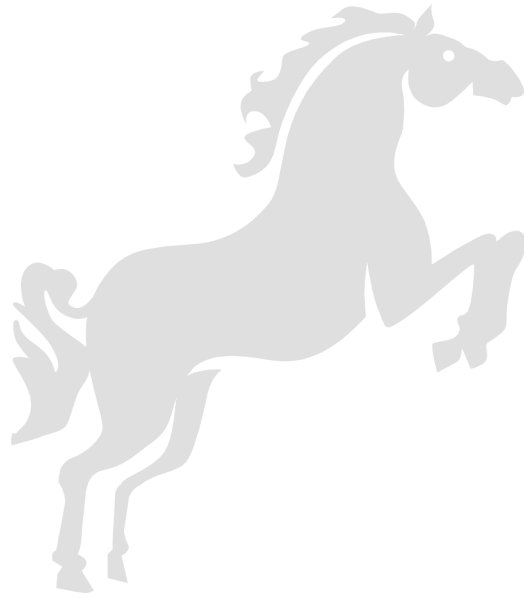


# **Bancroft Banner**

## **March 2010**



### **Mark Your Calendar!**

**03/04/10: 3<sup>rd</sup> Qtr Progress Reports Mailed**

**03/10/10: 7:00PM PTA Meeting**

**03/11/10: 4:00PM SSC Meeting**

**03/18/10: 6:30PM Padres Unidos Parent Meeting**

**03/18/10: 7:30PM African American Parent Group Meeting**

**03/23/10: 6:00PM Family Science & Math Night**

**03/24/10: 7:00PM District Band Festival - SLHS**

**03/25/10: 6:00PM SAC Meeting**

**03/25/10: 7:00PM District Orchestra Festival - SLHS**

**03/29/10: NO SCHOOL Cesar Chavez Holiday/ Teacher Furlough Day**

**04/02/10: Last day of the 3<sup>rd</sup> Quarter**

**04/05/10 - 04/09/10: Spring Break NO SCHOOL**

**04/12/10: School Resumes**

# Save the Date

*Bancroft Middle School  
Family Science & Math Night  
AND  
English & History Departments  
8<sup>th</sup> Grade Research Project...*

**March 23, 2010, 6:30-7:30 PM**

*The Bancroft Science and Math Department announces another great  
**FAMILY SCIENCE AND MATH NIGHT!***

*All families are welcome as Bancroft investigates:*

## **ENERGY!**

*We will have two real sports racing cars there to view and maybe we will be able to show how a racing car engine sounds too, so bring your earplugs!*

*Experiments about energy will be available for all ages. Learn some of the math behind energy while you have fun getting involved in energy experiments. You will hear more as we get closer to the date, but you don't want to miss this one.*

*The event is free. If you have some energy ideas or experiments you might want to show or contribute, talk to Mr. McLemore at Bancroft. We are especially interested in more Solar Power ideas.*

**Prepare to be BRONCO ENERGIZED!**  
*- Raleigh McLemore, Bancroft Science Teacher*

## **INNOVATION: IMPACT AND CHANGE**

*The History and English Departments will present their first "HISTORY DAY" celebration for the families of all 8<sup>th</sup> grade students. Eighth graders have been writing a research paper for their English teachers, and will present their visual projects from their History teachers on the theme, "Innovation: Impact and Change." Projects will be presented in the Gym from 6:00 - 7:30.*

*Thomas Morse, Bancroft History Teacher*



# Art on Display!



Be sure to mark your calendar to enjoy some wonderful art work created this year's by our 7<sup>th</sup> and 8<sup>th</sup> grade art elective students. The artwork will be on display during the entire month of April at Zocalo's Coffee House. It will be a variety of work created during the 2009-2010 school year. Enjoy the talent and creativity as you sip a coffee, tea or an Italian soda. Zocalo's is located at 645 Bancroft Ave (between Dutton Ave & Oakes Blvd) San Leandro, CA 94577.

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## Kohl's Kids Who Care Scholarships

Hey Students!

The Kohl's Kids Who Care Scholarship Program would like to recognize you by rewarding you with a scholarship. This means money for you for doing great work to benefit your community. Whether it be volunteering at a local food drive, helping a younger child learn to read or cleaning up at a park. Every contribution makes a difference, you make a difference! Please see your counselor for more information on how you can apply for this scholarship. The deadline to apply is March 15! Thank you!

Bancroft Middle School Counselors

Ms. Ferreira

Ms. Yee

Together We're Better

\*\*\*\*\*

## Doing research? Check out our new online databases!

Access 2 brand new databases designed specifically to help your students with their 7th and 8th grade research projects. Ancient & Medieval History and American History Online are available 24/7 on the internet. Go to...

