



EAST HAMPTON PUBLIC SCHOOLS

East Hampton, Connecticut

Superintendent's Update

Week of September 4

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.

Sometimes being kind allows others to see the goodness in humanity through you.

~ Germany Kent

This week in our Schools

We've got two big events coming up on Friday of this week – and we want you to join us for both!



Join the Superintendent of Schools, Paul K. Smith and the East Hampton Schools

East Hampton Runs for Houston

Friday morning, September 8

6:30 AM - High School track


Register online (Hartford Marathon Foundation) and join us at the East Hampton High School Track for 12 laps of running or walking! 100% of your \$25 registration supports American Red Cross aid to Houston and the victims of Hurricane Harvey.

For more information and to register visit the Hartford Marathon Foundation website:

<http://hartfordmarathon.com/runhartford-for-houston/>

**East Hampton High School
Ribbon Cutting, Friday September 8**

3:30 PM Tours
5:00 PM Ribbon Cutting
5:15 PM Program in Auditorium
6:00 PM Refreshments in Cafeteria



Everyone is
welcome!

This event is open to the entire population of East Hampton! We want to show off your new school!

We particularly would like to invite graduates and all future graduates to put on a name tag with your name and the year you graduated - or the year you will graduate!

We're offering tours beginning at 3:30 PM!

The East Hampton High School Marching Band will be in front of the High School at 5:00 PM

as the High School Building Committee and Representative Melissa Ziobron cut the Ribbon – officially opening our school!

Following the cutting of the Ribbon, we will proceed into the Auditorium at 5:15 PM for a brief program.

We will include the opening of the Time Capsule and the sealing of the new Time Capsule. We'll also be entertained by the East Hampton High School Choir who will lead all us in the School's Alma Mater, "The Bells of East Hampton High."

Refreshments and additional tours at 6:00 PM!



September / October Calendar

Get your event on this calendar!

