



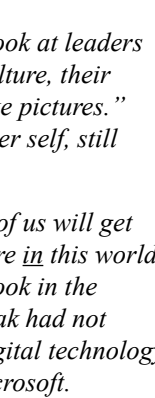
# HADDONFIELD SCHOOL DISTRICT

... news from the Board of Education

## FROM the SUPERINTENDENT

Dear Haddonfield Families:

Robert Browning leads us into this week's column. He is to have said, "Ah, but a man's reach should exceed his grasp, or what's a heaven for?" Browning is telling us that to achieve anything worthwhile we have to reach for seemingly difficult and different solutions. I guess we can easily say that America went to the moon and back on Browning's words.



The main job of any leader is to create and nurture a culture that looks beyond our grasp for new solutions to improve. We can't pedal a stationary bike, keep everything the same, and think things are perfect. No organization does that. Just look at leaders at Kodak who, in the 1970s, held the first patent on the digital camera. But their culture, their organization, their leaders said, "This is a terrible idea. Film is the only way to take pictures." After emerging from Chapter 11 bankruptcy in 2013, Kodak is a shadow of its former self, still trying to compete with more modern products.

There are three constants in life: First, we will pay taxes. Inevitable. Second, none of us will get out of this world alive. So many prophets in so many different religions tell us we are in this world but not of it. We are fragile beings. Third is change. It's also inevitable. I look in the mirror and laugh, thinking I'm seeing my grandfather! Everlasting changes. If Kodak had not opted to pedal a stationary bike, and if they could have understood the power of digital technology in the mid 1970s, we might still be saying Kodak instead of Apple or Google or Microsoft.

Searching to understand and operationalize Browning's words and understanding the inevitabilities of life, we are looking through the windshield searching for ways we can continually improve as an organization and school system... ways we can extend our reach.

To that point, our Assistant Superintendent Chuck Klaus and our Chief Academic Officer Dr. Colleen Murray visited the famed Bronxville school system in beautiful Westchester County, New York, last Friday. You might like to check out their Board meeting.

The Bronxville Union Free School District is located in the one-square-mile town of Eastchester, one of the nation's most elite suburbs. Chuck and Colleen thought that we can learn a lot from a small, suburban, high SES (socioeconomic status) school and community like Bronxville, so they made the trek to this New York suburb.

Below, please read Chuck's observations about results of the district's commitment to the "Bronxville Promise."

Best wishes for a wonderful Presidents' Day holiday break.

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.

## DISTRICT NEWS

### The "Bronxville Promise"

By Assistant Superintendent Charles Klaus

Six years ago, the Bronxville Union School District (New York) chose to make a promise based on the ideals they felt their students should possess upon graduation. This "Bronxville Promise" would ensure that all of the graduates would be innovative, critical thinkers, leaders, and possess the skills needed to make the world a better place.

- To innovate, discover, and create
- To make something new from what you know
- To find your voice and communicate clearly in order to lead with passion and persistence
- To think critically, explore nature, history, and culture
- To gain the understanding and courage to change
- To collaborate and serve
- To engage in the world around you and make it a better place.

After identifying these qualities, district leaders worked toward developing a culture designed to provide students with a pathway to fulfill the Promise. In doing so, Bronxville looked at their curriculum, standards, and skills they deemed necessary for their students to master. They realized that content alone would not impact meaningful change, but rather how this content was delivered. The students would still need to be able to communicate, read, write, understand math and science, but how they acquired those skills would need to be dramatically different.

Essential questions emerged.

- Could students be innovative without the opportunity to explore, experiment, and fail through trial and error?
- Could students be critical thinkers without solving problems and solutions on their own or with peers?
- Could students develop leadership skills without having a voice in their education?
- Could students engage with the world without ownership of the skills they developed?

The answer to all of these questions was a firm "no" and led Bronxville Schools to immerse their students in a curriculum that is delivered via authentic, real-world experiences on a K-12 continuum.

Over the last six years and with this redefined focus, the Bronxville School District has committed to understanding what it means to deliver instruction differently through student ownership of educational goals and processes. Staff spent a great deal of time learning what an authentic classroom would look like; subsequent professional development concentrated on how to deliver that instruction and create that culture. They realized that going deeper into subject understanding and not simply regurgitating facts was a critical component of preparing graduates for the future. They began to develop authentic classrooms with authentic project-based activities as one aspect of the change, but the skill of engaging students through these activities represented a second level of growth needed in the system.

