

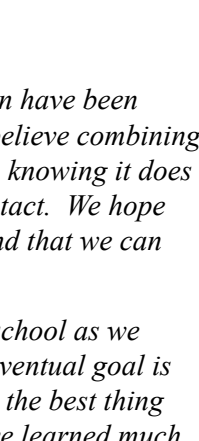


# HADDONFIELD SCHOOL DISTRICT

... news from the Board of Education

## FROM the SUPERINTENDENT

Dear Haddonfield Families, Staff and Community Members,



This weekend, we'll be saying goodbye to February and hello to March; more importantly we will be saying hello to a significant increase of in-person instruction for our students. As you are aware, Phase II of our re-entry plan is scheduled to begin Monday, March 1st. I am sure that our K-2 students are excited that they will be back in the classroom with their friends, just as I know that the teachers are excited that they will be in school with the combined student cohorts.

Over the last several weeks, COVID-19 numbers in both county and region have been trending in the direction that permits this move. At this time, we strongly believe combining cohorts for morning instruction is in the best interest of our students, even knowing it does increase risk of exposure, transmission and being identified as a close contact. We hope for many reasons that these numbers continue to trend in this direction, and that we can continue the drive toward normalcy.

The combining of the cohorts is the first major step toward returning to "school as we know it;" or maybe I should say "school as we remember it." While our eventual goal is bringing all students into our school buildings full time, we do not believe the best way is to go back to school as we remember it. Over the last 10 months we have learned much about our students' and teachers' needs, and we have introduced and tested innovative methods to deliver instruction. We would be remiss if we did not take advantage of all that we have learned about education and the social-emotional needs of our students and staff.

As our combined cohorts return to school, we will continue the process of developing plans to safely increase in-person instruction for all students. For example: We have been working with teachers to rethink and revisit Virtual Wednesdays, and we have initiated conversations with Nutri-Serve, our dining service provider, about the best way to serve lunches in a safe environment. It is worth noting that – because the next Board meeting is not until March 18th – it is possible some of these changes may occur prior to my sharing a presentation for the Board and the public, as would normally occur. We will communicate thoroughly with all families as we contemplate significant changes.

### Reminder to parents of students in grades 3 - 12:

You must indicate your students' learning choice no later than Wednesday, March 10. You may access [the form in Genesis](#). If you'd like to review the information we have been sharing about Phase II, you may [reread the original message here](#).

Spring is around the corner! Enjoy your weekend.

Chuck Klaus,

Superintendent of Schools

## BOARD NEWS

**Next Board Meeting March 18 7:00 p.m.**

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

[Request in-person attendance \(limited capacity, randomly chosen\)](#)

[Submit comments prior to meeting](#)

### Presentations from Recent Board Meetings:

[Posted on our website](#)

### Read the "Board Meeting Summaries:"

[Posted on our website](#)

## JOB OPPORTUNITIES

### Coaches Needed

Please apply for any of the following [here](#):

Middle School Assistant Wrestling Coach

High School Freshman Girls Lacrosse Coach

### 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 [filled out online](#).

### 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; the start date is ASAP. Experience working in an educational setting is preferred. The hourly rate is approximately \$12/hour. If interested please [apply here](#).

## DISTRICT NEWS

### PROJECT-BASED LEARNING: Taking our Strategic Goals to the Next Level

One of the themes likely to come up in any conversation about improving and advancing educational environments is Project-Based Learning (PBL).

Project-Based Learning is a way of learning in which students work together to solve complex, real-world problems that contain uncertainty and require innovation and iteration. PBL helps prepare students for careers that value collaboration, problem-solving and creativity.

In Haddonfield, PBL was most recently the focus of the district's February 16th professional development (PD) day. To prepare for this day, Teacher Leaders met with Chris Anderson from the Rutgers Center for Mathematics, Science, and Computer Education (CMSCE) to be introduced to "Design Thinking for Creating Project-Based Learning" on February 10th. Teacher Leaders represent every grade level and subject area so that the entire faculty can benefit from PBL training.

"We are studying PBL as a district because it will serve our students better than most traditional methods," said Dr. Colleen Murray, Chief Academic Officer. "Although some associate PBL only with career readiness, PBL is just as relevant to Social-Emotional Learning (SEL) and Cultural Responsiveness."

The February 16th PD day was the first district-wide dive into PBL, but many teachers have experimented with PBL recently, and some teachers have been using it – fully or aspects of it – for years.