Send additional events and dates to

psmith@easthamptonct.org

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3	4	5	6	7	8	9
	<p>Labor Day No School</p>	<p>Board of Education Meeting - EHHS T-Bell, 6:30 PM Tuesday – due to Holiday Met our: Teacher of the Year Paraeducator of the Year Rookie Teacher of the Year</p>		<p>Elementary PTO Memorial School</p> <p style="background-color: #fff9c4; padding: 5px; text-align: center;">High School WELCOME BACK OPEN HOUSE 6:30 PM</p>	<p> International Literacy Day</p> <p style="background-color: #f06292; padding: 5px; text-align: center;">RUN HOUSTON VIRTUAL 5K Help those affected by HURRICANE HARVEY</p> <p style="background-color: #fff9c4; padding: 5px; text-align: center;">East Hampton High School RIBBON CUTTING CELEBRATION Tours 3:30-4:45 PM Program 5:00 PM</p>	
10	11	12	13	14	15	16
	<p>Middle School Sports Parent Meeting Cross Country-4:00 PM Soccer-5:00 PM</p> <p style="background-color: #e1bee7; padding: 5px; text-align: center;">High School Senior Parent Night High School Auditorium 6:30 PM</p>	<p style="background-color: #fff9c4; padding: 5px; text-align: center;">Middle School WELCOME BACK OPEN HOUSE 6:30 PM</p>	<p> Character Day <i>Let it Ripple!</i> www.letitripple.org</p> <p style="border: 1px solid red; padding: 5px; text-align: center;">Middle School PTO Middle School Library 6:00 PM</p>	<p style="background-color: #fff9c4; padding: 5px; text-align: center;">Center School WELCOME BACK OPEN HOUSE 6:30 PM</p>	<p> Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM</p> <p style="background-color: #f06292; padding: 5px; text-align: center;">United States Constitution Day</p> <p style="background-color: #f06292; padding: 5px; text-align: center;">Deposit due for CHINA – June 2018</p>	<p style="color: blue; text-align: center;">High School Crew Regatta at the Lake 250th Celebration Event</p> <p style="text-align: center;"></p>
17	18	19	20	21	22	23
	<p>Board of Education Meeting - EHHS T-Bell, 6:30 PM Info on new Town Hall</p>	<p style="background-color: #fff9c4; padding: 5px; text-align: center;">Memorial PK, K, 1 WELCOME BACK OPEN HOUSE 6:30 PM</p>	<p style="background-color: #f44336; color: white; padding: 5px; text-align: center;">Delayed Start for High School TWO HOUR DELAY for NEASC</p> <p style="background-color: #f44336; color: white; padding: 5px; text-align: center;">CODE RED/LOCKDOWN TRAINING for Teachers & Staff Members High School T-Bell 2:45 PM & 3:45 PM</p> <p style="background-color: #e0e0e0; padding: 5px; text-align: center;">High School Washington DC Information Meeting 6:30 PM</p>	<p> Superintendent's Advisory Council 94 Main St. 9:00 AM</p> <p style="background-color: #c8e6c9; padding: 5px; text-align: center;">Grade 4 Summer Reading Celebration</p> <p style="background-color: #fff9c4; padding: 5px; text-align: center;">Memorial 2, 3 WELCOME BACK OPEN HOUSE 6:30 PM</p>	<p style="color: orange; text-align: center;">First Day of Autumn</p> <p></p> <p style="background-color: #e1bee7; padding: 5px; text-align: center;">Directory OPT-OUT requests due.</p> <p style="background-color: #e1bee7; padding: 5px; text-align: center;">Memorial School PTO JOG-A-THON</p> <p style="background-color: #c8e6c9; padding: 5px; text-align: center;">Grade 5 Summer Reading Celebration</p> <p style="background-color: #fff9c4; padding: 5px; text-align: center;">Middle School Pantherfest! 3:00-9:00 PM</p>	
24	25	26	27	28	29	30
		<p style="background-color: #e1bee7; padding: 5px; text-align: center;">High School College Funding / Financial Aid Workshop Junior & Senior Parents High School Auditorium 6:30 PM</p>	<p> East Hampton HS Band at BIG E</p>		<p style="background-color: #c8e6c9; padding: 5px; text-align: center;">Center School JOG-A-THON</p>	
1	2	3	4	5	6	7
	<p>Board of Education Meeting - EHHS T-Bell, 6:30 PM Friends of Education Night!</p>				<p> Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM</p>	<p style="color: blue; text-align: center;"><i>Have a great Columbus Day weekend!</i></p> <p style="text-align: center;"></p>

Notes



■ **Good luck to the Class of 2017!**

We are very proud of the achievements of the Class of 2017 and wish them the best as they head off to pursue their dreams in college and in their careers. The entire town of East Hampton should be proud that our children begin a new adventure this month thanks to the teachers, parents, coaches, volunteers, mentors, and others who have had an impact on our students!



Below is a list of the institutions that members of the Class of 2017 are attending this fall.

Apprenticeship Program	Lynn University	Stony Brook University
Brigham Young University	Macquarie University	Tunxis Community College
Central Connecticut State University	Manchester Community College	United States Army
Champlain College	Massachusetts College of Art and Design	University of Connecticut
Clark University	Middlesex Community College	University of Hartford
Colby-Sawyer College	New England College	University of Kansas
Eastern Connecticut State University	New England Institute of Technology	University of New Haven
Elgin Community College	Porter and Chester Institute	University of Rhode Island ROTC
Elon University	Princeton University	University of South Florida, Tampa
Employment	Quinnipiac University	University of Southern California
Franklin Pierce University	Roger Williams University	Villanova University
Gannon University	Saint Joseph's College, Maine	Vocational and Community Ed
George Washington University	Saint Michael's College	West Virginia University
Ithaca College	Salem State University	Western Conn State University
Johnson and Wales University	Salve Regina University	Western New England University
Keene State College	Seton Hall University	Worcester Polytechnic Institute
Lasell College	Southern Connecticut State University	
Liberty University	Springfield College	
Lincoln Technical Institute	Stonehill College	

■ **Late Start for East Hampton High School – September 20**

Please note that there will be a delayed start for East Hampton High School – **note High School only**. The high school will have a two-hour delayed opening to allow teachers and staff members time to complete the NEASC Self-Study. This delayed start will be different from our regular two-hour Professional Development mornings as there will be no change in transportation. Students will be given the option of driving themselves to school two hours later or having parents drop them off two hours later. **Buses will run at the regular time** for those students who cannot get a ride to school later. There will be supervision for those students who will report to the library or the cafeteria.