Walking through the hallways of the Bronxville Schools and looking in classrooms, it was easy to see evidence of the district's philosophy. It comes in many forms. On a surface level, the classrooms are designed to be flexible spaces, created so students can work collaboratively, that are also suitable for direct instruction when needed. On a deeper level, one can see that the students recognize the importance of their role in their own education. In early grades, the work centered on students collaborating to develop themes of the lessons based on a series of images. Middle school history classrooms function with students in small discussion groups where they have been taught how to hold guided discussion.

The students decide if they need to have conferences with the teacher or if they need additional resources. They plan lesson objectives, assess their own progress, and set their own goals. Each unit results in a product, an authentic element requiring students to make contacts with individuals beyond their classroom to add meaning to the work. High school classes represent the culmination of the district's philosophy in action. After years of students learning to take ownership of their own education, classrooms take on the look of think tanks and collaboration cells.

For example, students are involved in real-life scientific studies and are required to take an active role in deciding how they will proceed. The Bronx River Project is one class in which students select an aspect of the river's pollution crisis, decide how to do their research, and then reach out to local political representatives and environmentalists to share and discuss their findings. Student data collection is saved and used by students in future classes who expand on the original work.

The goal of the Bronxville Union Free School District is to deliver content authentically by encouraging students to acquire skills through discovery, exploration, curiosity, and collaboration. By promoting these qualities, the district has grown closer to keeping the Bronxville Promise of graduating students who have the skill set needed to succeed in college and in the workforce.

### Two Additional Steps in Improving the Social-Emotional Health of our Student Communities

Whether planning for the future or going about their day-to-day tasks, the Haddonfield Board of Education (BOE), administration, faculty, and staff are guided by a district-wide commitment to the social-emotional goal of the Long-Range 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.

Two additional steps in the area of crisis and threat assessment are currently being put into place to help us to achieve this goal. One is a newly written Crisis/Threat Assessment Protocol and the second is the creation of a new counseling position that starts in the 2020-21 school year, Student Assistance Program Coordinator/Crisis Counselor.

#### NEWLY WRITTEN CRISIS/THREAT ASSESSMENT PROTOCOL

Working closely with HMHS principal Tammy McHale, Assistant Superintendent Charles Klaus has rewritten and reorganized the protocol for assessing and responding to personal crises and threats into a comprehensive binder, both paper and electronic. The binder, divided into sections that detail the action steps to be taken in any one of a number of urgent situations, has been reproduced and distributed to all principals and counselors throughout the district.

One of the primary goals in recreating the document was to make sure the district has a consistent approach to identifying and reporting issues and that no steps are skipped.

"Tammy McHale worked as a school psychologist and Director of Special Services for 20 years in another district," said Klaus. "We are extremely lucky to have someone with her experience and training bringing consistency to our crisis-response planning."

#### NEW STUDENT ASSISTANCE PROGRAM COORDINATOR/CRISIS COUNSELOR

Later this month, the BOE will vote on the approval of a job description for the new position of Student Assistance Program Coordinator/Crisis Counselor. If approved, the job will be posted in March.

The person who fills this job will be a full-time counselor or social worker with SAC (Student Assistance Certification). He/she will serve as a one-on-one counselor in the high school supporting Child Study Team mandates, helping any student in need, but will also develop activities and programs supporting substance abuse awareness tied to social-emotional wellness throughout the district. Creating stress-free spaces for students to decompress, teaching self-regulatory habits, and serving on the clinical team will all be part of the job.

"Even if there is a student crisis in another school, this person can be called upon for hands-on support," said McHale. "I anticipate that adding another person with this level of professional expertise will go a long way toward improving the school climate for all of our students as well as to greatly assist our at-risk student population."

### RFP Posted for Before- and After-School Child Care Program

The Haddonfield School District has had a privately operated before- and after-school child care program for many years. The Board of Education recognizes the importance of this service and the valuable time spent with our children. After communications with our current provider, Haddonfield Child Care, we invited them and other providers to present proposals for our review. The RFP (request for proposal) includes program goals and objectives as well as requirements for programming, minimum enrollment numbers, and hours of operation. As with the current model, space in each of the three elementary schools would be provided. You are welcome to [review the RFP on our website](#).

It is a "best practice" to look at the changing landscape of our offerings and evaluate service providers on a regular basis. It is at our knowledge, we have never completed this exercise with respect to our child care program, and we want to ensure that we are offering the best options for our students and families.