One example is HMHS science teacher Ron Smith and his students who learn about leatherback sea turtles, horseshoe crabs and various species of shorebirds. Classroom studies are enhanced by hands-on field work (often in coordination with scientists who use the student data). His students have been involved for many years in community and citizen science projects that not only reinforce their academic experiences, but provide important data for the conservation community. These projects have become integral parts of the environmental science program at HMHS.

On the 16th, after Anderson's overview, teachers moved into break-out rooms to begin brainstorming PBL units they could create for their grade level or subject area this spring, to be implemented next year. This collaborative team planning, led by Teacher Leaders, was exciting but could also be mind-boggling.

"We were overwhelmed at first," said Alixon Murphy, kindergarten teacher and Teacher Leader, "but we got more and more excited thinking of all the ideas and projects we want to do."

As one personal example of PBL, Murphy recalls a project she took part in as an elementary student herself, in nearby Cherry Hill. The students wanted to try to protect and preserve a plot of open land in their town that was being threatened by overdevelopment. They did eventually succeed, and she thinks about this with pride each time she drives by the lot.

"The fact that PBL involves real-world problems is absolutely crucial," she said.

Another essential aspect of PBL is that it is student-driven. Research shows that when students are fully engaged, their comprehension and enthusiasm increase. They learn more and apply what they learn to projects and problems they care about. Students commented on PBL in the [January 22 HMHS Bulldawg Bulletin](#):

"Senior Bella Lee stated, 'I enjoy projects over tests ... the projects allow me time, and I feel more motivated ... projects let us get creative!'"

Katherine McCalley, HMHS Mathematics Facilitator and Team Leader also commented on the value of student involvement.

"As a Team Leader, I am excited about the potential of project-based learning, a nonlinear form of thinking, to enhance student performance," said McCalley. "As a team, we recognize the challenge and importance of involving students in the design process, and we are working to identify current projects where we can introduce design elements and brainstorming exercises."

**What's next?** Haddonfield Teacher Leaders and their teams have begun to schedule coaching sessions with Anderson as their planning progresses. Come September, teams will begin implementing their new PBL units with their students. The culminating event will come next February, when teacher teams will share their students' work with other teams in a celebration of professional learning. That expo will be co-designed in the coming months with the Local Professional Development Committee (LPDC).

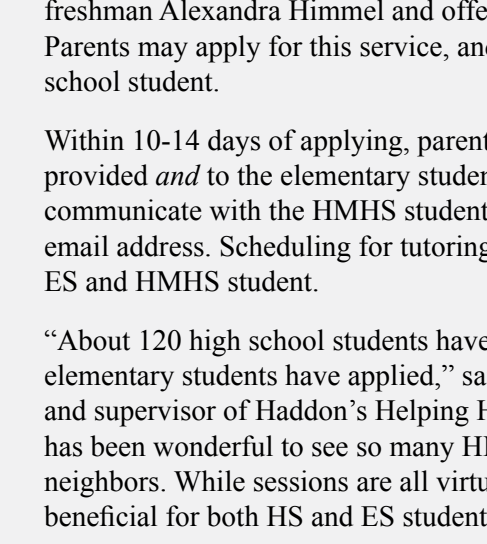
"I am so grateful to the LPDC and all of the faculty for the work they did to plan and participate in our PD," said Murray. "By carving out time to learn from experts and to collaborate and create together, our staff honored the tradition of creating and sharing knowledge that makes us uniquely Haddonfield."

Murray made a PBL presentation to the Board on Thursday, February 25th. It has been [posted on our website here](#).

### RULER ELEMENTARY FAMILY NIGHT

The elementary principals along with school psychologist Dr. Kristin Leren hosted a virtual family night for elementary parents on Wednesday, February 17th. Parents learned more about the RULER program and had the opportunity to ask questions. Additionally, parents were invited to complete a family project ("My Best Self") with their child/children at the end of the workshop.

