

REVIEW

MAY
2021
njea.org



an education and advocacy resource



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Panasonic Student Eco Citizenship Project



Congratulations Student Eco Citizens!

During the 2020-2021 school year over 85 New Jersey schools took action and became proud ambassadors creating solutions for a sustainable global environment and society.

Abington Avenue School
Abraham Lincoln School PS #6
Academy I Middle School
Alexander Hamilton Academy
Alfred Cramer College Preparatory
Lab School
Alfred E. Zampella PS #27
Antheil Elementary School
Belmont Runyon Elementary School
Branchburg Central Middle School
Camden Street School
Chancellor Avenue School
Cicely Tyson Middle school
Cleveland Elementary School
Cordero School PS #37
Cornelia F. Bradford PS #16
Dr Martin Luther King Educational
Complex
Dr. E Alma Flagg School
Dr. Leroy McCloud Elementary School
Dr. Maya Angelou PS #20
Dr. Michael Conti PS #5
Eleanor Van Gelder School

Elliott Street Elementary School
Elysian Charter School of Hoboken
First Ave School
Frank R. Conwell Elementary School PS #3
Franklin Elementary School
Future Ready Prep
George Washington Carver
Elementary School
Glenview Avenue School
Grant Elementary School
Green Brook Middle School
Harriet Tubman Elementary School
Haskell Elementary School
Hawkins Street Elementary School
Hawthorne Avenue School
Hoboken Charter School
Hoboken Middle School
Hudson Montessori School
Ivy Hill Elementary School
James F. Murray PS #38
Jersey City Global Charter School
Joyce Kilmer Middle School
Knowlton Twp. School District

Lafayette Street School
Lincoln Elementary School
Lincoln Middle School
Looking Exclusively To The Cross
Ministries School
Louise A. Spencer
Marcus Newcomb Middle School
Martin Center for the Arts PS #41
Martin Luther King Jr School PS #6
Maurice River Township
Elementary School
McKinley Elementary School
Menlo Park Elementary School
Mount Vernon Elementary School
Nicolaus Copernicus School P #25
Noor-Ul-Iman School
Northern Burlington Regional
Middle School
Oliver Street School
Pace Charter School of Hamilton
Park Elementary School
Parker Elementary School
Peshine Avenue School

Rafael Hernandez Elementary School
Ridge Street Elementary School
River Edge School District
Rivera Community Middle School
Roxbury High School
Salome Urena Elementary School
Somerdale Park Elementary School
Sonia Sotomayor School PS #21
South 17th Street Elementary School
Sparta Middle School
Speedway Academies
Sussex Avenue Renew School
The Learning Community Charter School
Thirteenth Avenue Elementary School
Thomas Edison Energy Smart
Charter School
Thomas Wallace Middle School
Township of Ocean Intermediate School
Unity Charter School
Vineland Public Charter School
Whitney M. Young, Jr. School PS 15
Wilson Avenue School
Woodrow Wilson Community School

The Foundation for Impact on Literacy and Learning would also like to thank Panasonic for their support of this project.
To learn more about the Panasonic Student Eco Citizenship Project visit: ecocitizenship.org

Panasonic

FOUNDATION for IMPACT
on LITERACY and LEARNING

I AM NJEA



On Jan. 30, the **Cumberland County Council of Educational Associations**, in partnership with the **Atlantic County Council of Education Associations**, the Community FoodBank of New Jersey and the Vineland Police Department held a food drive and distribution event in Vineland. See the full story at njea.org.



On Saturday April 3, the **Irvington Education Association Pride Team (Essex)** organized its second food distribution to community members. Over 150 families received groceries including fresh eggs, vegetables, and much needed staples including paper towels and vegetable oil.



Frankford Township Education Association Pride (Sussex) held The Great Cereal Domino Race on April 1. Students and staff donated 434 boxes of cereal. FTEA members lined up the boxes through the school hallways. Elizabeth Yaden, Sussex County's ESP of the year, knocked down the first box. The domino effect of the cereal boxes falling through the hallways was broadcast live on Facebook while students stood on the sidelines to cheer on the event. The cereal boxes were donated to nine local food pantries. FTEA Pride promoted the event and distributed Pride pencils to all students. Yaden spearheaded its coordination.

FEATURES



22 | A CALL FOR COLLABORATION

The demands of this last year raise the question, "What do we want our learning communities to become in this new normal?" What might feel now like trying to run a marathon with a rock in your shoe could become one of the best opportunities to reshape and reprioritize how and what we teach.

BY ANGELA MIKULA, M.ED.

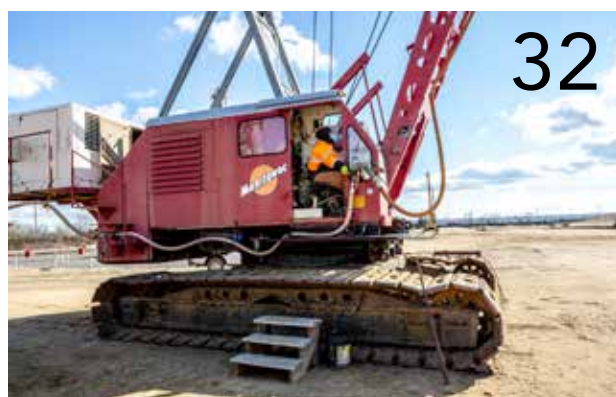


30 | PREGNANCY LOSS AND ADVOCACY

Eastern Education Association member Jackie Mancinelli describes herself as being in blissful naiveté when she first became pregnant—looking forward to the day she could share with her students that she

was going to have a baby. When her first pregnancy ended in a miscarriage and her first child died the day after he was born, her grief couldn't be put into words. Mancinelli tells her story and describes the creation of Start Healing Together, a staff support group at Eastern Regional High School.

BY JACKIE MANCINELLI



32 | TODAY'S STUDENT, TOMORROW'S INFRASTRUCTURE

Today's seventh grader will be 31 years old in 2040. New Jersey is on track to have 10 million residents by then. Our infrastructure needs will be greater, and the energy mix we'll depend on then will be different from what it is today. Our students are going to be filling the jobs that come from our infrastructure opportunities.

BY GERALD T. KEENAN, PRESIDENT, NEW JERSEY ALLIANCE FOR ACTION



26 | STUDENTS FIND THEIR VOICES

Every March, member schools of the New Jersey Speech and Debate League (NJSDDL) sponsor daylong competitive events in speech, debate and dramatic activities for middle school and high school teams. Last year the pandemic shut down the statewide competitions with no time to plan for a virtual event. But students, coaches and judges statewide and nationwide were determined to participate in virtual championships for the 2021 round of competitions.

BY DAVID YASTREMSKI



34 | SCHOOL NURSES AND STAFF AS FIRST RESPONDERS

When life threatening bleeding occurs, it can take upwards of 15 minutes for first responders to arrive. Within this time frame, not many people have the training or know-how to stop the bleeding. A Stop the Bleed training program at Southern Regional High School provided

seniors and staff with the skills they need to save lives. The program will expand to include juniors.

BY KATHRYN BATES, MSN, RN, NCSN

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\$3.7 billion

Total education funding for New Jersey under the American Rescue Plan (ARP) Act signed by President Joe Biden on March. 11.

See Page 13 for more on the ARP.



On the cover

Delaware Township art teacher and Hunterdon County Teacher of the Year Angela Mikula in her school's mindfulness garden, the result of teacher, student, and community collaboration. In the photo from left are student Lauren Tomson, Angela Mikula, gifted and talented program teacher Sheri Laman, student Molly Tetterer, and science teacher Dan Chojnowski. See pages 22-25.



PHOTO BY
Karen Tomson

GOOD NEWS

Preschool programs in the state's city schools are best in nation

New Jersey's preschool programs in its largest urban school districts have been rated among the best in the nation.

Source: Friedman-Krauss, A.H., Barnett, W.S., Garver, K.A., Hodges, K.S. Weisenfeld, G. G., & DiCrecchio, N., (2019). The State of Preschool 2018: State Preschool Yearbook. New Brunswick, NJ: National Institute for Early Education Research. bit.ly/39UIJDa



VOLUME 94 NUMBER 10

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The *New Jersey Education Association Review* (ISSN-0027-6758) is an official publication of the New Jersey Education Association, published monthly 10 times a year, September through June, plus one special *New Jersey Education Association Review* Convention issue, which will be published in September. Send correspondence relating to editorial material, manuscripts, membership or subscriptions to: 180 W. State St., P.O. Box 1211, Trenton, NJ 08607-1211. Periodicals postage paid at Trenton, NJ 08650 and at additional mailing offices.
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180 W. State St., P. O. Box 1211
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A WELL-DESERVED NATIONAL HONOR FOR AN NJEA MEMBER

NJEA members are doing incredible work each and every day, so it is wonderful when one of our members is celebrated for excellence at the national level.

Kimberly Scott-Hayden, an inventory control clerk who also assists the supervisor of Security Services at East Orange Public Schools and is the president of the East Orange Maintenance Association, has been named the 2021 National Education Support Professional (ESP) of the Year by the National Education Association.

Everyone who knows Kimberly knows how deserving she is of this recognition. In every facet of her life, she is generous with her time, energy and talents. Since becoming president of her local association, Kimberly has grown its membership from 40 to 400. She was featured in NJEA's ad campaign for Ch. 78 relief and ESP Job Justice. Kimberly also is an active member of the NJEA Amistad Stakeholder Group, working to ensure that every employee understands their responsibility for inclusivity in education.

Kimberly's work has an impact on every student in her district, and she works hard to encourage other educational support professionals to see the value of their roles in improving the lives of students. Her day starts at 7 a.m. and she is in problem-solving mode all day.

Kimberly's energy is legendary, and it is even more incredible when you consider that in September 2020 she donated a kidney to her husband of 21 years and is helping to raise three of her seven grandchildren, in addition to being a devoted mother to her own three children.

We are so proud of Kimberly and all that she contributes to the East Orange community, Essex County, New Jersey, and NEA. She is truly deserving of this recognition and so much more. Congratulations to Kimberly; you are an amazing representative of the profession!

Marie Blistan



NJEA President Marie Blistan and local, state, and national leaders with East Orange Maintenance Association President Kimberly Scott-Hayden at the last in-person NEA Representative Assembly in 2019. From left: NJEA Vice President Sean M. Spiller, Blistan, NJEA Manager of Human and Civil Rights, Equity and Governance Gary Melton, NEA Executive Committee member and Trenton educator Christine Sampson-Clark, Scott-Hayden, and NEA Director James Frazier.

OFFICERS ONLINE

MARIE BLISTAN

Twitter

@MarieBlistan: Kids have already been through so much this year. The last thing they need is to take a stressful, ineffective standardized test. Sign the @NEAToday open letter to #CancelTheTests

On March 30, NJEA President Marie Blistan tweeted to her followers, encouraging them to sign an open letter circulated by NJEA's national affiliate union, NEA. The open letter asked the U.S. Department of Education (USDOE) to cancel this year's standardized assessments across the country. The NJDOE has applied to the USDOE for a waiver from standardized testing this spring. In response, the USDOE approved a proposal to replace this year's NJSLA exams with a series of alternative assessment tools that comply with federal requirements under ESSA, but that are less of a disruption to teaching and learning.

SEAN M. SPILLER

Facebook

@SpillerforNJEA: Great session on importance of focus on SEL! Well done fellow educators!

On March 28, NJEA Vice President Sean M. Spiller shared a photo of a Zoom meeting hosted by NJEA's Professional Development and Instructional Issues Division to celebrate National Social Emotional Learning (SEL) Day. Spiller congratulated all participants for their commitment to the emotional well-being of students. Alisha DeLorenzo was a keynote speaker at the virtual celebration, and she spoke of the importance of incorporating SEL into all classes across curricula.

STEVE BEATTY

Facebook

@SteveBeattyNJEA: So proud to be on the 'G27' with NEA leaders, and NJEA members, hosted by NEA President Becky Pringle. NJEA showcasing our member-driven initiatives, including the MOC, REAL movement, the Labor-Management Collaborative and our 200K Conversations—where we intentionally and sustainably engage with all of our members and provide them space to connect. Working towards a more perfect union means to continually look to improve, ask and be asked the hard questions, and move forward, together!

On April 6, NJEA Secretary-Treasurer Steve Beatty shared photos from NEA's G27 Leadership Conference. At the conference, NJEA members showcased their work and the success of their member-driven initiatives, which Beatty recognized in this Facebook post. Beatty's celebration of the accomplishments of these organizing groups demonstrates the positive impact they are having on NJEA.

KNOW. LEAD. ACT.

MEMBERSHIP CHAIRS: USE POTENTIAL MEMBER REPORTING FORM

The Workplace Democracy Enhancement Act (WDEA), which became state law on May 18, 2018, requires boards of education to send local associations information about their respective members and potential members.

Specifically, it requires public employers to provide to the local association—within 10 calendar days of hiring—the following information about a new employee:

- Name
- Job title
- Worksite location
- Home address
- Work telephone number
- Date of hire
- Work email address
- Any personal email address and home and personal cellular telephone numbers on file with the public employer.

Additionally, this information should be supplied to the association for all negotiation unit members every 120 days, preferably in September, January and June.

NJEA requests that you submit a Potential Member Reporting Form each month in which you have new employees, with the appropriate information. This form will be used to help keep your membership and potential membership records up-to-date. This form can be found on njea.org. Slide over to “My NJEA,” click on “Docs and Downloads” and the select “Forms.”

CHANGING SCHOOL DISTRICTS? SALARY GUIDE PLACEMENT IS NEGOTIABLE

Did you know that placement on a salary guide is negotiable for members moving from one school district to another?

