









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
24	25	26	27	28	29	30
		High School College Funding / Financial Aid Workshop Junior & Senior Parents High School Auditorium 6:30 PM	 East Hampton HS Band at BIG E		National Coffee Day! Center School JOG-A-THON High School Pep Rally 	
1	2	3	4	5	6	7
	National STOMP OUT Bullying Day Policy Subcommittee High School, 5:30 PM Board of Education Meeting - EHHS T-Bell, 6:30 PM Friends of Education Night!	High School Music Boosters High School T-Bell 6:30 PM	Elementary PTO Center School 6:00 PM	 Kindergarten Ice Cream Social Memorial School Cafe 6:30-7:30 PM	 Coffee & Chat With the Superintendent High School Cafeteria 7:30-9:00 AM Professional Development No School	
8	9	10	11	12	13	14
	Columbus Day No School National Fire Prevention Week National School Lunch Week		PSAT Day High School Sophomores & Juniors Middle School PTO Middle School Library 6:00 PM FILM: Chasing the Dragon The Life of an Opiate Addict 7:00-9:00 PM Epoch Arts Suitable for Grade 8 - Adults			Relay for Life EHHS participation (Over 80 students!)
15	16	17	18	19	20	21
	East Hampton Principals Appreciation Day (National Boss's Day) Stand Up for Others Week National School Bus Safety Week Policy Subcommittee High School, 5:30 PM Board of Education Meeting - EHHS T-Bell, 6:30 PM			Grade 4 to Mystic	Grade 4 to Mystic Project Graduation Fundraiser "Messing with Your Mind" with Chris Mansfield Family-friendly Fundraiser East Hampton High School 7:00 PM Adults \$10 / Students \$5	
22	23	24	25	26	27	28
	MEET THE CANDIDATES Board of Education High School T-Bell 6:00-7:15 PM		Grade 6 & 7 Band/Choir to Coast Guard Academy	 Superintendent's Advisory Council 94 Main St. 9:00-10:15 AM Grade 5 to Pequot Museum	 Coffee & Chat With the Superintendent 94 Main St. 7:30-9:00 AM High School Semi-Formal	Cheetah Palooza! Memorial School 11:00 AM- 2:00 PM National Chocolate Day!

Notes

East Hampton Board of Education Highlights (9/18/17)

Visit East Hampton

You **Tube**

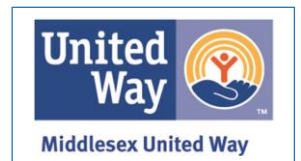
You can view this meeting and past meetings at:

<http://www.easthamptonps.org/2017-2018-boe-meetings>

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

- The Board of Education and audience participated in a Public Forum on the proposed Municipal Town Building slated to house the Town Offices, Board of Education Offices, and the Police Department. Town officials and a representative from the architect’s firm were on hand to present information and answer questions.
- The Board applauded the efforts of Mr. Michael Dalton, the Crew Team, and parents for a truly successful regatta on the Lake on September 16. Ten schools and 400 athletes enjoyed a day of contests from early morning into the afternoon. Schools who attended have committed to returning for next year. The venue was considered perfect by the visiting schools. Expect even bigger for 2018!
- The Superintendent updated the Board on the Center School Boiler repairs, the “Meet the Candidates” on Monday, October 23, and the final High School Principal interviews on October 30 (with finalist appointed at the November 6 meeting of the Board).
- Director of Curriculum, Mary Clark and Literacy Specialist, Joey Bauer presented details on the Spelling/Handwriting program that is being piloted in grades K-5. After a few classes piloted in 2016-17, the district is involved in a full pilot of all classes this current school year. If interested in continuing, this will be a budget item for 2018-19. In its earliest stage of implementation, it has been met with a favorable response by teachers.
- The Board continued discussion of a memorial tribute to John Fidler. The Board is interested in pursuing the family’s wish of calling the entry way, “The John Fidler Way.”

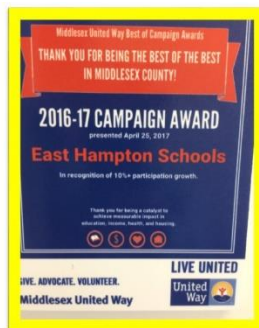
Next meeting: Monday, October 2 in the High School T-Bell, 6:30 PM



The 2017 United Way campaign is underway!