"We feel like this could be a win-win for our families who use child care services," said Adam Sangillo, president of the BOE. "Let's see if we can offer family support and student enrichment for our children in after-school care, and do it for the same or lower cost."

Interested parties should submit their proposals by February 21st.

### The Next Steps in District SEL and RULER Training

Overview of SEL Implementation	
Phase I: Readiness and Planning	May 2019-Dec. 2019, ongoing
Phase II: Panorama SEL Survey Implementation	Winter 2019 (Nov/Dec)
Phase III: Faculty and Staff Personal and Professional Learning	January-December 2020
Phase IV: Classroom Implementation and Family Engagement	January 2021
Phase V: Sustainability and Innovation	September 2021 and beyond

In the [October 30 issue](#) of the district newsletter, we wrote about RULER training that took place at the Yale University's Center for Emotional Intelligence. Social and Emotional Learning (SEL) committee co-chairs Dr. Gino Priolo and Ms. Laurie Busby (grade 5 Tatem), along with school psychologist Dr. Kristin Leren, attended this training, taking their first steps toward understanding this innovative program and making it operational.

RULER is an 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. You can learn more about the RULER approach [here](#).

To gather baseline data that will help guide and inform our SEL strategic plan (and eventually to measure the impact of the overall plan), we surveyed nearly all students in grades 3 through 12 as well as staff. In January, parents received letters about their particular students' survey results. Additionally, data review teams gathered to analyze both adult and student results and to create school reports on this data. We anticipate this work will be completed by April.

In January, SEL overviews were presented to all district faculty and staff over three sessions facilitated by Priolo, Busby and Leren. In these sessions, we learned that, from January to December 2020, we will address faculty and staff personal and professional learning.

"We need to put the oxygen masks on ourselves first, before we can assist our students," said Priolo. "So here's to taking deep breaths together! We will spend this first year learning about RULER, examining data about ourselves, and only later learning to apply the principles with students in our schools."

#### What's next?

Teams of three faculty and staff members from each of our five schools have been selected to participate in a six-week online training through Yale's Center for Emotional Intelligence from February 24th through April 3rd. The District is collaborating with the Haddonfield Municipal Alliance and Temple University's Anxiety Clinic to present a parent/teacher program on anxiety and anxious youth on March 25th at 7:00 p.m. in the high school library. During April and June, school-based teams will begin working with three of the four RULER tools, including the development of a charter.

We will continue to share our progress over the next two years as we advance in our understanding of SEL and take advantage of the RULER principles and tools. [Click here](#) to review the comprehensive plan.

### New C-Wing Air-Handling Addition Coming to HMHS

Later this year, a mechanical room addition will be constructed in the C-wing of the high school to house new air-handling equipment. This will be a tremendous improvement to the physical plant for several reasons.

The C-wing (library side) of the high school was built in 1970, and the air-handling units for heat and air-conditioning are original to the building. Designed in accordance with the code standards at the time, the units are located in a tight crawl space above the second floor that is challenging to access. It is a testament to Haddonfield's skilled and dedicated maintenance crews that these units have been in service for almost 50 years.

"There is no question we need to update the equipment," said Director of Facilities Tim McFerren. "But constructing an appropriately sized room is also extremely important so that we can more easily complete regular maintenance."

The new units will be more energy-efficient, more easily maintained, more reliable, and easier to run. New digital controls will allow technicians to set times for heating and cooling from a desktop computer.

The cost of this improvement will be between \$1.7M and \$1.8M. "At the end of each fiscal year, we look at remaining balances and put some of that money into a capital reserve account," said Board Secretary Michael Catalano. "We will access those funds to pay for the high school C-Wing air-handling addition without having to go back to the taxpayers."

The Board approved the proposal to include this expenditure in the 2020-21 budget, so work will begin on July 1st. Equipment will be installed in the fall, and the transition from the old system to the new one will take place during the week of the NJEA Convention in November.

### Latin Honors Policy and AP Weighting Change

For more information on the [above policy change approved by the BOE on January 30](#) please reference these resources:

[Letter to Parents from Principal McHale](#)

[Haddonfield Sun article](#)

There is also an article in the most recent issue of "The Retrospect" (hard copy only).

### Update on Secure Vestibules for Elizabeth Haddon and Tatem Elementary Schools

In June of 2019, the Haddonfield Board approved the creation of secure vestibules at Elizabeth Haddon and Tatem Elementary Schools as a part of this year's 2019-2020 budget. A detailed explanation and schedule were included in the [January 15 issue](#) of this newsletter. What follows is a brief update as to where we are in the process.