According to Statute 18A: 29-9, “Whenever a person shall thereafter accept office, position, or employment as a member in any school district of this state, his initial place on the salary schedule shall be at such point as may be agreed upon by the member and the employing board of education.”

In other words, if you are leaving School District A for School District B, you have the right to negotiate placement on your new salary guide with the board of education. Some locals have contract language to this effect. Contracts may require the board to give full credit to an employee moving from one district to another while other contracts may spell out limitations.

If you are accepting employment in a different school district, you may want to contact the local president there before you agree on salary guide placement.



GIVE THE GIFT OF BELONGING TO NJREA

A great gift idea for your retirees-to-be

Do you know an NJEA member who is retired or about to retire? The move to retirement can be an exciting time, but it's even better when the New Jersey Retirees' Education Association (NJREA) has your back.

NJREA is a diverse, vibrant organization that helps retirees transition to an exciting time in their lives. From social events and activities to information and resources and money-saving opportunities and travel discounts, NJREA membership is an essential tool to make the most from retirement.

Email John Carlson, NJREA second vice-president, at jcarlson@njea.org to learn how to buy your retirees the gift of NJREA membership.

NONTENURED? KNOW YOUR RIGHTS AND RESPONSIBILITIES

By May 15, all nontenured teachers must be notified of re-employment. If the school board fails to notify nontenured teachers, they are entitled to continued employment for the next year.

In addition, many locally negotiated contracts include similar requirements for educational support professionals (ESP).

If a nontenured teacher wishes to accept employment, they must notify the board in writing on or before June 1. ESP staff members should consult their collective bargaining agreements to determine if they have similar response requirements.

Members who have been notified of their nonrenewal should contact their local president.

WHERE ARE THE ELECTION RESULTS?

While NJEA elections were held in April for representatives to the NJEA Executive Committee, NJEA Delegate Assembly, and NEA Representative Assembly, as well as for positions as NJEA Delegate Assembly-Alternates, the process concluded after press time for this edition of the *NJEA Review*.

Election results will be posted on njea.org after the Elections Committee meets on April 29 to certify the election results.

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Leadership

- Principal
- Supervisor
- School Administrator
- Doctor of Education in Educational Leadership

Speech-Language Pathology

Many online program options available.

COOL STUFF



See an interview with Cathy “Nurse Cathy” Grano at njea.org/Nurse-Cathy.

A+ EFFORT CATHY GRANO NAMED 2021 NEW JERSEY SCHOOL NURSE OF THE YEAR

Cathy Grano, a school nurse in Middletown Township, is the 2021 New Jersey School Nurse of the Year. For this prestigious acknowledgement, she will receive The National Association of School Nurses (NASN) 2021 Excellence in School Nursing Award this summer at NASN's national conference. Grano was chosen for her extraordinary service to her school community and the New Jersey State School Nurses Association (NJSSNA). Even before COVID, Grano displayed admirable leadership skills, but her devotion to ensuring public health safety through educating the public about the pandemic has amplified her impact.

Grano is a creative problem solver with a keen sense of purpose and passion for school health. She has been an integral member of the NJSSNA Education Team and embraced her role with vigor. Grano understands the complexity of community engagement and has a welcoming demeanor coupled with self-motivation and pride in her work product. She is also a skilled presenter and has a unique ability to translate complex concepts for the benefit of the learner.

Grano is a seasoned school nurse and a Johnson & Johnson School Health Fellow. She is organized, resourceful, creative, and dedicated to children's health. Grano implemented the Back Pack food program that provides nutritious, nonperishable, easy-to-prepare food to children to ensure they get enough food on weekends and holidays to avoid hunger. Grano is an exemplary school nurse, a powerful and impactful contributor to the health and well-being of the students, staff and families she serves.



APPLY FOR THE 2022 CLASS OF GOVERNOR'S STEM SCHOLARS

The Governor's STEM Scholars brings together New Jersey's high-achieving STEM (Science, Technology, Engineering, and Math) students, from grades 10 through doctoral level, to connect with New Jersey STEM professionals and experts, learn about higher education and career pathways in STEM, participate in a STEM research project, and acquire important professional development skills.

Interested applicants must complete a written application including an essay question, and submit a 60-second personal video, their high school or college transcript, a resume, and an optional letter of recommendation. College-level applicants must also submit a proposal for a research project to be conducted by a team of Scholars and funded by the Governor's STEM Scholars.

Eligibility requirements

To be considered for the Governor's STEM Scholars, an applicant must be a sophomore in high school through doctoral level as of fall 2021; be enrolled in a New Jersey high school, college or university, or

certified as a home-schooled student in New Jersey; have a 3.5 cumulative GPA or higher; and show a strong commitment to STEM in New Jersey

Apply

Applications are now open and will close on June 11. Find more information regarding the process, including frequently asked questions, and a link to apply at govstemscholars.com.

Learn more about how to apply

Join virtually the Governor's STEM Scholars Governor's STEM Scholars Open Applicant Information Session on Thursday, May 27 from 6-7 p.m. to learn more about the program and the application process. Register at bit.ly/3cXqLAR.

More about the Governor's STEM Scholars program

Discover NJ's STEM economy

Scholars gain a 360° view of New Jersey's STEM economy, through four symposiums, held from September through May, focusing on government, academia, industry and a commencement.

Network with STEM professionals

Scholars will network with the state's leading STEM researchers and professionals, meet C-level STEM professionals and executives through Fireside Chats, and connect with their peers who will be New Jersey's next generation of research and innovation leaders.

Conduct research

Led by college-level team leaders, and mentored through professional STEM advisers, each scholar produces a viable research project.

Explore STEM facilities and labs

Scholars will visit top STEM facilities and labs throughout New Jersey.

Gain access to internships

Scholars will get exclusive access to internship opportunities across the state.

If you have any questions, write to info@govstemscholars.com and remember to apply at govstemscholars.com.

JA INSPIRE VIRTUAL CAREER EXPO FOR ALL NEW JERSEY 7TH TO 12TH GRADERS

Sign up your middle and high school students today for JA Inspire Virtual, a free career readiness learning experience that virtually connects students to companies and volunteers who share their world of work designed to spark planning for their futures.

JA Inspire Virtual is more than a career expo. It is an interactive digital platform where students will attend webinars and presentations, explore a diversity of company-sponsored career booths, and interact with volunteers using a chat function. There will be a diverse representation of employers, industries, career paths, and higher education options at the expo so young people are inspired for bright futures here in New Jersey. This program is offered at no cost.

Launching on Thursday, May 20, this learning experience is available on-demand through Aug. 18, 2021, and accessible to all interested schools, organizations and summer programs.

To register and for more information visit njea.org/ja.



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AMERICAN RESCUE PLAN ACT PROVIDES MUCH NEEDED FUNDING TO THE EDUCATION COMMUNITY

BY KAITLYN DUNPHY, ESQ.

On March 11, President Joe Biden signed the American Rescue Plan Act (ARP) into law. The act is a \$1.9 trillion package meant to address the challenges the nation is facing because of the COVID-19 pandemic. The ARP includes significant funding for education, providing nearly \$170 billion to public schools.

New Jersey will receive a total of \$3.7 billion in educational funding, with \$2.7 billion allotted for K-12 schools and \$901.5 million toward higher education. In addition, our state and local governments will receive \$10.2 billion in aid from the federal government.

The funding New Jersey schools and colleges receive can be used to institute mitigation measures that will increase safety, such as modifying spaces and reducing class sizes to comply with physical distancing recommendations, updating of HVAC and ventilation systems, and hiring additional staff, such as custodians, school nurses, guidance counselors, bus drivers and bus aides.

ARP funding can also be allocated to improve the mental health services available to students. The act recognizes the need to support students' social and emotional health, particularly during the challenging times we have been experiencing.

NEA AND NJEA MEMBER ADVOCACY LED TO ARP

The passage of the American Rescue Plan Act would not have been possible without the advocacy of NEA, our NJEA members, and the larger NEA membership. In the months preceding the passage of the Act, NEA members wrote hundreds of thousands of messages and placed thousands of calls to their senators and representatives advocating for Congress to support this important piece of legislation.

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The passage of the American Rescue Plan Act would not have been possible without the advocacy of NEA, our NJEA members, and the larger NEA membership.

“This historic legislation not only provides the resources to help every school building put in place the effective measures needed to keep students and educators safe,” said NEA President Becky Pringle. “It also makes extraordinary investments that will lift countless children and families out of poverty and works to address the immense inequities that have systematically affected the most vulnerable students and communities of color.”

The ARP earmarks \$7 billion nationwide to help close the digital divide by purchasing the technology, both devices and internet access, necessary for students to access virtual learning. This funding will help provide the tools needed for all students to participate in remote learning.

Needs specific to higher education are also addressed in the ARP. Institutions are required by the ARP to spend at least a portion of the

ARP funding on emergency financial aid grants. Colleges and universities are required to at least match the amount of CARES money they dedicated for that purpose. The act also includes a provision that forgoes taxation on federal student loan debt forgiven between Dec. 31, 2020 and Jan. 2, 2026.

This act provides much needed funding to assist our education system with the challenges that have been dealt. NJEA will work with our local associations to follow the use of ARP funding to ensure it is being used in ways that best benefit our school communities. As NEA President Becky Pringle put it, “After months of tireless advocacy, educators gratefully applaud this bill. Now, state and local leaders must work together to ensure all students receive the support, tools and resources they need so that school buildings and college campuses can reopen—and stay open—safely and equitably.” 🏡

In summary

\$3.7 billion: Total educational funding for New Jersey under the ARP

- \$2.7 billion: ARP funding for N.J. K-12 schools
- \$901.5 million: ARP funding for NJ higher education

\$10.2 billion: ARP aid to state and local funding in New Jersey

Kaitlyn Dunphy is an associate director of NJEA Legal Services and Member Rights in the NJEA Executive Office. She can be reached at kdunphy@njea.org.

NJEA Report

Kimberly Scott-Hayden named NEA National ESP of the Year



At the March 27 meeting of the NJEA Delegate Assembly, NJEA's leadership team and Gov. Phil Murphy announced that NEA has named East Orange Maintenance Association President Kimberly Scott-Hayden the National Education Support Professional of the Year. (l-r, top to bottom) NJEA President Marie Blistan, NJEA Vice President Sean M. Spiller, NJEA Secretary-Treasurer Steve Beatty, Scott-Hayden, Murphy, NJEA Executive Director Steve Swetsky, and NJEA Deputy Executive Director Kevin Kelleher.

Kimberly Scott-Hayden, an inventory control clerk who also assists the supervisor of Security Services at East Orange Public Schools and is the president of the East Orange Maintenance Association, has been named the 2021 National Education Support Professional (ESP) of the Year by the National Education Association. Scott-Hayden was previously named NJEA's 2021 New Jersey ESP of the year.

"Kim is going to be a fantastic NEA National ESP of the Year," said NJEA President Marie Blistan. "Her career-long commitment to her work, her colleagues and her union will reflect well on ESPs across America. She is a tireless advocate for equity and social justice and will use her new platform to share and advance her vision of more just and equitable schools for every student."

"Everyone who knows Kim is blown away by her energy and generosity," said NJEA Vice President Sean M. Spiller. "She uses her gifts and talents to contribute to her school, her community and public education. I can think of no one who better exemplifies the essential contributions that educational support professionals make in our schools every day."

"This is a proud day for New Jersey," said NJEA Secretary-Treasurer Steve Beatty. "We've known for a long time how dynamic and inspirational Kim is, and the rest of the country is about to learn. She's not only going to represent New Jersey to the rest of the country, but she will represent ESPs across America. There is no better person for that job."

"As chair of the Human and Civil Rights Committee, Kim was instrumental in the combining of seven committees to form the NJEA Equity Alliance,"

said Gary Melton, NJEA's Manager of Human and Civil Rights, Equity and Governance. "She has led the annual Human and Civil Rights Celebration as the culminating event of our Equity Alliance Weekend, which provides workshops and discussions around equity, diversity and inclusion."

Scott-Hayden, who is also the 2021 Essex County ESP of the Year and the NJEA ESP of the Year, began working in East Orange on her birthday, Dec. 18, 1995. The child of two employees of East Orange Public Schools and a proud graduate of the district, Scott-Hayden felt there was no better way to give back than to dedicate her professional life to the students of East Orange.

Since becoming president of her local association, Scott-Hayden has grown its membership from 40 to 400. Her unit now represents maintenance, security guards, teaching assistants and paraprofessionals. She has also served as an officer with the Essex County Education Association, served on the NJEA Delegate Assembly and the NJEA Executive Committee, and is currently an NEA Director.

The NEA ESP of the Year Award, presented by NEA and NEA Member Benefits, honors a member who demonstrates outstanding accomplishments and reflects the vital role ESPs play in public education.

The NEA ESP of the Year serves as an ambassador for ESPs across the country, promoting the value of ESP members at local, state and national events. While the award showcases one outstanding ESP each year, it also recognizes and honors the contributions that all ESPs make toward ensuring great public schools for every student.

Since beginning the awards program in 1992, NEA has honored 29 ESPs from 20 states. In 2000, Richard Malizia, an attendance officer from Union City, was the only other New Jersey educational support professional to be so honored.

More about Kimberly Scott-Hayden

Read Scott-Hayden's story from the February edition of the NJEA Review.

njea.org/a-lifetime-of-giving

Watch an interview with Scott-Hayden.

njea.org/espoy2021

Learn more about the NEA ESP awards program.

bit.ly/neaespoy

NEA, NJEA strengthen partnership to grow labor-management collaboration

NEA invests more than \$3 million over three years to support initiative expansion

The National Education Association (NEA) and the New Jersey Education Association (NJEA) have agreed to develop a dynamic partnership to grow a New Jersey-based program to introduce states and districts throughout New Jersey and the country to the benefits and processes of labor-management collaboration. NEA is providing NJEA with a \$500,000 grant to help expand the New Jersey Public School Labor-Management Collaborative and additional funds to help other interested state and local affiliates to plan and launch partnerships that foster labor-management collaboration practices in districts and worksites. NEA has committed to invest more than \$3 million over three years to fund and grow this initiative.

