



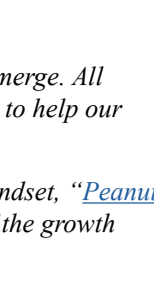
HADDONFIELD SCHOOL DISTRICT

... news from the Board of Education

FROM the SUPERINTENDENT

Dear Haddonfield Families:

This week is American Education Week, so as you are visiting our schools remember that there are many fun learning events happening in the district in October. The high school's College Information Night is on the 16th and the Lizzy Autumn Fair is on the 19th. The annual Central Elementary Fashion Show is on the 24th at Tavistock and is typically a sold-out event. The high school and middle school Power of One Breast Cancer Awareness Walk is on the 25th and the high school's fall play, Goldoni's "The Servant of Two Masters," is staged on the weekend of the 26th. Of course, October ends with all the Halloween festivities in our schools and the community. It's an exciting time of year just before the first telltale signs of winter emerge. All of these activities help us grow through learning and fun. We are constantly striving to help our students grow as scholars and as humans.



Speaking of growth, I saw a very good movie recently with an embedded growth mindset, "[Peanut Butter Falcon](#)." Everything about the film deals with the essential underpinnings of the growth mindset.

According to Stanford psychology professor, Dr. Carol Dweck, in a Harvard Business Review article, here is how she unpacks the growth mindset: "Individuals who believe their talents can be developed (through hard work, good strategies and input from others) have a growth mindset. They tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts). This is because they worry less about looking smart, and they put more energy into learning."

Huh ... that's an easy enough concept. But do we put it into practice in parenting and life? Do we understand it? Are there times we believe something is what it is because of some seemingly antiquated, and hence skewed, mindset? Do we think certain individuals can or can't do certain things because of some mistaken stereotypes? I won't ruin the movie's plot, but if you take time to see it, you will clearly understand what it means to believe in, learn, fail, fall, pick yourself up, succeed, fall again, pick yourself back up again and keep on going after whatever elusive you need we may have.

It's an excellent movie for anyone in middle school and above to see. It is rated PG-13 for thematic content, language throughout, some violence and smoking and is considered an action-and-adventure drama. If you missed it, it may be a good night spent with family.

I know it's been well publicized about high school English teacher Kim Dickstein being named Teacher of the Year in New Jersey, so let me once again say how proud we are of her accomplishments throughout her career and wish her well as she represents New Jersey and vies for the National Teacher of the Year award.

Wishing you all growth in the autumn weeks ahead,

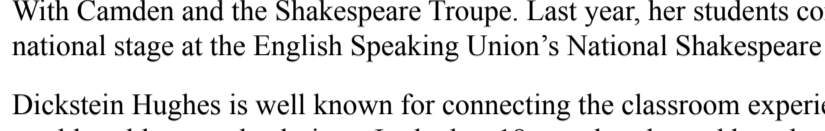
Larry Mussoline, Ph.D.

Superintendent of Schools

DISTRICT NEWS

Haddonfield Teacher Kimberly Dickstein Hughes Named State Teacher of the Year

Wednesday, October 2, was an exciting day for the Haddonfield School District and for the entire community of Haddonfield. On that day, the New Jersey Department of Education announced that Haddonfield Memorial High School (HMHS) English teacher Kimberly Dickstein Hughes was named the 2019-20 New Jersey State Teacher of the Year!



Left to right: Dr. Lawrence Mussoline, Superintendent; Dickstein Hughes; HMHS Principal Tammy McHale; and Assistant Superintendent Chuck Klaus immediately after the announcement in Trenton.

Dickstein Hughes, who was raised in Camden County, earned her bachelor's in English and Political Science from Rutgers in 2008 and her master's degree in English Secondary Education in 2009. She began as a student-teacher at HMHS and continued teaching there for the next 11 years. She has taught at every high school grade level, and this year teaches Greek Drama, Public Speaking, World Literature and Shakespeare. Dickstein Hughes advises extracurricular activities such as Model United Nations, Stand With Camden and the Shakespeare Troupe. Last year, her students competed on the national stage at the English Speaking Union's National Shakespeare Competition.