**Support the United Way.
Support our local families.**



In 2016-17 the School District was recognized by the United Way for its increase in contributions!

Thank you for your tremendous support in the past – and again this year.

Donation forms have been placed in school employee mailboxes!

There are two options for teacher and staff member donations: (1) a payroll deduction donation or (2) a one-time donation. For those who choose the payroll deduction, there will be 16 payroll deductions starting with the payroll of October 20, 2017, and ending with the payroll of June 1, 2018. Please indicate on the pledge form, the bi-weekly payroll deduction *and* the total dollar amount you wish to contribute for 16 payroll deductions. For those who prefer to make a one-time donation, please check that box on the form, and enclose the cash or check with the form.

Please return the form to a school office or Linda Collins at Central Office. Return the white and yellow copy with your donation. Please keep the pink copy for your charitable donation records. And, a special thanks to our teachers and staff members for your contribution to the United Way.



Preventing bullying is done by creating a culture of kindness.

The advice in the very brief article below is to focus on creating climates of kindness rather than focusing on instruction that is aimed at preventing bullying. Become part of the East Hampton Public Schools *Making Kindness & Caring Common* initiative!

Teachable moments on school bullying by Nancy Willard in District Administration

Schools must collaborate with students to spread civility

The summer break was far from idyllic, marked by demonstrations, marches and even deadly violence across the country. For school leaders, **fostering a positive school climate for returning students must be a high priority.**

In these troubling times, **schools must place the highest priority on becoming an oasis of kindness and respect for all** of our nation's young people.

A huge problem in fostering a positive school climate is the failed efforts over the last decade to “prevent bullying.” What schools are trying to do to prevent bullying appears to have had almost no positive impact.

Misperceptions about bullying

As was set forth in a recent National Research Council report on bullying, there is an inaccurate understanding of the nature of bullying behavior. The common wisdom is that bullies are at-risk students who have other challenges. While these students do engage in aggression, they are not the main actors.

The primary source of hurtful behavior, especially at the secondary level, is a set of socially skilled, popular students who are hurtful as they try to establish social dominance.

These students denigrate those who they consider “deviant.” They also engage in battles with those they perceive as rivals for dominance, status and romantic partners. They are compliant with staff, who often consider these students “leaders.”

Changing this behavior requires an empowering, positive-social-norms approach that emphasizes being kind and respectful as the path to a position of school leadership.

The second huge problem are state anti-bullying statutes that dictate a “rules and punishment” approach. But research demonstrates the ineffectiveness of this philosophy. Schools that function in an authoritarian, rules-based manner often have higher levels of bullying and other violence.

A majority of students don't report hurtful incidents because they don't think it will help or they fear things will get worse—and evidence supports this. On top of these concerns is the fact that schools are under pressure to reduce suspension rates and must file annual reports of disciplinary code violations.

What appears to be happening, however, is that principals are declining to designate incidents as “bullying” under the strict statutory definition. As a result, students who seek assistance are left feeling even more helpless and hopeless. And yes, this appears to be contributing to increased chronic absences and youth suicide.

Positive steps

It is essential that schools switch from bullying prevention to ensuring positive climate by follow these tips:

- **Focus on the positive objective of embracing civility, rather than preventing bullying. Launch a “Kindness Campaign” to encourage respect.**
- Collaborate with students to promote the positive social norms displayed by the majority of school population.
- Recruit students who have a natural drive for leadership and who are kind and respectful to drive civility campaigns. Ensure your leadership team includes students from minority populations
- Empower students who have been bullied by building their self-confidence and social skills. Trust that these students can gain the strength, insight and skills to make positive change

- Be prepared to offer more intensive interventions and support to chronically targeted and marginalized students who behave hurtfully
- Ensure staff members know how to respond when they witness a hurtful situation or if one is reported to them.

