



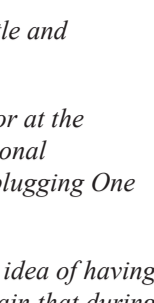
HADDONFIELD SCHOOL DISTRICT

... news from the Board of Education

FROM the SUPERINTENDENT

Dear Haddonfield Families:

The statement, "We live in a connected world" is really an understatement. Connected doesn't define it, maybe "attached-at-the-hip" is a better characterization of our digital world. Our work, our social life, our education, what we read, what we listen to, how we interact, how we write, are all done using digital rather than analog platforms. We all have smartphones rather than cell phones. At work, we use tablets and computers rather than paper. I was recently at a major college campus and saw every student carrying a computer or tablet because that's how every student accesses his/her professor's information. Frankly, I think the genie is out of that bottle and I don't think the genie is going back in any time soon.



So what do we do? I read a column by Angela Duckworth, a researcher and professor at the University of Pennsylvania entitled "Life, Unplugged." She writes a lot about emotional intelligence. In it, she described Tiffany Shlain's new book "24/6: The Power of Unplugging One Day a Week."

In this humorous look at our plugged-in lives today, the author described her family idea of having a Tech Shabbat every week from Friday night to Saturday night. She goes on to explain that during those 24 hours, her family disconnects by turning off all screens, cellphones, TVs and computers.

Life is about understanding what you can and can't control. Much of our world in our jobs, in college, and away from home, we can't control. So we have to learn coping skills. We have to have a toolbox to reach into. We can control our homes, and we can exert control over certain aspects of our personal lives. Tiffany Shlain's concept of a weekly Technology Shabbat is one way we can harness this digital world we live in. Or better yet, take this idea to be in line with the Haddonfield Municipal Alliance's DAWGS initiative: "Discussions Are Worth Getting Started" at home.

On another note, on Thursday, September 26, our very valued Board Vice President, Maureen Eyles, resigned because of a job opportunity. Speaking on behalf of the entire "Team of 10" on the Board of Education, we all appreciated Maureen's voice of reason and care for her community. She embodies the essence of being a truly caring and committed community servant, and we all wish her well. However, it does leave a Board seat open. Please see the story on Maureen below, and if you are interested, her seat needs to be filled until next November (2020) when Maureen's board seat is up for election. So this will be essentially a 12-month stint on the BOE for anyone interested.

Happy October!

Larry Mussoline, Ph.D.
Superintendent of Schools

DISTRICT NEWS

Presentations from the September 26th Board Meeting

Strategic Plan Committees' Action Plans:

[Social-Emotional Skills & Support](#)

[Cultural Competency](#)

[Contemporary Learning & Teaching](#)

District Testing:

[NJSLA/PARCC Results - Spring 2019 Administrations](#)

Maureen Eyles Resigns from the Board of Education

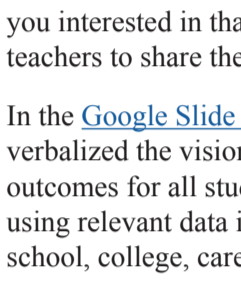
A seat has opened on the Board of Education for Haddonfield School District, due to the resignation of Maureen Eyles. Applicants should send a resume and a letter of interest to Board secretary, Michael Catalano, at mcatalano@haddonfield.k12.nj.us or One Lincoln Avenue, Haddonfield, NJ 08033.

"The board, the school district and indeed the entire community wish Maureen well in her wonderful new job opportunity," said Board President Adam Sangillo. "She was deeply motivated by a desire to give back to her community, and we will miss her calm presence and positive attitude."

Vice President of the Board since January, Eyles was an alumna of Haddonfield Memorial High School. She worked diligently with the Haddonfield Alumni Society, the Haddonfield Educational Trust and many other key institutions. Recently, she was directly involved with campus beautification efforts.

Eyles was sworn in January 2013, serving on numerous committees over the years.

The opening will be listed from September 27 until Friday, October 11, 2019. Members of the board will begin to interview candidates Thursday, October 17.



