



# EAST HAMPTON PUBLIC SCHOOLS

East Hampton, Connecticut

## Superintendent's Update

Week of January 1, 2018



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.

Many of life's failures are people who did not realize how close they were to success when they gave up.

~ Thomas Edison

## Happy New Year!

May 2018 be the year that you try new things  
in your professional life and your personal life.  
Define 2018 by your many successes!



### This week in our Schools

- **Monday, January 1 – New Year's Day!** Welcome 2018 – *may it be your best year ever!*
- **Tuesday, January 2 – Classes resume in 2018.** Welcome back!
- **Wednesday, January 3 – Elementary PTO Meeting at the Memorial School, 6:00 PM.**
- **Wednesday, January 3 – Project Graduation Meeting in the East Hampton High School Library, 6:00 PM**

### Budget Meetings in 2018



<b>Tuesday, January 16</b>	Superintendent's Proposed Budget for 2018-19 presented to the <b>Board of Education</b> 6:30 PM at East Hampton High School T-Bell (Public Invited, <b>Childcare Available</b> )
<b>Thursday, January 18</b>	Superintendent's Proposed Budget for 2018-19 reviewed at <b>Superintendent's Advisory Council</b> 9:00 AM at Central Office, 94 Main Street (Public Invited)
<b>Wednesday, January 24</b>	Superintendent's Proposed Budget for 2018-19 reviewed with <b>Faculty and Staff Members</b> Optional faculty meetings at East Hampton High School T-Bell @ 2:45 PM and 3:45 PM
<b>Monday, January 29</b>	Board of Education <b>Budget Workshop</b> conducted by the Board of Education 6:30 PM at East Hampton High School (Public Invited)
<b>Monday, February 5</b>	Board of Education <b>Budget Workshop</b> conducted by the Board of Education 6:30 PM at East Hampton High School (Public Invited)
<b>Monday, February 26</b>	Board of Education <b>Budget Approval</b> (must be submitted to Town Hall by March 1) at the Board of Education Meeting 6:30 PM at East Hampton High School (Public Invited)
<b>Monday, March 12</b>	Review of Town Budget & Board of Education Budget conducted by the <b>Board of Finance</b> 6:00 PM – Middle School Library (Public Invited)
<b>Friday, March 16</b>	Review of Board of Education Budget conducted by the <b>Board of Finance</b> 4:00 PM – Town Library Community Room (Public Invited)



## January/February 2018 Calendar

Get your event on this calendar!  
Send additional events and dates to  
[psmith@easthamptonct.org](mailto:psmith@easthamptonct.org).

31	1	2	3	4	5	6
	<b>No School</b> 	<b>Welcome Back to School!</b> Classes resume in 2018!	<b>Elementary PTO</b> <b>Memorial School</b> 6:00 PM  <b>Project Graduation</b> <b>High School Library</b> 6:00 PM	National Trivia Day		
7	8	9	10	11	12	13
	<b>High School PTO</b> <b>High School</b> <b>Location TBA</b> 7:00 PM		<b>Middle School Concert</b> 1:20 PM School 6:30 PM Parents @ High School Auditorium <b>Middle School PTO</b> <b>Middle School</b> <b>Library 6:00 PM</b>	<b>High School Exams</b>  Snow Date for Middle School Concert	<b>High School Exams</b>  <b>Coffee &amp; Chat</b> <b>With the</b> <b>Superintendent</b> 94 Main St. 7:30-9:00 AM	
14	15	16	17	18	19	20
	<b>No School</b> <b>Martin Luther King Day</b> 	<b>High School Exams</b>  <b>Board of Education</b> <b>Meeting - EHHS</b> <b>T-Bell, 6:30 PM</b> <b>2018-19</b> <b>BUDGET</b> <b>PRESENTATION</b>	<b>High School Exams</b>	<b>Superintendent's</b> <b>Advisory Council</b> 94 Main St. 9:00-10:15 AM <b>Budget Information on</b> <b>Agenda</b>		
21	22	23	24	25	26	27
			Optional Faculty Meetings – <b>Budget Information</b> 2018-19 High School T-Bell 2:45 PM 3:45 PM		Christa McAuliffe Recognition Day  <b>Coffee &amp; Chat</b> <b>With the</b> <b>Superintendent</b> 94 Main St. 7:30-9:00 AM  <b>BELLINGER DAY</b> <b>Dedication of the</b> <b>John Fidler Way</b> <b>at EHHS 9:30 AM</b> <b>Grade 8 visit to the</b> <b>High School!</b> <b>Grade 5 visit to the</b> <b>Middle School!</b>	<b>SAVE THE DATE!</b> 
28	29	30	31	1	2	3
	<b>Board of Education</b> <b>Meeting - EHHS</b> <b>T-Bell, 6:30 PM</b> <b>BUDGET DISCUSSION</b>				<b>Ground Hog Day!</b>  <b>Coffee &amp; Chat</b> <b>With the</b> <b>Superintendent</b> 94 Main St. 7:30-9:00 AM	