The partnership will also implement a system of support by providing resources, mentorships and a framework to build and enhance quality labor-management collaboration initiatives across the country. NEA has partnered with NJEA because of its work with its local associations and school districts across New Jersey through the New Jersey Public School Labor-Management Collaborative in facilitating such initiatives.

The New Jersey Public School Labor-Management Collaborative began

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We see a very clear relationship between what happens among the adults in the building—the collaboration among educators at all levels—and a positive impact on student learning.

nearly eight years ago with the support of Saul Rubinstein, a professor in the Rutgers School of Management and Labor Relations. The collaborative, created by a partnership of New Jersey statewide education organizations, has worked with numerous New Jersey school districts to design, enhance and build collaborative structures. Dr. Rubinstein has helped coordinate the state's collaborative, and with John McCarthy of Cornell University, has conducted research that reveals the positive impact of greater collaboration.

“We see a very clear relationship between what happens among the adults in the building—the collaboration among educators at all levels—and a positive impact on student learning,” Rubinstein said.

Through studies conducted in 2011, 2012 and 2014, Rubinstein and McCarthy have found that formal labor-management partnerships help improve student performance, lead to more extensive communication between educators, more frequent informal communication between union representatives and school principals, and enhance learning among schools

leading to the adoption of innovation from one school to another.

“NEA is committed to leading a movement to unite our members and this nation to transform public education into a racially and socially just and equitable system that prepares every student to succeed in a diverse and interdependent work environment,” said NEA President Becky Pringle. “Building a nationwide system that fosters and supports labor-management collaboration is essential to that vision.”

“The bottom line is—and always has been and always will be—the effect this work has on our students,” said NJEA President Marie Blistan. “New Jersey's schools are ranked number one in the nation, and one of the reasons our public schools perform so well is because local associations and school district administrators in our state work together in areas where we share common ground. In partnership with NEA, we will be able to take to a national level the lessons we have learned here in New Jersey.”

NJEA Executive Director Steve Swetsky traces the history of the New Jersey's labor-management initiative to the strong relationships that already existed among state-level organizations that represent labor and management, such as NJEA, the New Jersey School Boards Association, the New Jersey Principals and Supervisors Association, AFT-NJ, and the New Jersey Association of School Administrators.

Taking the labor-management initiative to the district level in New Jersey formally began in 2013, when Rubinstein made a presentation of his and McCarthy's research to a group of representatives from these state-level organizations that represented labor and management.

“It was an ‘Aha!’ moment,” Swetsky said. “When they heard the data that connected labor-management relations and collaboration in schools to student achievement, they started to consider whether collaborative practices at the local association/district level could be supported at the state level.”

The NEA-NJEA partnership will help support local-level labor-management collaboratives from a state and national level.

Specifically, the NEA-NJEA partnership will work, through The New Jersey Public School Labor-Management Collaborative, to:

- Support the growth of labor-management collaborative practices in additional New Jersey districts, particularly large urban areas.
- Promote the benefits of labor-management collaboration and introduce the systems of support, framework and resources to interested affiliates.
- Offer NEA funds to support the creation of state and district partnerships that foster worksite-based collaboration that results in student success, educator retention, and transformed leaders and unions.
- Provide mentorship and forums for participating affiliates to reflect, learn, and sustain quality labor-management collaborative practices where members are deeply engaged in shared decision-making practices.

Lawrenceville students learn value of public action

In March and April of 2020, the New Jersey Department of Transportation (NJDOT) installed a pedestrian crossing light at the intersection of Eggerts Crossing Road and Route 206 in Lawrenceville. The intersection had been the scene of several serious accidents. The light installation was a long time coming; the result of many years of hard work by LIS students. The Lawrenceville students hope that the new light will reduce or eliminate accidents at this dangerous intersection.

Long prior to the approval and installation of the crossing light, LIS students worked with the St. Lawrence Rehabilitation Center and the Greater Mercer Transportation Management Authority to conduct research on the local roads. The students walked on Eggerts Crossing Road to observe traffic patterns and problem areas.

Once the research was done, the students outlined several issues with the road and drafted a petition to send to New Jersey Commissioner of Transportation Diane Gutierrez-Scacetti, asking the NJDOT to fix the problems. The petition garnered over 500 signatures of LIS students and the principal.

But the students didn't stop there.

In June 2019, LIS students Ayden Anderson, Sienna Becker, Slavi Dusichka, Sofia Garmise, Hema Gujjar, Rory Laubach, Ginger Ryan, Mia Swingle, Nathan Tepper, with guidance from their teacher Jessica Heller, presented their findings to the Lawrence Township mayor and council. They drafted as script for their presentation and created a trifold display to advance the

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Without the diligent effort of students who focused on making this busy intersection safer for pedestrians, it may have never happened.

arguments that ultimately, along with their petition to the NJDOT, led to the installation of the light.

It is important to acknowledge the many years of hard work by former LIS students. For six years LIS students annually presented suggestions for improving safety at this dangerous intersection to the town council. Each of these groups of children put forth their best efforts, and it finally paid off.

“Without the diligent effort of students who focused on making this busy intersection safer for pedestrians, it may have never happened,” Heller said. “The students involved in this project learned about civic action and the power of their voice in creating positive change in their community.”

This article was written by Lawrenceville students Slavi Dusichka, Stella DeJesus, Hema Gujjar, Ginger Ryan, Nathan Tepper, Danielle Marcelin, Rory Laubach, Sofia Garmise, and Mia Swingle, with assistance from teacher Jessica Heller.

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Violence against Asian Americans must be stopped

NJEA OFFICERS SPEAK OUT AGAINST ATTACKS ON AAPI COMMUNITIES

NJEA's officers, President Marie Blistan, Vice President Sean M. Spiller and Secretary-Treasurer Steve Beatty, issued this statement condemning the violence in Atlanta as well as a larger wave of violence against Asian Americans and Pacific Islanders (AAPI):

We are angered and saddened by the hateful act of violence that took the lives of eight people in Atlanta. It is a profound tragedy on its own, but it is also part of a disturbing wave of racially motivated violence against Asian Americans that must be stopped.

No one should have to fear for their safety because of how they look, where their family once lived, the language they speak or any of the other differences that a healthy society accepts, honors and celebrates. We condemn the hateful bigotry that alienates us from one another and perpetuates white supremacy. All of us share the responsibility to confront and challenge racist language, actions, structures and institutions before words turn into physical violence and physical violence leads to death.

We stand in sorrowful solidarity with members of the Asian American and Pacific Islander communities who are mourning, despairing, angry and fearful. We stand particularly with our Asian American and Pacific Islander students in this trauma. And we pledge to continue our work with all of our students and our communities at large to counter racism and inequity through education, direct action and advocacy at every level.

NEA PRESIDENT ADDRESSES VIOLENCE AGAINST AAPI COMMUNITIES

NEA President Becky Pringle issued the following statement in response to the increasing violence against the AAPI community:

Whatever the color of our skin, the language we speak or where we were born, we all want to safely move through our communities without fearing for our lives or loved ones. The violence against our AAPI communities, especially AAPI women, is rooted in long-standing anti-Asian discrimination in this country. This trend of targeted hate against our friends, families, and communities has turned even more frequent and deadlier over the past year. Our communities are shattered and afraid.

All of us are safer when we collectively address hate and bias and recognize how when we work across racial differences we are stronger. However, certain politicians aim to distract and divide us with hateful rhetoric, then look the other way while white supremacists grow their ranks to the point where violence by white men against AAPI, Black and brown people is normalized. The victims of this most recent murderous attack have had their lives and dreams stolen and the grief extends across the nation.

Together, through our grief, pain and anger, AAPI, Black, brown and Indigenous people have been organizing and fighting back against racial terror and violence towards and in our communities.

Most immediately, NEA is demanding that:

- AAPI communities be represented and heard at the local, state and federal levels as immediate needs for safety and care are being discussed and determined.
- Policymakers address the impact that the easy access to gun purchases has on our safety.

And, we as educators respond when we see or experience hate incidents, provide education from the earliest grades on the histories of our diverse communities to ensure Asian Americans, and all Americans, are seen as equally integral to American history and American society. The NEA stands with and for all of the families coping with their loss and joins them in demanding justice.

Resources

After Atlanta: Teaching About Asian American Identity and History <https://bit.ly/2OLqfhe>

Responding to Anti-Asian Violence and Georgia Shootings <https://bit.ly/3a41xQy>

National Organizations and State Agencies for reporting and resources <https://bit.ly/326HrAU>

Moorestown EA organizes vaccine appointments for staff

By Ani McHugh

Moorestown Education Association (MEA) President Lisa Trapani is no stranger to organizing. During her 21 years at the helm of her South Jersey local, Trapani has advocated tirelessly for her members and for Moorestown's students and families.

But in recent weeks, Trapani's work has centered on an immediate, pressing goal: to secure COVID-19 vaccine appointments for every MEA member who wants one.

While coronavirus vaccines are relatively new, Trapani is no stranger to organizing vaccination clinics to help Moorestown's staff stay healthy. She has a longstanding relationship with representatives from Rite Aid, through whom she organizes annual in-district flu shot clinics.

In January, realizing that COVID-19 vaccine appointments would likely be hard to come by, Trapani reached out to her Rite Aid contacts to inquire about running on-site COVID vaccine clinics exclusively for MEA members.

At that time, pharmacies were still unsure about when they would receive vaccines and how many they would get—so Rite Aid was initially unable to fulfill Trapani's request. Near the end of February, though, a scheduling representative called Trapani with news that she had reserved 300 Johnson & Johnson vaccines—and had secured an equal number of appointments between March 9 and 19 at two Pennsauken Rite Aid stores—just for MEA members.

As educators had just become eligible to receive the vaccine, this was certainly welcome news to Trapani.

"The COVID vaccine provides an additional layer of protection for school employees," Trapani said, noting that vaccinating school staff creates a safer environment for everyone in the buildings.

Though public health officials continue to stress that we are not yet out of the woods with regard to coronavirus infections and transmission, MEA members can continue to focus on meeting the needs of their students with the confidence and peace of mind that protection from the vaccine brings.

Ani McHugh is an English teacher, the vice president of the Delran Education Association and an NJEA communications consultant.

Super Bowl champion leads NJ students to be reading champions

By Christy Kanaby



Prior to the COVID-19 pandemic, Malcolm Mitchell shared his love of reading with students at large school assemblies.

When it comes to football, Malcolm Mitchell knows a thing or two about excelling. A high school and college standout before becoming an instrumental force in the New England Patriot's 2017 Super Bowl win, Mitchell excelled in every challenge he met. Yet, if you ask him, he'd say his greatest victory was achieved off the field. Using the same grit and determination to improve his reading skills that he showed on the gridiron for football, Mitchell paved the way for children across the country to learn how to be reading champions.

"I grew up in an under-resourced community, and I had the belief that if I become an athlete, it was all I need to do to have a productive life," said Mitchell. "That perception is what many kids take on, and that's not accurate. In actuality, if you give your brain the same attention you give your body, it will take you to similar places."

Recognizing that books were an avenue to expand curiosity, creativity and learning, Mitchell founded his nonprofit organization, Share the Magic Foundation, and launched his "Read with Malcolm" initiative, which is committed to introducing book ownership to children in households where reading is not a priority. He also authored and published two children's books. His first, *The Magician's Hat*, tells the story of how a group of children discover books can make dreams come true through the pages, words and adventures that follow. Mitchell's second book, *My Very Favorite Book in the Whole Wide World*, follows the tale of Henley, who discovers his love for reading once he finds he has the power to share his own story with others.

"I wasn't the most 'compliant' student," Mitchell joked. "I knew I needed to

read to pass class, but it wasn't enough to persuade me. Once I realized that reading has a direct correlation to what I was trying to accomplish in life—not just in the classroom—it became culturally relevant to achieve all my ambitions, including financial stability and confidence in myself. That's when I attached to reading as something that would fuel me in the direction I wanted to go."

READ ACROSS-NJ PARTNERS WITH SHARE THE MAGIC

To continue its 21-year mission to create a nation of diverse readers and inspire students like Mitchell, NJEA's Read Across-NJ program partnered with Mitchell's Share the Magic Foundation to host a variety of members-only opportunities throughout National Reading Month in March. Over 500 members registered for and received free copies of *The Magician's Hat*, which was accompanied by a complete teacher's guide and other resources to make the most of this special story.

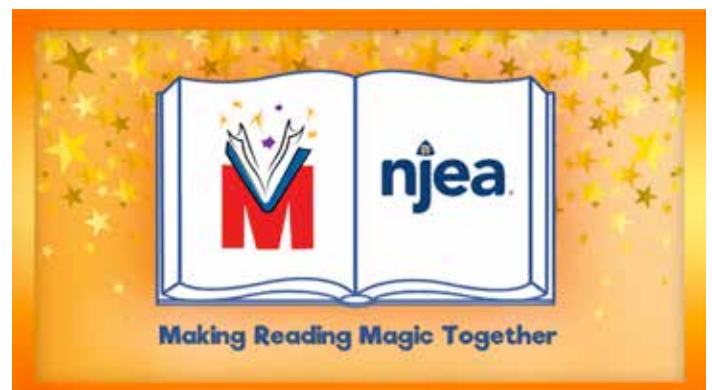
"NJEA is proud to continue our long-standing tradition of supporting Read Across," said NJEA

President Marie Blistan. "It's always one of our most popular member programs of the year, and I am so excited to join forces with Malcolm as we strive to instill a love of reading in our students, expand their literacy opportunities and show them that—when you work hard—anything is possible."

