



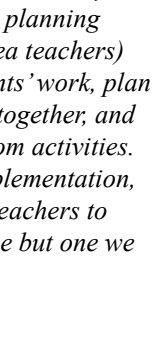
HADDONFIELD SCHOOL DISTRICT

... news from the Board of Education

FROM the SUPERINTENDENT

Dear Haddonfield Families:

Happy New Year! I wish everyone a Happy and Healthy New Year ahead filled with wonderful educational experiences.



As we begin 2020, let's continue to focus on some of the changes we are looking to make for the next school year in the elementary program. Currently, our elementary core subject teachers do not have time to plan together. There may be, by chance, one period during the six-day cycle in which teachers of a particular grade level have a common planning period.

Common planning time among educators is a crucial element in the success of any elementary school. It is a staple practice of the best suburban school systems. Building common planning time for core subject area teachers (i.e., all first-through fifth-grade core subject-area teachers) helps improve instruction by allowing teachers to share best practices, review students' work, plan curriculum, understand pacing, share best lesson-planning and execution practices together, and plan with their co-teacher how to best include children with IEPs in regular classroom activities. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule daily for common planning. Asking teachers to carve out time to plan together before or after school is a less than desirable practice but one we have attempted in Haddonfield.

According to edglossary.org, **common planning time** is defined as:

"In most cases, common planning time is considered to be a form of [professional development](#), since its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in lesson quality, instructional effectiveness and student achievement. Generally speaking, these improvements result from (1) the improved coordination and communication that occurs among teachers who meet and talk regularly, (2) the learning, insights and constructive feedback that occur during professional discussions among teachers, and (3) the lessons, units, materials and resources that are created or improved when teachers work on them collaboratively. While common planning time may be used for other purposes in some schools and situations – for example, staff members may use the time to coordinate an academic program or school-improvement initiative – the term is predominately associated with teaching-related planning and work."

In order to create this time for our valuable teachers, there will have to be some changes in the schedule. The elementary principals and I will be discussing those changes on January 23 at the Board work session (7:00 p.m. in the high school library). After that meeting, the presentation on the schedule changes will be available online if you can't attend the meeting. Basically, for this common planning time to happen, most of the special area subjects like Spanish, PE, Health, Chorus, Music and Art will see alterations that are in line with what most N.J. suburban schools already do. We will also put an article in this publication once the presentation is made to the BOE on January 23 and our internal staff are aware of all the proposed changes.

I hope you are enjoying the warm weather. I know, someone will say "You jinxed us by saying that," but for those of you who love the Northeast in winter, I'm pretty sure it's all ahead of us, so enjoy the rest of January!

Sincerely,

Larry Mussoline, Ph.D.
Superintendent

Upcoming Board Meeting Dates:

Work Session Meeting	January 23, 2020	7:00 p.m.
Regular Board Meeting	January 30, 2020	7:00 p.m.

[All 2020 Board Meeting Dates on our website.](#)

Kindergarten Information Night is February 6

Residents of Haddonfield who are parents or guardians of children entering kindergarten in September of 2020 are encouraged to attend Kindergarten Information Night on Thursday, February 6, 2020 at 7:00 p.m. at Elizabeth Haddon Elementary School, 501 W. Redman Avenue, Haddonfield.

To enroll in kindergarten, children must be five years old by October 1, 2020.

Teachers and the principals of all three of our elementary schools will be available to answer questions about curriculum, classroom support, the PTA, contact information, class size and the registration process.

You may pre-register your child(ren) and sign up for a registration appointment at your particular elementary school. Registration appointments will take place throughout the day at all three schools on Thursday, February 13th.

In addition to Elizabeth Haddon School, Haddonfield children may attend J.F. Tatem Elementary School at 1 Glover Avenue and Central Elementary School at 3 Lincoln Avenue, depending on the family's home address.

To RSVP for this event, [go to this link](#).

For other new student registration information, please [visit this page](#) on our website.

Please share this information with others who may not receive the district newsletter.

DISTRICT NEWS

Lizzy Haddon and Tatem School Vestibule Project Update

In June of 2019, the Haddonfield BOE approved the creation of secure vestibules at Elizabeth Haddon and Tatem Elementary Schools as a part of this year's 2019-2020 budget. During the summer of 2019, when this project was being designed by the architect, the architectural group told the District that this project could be bid by at least January and finished over Spring Break at the latest, and possibly even earlier.

Since last summer, that timeline has been changed by the architect. When we met with him in December of 2019, we were informed that the site work at Lizzy and Tatem, from demolition to completion, will take considerably longer than anticipated. Although all approvals came back in the time frame the architect predicted, we learned that the project will be bid in early February.

