



HADDONFIELD SCHOOL DISTRICT

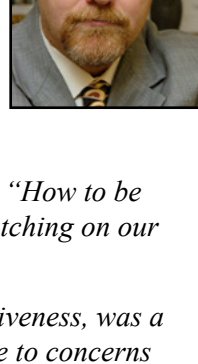
... news from the Board of Education

FROM the SUPERINTENDENT

Dear Haddonfield Families, Staff and Community Members,

In the continuing theme of “things are not the same ...”

As you read this, the leaves have not quite started to change color, and Washington Avenue won't be nearly as packed as it has been in the past on Halloween, but Haddonfield School District continues to move forward with respect to our Strategic Goals. On Monday, October 26th, HSD hosted its second Town Hall meeting with a focus on systemic racial issues in our community and beyond. The 90-minute virtual meeting titled “How to be an Antiracist in Haddonfield” was attended by roughly 135 people; 40 watching on our YouTube channel and 95 actively participating via Zoom.



The Town Hall, aligned with our Strategic Plan Goal of Cultural Responsiveness, was a continuation of our first Town Hall meeting held in late June as a response to concerns from community and alumni about racism in our school district and town. Specifically the concerns were focused on curriculum, hiring practices, and student experiences.

Our first Town Hall meeting followed the May 25th killing of George Floyd in Minneapolis, and on Monday afternoon, just hours prior to our second Town Hall meeting, Walter Wallace met that same fate on the streets of Philadelphia. Whether happening right in our own backyard or thousands of miles away, these tragedies highlight the urgency of our need to confront issues of bias and social justice.

Our 10-person panel was facilitated by Dr. Shelley Zion from Rowan University's PEER (Partnership for Education, Equity and Research) and organized by Dr. Carmen Henderson, our Director of Special Education and Chair of our Cultural Responsiveness committee. The panelists included staff members, administrators, student leaders, community leaders and Police Chief Jason Cutler. Each of the panelists addressed a “bucket of questions” generated by our first Town Hall meeting. The topics surrounded hiring practices, curriculum, community involvement, student and faculty points of view, professional development, and systems for change.

Over the course of 90 minutes, the panelists address these topics. As always our students were articulate and offered some of the most poignant observations. Alexa King, a senior at HMHS, spoke to the need for more current content in the curricula. She expressed the idea that issues associated with racism are not simply issues of the past. Mehki Rippey, also a senior, spoke about his experience over the past four years as a student of color at HMHS. He spoke to his involvement as a founding member of the Peer Bias Group and the growth of that program over time. Mehki pointed out, with a great deal of earned pride, the work he and other students have accomplished, but added that there is still a great deal of work to be done. (Scroll all the way down to see Mehki and other seniors recognized by the College Board!)

Questions – some submitted in advance and others shared live via Zoom participants – focused on creating systems necessary to institute lasting change. These insightful and meaningful questions truly challenge the Strategic Plan Goal. If we are to dismantle systemic racism, we must replace current systems with others that are inherently antiracist. We have learned over the last 24 months of this journey that passive adherence to our status quo can be more damaging than anything. Ultimately, the objective of this goal is “to advance the understanding of our interconnectedness in order to engage meaningfully and respectfully with people of diverse identities, experiences, and points of view.”

Sincerely,

Chuck Klaus,
Superintendent of Schools

BOARD NEWS

Upcoming Board Meeting Dates:

Board Meeting November 12 & 19 7:00 p.m.

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

[Log in to watch \(and call in during designated time\) Board meetings](#)

Presentations from recent Board Meetings:

[Presentations posted on our website](#)

JOB OPPORTUNITIES

Educational Assistants

Looking for a great part-time opportunity to become a member of the Support Staff in our schools? Work while your child is in school; share the same schedule and same days off.

HSD elementary schools are seeking caring, dedicated and child-centered Educational Assistants to support our students. Hours are 8:35-3:00 M-F; start date is ASAP. Experience working in an educational setting is preferred. Hourly Rate is approximately \$12/hour. If interested please [apply here](#).

Crossing Guards

The Haddonfield Police Department seeks dependable applicants for several part-time crossing guard positions. Please consider helping our community by filling one of the available openings. Crossing guards earn \$17.61 per hour and currently work, on average, 8 to 10 hours per week – about 2 to 2.5 hours a day. At the current time, our guards work a morning post and a noon dismissal post, four days a week due to the hybrid schedule being followed by the public schools. When schools reopen full time, hours may increase to 10 to 15 hours per week. Applications are available at the Police Department or can be [fired out on-line](#).

