



EAST HAMPTON PUBLIC SCHOOLS

East Hampton, Connecticut



Superintendent's Update Week of July 24 – Summer Update

The vision of the East Hampton Public Schools: Preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

With ordinary talent and extraordinary perseverance, all things are attainable

~ Thomas Fowell Buxton

Back-to-School Information

Please take the time to second page of this Update, which is our **Back-to-School Calendar**. It includes many important events that take place prior to the school year as well as at the opening of the school year. All school groups, PTO groups, and parent groups are invited to e-mail various meeting dates to the Superintendent (psmith@easthamptonct.org) for inclusion on this calendar.



Greetings!

The Update is mailed every Monday morning beginning Monday, August 21 to all teachers, staff, and families in the school district.

Important dates on the Calendar as of July 24:

First Day of School for Teachers and Staff Members is on Monday, August 28. The day begins with the annual East Hampton Public Schools Convocation. A light Breakfast will be held in the High School Cafeteria 8:00-9:00 AM followed by Convocation in the High School Auditorium 9:00-10:30 AM.

- Presentations will include the Good Apple Awards and Recognition of the Rookie Teacher of the Year, the Paraeducator of the Year, and the Teacher of the Year.
- Faculty meetings will follow in the afternoon.
- Paraeducators and other non-certified staff are invited to participate in the activities.

First Day of School for Students is on Wednesday, August 30. We are excited to welcome our students back to school – and we know that you will have your best school year ever!

Attention Teachers and Staff Members: On Thursday August 24, the Interact Club at EHHS will offer babysitting to teachers and staff members from 8:30 AM – 1:30 PM. Anyone who wishes to come in to set up their rooms or prepare for the school year is welcome to take advantage of this opportunity. The students of the Interact Club will be hosting the service in Room 702 (Kristen Keska) at the High School. There will be movies and snacks available. Please RSVP (kkeska@easthamptonct.org) over the summer if you will be dropping off your children during those hours.

Attention Parents: Take full advantage of our Open House opportunities to get to know our teachers!

- Thursday, September 7 – High School Open House, 6:30 PM.
- Tuesday, September 12 – Middle School Open House, 6:30 PM.
- Thursday, September 14 – Center School Open House, 6:30 PM.
- Tuesday, September 19 – Memorial School Open House for Pre K, Kindergarten, and Grade 1, 6:30 PM.
- Thursday, September 21 – Memorial School Open House for Grade 2 and Grade 3, 6:30 PM.



Attention ALL! Save the date! Friday, September 8 – Ribbon Cutting Celebration at East Hampton High School organized by East Hampton High School, the Building Committee, and the 250th Anniversary Celebration Committee. Come and enjoy tours of the new High School from 3:30-4:45 PM and stay for the opening of the Time Capsule, and the official “Ribbon Cutting” of the school at 5:00 PM. *More details coming soon!*



Back-to-School Calendar

Get your event on this calendar!
Send additional events and dates to
psmith@easthamptonct.org.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
20 (August)	21 Board of Education Meeting - EHHS T-Bell, 6:30 PM	22	23	24 INTERACT CLUB Babysitting for Teachers & Staff 8:30 AM – 1:30 PM Room 702 at EHHS New Teacher & Staff Orientation High School - 9:00 AM Freshman Orientation High School 6:30 PM	25 Back-to-School Coffee & Chat 94 Main St. 7:30-9:00 AM Ice Cream Social for Grade 6 & New Students Middle School 11:00 AM-12:00 Noon 1:00-2:00 PM	26
27	28 Back-to-School CONVOCATION for Teachers & Staff High School 8:00 AM & Professional Development "Welcoming Event" Grade 4 Students Center School 3:30-4:30 PM	29 Professional Development for Teachers & Staff "Classroom Sneak Peek" Pre K - 3 Students Memorial School 3:30-5:00 PM	30 First Day of School 2017-18 	31	1 - September Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM	2
3	4 Labor Day No School	5 Board of Education Meeting - EHHS T-Bell, 6:30 PM Tuesday – due to Holiday Teacher of the Year Night!	6	7 High School WELCOME BACK OPEN HOUSE 6:30 PM	8 International Literacy Day East Hampton High School RIBBON CUTTING CELEBRATION Tours 3:30-4:45 PM Program 5:00 PM	9
10	11	12 Middle School WELCOME BACK OPEN HOUSE 6:30 PM	13 Character Day Let it Ripple! www.letitripple.org Middle School PTO Middle School Library 6:00 PM	14 Center School WELCOME BACK OPEN HOUSE 6:30 PM	15 Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM United States Constitution Day 	16 Save the date! High School Crew Regatta at the Lake 250th Celebration Event
17	18 Board of Education Meeting - EHHS T-Bell, 6:30 PM Friends of Education Night!	19 Memorial PK, K, 1 WELCOME BACK OPEN HOUSE 6:30 PM	20	21 Superintendent's Advisory Council 94 Main St. 9:00 AM Memorial 2, 3 WELCOME BACK OPEN HOUSE 6:30 PM	22 First Day of Autumn Memorial School PTO Jog-a-thon Middle School Pantherfest! 3:00-9:00 PM	23