NJEA HOSTS LIVE EVENT WITH MITCHELL

On March 31, NJEA hosted a live, virtual event with Mitchell, where members had the opportunity to ask him questions. Throughout this hour-long event, members got a glimpse of what drives Mitchell to spread his joy of reading to children of all ages.

"I tell students who want to be athletes that, at some point, talent will not separate you from the pack," said Mitchell. "Your ability to learn, retain and apply information is what will make you stand out. Once you get to the NFL, everyone is fast and does their job extremely well. But can you outthink them?"



Christy Kanaby is an associate director in the NJEA Communications Division. She is also the coordinator of NJEA's Read Across NJ. She can be reached at ckanaby@njea.org.



Malcolm Mitchell founded the Share the Magic Foundation and launched the "Read with Malcolm" initiative.

READ BOWL MOTIVATES LITERACY CHAMPIONS

Mitchell invites all NJEA members to continue to help students find the literacy champions within and rise to the reading challenge through his year-round virtual reading events, which he kicked off in 2016. Read Bowl, which ran between the National College Football Championships and Super Bowl Sunday, set a foundation record of 55 million reading minutes from over 71,000 student participants. Three New Jersey educators, Erin Porter from Ocean City Primary School, Susan Murray and Karen Benchoff from Brigantine Elementary School, and Andrea Sarney from Roy W. Brown Middle School in Bergenfield, and their students emerged as finalists in the annual event.

BOOK YOUR STUDENTS FOR READ CAMP

The next event is Read Camp, which kicks off Memorial Day and runs through Labor Day weekend. During this three-month program, students in grades K-12 participate in training, drills and practice to maintain their literacy skills over the summer. Mitchell acts as the program's "head coach" and had over 7,500 children in 34 states participate last year. Educators or students who are interested should visit readwithmalcolm.com/readcamp to register.

"Being on this reading journey has taken me further around the world than football has, and I was able to experience it at its height," Mitchell stated. "It's my hope that all kids understand the importance of reading and have access to the tools they need to build upon that understanding."

To view a recording of the March 31 live event, visit njea.org/ranj. To learn more about the Share the Magic Foundation or the other year-round virtual reading challenges Mitchell hosts, visit readwithmalcolm.com.



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NJEA awards communications excellence

NJEA announces the recipients of its Awards for Excellence in Communications. The awards program recognizes associations in three categories: Best Website, Best Newsletter and Most Effective Use of Communications Tools to Achieve a Goal.

The awards program was launched in the spring of 2020 to coincide with the biennial NJEA Communications Tools Workshop, but social distancing requirements caused the 2020 workshop program to be postponed. Judging was delayed as in-person judging was moved to a virtual format.

The awards were judged by retired NJEA Communications staff, which included Mary Frans, retired administrative assistant; Ed Gallagher, retired director of NJEA Communications; Norm Goldman, retired NJEA Review editor and retired director of NJEA Instruction and Training (now known as Professional Development and Instructional Issues); James Maccaroni, retired NJEA graphic designer; Mimi McHale, retired administrative assistant; Wanda Swanson, retired executive producer, Classroom Close-up NJ; Jennifer Wilkins, retired secretary.

The winners are:

Best Website

Local associations (500 or fewer members)

- First Place: Highland Park Education Association, submitted by Maria Belber
- Award of Distinction: Middle Township Education Association, submitted by June Camizzi

Local associations (501 or more members)

- First Place: South Orange-Maplewood Education Association, submitted by Philip McCormick
- Award of Distinction: Linden Education Association, submitted by Jonathan Koziel

County associations (8,000 or fewer members)

- First Place: Cape May County Education Association, submitted by Kathy Parker

County associations (8,001 or more members)

- First Place: Burlington County Education Association, submitted by Christopher Bowman
- Award of Distinction: Middlesex County Education Association submitted by Andrew Lewis

County NJREA organizations

- First Place: Monmouth County REA, submitted by Mary Ellen Connelly
- Award of Distinction: Bergen County REA, submitted by Eileen Hooper

Best Newsletter

Local associations (500 or fewer members)

- First Place: Point Pleasant Borough Education Association, submitted by Christa Blauvelt
- Award of Distinction: Highland Park Education Association, submitted by Hannah Pawlak

Local associations (501 or more members)

- First Place: Woodbridge Township Education Association, submitted by Rosie Singalwitch
- Award of Distinction: South Orange-Maplewood Education Association, submitted by Philip McCormick

County associations (8,000 or fewer members)

- First Place: Mercer County Education Association, submitted by Iris Tonie

County NJREA organizations

- First Place: Middlesex County REA, submitted by Susan Jaysnovitch
- Award of Distinction: Monmouth County, submitted by William Allen

Most Effective Use of Communications Tools

Local associations (501 or more members)

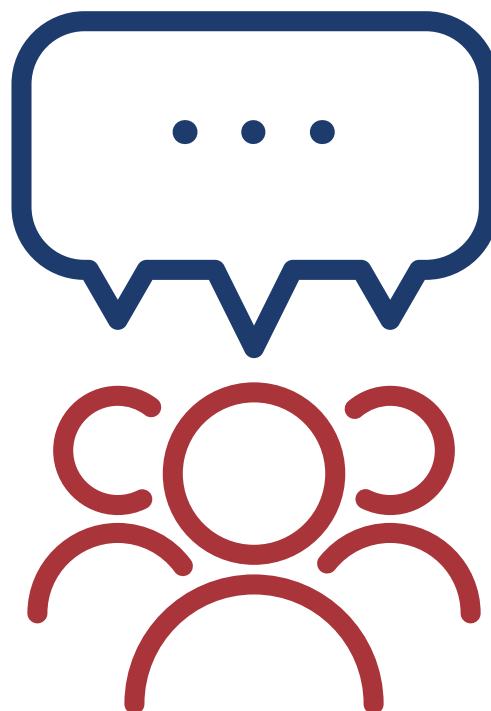
- First Place: Old Bridge Education Association, submitted by Andrew Lewis
- Award of Distinction: South Orange-Maplewood Education Association, submitted by Philip McCormick

County associations (8,001 or more members)

- First Place: Morris County Council of Education Associations, submitted by Bill Cole
- Award of Distinction: Bergen County Education Association, submitted by Sue McBride on behalf of Mike Ryan

County NJREA organizations

- First Place: Ocean County REA, submitted by Jinny Hoden
- Award of Distinction: Monmouth County REA, submitted by Mary Szczepanik



A call for Collaboration

By Angela Mikula, M.Ed.

While this pandemic continues to put a spotlight on the vulnerabilities of our communities and our country, we educators live by the glow of our computer screens searching for new ways to keep our students engaged in learning. We are scrambling not only to reach our remote learners, but to also address the growing rate of depression and anxiety through social-emotional learning (SEL), address equity by teaching through the lens of social justice, try to compact all the most important parts of our curriculum, while we attempt to practice self-care so that we can stay healthy.

These demands and this spotlight raise the question: “What do we want our learning communities to become in this new normal?” What might feel now like trying to run a marathon with a rock in your shoe could become one of the best opportunities to reshape and reprioritize how and what we teach.

It's obvious that the landscape of education is shifting—all the way from preschool to universities. We are all rethinking ways to manage and deliver learning, and it's not going to be the same even when the pandemic goes away. So how can we seize this moment and do better? Now is the time

to articulate with one another the adaptations we have made that will be most beneficial to enhance our programs post-pandemic. The case for interdisciplinary teamwork may be more important than ever in meeting so many needs.

COLLABORATION WITHIN OUR SCHOOL

At Delaware Township School in Sergeantsville, educators are moving away from the siloing of curricular areas and teaching as a team aiming to deliver the most dynamic and relevant learning experiences for our students. By finding opportunities to team teach, we can develop more well-rounded presentations of the humanities full of rich connections and relevancy to real life where subjects naturally overlap.

With my colleague Sheri Laman, students are using the graphic design platform Canva to create infographics about threats posed by climate change on our cities. What they learn is applied to two-point perspective drawings of cities in my art class that propose solutions to address these threats. Finally, students use their ideas in their applied technology class with our colleague Rob Mead to create models using our 3-D printer and laser

cutter. With their infographic, future-problem solving city drawing, and three-dimensional model, they can present their work in a manner that models occupational actions. We found Citgo's Fueling Education: Sustainability, Cities and Communities Digital Lesson Educator Guide helpful in the development of this project.

Through teacher collaboration, students at Delaware Township School are learning about brain functions by way of mindset and mindfulness. Teachers developed a project-based lesson that built a mindfulness garden for our courtyard. Third grade teacher Moira Ganun and middle school science teacher Dan Chojnowski worked with students to prepare the garden beds and establish a monarch butterfly waystation.

When asked if my classes could add art to the garden, we brought in mural painter and mindfulness coach Jennifer Levine to help transform our space into a mindfulness garden. Incorporating STEAM, fourth grade art classes explored how to use and create a clay sundial while our sixth grade students were tasked with moving water through a clay sculpture to create a water feature. Middle school students in our Investigate class for accelerated learners developed



a mindfulness activity sheet to help teachers engage their students in the garden with mindful activities inspired by nature. These students also took the leadership role of teaching the full school community how to find mindfulness when using the garden.

GLOBAL COLLABORATION

In a globally collaborative project with The Barefoot Artists' founder Lily Yeh and her assistant Xuerr Jiang, Delaware Township School students are communicating with Beijing's Dandelion School and ZhaoDengyu School through the making of dream flags inspired by *dreamline.org*. Students are sharing with each other their hopes and dreams through creative flag making. Students create individually but exhibit collectively, serving as diplomatic ambassadors. The collection of flags created by students of these three schools will be shared in a traveling exhibit once completed.

With our new confidence in virtual learning tools, this partnership between our school and the Dandelion School in Beijing now opens the door to promote cross-cultural understanding and civic skills during a critical time in our country's relationship with China.

In another example of global teamwork among educators, discussions that once happened across rows of seats are now happening across oceans as our students embark in conversations with their global peers. At a U.N. Sustainable Development conference in the U.K., I met Ameet Mehta, CEO of Inspirational Education. For the last two years, his organization has provided our school with an international network of students learning together to develop global competencies while building their sense of global citizenship.

In 2018, our students represented the voice of U.S. students in discussions about freedom of expression. Through guided, inquiry-based learning, the students had the opportunity to share their thoughts on this complex concept with over 250 students around the world.

Inspirational's global classroom experience is what made the transition into remote learning in March 2020 a familiar challenge and a welcome solution. The assessment results provided at the end of the Inspirational program showed that our students' communication skills needed to be improved to engage meaningfully with their international peers. With this knowledge, we brought in Howard

Angela Mikula is an art teacher at Delaware Township School in Sergeantsville. A US-UK Fulbright Distinguished Award in Teaching 2018 recipient, Mikula is the 2020-21 Hunterdon County Teacher of the Year. She writes a blog at beeskneesblogger.wordpress.com, tweets from @amikula135, and can be reached at amikula@dtsk8nj.org.



A student painting a mural in the mindfulness garden.

Teacher Moira GaNun and student Molly Tettemer till the mindfulness garden.

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What might feel now like trying to run a marathon with a rock in your shoe could become one of the best opportunities to reshape and reprioritize how and what we teach.





Teachers across curricular areas collaborate in the making of a mindfulness garden.

Blumenthal, the producer of *Where In the World Is Carmen San Diego*, and creator of the website *Kids on Earth* in the 21st century, which shares interviews with children around the world. You can view the interviews at bit.ly/koeearth21.

This partnership provided our students with an opportunity to practice their communication skills in order to become better listeners, gain broader perspectives, and ultimately engage in a meaningful dialogue with their global peers.

In our most recent participation with Inspiral Education, Flipgrid has been the tool of choice while students share notes with their peers in India and Colorado on how issues such as global warming, poverty, and animal rights are being addressed in their home communities. With a recent addition to our teaching team, language arts teacher Ellen McShane shares her expertise while meeting her curricular area's state standards. This is in preparation for Inspiral Education's spring Global Symposium.

BUILDING CONNECTIONS

Professional development opportunities are plentiful for teachers searching for connections with like-minded teachers in their communities and around the world. In 2018, I pursued a Fulbright Distinguished Award in Teaching, which led to a fellowship at the University College of London's Institute of Education and six months of traveling throughout the United Kingdom.

While there, I explored best practices for

teaching through the lens of global citizenship and methods to address the growing rate of anxiety and depression among students. I attended conferences and built professional relationships that continue to grow. With organizations such as Fulbright, the possibilities of collaboration are limitless.

ROLE-MODELING TEAMWORK

I believe if we role model the effectiveness of this teamwork with our colleagues as we teach through the lens of mindfulness and social responsibility, we can be agents of change. If we provide lessons encouraging self-reflection and accountability, we can engage our students' sense of purpose.

In addition to realizing the benefits of teamwork, the pandemic has revealed that collaborating with visual and performing arts teachers can better ensure that all of our learners—visual, musical and kinesthetic—can develop their voice and ability to express the best version of themselves. While rates of anxiety and depression among our students reach unprecedented numbers, incorporating the arts can provide a way to process their experiences, and a window for us to understand what students might be going through. It is more important than ever that students learn how to communicate their thoughts and tell their story with the confidence of knowing that their story matters.

Because of the organic nature of teaching, great things can happen when educators are given curricular flexibility and team-teaching opportunities. While school budgets may be

affected by the new financial deficits, it's important to recognize that our greatest resources are one another. We need to think, act, and teach as a team, collaborate our efforts and our expected outcomes. Together we'll cross the finish line of this marathon, grateful that rocks in our shoes made us even better educators. 🌱



The art of sixth grader Gabby Dembeski.