■ **Attendance Awareness Month – because attendance matters!**

From - <http://awareness.attendanceworks.org/>

Attendance is essential to school success, but too often students, parents and schools do not realize how quickly absences — excused and unexcused — can add up to academic trouble. Chronic absence — missing 10 percent of the school year, or just 2-3 days every month—can translate into third-graders unable to master reading, sixth-graders failing courses and ninth-graders dropping out of high school. Low-income students, who most depend on school for opportunities to learn, are especially harmed when they miss too much instruction.

Chronic absence is an alarming, largely overlooked problem that is preventing too many children from having an opportunity to learn and succeed. National data collected for the 2013-14 school year found 6.8 million students, or 14 percent of all students, were chronically absent. This is not just a problem in middle and high school: It starts in kindergarten and preschool. It is a problem in districts of every size, urban, suburban and rural. The report, **Preventing Missed Opportunity**, ([Click for report](#)) shows that nine out of 10 U.S. school districts experience some level of chronic absenteeism, but half of the nation's chronically absent students are concentrated in just 4 percent of its districts. Low-income children, English language learners, and children with disabilities miss the most school. In every state, missing too much school correlates with weaker standardized test scores. Read this [research summary](#) for more details





Congratulations to our East Hampton Teachers and Staff members!

We were excited to honor the following teachers at our annual Convocation on August 28. Thank you to all of the teachers, staff, students, and parents who nominated the individuals below. Choosing people among our many great staff members, PK-12, is always difficult! [Details and a write up about each of the recipients can be found on our new website: www.easthamptonps.org.](http://www.easthamptonps.org)

Teacher of the Year

Kristen Keska
EHHS Social Studies Teacher



Kristen was honored at the annual East Hampton Public Schools Convocation on August 28 and will be honored at the Board of Education meeting on September 5. Christina will also be recognized at the State of Connecticut Teacher of the Year Awards Ceremony at the Bushnell Center for the Performing Arts in Hartford on November 15.

Paraeducator of the Year

Tammy Angeli
Middle School Paraeducator



Tammy was honored at the annual East Hampton Public Schools Convocation on August 28 and will be honored at the Board of Education meeting on September 5. She will also be recognized at the annual Paraeducator Awards Evening on October 26.

"Rookie" Teacher of the Year

Meghan Ryczek
Memorial Kindergarten Teacher



Meghan was honored at the annual East Hampton Public Schools Convocation on August 28 and will be honored at the Board of Education meeting on September 5.

Mary Clark
Good Apple Award



Director of Curriculum
Former
Center School Principal

Deb Zadrozny
Good Apple Award



Memorial School
Cafeteria Worker

Julie Einiedel
Good Apple Award



Bus Driver

Patrice Ashburner-Smith
Good Apple Award



Center School
Special Education Teache

Rebecca Flannery
Good Apple Award



Center School &
Memorial School
Library Media Specialist

Christina Amaral
Good Apple Award



Middle School
Math Teacher

Stever Loitz
Good Apple Award

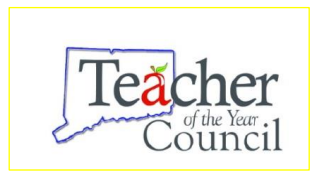


Bus Driver

Regina Della Volpe
Melissa Reynolds
Good Apple Award



High School NEASC
Accreditation Co-Chairs



Exciting news for the East Hampton Public Schools!



A special **CONGRATULATIONS** to Kristen Keska - Social Studies Teacher at East Hampton High School. As the **East Hampton Teacher of the Year**, she was notified that as a result of her application packet, she is now a **State of Connecticut Teacher of the Year Semifinalist!** Kristen is one of 15 Teachers of the Year from the state to be selected for the semifinals. We wish Kristen the best as she moves ahead in the Connecticut Teacher of the Year Interviews, which will take place on September 14 and 15 in Hartford.

School Directories to be available on October 2

In order to enhance communication for parents of all children in the schools, the East Hampton Public Schools will again publish our yearly Directory of Students for each of our four schools. There will be four separate directories – one for each school. Parents will have access only to the directory or directories of the school(s) to which their children attend.