Notes



■ *How about some coffee over the summer?*

Coffee with the Superintendent of Schools, Paul K. Smith is always an option over the summer for parents, community members, teachers, and staff members. Come and sit down with the Superintendent of Schools and learn more about technology in the schools, district goals, the future of the district, or start making suggestions for the 2018-19 Budget! Any topic is welcome. Join the Superintendent for coffee before the fall “coffee and chat” mornings begin again. You can e-mail psmith@easthamptonct.org or call 860-365-4000. *(No taxpayer dollars used for coffee, cream, sugar, stirrers, or cups!)*

■ *East Hampton Board of Education Highlights (6/20/17)*



Visit East Hampton

YouTube

You can view this meeting and past meetings at:

<http://www.easthamptonps.org/board-of-education-meetings>.

Scroll down the page and click on “**VIDEO**” of the date you wish to view.

- The East Hampton Board of Education honored 5th grade student Brooke Adams who earned the status of “Recognized Inventor” at the Connecticut Invention **State Finals** at UConn.
- The Board recognized Charlotte Minnick, Grade 5, and her teacher Patti Finch. Charlotte’s essay earned her recognition as one of ten **state finalists** in the Connecticut Great Teachers Essay Contest;
- The Board honored 3rd grade student Sydney Vicino whose “Genius Hour” project of friendship pins in Kathi Fearon’s Grade 3 classroom raised funds to help support My Sister’s Place.
- The Board recognized Nancy Briere for her outstanding work as the Interim Director of Curriculum for the last two years. Nancy will continue part-time in the district as a Math Specialist.
- The Board honored outgoing Memorial School Principal, Mindy Wilkie for her caring nature, love of children, and professionalism. Mindy will continue at the Center School as a Reading Specialist.
- The Board recognized and thanked outgoing board member and former Chair of the Board Kenneth Barber.
- The Board was given an update on the Budget Referendum of June 13, 2017 in which the school budget passed: 1642 YES and 1172 NO. The Superintendent also informed the Board of Education that the town has set the mill rate for an increase of 1.88 mills – or \$484,000 over the 1.44 mills approved by the voters in the referendum for both the school and town budget. By setting the mill rate an additional 0.44 higher, the Board of Finance was anticipating cuts to municipal aid by the General Assembly.
- The Superintendent shared information about the Connecticut Association of Boards of Education annual conference on November 17-18 and reviewed the programming for the Board of Education summer retreat scheduled for July 10.



■ *Health and Wellness matters in our children!*

Thank you to our teachers and staff members who have modeled health and wellness this summer and thank you to those students and families, who have run, jogged, or walked around the high school track at 8:00 AM as part of the **Superintendent’s Summer Fitness Challenge**.

As part of the district’s PE teachers’ summer fitness challenge, our students in Memorial, Center, and Middle School have been challenged to engage in a minimum of 30 sessions of continuous physical activity for at least 20 minutes per session over the summer. Several students have taken the opportunity (along with dedicated parents) to show up at the High School Track to begin three days each week with some physical exercise.

There are a few more opportunities to walk/run!

(Note: You can use the High School Track other times if your schedule prevents you from joining in at 8:00 AM.)

Monday	Tuesday	Wednesday	Thursday	Friday
Monday July 24 8:00 AM	25	26	Thursday July 27 8:00 AM	Friday July 28 8:00 AM
Monday July 31 8:00 AM	1	Wednesday August 2 8:00 AM	3	Friday August 4 8:00 AM

The article below is a bit unnerving considering how much attention we attempt to place on fitness and good health!

