



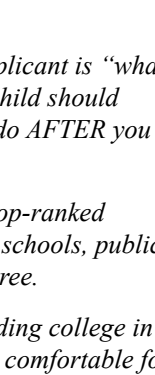
# HADDONFIELD SCHOOL DISTRICT

... news from the Board of Education

## FROM the SUPERINTENDENT

Dear Haddonfield Families:

Welcome to the Holidays! Thanksgiving, Hanukkah, Christmas, Kwanzaa, Los Posadas, New Year Celebrations and Chinese New Year are all ahead for us. All of us in the school system wish you all enjoyable and festive celebrations at this very special time of year. Just remember to take care of yourself during these upcoming stressful times.



Another "Holiday" marker in most suburban school systems centers around the college application process. For our seniors, the process is already in full swing. Since college is very important to our graduates and families, let's talk a bit about the thought process underpinning the college application process.

The most important discussion a parent should have with a prospective college applicant is "what college or colleges fit my child best" and not "what are the best colleges that my child should attend." The college you go to does not define you. YOU define you. It's what you do AFTER you get the college degree that will define you.

It's more than wonderful if you worked hard enough to get into an Ivy or another top-ranked school. That is truly a great accomplishment. Just realize there are a LOT of great schools, public and private, where you can accomplish that goal of earning an undergraduate degree.

So for those of you applying and for those of you who may be thinking about attending college in 2022 if you're in kindergarten or 2023 if you're a freshman, choose a school that's comfortable for you and not a school that someone else wants you to attend. And, oh, by the way, college isn't for everyone. There are a lot of very successful people in the military, the trades and doing pre-work-prep through alternate college routes like digital badge.

Balance is the key to life. Undue stress placed on us by outside pressures to attend a college that is supposed to be magnificent just makes life more stressful. Be comfortable in your college surroundings. Have fun. Enjoy the experience. And then knock it out of the park after you graduate.

Have a wonderful Thanksgiving break and enjoy the upcoming holidays.

Larry Mussoline, Ph.D.  
Superintendent of Schools

## DISTRICT NEWS

### BOARD of EDUCATION SAFETY REPORT as of NOVEMBER 2019

To inform parents and community members as to what the Haddonfield Board of Education (BOE) has done both over time and during the past year to ensure a safe and secure environment for all students and staff, we describe below some of the safety programs approved by the BOE. This article also outlines some (not all) of the plans we have for safety and security going forward.

While we recognize we still have a lot to do in terms of security, we want to be sure you all know exactly what has been done, date in terms of providing a safe and secure atmosphere for all.

#### Security Items Accomplished After June 2018

**Anonymous Reporting System for HMS and HMHS Students Included:** STOPit! is our anonymous reporting system for anyone to tell us about mental and emotional health issues or safety concerns among the student population. The system is taking root and is being used well by our students and parents. Earlier this school year, we received an anonymous report that enabled us to intervene and help a student almost immediately.

**Visitor Management System in Each Building:** We have purchased the Raptor Visitor Management System for each school. The Raptor system is used in 32,000 K-12 schools across the nation. Visitor management systems are very important safety systems in that they allow us to digitally screen and track who is visiting our buildings. Office staff have been trained and are vetting every visitor to the schools. Identification is checked and screened for possible red flags. Last month, during the well-attended Halloween festivities at Elizabeth Haddon, Dr. Mussoline noted that every parent had a proper Raptor ID badge created for their before entering the building.

**Secretarial Training for Visitor Entrance Procedures:** Our Safety Coordinator, Mrs. Sandy Horwitz, trained all building secretaries over the summer of 2019 on proper building entrance procedures.

**Secure Vestibules at Elizabeth Haddon and Tatem Elementary Schools:** The arduous statutorily regulated process to renovate a school building to install vestibules at Haddon and Tatem has been underway since summer, and we are anticipating completion during the spring. Once completed, all Haddonfield schools will have secure vestibules for the first time in the history of the district.

