



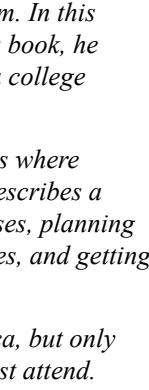
# HADDONFIELD SCHOOL DISTRICT

... news from the Board of Education

## FROM the SUPERINTENDENT

Dear Haddonfield Families:

A week or so ago I attended a national superintendent summit in New York. Michael Horn was the keynote presenter. Horn is a Harvard Business School (HBS) graduate and researcher in innovation, specifically what he and Clay Christensen call "disruptive innovations" that are changing the world. He and HBS Professor Christensen collaborated on books from "Disrupting Class" to "Blended," and most recently Horn published "Choosing College: How to Make Better Learning Decisions Throughout Life."



He spoke about his most recent research addressing the college-choosing conundrum. In his research, he asked the key question, "What do we hire colleges to do for us?" In his book, he chooses the more recent flipping-the-script problem in American society of "will a college choose me" to "what college will I choose?"

In the book, he talks at length about high SES (socioeconomic status) school systems where students and parents feel the pressing need to be chosen by a select college. Horn describes a student who does everything to get that college's attention; taking all the right courses, planning the best program throughout high school, taking all the highly GPA-weighted courses, and getting good grades, but s/he doesn't get accepted into that first-rate school. Why?

Horn attributes "why" to the fact that there are 4,000 accredited colleges in America, but only 500 of them admit 75% of the applicants. So we're selective in where we feel we must attend. Couple that with the fact that, in 1990, 7% of high school graduates applied to college as compared today with 35% applying. Many more students are applying to these particular colleges today, and that is driving the selectivity of these schools to greater heights. Horn asks, "What about other college options? Why are so many American students only applying to these select colleges?"

So he and his research team initially sought the answer to "Why do people go to college in the first place?" Simply, his team found five reasons:

1. **Because of the prestige and reputation of the college.** Horn found that many of these students attending the nation's best schools have very little sense of what they will do when they get there. They want to go to these schools anyway because they are perceived as the best.
2. **Because someone else expects me to attend college.** 74% of the students who said they went to college under this premise dropped out or transferred to another college.
3. **Because I am running away from something.** Horn called these students the "help-me-get-away" students who are running from something but not necessarily toward something.
4. **Because I want to step up in my life.** These college entrants are usually adult learners who understand what they need to advance, and they go after it in college.
5. **Because I simply want to keep learning.** Again, this group is mostly adult learners who want to go to college purely to learn more.

What does all this mean?

Horn believes that the most successful college students are those who have developed a purpose and passion for some career track before entering a specific program. Devoting of that key trait at the onset of college, he sees gap years as being helpful to some and applying to alternate-route colleges (rather than the top 500) helpful to others. Traditional-colleges-for-all beliefs are not the best worldviews to hold as gospel. In other words, looking into gap programs like [iXU Fellowship programs](#) or Wayfinding experiences to discover that driving passion before entering college may benefit those who are a bit lost as to where they want to end up after college.

Horn believes that clarity of purpose to attend college is mission-critical for all young people before they waste time and money on a poorly fitting postsecondary school. To get that clarity of purpose, Horn suggests more exploratory experiences for college entrants. If you'd like to read more on this, Horn's book referenced above may be a good read for you. If you like podcasts, [listening to Michael Horn](#) on this topic may be time well spent.

I hope you are enjoying the middle of winter so far. I know I am. I am also rooting very hard for our groundhog friend to miss seeing his shadow and signal the beginning of spring. Why? Because we need a warm and dry Citizens Bank Park field ready for the Phillies home opener on April 2nd.

Sincerely,

Larry Mussoline, Ph.D.  
Superintendent

## Upcoming Board Meeting Dates:

Work Session Meeting	February 20, 2020	7:00 p.m.
Regular Board Meeting	February 27, 2020	7:00 p.m.