The new timeline provided by LAN Architects is as follows:

- NJDOE approval was received on December 9, 2019.
- Bids will be issued in early February 2020.
- Bids will be opened sometime in late February 2020.
- The contract for the construction of both projects should be awarded on February 27, 2020, at the regular BOE Meeting. The legal Notice of Award will be issued/posted on Feb. 28, 2020.
- Execution of contracts, insurance and bonds should occur about March 20, 2020.
- Site survey & submittals are due by the end of April 2020.
- Construction at both sites will commence on June 20, 2020 (the last day of school).
- Construction completion will be required no later than August 28, 2020.

In December, we were told by the architectural group that, if we began the project during the school year, we would lose access to the main entrances of both buildings for a period that would extend over two to two-and-a-half months starting sometime in mid-March. If the main entrances to both facilities were completely shut down, everyone entering and leaving the building would have to do so at alternative, unsecured portals. Also, by closing the main entrances to both buildings, everyone in those buildings would lose access to critical egress portals. That would be unacceptable.

While we too are disappointed in the now advanced timeline of this very important project, we are pleased that this essential work is finally moving forward and will be in place for the start of the 2020-21 school year. Once completed, this project leaves every building in the Haddonfield School District with secure vestibules. A first for the Haddonfield schools.

QSAC Update

The long period of work associated with the [original QSAC review](#) is entering its final stages in February.

New Jersey Quality Single Accountability Continuum (NJQSAC), usually referred to as QSAC, is a monitoring process for all schools in the state to ensure that students are provided a fair and quality education. Overseen by the state Department of Education (DOE) and reviewed every three years by the county DOE, the QSAC review hadn't occurred in our district since 2009 because Haddonfield student test scores were so high. The almost decade-long "exemption gap" between our most recent review and the current one (initiated in July 2018) allowed good habits of record-keeping and systems-maintenance to slip.

The official review took place in December 2018, and the results were not good, as we expected. The Haddonfield School District failed (failure is under 80% compliance) in four of five areas. Although we passed in the Governance category, we scored under 80 in Fiscal, Operations, Personnel and Instruction/Program.

After submitting a District Improvement Plan to the New Jersey Department of Education in June 2019, we were given six months (from the date the plan was approved) to bring all areas into compliance. The interim review is February 18 and 24, 2020.

Many out-of-compliance issues were associated with incomplete documentation. For example, minutes and attendance sheets are required for every meeting, and personnel files must contain certain documents for each employee. These items were easy, although time-consuming, to correct.

The most challenging area to bring back into compliance was the Instruction/Program segment of the review because the district's curriculum needed to be entirely rewritten to reflect New Jersey state learning standards. This has been a colossal task and has required many hours of thoughtful effort by teachers and administrators in every academic department and at every grade level. In fact, almost all professional development time this year was devoted to curriculum writing since properly written curriculum is the backbone of high performing school systems.

"I believe we are ready, and I expect that we will be assessed as 'in compliance' in every area," said Chuck Klaus, Assistant Superintendent. "I am proud of the effort exerted by so many of our staff to get so far in such a short period of months."

If Haddonfield passes all five areas of this February's review, we will return to the every-three-year QSAC review schedule regardless of student test scores. The next regular review would then be December 2021. Once we receive our evaluation from the state, probably sometime in May or June of 2020, we will report it to you promptly.

District-Wide Facilities Assessment Update

In the summer of 2019, the Board approved a plan to contract with "Dude Solutions" (formerly "School Dude") to complete a Facilities Condition Assessment (FCA) in each district building. The purpose of the physical plant assessment is to inventory the age and condition of every system (HVAC, for example) and each component (windows, for example) so that the Board can properly plan for maintenance, repair and replacement as needed over time. Following the recent construction referendum in the district and looking ahead to an updated Long-Range Facilities Plan, "capital forecasting" is essential.

In November, two facilities specialists evaluated every building that is part of the Haddonfield School District. The final report – with recommendations looking ahead 20 years – will be submitted during the summer. The FCA recommendations will include a timeline for upgrades as well as estimated costs.

"The maintenance staff in Haddonfield has done an outstanding job maintaining aging equipment, so these items tend to last longer than the predicted number of years," said Facilities Director Tim McFerren. "However, to be the best stewards of our facilities and to appropriately plan for future expenses, we need to have a professional assessment like this."

"We are proud of our schools and are committed to taking care of the buildings today and into the future," said Susan Kutner, member of the Board and chair of the Facilities Committee. "Collecting this data and presenting it to the community will give us critical information to create the most effective Long-Range Facilities Plan possible as well as to ensure the longevity of our buildings."

Results of the final report will be shared when available.

January 29 Data Analysis and Professional Development in February

One change to the 2019-2020 school calendar has been to include three late-start days: September 25, January 29 and March 25. Although we recognize that late-start days may create inconvenience, the value of this time for our staff, students and the district as a whole is considerable.