The goal of the four directories will be to assist parents in such things as contacting other parents for play dates, rides home after practices, and to enhance safe relationships among our students/families. This information will be shared among members of the school community and will only be released as required by law. Copies will be available to families and will not be posted on the school website.

We are making these available in early October and will give families enough time to “opt out” of any portion of the directory. For Memorial School and Center School, the directory for the school will be organized by classroom teacher. At the Middle School and High School, the information will be organized by grade level.

Each listing will include the following:

Student Name	Grade	Teacher (PK-5 only)	Parent/Guardian Name(s)	Address	Town	Phone(s)	Parent E-mail(s)
			1	2	3	4	5

Parents may opt to omit information in any of the columns, #1-5 as indicated above. Simply e-mail kcarpenter@easthamptonct.org and indicate which column(s) you would like omitted for your child. You can simply identify them by number.

All opt out requests are due by Friday, September 22, 2017.

We hope you will find this directory information helpful in maintaining a strong connection to each other and our school community.

Travel to CHINA with the Superintendent of Schools in June 2018!



Paul K. Smith, Superintendent of Schools will lead a group of students, parents, and teachers to China in June 2018. The trip, currently planned for 2018 will take place in June, immediately after school ends in 2018. **If you would like to attend, the first deposit is due on September 15.** A total of 50 students, family members, and teachers can be accommodated. The trip is designed for families to travel together. Information is available by [clicking here](#). Please feel free to contact Mr. Smith at 860-365-4000 or by email psmith@easthamptonct.org with any questions!

Thoughts

Making Kindness and Caring Common – Unfortunate “messages” that we send to our students.



In my last few Updates, I have described the need and the importance of **Making Kindness and Caring Common** in order to help our students, PK-12, avoid high risk behaviors (see Update 8/28), and prosper as adults who live lives promoting kindness.

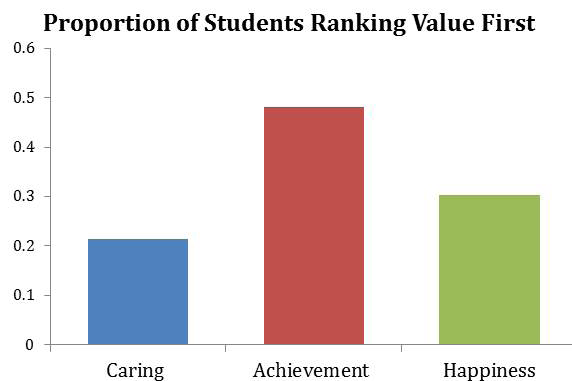
Harvard University has done extensive research as part of their **Making Caring Common Project** and published their results in a report called *The Children We Mean to Raise: The Real Messages Adults Are Sending About Their Values*. In this report students were asked if they prioritized “caring.”

We asked over 10,000 students from 33 schools in various regions of this country to rank what is most important to them: “caring for others,” “achieving at a high level,” or “being a happy person (feeling good most of the time).” We also asked students to imagine how their school peers and their parents would rank these values.

We found that young people neither prioritize caring for others nor see the key people around them as prioritizing it. As the graph below indicates, youth were least likely to pick caring as their own top priority and even less likely to pick caring as the top priority of their peers. Twenty-two percent (22%) of students picked caring as their top priority, whereas 48% picked achievement and 30% picked happiness.

When we looked at how different values stacked up against each other overall, we found that 60% of students ranked achievement above caring for others and nearly two-thirds believed their peers would rank achievement above caring. Students were also over three times more likely to imagine their peers would agree than disagree with this statement: “I’m prouder if I get good grades in my classes than if I’m a caring community member in class and school.”

Moreover youth appear to value caring for others less as they age. On average, older students in our sample were far more likely to prioritize happiness and less likely to prioritize both caring and achievement.