DISTRICT NEWS

District Forms Equity Council

Haddonfield School District created its Mission Statement and Strategic Goals in early 2019 as an important part of its Long-Range Strategic Planning process. One of the three goals was Cultural Competency:

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.

During the summer of 2020, the committee, led by our new Director of Special Education, Dr. Carmen Henderson, made two significant changes; the goal was renamed “Cultural Responsiveness,” and the language was expanded to say:

We will adopt culturally responsive and sustaining practices throughout the district that are equitable, inclusive, radically transformative and deviate from western perspectives. 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.

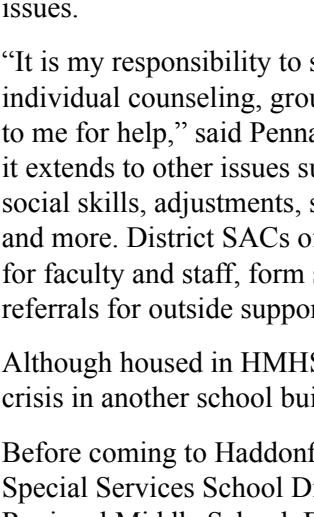
“As we learn and grow, it is our responsibility to re-examine our values and reshape our goals,” said Henderson. “I am excited to move forward with culturally responsive action steps.”

One of the first ideas the committee discussed was the formation of an Equity Council. The Equity Council will make decisions that encourage the district to adopt culturally responsive and sustaining practices. Members are expected to lead professional learning and assist with curriculum development and other activities outlined in the equity plan.

The Equity Council is currently made up of 34 individuals who are committed to work on issues related to diversity, equity, and justice. They represent all aspects of education in Haddonfield and include faculty, staff, parents, community leaders, and board members.

“We are fortunate to have Dr. Shelley Zion, professor of Urban Education and director of PEER (Partnership for Education, Equity and Research) at Rowan University, as a leader and partner for the Equity Council,” said Henderson. “She will assist us to work toward understanding the experiences and perceptions of others, to develop a common knowledge base, and to develop, implement and evaluate our strategic plan. Dr. Zion has been working effectively with our district administration and staff on issues of diversity and equity for about two years, and this new initiative will continue to strengthen our efforts in these areas.”

The Equity Council will have its first meeting on November 10th.



Holly Penna and her Lhasa Apso, Espresso.

HMHS Welcomes New Student Assistance Counselor

Welcomes Holly Penna, the new Student Assistance Counselor (SAC) at Haddonfield Memorial High School (HMHS).

This new position is a dream come true for Principal Tammy McHale who has included a full time SAC in her budget requests since she was the Dean of Students. The district budget was adjusted to add a full time SAC position beginning in fall 2020.

“The SAC is a very important role for both the high school and the district,” said McHale. “I am delighted that our students, staff and counselors will have an additional layer of support.”

The Haddonfield School District has invested a great deal of time and energy into evaluating school climate as it relates to safety and as a function of social-emotional health of our staff and students. In the past, an SAC was a “Substance Awareness Coordinator” and sought to create a safe space for students seeking help from drug or alcohol use. The current SAC position includes but goes well beyond substance abuse issues.

“It is my responsibility to support students in a number of ways including mandated individual counseling, group counseling, SAC-related lessons, and for anyone referred to me for help,” said Penna. “The position still includes that confidential safe space, but it extends to other issues such as stress, anxiety, depression, anger, frustration, ideation, social skills, adjustments, self-esteem, LGBTQ+, abuse, mindfulness, coping strategies, and more. District SACs often also provide professional development and workshops for faculty and staff, form student groups for specific needs, and provide resources and referrals for outside support.”

Although housed in HMHS, Penna can be called upon for hands-on support if there is a crisis in another school building.

Before coming to Haddonfield, Penna worked at Mercer High School in Mercer County Special Services School District with students ages 14-21. She interned at Bordentown Regional Middle School, Delran High School, and several elementary schools.

Penna earned her masters in Counseling Services from Rider University and her bachelor's in Psychology with a concentration in Clinical Counseling from Washington College. She earned an SAC certificate from Rider, as well as a Nationally Certified Counselor credential and a Career and Life Coaching certificate.