**Secure Vestibule at Haddonfield Memorial High School:** Since HMHS didn't require a construction project, the District secured a small vestibule area at HMHS over the summer of 2019 and therefore was able to limit entrance into the building and provide a small holding and screening area for people seeking entrance.

**Security Cameras Installed:** With vandalism prevalent at certain school sites, the BOE installed security cameras at certain schools to prevent property loss as well as to prevent activity that could harm our youth.

**Vaping Detectors Installed:** The problem of vaping has caused many teenage deaths in America. From lung transplants to long hospital stays, this new tobacco campus product is now one of the most dangerous risk factors for our teens. Therefore, the BOE has installed vape detectors in areas where students vape to protect our students and inform parents of the risky activity.

**Armed School Resource Officer Patrols HMHS:** Instituted at the start of the 2019-20 school year, a Class III School Police Officer was hired to patrol HMHS. Officer Melissa Young completed the New Jersey School Resource Officer Training and approaches her role with enthusiasm and dedication. She maintains a visible presence in the hallways, and she is making critical connections with students. This position and all of Officer Young's police training and her supplies are fully paid for by the Haddonfield BOE.

**Full-Time Counselors in All Schools:** School counselors are often the first line of identification for detrimental social-emotional issues that students are internalizing. This is the first year that all Haddonfield schools have full-time counselors working with students and families on critical well-being issues.

**Role of Anti-Bullying Specialists and School Climate Teams:** As we discussed last year, a positive school climate is the best defense against workplace and school violence. Know that our Anti-Bullying Specialists, School Climate Teams, and principals are working intently, as they did last year, to create the most positive school climate possible. Our number of HIB incidents in the 2018-19 school year declined significantly from 2017-18 because of added training and vigilance by the adults in each school.

**Classrooms Marked:** A recommendation from the community security committee that met last year was to ensure we provided teachers and students with markers demarcating the place in each classroom for students and teachers to stand during lockdown drills. That was completed in all classrooms over the summer. Drills are practiced throughout the school year.

**Exterior Doors Labeled Based on Regulation:** All district exterior doors have been re-labeled based on International Fire Code § 505 requirements. The process was supervised by the Haddonfield Fire Chief.

**Drills for all Emergency Situations Revised:** This year all school emergency drills are coordinated by our principals and our Safety Coordinator, Mrs. Horwitz. The Haddonfield Police Department, Fire Department, and Office of Emergency Management took over and observe all school lockdown and active shooter drills in all schools.

**Threat Assessment Protocols Revised and Updated:** All counselors and principals were trained in new threat assessment protocols. Threat assessment is a structured group process used to evaluate the risk posed by a student or another person, typically as a response to an actual or perceived threat or concerning behavior. The primary purpose of a threat assessment is to prevent targeted violence. The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to mount an attack and is engaged in planning or preparing for that event.

**Social-Emotional Goal in BOE-Approved Strategic Plan:** The Board of Education was instrumental in ensuring that we look at the social and emotional wellbeing of all students over the next three years by approving a strategic plan goal: "Social-Emotional Skills and Support." You will see evidence of the action steps we are using to accomplish this goal in the School Climate Assessment item below.

**School Climate Assessment:** Dr. Gino Priolo, our Director of Special Education, has been leading our efforts to assess our school climates, and Mr. Chuck Klaus has worked diligently on formalizing our Threat Assessment and Protocol procedures.

o On October 15 and 16, Social-Emotional Learning (SEL) Committee co-chairs Dr. Gino Priolo and Ms. Laurie Bushey, along with school psychologist Dr. Kristin Leren attended two days of comprehensive RULER training at Yale University's Center for Emotional Intelligence. RULER is the acronym that stands for the five skills of emotional intelligence: *Recognizing, Understanding, Labeling, Expressing and Regulating* emotions. The framework of the RULER program aims to develop enhanced mindsets about emotions, deepen social and emotional skills, and foster healthy emotional climates for both the adults and students in our schools. Dr. Priolo, Ms. Bushey, and Dr. Leren are now collaborating with the district's administrative team, as well as the district's SEL team to implement the frameworks of the program throughout the school district. You can learn more about the RULER approach [here](#).