Dickstein Hughes is well known for connecting the classroom experience with real world problems and solutions. In the last 18 months, she and her class attracted a great deal of media attention. After reading a book about the trauma endured by a child soldier, her class connected with Garang Buk Buk Piol, a former child soldier from South Sudan, who shared his experiences via Skype. In speaking with Buk, they discovered he didn't have the funding needed to attend a master's program at Emory University. Dickstein Hughes and her students led a community fundraising effort that resulted in more than \$80,000 to support his education.

"You could not have chosen a finer, more deserving educator for this award than Kimberly Dickstein Hughes," said Lawrence J. Mussoline, Superintendent. "She has one speed: 100 m.p.h. She instills confidence in her students every day. She delves deeper than most into inquiry, and brings content to life for her students. We are lucky to have her on staff, and New Jersey is lucky to have her as the 2019-20 New Jersey State Teacher of the Year."

Dickstein Hughes was named by South Jersey Magazine in 2017 as a South Jersey Superwoman; Camden County awarded her the Martin Luther King Jr. Freedom Medal in 2019; and in 2019 she was recognized as a Princeton University Distinguished Secondary School Teacher.

"I have always felt the call to public service, and I can think of no better way to serve than in the classroom," said Dickstein Hughes. "Being named New Jersey State Teacher of the Year is not only a great honor, but also a call to action. It is my hope to share this platform with as many educators as possible so that we can celebrate and recognize the great work happening in classrooms across the state."

In her role as State Teacher of the Year, Dickstein Hughes will work with the New Jersey State Department of Education, give presentations around the state highlighting her passion for education and drive for success. She will also be attending national conferences with other State Teachers of the Year.

Additional information can be found on the [Governor's Educator of the Year webpage](#). Keep up to date with all news coverage [here](#).

Administrative Team Examines Equity through Shared Readings

Last year, the Haddonfield School District initiated programs and training that would help us all to improve our understanding of the big issues associated with diversity and equity in education. This essential work comes directly from one of our three strategic plan goals: **Cultural Competency**.

"We will inspire learners to advance their understanding of our interconnectedness in order to engage meaningfully and respectfully with people of diverse identities, experiences and points of view."

Thanks to a \$10,000 grant from Teaching Tolerance, we have been working closely with Dr. Shelley Zion from the Center for Access, Success and Equity (CASE) at Rowan University.

Dr. Zion met with our administrative team several times last year to engage in thoughtful discussions of the book "Privilege, Power and Difference" (Johnson).

In the author's introduction to "Privilege, Power and Difference," Johnson writes, "It isn't news that a great deal of trouble surrounds issues of privilege, power and difference, trouble based on gender and race, sexual orientation and identity, disability, social class. Or that it causes a great deal of injustice, anger, conflict and suffering. We seem unable, however, to do anything about it as it continues from one generation to the next."

He continues, "I wrote this book to help us get unstuck, by sharing a way of thinking about privilege and oppression that provides a framework that is conceptual and theoretical on the one hand and grounded in research and experience of everyday life on the other. In this way, it allows us to see not only where the trouble comes from but also how we are connected to it, which is the only thing that gives us the potential to make a difference."

"Reading books on topics related to privilege is an important part of the work we do," said Dr. Zion. "It brings us together to engage in understanding the issues and to apply that understanding to actions we take in our learning environments."

The first step, she says, is understanding oneself. How does your identity position you to have success or not? How do our institutions support that success?

Commenting on the goals she sees in her work with the Haddonfield School District, Dr. Zion said, "First, I believe we are trying to live up to the mandate of public education, trying to remove barriers, so that all students can achieve. And second, we are committed to preparing all children to participate in a diverse, global, 21st-Century community."

Last week, the administrative team began reading and discussing a second book, "White Kids, Growing up with Privilege in a Racially Divided America" (Hagerman).