“My personal goals for this year at Haddonfield are to establish a strong foundation for the SAC position while creating room for the position to expand regularly for the best interests of our students, staff, and community,” Penna said.

In her spare time, she helps to coach a canoe team and enjoys running.

Update: Gifted and Talented Testing

Between August and October, more than 300 students have been tested for qualification in the district's Gifted and Talented (G&T) program. Families of students in grades 6 through 8 have already received their results. Results for students in grades K through 5 will be mailed no later than October 30th.

Return-to-School Survey Update

The district sent a link to a “Return-to-School” survey to students in grades 3-12, all parents and all staff to gather opinions about various issues related to the reopening of school. These issues included

- how do you feel about our safety measures so far?
- how well have we been communicating?
- how do you feel about increasing students' time in school?

The deadline for parents and staff was Friday, October 23rd. The student deadline is today, Friday, October 30th. We will release all survey data in November.

Assistant Superintendent Dr. Gino Priolo shared [this presentation](#) about the surveys with the community at the Board meeting on Thursday, October 22nd.

In the meantime, we continue to examine Phase 2 options and issues as included in the last two board meetings. Based upon the review and planning that has included our Pandemic Response Teams at the building and district levels, as well as survey data and stakeholder meetings and input, the district is moving toward the “combined cohort model,” pending stable or declining regional COVID rates. This model combines cohorts A and B, bringing them into school together for the current longer morning and still excluding lunch. PK to grade 8 would attend four or five days per week; high school students will maintain their all-virtual Wednesdays. [Click here](#) for details from the October 29 presentation.

RULER Training Update

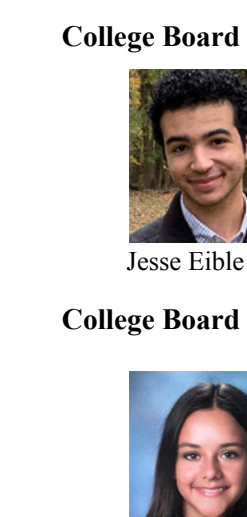
Most all district staff have completed mandatory online RULER Training. RULER is the foundation of our evidenced-based Social and Emotional framework and is an acronym for Recognizing, Understanding, Labeling, Expressing, and Regulating Emotions. The two training courses focused upon an introduction to Emotions and Emotional Intelligence and the RULER Tools of Emotional Intelligence.



HMHS Drama Club Presents “War of the Worlds”

The Drama Club is excited to announce its first-ever filmed play: “The War of the Worlds,” written by Howard Koch and originally directed by Orson Welles. In a filmed recreation of the infamous radio play, the HMHS Drama Club takes you inside the studio of New York's Mercury Theatre on the night of the original broadcast, October 30, 1938.

Our production will be available for [streaming online October 29, 30, and 31](#) via Broadway on Demand [here](#). If you didn't acquire an early access code, viewing the play will cost you \$2.95.



Thank you to the HET

Many thanks to the HET ([Haddonfield Educational Trust](#)) for supplying the district with 100 new headsets our teachers use for live streaming their classes.

Follow us on social media.

DISTRICT Facebook: “[Haddonfield School District](#)” and Twitter: “[@HaddonSchools](#).”

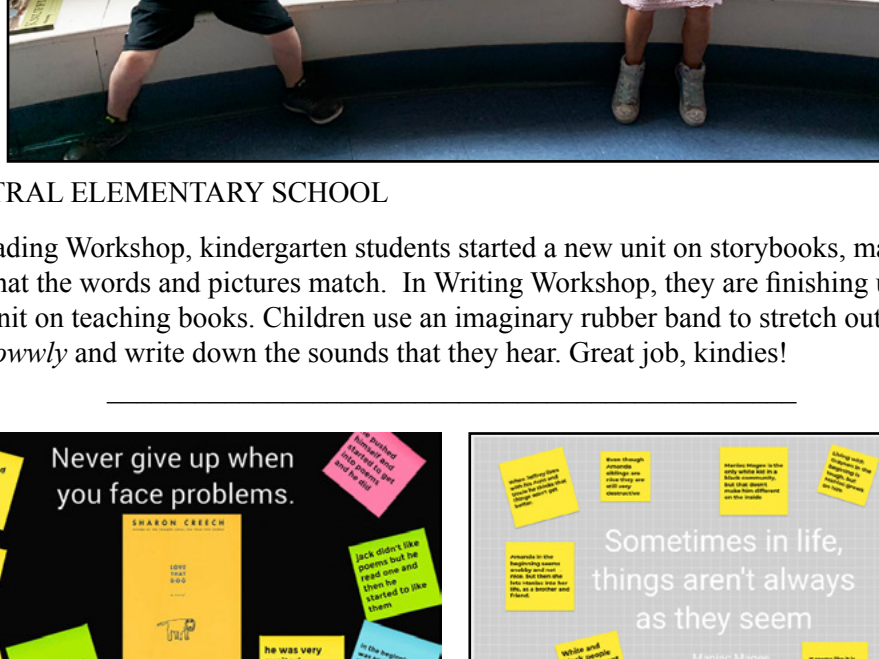
Did you know that we post these newsletters on our website?