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

## Kindergarten Information Night is February 6th

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

### Update on the Long-Range Facilities Plan

During Thursday's BOE meeting, the capacity and educational adequacy analysis section of the Long-Range Facilities Plan (LRFPP) was presented by Board member Susan Kutner. This section evaluates the ability of Haddonfield's school buildings to accommodate the anticipated enrollments and the district's programs and vision. The major goals of the LRFPP are to enhance the educational environment to support the curriculum and enrollments and to provide adequate flexibility for future change. Since school environments impact learning, the buildings were assessed to determine the extent to which they can (1) accommodate a range of future enrollments without sacrificing program delivery objectives or efficiency standards; and (2) support the educational programs in terms of the types, sizes and fit-out (furniture and equipment) of learning and support spaces. Building capacity and educational adequacy are examined together because they are inherently connected. School districts must find a way to accommodate enrollments. If additional space cannot be created or leased, existing building capacity will be increased by raising class sizes, subdividing classrooms, and/or reassigning non-capacity-generating spaces, such as art rooms in elementary schools, to general classroom use. In each of these scenarios, capacity is achieved at the expense of ideal program accommodations, which potentially impacts teaching and learning. Although district policies and programs are the dominant evaluative standard, NJDOE codes and regulations and modern school design practices are also considered. The deficiencies will ultimately form the goals and objectives of the option analysis. The [presentation](#) can be found on the district's website.

### New Schedule for Elementary Schools Takes Effect this Fall

Over the last 18 months, principals in all five Haddonfield schools have gathered teams and worked hard to improve tried school schedules for the purpose of social-emotional wellbeing, instructional time allocation, common planning time to improve instruction for all students, and for added student enrichment. The Haddonfield Middle School (HMS) introduced its Bulldawg Block schedule in the fall, adding flexibility for student enrichment and instructional opportunities as well as to address the social-emotional needs of our students and staff. Both the HMS and the Haddonfield Memorial High School (HMHS) schedules were written about in the [March 2019 issue](#) of this newsletter, and the new HMHS schedule is shared below. It kicks in this September and provides two days each week with 80-minute block periods and extended lunch periods. This schedule was designed to reduce stress and provide a more flexible teaching and learning experiences.

The elementary schools will begin the 2020 school year with a new schedule as well. The primary goal for the principals and teachers working on a new master education was to create and/or increase common planning time for core and special education teachers. Common planning time provides the opportunity for all core teachers at a particular grade level (or special area) to meet together to plan instruction.

The [Inclusive Schools Network](#) discusses the benefits of this model: "Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to contribute meaningfully to curriculum development and implementation, sufficient time should be built into the schedule rather than carved out of before- and after-school time."

Dr. Eileen Merritt of Arizona State explains it this way, "Teaching is a full immersion experience. When teachers are at school, most of their time is spent face-to-face with students, simultaneously playing the roles of instructor, counselor, coach and nurse. As a group, they have big hearts and are selfless in their efforts to teach and care for their students. But a productive day of teaching requires substantial planning time to choose effective strategies, design lessons, prepare materials and collaborate with others. Any good teacher will tell you this, and they do, whenever they are asked."

"Unlike the 'scatter plot' master scheduling of the past, we worked toward standardizing periods of the school day to specified blocks of time, allowing for more consistency in our special-area instruction and regular preparatory periods for teachers," said Tatem Principal Valerie Cline. "Faculty and staff will gain daily opportunities for collaboration and common planning. Crucial to the success of any strong elementary school program, this change allows for additional planning and professional learning among teachers at each grade level, as well as between general education teachers and special education teachers who provide instruction in our inclusion classrooms. Ideally, all of our students will reap the greatest benefits from these adjustments to our master schedules with regard to core academic subjects, while we strive to maintain or improve upon time allocated for education in the arts."

"Common planning time among educators is an essential element in the success of any elementary school," said Elizabeth Haddon Principal Gerry Bissinger. "It is a staple practice of any high-quality school system. Currently our teachers are finding small chunks of time before, after and during lunch to collaborate, but we need a better, more consistent model that embeds collaboration into the school day. This will result in improved student learning."

To create common planning time, every class schedule was examined closely. The results were [shared in a presentation](#) at the January 23rd meeting of the Board of Education.

The crux of the new elementary schedule is collaborative planning time built into the day as follows:

- 45 minutes of co-planning time daily for all teachers in grades 1-5
- Increased co-planning time for kindergarten teachers (there is little or none currently)
- More common planning time for special ed. and general ed. teachers
- Co-planning time daily for all specialist teachers

The benefits of the new elementary schedule are numerous! There will be more instructional time for core subjects: Language Arts, Math, Science and Social Studies. This will increase by 2.5 hours per year in grades 1 to 3 and 15 hours per year in grades 4 to 5. Teachers will have longer blocks of uninterrupted instructional time and will be able to meet with their administrators during prep periods without requiring a substitute or Educational Assistant to cover their classes. The half-day schedule was improved as well. Beginning this fall, half-day class times will be consistent, and no students will miss special-area classes.