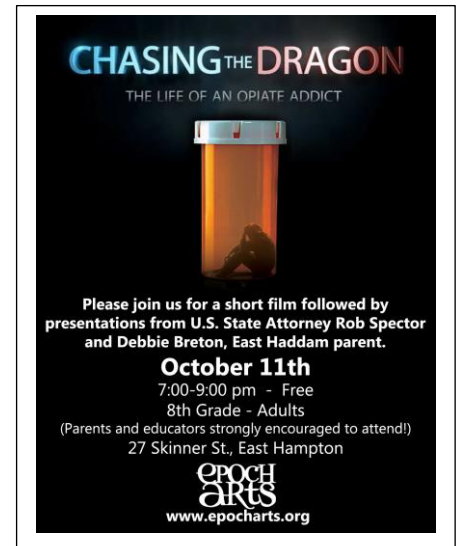
More serious, ongoing hurtful situations require a full investigation, use of **restorative approaches**, intensive support for any involved student, and follow-up to ensure effectiveness. It is also essential to assess and correct any aspects of the school climate that may be supporting continuing hurtful behavior.

■ **Mark your calendar now for this event!**

On Wednesday evening, October 11, Epoch Arts (27 Skinner Street) will show the film “Chasing the Dragon – The Life of an Opiate Addict” followed by presentations and conversation. The evening is scheduled to take place from 7:00-9:00 PM. All teachers, parents, and students (Grade 8 and older) are urged to attend.

Opiate addiction is a national, state-wide, and **local problem**. Take the time to learn more about the problem and hear from a local family that was impacted directly by the crisis.

Thoughts



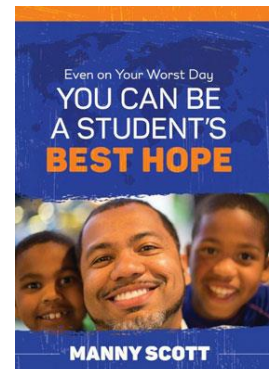
If not you, then who?

Sometimes we just need to step back and reflect on our role as a teacher (or parent). The important work we do every day is life-changing. It **must** be life-changing every day that you walk into the classroom.

Read this chapter as a teacher, parent, or professional. If reading as a parent, wherever it says the word, “teacher” substitute “parent.”

Teachers, read this chapter, which will take no more than 3 minutes to browse and then reflect on your job – the most influential and crucial job in our society.

How fortunate we are!



Even on Your Worst Day, You Can Be a Student's Best Hope by Manny Scott, published by ASCD

Chapter 1. You Can Lead Students to Water and Make Them Drink

Right now, with whatever limitations you have, you have the power to change someone's life.

I'll never forget the cowboy who changed my life.

After I finished speaking to a group of leaders and educators at a conference in Rockwall, Texas, they stood on their feet and blessed me with a long and enthusiastic ovation. After they took their seats again, I saw a raised hand in the back-left corner of the room. Someone had a question. A man rose to speak. His voice was a little shaky, indicating that he was fighting back tears.

He said, "Sir, I can't thank you enough for your presentation today. I really needed to hear that." He paused for a moment to contain his emotion before continuing, "More than you know, I really needed to hear that." Then he asked his question: "I came here looking for guidance about one kid in particular. How do you reach that kid in the back of the room who has his head down on his desk, who has difficult parents, and who is not interested in anything you have to say? How do you reach *that* kid? I want to reach that kid. Do you have any advice for me?"

Grateful for this man's transparency and his genuine concern, I thanked him, and then I gave my answer. "Sir, you can't make kids want an education," I said. "All you can do is the best you can with what you've got. It really is true that you can lead a horse to water, but you can't make—"

Before I could finish the phrase, a man in the back-right corner of the room cut me off. He had a huge cowboy hat on his head and a big, ornate, flashy buckle on his belt. He also had a really cool Texan accent, as I learned when he called out in a voice loud enough for the whole room to hear, "Excuse me, sir! I beg your pardon. I'm sorry to interrupt you, but I'm *from here*."

I smiled and nodded, acknowledging him, his apology, and his unique flair.

"I was born on a ranch," the cowboy continued, "I was raised on a ranch, and—believe it or not—I live on a ranch right now. What you're sayin' about the horse is only partially correct. *Partially*. You see, sir, it's true that you can lead a horse to water and that won't make it drink. That's true, fair enough. What most people don't realize, though, is that you can slap some salt in that horse's mouth to make it thirsty. *Then* that horse'll drink! It's called a 'salt lick.' " The crowd erupted with laughter and applause.