o Beginning this week, the district will be rolling out a comprehensive SEL survey through Panorama Education that will be administered to faculty, staff, and students in grades 3-12. The data will be centered on the current development of social and emotional intelligence, as well as data on the overall climate in our schools. This information will be shared with parents and the community and will help to inform policy and practice. More comprehensive information about the survey, its content, and how the data will be shared can be found [here](#).

#### Security Items Accomplished Before July 2019

**Secure Vestibule Created at Central/Middle School:** A secure vestibule was created for entrance into Central/Middle School to better account for visitors into that office area servicing two schools.

**Door Locks Changed:** All classroom door locks were changed to allow the teacher to lock the classroom doors from the inside for quicker response time and overall safety.

**Creation of a District-Level Position of School Safety Coordinator:** The BOE appointed Mrs. Sandy Horwitz as School Safety Coordinator to oversee school safety issues in all Haddonfield schools.

**Telephone Infrastructure Changed:** A new telephone system was installed allowing everyone to immediately dial 911 from classrooms and offices, again for quicker response times.

**Alyssa's Law Panic Alarms in Place in All Offices:** Haddonfield was on the cutting edge of ensuring quick response times to schools in the event of an emergency by installing panic alarms in every office so office staff and principals can immediately alert police safely and securely.

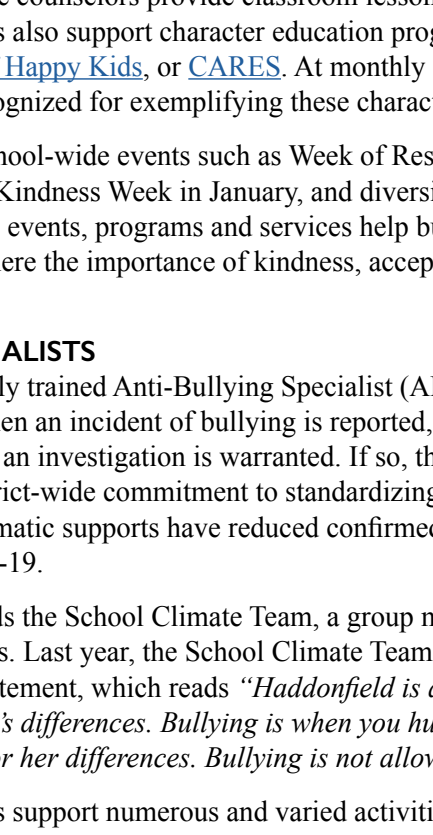
#### Future Plans:

**Individual Panic Alarms for Staff:** With the goal of shortening police response time as much as possible in the event of an active shooter, plans will be submitted by the end of November for consideration in next year's budget to install panic alarms in our hallways and to provide every staff member with a personal panic button to wear. Pursuing another recommendation, we are costing out the price of installing strobe lights outside each building to signal to visitors and returning staff and students that the building is on lockdown. Depending on the estimated costs, these projects may have to be completed in phases.

**Family Reunification Protocols:** A project for this year is to formalize our Family Reunification procedures. Plans need to be developed to efficiently and supportively handle parent reunification with their children in the event of a crisis.

**Security Cameras:** There is a great need for security cameras inside and outside of all buildings not only for BOE property protection but for the health and safety of all students and staff as well. This is a much larger issue that has to be addressed through bond issuance in the future.