The team made other changes for specials. For example, we will be moving away from scheduled large group choral instruction during the school day due to the challenge of teaching a very large number of students who may or may not be interested in participating in choir. Teaching students in smaller groups is a more effective instructional model. Therefore 15 minutes will be added to each class's general music time, going from 30 minutes currently to 45 minutes in the new schedule. However, general music class remains a staple special-area class at every grade level where creativity of the music teacher will incorporate choral experiences and singing. All students in fourth and fifth grades will have the opportunity to perform at concerts. Additionally, the orchestra teacher will now teach full time in the elementary schools instead of splitting her time between Central, the middle school and the high school.

"As an administrative team, we did extensive research on local schools, and other J District schools to understand how they have handled special-area classes, particularly World Language and Chorus," said Central Principal Shannon Simkus. "In regards to the Spanish schedule change, we feel confident that Haddonfield is still meeting or exceeding most other school districts' programs in Spanish. Next year, in grades 4 and 5, students will receive 15 hours of core instructional time beyond the instructional time they are getting today. Additionally, we are one of the only districts in the state and nation to add Spanish in kindergarten, something that was never previously offered in Haddonfield. Students in grades 4 and 5 will have Spanish twice per cycle, once for 45 minutes and once for 30 minutes, an increase of Spanish instruction by 15 minutes each cycle. In regard to Chorus and Band, we found that most schools offer these activities outside of the school day if they offer them at all. We're certain our students have and will continue to have excellent learning opportunities in the arts."

A few special-class periods have been reduced in length or frequency. For example, health classes will all be 30 minutes long which is a 10-minute reduction in time for grades 4 and 5, and art classes will be five minutes shorter from 50 minutes to 45. Spanish will be offered once per six-day cycle for 45 minutes for students in grades 1 through 3, which is a decrease of 15 minutes of instructional time during a cycle that is our present model.

"Creating the new schedule with a focus on common planning time was an enormous but important undertaking," said Simkus. "We believe we have come up with a schedule that is equitable for all staff and gives our teachers time to collaborate. Common planning time enables teachers to analyze data and plan for instruction based on the needs of students. During this time teachers will establish interventions for struggling learners, plan for enrichment opportunities, compare notes on lessons and instructional strategies, and use data to drive instruction. When groups of teachers participate in this high-level work and focus on student learning, student achievement improves."

### New Schedule Announced for HMHS Academic Day

We have been writing about changes being made to daily schedules in all of our schools, in particular changes that will reduce stress and encourage flexible teaching and learning environments.

(You can review an in-depth explanation of the reasons behind these adjustments for the middle and high school in the [March 2019 issue](#) of the district newsletter.)

Over the last several months, Haddonfield Memorial High School (HMHS) Principal Tammy McHale and her Bell Schedule Committee have created and tested different schedules, gathering feedback from students, teachers and parents. Last week McHale shared the final schedule in an email to the entire HMHS community. The term of art describing the schedule McHale and her staff chose is a "flexible schedule" as opposed to a "fixed traditional schedule" holding every class, every period, every day of the week for 43 minutes.

The purpose of a flexible schedule model for high schools is to provide ample time to go deeper in every subject area rather than simply having 43 minutes every day of the year to teach and learn. It reduces hallway passing time. It allows for remediation time. It allows time for students to decompress with longer lunches and a 20-minute prep time for teachers at least once during a week. And it is consistent with our critical strategic planning goal of providing a more flexible learning environment for our students to better prepare them for college and the changing dynamics of the work world.