The staff provided an overview of the RULER program including a definition of emotional intelligence, SEL (social-emotional learning), and emotional space. Parents also learned about the four anchor tools – the Charter, the Meta Moment, the Mood Meter, and the Blueprint – and how to practice at home



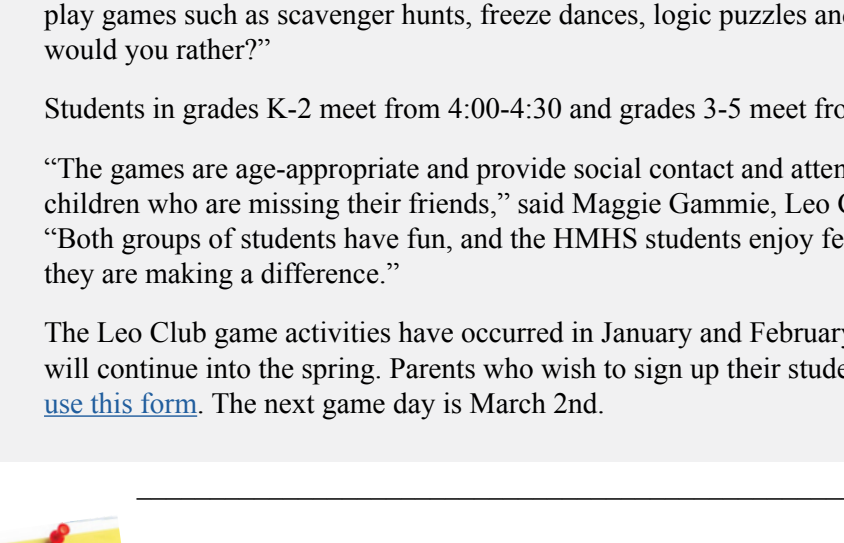
For elementary parents who were not able to attend, please [take a look at their presentation](#).

LEFT: Meeting participants plotted their moods on the Mood Meter, identifying feelings of energy and pleasantness.

### RULER CLASSROOM LESSONS

RULER classroom lessons have been introduced to all elementary students by our guidance counselors. The first lesson focused on understanding emotions and why they matter. During the professional development day, February 16th, teachers continued in training to incorporate RULER lessons in their classrooms.

Here is a [sample lesson](#).



LEFT: Counselor Amanda LoCicero introduces "Why Emotions Matter" to students at Lizzy Haddon Elementary.

### KINDERGARTEN INFORMATION NIGHT:

Haddonfield School District held its annual Kindergarten Information Night on Thursday, February 4th. Topics included readiness, differentiated instruction, school hours, support team, class size and more.

If you were unable to attend, [here is the evening's presentation](#).

### AlphaBEST CHILDCARE SEEKING SITE FOR KINDIES

AlphaBEST, the district's before- and after-school childcare provider, is actively responding to our families' needs for a Kindergarten wrap-around childcare program. While there is no available space in the school buildings, AlphaBEST staff are exploring alternative space and transportation options. We will keep you posted, and we hope to have a viable solution for our Kindergarten families this fall.

### HMHS STUDENTS MAKE CONNECTIONS WITH ELEMENTARY PARTNERS

#### HMHS Students Offer Academic Assistance to Elementary Students

A new student group has established an academic support system for Haddonfield elementary students. The group "Haddon's Helping Hands" is the brainchild of freshman Alexandra Himmel and offers help to students in grades 3, 4 and 5. Parents may apply for this service, and their children will be paired with a high school student.

Within 10-14 days of applying, parents will receive an email to the address provided and to the elementary student's email address. Parents should communicate with the HMHS student through the elementary student's school email address. Scheduling for tutoring sessions depends on the availability of the ES and HMHS student.

"About 120 high school students have signed up to be peer tutors, and about 60 elementary students have applied," said Dan Licata, HMHS Assistant Principal and supervisor of Haddon's Helping Hands. "In the midst of such uncertainty, it has been wonderful to see so many HMHS students step up to assist their younger neighbors. While sessions are all virtual at the moment, the connections are beneficial for both HS and ES students."

Parents of students in grades 3, 4 or 5 who wish to apply, [click here](#).

#### HMHS Leo Club holds Game Events with Elementary Students

One of the most significant costs of pandemic isolation has been the loss of socialization for children and adults. Members of the high school's Leo Club decided that they might be able to do something about that.

In December, they designed monthly gaming events for our elementary students. Planned for about 30 minutes, these virtual meet-ups bring high school and elementary students together for fun and fellowship. The younger children meet with their teen-aged buddies in two groups: grades K to 2 and grades 3 to 5. They play games such as scavenger hunts, freeze dances, logic puzzles and "Which would you rather?"

Students in grades K-2 meet from 4:00-4:30 and grades 3-5 meet from 4:45-5:15.

"The games are age-appropriate and provide social contact and attention for children who are missing their friends," said Maggie Gammie, Leo Club advisor. "Both groups of students have fun, and the HMHS students enjoy feeling that they are making a difference."