- The request for bids was first advertised on January 31st
- Pre-bid meetings for potential bidders were held on January 10th
- Bids will be opened on February 25th
- The contract will be awarded on February 27th at the BOE meeting
- Mobilization is planned for the weekend of July 20th
- Projects should be completed by August 28th

### Haddonfield Accepting Tuition Students

**Tell a friend!** The Board of Education announced that the district will accept tuition students in grades 7, 9, 10, 11, and 12 for the 2020-21 academic year.

The tuition program allows students who reside outside of Haddonfield Borough to enroll in Haddonfield Middle School or Haddonfield Memorial High School by paying tuition to the district. The openings are limited; interested families are encouraged to contact the Board Secretary immediately. Both the middle school and high school will offer tuition candidates a visitation day during which the prospective student will shadow a current student.

Information about the application process, arranging a visit, and tuition fees can be found at [haddonfieldschools.tuition.com](#).

Questions? Parents may contact [Barbara Nobel](#) in the BOE office.

## MARK YOUR CALENDAR

### Internet Safety/Cyber Security Program

In concert with the Haddonfield Police Department and the Camden County Prosecutor's Office, we will host an **Internet Safety/Cyber Security** presentation on **February 19th** at 7:00 p.m. in the Haddonfield Middle School auditorium.

Although held in the middle school building, all parents and guardians are encouraged to attend. It will focus on phone/Internet safety, particularly for parents of children with phones. The presentation is appropriate for adults only. **Bring a friend!**

### "Hello Dolly"

HMHS auditorium \$12 adults, \$10 students and seniors

March 6, 7, 13, 14 at 7:30 p.m.

March 8 at 2:00 p.m.

### Anxiety Program

Haddonfield School District will host a program called "Recognizing and Supporting Anxious Youth" on Wednesday, **March 25** at 7:00 p.m. in the high school auditorium. Presented by the Temple University Child and Adolescent Anxiety Disorders Clinic, parents and guardians with children of any age are welcome.

### "Aladdin Jr."

HMS auditorium \$7

April 2, 3 at 7:30 p.m.

## EMPLOYMENT OPPORTUNITIES

### TELL A FRIEND

#### Educational Assistants Needed

Haddonfield's elementary schools are seeking caring, dedicated, and child-centered Educational Assistants (EAs) to support our students. Hours are generally 8:35 a.m. to 3:00 p.m. Monday through Friday. The start date is ASAP pending onboarding procedures. Pay is about \$11 per hour, and experience working in an educational setting is preferred.

If interested please apply [here](#). This can be a great part-time opportunity to become a member of the district's support staff, working while your child is in school, and sharing the same days off and daily schedule!

#### Spring Season Coaches Needed

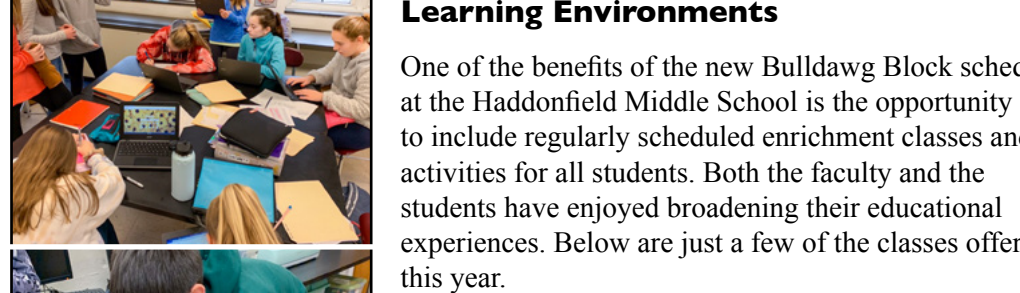
- Haddonfield Memorial High School
- Assistant Girls Lacrosse coach (freshmen)
- Assistant Boys Lacrosse coach

If interested, click [here](#).

#### Bus Drivers Needed

If interested, click [here](#).

