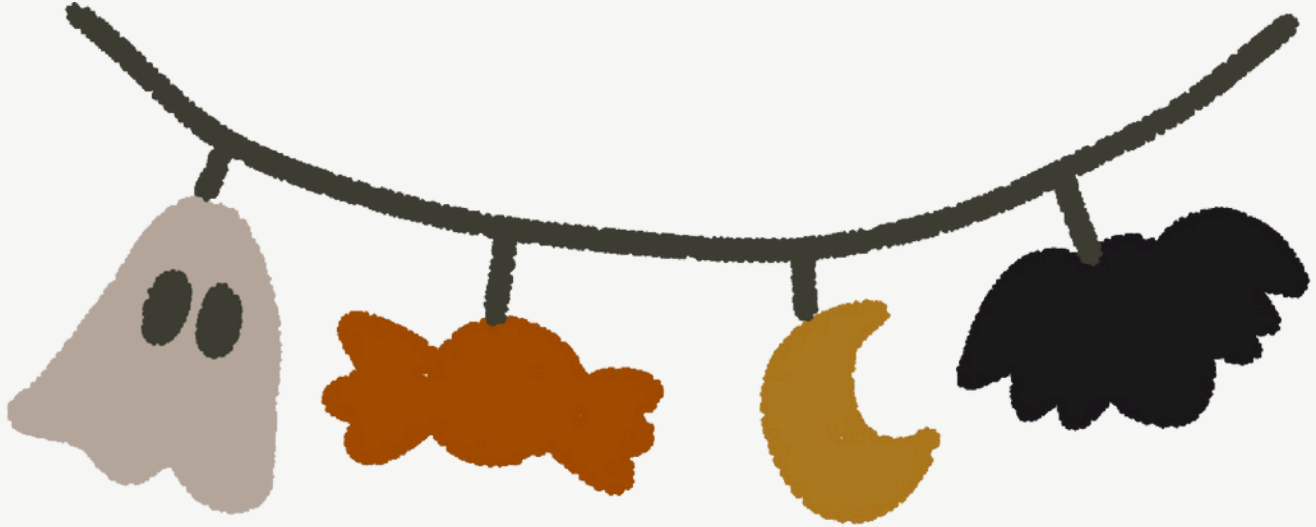


STUDENT SERVICES SPOTLIGHT

BAYFIELD SCHOOL STUDENT SERVICES MONTHLY NEWSLETTER



BE AN UPSTANDER!

We believe everyone deserves to feel safe, respected, and included. Sometimes, though, we might see or hear something that isn't kind like teasing, bullying, or someone being left out. When that happens, we have a choice:

We can be a bystander (watch without helping), or We can be an upstander (take positive action to support others).

What Does It Mean to Be an Upstander?

Being an upstander means:

- Speaking Up: Use kind but firm words like, "That's not okay" or "Please stop."
- Offering Support: Stand or sit with the student being left out. Let them know they're not alone.
- Getting Help: If the situation feels unsafe, go to a trusted adult like a teacher, counselor, or playground supervisor.
- Including Others: Invite someone who's left out to join your game, group, or conversation.

Why Does It Matter?

Upstanders make our school stronger and kinder. When students show courage and stand together, it creates a community where everyone belongs.

WHAT'S INSIDE

- BULLYING PREVENTION
- DIGITAL CITIZENSHIP
- TIPS TO BUILD RESILIENCE





OCTOBER IS NATIONAL BULLYING PREVENTION MONTH

Every October, schools across the country take part in National Bullying Prevention Month. This is a great time to work together to create safe, supportive, and inclusive schools for all students.

What is Bullying?

Bullying is often be confused with mean or rude behavior. So what's the difference?

Rude behavior is saying or doing something that hurts someone else unintentionally or without thinking.

- Examples: Interrupting, cutting in line, blurting out, not sharing.
- Key Point: It's usually thoughtless, not meant to hurt, and it often happens once.

Mean behavior is saying or doing something on purpose to hurt someone, usually out of anger, frustration, or trying to be funny.

- Examples: Making fun of someone's shoes, calling them a name, leaving them out of a game.
- Key Point: Mean behavior is intentional, but either happens occasionally such as when friends fight or when two people don't get along and there isn't an imbalance of power between them.

WHAT'S HAPPENING AT SCHOOL?

- Oct. 22 is Unity Day: wear orange to show we are united against bullying
- Classroom lessons focused on empathy, respect, resilience, and being an upstander
- Oct. 22: K-5 Family Night and MS/HS Conferences at School

Bullying is repeated and intentional behavior that targets another person, and involves a real or perceived imbalance of power (age, size, popularity, social status).

- Examples: Spreading rumors online, repeatedly calling someone names, pushing or hitting them over and over, making threats, excluding them daily.
- Key Point: Bullying is ongoing, deliberate, and creates an environment where the target feels unsafe or powerless.