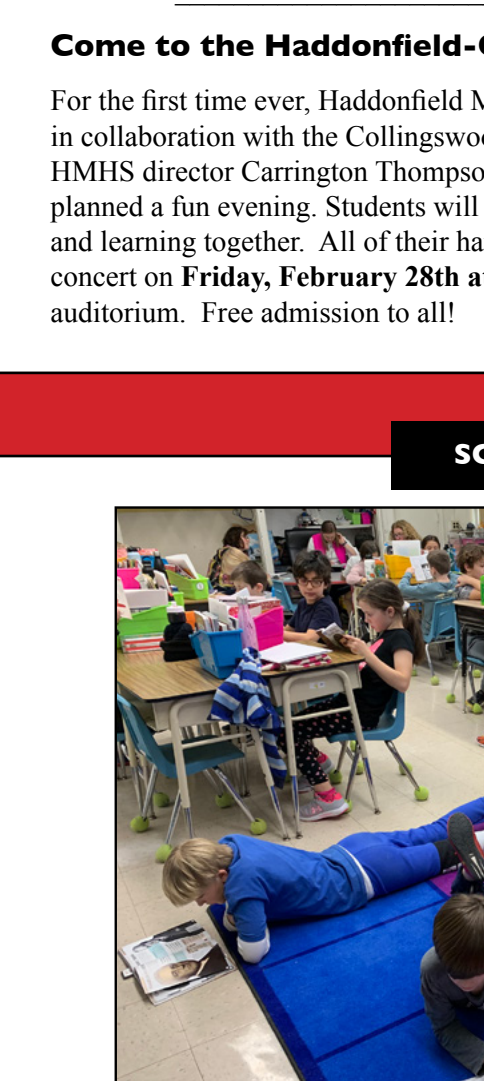
The schedule appears below. In a five-day rotation, there will be three days with 43-minute classes, similar in length to current class periods. But on two of the five days, classes will differ for approximately 80 minutes each. Those two "block days" will have two other differences: lunch periods will be one hour long, and each day will begin with an initial 20-minute period named "Dawg Time" that provides time for various kinds of meetings and connections for both teachers and students.

Time	Days 1-3	Time	Day 4	Day 5
7:57-8:40	Period 1	7:57-8:17	Dawg Time	Dawg Time
8:43-9:26	Period 2	8:17-9:37	1	2
9:29-10:12	Period 3	9:41-11:01	3	4
10:15-10:58	Period 4	11:01-12:01	Lunch	Lunch
10:59-11:43	Lunch	12:01-1:21	5	6
11:44-12:27	Period 5	1:25-2:45	7	8
12:30-1:13	Period 6			
1:16-1:59	Period 7			
2:02-2:45	Period 8			

"On the days when we tested the trial schedules, I received a lot of positive feedback," said McHale. "Students talked to me about the positives of having some longer class periods and the kind of extended learning that was taking place. Also students reported feeling less stress having only four transition periods and time to decompress at lunch."

"I'm excited to use the new schedule in the fall, to help to build a less stressful school climate and to increase project-based learning initiatives, enabling deeper learning in all subject areas. This schedule is unique to Haddonfield based on teacher feedback to maintain instructional time while increasing time for students to decompress."

The schedule goes into effect in September 2020.



Left to right, HET Board members: Adam Sangillo (also Haddonfield BOE President), Lisa Wolschlag, Wendy Conover, President Adam Puff.

### HET Awards Grants to Haddonfield Teachers

The [Haddonfield Educational Trust](#) (HET) donates a portion of its funds yearly to support Teacher Venture Grants. Haddonfield teachers complete a grant application, submit it to the HET board, it is reviewed and cross-checked with the District administrative team, and then awarded. Venture Grants are for projects and activities that support, supplement or enhance the curriculum but do not rewrite or curtail the curriculum.

On Monday, January 27th, seven Haddonfield teachers were notified that their HET grant applications had been approved. The teachers received nearly \$6,200 in grant money that will be used for the following:

- An art project uniting Haddonfield against racism, violence and hate
- A bookshelf
- "Life of a Teen" vignette books
- Unique classroom furniture
- Microphones for student-voice projects