19-year-olds as sedentary as 60-year-olds, study suggests Johns Hopkins University Bloomberg School of Public Health

Physical activity among children and teens is lower than previously thought, and, in another surprise finding, young adults after the age of 20 show the only increases in activity over the lifespan, suggests a study conducted by researchers from the Johns Hopkins Bloomberg School of Public Health. And, the study found, starting at age 35, activity levels declined through midlife and older adulthood.

The study also identified different times throughout the day when activity was highest and lowest, across age groups and between males and females. These patterns, the researchers say, could inform programs aimed at increasing physical activity by targeting not only age groups but times with the least activity, such as during the morning for children and adolescents.

The findings, which were published online June 1 in the journal, *Preventive Medicine*, come amid heightened concern that exercise deficits are contributing to the growing obesity epidemic, particularly among children and teens.

"Activity levels at the end of adolescence were alarmingly low, and by age 19, they were comparable to 60-year-olds," says the study's senior author, Vadim Zipunnikov, assistant professor in the Bloomberg School's Department of Biostatistics. "For school-age children, the primary window for activity was the afternoon between two and six P.M. So the big question is how do we modify daily schedules, in schools for example, to be more conducive to increasing physical activity?"

For their study, the researchers used data from the National Health and Nutrition Examination Survey from the 2003-2004 and 2005-2006 survey cycles. The 12,529 participants wore tracking devices for seven straight days, removing them for only bathing and at bedtime. The devices measured how much time participants were sedentary or engaged in light or moderate-to-vigorous physical activity. The researchers broke down findings into five age groups: children (ages six to 11); adolescents (ages 12 to 19); young adults (ages 20 to 29); adults at midlife (ages 31 to 59); and older adults (age 60 through age 84). Forty-nine percent were male, the rest female.

Activity among 20-somethings, the only age group that saw an increase in activity levels, was spread out throughout the day, with an increase in physical activity in the early morning, compared to younger adolescents. The increase may be related to starting full-time work and other life transitions.

For all age groups, males generally had higher activity levels than females, particularly high-intensity activity, but after midlife, these levels dropped off sharply compared to females. Among adults 60 years and older, males were more sedentary and had lower light-intensity activity levels than females.

The study confirmed that recommended guidelines were not being met. For instance, the World Health Organization (WHO) recommends at least 60 minutes of moderate-to-vigorous physical activity a day for children ages five to 17 years. The study found that more than 25 percent of boys and 50 percent of girls ages six to 11 and more than 50 percent of male and 75 percent of female adolescents ages 12 to 19 had not met the WHO recommendation.

While WHO formulates its recommendations in terms of moderate-to-vigorous activity, the researchers say there is a growing consensus for the benefits of reducing sedentary behavior and increasing even low-intensity levels of physical activity.

"The goal of campaigns aimed at increasing physical activity has focused on increasing higher-intensity exercise," says Zipunnikov. "Our study suggests that these efforts should consider time of day and also focus on increasing lower-intensity physical activity and reducing inactivity."

Explore further: [Study finds primary school children get less active with age](#)



■ September is School "Attendance Awareness" Month

Attendance matters! Student attendance is one of our top priorities! The goal of the East Hampton Public Schools is to make sure that every healthy child is in school every day. The East Hampton Public Schools will recognize September as "Attendance Awareness" month and will encourage all students and families to start school off in 2017-18 knowing how important good attendance is for our students.

Visit Attendance Works (<http://www.attendanceworks.org/>) for more information.

According to that site, "Nationally, as many as 7.5 million students nationwide miss 10 percent of the school year in excused and unexcused absences every year. That's 135 million days of school."

