## HADDONFIELD SCHOOL DISTRICT ... news from the Board of Education

FROM the SUPERINTENDENT

Dear Haddonfield Families: Let's spend these last days of February talking about a timely issue:

concerns about the Coronavirus. The N.J. Department of Health has a great resource on the Novel Coronavirus as well as resources related to precautions we all should take

classroom.

during this time of year. Also the NJ DOE has supplied schools with this resource. Here in Haddonfield, everyday prevention is the best way to combat most illnesses. Not



just during flu season and not only when the news highlights an alarming new virus, we clean and disinfect all tables and desks daily, and lunch tables are disinfected after every lunch. We always have an ample supply of hand sanitizer in each

Let's work together to ensure health and safety during this time of year with the following: • Wash your hands often with soap and water for at least 20 seconds. Use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available. • Avoid touching your eyes, nose, and mouth with unwashed hands.

• Avoid close contact with people who are sick. • Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

• Clean and disinfect frequently touched objects and surfaces. • Stay home when you are sick, and keep your children home when they are sick.

• Support our nurses and district staff; we may lower the threshold for sending students home who become sick while in school.

• Familiarize yourself with Board Policy 2412 about individualized home instruction

- due to health conditions. disease.
- Familiarize yourself with <u>Board Policy 8451</u> about control of communicable • Read this message from our district doctor, Jennifer M. Naticchia, MD

"Regarding concerns about Coronavirus, this is a time when we double-check our

- procedures and policies. In order to work together as a community we ask that if your child has a fever, cough, vomiting, or diarrhea or any other signs of an infection, please keep him/her home and contact your primary care physician. If a child should become ill during school hours, we will be calling you to pick up the student in accordance with the DOH guidelines. We may err on
- the side of caution and ask to have children picked up even for low-grade fever and mild symptoms of illness. Thank you for your cooperation." Some have raised the idea of teaching remotely if conditions worsen and schools have to close due to an outbreak. That's a very difficult lift that would have to be worked through with guidance from the NJDOE as well as from the teachers' union. Obstacles to teaching

remotely are numerous. Do all students have access to computers at home, because we only provide Chromebooks to students in grades 5 thru 10? Do all students have Wi-Fi

access at home to receive digital content? Would all teachers be able to leverage a learning management system like Canvas to deliver meaningful content remotely? Parents of young children in elementary grades would have to juggle their work schedules in order to participate in what would be an enormous, unexpected experience in widespread home-schooling. The notion of "simply teaching remotely" is much easier

said than done, but we will be examining all options in the event that our schools are forced to close. Prevention, as I mentioned above and as explained by our school doctor, is by far the best advice anyone can give today, similar to advice given during previous scares of H1N1 and Ebola. Of added concern are study trips occurring outside of the country. This year, we have no HMHS students/teachers traveling out of the county over spring break on school-related

study trips. We would strongly caution families traveling abroad over break to take all

Speaking of travel, our senior class trip to Orlando, Disney World, is in another four weeks. There are no federal travel restrictions within the United States at this time, and it would be premature for us to outright cancel the class trip. But for all parents consenting to send children to Disney World in early April, please be sure that necessary precautions

proper and necessary precautions.

**March 8** at 2:00 p.m.

and guardians with children of any age are welcome.

"Aladdin Jr." (HMS production)

HMS auditorium \$7 **April 2, 3** at 7:30 p.m.

**Anxiety Program** 

are taken. More will be coming from HMHS to senior parents on this issue in the coming weeks. Sincerely, Larry Mussoline, Ph.D. Superintendent **Upcoming Board Meeting Dates:** New: Joint Meeting with Borough of Haddonfield March 10 7:30 p.m. (see "Land Swap" article below) at Borough Hall Board Meeting, Preliminary Budget (HMHS Library) March 12 7:00 p.m. Board Meeting, 2020-2021 Budget (HMHS Library) March 26 7:00 p.m.

All 2020 Board Meeting Dates on our website. MARK YOUR CALENDAR **Combined Orchestra Pops Concert** 

Orchestras from Collingswood's and Haddonfield's high schools collaborate to present a free pops concert **TONIGHT**, February 28th, at 7:00 p.m. in the Haddonfield Middle School auditorium. Bring a friend! "Hello Dolly" (HMHS production) HMHS auditorium \$12 adults, \$10 students and seniors **March 6, 7, 13, 14** at 7:30 p.m.

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

Members of the Board of Education, school administrators, Borough Commissioners, and Borough staff will all come together at Borough Hall at 7:30 p.m. on Tuesday, March 10th, to officially complete the land swap agreement between the School Board and the Borough of Haddonfield.