ONE ROUND AT A TIME

**Students find their voices
through speech and debate**

By David Yastremski



Maria Papera of Montville
Township High School

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Debate is an activity that tends to be exclusive, accessible to schools or families with means, but being virtual has stripped away some of those barriers.

During a normal year, one could stop on a Saturday at a random high school in New Jersey to find hundreds of students and judges convening to compete in speech and debate tournaments. As you enter the school, you would find masses of students congregated in cafeterias and auditoriums, sitting along the hallways, talking with their coaches, warming up their vocals, memorizing their speeches and awaiting the next round.

Every year, member schools of the New Jersey Speech and Debate League (NJSDDL) sponsor daylong competitive events in speech, debate and dramatic activities for middle school and high school teams. For the competitions, students write and prepare speeches, memorize and rehearse dramatic scenes, and research and prepare debate evidence, which they use week to week at the meets. In addition, students also compete at various tournaments held by colleges and universities that attract a much larger, national draw of teams.

Typically, the season starts in October and culminates with the NJSDDL State Championship and National Speech and Debate Association (NSDA) national qualifier tournament at the end of March. As with many activities, the season was near its closure when the state shut down in March of 2020. While we would have loved to immediately move our state championships and national qualifier to an online format, we just weren't ready to do that. The state moved to an application process where individual students applied for the national championship events. Fifty-eight students represented Team New Jersey at the first all-virtual national championships.

Over the summer coaches from across the state met, determined to continue the program for our students. Interscholastic speech and debate is an activity that embraces inclusivity, celebrates student voice, and challenges our students on topics that continue to shake our world.

We knew that students were going to lose many of their extracurricular offerings, especially in the arts, if schools or state policy kept students from meeting together in person. We knew speech and debate must remain an opportunity for the students.

Through an online platform designed by the NSDA, the NJSDDL events were ready to begin their season in October of 2020. Phillipsburg High School has long been the season opener for the league, so on Oct. 31, the league hosted

its first online tournament, hosting 239 students and 100 judges.

Phillipsburg coach and social studies teacher, Laurie Schmid, commented that while some things were different, much stayed the same.

“I had an amazing group of colleagues whose assistance and technical expertise ensured the day ran smoothly, and I was just as exhausted by the tournament's conclusion!” Schmid said. “It was really cool popping into virtual rooms and seeing the students competing, and finding virtual judges was so much easier than finding live ones! But at the same time, I missed having my team there to help run the tournament. I missed experiencing the excitement when finals were posted in the cafeteria, and I really missed seeing the thrill on students' and coaches' faces as they were handed their trophies.”

Prior to Phillipsburg, some league schools competed in tournaments sponsored by several universities during September and early October, including Yale University and Duke University, which helped local coaches figure out debate in a virtual format. Working with those tournaments prior to New Jersey events ensured a smooth implementation for New Jersey events.

Since that first tournament in October, the NJSDDL has offered several events each month. Coupled with other leagues and university tournaments, the students had tournament opportunities every weekend. As the year progressed, more schools got involved, competing not only from New Jersey, but from New York, Pennsylvania, and the mid-Atlantic. By January, some New Jersey tournaments featured over 50 teams with over 600 entries and almost 300 judges.

BOARDING THE VIRTUAL BUS

During the New Jersey virtual tournament, students typically competed in secured virtual meeting rooms for three or four preliminary rounds. The top scoring students advanced into the elimination rounds based upon the size of the event.

For the local events, students needed to be available in their rooms for four to six rounds, each lasting 60 to 90 minutes. It's an all-day affair not only for students, but for judges and coaches. And for some of the large university tournaments, students, judges and coaches follow that schedule for two or three days. It's a family commitment because while the student is participating, family



Bianca Igwillloh and Mitchel Elusanmi of Barringer High School in Newark.

David Yastremski teaches public speaking at Ridge High School in Bernards Township and the president of the NJ Speech and Debate League. He is the negotiations chair for the Bernards Township Education Association and treasurer for the Somerset County Education Association. Yastremski is a part-time NJEA Communications Consultant. He can be reached at dyastremski@njea.org.



Layla Sayed of Elizabeth High School.

members need to reduce the bandwidth draw that can interfere with the student's performance or can cause lagging or even drop-offs during the students' performances.

The virtual tournament experience has forced students to expand their troubleshooting and adaptation skill sets in the competition experience. Millburn High School senior Sophia Wang comments on how the online experience has proven valuable in expanding her skills.

"We've all learned to adapt this year to a completely new competitive environment," Wang said. "Facing an unimaginable situation, I learned to persevere, to find a solution like I'd done so many times when addressing a societal injustice within my world of speech and debate."

"It is certainly a relief to avoid the 6 a.m. roll calls and the feet squeezed into high heels," Wang added. "But overcoming the disconnect—technologically and emotionally—from the transition to online, is no small feat."

One of the biggest hurdles was lagging internet and bandwidth issues. Many times, it was not even the student or judge's technology, rather it was the area where they live. Saturdays and Sundays tend to feature a lot of gaming, binge-watching and other draws on bandwidth. Early on, we found out that 4 p.m. became a witching hour of internet troubles. Since then, we've learned to make some adjustments and our students and judges have figured it out (i.e., what area of the house has the best signal, what devices work best, etc.).

Contrary to the advice of our internet service

providers, it's not as easy as restarting the modem. Some students and judges suddenly needed to switch to phone apps or find other avenues to wireless when their own network failed them. We've had judges whose only option for wireless was to judge their rounds from their public library parking lot. Our debate community has become very resourceful at getting the technology to work.

While some New Jersey schools have allowed their students and coaches to use school space on the weekends, many students have been relegated to their homes for competition, which raised some concerns for students and raised problems for some of the teams. While a few schools have been able to procure hotel or other community spaces for their students to compete, others were not so fortunate. At the height of positive COVID rates in some of our communities, some teams were not able to compete because students could not get a viable environment to compete all day.

Last year, the NJSDL formed an equity committee whose goal was initially to ensure that all students, judges, and coaches had a safe, fair, and equal-opportunity space to succeed. Ridgewood teacher, Kathleen Clarke-Anderson discussed the importance of students, coaches, and judges to be informed on issues of equity, discrimination, and inclusion, but the virtual competition experience created other reasons to assist league students.

"Our biggest issue was helping a team find the ability to participate in tournaments as the school was not open for in-person instruction and some students did not have Wi-Fi at home,"

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The NJSDL formed an equity committee whose goal was initially to ensure that all students, judges, and coaches had a safe, fair, and equal-opportunity space to succeed.

Clark-Anderson said. "Once sports were allowed to use the space, we found the speech and debate students could also. It didn't happen as soon as we would have liked, but the students were able to start competing in January."

One other hurdle with live synchronous events is a constant question of time zones. Participants have included schools across the four United States time zones, but some students and judges have been participating from international sites. Many times, if a student or judge didn't show up in the virtual space, we first checked from which state they were competing. While our New Jersey teams are ready to go for a 9 a.m. round, students and judges who are attending from schools in the Pacific time zone may not be ready for their 6 a.m. call.

Hunterdon-Central Regional High School coach Adam Leonard embraces the access that the virtual tournament experience provided our schools and students.

"To me, the major selling point of participating this year is that the students derive all of the benefits of competing against students from across the country that they wouldn't normally see in person without the hassle of making travel arrangements, missing school, and paying extraordinary amounts of money to participate in the tournament," Leonard said. "This is an activity that tends to be exclusive, accessible to schools or families with means, but being virtual has stripped away some of those barriers."

ASYNCHRONOUS EVENTS

Asynchronous events emerged as another way to provide opportunities for student competition. Tournaments are offered across the country where all students need to do is supply a video recording of their presentations. Then judges view and score the videos on their own time as long as they complete it by a deadline. Judges can score

their rounds at 3 p.m. or 3 a.m.; whatever works for their schedule. While this doesn't work with the debate events, tournaments have become resourceful, offering new events that are tailored to the debate students who would like to compete in these asynchronous events.

BOARDING THE VIRTUAL PLANE

The larger-scale university tournaments also responded by offering online opportunities. During the typical year, students board buses, trains and planes to attend tournaments at college campuses including the University of Pennsylvania and Yale, Princeton, Columbia, Vassar, Duke, and George Mason universities. In February, Harvard University hosted their annual tournament virtually, drawing 480 schools from 38 states and seven foreign countries including Canada, China, Dominican Republic, France, India, Singapore, and Taiwan.

Being able to travel to and compete in the classrooms of these campuses is one of the greatest draws of the activity. Coaches knew that they had a lot of work to do to encourage student participation without the excitement of getting to travel to various universities. During these weekend-long events, students were "stuck" in their homes and competition spaces for hours on end. To keep them engaged, teams would host breakout sessions featuring games, trivia and opportunities for students to connect with one another outside the normal school day.

Ridge High School freshman, Anjali Dadlani relates the importance of the socialization.

"I love the way that they have tried to make it as authentic of an experience as possible" Dadlani said. "I especially love how they have included a squad room, which allowed students to socialize as they would have if they were in the same room."

Some college- and national-level tournaments hosted online lectures by faculty in between rounds where students could listen to some of the preeminent scholars on the various debate topics. Students would never get that opportunity in a typical year. It provided a great avenue for greater insight and understanding of the information.

THE STRUGGLE

But it still hasn't been easy. Jonathan Alston, coach of Science Park High School in Newark, admits that losing the opportunity for travel really had an impact on the students' mental well-being.

"Many of our students faced mental health pressures exacerbated by confinement," Alston said. "Travelling provides the students an opportunity to get away from the pressures of home, allowing them to focus in ways that many could not during the pandemic. Many started working longer hours at jobs, even during the school day, to get out and away from the screens."

Olivia Iheke, from Elizabeth High School, agrees.

"I'm not the biggest fan of online speech," Iheke said. "I like to feed off of the energy of my audience, to be able to see their laughter. I like to know that everyone is enjoying my performance, not just the judges, but my peers as well. Not being able to see the faces of my colleagues has been a bit of a downer. However, I appreciate the easy access of rooms to get to my rounds. It's also possible to perform in this virtual space in ways that weren't possible before."

MIDDLE SCHOOL TOO!

The virtual tournament environment allowed the league to create more opportunities for middle school students to participate in speech and debate activities. While middle school tournaments have existed for years, virtual events created more access for students across the state to participate in a greater variety of events.

Princeton Academy Coach Raymond Shay, commented that "middle school programs cannot travel as much as many high school programs. Online tournaments have enabled our students to experience more national circuit tournaments and compete in tournaments offered across the country. While we certainly look forward to returning to an in-person experience, we also recognize that some students who may not have been able to physically travel to the NSDA Nationals last year or this year, now have the opportunity."

LOOKING TO THE FUTURE

While it may be some time before schools allow their students to board planes and trains, the students and schools of the New Jersey Speech and Debate League will continue to provide opportunities to give our state's youth a voice. The online experience has clearly presented its own set of challenges; however, it has also increased access and opportunities for many of the students!

"The league officers, coaches, parents, judges, and, most importantly, the students have worked incredibly hard to translate what is typically an exciting and energy-packed educational experience into something that still embodies those core principles even though it must be done in the virtual world," Hunterdon Central's Leonard said. "There is still so much that is missing for the students, but I think that we achieved true opportunities and moments of success that they will never forget."

Elizabeth High School student Layla Syed agrees.

"Competing online has been one of the strangest experiences ever," Syed said. "The nerves you get while competing in person are one thing but attempting to learn how manage competing through a screen became a more difficult challenge than I could have imagined. However, with the great coaches and teammates I've had the honor of working with this year, it became easy. I no longer saw it as an obstacle but as an amazing and unique experience." 🙌



Angelina Yang of Ridge High School in Basking Ridge



How my pregnancy loss led me to advocacy work

By Jackie Mancinelli

As the sun streams through the bay window, I watch my daughters play in the playroom—my three-year-old in her Batman cape and mask, my 16-month-old toddling around in a dress-up doctor's coat. The Weeknd's "Blinding Lights" is playing for the umpteenth time, and both girls are dancing to the music. I cradle my coffee and think, *I never knew that this is the shape my family would take.*

BLISSFUL NAIVETÉ

The journey that my husband and I took to get to our family today is filled with medical terminology: missed miscarriage, fetal maternal hemorrhage, Antibody-D, Kleihauer-Betke, MCA Doppler, biophysical profile, jaundice, Rh disease, blood transfusions...

In 2014, "miscarriage" was an unfamiliar term to me. I kept my first pregnancy a secret, believing I was not allowed to tell anyone until after 12 weeks along. As my students worked, I would find myself touching my stomach, smiling to myself. I saw my students talking in hushed whispers, looking my way. I imagined telling them in just a few weeks. They would all say, "I knew it!"

Instead, my husband and I heard the doctor tell us in clinical terms, "It is no longer viable. Here are your options..." Just shy of 12 weeks, we lost our first pregnancy.

I chose not to tell anyone about my miscarriage for over a year. I buried it deep inside of myself, locked it away, and refused to talk about it. Even to this day, I cannot quite explain my reasoning. I remember feeling a mix of shame, guilt, and embarrassment. I thought I was the only one who had ever gone through this, and I was afraid that people would assume that I did something wrong. I often wish I could go back in time and tell the old me that I should have talked about it, should have confronted it, should have dealt with it. *Should have, should have, should have.*

Jackie Mancinelli is an English and ESL teacher at Eastern Regional High School in Voorhees. She is the founder of Start Healing Together. If you are interested in starting a Start Healing Together chapter at your school, please contact Mancinelli at jackie@starthealingtogether.com.

WE SAID HELLO AND GOODBYE

When I became pregnant again with our son, I was terrified. I was on edge until we hit the 12-week mark. After that, I assumed that our only outcome would be a house filled with dirty diapers and spit-up covered blankets. The pregnancy was uncomplicated and typical; none of my doctors were worried.