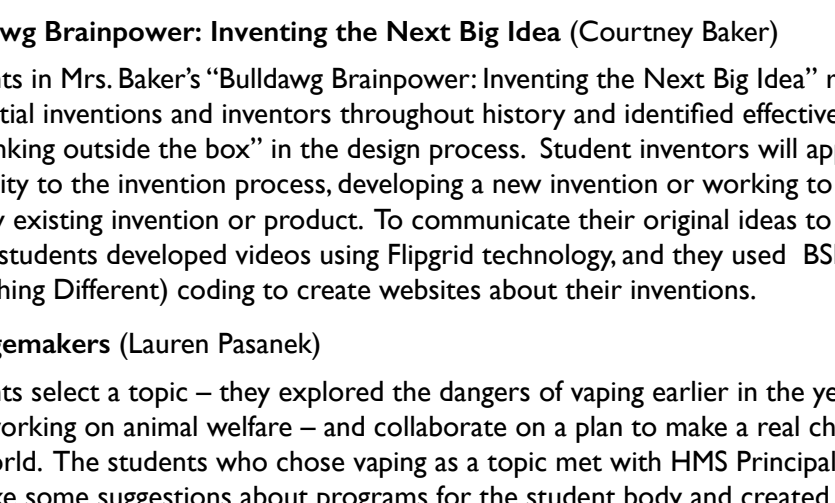
## SCHOOL NEWS



### Central Kindergarten Creates Sky Colors

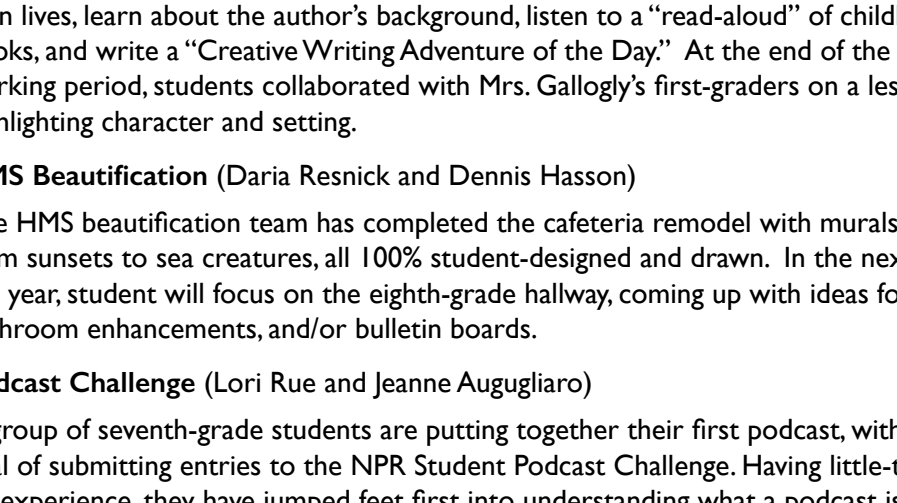
from art teacher Kristin Kimmell.

"In kindergarten, we read the story 'Sky Color' in which a little girl named Marisol volunteers to paint the sky for a mural at school, then realizes that there is no blue paint. She notices that the sky is not always blue, for example at nighttime, at sunset, or on a rainy day. She has a dream that she is floating through a beautiful, colorful sky, then paints the sky in the colors from her dream. After reading the story, the students used watercolor paint on glued paper to create their own sky color, then drew a self-portrait, cut it out, and glued it onto their sky so they could float in the beautiful colors, just like Marisol."



### Text Surgeons Operate at Elizabeth Haddon

Students in Carolyn Clark's second grade class learned about how certain text and graphic features of non-fiction articles help the author to get his/her point across and help the reader to absorb the content. These features include maps, headlines, diagrams with labels, photos, captions, and timelines. Wearing masks during the "surgery," the students collaborated to find and cut out examples from various workbooks and magazine articles, creating a poster which they then presented to the class. Finally, each student completed an "exit ticket" describing one feature and its importance. Great job!



### Tatem's "Cards for Cops" are Delivered on Valentine's Day

All students at J.F. Tatem Elementary School have been 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 their support and gratitude for our local law enforcement officers.

Earlier today, Assistant Superintendent Chuck Klaus, Principal Valerie Cline, art teacher Claire Ruskoski and student representative Devon G. delivered more than 400 Valentine's Day cards to Haddonfield Police officers at the Voorhees office of Assembly Members Louis Greenwald and Pamela Rosen Lampitt.

CAUTION, left to right, back row: Haddonfield Police Chief Jason Cutler, Klaus, Lampitt, Commissioner Colleen Bianco Bezich, Greenwald, Officer Stew Holloway; front row: Cline, Devon, Ruskoski.

### HMS Bulldawg Block Enrichment Classes Offer Great Variety of Topics and Learning Environments

One of the benefits of the new Bulldawg Block schedule at the Haddonfield Middle School is the opportunity to include regularly scheduled enrichment classes and activities for all students. Both the faculty and the students have enjoyed broadening their educational experiences. Below are just a few of the classes offered this year.