[District plans for Professional Development](#) are posted on our website, and they include grade-level meetings, Professional Growth Groups, curriculum writing sessions, Teacher Leader meetings, training in new programs and much more. On the late-start days, our teachers will collaborate in order to identify classroom and even individual student learning gains during this school year. How is that done? By analyzing interim assessment data.

Interim assessment data can be collected during the school year by various means. Haddonfield uses LinkIt! interim tests to gather such data for the district. The LinkIt! assessments are classroom tests given two or three times per year in math and English Language Arts (ELA). They have been developed under the same conditions, protocols and review procedures as those used to appraise the New Jersey Student Learning Assessment (NJSLA). They assess what students should know and should be able to do in each grade level according to state standards from grade 3 to grade 8. (There are also LinkIt! interim assessments for some high school courses such as Algebra I.) Because the tests are not designed or used for student data tracking, the results are not provided to parents. They are used by our teachers to gauge learning to date in their classrooms, to help them understand what standards our students are mastering, and to plan for future teaching and learning.

For two hours on January 29 (and again on March 25), teachers and principals will work together to review the results of LinkIt! interim testing. Evaluating these results allows us to identify and address both broad and individual concerns. So, for example, the group assessing math benchmarks at the elementary level can determine what concepts are being mastered by an entire grade level, as well as concepts that have not yet been acquired by individual students. The process of data analysis thus allows us to personalize learning on an individual basis. Pinpointing the strengths and weaknesses of individual students means that we can reach or enrich for that particular student, as needed.

"Having excellent teachers and solid curriculum is part of what makes a school district successful. Key to that success is data analysis. So we must carve out time to regularly review progress and redirect our efforts based on concrete data," said Dr. Colleen Murray, Chief Academic Officer. "Personalizing learning is a primary goal of the process."

Looking ahead to the next full day of professional development on February 18, Murray shared the following information:

Elementary school teachers and principals will work with Roseann O'Donnell, a senior consultant from our elementary math program, [Everyday Math](#). O'Donnell has trained teachers to use research-based pedagogy, data-driven differentiation and adaptive tools to personalize learning. She is responding to the requests of the elementary principals and Teacher Leaders for enrichment activities and standards-alignment support.

At **Haddonfield Middle School**, a presenter for Gifted and Talented (G/T) education, Ellen Braffman, will work with all HMS teachers on how to differentiate teaching for gifted and talented students. This presenter has worked with us before. She spent years supervising the University of Pennsylvania Graduate School of Education and as the G/T program supervisor for the Lower Merion School District. This work will benefit all students as teachers learn more about differentiation and rigor.

At **HMHS**, [Kate Baker](#), a specialist in contemporary learning, will work with our high school teachers on how to design sustainable and collaborative, technology-infused learning communities. After more than two decades as a high school English teacher, Baker has extensive experience with professional development for such organizations as the International Society for Technology Education (ISTE), The New Jersey Education Association (NJEA), Edmodo and the National Council of Teachers of English (NCTE). This day of learning will support teacher requests for more learning on the transition to a contemporary learning environment.

"Our plans for professional development spring from our district goal for 'Contemporary Teaching and Learning,'" said Murray. "It is our intent to include relevant, flexible learning environments and purposeful experiences to continuously improve."

SCHOOL NEWS

Central's Third Grade Explores Polygons and Quadrilaterals

In Miss Oskowiak's third-grade class, students are learning about polygons and subcategories of quadrilaterals. Recently, a few students explored relationships between quadrilaterals by reading a Chinese folktale that uses tangrams to tell a story about shape-changing characters. (The tangram is a dissection puzzle consisting of seven flat shapes, called tans, which are put together to form other shapes.) Students worked together to build these shape-changing characters using their tangrams!



Exploring with Tangrams

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Second-Graders Read and Write Non-Fiction

Ask Charlotte and Theresa about zebras or llamas, and you will get lots of interesting information. Second-grade students at Elizabeth Haddon have been reading non-fiction books and learning how to extract and organize facts on their particular subjects. Using sticky notes, they work categories ("food") and facts ("grass and flowering plants") on each page as they work their way through their books. The result is that every student has developed expertise in one subject, and the students are proud to share what they have learned!

Looking ahead, students will use their collected facts to write an expert book about their subjects. They also plan to invite parents to "meet the experts" at a learning celebration in February.