## Notes



### **East Hampton Board of Education Highlights (12/18/17)**

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 East Hampton Board of Education meeting honored students from Memorial and Center Schools who were recognized for their contributions to the Wreaths Across America Poster and Essay Contest sponsored by the East Hampton VFW. Poster winners were Kindergarten-Taylor Karabetsos, Grade 1-Matthew Balamucki, Grade 2-Juliana Ware, and Grade 3-Nora Hyte. Essay winners were Grade 4 – Chelsea Ryan, Grade 5 - Gabrielle Wiesner.
- The Superintendent of Schools, along with the Administrative Team, presented the East Hampton Profile of the Graduate, a document that outlines the most important skills developed in each school that lead to success in college and careers as a graduate of the East Hampton Public Schools.
- The Finance Subcommittee indicated that Special Education costs are extremely high this year as a result of additional outplacements, transportation needs, and services. As a result, the Superintendent of Schools has frozen the 2017-18 budget to make up for the additional expenses.
- The Superintendent reviewed the list of updated Budget Requests made by teachers, staff, students, parents, and administrators as part of the school budget process and during the November 6 public forum. Members of the public are urged to contact the Superintendent with their priorities for the 2018-19 Budget. A final list of the requests with an indication of their level of support in the budget will be shared along with the 2018-19 Budget on **Tuesday, January 16 at 6:30 PM** in the High School T-Bell (Monday, the typical night for meetings is Martin Luther King Day).



### **2018 – A year of (continued) service!**

I have always been impressed with the amount of community service opportunities that we provide our students in each of the four schools, and I am even more impressed with the participation rates and success of these community outreach projects. What’s even better is that all of these experiences are educational and truly benefit our students in remarkable ways. We’re developing good students – *and good people!* And, we are promoting the skills in our new **Profile of the Graduate**.

### **The Service Learning–Empathy Connection** by David Sandles in ASCD.org

Early in my education career, I was entranced with the idea of establishing and developing my students' “soft skills.” In particular, I wanted to develop their sense of empathy, self-respect, and respect for their surrounding environment. When I first came across the idea of service learning, I was buoyed when I heard it could help me achieve my stated goals, yet I was reticent to embrace what at the time was seen as a newfangled, crazy teaching technique. Upon trying it and earnestly immersing myself in the underpinning research, I learned of the myriad social-emotional and academic benefits of the practice and became an instant convert.

### **Why Choose Service Learning?**

Service learning gives students opportunities to identify salient community problems and engage in real-world solutions to those problems. For students who see traditional school learning as meaningless banality, service learning opens up opportunities to immerse themselves in authentic learning experiences that allow for innovative expressions of knowledge. Service learning grants all students the chance to get outside conventional learning confines to explore the world around them, while providing them with a range of other interpersonal and intrapersonal benefits as well. Although there are numerous advantages to service learning, chief among them, in my experience, is the promotion of empathy.

*Empathy* is defined as a means to recognize and appreciate the feelings of others, the origins of these feelings, and the ability to engage in the emotional episodes of an individual while remaining apart from them (Keen, 2007). **Service learning has been found to develop a student's overall empathetic agency** (Wilson, 2011). Through their service learning placements, students learn more about the sensibilities of others. Through reflection and discussion, they develop an appreciation for the thoughts, feelings, and ideas expressed by others and can begin to put themselves in the position(s) of other people. To see this in practice, consider an easy-to-implement service project I facilitated for my 5th grade students.

### **Empathy in Elementary**

On a weekly basis, my 5th graders would tutor and mentor 5- and 6-year-old students in our school's kindergarten. My students would read to and with the young students, help them with counting, and counsel them when conflicts arose. Initially, the sole purpose of this endeavor was to improve the rudimentary reading and math skills of the kindergarteners. However, as an unintended consequence of the interaction, my own students became better at understanding other people's struggles. 'After every session in the kindergarten classroom, I would have my students journal about their experiences using a guiding question. In their responses, students would make connections to their own experiences as struggling readers and mathematicians: "I remember thinking the word *know* was pronounced *Ka-now*, too." And, "I remember trying to count past five on my fingers. I could not do it because I only had five fingers on one hand." By reflecting on service learning, making these universal connections, and practicing taking on the disposition of empathetic mentor, students were better able to relate when their own peers faced academic challenges.