My students watched my body morph and grow throughout the school year. They whispered behind their hands as I sipped ginger ale at 7 a.m., and they cheered when I announced my pregnancy. They took care of me by moving classroom furniture for me, bringing me baby shower gifts, and even carefully purchasing fruit that they learned was healthy for a growing baby.

On Monday, May 16, 2016, I went to work as usual. As I sat in the first class of the day, I had searing lower back pain. I shifted in my seat and made eye contact with one of my students, David, from across the room. He silently mouthed, "Are you OK?" I nodded and smiled reassuringly. He was one of my kindest students, and he had taken it upon himself to check on me daily. I could tell he was worried, but I tried to pretend that everything was OK.

By 11 that evening, I was being rushed to the operating room (OR) with my husband at my side. Our son was showing signs of distress, but the doctors were convinced that everything would be fine if he were delivered and brought to the neonatal intensive care unit (NICU).

As we passed through the hospital, doctors and nurses called out, "Congratulations, Mom and Dad!" We smiled through our fear and panic. Once Richard was delivered, the OR went oddly quiet, and then there was an eruption of movement. The NICU team suddenly multiplied and despite my screams for answers, no one would talk to me.

My husband vacillated for a moment—stay with me or go with our son? I said, "Go with him and stay with him. Don't worry about me." I am thankful that as Richard fought for his life, his dad was there to hold his hand.

THE KINDNESS OF OTHERS

Grief cannot possibly be put into words. I have tried to explain it, to relate it to another type of personal event, but nothing does it justice. It carries this weight with it that never seems to go away. One day I will feel light, and the next I will feel like I have to drag my feet to move. In the weeks after Richard's passing, I could not wrap my mind around menial tasks: going grocery shopping, cooking, having a conversation about the weather with a neighbor. I felt like I had to relearn how to go about my daily life.



That summer, I cleaned my school's classrooms with our custodial staff. I pushed myself to get out of my house and to engage in life again. The custodial staff have no idea how much they helped me that summer. They gave me the confidence to tell my story and to feel a bit like myself again.

It was on one of those summer days that I happened to run into my former student, David. He was stunned to see me, and I did not

know what to say. I was unprepared for how to talk to my students. They knew what had happened, but I had not mentally rehearsed this moment yet. He began to cry and told me how sorry he was for me. He said that he asked his church to pray for my family. It was a moment that I will never forget. He saw me as not only his teacher, but also as a fellow human. He treated me with kindness and compassion.

ATTEMPTING TO RETURN TO "NORMALCY"

I was anxious about my return to work in September. I was eager to return to my classroom, to return to the milieu that made me feel most comfortable. But I also had racing thoughts: *What will my coworkers be like? What will they say? Will they say anything at all? Will all of my new students already know? Will they feel uncomfortable in my classroom?*

I had no idea how to navigate this new stage of my life. I felt like I lived in a sort of limbo—there was the old, pre-loss me and the new, post-loss me. I wanted to engage in the typical banter with my colleagues, but I also wanted to acknowledge what had happened. I did not know how to manage that dichotomy, and neither did anyone else around me.

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I lived in a sort of limbo—there was the old, pre-loss me and the new, post-loss me.

NJEA OPENED A DOOR

Life eventually gained a rhythm, and it was not until recently that I felt like a fundamental change should *and could* occur. I attended an NJEA-sponsored workshop on supporting members through miscarriage and stillbirth. I learned that bereavement days could potentially be used for pregnancy loss and that members may be entitled to New Jersey Family Leave Insurance (NJFLI) benefits.

I thought back to my miscarriage. I was a brand-new hire to my school, and I was afraid to use multiple sick days. It never occurred to me to ask for support. I thought back to my infant loss. I never thought to apply for NJFLI benefits. Instead, I took several weeks off, unpaid. With this new information, I began to plan, and soon, Start Healing Together was born.

START HEALING TOGETHER

Start Healing Together is a group of over 20 staff members at my school. We are dedicated to informing members of their rights, providing emotional support, and directing them to helpful resources. Some of our members have experienced pregnancy loss and/or infertility personally, some support loved ones that have, and others simply want to offer an empathetic shoulder.

When I lost my son, I received multiple condolence emails from my



Jackie Mancinelli founded Start Healing Together, a support group at Eastern High School for staff struggling with the loss of a child, miscarriages, and infertility.

coworkers. Many of the messages echoed the same sentiment: they also suffered losses. And then, when I asked for members to join Start Healing Together, even more of my coworkers shared their stories. These were men and women with whom I worked every day, but how well did I really know them? How often does pregnancy loss and infertility happen? Was I truly as alone as I felt?

As it turns out, these *are* common occurrences. According to the March of Dimes, miscarriage occurs in 10-15% of pregnancies. The Centers for Disease Control (CDC) states that stillbirth occurs in 1 in 100 pregnancies. The March of Dimes explains that neonatal death occurs in 4 in 1,000 pregnancies. The CDC has found that infertility affects 12% of women aged 15-44 years old. Statistics for male infertility are more unclear, but 9% of men aged 25-44 have sought fertility advice. So if these numbers are so staggering, why do we remain silent?

I know that for me, shame kept me silent after my miscarriage. After Richard's death, I found that silence was not an option. I needed to say his name, needed to memorialize his short life, needed to help others through this heartbreaking grief. I work through my own grief by providing support to others.

I know how important a support system can be, how important an open dialogue can be, how important telling our stories can be. My son taught me to take this experience and help others, so that we can *start healing together*. 🌱

The following sources were consulted for this article:

Miscarriage: bit.ly/modmiscarriage

Stillbirth: bit.ly/cdcstillbirth

Neonatal loss: bit.ly/modneonatalloss

Infertility: bit.ly/cdcinfertility

WHY TODAY'S STUDENTS SHOULD CARE ABOUT INFRASTRUCTURE

BY GERALD T. KEENAN

"I wish my connectivity was better!"

"What's with the water pressure in the shower today?"

"This road was new when my grandmother learned to drive, and it sure needs some work."

"Wish I had a mass transit option near my house."

Most of us, no matter what our age, tend not to think about infrastructure, nor about our utility services. We generally take them for granted. That is, until they are not there.

Fortunately, New Jersey is in much better standing than the residents of Texas were a few months ago.

There are nearly nine million of us today packed into just about 7,400 square miles of New Jersey. According to a 2014 study released by the New Jersey Department of Labor and Workforce Development, the population could approach nearly 10 million by 2040.

Gerald T. Keenan is the president of the New Jersey Alliance for Action, a non-profit, non-partisan coalition of over 2,500 business, labor, professional, academic and government leaders in the state. The alliance will sponsor a workshop at the 2021 NJEA Convention. For more information about the alliance, visit allianceforaction.com. The alliance can be reached through William Healey at whealey@allianceforaction.com.

Our needs will be greater, but the energy mix we'll depend on then will be different from what it is today. Planning for that future is now underway, and one of the missions of our organization is to tell people about it.

THE UTILITIES ON WHICH WE DEPEND EVERY DAY

By the end of this decade, many of us will want to drive totally electric vehicles. And New Jersey's car dealers will want to sell them to you. We could need significantly more electric power available than we have today.

A major contributor to New Jersey's clean energy future will be offshore wind. Plans to develop the 1,100-megawatt Ocean Wind project off the coast of Atlantic City have begun. This summer the Board of Public Utilities is expected to give the go-ahead for construction of up to 2,400 megawatts of additional offshore wind energy. New Jersey's goal is to develop 7,500 megawatts of offshore wind energy—enough to power 3.2 million homes—by 2035. This first phase of the project will be developed by both the Danish company Ørsted and by PSEG of New Jersey.

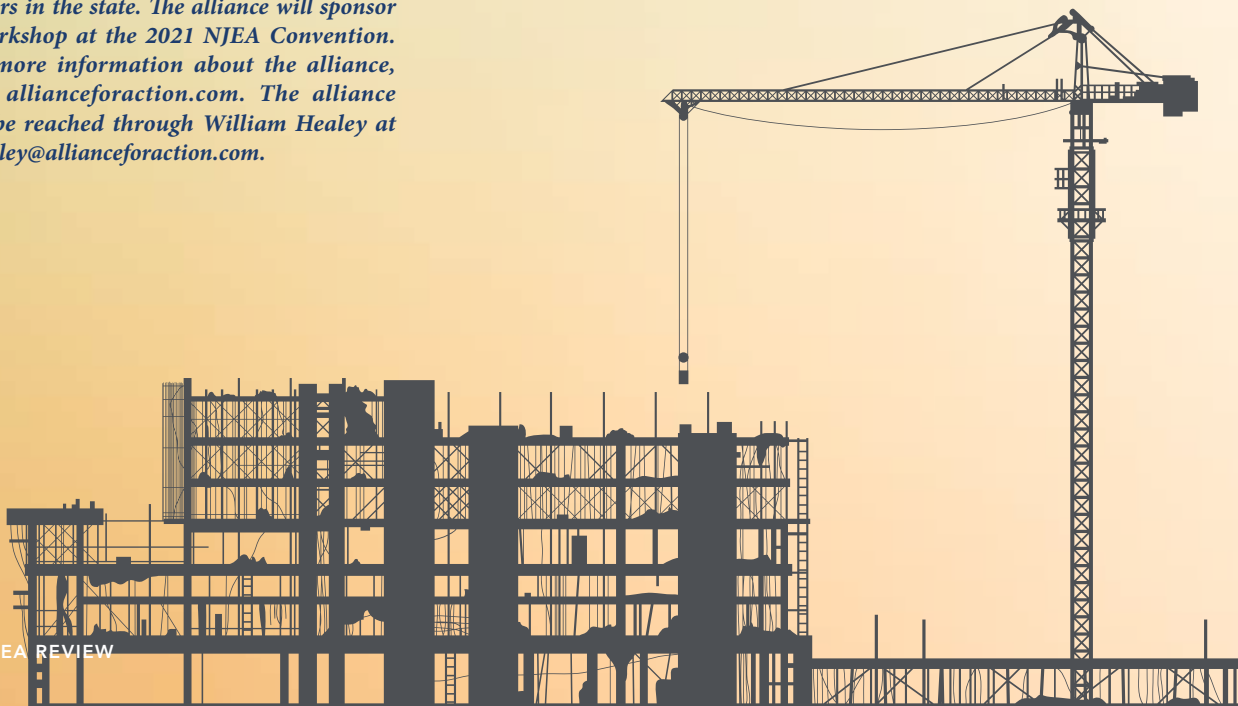
Yet while we are facilitating that change, we're going to need more natural gas. That gas is going to have to come from outside of our borders and we'll need additional capacity to ensure it gets to our homes.

New Jersey got rid of the last of its coal fired power plants several years ago, so we're way ahead of other states in that regard and that is a good thing.

Much of New Jersey's water infrastructure is old and sometimes failing. In fact, some of the water systems under the streets of our major cities are more than 100 years old. We're paying the price for deferring maintenance.

Our state's water utilities have made massive financial investments, and we'll all benefit from that. Right now, in New Jersey, more than 55% of our water is delivered by private water utilities and the rest by government-owned entities. Many older public water systems have benefited markedly from recent upgrades.

Increasingly, "infrastructure" means adding broadband connectivity to the list. Think about how much students and workers have depended on that in this "year of the pandemic." New Jersey is



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Today's students will one day fill the jobs that come from our infrastructure opportunities.

already making massive upgrades in 5G capability and already planning for 6G. As we have seen, every New Jersey student needs to have access to that connectivity; it has become a truly important education “equalizer”!

We could truly devote an entire issue of this magazine to our utility investments and energy needs.

THE WAY WE GET AROUND

As it is with our utilities, our transportation infrastructure also needs a boost. As I write this article in early spring, President Joe Biden has made important new federal announcements on planned upgrades to both mass transit and roads in our state. It's important to note that our new President also gave an important federal boost to the planned New Jersey wind power projects.

Most of the interstate highways in our country and in New Jersey are relics of the 1960s and 70s; times when the grandparents of today's students were new drivers, or commuters in their first jobs. An increase in the state gasoline tax, which was championed by the Alliance, has been put to good use in playing “catch up” to the rehabilitation of roads and bridges. Yet, more needs to be done.

Entities like NJ TRANSIT have also played “catch up” in terms of planning improvements of the systems they operate and the trains and buses we all use. NJ TRANSIT is the nation's largest government-owned mass transit system. Across all of its modes (bus, rail, light rail, van pools, etc.) nearly 700,000 New Jerseyans depend on it every day. According to its June 2020 Five-Year Capital Plan, NJ Transit has more than \$11 billion worth of capital improvement planned through 2026. This will enable it to realize its 2030 Master Plan—just about the time today's high school students enter

the job market post-college.

The federal government has to help as well. The most important transportation project in the nation right now is the Gateway Tunnel that will serve both NJ Transit commuters and the Amtrak Northeast Corridor line. That project and related improvements such as rail bridges to access it will cost upwards of \$30 billion.

This article has merely scratched the surface in telling the story of what needs to be done to our state's infrastructure to serve today's students/tomorrow's adults in the best manner possible. For all of us, no matter what the age, it's going to be an exciting time to be a New Jerseyan!

And NJEA members are going to have a hand in making that happen.

WHY STUDENTS MUST CARE

Today's middle school and high school students are tomorrow's adults and energy consumers and infrastructure “customers.” Today's 12-year-old seventh grader is the 31-year-old adult of 2040. The New Jersey that 31-year-olds will live in is estimated to have many more of us, if the 2014 New Jersey Department of Labor study proves to be accurate. We'll also learn more later this year about what our current population is when the U.S. Census releases its data.