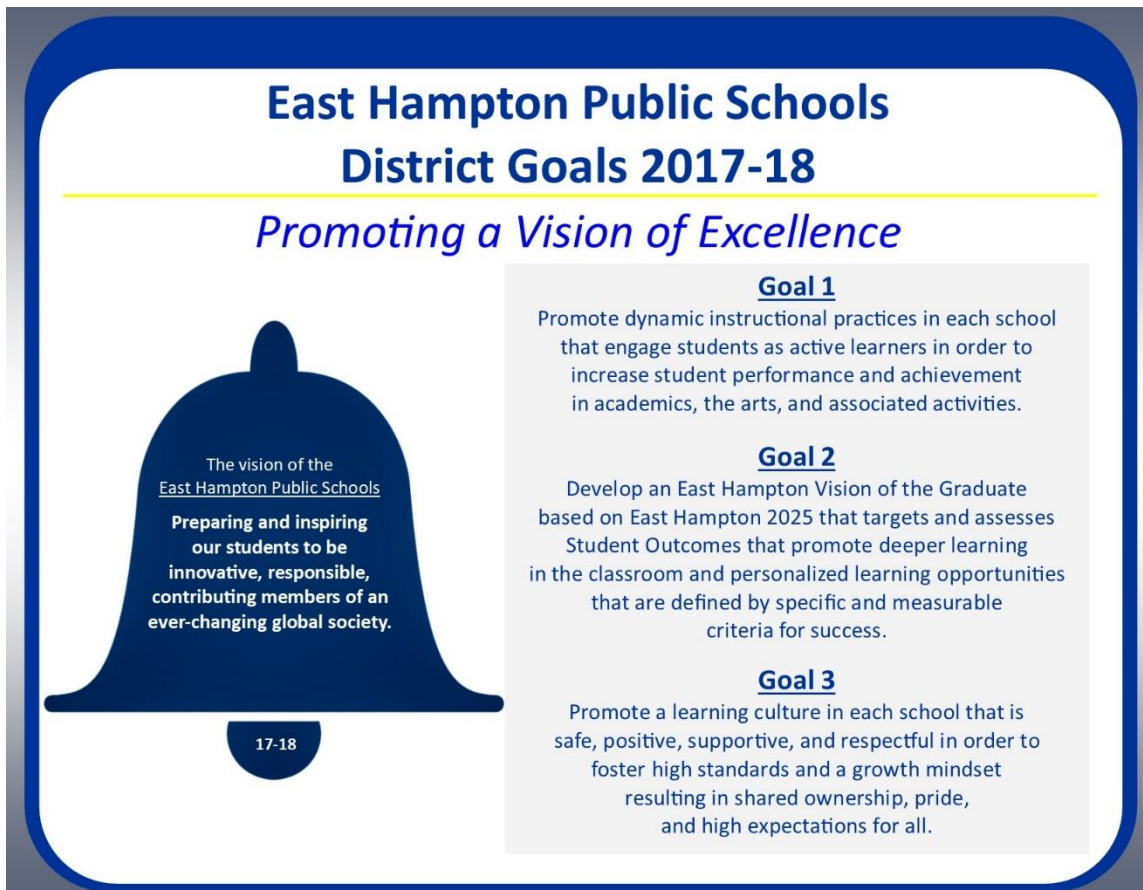
10 Facts About School Attendance ([Click here for website.](#))

1. Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school. [Read more](#)
2. An estimated 5 million to 7.5 million U.S. students miss nearly a month of school each year. [Read more](#)
3. Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent. [Read more](#). Poor attendance can influence whether children read proficiently by the end of third grade or be held back. [Read more](#)
4. By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school. [Read more](#)
5. Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence. [Read more](#)
6. The academic impact of missing that much school is the same whether the absences are excused or unexcused. Suspensions also add to lost time in the classroom.
7. Low-income students are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. [Read more](#)
8. When students improve their attendance rates, they improve their academic prospects and chances for graduating. [Read more](#)
9. Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students. [Read more](#)
10. Most school districts and states don't look at all the right data to improve school attendance. They track how many students show up every day and how many are skipping school without an excuse, but not how many are missing so many days in excused *and* unexcused absence that they are headed off track academically. [Read more](#)



District Goals 2017-18

This year the East Hampton Public Schools will take on very ambitious goals that will further promote the vision of district - East Hampton 2025 and our Strategic Plan (Click to view). These goals are currently in DRAFT form having been reviewed by the Board of Education. The goals will be discussed and officially approved by the Board at the Tuesday, September 5 meeting at 6:30 PM at the High School. This is a great meeting to attend to hear the Building Principals share their Building Goals that will be based on the District Goals.



East Hampton Public Schools District Goals 2017-18

Promoting a Vision of Excellence

The vision of the
East Hampton Public Schools
Preparing and inspiring
our students to be
innovative, responsible,
contributing members of an
ever-changing global society.

17-18

Goal 1
Promote dynamic instructional practices in each school that engage students as active learners in order to increase student performance and achievement in academics, the arts, and associated activities.

Goal 2
Develop an East Hampton Vision of the Graduate based on East Hampton 2025 that targets and assesses Student Outcomes that promote deeper learning in the classroom and personalized learning opportunities that are defined by specific and measurable criteria for success.