In the October 15th issue of the district newsletter, we wrote in detail about the potential swap of two properties: Radnor Field, currently owned by the school district, and some of the land and buildings located next to Haddonfield Memorial High School that once were

Serving as the varsity baseball team's home field, Radnor Field is located in a rectangle defined by Grove Street, Maple Avenue, Windsor Avenue, and Coles Mill Rd. The pieces of the Bancroft property included in this swap are the parking lot between Lullworth Hall and the high school building, a green house, an historic 19th-century carriage house, and Cooley

"The value to the school district of the parts of the Bancroft property to the west of Hopkins Lane are significant because they are so close to our high school," said Susan Kutner, Board member and chair of the Facilities Committee. "As we begin to envision a long-range plan

When the Borough takes ownership of Radnor Field, they can place it in the Green Acres registry for the state of New Jersey. Haddonfield athletes would still have access to the field,

for all facilities, having this property will allow us to consider additional options."

but the Borough would be entitled to state funds through the Green Acres program.

# **DISTRICT NEWS**

part of the Bancroft School's campus, now owned by the Borough.

Hall, all west of Hopkins Lane and adjacent to the high school.

#### "This is truly a win-win for our entire community," said Adam Sangillo, Board President. "The Borough gains a field that will bring in state funds, the school acquires property that could be developed into a number of different and positive additions to our current high school space, and Haddonfield citizens can support these improvements without the burden

of additional taxation."

"shadow a student" experience.

Principal Shannon Simkus

Our students are friendly, thoughtful, and kind!

"From the moment I lined up in the morning with students, they were curious and welcoming," said Cline. "If their smiles were any indication, they were tickled that I would elect to spend the entire school day in their midst as 'one of them.' They invited me to sit near them in class, they asked me if I needed help, they wanted me to play games with them, shared confidences, and they

and friend

Dean of Students at Haddonfield Memorial High School, who shared **Shadowastudent.org** in an email to all district administrators. The "Shadow a Student Challenge" website states that this is a "... fun, illuminating, and supportive journey where educators come together to empathize with their students and take new kinds of action at their school. It provides methods and a network to help educators achieve Deeper Learning for all students."

> Although each of the administrators entered the experience with enthusiasm, they were not sure what they would learn.

Here are a few of their thoughtful take-aways:

offered to check my math work. Our families, faculty, and counselor should be proud of the caliber of humans incipal Valerie Cline and friends that our students are growing to be!" Departmentalization in fifth grade appears to meet the goals we had in mind when One major goal of departmentalization was to ease the transition of our fifth-grade students

we initiated this practice. into middle school, by having them travel from class to class and experience a variety of instructors throughout the day. This requires students to move more during the day, which research has shown supports learning, physical health, and mental well-being. In addition, students practice shouldering more responsibility for their belongings and planning ahead as

#### math we worked together to practice multiplication problems. fraction This went far beyond just learning the

The administrators who took advantage of the "fun, illuminating, and supportive journey" will share what they learned and will ponder new questions and ideas prompted by this experience. Would they do it again? Absolutely! **Safety Committee Update** Last year, our District Safety Committee did an excellent job of identifying a prioritized

History month with a myriad of lessons, activities, and projects. Here is just one example of the creative and thoughtful lessons that took place in our schools: Kindergarten students at Lizzy Haddon School read about and watched Brain Pop videos about Martin Luther King Jr. and Rosa Parks. They traced and cut out hands of all different colors, tying two different-colored hands together. Finally, the children wrote some of Dr. King's "big words" on them, such as "peace," "love," "join," "freedom," and "brave." **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

As written about in past issues of this newsletter, the Haddonfield School District is nearing

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 decadelong "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,

On February 18th, members of the county DOE came to the Board office and reviewed our

coordinated the entire process for the District, and Dr. Colleen Murray, who ensured compliance

"The review meeting went very smoothly thanks to the hard work of Chuck Klaus, who

Questions? Parents may <u>contact Barbara Nobel</u> in the BOE office.