The Leo Club game activities have occurred in January and February so far and will continue into the spring. Parents who wish to sign up their students should [use this form](#). The next game day is March 2nd.

## Tip!

### MONTHLY ANXIETY TIP:

Encourage your child to approach anxiety-provoking situations, as long as it is safe to do so. Avoiding scary situations can make fear worse. Most often when children enter scary situations, they learn two things,

1. it is not as bad as they thought it would be,
2. and they can handle it.

Avoidance prevents these learning opportunities and makes anxiety worse in the future.

### LATEST INFORMATION re PHASE II on our WEBSITE

Phase II [Plan and Schedules](#)

Phase II [Instruction Model Selection](#)

Phase II [Increased Risks](#)

### LATEST INFORMATION re COVID-19 on our WEBSITE

All HSD Health [general messages](#) are posted on our website.

All HSD Health [COVID+ messages](#) are posted on our website.

Active [COVID+ Dashboard](#)

### DON'T MISS THESE PERFORMANCES and NEWS

#### HMHS Presents "Gypsy"

April 30 (7:30 pm), May 1 (7:30 pm) and May 2 (2:00 pm).

We will be live-streaming each performance in real time. Details will be posted on website [hmsdrama.com](#) closer to the date.

#### HMHS Black History Month Concert

Tri-M Fundraiser for Black Art Futures Fund

#### Fourth-Fifth Grade Chorus

[Winter Concert](#)

#### HMHS Peer Bias Leaders Newsletter (February issue)

### FOLLOW us on SOCIAL MEDIA

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

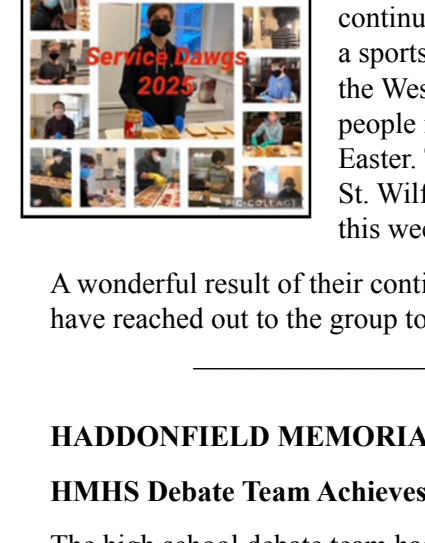
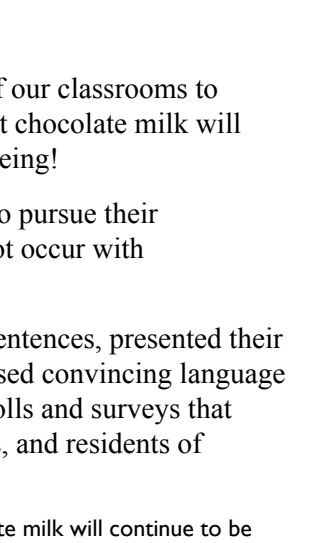
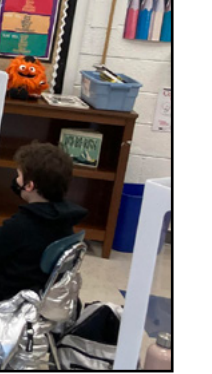
## SCHOOL STORIES

### CENTRAL ELEMENTARY SCHOOL

Second-graders just wrapped up their non-fiction reading and writing unit. Students in Mrs. Comfort's and Mrs. Hampel's classes completed a Great Owl project. Students were each assigned a different owl and took notes on the bird's characteristics and habits. Students were also able to converse with children in the other class to learn about many other owls. Over a two- to three-week period of owl study, the children shared facts with their classmates.

The starting point of this unit was the book "Owl Moon" by Jane Yolen. This book also served as the mentor text for their small unit writing lessons from Lucy Caulkins.