Apart from today's students having readily



Senior Project Manager Shanna Pfau of HC Constructors, which is a women-founded and women-owned company. Credit: HC Constructors, Inc.

available energy and infrastructure as adults, they're also going to be filling the jobs that come from our infrastructure opportunities. Training for those jobs is available today through some great sources: our unions, our community colleges and vocational-technical schools and the engineering and business departments of our state's colleges, among others.

There will be significant career options, something that every student should consider when contemplating the future. 🌟



Wind turbines off Block Island, Rhode Island. New Jersey's goal is to develop 7,500 megawatts of offshore wind energy—enough to power 3.2 million homes—by 2035. Photo credit: Ørsted

The following sources were consulted for this article:

Population and Labor Force Projections for New Jersey: 2014 to 2034, NJ Department of Labor and Workforce Development.
PowerPoint at bit.ly/njlabor1434.

NJ Transit Adopts 2021 Operating Budget, 5-Year Capital Plan, Progressive Railroading, bit.ly/njt5year



School nurses and staff as first responders

Stop the Bleed programs in school settings saves lives

By Kathryn Bates, MSN, RN, NCSN

“Never become complacent.”

These were the opening words of Southern Regional Superintendent Craig Henry’s annual welcome back speech in 2018 to our entire school’s staff. Those words resonated with me and inspired me to implement a program I had been involved with for some time: the Stop the Bleed program.

Initially, I was interested in the program and the educational opportunities it could provide. I was introduced to Tracy Nerney, the primary educator and coordinator for Trauma Injury Prevention at the Jersey Shore Regional Trauma Center, who explained the Stop the Bleed program to me. She was energetic and excited to share her newly formed program, the stark opposite of complacency. Her fervor for this educational program drew me further toward her goal and brought my attention to how vital this topic is for the safety of our communities at large.

STOP THE BLEED INITIATIVE

Nerney and her team of nurses and volunteer emergency medical technicians (EMTs) were kind enough to bring their presentation to nearly 50 staff members at Southern Regional High School. They came with a large suitcase filled to the brim with fake legs, gauze and tourniquets. Nerney and her entourage showed a PowerPoint detailing the importance of the tourniquet, gauze, and, most importantly, taking action in an emergency. We split up into small groups where an instructor demonstrated proper technique, and we participants demonstrated what we learned using pressure, wound packing and tourniquet application on fake legs.

When life threatening bleeding occurs, it can take upwards of 15 minutes for first responders to arrive. Within this time frame, who has the training to stop the bleeding?

In a school setting, nurses, staff and other students can intervene during this type of crisis. Implementation of the Stop the Bleed course in schools allows people to provide life saving techniques during a dire situation. Blood loss can cause a person to go into shock and if it is not treated immediately, death is imminent. Having public access to a kit containing gloves, dressings, and a tourniquet as well as a prior knowledge is essential to prompt treatment.

The Hartford Consensus III (Jacobs, L. M., 2015) states that death can be preventable during the prehospital phase of a traumatic injury. The Hartford Consensus was established after the

Since 2015, Kathryn Bates has been a school nurse at Southern Regional High School in Manahawkin. Prior to this, she worked as an elementary school nurse for 10 years. Bates is also a volunteer instructor for the Stop the Bleed program. She can be reached at kbates@srsd.net.



Kathryn Bates, school nurse at Southern Regional High School in her office with her Stop the Bleed supplies. She is in front of a bulletin board created by nursing students at Stockton University.

2012 Sandy Hook tragedy and gathered law enforcement, government agencies, military personnel and the medical community to discuss how to improve survival when a person is bleeding to death (American College of Surgeons (ACS), 2015). The movement initiated by the Hartford Consensus is what prompted the creation of the Stop the Bleed program.

Responders, such as school staff members or students who participate in this nationally funded course learn how to use direct pressure, pack a wound, and apply a tourniquet for injuries when there is uncontrolled and life-threatening bleeding until emergency personnel arrive. Every action and every minute counts in a life-or-death situation, and this program aims to emphasize that idea.

INSIDE AND OUTSIDE THE CLASSROOM

The Stop the Bleed program received such positive feedback from the attendees and was viewed as so invaluable by staff, that I decided to present it to Health and Physical Education Supervisor Joe DiPietro. We agreed that this initiative would be beneficial for our high school students.

We purchased the Stop the Bleed training kit through the health and physical education budget for \$950. The kit included five tourniquets and two manikin legs. With the help of our athletic trainer, Nick Scaramazza, and a volunteer emergency medical technician (EMT), Chris Strunck, we began training all seniors during their health class last school year. Students received a certificate for

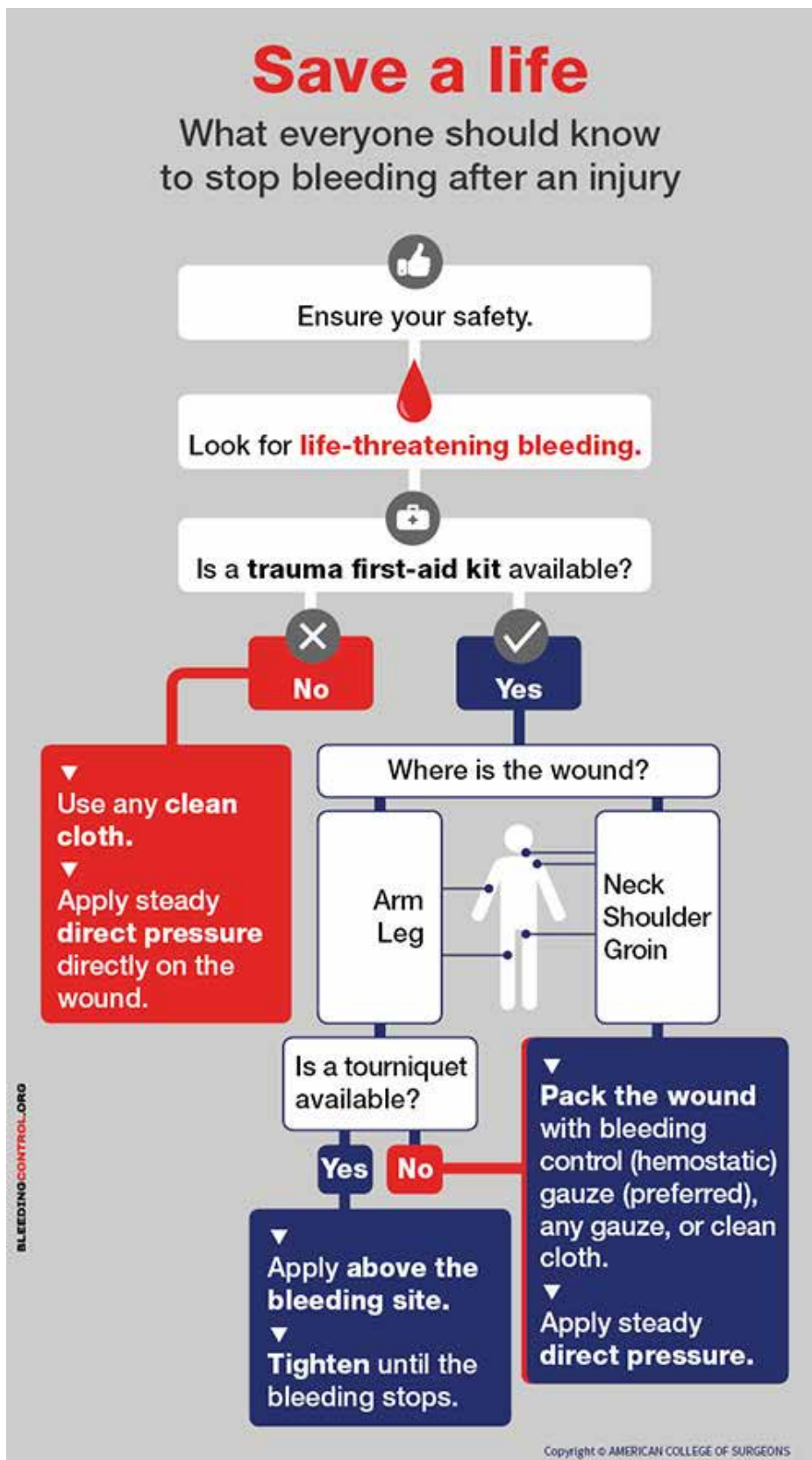


Figure 1: Save a Life Flowchart – Source: American College of Surgeons (2021). STOP THE BLEED® program. Retrieved from stopthebleed.org. Reprinted with permission.

successfully completely the hourlong training. This is a one-time training, and there is no cost to the attendees. In contrast, the American Heart Association and American Red Cross charge a fee for this training.

I soon found that I needed more equipment as the program became popular and additional supplies were needed. I was awarded a grant through my union, the Southern Regional Education Association, to purchase four extra tourniquets and two more training legs. This was extremely important because it allowed me to train a larger group with more available equipment. This in turn gave all participants the needed experience to go out and stop a life-threatening injury no matter where they might find themselves needing it.

THE COURSE ITSELF

The Stop the Bleed course teaches participants to recognize severe bleeding and the significance of maintaining personal safety when caring for a victim. Rescuers are instructed to survey the scene and deem whether it is safe to implement first aid. Emergency medical services must be notified immediately, so that there is no delay transporting the victim to a medical center.

The rescuer must immediately identify the source of the bleeding and apply direct pressure with gloved hands. If gloves are not available, any type of barrier, such as a bag or an article of clothing, will suffice. Arm and leg wounds are the most frequent cause of preventable death from a hemorrhagic injury and can be controlled by applying a tourniquet or through direct pressure if a tourniquet is not available.

Wounds to the junctional area of the torso, neck, or shoulder will benefit from gauze packing and direct pressure. Because of an increased risk of death from chest and abdominal injuries, these victims are more difficult to manage. Most internal bleeding cannot be controlled by external measures, so these victims must be immediately transported to a trauma center.

The Stop the Bleed course also states that direct pressure using any type of clean cloth is appropriate. However, during times when a clean cloth is unavailable, any type of cloth can be used. It is important to stop the bleeding using both hands to apply firm and continuous pressure directly over the wound. At no point in time should the pressure be released as this could allow for a resurgence of bleeding and compromise the victim.

If there is uncontrolled bleeding from a wound on an extremity and a tourniquet is available, it should be placed two inches above the wound injury, over clothes, and never applied directly over a joint or a pocket containing items. The tourniquet is tightened until the bleeding stops.

The tourniquet should never be removed once it is placed. If there is continuous bleeding after

the first tourniquet has been placed, a second tourniquet may be applied a few inches directly above the initial tourniquet to control bleeding.

The time that the tourniquet was applied should be written on the tourniquet—preferably with a permanent marker. The tourniquet should never be loosened or removed. A properly applied tourniquet is uncomfortable and will cause pain; therefore, responders must reassure the victim that the bleeding has stopped and that the tourniquet must stay in place until they reach a medical facility.

BRINGING THE PROGRAM TO YOUR SCHOOL

The Southern Regional School District in Manahawkin has further incorporated the Stop the Bleed program into the junior class's health education curriculum and is no longer limited to senior students. The orientation program for new staff also implements the program and continues to this day.

While all school staff can be trained in the Stop the Bleed program, most are not eligible to become a Stop the Bleed instructor in New Jersey. School nurses and those with a medical background who are interested in becoming an instructor should visit the Stop the Bleed website at stopthebleed.org to locate trauma centers and sites that can assist in their instructor training. There is no cost for the training.

The website also has additional resources such as educational videos and posters (see Figure 1). The instructor to student ratio is 1:10, so it may be necessary to seek out other certified individuals within the school, local trauma centers or the community to assist the school nurse during the trainings. The Stop the Bleed program recommends specific professionals such as nurses, athletic trainers, occupational therapists, physical therapists and emergency medical responders to assist the school nurse with program instruction and implementation.

Unfortunately, because of COVID-19, we have had to put our program on hold for most of this



Kathryn Bates and Tracy Nerney in February 2019 at the first training for Southern Regional staff in the Stop the Bleed Program.


school year. But on April 1 we will be teaching the course to juniors in a way that comports with pandemic safety guidelines.

FUTURE OF THE PROGRAM

Federal legislation is currently being considered to have equipment readily available for the community. In February 2020, U.S. Sens. Bob Menendez (D-N.J.) and John Boozman (R-Ark.) introduced S-3346, the Prevent Blood Loss with Emergency Equipment Devices Act of 2020, also known as the Prevent BLEEDing Act of 2020. This act would provide funding for states to make bleeding kits available in public buildings and public spaces.

Some states have already enacted laws requiring students to learn the program and/or to have the equipment available for an emergency; however, this is not enough. School nurses and staff who participate in the Stop the Bleed course can educate others to quickly identify life-threatening bleeding and provide bleeding control measures. These

lifesaving actions can improve outcomes and save lives in school and in our communities.

At stopthebleed.com, ACS notes that over 1 million people have been trained in this course, but there are still close to 280 million people in the United States who have little to no knowledge about this training. As ACS says, "The only thing more tragic than a death from bleeding, is a death that could have been prevented." I hope others will see the value of this program and one day when action is needed, they can stop the bleed. 

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Jacobs, L. M., Joint Committee to Create a National Policy to Enhance Survivability from Intentional Mass Casualty Shooting Events. July 1, 2015. Retrieved from bit.ly/3rmoCUt.

Prevent BLEEDing Act of 2020 bit.ly/stb3346



Learning how to apply direct pressure.

GET ALL THE LEAD OUT IT'S WAY OVERDUE!

By Dorothy Wigmore

School drinking water. “Building back better.” Environmental racism. They’re all involved in accelerating efforts to “get the lead out.”

They’ve been helped by calls to tackle all lead sources in the state, reports linking environmental racism and drinking water, and the Environmental Protection Agency’s (EPA) Environmental Justice Committee’s recommendation that governments treat clean water as a human right.