"By having all of our school leaders discuss books like these with Dr. Zion benefits the entire system," said Superintendent Mussoline. "It forces us out of our comfort zone and into unfamiliar territory. Putting a mirror up to our own worldviews inevitably pushes us to grow and understand our world better, and that translates into helping our students and teachers do the same."

Update on Potential Land Swap between Borough and District

As you are aware, in October 2018 the Borough of Haddonfield and the Haddonfield School District agreed to a "land swap." In recent months, the district submitted proposals to the state Board of Education (BOE) to complete the process.

The properties in question are Radnor Field, currently owned by the school district, and some of the land and buildings that once were part of the Bancroft School's campus and are now owned by the borough. This includes the parking lot between Lullworth Hall and the high school, a green house, the historic carriage house and Cooley Hall, all west of Hopkins Lane and adjacent to the high school.

Haddonfield's BOE submitted two applications to the state Office of School Facilities; the first (May 2019) was to dispose of Radnor Field, and the second (July 2019) was to acquire these specific former Bancroft lots. The request to give the Borough control of Radnor Field has been approved, but Haddonfield's Board Secretary Catalano reports that he has not yet received approval of the Bancroft land acquisition.

"Applying for a land acquisition can be a complex undertaking," Catalano said. "The application required an environmental study and architectural reports among other information. In its supervisory capacity, the state BOE has reviewed our application and recently responded with requests for clarification of certain details. We provided that clarification and are optimistic that we will get the state's approval by the end of this calendar year."

As a result of acquiring land adjacent to the high school, the Haddonfield BOE has embarked on an extensive facilities planning process. BOE President Adam Sangillo said, "The land swap and associated acquisition of multiple buildings has given the board a timely incentive to evaluate our capital needs. In anticipation of the swap, we asked Board Member Susan Kutner (chair of the Facilities Committee) to develop a long-range facilities plan. Identifying and prioritizing our needs will help with the development of any future referendums to address capital maintenance, school security, increasing enrollments, educational adequacy and elementary school parity, just to name a few."

In terms of a long-range facilities plan, Kutner was able to make the following comments.

"During the planning process, potential uses for the BOE's new property adjacent to our high school will be examined, and community input will be solicited," said Kutner. "The option analysis will likely explore maintaining and restoring Cooley Hall as well as clearing and developing the site for parking and athletics, which are currently inadequate for the school's programs and population. The additional land also provides an opportunity to improve and control building access so the courtyard can be secured from the public during the school day but not impede student movement through the breezeway."

Once we get more information from the state on the actual approval of this long-standing land swap, we will report that to everyone.

SCHOOL NEWS

Central Peer Leaders are On Duty



Fourth- and fifth-grade Peer Leaders (back row) with first- and second-grade buddies

Visit lunch and recess for Central's first- and second-graders, and you will notice some older-looking boys and girls wearing red pinnies. Whether sitting and eating with the younger students or out on the playground, these are the Peer Leaders, and they are on their posts making a positive contribution to school life.

Made up of fourth- and fifth-grade volunteers, the Peer Leaders at both Central and Tatem take a lunch/recess post two or three times per month. (Elizabeth Haddon has a somewhat different system of Peer Mentors, fourth-grade buddies who partner with first-graders for the entire year, building relationships, playing games and eating lunch together.) At the beginning of the year, Peer Leaders receive training, learning that their role is to serve as helpers and problem-solvers. On a given day, Peer Leaders may walk a student to the nurse's office or help to run a game on the playground, but they are always making things better for their younger friends.

"The Peer Leaders enjoy the feeling of 'doing good' with very little recognition or reward," said Megan Dupuis, who, with Cindy Rogers, advises the group. "Even when they do not have a post, they take their position in the community seriously and represent our student body with pride."