This truth—that all it takes is a little salt in a horse's mouth to make it thirsty and make it drink—utterly changed how I think about teaching and leadership. Later that night, sitting alone in my hotel room, I connected this great insight to something a Jewish carpenter told his followers nearly 2,000 years ago: "You are the salt of the earth." He taught them that they, by the very essence of who they chose to be and how they chose to live their lives, had the capacity to make others thirsty ... and, in doing so, they had the ability to change the world.

Do you realize that you too have the capacity to make your students thirsty for education? By the way you talk, by the way you walk, by the way you teach, and by the way you live, you have within you the power to make your students thirsty for learning, for knowledge, and for wisdom. Right now, with whatever limitations you have, you have the power to change someone's life. Yes, even the life of *that kid*, the one in the back of the room with his head down on his desk and the difficult home life and no apparent interest in drinking the water you're offering.

I'm convinced that the best way to bring the kind of "salt" that will make students thirsty is to prepare yourself every morning to be your absolute best. If you have not properly prepared to teach with excellence every day, then you are not honoring the commitment you made at the beginning of your teaching career to honor and educate the young minds under your care. If, for whatever reason, you have lost that zeal and the will to be your best as a teacher, then you need to find a way to reconnect with that passion and purpose. You need to reclaim your saltiness.

It is true that proper preparation prevents poor performance. The difference between success and failure as a teacher lies in the difference of habits. Teachers who have good habits do well, and those who have bad habits do poorly. There are no shortcuts to succeeding as a teacher. (I would have found them by now if there were some.) I have learned that if you want to do well as an educator (or in any area of your life), if you want to avoid teaching that is bland and boring, frustrating and flavorless, then you must start your work before your workday starts. In this chapter, I want to share with you some things to help you "get salty" and get yourself ready to teach.

Prepare Your Voice

Before you teach, you should almost always try to warm up your voice for 30 to 60 minutes. As a teacher, you are a vocal athlete. Like a great runner would do before a race, you have to warm up your (vocal) muscles before school. There are several programs and apps that you can download to help you warm up your voice. Explore them, and find one that works for you.

I have been warming up my voice before lectures, lessons, seminars, and keynotes for the past 20 years. Those vocal exercises have helped me learn to control my voice and not have it control me. If you have not warmed up your voice and you have to teach for several hours, then you risk straining it, getting hoarse and raspy, and maybe losing your voice entirely.

Prepare Your Mind

Preparing your mind for the work ahead of you is matter of learning to ask yourself the right kinds of questions. Those questions determine what you focus on, and what you focus on determines how you feel at any given moment.

Let me explain. A little while ago, I was scheduled to speak 29 times in 16 states within a 3-week period. One day, halfway through the tour, I drove more than three hours to catch a couple flights that lasted a few more hours. After the airline

informed me that they had lost my luggage, I drove another hour to my hotel. I did not get to sleep until 4:30 a.m. And facing me when I awoke was a day with four scheduled speaking events in front of four large groups.

When my alarm started blaring at 5:45 a.m., do you think I felt like speaking? After getting only 75 minutes of sleep, I felt terrible. My body was still tired, and my brain was tired too. *Why?* I asked myself. *Why did I do this to myself? Why did I schedule these events so close together?* I wallowed there in my bed, feeling discouraged. The questions I was asking myself made me focus on things that made me feel even worse.

Don't miss this: *What you focus on determines how you feel at any given moment.*

So I have some important questions for you: How do you feel most of the time? Depressed? Sad? Lonely? Angry? Unappreciated? Picked on? Is it possible that some of the questions you ask yourself daily are leading you to focus on things that are making you feel terrible? Miserable? Sad?

If you want to change how you feel, you need to change your focus, and in order to change your focus, you need to change your questions. More specifically, you need to get in the habit of asking yourself the right questions in the morning. Here are some questions I ask myself each morning that I am scheduled to teach or speak, followed by my usual answers.

- **What am I grateful for today?** I am grateful to be alive today. I am grateful for health. I am grateful I heard that alarm clock. I am grateful I have an opportunity to work. I am grateful I have a sound mind.
- **Who loves me today, and whom do I love?** My wife loves me, my children love me, my mom loves me, my friends love me, my brothers love me, and God loves me. And I love them.
- **What am I proud about in my life today?** I am proud to be a great father. I am proud to be at this place in my life, doing well. I am proud that I lost 35 pounds. I am proud that I know how to fly airplanes. I am proud that I have broken so many cycles of poverty, mediocrity, and misery in my family.
- **What is the most important thing I need to get done today?** I need to connect with the people I'll be speaking to or teaching and help them realize their own potential and power to change their own lives and the lives of those around them.