Goal 3
Promote a learning culture in each school that is safe, positive, supportive, and respectful in order to foster high standards and a growth mindset resulting in shared ownership, pride, and high expectations for all.

In essence, our goals focus on: (1) instructional improvements that increase student achievement in all academic areas, the arts, and all activities associated with learning; (2) developing and promoting a Vision of the East Hampton Graduate that stresses student outcomes that are meaningful throughout college and careers; and (3) establishing a learning culture that promotes kindness and caring as well as a growth mindset in our schools – a mindset that applies to students, teachers, and the community-at-large.

Looking closely at our three goals our hope is to **make learning more relevant, rigorous, and effective for students**. We want to ensure that our students master **skills that are useful in the classroom and in real life**. And, we intend to do this in **classroom environments that support and challenge students to be active participants who have ownership of their learning**.

An East Hampton education will guarantee that our graduates possess competencies for success: **character, citizenship, collaboration, communication, creativity, and critical thinking**.



Please come to the first Superintendent's Advisory Council meeting
Thursday, September 21 at 9:00 AM - 94 Main Street
to learn more about the goals and their impact on the schools.
Our new Director of Curriculum, Mary Clark, will speak to these goals
and the types of learning they promote.

Year one success with one of last year's new initiatives: **Heart Smart 2020!**



Heart Smart 2020

The **Heart Smart 2020** initiative of the East Hampton Public Schools is in full swing to meet ambitious goals for the year 2020.

- The **Class of 2020 (Freshman Class 2016-17)** received the **American Heart Association Heartsaver CPR/AED*** course. Our goal is that all classes beginning with the Class of 2020 are trained in CPR/AED.
- We are well on our way to having 100% of teachers and staff certified in the American Heart Association *Heartsaver CPR/AED* course by June 2020 when the first class of students graduate from East Hampton High School with the certification. **Over 70 teachers and staff members were trained this year!**
- We will work to secure funding for additional AEDs throughout the school district's facilities in the 2018-19 School Budget.

* The *Heartsaver CPR/AED* course is a classroom, video-based, instructor-led course designed by the American Heart Association that teaches adult CPR and AED use, as well as how to relieve choking in an adult. The course is designed for anyone with limited or no medical training. Upon completion, students and adult participants receive a course completion certification card valid for 2 years.

We are grateful to parent, Michelle Fuchs, Certified Basic Life Support Instructor who trains our students and staff and Jillian Crouch, School Nurse at Memorial School who also trains our staff!

Thoughts

Do we need to teach kindness? Yes – and it may be the most important thing we do!

MindShift

If you have story ideas or feedback for the MindShift team, send us a note!

Email MindShift

How to Design a School That Prioritizes Kindness and Caring

Carrollwood Day School in Tampa had always emphasized character education, but the adult-driven messages, no matter how valid or well-meaning, seemed to be gliding past their intended audience, said guidance counselor Krista Diamond. After attending a conference on kindness put on by Harvard's Making Caring Common project...

At the start of the summer, I have to admit that I was disheartened when I came across this article. At first, I bemoaned the fact that we had reached the point where we actually had to prioritize “kindness and caring.” To me, those are just natural expectations in schools. We never say that we must design a school that prioritizes “learning.” Why should we find it necessary to articulate a need to prioritize kindness?

We can find any number of reasons that point to a scarcity of kindness, whether it be politics, social media, current events, or television/movies. But the reality is our children must be in a safe and supportive environment at school if any of our ambitious educational hopes for them are to become reality.

I see so many signs in the East Hampton Public Schools of kindness and caring, but our pledge is to make sure that every child experiences that support every day of the year!

How to Design a School That Prioritizes Kindness and Caring by Linda Flanagan in MindShift

Countless schools across the nation strive to make character a feature of education. Whether through classes on social-emotional learning, mindfulness exercises or reminders about the virtues of gratitude, thousands of students are exposed to messages that deplore cheating and bullying and **celebrate kindness and consideration**. In spite of the lecturing, however, 51 percent of high school kids owned up to cheating on exams, according to the Josephson Institute. Another 62 percent believe that teachers value academic achievement over kindness to others.

Carrollwood Day School, a private school in Tampa, Florida, set out an ambitious plan to alter those numbers. That effort began in earnest about a year ago, after a handful of guidance counselors attended a conference on kindness put on by Harvard's Making Caring Common project; they vowed to bring compassion back to their school.