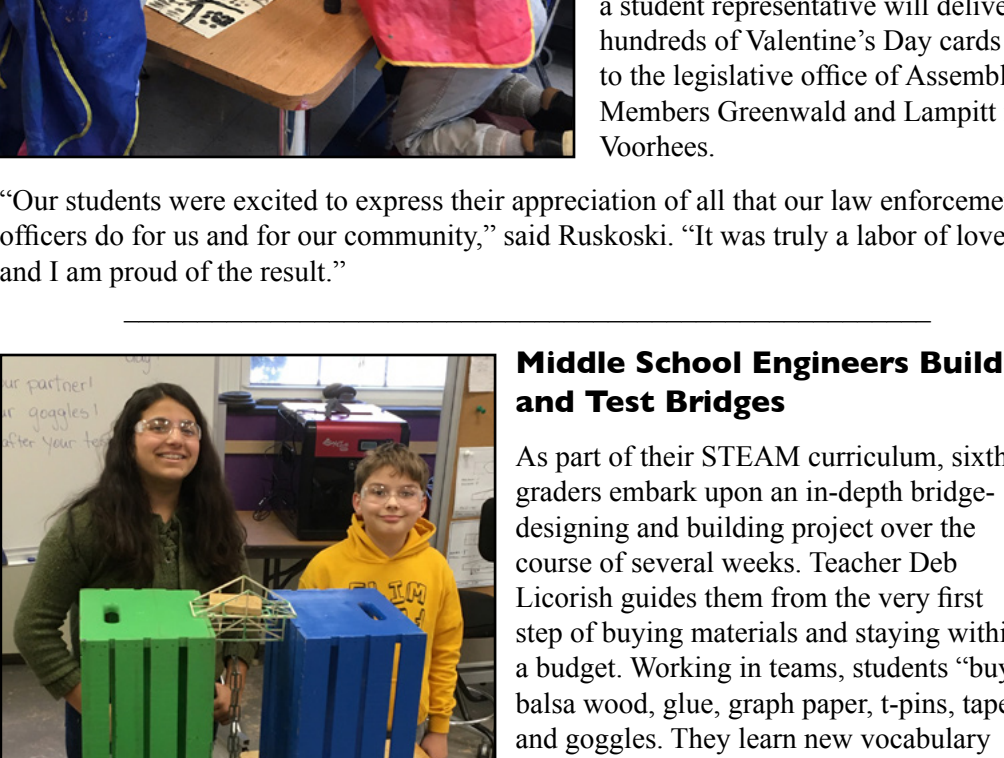
The mission of the HET is:

*The Haddonfield Education Trust is a non-profit public charity that is dedicated to enhancing the educational excellence of the Haddonfield Public Schools. As a non-profit organization, separate from the Haddonfield Board of Education, the HET manages certain scholarship funds and other investments for the Board of Education. In addition, the HET solicits and receives gifts, grants and other donations that are used to benefit the Haddonfield Public Schools and its faculty and students. Among its recent initiatives, the HET has funded over \$20,000 in Teacher Grants that enable teachers to pursue projects and initiatives outside of the budgetary constraints of the Board of Education. The HET has also committed to funding other capital projects for Haddonfield schools.*

"Haddonfield teachers have been benefiting from these grants for many years," said Superintendent Mussoline. "Venture Grants are an integral part of solid school foundation programs all over the country. We are proud and lucky to have our own education foundation, the HET, to help our teachers support our children in creative and innovative ways."

There are a variety of ways in which people in the community can contribute to the HET and help them to continue to support our teachers and students. In addition to a [direct donation online](#), potential donors can sign up for the HET's [major fundraiser, a Tavistock golf tournament](#) on June 22. The HET is a Federal 501(c)(3) organization, so all contributions are tax deductible.

### Proposed layout



### HMHS Weight Room to be Upgraded

At the January 23rd meeting of the Board of Education (BOE), Director of Athletics Lefteris Banos [shared a presentation](#) about the need to dramatically improve the high school weight room. If he were not present, we encourage you to click on the link. A picture is worth a thousand words, and Banos has included numerous photos that clearly tell the story.

The current weight room is inadequate for several reasons. There is not enough equipment (we have one treadmill, for example), and what we do have is quite old. Most of the equipment was donated, a practice that is not typical in public schools let alone one of the best public schools in the area.

As well as being a staple need for rehabilitation, conditioning and strength-training for all of our men and women athletes, a high school weight room is utilized by every student in the school through physical education class. Consisting of one antiquated treadmill, two antiquated exercise bikes, and rusty free weights, our current facility is woefully inadequate. The BOE is committed to remedying this situation and has approved an expenditure of about \$150,000 to bring the weight room up to par.

"Haddonfield has excellent teachers, high-performing students and supportive parents," said Banos. "Our weight room is simply not in the same league as our libraries, our academic programs, our sports successes, or our college acceptance record."

As long as NJDOE approvals are received as per the law, we hope to bid this project so that it is completed during the summer of 2020.