#### African-American History (Anthony Parenti)

This enrichment class is intended to shed light on some of the African-American leaders throughout world history. Ranging from Jesse Owens to Nelson Mandela to Harriet Tubman, we try to discover and discuss the lasting impact of their lives on the rest of the world. Students are responsible for researching and completing assignments to deepen their knowledge about the four difference-makers they select as a class.

#### Bulldawg Brainpower: Inventing the Next Big Idea (Courtney Baker)

Students in Mrs. Baker's "Bulldawg Brainpower: Inventing the Next Big Idea" researched influential inventors and inventors throughout history and identified effective habits of "thinking outside the box" in the design process. Student inventors will apply their creativity to the invention process, developing a new invention or working to perfect an already existing invention or product. To communicate their original ideas to peers and family, students developed videos using Flipgrid technology and they used BSD (Build Something Different) coding to create websites about their inventions.

#### Changemakers (Lauren Pasanek)

Students select a topic – they explored the dangers of vaping earlier in the year and are now working on animal welfare – and collaborate on a plan to make a real change in the world. The students who chose vaping as a topic met with HMS Principal Matozzo to make some suggestions about programs for the student body and created an informational website for students. The current group researched local animal shelters and determined that the best way they can effect change is to raise donations for the Animal Welfare Association in Voorhees. They worked together to plan and implement three fundraisers, and so far they have raised more than \$500.

#### Children's Literature (Tina Papa)

Students explore the world of children's literature through the eyes of a teenager. Using the elements of Social Emotional Learning, students will connect these elements to their own lives, learn about the author's background, listen to a "read-aloud" of childhood books, and write a "Creative Writing Adventure of the Day." At the end of the second marking period, students collaborated with Mrs. Gallogly's first-graders on a lesson highlighting character and setting.

#### HMS Beautification (Daria Resnick and Dennis Hasson)

The HMS beautification team has completed the cafeteria remodel with murals ranging from sunsets to sea creatures, all 100% student-designed and drawn. In the next half of the year, student will focus on the eighth-grade hallway, coming up with ideas for murals, bathroom enhancements, and/or bulletin boards.

#### Podcast Challenge (Lori Rue and Jeanne Augugliaro)

A group of seventh-grade students are putting together their first podcast, with the goal of submitting entries to the NPR Student Podcast Challenge. Having little-to-no experience, they have jumped feet first into understanding what a podcast is, and forming groups with a common interest. Next comes researching, designing questions, conducting interviews, and determining other essential sound bites so they have a plethora of information to work from. It won't be long before they will be learning how to "edit with audacity" and refining their materials into a tight 3- to 12-minute presentation.



### "Teams Work for Good" at HMHS

In the spring of 2016, 18 eighth-grade girls formed a close-knit group of friends on the middle school soccer team. At some point, one of the girls asked her teammates if they'd like to join her and her mother in volunteering at Feed My Starving Children. The entire group agreed and thoroughly enjoyed the experience. Looking ahead to high school, and realizing that they were unlikely to all join the soccer team again, they decided they could remain close, remain a "team," in a different way.

With some help from their parents, they formed **Teams Work for Good** (TWFG), a 501(c)(3) that is both a local non-profit and an HMHS club. Now seniors, these diligent young women have organized about one fund raising activity or service project per month for four years in support of many different charitable organizations.

Haddonfield residents are familiar with their Thanksgiving morning "Turkey Trot" benefiting Kids Alley; they made hundreds of sandwiches for Cathedral Kitchen on MLK Day; and they packed bags of toys and household goods for needy families at the Center for Family Services in Camden.

Their primary annual fund raising event is Winterfest, and it will be held at Tavistock Country Club on Saturday, February 22, from 7:00 to 11:00 p.m. More than 250 people attended last year's Winterfest, and the TWFG ladies are hoping to attract 300 this year. They aim to raise enough money to support four charities: one local (TWFG), one regional (Center for Family Services), one national (Cystic Fibrosis Foundation) and one international (Grassroot Soccer).

One of the founding members, Riley S., reflected that TWFG meant a lot because of the impact they have had on others, but also the impact their activities have had on themselves.

"We have all learned so much about planning events, how to ask someone for a donation, how to collaborate effectively," she said. "And we can see that what we are doing actually makes a difference."

Learn more or support Winterfest [here](#).



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