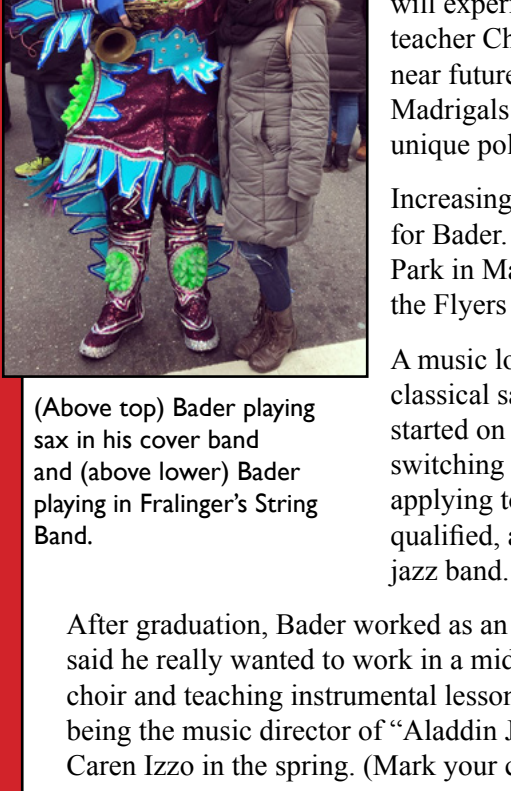
Tapping Out Letter Sounds at Tatem Kindergarten

In kindergarten at Tatem, students use their magnetic alphabet boards to tap letters and sound out words. First the teacher says a word: "map." The children take turns identifying the sounds they hear, and then they look for the appropriate letter.

"I hear 'mmmmmm,'" says one student. "I need an 'm.'" This continues until every child has formed "map" on his or her board, gently tapping each letter and sounding out the whole word.

The next step is to create word families: map, tap, sap, cap and so on. Great job, kindergarten!

Left: Matthew demonstrates for the class.



What and Who is New in the HMS Music Department

The Music program at Haddonfield Middle School is growing.

"There are 65 students in band, and 110 in choir, and almost every week someone else signs up," said Albert "Buddy" Bader, HMS music teacher.

New to the district in September, Bader notes two significant changes that have helped to strengthen the music program this year: Bulldawg Block scheduling and mandatory lessons. In the past, band and choir met about once a week, but now they meet every other day. Additionally, students who choose to play a band instrument must have a lesson with Bader in between rehearsals. Increased time practicing and playing with the group has made a big difference in student confidence and performance quality.

Bader and the other music teachers have been finding more ways to collaborate. Elementary music teacher Michael Hecker and Bader brought the elementary and middle school bands together to perform at halftime for the HMHS Homecoming football game. They are planning a "moving up" day for the elementary band members to spend time with the middle-schoolers. Additionally, Bader's band students will experience a similar "moving up" day with HMHS teacher Chris Janney and the high school musicians. In the near future, HMHS music teacher Tyler Mills will bring the Madrigals to an HMS choir practice to introduce them to their unique polyphonic style of choral music.

Increasing opportunities outside of the district is another goal for Bader. The choir will perform in a competition at Hershey Park in May and the band and orchestra will play pregame for the Flyers on February 6.

A music lover all of his life, Bader was taught jazz and classical saxophone by his music-teacher grandfather. He started on the trumpet in kindergarten ("way too early"), switching to saxophone when his front teeth grew in. Upon applying to Rowan University, he auditioned on the sax and qualified, as a freshman, as first chair in wind ensemble and jazz band.

After graduation, Bader worked as an elementary music teacher in another district, but said he really wanted to work in a middle school. In addition to directing the band and choir and teaching instrumental lessons here in Haddonfield, he is looking forward to being the music instructor of "Aladdin Jr.," the Haddonfield school play directed by teacher Caren Izzo in the spring. (Mark your calendar for April 2 and 3!)

Music plays an important role in his personal life today. Bader plays in a 10-member cover band called Mystery Machine, and is an active member of Fralinger's String Band, a competitive Mummers band.

"Music is a language that has been around forever," he said. "I am happy to have a job that allows me to expose students to this language that has been such an important part of my life."

Changes in Computer Science Program at HMHS

Looking ahead to fall 2020, Haddonfield Memorial High School students will have different choices in computer science.

The four-course computer science classes are all full-year courses:

CP Computer Science (redesigned)

AP Computer Science Principals

AP Computer Science A

Computer Science and Robotics (new)

CP Computer Science is the new introductory Computer Science course which replaces Intro to Computer Science. This course can propel students to higher-level Computer Science courses at HMHS or serve as a single course for those who simply seek exposure to the subject. The class will include drag-and-drop activities, learning and using the language of computer programming and some robotics.

CP Computer Science and Robotics is brand new and will be the culmination of the Computer Science program at HMHS. This course will challenge students to apply the skills they have learned to solve real-world problems.

"My hope is that students who reach this fourth class will be skilled enough and interested enough to work on real-world problems throughout the year," said teacher Matt Leighty. "Because it is not an AP class, there are no required concepts and no projects that I must include, and so there will be a great deal of room for creativity and productivity."

Haddonfield School District News is created and shared semimonthly on the 15th and 30th of each month throughout the school year.

It is written by Communications Specialist Polly Mitchell and distributed to staff, families and community members.