### Chinese-Haddonfield Professional Exchange in the Works

Last year, representatives from [Sunels International, Inc.](#) reached out to administrators in the Haddonfield School District with an inquiry. Would we be interested in a cooperative exchange of ideas with educators in China? In fact, we would!

The Sunels group, according to their website, is committed to "building bridges for cooperation and development between China and the rest of the world." They make all of the arrangements for Chinese professionals in various fields to travel to the U.S. and spend time with American counterparts. Their corporate office is in northern New Jersey, and Sunels managers contacted two or three school districts in the state as well as several in California.

As a result of conversations between Sunels and Assistant Superintendent Chuck Klaus, three visits to Haddonfield were planned. In the fall of 2019, 30 Chinese teachers and administrators came to Haddonfield and spent a day at the high school. A few weeks ago, 15 Chinese educators visited Elizabeth Haddon and Haddonfield Middle School. A third visit is being planned for the spring.

"We hope that the exchange program will grow over time, so that Haddonfield teachers and administrators will visit schools in China, and eventually students will experience two or three weeks in a summer exchange program," said Klaus. "I believe this could be very interesting and productive."

One of the three strategic plan goals for Haddonfield is Cultural Competency, and this exchange is well suited to meet that goal.

*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.*

"We are already learning a great deal simply by listening to their comments and questions," said Klaus. "I look forward to the continuation of what can be a beneficial exchange of ideas between dedicated educators."

### Come to the Haddonfield-Collingswood Pop Concert

For the first time ever, Haddonfield Memorial High School orchestra will be working in collaboration with the Collingswood High School orchestra to put on a pops concert! HMHS director Carrington Thompson and Collingswood director Mario DeSantis have planned a fun evening. Students will spend the day together on February 10th rehearsing and learning together. All of their hard work and collaboration will be presented in a concert on **Friday, February 28th at 7:00 p.m. in the Haddonfield Middle School** auditorium. Free admission to all!

## SCHOOL NEWS



### Collaborative Coaching at Central School

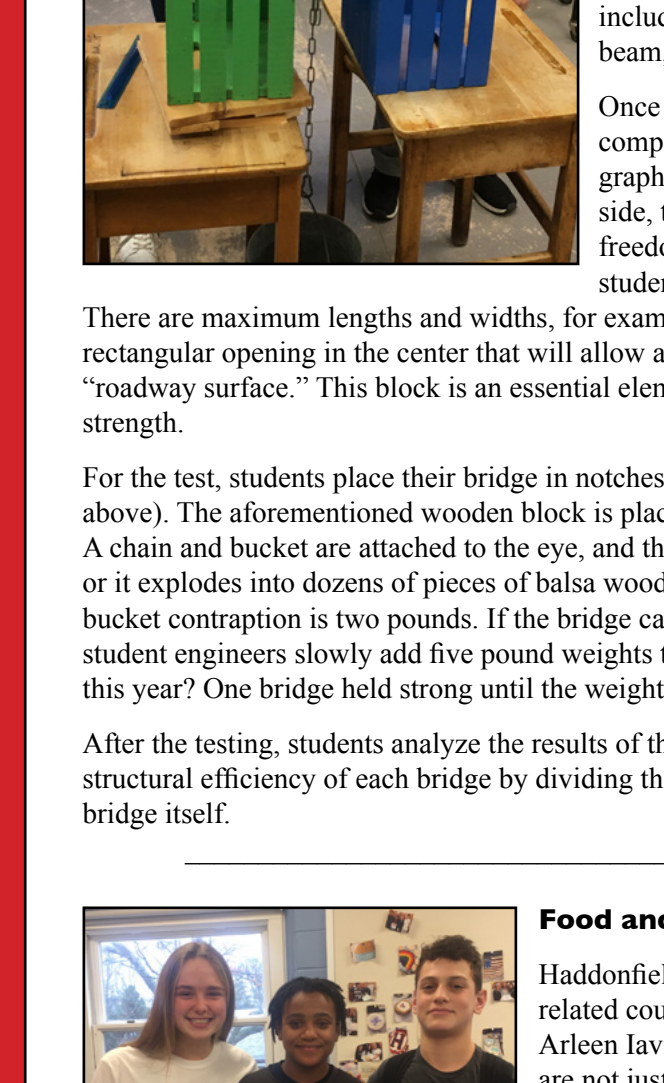
All Haddonfield elementary teachers lead the Lucy Calkins Units of Study for reading and writing instruction in grades 1 through 5. During different professional development days, Columbia University-trained specialists in the Lucy Calkins program have come to the district to provide training and to share ideas. However, our teachers rarely have had time to work together as a team on a regular school day to broaden their expertise and to learn from one another.