Lizzy Fifth-Graders Study Earth-Sun-Moon Relationships

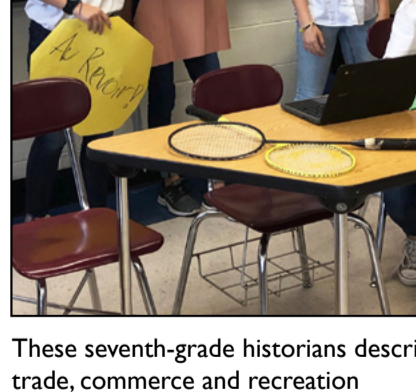


Fifth-graders measure their shadows on the playground.

Ask a fifth-grader at Elizabeth Haddon Elementary School to explain what a "waxing crescent" or "waxing gibbous" is, and he/she will tell you that those are different phases of the moon. For several weeks, teacher Vince DeLuca and his science students have been keeping night sky logs and recording their observations on a moon calendar. Another part of the earth-sun-moon unit of study has been tracking shadows on the playground. Students outline their shadows at various times throughout the day, noting the position of the sun and the direction and length of their shadows. All of these activities contribute to the students' understanding of revolution vs. rotation and how we use this knowledge to calculate a day, a month and a year.

"I like learning about asteroids and moons in the solar system," said student Ben R. "Not every planet has a moon, but Jupiter has 64!"

Tatem Engineers Put Learning into Practice with Parent Visitors



Parents helped first-grade engineers build and test a parachute.

As part of their unit on air and weather, first-grade scientists in Kelliann Haney's class have been learning about the properties of air. Their experimentation led to the discovery that air takes up space, that it is all around us and that it can make things move! Working with parents on yesterday's visitation day, the students had to solve a problem. How can we drop a box of food and water from an airplane to firefighters on the ground? What is a parachute? How does it work? As they collaborated to build a successful parachute, the students increased their vocabulary ("air resistance" and "canopy") and discussed the role of an engineer in designing a parachute.

Seventh Grade Brings Medieval Europe to Life



These seventh-grade historians described trade, commerce and recreation (badminton!) in the Middle Ages.

Seventh-grade scholars in Johnathan Maxson's class brought the Middle Ages to life in a recent social studies unit. Students researched various topics such as crime, health and medicine, entertainment and various professions. Working in small groups, they wrote scripts, made costumes and acquired or created props to help them describe conditions during this period in history. Identifying roles and acting out daily life of different people in a small Medieval town allowed the students to describe conditions in a way that engaged the audience. More than just accumulating facts, students developed empathy for strangers who lived in another part of the world between 500 and 1500 years ago.

HMHS Fall Play: "The Servant of Two Masters"

Thursday October 24 7:30 p.m. FREE admission for HSD students; \$10/\$8 for seniors
Saturday October 26 7:30 p.m. \$10/\$8 for seniors/students
Sunday October 27 2:00 p.m. \$10/\$8 for seniors/students

The choice of the hilarious fall play, "The Servant of Two Masters," was influenced, in part, by a strong desire to teach. Theater Arts has returned as a classroom subject for the first time since 2012, and Matt DiDonato thought it was appropriate for the students and audience to become familiar with commedia dell'arte as an art form. DiDonato teaches science and theater and has directed the spring musical for seven years. This year he selected and will direct the fall play for the first time.

"Commedia dell'arte is an early form of professional theater originating in Italy that was popular from the 16th to the 18th century," he said. "Lots of now familiar stock characters and plot themes originated in commedia dell'arte. The word 'slapstick' actually comes from a 'batacchio' or stick used to exaggerate the force of a physical blow in commedia dell'arte productions."

Also called commedia improvviso, commedia dell'arte features improvisation and "laugh out loud mayhem."

"The fall play is challenging every year because it is scheduled for October, giving students only about seven weeks to memorize hundreds of lines of dialogue as well as staging, building sets and creating costumes," DiDonato said. "On top of all that, students in a farce like 'The Servant of Two Masters' have to step way outside their comfort zones and make big, strong choices on stage in front of an audience. I am very proud of this cast and crew!"

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.