Carrollwood Day had always emphasized character education, but the adult-driven messages, no matter how valid or well-meaning, seemed to be gliding past their intended audience, said Krista Diamond, who attended the event. She and her colleagues began to plan.


It was critical to Diamond that these initiatives not resemble a form of **character boot camp**, with intense immersion for a few days, and then nothing the rest of the year. “You can’t just snap your fingers, and show a video, and it’s done,” she said. Rather, **the school needed to adopt a philosophy of kindness that was “infused and woven through” all school activities.** This would take time and flexibility, she said. Also, **the initiatives had to seem to come from within**, organically, because students would be quick to resist orders from above.

They started by announcing the school’s theme for the year: “Carrollwood Day School: Where Caring is Common.” To bring in parents and teachers, they invited both groups to read Michele Borba’s book *UnSelfie*, which extols the virtues of empathy, and then welcomed Borba in for workshops.

Realizing that “great ideas don’t always fly with the high school population,” as she put it, Diamond worked with a small student advisory board to create and implement initiatives. It was a turning point that allowed the school’s character lessons to reflect student needs. “Everything we do now is run through the students; they are our vetting process,” she said. After a popular and thoughtful senior died in the fall, students decided to commemorate his legacy by taking active steps to be empathetic. They called the kindness initiative “Parker’s Promise,” after their late classmate. A quote from his college essay—“The fine line between success and adversity can be changed by just a grin or a little eye twinkle”—became their unofficial rallying cry.

The student advisory board, renamed the Making Character Count Committee, got to work. Once a week, these students gather outside before the opening bell rings and greet everyone coming in with candy, music and a big smile. They hang posters with concrete messages on how to be kind: “Hold the door,” or “Smile, it makes a difference.” With Diamond’s guidance, the students meet with some of the 25 different advisory groups and lead conversations with students on how to build empathy. They also do a “mix-it-up” exercise, borrowed from Borba’s book, that moves students around in advisory groups to blend grade levels. And to get teacher buy-in, select students attend occasional faculty meetings to share what excites them about their project and how their classmates are responding.

Carrollwood Day is one of 70 schools around the country who have partnered with **Harvard’s Making Caring Common project to make compassion an expectation of their students.** “It’s less a curriculum than **attending to little things**,” said Richard Weissbourd, who heads the university effort. Simple changes can have an outsized effect. Knowing the names of all the students in school, being generous with “hellos,” and encouraging teachers to greet every student by name in class, for example, are low-burden but powerful exercises, he added.

 **Studies in social-emotional learning show that the most successful “kindness strategies” are short and focused, rooted in relationships, carried out repeatedly, and related to actual events in school,** said Luba Feigenberg, who directs research for Making Caring Common project. Teachers need resources and support so that they can act as caring role models for their students, she added.

Two of the most fruitful exercises Carrollwood Day embraced, both borrowed from the Harvard project, were “Circle of Concern” and “Relationship Mapping.” In the former, all students were asked to think about who they cared for most, those in their inner circle. Then they were challenged to widen that circle, to consider who was outside and might be welcomed in. The goal was to prompt students to think beyond themselves and their narrow group and to begin to care for others.

During the Relationship Mapping exercise, faculty studied the names of all the children in school and sorted them into two groups: students they were concerned about, and those with whom they had relationships. At the end, the exercise uncovered the most vulnerable students: those identified as potentially troubled and lacking a connection with an adult. At the end, these students were paired with a teacher to serve as a mentor. “This was eye-opening for teachers,” Diamond said.

After all this, are students at Carrollwood Day any kinder? To be sure, not all kids there come to school beaming, or greet every stranger with a smile. “Some students don’t see a purpose to it,” said junior Jake Flansberg. But Diamond notices real change. The school spirit society used to whoop it up for sports teams only, but this year distributed chocolate kisses to all students during finals. Over the holidays, an advisory group delivered cards to everyone in school. “We don’t have ways of measuring this.” Diamond said, “But we see evidence that it’s working.”

And some kids agree. Abri Weissman, a senior who heads up the Making Character Count Committee, has seen a ripple effect of kindness spreading through the school, especially during the second semester. Without prompting, friends have told her stories about sweet gestures coming from classmates, none of which originated in her committee. She sees students from different grades opening up to each other, and being friendlier—a result, she believes, of the mix-it-up exercises. The morning music and enthusiastic greetings have had a positive effect, she added. Altogether, “It’s like a kindness virus,” Weissman said.

Enjoy the summer and the renewal it affords us.



Paul Smith