Last week, all of the third-grade teachers at Central took advantage of an unusual collaborative coaching experience. Two sections of third-grade students gathered in one classroom, and Principal Shannon Simkus provided coverage for the third session. This allowed all three classroom teachers to sit together and observe Central's Language Arts Specialist Chris Gill teach a model lesson to the combined class.

"Although I was demonstrating a lesson, I also got feedback from the teachers afterwards," said Gill. "Collaborative coaching benefits everyone as we learn together."

This experience was *unjustified* because there is so little common planning time for our teachers in the current schedule, and principals have to pay subs to cover classes when the teachers do meet. The new elementary school schedule described above has been intentionally redesigned to correct this problem in order to improve instruction for all children.

"The importance of common planning time can't be overstated," said Simkus. "Providing that time on a daily basis was the primary motivation behind the design of the new elementary schedule. We are so excited to make this a reality in the fall."



### Tatem Participating in "Cards for Cops" Campaign

All students at J.F. Tatem Elementary School are part of the first annual "Cards for Cops" campaign sponsored by the 6th Legislative District.

During art classes, students created different cards and artwork to show support and gratitude for our local law enforcement officers. On the afternoon of February 14th, Principal Valerie Cline, art teacher Claire Ruskoski and a student representative will deliver hundreds of Valentine's Day cards to the legislative office of Assembly Members Greenwald and Lampitt in Voorhees.

"Our students were excited to express their appreciation of all that our law enforcement officers do for us and for our community," said Ruskoski. "It was truly a labor of love, and I am proud of the result."

### Middle School Engineers Build and Test Bridges

As part of their STEAM curriculum, sixth-graders embark upon an in-depth bridge-designing and building project over the course of several weeks. Teacher Deb Licorish guides them from the very first step of buying materials and staying within a budget. Working in teams, students "buy" balsa wood, glue, graph paper, t-pins, tape and goggles. They learn new vocabulary including substructure, abutment, force, beam, load and span.

Once they enter the design stage, the students complete a full-scale, three-view sketch on graph paper, showing their bridge from the side, top and end. Although each team has the freedom to create its own unique structure, students must follow certain guidelines.

There are maximum lengths and widths, for example, and each bridge must include a rectangular opening in the center that will allow a small block of wood to rest on the "roadway surface." This block is an essential element in the final stage of testing bridge strength.

For the test, students place their bridge in notches on two wooden crates (see photo above). The aforementioned wooden block is placed with its metal eye facing the floor. A chain and bucket are attached to the eye, and the bridge either holds the load steady or it explodes into dozens of pieces of balsa wood. The total weight of the block/chain/bucket contraption is two pounds. If the bridge can hold that weight without breaking, the student engineers slowly add five pound weights to the bucket, one at a time. The record this year? One bridge held strong until the weight reached 37 pounds! Well done.

After the testing, students analyze the results of the data on a spreadsheet, calculating the structural efficiency of each bridge by dividing the load supported by the weight of the bridge itself.

### Food and Nutrition: Lessons for Life

Haddonfield Memorial High School has had food-related courses for many years, but current teacher Arleen Iavicoli makes it very clear that her classes are not just cooking classes.

"I teach Food & Nutrition I, Food & Nutrition II and American & International Cuisine," said Iavicoli. "The students learn how food choices affect their entire being, physical and emotional. They use math and science every day, keeping track of calories and learning the chemistry behind baking, for example."

They also experience the diverse world of food. Among many, many kinds of foods her students have prepared over the years are falafel, spatzle, roasted vegetables, crepes, arancini, pasta, apple crostata, frittatas, scones and meatballs. They have prepared Italian, Middle Eastern and German feasts, among others.

Iavicoli and her students are looking forward to the longer period block days that will be part of the new HMHS schedule this fall. Preparing and cooking anything in 43-minute periods has not been easy.

"My goal is for alumni to come back and tell me that they are glad they learned to try all kinds of new foods, that they take better care of their bodies through better food choices, and that they can prepare healthy food in college and in life," said Iavicoli.

Haddonfield School District News is created and shared semimonthly on the 15th and 31st of each month throughout the school year.

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

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