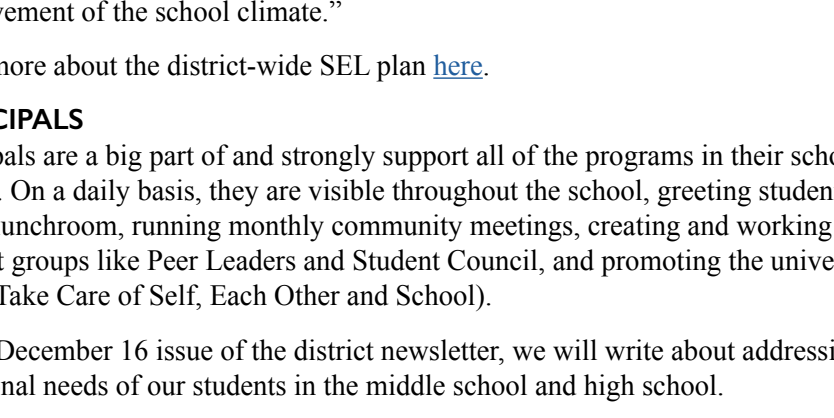
**Creation of A Crises Counselor/Student Assistance Team Counselor:** The Board has plans to include a Student Assistance Team counselor/ coordinator in the 2020-21 budget. This person will essentially identify students with academic, social, or personal concerns and work together with the student and parents/guardians and community agencies to address these various issues. Some of the issues this person along with building level teams will coordinate are as follows: Academic decline; persistent disciplinary problems; observable expressions of anger, tears; observable behavior such as interrupting, giddiness, poor emotional control; observable behaviors such as overheard conversations about alcohol or other drugs, parties where drugs are present, or fears about a fellow student's use of mood-altering substances; observable behaviors such as overheard conversations about feeling very sad or depressed; observable cuts, scars on arms and/or legs; observing a distinct behavior change or change in friends; observing drug-related or morbid language or drawings; observing glassy eyes, red eyes, agitation, frequent cold-like symptoms, rash around the nose/mouth, smells similar to marijuana, alcohol, or solvents; loss of interest in academic and/or extracurricular activities.



### LONG-RANGE FACILITY PLANNING PROCESS IN FULL SWING

The Haddonfield Board of Education is engaged in a very important Long-Range Facility Planning (LRFP) process. Led by Board member Susan Kutner, we had presentations by our architect LAN and Dr Mussoline on modern learning spaces last month. This Thursday, Mrs. Kutner will make a presentation on demographic trends within the district.

We encourage you to attend Board meetings, and you are more than welcome to meet Thursday's meeting to hear Mrs. Kutner's presentation. You may also wish the attending online at your convenience. Typically the Haddonfield Civic Association videotapes our board meetings and houses them [on this site](#), so you can catch up with current topics and presentations. However they do not tape all meetings. All of the LRFP updates and presentations are [located on our web site](#).



### HOW DOES HSD ADDRESS THE SOCIAL and EMOTIONAL NEEDS of OUR ELEMENTARY SCHOOL STUDENTS?

This is part II in a three-part series of articles about what we are doing to ensure the social and emotional well-being of our learners, as clearly stated in one of the three goals of our District's strategic plan.

*We will nurture self-awareness, social awareness, self-management, relationship skills, and responsible decision-making to ensure the social and emotional well-being of our learners.*

In the [October 30 newsletter](#), we wrote about district-wide social emotional learning (SEL) initiatives. In this article we'll delineate some of the myriad examples of what our elementary school teachers, staff and administrators are doing.

#### RESPONSIVE CLASSROOM

For several years, the elementary schools have used the [Responsive Classroom approach](#), and this year the district increased its commitment by adding additional days of training. Using the Responsive Classroom methods helps to create "a safe, predictable, joyful and inclusive environment" and is based on "knowledge of students' social, emotional, physical and cognitive development." Research has shown that training the faculty to be aware of and respond to their students' social and emotional wellbeing positively affects academics, teaching methods and classroom management as well.