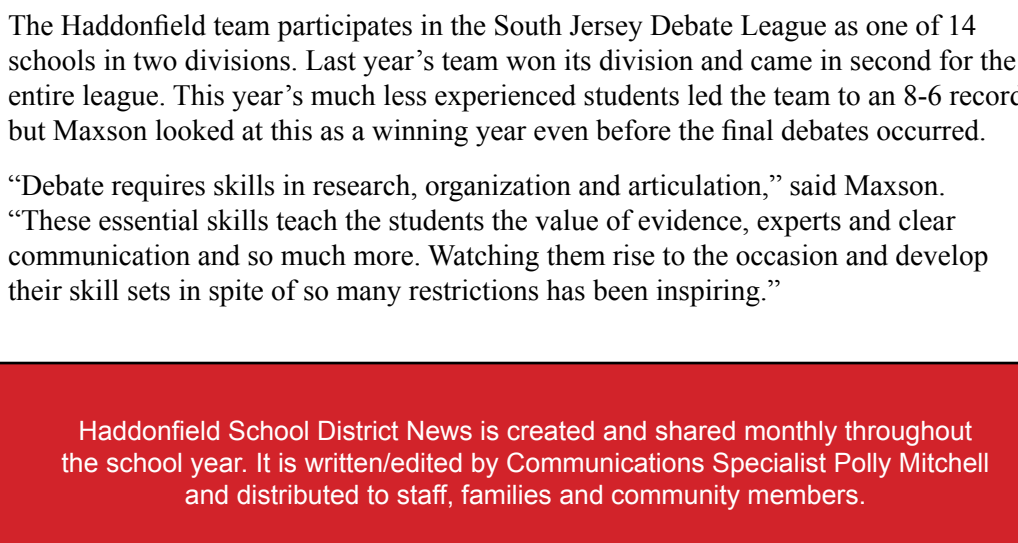
RIGHT: Asher shares his beautiful illustration and lots of facts about the Whiskered Screech Owl.



ABOVE: This diagram of a piano will help Isaac to write about his expert topic.

### ELIZABETH HADDON ELEMENTARY SCHOOL

Third-graders have been working on informational books and writing about their own expert topics. Students chose an expert topic based on their own particular previous knowledge. Then they wrote a seven-chapter book – introduction, five chapters about the topic, and a concluding chapter – using writing techniques such as elaboration strategies, writing strong leads to hook readers, and incorporating transition words. Finally students added text and graphic features to finish it off "like a real book." Great job, Lizzy grade 3!



### J.F. TATEM ELEMENTARY SCHOOL

In fifth-grade Writing, Principal Valerie Cline came into each of our classrooms to respond to the students' argumentative pieces for whether or not chocolate milk will continue to be served in schools. It is here to stay for the time being!

"We encourage our students who argued against it to continue to pursue their arguments," said teacher Michael DeFillippis. "Progress does not occur with acceptance."

To craft their own argumentative claims, students wrote topic sentences, presented their evidence, elaborated on that evidence in their own words and used convincing language to sway their audience. Students created interview questions, polls and surveys that will be sent out to different groups of people (students, teachers, and residents of Haddonfield) to bolster their arguments further. Stay tuned!

ABOVE: Mrs. Cline reported to the fifth-graders the verdict that chocolate milk will continue to be served next year at Tatem.

### HADDONFIELD MIDDLE SCHOOL

**Meet The Service Dawgs!** This group of eighth-grade boys continues to do good work in the community. In addition to a sports equipment drive, the boys organized a food drive for the Westmont Food Pantry, a toothbrush/toothpaste drive for people in need, and they are planning a soap drive closer to Easter. The Service Dawgs made 350 sandwiches for St. Wilfrid's Church (Camden) last week and will do so again this week.

A wonderful result of their continuous and meaningful work is that local organizations have reached out to the group to ask for help. Proud to know you!

### HADDONFIELD MEMORIAL HIGH SCHOOL

#### HMHS Debate Team Achieves Success During Unique Year

The high school debate team has faced challenges this year due to health and safety issues resulting from the COVID-19 pandemic, and yet they have also experienced success and learned a great deal.

The team has an unusually high number of new or inexperienced students because last year's team included a large number of graduating seniors. And of course, the students on the 2020-21 team have not been able to meet in person for practice or debate.

"I have been so proud of this year's students," said Johnathan Maxson, Debate Team advisor and coach. "They have had to connect via Zoom for research, for practice and for the actual debate competitions. Their dedication to learning and their successes are particularly impressive because so many of them are new to debate."

The Haddonfield team participates in the South Jersey Debate League as one of 14 schools in two divisions. Last year's team won its division and came in second for the entire league. This year's much less experienced students led the team to an 8-6 record, but Maxson looked at this as a winning year even before the final debates occurred.

"Debate requires skills in research, organization and articulation," said Maxson. "These essential skills teach the students the value of evidence, experts and clear communication and so much more. Watching them rise to the occasion and develop their skill sets in spite of so many restrictions has been inspiring."

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.

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