HMS Bulldawg Block: New Scheduling Plan about to Begin

When middle school students return to school on Tuesday, October 1, they will take advantage of an important piece of the new scheduling plan known as the Bulldawg Block.

Our district's strategic plan states that we are committed to "nurture, inspire and empower" our students. That includes creating a schedule that supports their social-emotional needs, recognizes their unique abilities and encourages flexible and critical thinking.

The new middle school schedule has moved away from the six-day cycle and instead consists of alternating days A/B.

On A Day, all students will experience intervention/enrichment (IE) during the Bulldawg Block. Intentionally flexible, IE could mean extra math help, reteaching of key concepts, band/orchestra/choir, special group meetings based on emotional/behavioral needs, and self-directed projects, among others. Activities will sometimes be independent and sometimes involve direct instruction. IE is cross-curricular and includes different or differentiated work, not just more work. Because students' unique interests and needs change over time, the structure of Bulldawg Block on A Day will evolve throughout the school year.

Bulldawg Block on B Day will be enrichment for all middle school students. Students in grades 6 and 8 have already made their choices among learning opportunities such as Artful Thinking, Statistics, Introduction to Theater Arts, In the Know: A Study of Current Events and African-Americans who have Changed History. Seventh-graders will all cycle through all of the enrichment classes offered at their grade level: The Book Club, Fantasy Geo: Engaging in Geography, Using Google Sheets with Math with Emphasis on Financial Literacy, Bulldawg Talks: Follow Your Passion, Aesop's Fables and Teach Rock.

Every enrichment topic came directly from faculty members who answered questions such as "What have you always wanted to teach but didn't have time to?" or "What are you interested in that may not exist in our current curricula?" Enrichment classes allow teachers to share their passions and to inspire the love of learning in their students.

In the [Google Slide presentation at Back-to-School Night](#), Principal Tracy Ann Matozzo verbalized the vision for the Bulldawg Block: "Improve academic and developmental outcomes for all students in grades 6-8 through careful identification of best practices using relevant data in order to prepare students to be lifelong learners ready for high school, college, career and citizenship."

Student Voice Groups Promote Equity in Elementary Schools

Last year, Haddonfield School District received a \$10,000 grant from Teaching Tolerance and contracted with Dr. Shelley Zion from the Center for Access, Success and Equity (CASE) at Rowan University to guide our district-wide diversity and equity initiatives. The CASE approach to promoting equity is grounded in a theory of systems change that requires all stakeholders to participate in identifying needs and possible solutions. Out of this mindset came the suggestion that our elementary schools could establish "student voice groups" with our fourth- and fifth-grade students.

Student voice groups enable students, teachers and administrators to steer the school. Adam Fletcher, the founder of Soundout, an organization which promotes meaningful student involvement, student voice and student engagement states, "Meaningful student involvement is the engaging of students as partners in every facet of school change for the purpose of strengthening their commitment to education, community and democracy. It is my opinion that if we value student voice, if we value student-centered learning, then we will not only listen to students, but we will give them the power to be collaborative partners, to work alongside teachers, principals, board members and superintendents."

During the winter months, adult advisors in Central, Elizabeth Haddon and Tatem Elementary set out to create student voice groups of our own. The advisors are Caroline Brown and Jessica Plesniak (Tatem), Lynn Jones and Deb Landry (Elizabeth Haddon) and Megan Dupuis and Jamie Ledford (Central).

Initially the advisor shared an application with then-fourth-graders, and the new student groups began meeting about once a week during lunch/recess. The advisor's first critical task was to define the word "equity" and to help the students understand the importance of equity in an educational community. Beginning with the belief that every student matters, the students then brainstormed issues and/or concerns in their particular school.

By the end of the school year, three issues were identified.

Central: Central needs healthy and delicious school lunches that appeal to all students and that respect the eating traditions of all families.

Elizabeth Haddon: Elizabeth Haddon needs an All-School Makerspace.

Tatem: What resources do Tatem students have when they need academic support? Are the existing support resources equitable?