One of the most telling facts in the research was that most parents and teachers say that developing caring children is a top priority and rank it higher than children’s achievements. However, according to the report:

About 80% of the youth in our survey report that their parents are more concerned about achievement or happiness than caring for others. A similar percentage of youth perceive teachers as prioritizing students’ achievements over their caring. Youth were also 3 times more likely to agree than disagree with this statement: “My parents are prouder if I get good grades in my classes than if I’m a caring community member in class and school.” Our conversations with and observations of parents also suggest that the power and frequency of parents’ daily messages about achievement and happiness are drowning out their messages of concern for others.

Our “daily message” must be that “caring and concern for others” is of equal importance to achievement and success. (Please review last week’s Update concerning asset-building, which promotes the notion that students who experience care and concern in school, at home, and in the community are much more likely to avoid high risk behaviors.)

The report also looked at ethical values in our youth.

Any healthy society depends not only on developing in youth the urge and ability to care for others but also on instilling in them other ethical values. Perhaps especially, a civil and just society depends on developing in youth a strong commitment to fairness.

We thus sought to determine how much weight students give to fairness in comparison to several other values, including “performance” values such as hard work and diligence and more “superficial” values such as popularity. We also looked at how kindness stacked up against both these performance and superficial values.

Students were over four times more likely to pick hard work than fairness as their top value and, overall, about two-thirds ranked hard work as more important than fairness. In addition, over 60% ranked hard work above kindness. Youth were even more likely to view their peers as prioritizing performance values.

Working hard is obviously important, and it often has a moral purpose. For many teens, working hard is, for example, a means to provide for their family, contribute to their communities, and honor their parents’ sacrifices for them.

But it’s also true that people can work hard for selfish goals and they can work hard on behalf of good or evil—Bernie Madoff worked hard. So can terrorists and con artists. And there should always be a healthy tension between our individual striving, concerns about others, and fairness.

While few youth reported valuing popularity themselves, many youth saw their peers as valuing popularity. Youth saw their peers as valuing popularity over both fairness and kindness.

High rates of cheating may be another sign that too many youth are putting their self-interests above fairness. A 2012 survey indicated that over half of high school students admit to cheating on a test and nearly 75% admitted to copying someone else’s homework in the past year (Josephson Institute, 2012). Stanford researcher Denise Pope has found that high numbers of high-schoolers trivialize certain types of cheating: about two-thirds report that receiving unpermitted help on an assignment is either not cheating or a trivial infraction, and over half believe that lifting a couple of sentences from someone else’s work is not something to worry about (Conner, Galloway, & Pope, 2009; Challenge Success, 2011).

Why are so many teens placing a low priority on fairness? Here again, the gap between what parents say and what they prioritize may be one culprit. While parents say they prioritize caring, many parents may be putting little weight on fairness or the common good when their children’s academic interests are at stake. Many times we’ve heard, for example, about parents who allow their children to fudge community service experiences on college applications, get psychiatrists to falsely diagnose children as having Attention Deficit Disorder so they’ll have more time on the SAT, or write too much of their children’s papers for them. And these actions are often clearly on display for teens.

How youth view adults in general may further reduce their commitment to fairness. Teens don’t appear to perceive adults as acting with any more integrity than they are. According to a survey by the Josephson Institute (2012), 57% of high-school students agreed that “in the real world, successful people do what they have to do to win, even if others consider it cheating.”

What makes these findings especially distressing is that teens’ negative *perceptions* of peer and adult norms can lower their own ethical standards, prompting them to cheat and setting in motion a downward spiral. When teens perceive their peers and adults as generally unconcerned about fairness they have good reason to become self-protective and self-interested, prompting others to focus even more on their own interests.

The report is not all bad news. Even though the youth surveyed did not rank “caring” or “fairness” as their highest priority for themselves, their peers, or the adults in their lives, they still value caring and fairness to some degree. And, that means our work to boost kindness and caring in the East Hampton Public Schools is certainly a worthy goal – and very achievable!

One indication that caring is still important is that while only 22% of youth ranked caring first on our scale, almost half of youth ranked caring second, and 45% imagined their parents would rank caring second. Similarly youth, while not ranking kindness first, ranked it high.

In choosing among six values, about two-thirds of youth put kindness in their top three. Eighty-one percent (81%) of youth also agreed that their parents clearly communicate that it’s important to be kind to other people. While fairness appears to be subordinated to other values by many youth, we also found evidence that youth still value it to some degree: 63% put fairness in their top three of our six values.