Throughout the month of February, Haddonfield students and teachers celebrate Black

### animal must have to qualify as an insect. As students "built" a bug on the demonstrator's felt board, they labeled the parts, learning words like "thorax," "exoskeleton," "arthropod," and "invertebrate." Finally, the children were allowed to touch two

creatures: a millipede and a Madagascar hissing cockroach. Ask your second-grader which one is an insect and which one is not! Thank you, Central PTA, for making this

> **Tatem Students Write** "Small Moment Stories" Students in Mrs. Friedman's second-grade class are writing "small moment stories," or personal narratives. These are stories about one time in their lives, and they focus on just a scene or two. Students work on story structure and development, vocabulary, and language conventions while writing their stories. In Lilah's story (left) about the "Tilt-a-whirl," she describes "green-faced riders" with "buckling or trembling knees" and the ride operator who "bellowed" at them to buckle up. Great job to all!

fiction book entitled "Separate is Never Equal, Sylvia Mendez and Her Family's Fight for Desegregation" to all her Spanish classes. After reading the book, Sanchez shared her own personal immigration story with her students. Because she received her U.S. citizenship in 2018, she was able to help her students connect to the story on a very deep and personal level. Sanchez invited her students to compare Sylvia Mendez's experience as a young immigrant coming to the United States with her own.

its whole school World Read Aloud Day. Spanish teacher Ana Sanchez chose to read a narrative non-

Reader Publishes Article about HMHS Students **Using Primary Source Materials** An article written by David Reader, social studies teacher in the Haddonfield Memorial High School, was published in the Archival Educators Roundtable (AER) newsletter, a publication of the Rockefeller Archive Center in Sleepy Hollow, N.Y. The AER is a group of educators, librarians, archivists, historians, education

Elizabeth Haddon Principal Gerry Bissinger shadowed a fifth-grader Tatem Principal Valerie Cline shadowed a fifth-grade class at Tatem. Chief Academic Officer Dr. Colleen Murray shadowed a sixth-grader This idea originated as a suggestion from Hamisi Tarrant,

Four Administrators "Shadow a Student" in February

Central Principal Shannon Simkus shadowed a fifth-grader

On various days in February, four Haddonfield School District administrators enjoyed a

they juggle multiple assignments and assessments on their schedules. "Movement in the day (switching classes) is a great way to reset and provide natural, built-in breaks," said Simkus. "Shadowing my fifth-grader prompted me to wonder if this should be done in other grades. Or should we have common spaces to take students when working on different subjects or assignments? How can we set up more flexible learning spaces as outlined in our strategic plan?"

Our students are intelligent, and they are afforded many opportunities to explore their blossoming talents and leadership skills in the school setting. Our teachers go the extra mile when planning engaging lessons. Here are a few examples from the elementary school day:

o group discussion and analysis of essays to become better communicators,

o traveling along a mock 'Oregon Trail' and thinking about what Westward expansion must have been like for the Native Americans and early settlers,

o editing each other's essays, receiving feedback, using a rubric to analyze

environments.

Our culture is shifting to even more

relevant learning environments.

authentic, engaging, and relevant learning

During the past many months, we have been thinking deeply about how to shift the culture here at Haddonfield in a way that honors and maintains the success we've known, yet leads us to provide a more authentic, engaging, and

"It was through this lens that I shadowed a sixth-grade student taking note of the classroom actions she engaged in that lean

ncipal Gerry Bissinger and friends

o reading compelling children's literature to identify key pieces of information

Our teachers care deeply about their work with our students.

and sharing facts learned with others,

Dr. Colleen Murray and friends

doing.

our students' lives.

to school in the a.m.

them thoughtfully."

Being an Engaged Student is Exhausting!

on it and the quality of the homework we are assigning."

Jason Cutler, Chief of Haddonfield Police Department

Sandra Horwitz, District School Safety Specialist

Chuck Klaus, Assistant Superintendent

Timothy McFerren, Director of Facilities

Adam Sangillo, parent and Board President

Dennis Tully, parent and safety specialist

**Black History Month in Haddonfield** 

haddonfieldschoolstuition.com.

**Update on QSAC Review** 

completion of its QSAC process.

Operations, Personnel, and Instruction/Program.

progress on bringing the QSAC areas of concern into compliance.

John Miller, Director of Technology

Larry Mussoline, Superintendent

Jim Tucker, parent

Lynn Hoag, parent and Board member, Policy Committee Chair

Ken Sirakides, parent and safety specialist with the New Jersey State Police

Susan Kutner, Board member, Facilities Committee Chair

Kahyun Flannery, parent

areas of strength and areas needing growth.

o applying math skills and strategies while playing a game,



The 1:1 Chromebook initiative has given our students a powerful tool. Expecting kids to learn the technology and then use it to support and enhance learning is something that is taught at the elementary level. In reading, students were reading nonfiction texts online that they may not have had access to otherwise. They were also being asked to synthesize information from multiple sources (online and print) to better understand their research. In writing, the students were drafting persuasive essays. While they had a paper graphic organizer, the high level work that was expected could easily be researched online.