The six core teaching practices used in a Responsive Classroom are:

- At a morning meeting that happens each day, students are welcomed with a written message, greeting, news and announcements, sharing and/or an activity.
- Rules are clear, simple, positive, and generated with children. Student hopes and dreams guide rule creation. Logical consequences are a consistent approach to discipline.
- Classroom organization promotes a caring environment and maximizes learning.
- Academic choice invests children in their learning.
- A method known as Guided Discovery is used to introduce materials and how to care for them, and to encourage inquiry.
- It is important to reach out to parents as partners in their child's learning.

Elementary teachers play an enormous role in making sure students' social and emotional needs are being met. In addition to subscribing to responsive classroom practices, supportive messages are displayed in classrooms and hallways, reminding students that they go to school in a safe and caring environment. On any given day, a visitor might see bulletin boards with student expressions of gratitude, self-portraits with positive adjectives listed below, "I show respect when I ..." and many, many others.

#### COUNSELORS

Counselors in every building play an important role in addressing the social and emotional needs of our students. In fact, this is the first year we have full-time school counselors in every school. Our counselors are certified/licensed educators who improve school success for all students by implementing a comprehensive counseling program. Following the American School Counselor Association (ASCA) National Model, school counselors design and deliver counseling programs that improve a range of student learning and behavioral outcomes. These programs are comprehensive in scope, preventative in design and developmental in nature. Our school counselors help all students in the areas of social-emotional learning, academic achievement and career awareness, helping today's students to become productive, well-adjusted adults of tomorrow.

All elementary school counselors provide individual support, small group sessions, classroom lessons and school-wide programming. Individual and small group sessions provide targeted, short-term support for students needing assistance with common elementary-age issues including: development of coping strategies and social skills, assistance with conflict resolution and dealing with changing family dynamics. Self-awareness, social awareness, self-management, relationship skills and responsible decision-making are nurtured to support the social-emotional well-being of our students.

On a school-wide level, the counselors provide classroom lessons based on student need or teacher request. Lessons also support character education programs through [World of the Month](#), the [7 Habits of Happy Kids](#), or [CARES](#). At monthly all-school community meetings, students are recognized for exemplifying these character traits.

The counselors support school-wide events such as Week of Respect and Unity Day in October, Random Acts of Kindness Week in January, and diversity initiatives that occur throughout the year. These events, programs and services help build and strengthen a positive school climate where the importance of kindness, acceptance, inclusion and gratitude are emphasized.

#### ANTI-BULLYING SPECIALISTS

Every school has a specially trained Anti-Bullying Specialist (ABS) who is usually a teacher or counselor. When an incident of bullying is reported, both the ABS and principal meet to decide if an investigation is warranted. If so, then the ABS pursues the investigation. The district-wide commitment to standardizing procedures and to instructional and programmatic supports have reduced confirmed cases of bullying from 16 in 2017-18 to four in 2018-19.

Additionally, the ABS leads the School Climate Team, a group made up of parents, administrators and teachers. Last year, the School Climate Teams wrote the elementary schools' Anti-Bullying Statement, which reads "*Haddonfield is a place where we respect and appreciate each other's differences. Bullying is when you hurt someone else with words or actions because of his or her differences. Bullying is not allowed in Haddonfield.*"

The School Climate Teams support numerous and varied activities that connect to adults as well as students in the school community. A very few examples include faculty meeting raffle and bingo, "buddy class" planning, "stop over bullying" bulletin boards, a workshop on fullness, Grandfriends Day, Peer Leader of the Month recognition, a Diversity Fair and Pajama Days. As different as these activities are, they all promote a positive school climate in which we all feel safer, happier and more appreciated.

#### SOCIAL-EMOTIONAL SKILLS AND SUPPORT COMMITTEE

Beginning this week, elementary students in grades 3-5 will have the opportunity to take a survey designed to help us learn more about student experiences in Haddonfield. (The survey will also be administered to students in middle and high school.)

Social-Emotional Skills and Support Committee co-chairs Dr. Gino Priolo and Mrs. Laurie Bushey as well as school psychologist Dr. Kristen Leren recently attended RULER training at Yale University. RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. This survey is a by-product of that training and fits perfectly with the district's goal of supporting SEL.