<http://www.bancroft-broncos.com/library/library.htm>

Click on the database you want to use, and enter the

**Username: bancroftms**

**Password: broncos**

Please contact, Ms. Rosenkrantz (Librarian) if you have questions or problems.

srosenkrantz@sanleandro.k12.ca.us

618-4380 x3682

## **Special Message from the Principal**

Recently there have been a number of students (approximately 6-8) who have reported engaging in Self-Injury. This has also resulted in a rumor that the Principal will be inspecting students to identify those who are engaging in this behavior. I hope the following information clarifies the situation and provides useful and helpful information about self-injury. The counselors have identified a website: **helpguide.com** that provides helpful information about this behavior. We have included excerpts from their information about Self-Injury below. If you have concerns about your child or wish to discuss this further, please do not hesitate to contact your child's counselor.

### **Definition of Self-Injury:**

Self-injury, self-inflicted violence, self-injurious behavior or self-mutilation is defined as a deliberate, intentional injury to one's own body that causes tissue damage or leaves marks for more than a few minutes which is done to cope with an overwhelming or distressing situation.

### **The most common self-injurious behaviors are:**

- **Cutting** - involves making cuts or scratches on your body with any sharp object, including knives, needles, razor blades or even fingernails. The arms, legs and front of the torso are most commonly cut because they are easily reached and easily hidden under clothing
- **Branding** - burning self with a hot object, **Friction burn** - rubbing a pencil eraser on your skin
- **Picking at skin** or re-opening wounds (dermatillomania) - is an impulse control disorder characterized by the repeated urge to pick at one's own skin, often to the extent that damage is caused which relieves stress or is gratifying
- **Hair-pulling** (trichotillomania) - is an impulse control disorder which at times seems to resemble a habit, an addiction, or an obsessive-compulsive disorder. The person has an irresistible urge to pull out hair from any part of their body.
- **Hitting** (with hammer or other object), **Bone breaking**, **Punching**, **Head-banging** (more often seen with autism or severe mental retardation)
- **Multiple piercing or tattooing** - may also be a type of self-injury, especially if pain or stress relief is a factor
- **Drinking harmful chemicals**

### **Reasons for self-injury**

#### **Why do they do it?**

Even though it is possible that a self-inflicted injury may result in death, self-injury is usually *not* suicidal behavior. The person who self-injures may not recognize the connection, but this act usually occurs after an overwhelming or distressing experience and **is a result of not having learned how to identify or express difficult feelings in a healthy way**. Sometimes the person who deliberately harms themselves thinks that if they feel the pain on the outside instead of feeling it on the inside, the injuries will be seen, which then perhaps gives them a fighting chance to heal. They may also believe that the wounds, which are now physical evidence, prove their emotional pain is real.

Although the physical pain they experience may be the catalyst that releases the emotional pain, the relief they feel is temporary. These coping mechanisms in essence are faulty because the pain eventually returns without any permanent healing taking place.

Self-harm serves a function for the person who does it. If you can figure out what function the self-injury is serving then you can learn other ways to get those needs met which will reduce your desire to hurt yourself.

It is difficult to understand the motivations behind self-injurious behavior, but a clearer picture develops when you hear the common explanations self-injurers give for doing it:

- “It expresses emotional pain or feelings that I’m unable to put into words. It puts a punctuation mark on what I’m feeling on the inside!”
- “It’s a way to have control over my body because I can’t control anything else in my life”
- “I usually feel like I have a black hole in the pit of my stomach, at least if I feel pain it’s better than feeling nothing”
- I feel relieved and less anxious after I cut. The emotional pain slowly slips away into the physical pain”

Self-injury can **regulate strong emotions**. It can put a person who is at a high level of physiological arousal back to a baseline state.

Deliberate self-harm can **distract from emotional pain** and stop feelings of numbness.

Self-inflicted violence is a way to **express things that cannot be put into words** such as displaying anger, shocking others or seeking support and help.

Self-injurious behavior can **exert a sense of control over your body** if you feel powerless in other areas of your life. Sometimes magical thinking is involved and you may imagine that hurting yourself will prevent something worse from happening. Also, when you hurt yourself it influences the behavior of others and can manipulate people into feeling guilty, make them care, or make them go away.

Self punishment or self-hate may be involved. Some people who self-injure have a childhood **history of physical, sexual and emotional abuse**. They may erroneously blame themselves for having been abused, they may feel that they deserved it and are now punishing themselves because of self-hatred and low self-esteem.

Self-abuse can also be a **self-soothing behavior** for someone who does not have other means to calm intense emotions. Self-injury followed by tending to one’s own wounds is a way to express self-care and be self-nurturing for someone who never learned how to do that in a more direct way.

### **People who self-injure have some common traits:**

- Expressions of anger were discouraged while growing up
- They have co-existing problems with obsessive-compulsive disorder, substance abuse or eating disorders
- They lack the necessary skills to express strong emotions in a healthy way
- Often times there is a limited social support network

### **Some helpful tips in dealing with someone who self-injures**

- Understand that self-harming behavior is an attempt to maintain a certain amount of control which in and of itself is a way of self-soothing
- Let the person know that you care about them and are available to listen
- Encourage expressions of emotions including anger
- Spend time doing enjoyable activities together
- Offer to help them find a therapist or support group
- Don't make judgmental comments or tell the person to stop the self-harming behavior – people who feel worthless and powerless are even more likely to self-injure
- If your child is self-injuring, prepare yourself to address the difficulties in your family. Start with expressing feelings which is a common factor in self-injury – this is not about blame, but rather about learning new ways of dealing with family interactions and communications which can help the entire family

### **How can a self-injuring person stop this behavior?**

Self-injury is a behavior that over time becomes compulsive and addictive. Like any other addiction, even though other people think the person should stop, most addicts have a hard time just saying no to their behavior – even when they realize it is unhealthy.