Many youth also expressed altruistic leanings. Thirty-eight percent (38%) of youth said they would “definitely” and 48% said they would “probably” tutor a friend, and 15% would “definitely” and 45% would “probably” volunteer on a Saturday to help out at a school event.

This report indicates that our children watch our behaviors as teachers and parents and are clearly influenced by our messages - whether subtle or direct. As a school community and a community as a whole, I believe that it is possible to work together to uphold kindness and caring in order to directly promote the ethical development of our children. Indeed, we do expect our children to excel academically, but through our own initiative, *Making Kindness and Caring Common*, this report supports that “there is a growing body of evidence that investing in these areas can also promote academic achievement.” Last week’s Update described the strong connection of investing in these areas to keep students from engaging in high-risk behaviors. If we promote kindness and caring, it helps to keep students on a safe path where it is then possible to for us to promote the highest levels of academic achievement.

In the big picture, there are several principles and strategies that will help make caring a priority and that should guide all of us who interact with children and youth. Based on our experience in the field, our own experience as parents, and our knowledge of social and emotional learning and moral development, we view the following strategies as essential to developing caring, ethical children:

- 1. Children and youth need ongoing opportunities to *practice* caring and helpfulness, sometimes with guidance from adults.** Children are not simply born good or bad and we should never give up on them. A good person is something one can always become, and throughout life we can develop our ethical capacities. Learning to be caring and to lead an ethical life is like learning to play an instrument or hone a craft. Daily repetition—whether it’s a helping a friend with homework, pitching in around the house, having a classroom job, or working on a project to reduce homelessness—and increasing challenge make caring second nature and develop and hone youth’s caregiving capacities. With guidance from adults and practice, young people can also develop the skills and courage to know when and how to intervene in situations when they and others are imperiled. They can become effective “upstanders” or “first responders.”
- 2. Children and youth need to learn to *zoom in*,** listening closely and attending to those in their immediate circle, **and to *zoom out*,** taking in the big picture and considering multiple perspectives. It is by zooming out and **taking multiple perspectives,** including the perspectives of those who are too often invisible (such as the new kid in class, someone who doesn’t speak their language, or the school custodian) that young people expand their *circle of concern* and become able to consider the justice of their communities and society.
- 3. Children and youth need strong *moral role models*.** Being a role model doesn’t mean that we need to be perfect or have all the answers. It means grappling with our flaws, acknowledging our mistakes, listening to our children and students, and connecting our values to their ways of understanding the world. It means that we, too, need to continually practice and zoom in and out, cultivating our capacities for care, widening our circles of concern, and deepening our understanding of fairness and justice.

4. **Children and youth need to be guided in managing destructive feelings and in thinking through ethical questions and problems.** Often the ability to care for others is overwhelmed by anger, shame, envy, or other negative feelings. We need to teach children that all feelings are ok, but some ways of dealing with them are not helpful. **Children need our help learning to cope with these feelings in productive ways.** Children are also, from early ages, moral philosophers. They're naturally engaged by ethical questions. When adults spark children's thinking with ethical questions they put issues of injustice on children's radar and help children learn how to weigh their various responsibilities to others and themselves.

One of our goals this year is to "promote a **learning culture** in each school that is **safe, positive, supportive, and respectful** in order to foster high standards for learning and a **growth mindset** resulting in shared ownership, pride, and high expectations for all." I believe that learning cultures have as their base a sense of kindness and caring on which every other aspect of learning and achievement can be built. If we truly want our students to excel, they must be part of a complete community that makes its priority caring for children in every way. We can create a cycle where our children grow into adults who will be productive and successful, recognizing and promoting kindness and caring and prioritizing it in their own futures.

Seeing the outpouring for Houston has been uplifting in this time of tragedy. And, nothing in this initiative of ours is founded on the sense that we do not already prioritize kindness as parents and teachers. But it a time when kindness and caring seems absent, we must do everything we can every day in our schools to ensure our students feel that their achievement in life and their kindness towards other are not mutually exclusive.

Join us as we prioritize *Making Kindness and Caring Common!*



Do one kind thing for someone this week. Then, repeat 52 times per year.



Paul Smith