As explained in a parent letter sent November 13, "Social and Emotional Learning (SEL) describes the mindsets, skills, attitudes, and feelings that help our students succeed in school, career and life. In order to learn more about student experiences in Haddonfield, we will ask for your child's feedback via an online survey that s/he will be completing at school. The information that is collected will be used to inform teaching practices and to help us improve our school environments. School climate teams will analyze the data to identify short-, medium- and long-term goals. Moreover, student and faculty focus groups will be developed to discuss the group survey results and generate action plans for improvement of the school climate."

Read more about the district-wide SEL plan [here](#).

#### PRINCIPALS

Principals are a big part of and are strongly support all of the programs in their schools, of course. On a daily basis, they are visible throughout the school, greeting students, helping in the lunchroom, running monthly community meetings, creating and working with student groups like Peer Leaders and Student Council, and promoting the universal school rules (Take Care of Self, Each Other and School).

In the December 16 issue of the district newsletter, we will write about addressing social-emotional needs of our students in the middle school and high school.

### NOVEMBER PROFESSIONAL LEARNING ACTIVITIES

Much of the November professional learning days were spent writing curriculum to comply with state mandates. As written about in great detail last year and in the [August 2019 issue](#) of the district newsletter, the Haddonfield School District recently experienced New Jersey Quality Single Accountability Continuum (NJQSAC) review process for the first time in about a decade. QSAC is a monitoring process for all schools in the state to ensure that students are provided a fair and quality education as well as to ensure quality compliance with governance, facility, human resource and business office protocols. It is overseen by the state Department of Education (DOE) and should be reviewed every three years by the county DOE.

We entered into the process knowing that we would receive low scores (less than 80%) in several areas, and in fact the QSAC review identified 31 areas as "out of compliance." As of today, November 18, we have brought 29 areas back into compliance.

During the November 4-5-6 Professional Learning days, teams of teachers in every school, grade level and subject area worked together to address one of the more significant and time-consuming areas of non-compliance: curriculum writing. As New Jersey state standards changed over the years, Haddonfield had not always updated curriculum to meet those standards. Where course curricula did exist, certain state-mandated features often were missing such as special education accommodations and modifications, gifted and talented accommodations, technology integration, a pacing guide for families, and the integration of Holocaust, genocide, and Amistad topics.

"I am very proud of our teachers who took on the arduous work of updating our course curricula," said Dr. Colleen Murray, Chief Academic Officer. "All-in-all they updated roughly 75% of the district's curriculum, and that goes a long way toward our goal of 100% compliance."

In February, members of the QSAC team will return to the District to re-examine the 31 areas that needed improvement, and the administration expects to pass in all areas.

Teachers took part in many other kinds of Professional Learning. A few examples are: learning more about the Responsive Classroom, brushing up on the Lucy Calkins Unit of Study (reading), learning more about data analytical tools such as LinkIt, becoming familiar with Newsela (adaptive reading/current events program) and recognizing early signs of dyslexia.

"Professional Learning is essential in a school district that aims to continuously improve and grow," said Murray. "Through their zealous labor during these PL days - by carefully tending to what defines their classroom practices - our teachers are showing our students what it means to be a lifelong learner."

### SCHOOL NEWS



#### "Friends Wanted" in Central Second Grade

Megan Saline's second-grade students came together to discuss friendship.

*What makes a good friend?  
Am I a good friend?  
What kind of person would I want as a friend?*

After thoughtful consideration, they wrote anonymous "Friend Wanted" ads and posted them for all to see. As the students read the ads, they asked themselves if they fit the description. If so, then they lifted the post-it to reveal the name of the author, someone who might very well become a new friend!



#### Fourth-Graders Explore the Red Trunk

Last week, fourth-graders at Elizabeth Haddon, Central and Tatem Elementary Schools learned about the culture of Oaxaca, Mexico, through the Oaxaca Red Trunk Project.