### **What you can do to help yourself**

<b>Acknowledge this is a problem</b>	You are probably hurting on the inside and need professional help to stop this addictive behavior
<b>Realize this is not about being a bad person</b>	This is about recognizing that a behavior that helped you handle your feelings has become a big problem
<b>Find one person you trust and get professional help</b>	Maybe a friend, teacher, rabbi, minister, counselor, or relative. Tell them you need to talk about something serious that is bothering you
<b>Get help in identifying what "triggers" your self-harming behaviors</b>	Ask for help in developing ways to either avoid or address those triggers
<b>Recognize that self-injury is an attempt to self-soothe</b>	Learn how to develop better ways to calm and soothe yourself
<b>Figure out what function the self-injury is serving</b>	Replace the act of self-harm with learning how to express anger, sadness, and fear in healthy ways

## ***Treatments for self-injury***

*One danger connected with self-injury is that it tends to become an addictive behavior, a habit that is difficult to break even when the individual wants to stop. As with other addictions, qualified professional help is almost always necessary. It is important to find a therapist who understands this behavior and is not upset or repulsed by it. Call your doctor or insurance company for a referral to a mental health professional who specializes in self-injury.*

- Cognitive-behavioral therapy may be used to help the person learn to recognize and address triggering feelings in healthier ways*
- Because a history of abuse or incest may be at the core of an individual's self-injuring behavior, therapies that address post-traumatic stress disorder such as EMDR may be helpful (see Helpguide's article on [Eye Movement Desensitization and Reprocessing](#))*
- Hypnosis or other self-relaxation techniques are helpful in reducing the stress and tension that often precede injuring incidents (see Helpguide's article on [Yoga, meditation and other relaxation techniques](#))*
- Group therapy may be helpful in decreasing the shame associated with self-harm, and help to support healthy expressions of emotions*
- Family therapy may be useful, both in addressing any history of family stress related to the behavior, and also in helping other family members learn how to communicate more directly and non-judgmentally with each other*
- In cases of moderate to severe depression or anxiety an antidepressant or anti-anxiety medication may be used to reduce the impulsive urges to self-harm in response to stress, while other coping strategies are developed.*
- In severe cases an in-patient hospitalization program with a multi-disciplinary team approach may be required*

# Bancroft Banner

*Together We're Better*

*March 2010*

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## **Principal's Message**

March is upon us and we prepare for challenging fiscal times. The Board of Education had the difficult task of cutting \$ 2.7 million from our district programs in order to balance the budget. The cuts will impact all of the district's sites and surely have impact on the classroom. Bancroft has had four funding sources to run our programs, Site Discretionary (which comes from the district's general fund), School and Library Improvement Program (SLIP) funds, Title I and Educational Impact Aid (EIA). At this time both the site discretionary fund and SLIP are frozen. We will continue to use our Title I and EIA funds to support the activities outlined in our School Site Plan. The Site Council is charged with looking at the school plan and amending some of the planned activities due to the frozen budgets.

At this time we will begin to ration some of our supplies. Copy paper, lined paper, transparencies, pencils and dry erase markers are some of the most high use items and we will begin to limit distribution of these in order to assure that we get through the year.

*I know that times are hard for everyone so I hesitate to ask parents for support, but if you are able to help out by donating some paper or other supplies, it would be greatly appreciated. Even though we are facing challenges, we continue to provide as rich an experience as possible. We will continue to plan for our Academic Showcase on March 23<sup>rd</sup>. Please check out the flyer included in this month's Banner. 8<sup>th</sup> graders will share their English and History Research Paper and models. Family Science and Math night will take place on the same evening. The theme this year is Energy. It should be an exciting evening.*

*Alice in Wonderland, the musical theater production opens on April 15 with three evening performances - April 15, 16, 17, and a matinee on April 18.*

*STAR testing will be different this year - for the last two years students have taken the English/Language Arts and Mathematics tests in their English or Math class. One of the challenges of organizing the testing calendar in this way is that it lengthens the testing dates significantly. This year we will return to testing in 1<sup>st</sup> period only. 6<sup>th</sup> and 7<sup>th</sup> graders have two days of testing, English and Math. 8<sup>th</sup> graders take History and Science in addition to the English and Math tests. We plan to celebrate the students who scored Advanced on 2009 STAR and those who improved their scores, with our STAR breakfast during the week of April 26<sup>th</sup>.*

*"We draw our strength from the very despair in which we have been forced to live. We shall endure." Cesar Chavez*

*MaryAnn Valles - Principal*