After identifying the issue, the Student Voice Group's next job would be to design a way to collect and analyze data, such as a survey. After reading and understanding the data they collect, the group would plan action steps such as presenting a proposal to the principal or the Board of Education. Finally, members of the Student Voice Group would evaluate how well they accomplished their goal.

In June, each group made a presentation either to their particular student body or to their principal to explain their undertaking. Although each group is at a slightly different place in the process, they all expect to make an official proposal before the end of this year.

The Student Voice Groups have proven to be a great opportunity for young people to understand that they can make a real difference both in their schools and in their communities.



Meet Dr. Brian Falkowski, interim Business Administrator

In May, the Haddonfield School District welcomed its new interim Business Administrator (BA), Dr. Brian Falkowski.

With more than 17 years of experience in New Jersey public education (14 of those years as a school business official), Falkowski has proven expertise in all areas of school finance, facilities management, transportation, cafeteria services, construction management, school security and human resources. He was hired to fill the vacancy created when former BA Steve Burns accepted a job in another district.

Falkowski holds a Bachelor of Arts degree in Mathematics Education from The College of New Jersey and a master's in Educational Leadership from Kean University. In 2013, he earned his doctorate in Education from Nova Southeastern University and authored a dissertation titled "Evaluation of a Business Services Agreement Between Two New Jersey School Districts." He is also a New Jersey Qualified Purchasing Agent (QPA) and a New Jersey Licensed Electrical Contractor.

Falkowski began his journey teaching high school math, then spent five years working in his family's electrical contracting company. After earning his master's degree, he served as BA in a few school districts, most recently Ewing Public Schools. In 2012, he and his brother Michael opened a firm in Hightstown and began operating as School Business Office LLC. The firm employs 16 people and provides school business management services for New Jersey Charter Schools, District Schools and Approved Private Schools for Students with Disabilities (APSSD).

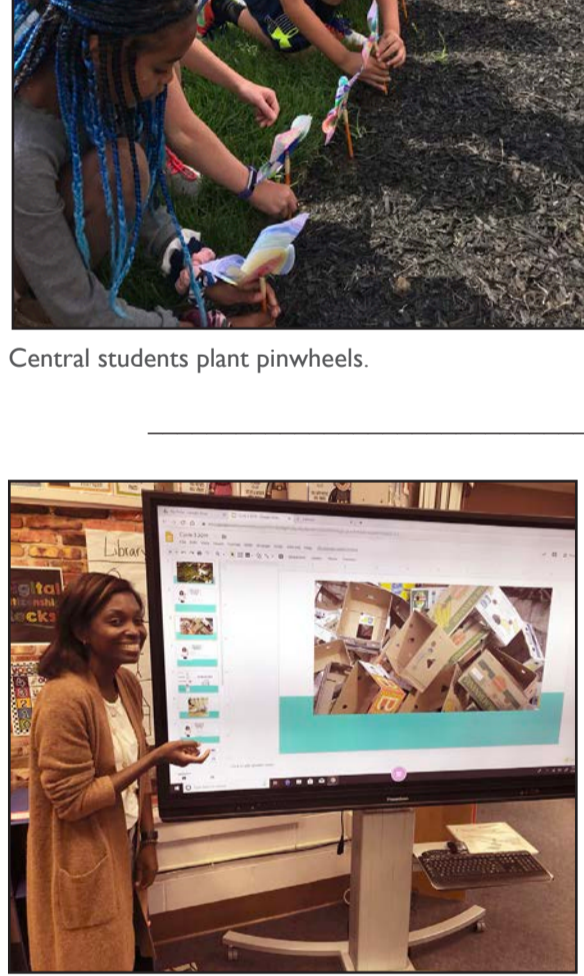
Michael Catalano continues to serve as Assistant BA and Board secretary.

"We are lucky to have someone with Brian's experience and expertise directing the fiscal management of our district and working with Mike Catalano, teaching him the ropes of the BA position in New Jersey schools," said Superintendent Larry Mussoline.