[Special Education News](#)

The HMHS [Bulldawg Bulletin](#)

[The Peer Bias Leaders Newsletter](#) (HMHS)

SCHOOL NEWS



CENTRAL ELEMENTARY SCHOOL

In Reading Workshop, kindergarten students started a new unit on storybooks, making sure that the words and pictures match. In Writing Workshop, they are finishing up our first unit on teaching books. Children use an imaginary rubber band to stretch out words *slooooooowly* and write down the sounds that they hear. Great job, kindies!



ELIZABETH HADDON ELEMENTARY SCHOOL

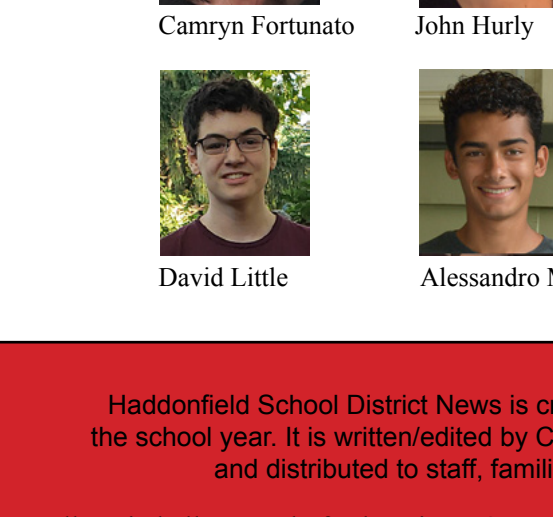
Ms. Hubert's fifth-graders just held their Book Club debates. Students worked in small groups to develop a debatable topic from their book, and then split up to take two opposing sides, pro and con. Students had to provide three reasons in support of their position, examining the text for evidence. When students were not presenting their side, they observed and took notes to form their rebuttal.

Later, students identified a character with a problem and investigated what the character learned from the problem. Students were then able to identify the theme, for which they continued to collect evidence as they read their books. This evidence was displayed as a Jamboard with “post-its” around the centered theme.



J.F. TATEM ELEMENTARY SCHOOL

Second graders have been enjoying learning about different types of communities: urban, rural, and suburban. Pictured left in Ms. Lampman's classroom is Mr. Simone, our student teacher from Rowan University!



HADDONFIELD MIDDLE SCHOOL

Ms. Papa's eighth-grade Gifted and Talented students are conducting research, writing scripts, and recording video lessons for their “Creating Your Purpose” docuseries. (This is similar to the MasterClass app.) They self-selected a career in a profession, field, or trade to explore. Throughout this process, they are absorbing components of Social-Emotional Learning and lessons to enhance life skills through teacher- and student-led mini-lessons. Pictured above, Deashawn Goddard is one of several guest speakers scheduled both in the student-selected careers and in a variety of other careers to allow students to see what various professions have to offer.

HADDONFIELD MEMORIAL HIGH SCHOOL

Eight students have received notification of recognition by the College Board. They earned this recognition for remarkable academic achievement and outstanding performance on the PSAT/NMSQT. Congratulations to all!

College Board National African-American Recognition Program



Jesse Eible Hargro



Mehki Rippey

College Board Hispanic-American Recognition Program

Camryn Fortunato

John Hurly

Eden Kessler

David Little

Alessandro Meucci

Chloe Santana

Haddonfield School District News is created and shared monthly throughout the school year. It is written/edited by Communications Specialist Polly Mitchell and distributed to staff, families and community members.