Bullying can happen in person (at school, on the bus, in activities) or online. Bullying affects everyone - those who are targeted, those who witness it, and even those who engage in it. When bullying happens, it can make students feel unsafe, anxious, or alone.

How We Can All Help

- Model Kindness: Small acts of kindness build a stronger, more connected community.
- Be an Upstander: If you see bullying, don't ignore it. Offer support and include others.
- Speak Up: Use your voice to say, "That's not okay" or "Please stop."
- Talk openly about bullying: Encourage kids to share their experiences and reassure them it's safe to come to you.
- Teach empathy: Help children understand how their words and actions affect others.
- Model respect at home: Show kids how to resolve conflicts calmly and respectfully.
- Monitor online activity: Guide responsible digital behavior and watch for warning signs of cyberbullying.



DIGITAL CITIZENSHIP: WHAT IS IT AND WHY IS IT IMPORTANT?

Students today are growing up in a digital world where phones, computers, and social media are part of daily life. Digital citizenship is the ability to use these tools responsibly, safely, and respectfully. What we do online lasts forever and can affect our friendships, school, and future opportunities.

Key Skills of Digital Citizenship

- **Online Safety:** Protecting personal information, recognizing scams, and avoiding risky sites.
- **Respectful Communication:** Teaching children to treat others kindly online and to report or stop cyberbullying.
- **Digital Responsibility:** Thinking before posting, respecting copyright, and avoiding oversharing.
- **Healthy Balance:** Setting limits for screen time and encouraging offline activities.
- **Critical Thinking:** Helping kids question what they see online and recognize misinformation.

How Families Can Help

- Talk regularly about online safety and kindness.
- Set clear expectations for device use at home.
- Model healthy digital habits (balance screen time, put devices away during meals, etc.).
- Encourage your child to come to you if they see something that makes them uncomfortable.

Working together, schools and families can help students grow into responsible, respectful digital citizens ready for success in school and beyond.



Bayfield Trollers at AppleFest!

HEALTHY DIGITAL HABITS BY AGE

From Common Sense Education (commonsense.org)

Important points for caregivers of grade 4K–2 students:

- This is a critical developmental stage, so limiting screen use is really valuable. Families can work on motor functions, emotional regulation, interpersonal skills, and more.
- When children do use screens, the quality of what they watch and play is essential. When you can, watch and play media together with kids.
- It's important to give kids opportunities for lots of different kinds of online and offline activities.



TIPS TO HELP BUILD RESILIENCE

- **Build Strong Connections:** Encourage positive friendships and supportive relationships with family, teachers, and mentors. Feeling connected gives kids a strong foundation when facing challenges.
- **Encourage Problem-Solving:** Help kids brainstorm solutions instead of fixing problems for them. Teach them to ask, “What can I do next?” instead of focusing only on the problem.
- **Foster a Growth Mindset:** Remind them that mistakes are part of learning. Praise effort, not just results (“You worked hard on that!”)
- **Promote Healthy Risk-Taking:** Let kids try new things, even if they’re unsure at first. Learning to manage fear and uncertainty builds confidence.
- **Model Coping Skills:** Show healthy ways to handle stress (deep breathing, taking a break, exercise, journaling). Kids learn resilience by watching how adults respond to challenges.
- **Teach Emotional Awareness:** Encourage kids to name their feelings (“I feel sad,” “I feel frustrated”). Normalizing emotions helps them cope in healthier ways.
- **Set Routines and Predictability:** Daily routines provide comfort and stability, especially during stressful times.
- **Celebrate Strengths and Successes:** Recognize what children do well. Focusing on strengths builds confidence and self-worth.



HEALTHY DIGITAL HABITS BY AGE

From Common Sense Education (commonsense.org)

Important points for caregivers of grade 3–5 students:

- Work with your kids to find balance with other activities. A good starting point is to have family tech agreements that you create together. And encourage kids to be aware of how they feel when they use media, which will help develop their self-regulation.
- Make sure there are opportunities for physical activity, in-person social time, and ways to work on reading skills.
- Be familiar with the content your kid is using, because quality and safety of content is a factor in their development.
- Consider coordinating with other caregivers in your kid's orbit to reduce peer and social pressures and establish common ground rules for social gatherings (like what to do with phones at sleepovers, etc.).

Important points for caregivers of grade 6–8 students:

- Factor in the volatile physical, mental, and social changes happening right now (including a growing need for privacy and independence) as you include kids in expectations around screen use.
- Keep lines of communication open by leading with curiosity about why specific tech uses and content types matter so much to them.
- Help kids recognize and regulate when screen use affects their mental health in negative ways.

Important points for caregivers of grade 9–12 students:

- Help teens get enough sleep as school pressures increase by keeping phones (and other devices) out of bedrooms (or locked down except for music, etc.).
- Focus on helping them build self-regulation skills so teens can manage their own time using devices independently.
- Help teens reflect on how their screen use aligns—or doesn't—with their values and goals, and model this practice for them.
- Stay curious and involved, even as teens share less about what they do on their devices.