What about you? What are some questions you might ask yourself to change how you feel and empower yourself to have a great day? What are some questions you can ask yourself every morning? In the afternoon? After a challenging experience? You can use my questions as a starting point, and think up some of your own.

Prepare Your Body

Some days, even after I have asked myself all of the questions above, I do not feel quite ready to teach or speak. I have learned another trick for navigating these cases: *When your mind doesn't change how you feel, your body can.*

Motion can change your emotions. In mornings before I speak or teach, I usually work out for 30 to 60 minutes. I often jog a few miles. Sometimes I lift weights or go swimming. Sometimes I get on a stair climber, and sometimes I do planks in order to strengthen my core. What I have found is that the more I get my heart pumping and my blood flowing, the better I begin feel.

I also share this to encourage you to get in shape. Stamina is basically part of a teacher's job description, and besides, you never know when you will be faced with a situation that requires you to be your best physically. Of course, there are many things in life that being in shape cannot prevent, but it's better to be able to run and not need to than to *need* to run and not be able to.

Prepare Your Heart

Finally, after making sure my voice, mind, and body are ready, **I position my heart to speak, teach, and serve.** Methods for this will vary. I tend to listen to music that inspires me, sing songs that encourage my heart, and pray.

I cannot even begin to describe to you how preparing my heart for work has transformed my life as a teacher and speaker. Knowing how powerful this can be, I want to encourage you to find a way to prepare your heart to teach. Maybe it's meditation or yoga or some other mindfulness approach. I have heard of some teachers looking in the mirror and speaking words of self-affirmation every morning. Some people dance in their cars on the way to work. Some teachers have told me that they find video clips that make them laugh. Others write in a journal every morning to get their hearts ready for the day. Whatever it takes, get yourself centered before you start your workday.

Nurture the Habits That Sustain You

As a teacher, there are going to be times when you will face distractions, deterrents, and all sorts of obstacles. In those times, it will be your habits that will keep you at your best. Without good habits, you will surrender; with good habits, you will survive.

Let me tell you about a time that my habits helped to sustain me. I was scheduled to speak eight times in two days to eight large groups of students and school employees. While I knew the work would be hard, I had no idea exactly *how* challenging those two days would be. After each of the four middle or high school assemblies, I talked to thousands of students, one on one, listening attentively to their stories, encouraging them to do their best in school, and patiently helping them persevere through their pain. To be fully present with each person requires a stamina and strength that is hard to describe.

Furthermore, during a couple of my presentations to auditoriums and gymnasiums of adults, the microphones died on me. The technology team was unable to fix the problem, so I had to project my voice loudly for nearly two hours so that everyone could hear me.

It was because I put myself in my "salty" zone by waking up early each day to prepare my voice, mind, body, and heart that I was able to make it through those two days without losing my effectiveness. To be sure, every fiber of my being was aching from exhaustion after all eight presentations. Still, I could walk away from those engagements with the certainty that I had done my absolute best to create an unquenchable thirst in my audiences.

When you are fully committed to helping others as a teacher, you are going to do the things that most other people will not do. You are going to have to make sacrifices that others are not willing to make. You are going to have to train your voice, mind, body, and heart to perform at maximal levels.

I have been teaching for nearly 20 years, and I have no doubt that my private habits have led to my public effectiveness. They have allowed me to not only survive but thrive. They help me sustain the salt I need to be effective. I share that not to impress you, but to impress upon you that I would not be the teacher or speaker I am without the habits I have developed: the tens of thousands of hours that I have spent studying, writing, and preparing for my presentations; exercising before dawn; warming up my voice; and centering myself so that I can teach with clarity, conviction, passion, and power.

My friend, commit to a daily morning routine that will make you salty. Diligently prepare your voice, mind, body, and heart to be your absolute best so that you can inspire in your students a thirst for knowledge and wisdom that they will never outgrow and never forget.

What is your "salty" routine for making your students "thirsty?"



Paul K. Smith



26 Miles of Hope