For more current news and photos, follow the District on Twitter @HaddonSchools on Facebook @HaddonfieldSchoolDistrict

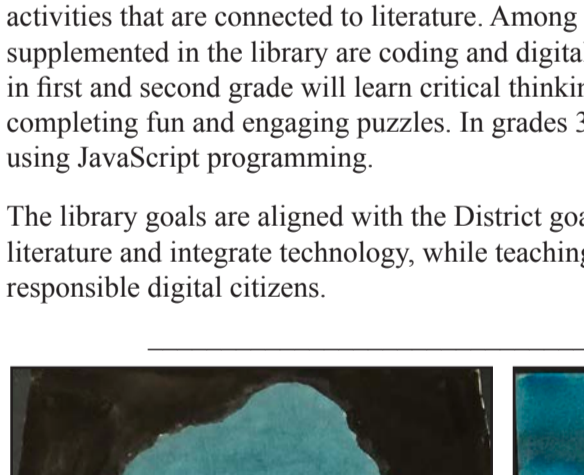
SCHOOL NEWS



Central students plant pinwheels.

Planting Pinwheels for Peace

In celebration of the International Day of Peace on September 21, art teacher Claire Ruskoski introduced "pinwheels for peace" to students at Central and Tatem. Working in partnership with counselors Jamie Ledford and Caroline Brown, they first talked about what the word "peace" means to them and how we can all live in harmony. Then Ruskoski led the students in creating pinwheels decorated with art, words and symbols of their own choosing. Just before the International Day of Peace, the students "planted" their pinwheels on the grounds of both schools. As the wind spun their creations, they imagined their thoughts about peace being spread throughout the world.



Librarian Sophie Nelson helps students solve a mystery at Lizzy Haddon.

Exploring "Genres" in the Elizabeth Haddon Library

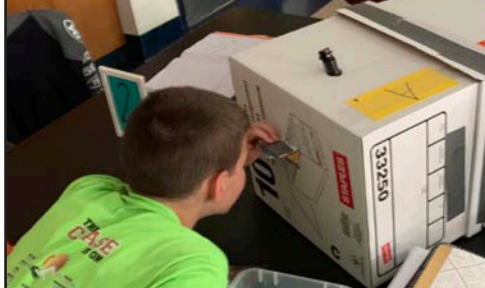
Each of our schools is fortunate to have excellent libraries and librarians. Last week, Sophie Nelson, librarian for both Elizabeth Haddon and Tatem, was teaching her students about different genres of books. As part of continuous efforts to educate students about all facets of the library, she introduced the word "genre" and then reviewed many kinds of books.

To explore the genre of mysteries, Nelson used her Promethean board to display a pile of empty banana boxes.

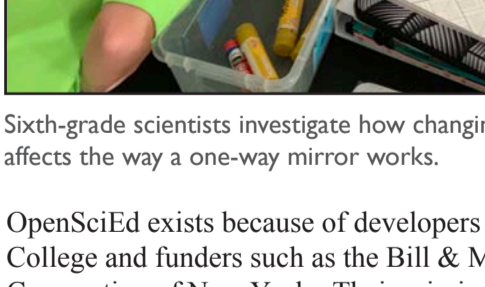
"What do you think happened before this photo was taken?" she asked her students. Together, the children acquired more clues until they solved "Detective Small and the Amazing Banana Caper."

Students participate in read-alouds, literacy activities, author studies and STEAM activities that are connected to literature. Among many other topics taught or supplemented in the library are coding and digital citizenship. Through coding, students in first and second grade will learn critical thinking and problem-solving skills by completing fun and engaging puzzles. In grades 3-5, students will create coding projects using JavaScript programming.

The library goals are aligned with the District goals to inspire student interest in literature and integrate technology, while teaching students how to become safe and responsible digital citizens.



Cool, Cold, Creepy, Calming, Comforting, Cave.