Next, in small groups, students shared their journal responses and, based on those responses, established goals for the next mentoring/tutoring session. Sometimes those goals would be academic focused and other times social-emotional in orientation. I would prompt students at this step by saying something such as, "Based on what I've heard, it sounds like we should focus on math tutoring next time. What do you all think?" Sometimes students would agree, but other times some would counter with evidence-based alternatives, like, "I think we should focus on mentoring because I had four students tell me they were being bullied. I used to get bullied in 3rd grade, so I know what that's like." Powerful contributions such as these prompted other students to begin internalizing and synthesizing their service learning experience with their own history, creating a genuine understanding of other people's experiences.

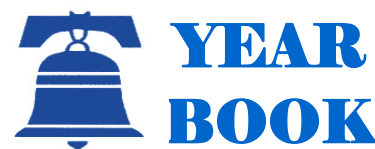
**Among my many takeaways from these early experiences with service learning was that students appreciate the chance to drive their own learning and can truly develop powerful empathetic capacity because of these experiences. Over the course of this project, many of my students became more self-aware, more responsive to others' perspectives and needs, and more caring in their interactions with peers.** Unquestionably, learning through service enabled my students to meaningfully construct and deepen their empathy.

### **References**

Keen, S. (2007). *Empathy and the novel*. Oxford, England: Oxford University Press.

Wilson, J. C. (2011). Service-learning and the development of empathy in US college students. *Education Training*, 53(2/3), 207–217.

 **Get your East Hampton High School Yearbook**



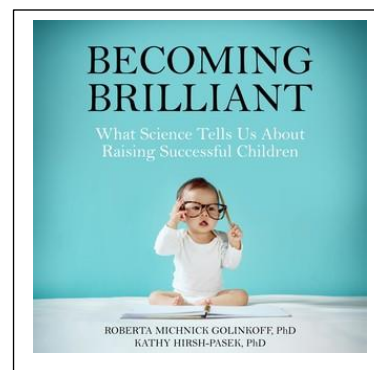
Reminder: It's time for students and parents to preorder their copy of the East Hampton High School Yearbook - and it's also time for parents to purchase their Parent Ads.

- Yearbooks are for sale to any student 9-12 at [www.balfour.com](http://www.balfour.com)
- Parent ads are created and purchases at [www.balfour.com](http://www.balfour.com) (due by February 28)
- Links and tutorial can be found at <http://www.easthamptonps.org/o/EHHS/page/ehhs-2017-18-yearbook>

## Thoughts

**Reminder:** We want you to join Superintendent of Schools, Paul K. Smith, for a book discussion at the **February 16** Superintendent's Advisory Committee Meeting, 94 Main Street at 9:00 AM.

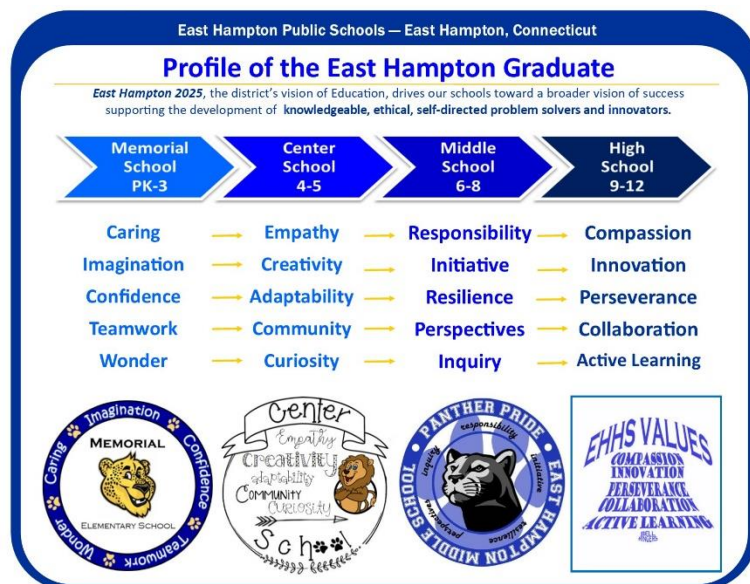
Even if you don't read all of the book – or any of it – the discussion will still be great. By participating, you'll understand our important work to develop an **East Hampton Profile of the Graduate** with milestones in each building. Our goal is to move toward a broader vision of success supporting the acquisition of cognitive, personal, and interpersonal skills for all students.