The Red Trunk Project aims to teach children to Respect Every Difference; the "RED" in "Red Trunk." The trunk arrived full of artifacts and teaching materials that served as a social studies unit introducing another culture. Students examined dozens of items (arts and crafts, clothing, currency, musical instruments, spices, maps, toys, etc.) and matched them with "Kids in Oaxaca" booklets that detailed the lives of children in Oaxaca. The Red Trunk Project enabled students to connect with distant parts of the world and to develop an appreciation and understanding of a different way of life.



#### Tatem Fourth-Graders Code with Ozobots

Thanks to the PTA, fourth-grade students at Tatem are learning about programming with [Ozobots](#) as part of their STEAM Lab activities. Students love using the Ozobots because they can control their motion, direction, speed and light effects using colored markers. The students learn what color makes the Ozobot turn left, slow down, speed up or turn around, then draw a path for them to follow.

Because this is a 100% unplugged experience, learners at all levels can begin to learn to code. Yet creating the paths allows students to practice important concepts like sequential thinking, syntax and debugging while laying the foundation for more advanced coding and robotics skills.

"After learning how to use the various colors to code the Ozobots to travel through one continuous path, the students then built a LEGO town for the Ozobot to travel along," said teacher Megan Schneider. "Some features of our LEGO town were a parking garage, car wash and drive thru."



#### "LIT" Seventh-Grade Art Installation Celebrates Light

From art teacher Tracy Steele's hand-out at the seventh-grade art installation on November 1:

What is LIT?  
LIT is all about LIGHT.  
We learned about LIGHT-  
Electricity charges and waves.  
We learned about Nikola Tesla-  
His inventions and coils and rays.  
We learned about art, light called Value-  
Black and white, tones and hues are created.  
Light makes colors and rainbows and sunsets.  
We learned about making and doing and fun.  
We learned about STEAM.  
That's how LIT was done.

Visitors were led into a space just off the auditorium by seventh-grade docents who talked to us about Nikola Tesla, light and lightning and how the display was created.

"We worked on a lot of smaller parts," said one student. "Putting it together, creating this larger thing was a lot of fun."

Flashing lights imitated lightning, examples of Tesla's drawing were displayed, an enormous sunset over a cityscape drew our attention and aluminum foil strands represented electric currents flashing through the air.

"There were many different kinds of learning involved in creating this art installation," said Steele. "Students used problem-solving skills, they had to see the connections between the parts, and they learned a lot about light, color and value scales."

Seventh-grade will create one "LIT" installation every quarter, but the theme and the approach will vary. Don't miss the next one!



#### AP U.S. Government and Politics Students Interview Voters

Prior to the November 5th elections, students in Jeff Boogaard's AP U.S. Government and Politics class completed an assignment designed to measure the current American political culture as manifested in a small but varied group of people. Students were asked to interview five adults representing as much diversity as possible in age, educational levels, religion, socioeconomic background. None of the subjects could be interviewed by another student in the class.

Each student wrote between 15 and 20 questions that dealt with labels such as conservative and liberal, trends in voting, issues that have affected voting (such as religion, gender, etc.) and anything that might address political ideology. After each interview, the student was required to write a one-page summary and analysis of the interview, including a brief biography of the subject and reflections on his or her remarks. Finally, the students wrote a two- to three-page analysis of the entire assignment.

"In completing this assignment, students were able to see the different characteristics of political socialization and how they ultimately impact decisions that voters make," said Boogaard.

"I learned a lot about local politics and how different people view the issues," said senior Maddy Stadler. "I especially loved interviewing my neighbor, who was a candidate as well as a voter."

Stadler turned 18 in June, so this assignment was timed perfectly for a first-time voter. Becoming more and more interested in the local elections, she attended the Commissioners Forum and noted with dismay how few young people were present.

"I would have voted anyway, but this assignment really encouraged me to think about politics, voting and culture," she said. "I know I'll continue to be interested and engaged in local politics."

**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.