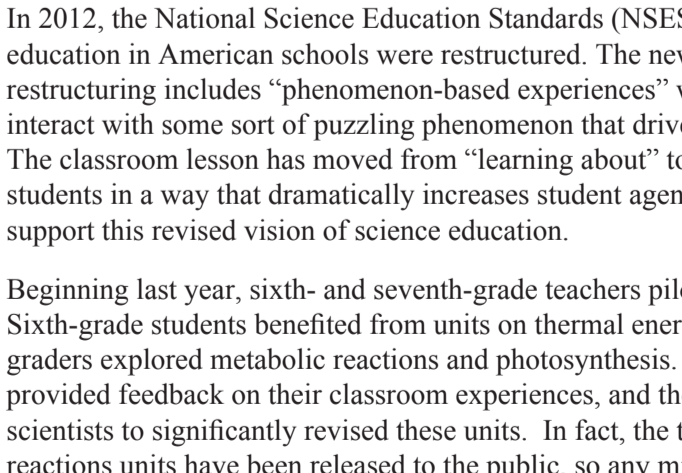
Violent, Vertical, Vivacious, Vacant, Voluminous, Volcano.



Magical, Moonstruck, Mesmerizing, Massive, Mesa.

Landforms and Alliteration in Tatem Fifth Grade

Laurie Bushey teaches writing, social studies and science in her Tatem fifth-grade homeroom. One recent project encouraged her students to identify various landforms and write about them using alliteration. Combining three subjects – writing, social studies and art – this activity resulted in beautiful visual and linguistic imagery.



Sixth-grade scientists investigate how changing light affects the way a one-way mirror works.

HMS Piloting OpenSciEd Curriculum

In 2018, Assistant Middle School Principal Dr. Karen Russo and seventh-grade science teacher Amanda Leighton applied to the state Department of Education to pilot new science programs created by OpenSciEd, a "consortium of world-class (science) curriculum developers." Several districts in New Jersey were chosen, including Haddonfield.

OpenSciEd exists because of developers such as Northwestern University and Boston College and funders such as the Bill & Melinda Gates Foundation and the Carnegie Corporation of New York. Their mission is "to address the demand for high-quality, open-source, full-course science instructional materials, as well as to support the implementation of these science instructional units. OpenSciEd seeks to ensure any science teacher anywhere can access and download freely available, high-quality, locally adaptable, full-course materials."

In 2012, the National Science Education Standards (NSES) guidelines for K-12 science education in American schools were restructured. The new model that came out of this restructuring includes "phenomenon-based experiences" where students explore or interact with some sort of puzzling phenomenon that drives their learning experiences. The classroom lesson has moved from "learning about" to "figuring out," engaging students in a way that dramatically increases student agency. OpenSciEd materials support this revised vision of science education.

Beginning last year, sixth- and seventh-grade teachers piloted four OpenSciEd units. Sixth-grade students benefited from units on thermal energy and weather, and seventh-graders explored metabolic reactions and photosynthesis. At the end of the year, teachers provided feedback on their classroom experiences, and their input allowed OpenSciEd scientists to significantly revised these units. In fact, the thermal energy and metabolic reactions units have been released to the public, so any middle school teacher in the United States can get the materials for free.

Our middle school teachers are piloting four additional units this year: light and plate tectonics in grade 6 and chemical reactions and ecosystems in grade 7.

[Learn more about Open Sci-Ed.](#)

National Merit Scholarship Corp. Recognizes HMHS Students



ABOVE: National Merit Semifinalists Carly Griffin and Pierre Yan pose with principal Tammy McHale.



TOP RIGHT: National Merit Commended students pose with administrators. Left to right Dean of Student Life Hamisi Tarrant, Cole Roddy, McHale, Allison Talty, Anna Swartley, Stephen Kasko, Assistant Principal Dan Licata.

BOTTOM RIGHT: National Merit Commended students Declan Skelly, John Luke Soumilas, McHale, Andrew Genel, Isabel Romea.

Haddonfield School District News is created and shared bi-monthly throughout the school year. It is written by Communications Specialist Polly Mitchell and distributed to staff, families and community members.