Get the book, *Becoming Brilliant: What Science Tells Us About Raising Successful Children*. It's a great read! **And, once read, you'll see the role that parents play in helping to educate their own children.**

[Click to order from Amazon on Kindle or paperback.](#)

## Why are we promoting a set of skills for our graduates?



Prior to the holidays, we released our **Profile of the Graduate**, a product of our work on **East Hampton 2025** and a road map toward making sure that all of our graduates have the skills necessary for life.

In line with the advice in *Becoming Brilliant*, we have tried to create a model that is **"born from the science of learning"** and research in child development.

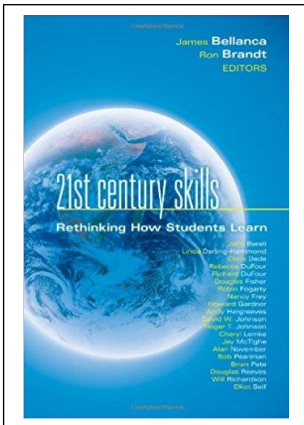
"Using this research allows us to condense long lists of desirable attributes into a few key interrelated skills that develop recursively, scaffolding and building off one another."

"Second, our skills are **malleable**. Anyone can achieve new levels within each skill, and no one will ever completely master each skill in all content areas. These skills are not traits nor are they to be achieved once and checked off a list. Third, our skills **focus on the learner**, rather than the teacher or parent. Our model highlights not only what can be learned by also the ways in which children learn. Fourth, the skills are **adaptable to many contexts**, an important consideration because children only spend about 20% of their time in school. It is thus our obligation to inform parents about the potential for learning in informal settings from living rooms to libraries."

One of the important concepts of the Profile is that what is often referred to as the "soft skills" (listed above) are essential skills in the 21<sup>st</sup> Century. This doesn't mean that students don't master the traditional "hard skills" of reading, math, etc. What it does mean is that **"today's children require a suite of skills that will include the 'soft skills.'** As talent management strategist Dorothy Dalton deftly wrote, 'Hard skills are the foundation of a successful career. But soft skills are the cement.'"



This notion is confirmed in the book, **21<sup>st</sup> Century Skills: Rethinking How Students Learn**, edited by James Ballanca. Available at [Amazon.com](http://Amazon.com).



“A 21<sup>st</sup> century education must be tied to outcomes, in terms of proficiency in core subject knowledge and 21<sup>st</sup> century skills that are expected and highly valued in school, work, and community settings... We can no longer afford to continue (a) haphazard approach to developing the most critical skills if we are to remain a competitive nation... Workers are expected to be self-directed and responsible for managing their own work. **As a manager at Apple told me, any employee who needs to be managed is no longer employable...** Skills that employers and postsecondary educators say are required for success have converged. Even entry-level employees now are expected to use 21<sup>st</sup> century skills to accomplish their work... These new skills also differentiate leading from lagging organizations and nations. They undergird every aspect of competitiveness: ingenuity, agility, and continuous improvement; the capacity to turn bold ideas into innovative products, services, and solutions; and the ability to champion worthwhile endeavors, overcome obstacles and bridge cultural divides.

Taken together, the combinations of core academic subjects, 21<sup>st</sup> century themes, and 21<sup>st</sup> century skills redefine rigor for our times... However, rigor traditionally is equated with mastery of content (core subjects) alone, and that's simply not good enough anymore. Knowledge and information change constantly. Students need both content knowledge and skills to apply and transform their knowledge for useful and creative purposes and to keep learning as content and circumstances change...

Infusing 21<sup>st</sup> century skills into core subjects actually ratchets up rigor. Recalling facts or terms from a textbook, or performing simple processes or procedures, places a low level of cognitive demand on students. Demonstrating deeper understanding through planning, using evidence, and abstract reasoning for example, is more demanding. Making connections among related ideas within the content or among content ideas, or devising an approach to solving a complex problem, requires extended thinking and even higher cognitive demand.

If we are able to graduate all of our students with crucial skills for success in their future,  
we have given them the greatest gift of life.



Paul K. Smith



26 Miles of Hope