Providing opportunities for students to interact and build community is an essential part of a student's emotional health and well-being. Students are greeted at the door, morning meetings help to build community and build common interests and mutual understanding among students, and teachers are consistently involved in the lives of students outside of the classroom. They checked in about family members, sports events, etc. Some teachers recently suggested the idea of a soft start and how this could help students as they transition

"In one class, we talked about historical events that had us all feeling somewhat sad in retrospect and pondering what we could do differently to make the world a better place," said Cline. "These moments allow students and teachers to express emotions and discuss

By the end of the day, our administrators were tired. Students are regularly asked to participate in rigorous activities that are academically and emotionally challenging.

"This fatigue led me to think about homework," said Simkus. "How much do we give students? What is enough? Is homework necessary at all grade levels? Most importantly, when we are giving homework, we should think about the time we expect students to spend

Kind and caring teachers nurture students' social-emotional well-being.

towards the future we want," said Murray. "Using technology to make our workflow more efficient and visible, I collaborated with a group of students as they created new titles for chapters in the classic novel, 'The Giver.' I debriefed a Mardi Gras celebration that gave students a chance to create and enjoy authentic Creole cuisine. And I analyzed data that the students requested their teacher gather, to help solve the hail-related problem the students

identified through a carefully scaffolded inquiry process in science class."

The ability to work with others is an essential component of the day.

In many instances, teachers give students time to turn and talk and collaborate. While independent work is necessary at times, working collaboratively enhances the work we are

list of safety initiatives for our District. Board members and administrators have been focused on implementing what our budget will allow. More recently, a small group of people from the District Safety Committee were invited to serve as a Safety Budget Steering Subcommittee to provide input as to how we should use our safety funds in the 2020-21 school year. The Subcommittee met on February 11th and will be meeting again on March 3rd. Our focus right now is on the construction of secure vestibules at Elizabeth Haddon and Tatem this summer. We are also looking at options for a secure vestibule for the high school. After hearing from this committee, the Board will ultimately make decisions on the 2020-21 security project(s) for Haddonfield schools. **Committee members are:** Michael Catalano, Secretary to the Board of Education

**Bug Expert Visits Central Second Grade** On Tuesday, an expert from the Academy of Natural Sciences came to the Central library to talk with our second-graders about insects. She led a lively discussion about what an

are the handlers' pets and act like "regular dogs" at home, but they are calm and gentle when they visit hospitals and schools. After a question-and-answer period, the students were allowed to sit with the dogs, read to them, pet them, and ask even more questions. CAPTION ABOVE: Children in Ms. Kelly's class got to know Duncan. World Read Aloud Day at HMS **Brings a Personal Immigration Story** to Students On February 5th, Haddonfield Middle School held

with our written curriculum, an area with one of our lowest scores," said Superintendent of Schools, Dr. Mussoline. He continued, "We are fairly confident that the District will have earned passing scores in all areas when we get the official results in a few months." **SCHOOL NEWS** 

happen! We learned a lot.

(7) Read

Therapy Dogs Visit Elizabeth Haddon Tri-State K9 volunteers brought therapy dogs to visit classrooms at Elizabeth Haddon on Wednesday as one of their monthly visits. The volunteers visit all of our schools to educate the children about how the dogs are trained, when their services are needed, how they comfort people, and where they originally came from. Students learned that the dogs

Haddonfield students have access to primary source materials at The Historical Society of

Educators Roundtable, contributors to the newsletter, the RAC community, and the wider

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Polly Mitchell • Board of Education • One Lincoln Avenue • Haddonfield, N.J. 08033 856-429-7510 X6215 pmitchell@haddonfield.k12.nj.us

community of interested archivists and educators.

"One of the primary themes of the Read Aloud Day was global citizenship," said librarian Jessica Miller. "Ms. Sanchez did a spectacular job bringing the story of the Mendez family to life by sharing the story of her own journey." coordinators, and program managers, and its newsletter shares stories of "primary source education work being done with students of all grade levels." Reader's article is titled "AP US History in the Archives: a World War II Principal in Context." In it he describes many facets of an assignment on correspondence between former principal William "Bull" Reynolds of HMHS and his students who graduated or left high school early to serve in World War II. Reader's article focuses on the fact that Haddonfield, including the letters that Reynolds wrote to his students and the letters from soldiers to their former principal. He also explains the entire experience; this includes his preparation, how he collaborates with the Historical Society's archivist, the expectations for his students, the concluding presentations to the community, and tips to other educators using archival materials. Read the complete article <u>here</u>. The newsletter is sent to members of the Archival