In the state:

- New Jersey Future’s Lead-Free NJ project is building an inclusive coalition advocating for action about long-time lead hazards in low-income communities and/or communities of color.
- After various hurdles, including a suit filed by Newark teachers and the National Resources Defence Council against the city and state, the city will replace all lead service lines by mid-2021, without direct costs to residents.
- Legislation in New Jersey’s Senate and Assembly will require water providers to inventory and replace lead service lines and pipes.
- Districts soon will start using the state’s \$100 million fund for lead in school drinking water.

Federally, activities include:

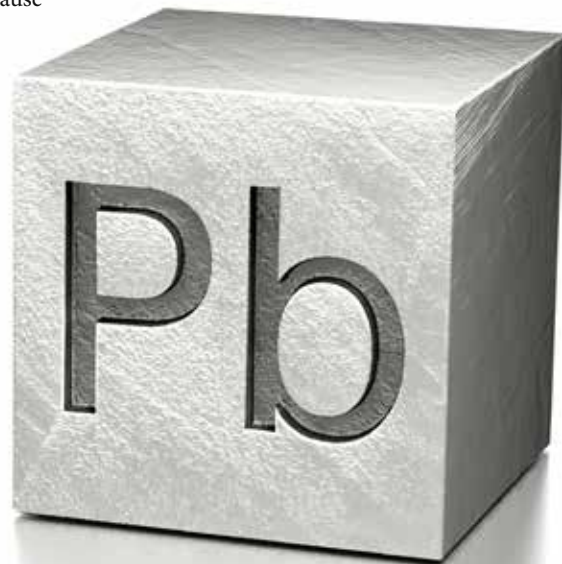
- The EPA updating its lead and copper rule-setting standards for lead in drinking water.
- “Building back better” by improving access to clean water and lead service lines, with an equity lens.
- In late March, the Senate Environment and Public Works Committee unanimously approved legislation to spend billions to upgrade the country’s infrastructure, including replacing lead service lines.

LEAD IS A HAZARD TO EVERYONE

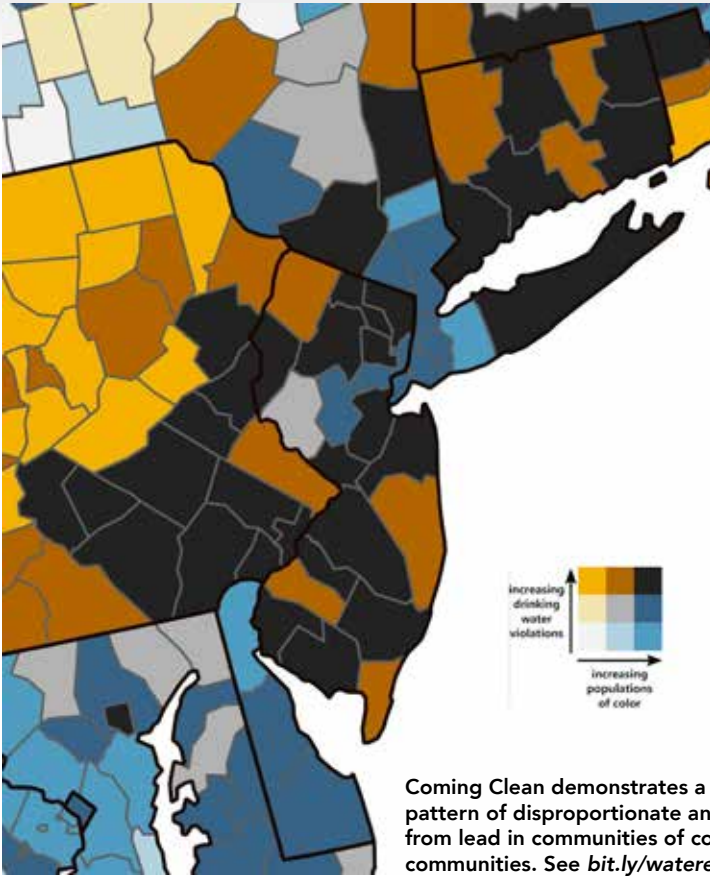
There is no safe level of lead for anyone. Children’s growing bodies make them more vulnerable and pregnant women get attention because the fetus is vulnerable. Lead also affects adults’ health, including the ability of women and men to conceive and have healthy children. The metal also affects things like learning, behavior, blood pressure and hearing. There is a strong link between the blood lead levels in preschool-aged children and social issues (e.g., increased crime).

Today’s main sources of lead are paint in older buildings, soil and water. Buildings constructed before 1986 are more likely to have lead or brass plumbing. Depending on temperature, pH and hardness, the fixtures and pipes corrode, adding lead to the water.

In schools, plumbing is usually the main problem. Until lines, fittings, and other parts are replaced, temporary solutions include filters and flushing water fountains regularly. To increase transparency, school districts now must test water for lead every three years, post the results and notify parents when they are above 15 parts per billion.



Dorothy Wigmore is a long-time health and safety specialist, trained in occupational hygiene, ergonomics and “stress.” A Canadian, she also has worked in the U.S. and Mozambique, focusing on prevention and worker participation to solve job-related hazards..



Coming Clean demonstrates a long-standing pattern of disproportionate and cumulative hazards from lead in communities of color and low-income communities. See bit.ly/watered-down-justice.

ENVIRONMENTAL RACISM IS COMMON

“Everyone needs good drinking water, wherever they live or go to school,” says Gary Brune, New Jersey Future’s senior policy director. “Activities to remove lead service lines need to focus on the neediest communities. Fiscally distressed urban districts can’t afford the expense themselves. We want to make sure they’re at the front of the pack.”

The environmental racism context is clear in analysis of nationwide violations of the Safe Drinking Water Act from 2016 to 2019. A 2020 report from Coming Clean titled “Watered Down Justice” found a “long-standing pattern of disproportionate and cumulative hazards [from lead] in communities of color and low-income communities.” New Jersey ranked poorly in the report. (See the map and the Resources sidebar.)

The state’s \$100 million Water Infrastructure Improvement Fund could change that. School districts applied in late 2020 to complete one or more of the following:

- Improve drinking water outlets.
- Install automated flushing systems (Chicago schools developed one that lowers lead concentrations significantly).
- Replace the entire water line to the school.
- Install, repair, or rebuild well water systems.

MORE HOLISTIC APPROACHES NEEDED

School drinking water gets attention, although it is not the main source of lead for children. It’s a job-related hazard for school staff too.

“Lead is addressed in silos,” says Elyse Pivnick, Senior Director of Environmental Health at Trenton-based Isles, Inc. “There’s lead in water, in paint, in soil. The state and local agencies try, but it’s hard to do with the bigger picture in mind.”

“Lead poisoning affects education outcomes too, especially for minority children in older cities,” she says. “Teachers are judged by their students’ scores. If they’re low, it may look like teachers aren’t doing their job or the child’s not trying. But teaching a lead-burdened child is a lot harder than teaching one without lead; learning’s harder too.”

Annual state surveillance reports indicate how many children tested at or above 5 ug/dL for lead in blood. (The unit “ug/dL” is the measure of micrograms of lead per deciliter of whole blood.) The 2019 report named the top five large municipalities: East Orange, Trenton, Atlantic City, Irvington and West Orange.

“However, they do not say how many children start kindergarten with at least one elevated test result,” Pivnick says. “Why don’t schools ask for proof of a lead test before a child starts school? If there are problems, a knowledgeable child study team member would look at it and help plan effective responses.”

Resources

Healthy Schools Now: njwec.org/hsn

Isles, Inc.: isles.org

New Jersey Department of Education school drinking water database: nj.gov/education/lead/summaries/#/

NJEA health and safety columns, including:

- What’s in Your Water?: njea.org/whats-in-your-water
- Part 2: Getting Things Fixed, Reducing Toxins: njea.org/whats-in-your-water-part-2-getting-things-fixed-reducing-toxins

Coming Clean:

Watered Down Justice – Sociodemographics and Violations of the Safe Drinking Water Act: bit.ly/watered-down-justice

What can health and safety committees and/or local unions do?

- Take a holistic approach, advocating to protect everyone by removing all lead sources in schools.
- Discuss lead-related activities with the district, including test results, funding applications, etc.
- Prepare for federal funds to repair schools, working with the district to:
 - Inventory sources of all major hazards (e.g., lead, asbestos, poor ventilation) and review related documentation.
 - Review how well schools meet related legal requirements (e.g., the Asbestos Hazard Emergency Response Act/AHERA, New Jersey indoor air quality rules).
 - Set priorities.
- Push for integrated responses (e.g., if a wall is being opened up, deal with all the hazards behind it at once).
- Work with community groups (e.g., Healthy Schools Now, Isles, Lead-Free NJ) to reduce siloes and support improved standards.

REMOTELY YOURS, VIRTUALLY

By the NJEA Technology Committee

In the uncertain times of a global pandemic, the way we live, work and learn has shifted dramatically to a (mostly) digital environment. The NJEA Technology Committee has shared its top 12 resources, tools and apps to help as you navigate this new space.

PowerMyLearning

powermylearning.org

Subject: A collection of online academic activities and teacher tools

Grade level: K-12

PowerMyLearning is free and offers an exhaustive collection of online activities. Teacher tools allow playlist and assignment creation. Choose from its library, or use your own favorite online resources. It has a high-quality interface and is reliable.

EVERFI

everfi.com

Subject: Digital Citizenship

Grade level: K-12

EVERFI helps teachers, schools and districts bring real-world skills to students. It provides a digital platform, training, and support at no cost. When it comes to digital citizenship, hands-on activities, STEM, and a comprehensive curriculum are available.

Jamboard

jamboard.google.com/

Subject: Jamboard for remote learning with Google Meets and Classroom

Grade level: K-12

Jamboard is an interactive whiteboard system developed by Google as part of Google Workspace, formerly known as G Suite. Jamboard works seamlessly when using Google Classroom and Google Meet together.

Kami

kamiapp.com

Subject: Google Classroom extension

Grade level: K-12

Create an engaging and collaborative learning environment with Kami. As a digital pen/paper, students can annotate on digital ebooks and worksheets. Boost students' creativity to draw freely and annotate with a selection of colors, shapes and text sizes.

EdPuzzle

edpuzzle.com

Subject: Create quizzes for videos

Grade level: K-12

With EdPuzzle, turn millions of videos on YouTube, Khan Academy, Crash Course into comprehension quizzes. Use your own videos or edit online videos to suit your students' needs, even use voice overs.

Spot the Troll

spotthetroll.org

Subject: Digital citizenship

Grade level: 6-12

Can your students determine if a social media account is real or fake? This website from Clemson University provides a mixture of social media accounts for students to examine to determine if the account is real or fake and then explains how it was determined that the fake accounts are fake.

Factitious

factitious.augamestudio.com/#/

Subject: Digital citizenship

Grade level: 6-12

Factitious provides short news articles and their sources for students to decide if the article is real news or fake news. It even has a pandemic version.

Gnu Image Manipulation Program

gimp.org

Subject: Graphic design tool

Grade level: K-12

This is a free cross-platform image editor available for all operating systems. It provides the tools needed for high-quality image manipulation from retouching to restoring to creative composites.

Smart Learning Suite

smarttech.com/en/smart-learning-suite

Subject: Teaching/learning tool

Grade level: K-12

Intuitive web-based software that allows teachers to create great lessons and that is interactive for students.

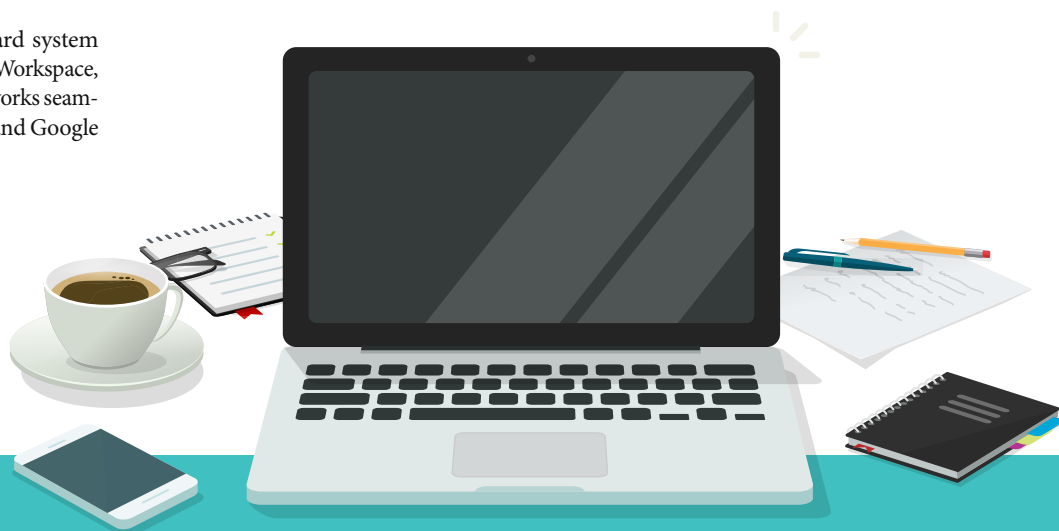
Be Internet Awesome

beinternetawesome.withgoogle.com/en_us/

Subject: Digital citizenship

Grade level: K-8

Be Internet Awesome teaches students the fundamentals of digital citizenship and safety so they can explore the online world with confidence.



Goose Chase

goosechase.co/edu

Subject: Educational scavenger hunts

Grade level: K-12

Educators can create digital scavenger hunts that include plenty of templates, and that can be integrated into any curriculum.

Educandy

educandy.com

Subject: Educational, interactive games

Grade level: K-12

With Educandy, you can create engaging activities in minutes. Just enter your words, or questions and answers, and it turns your content into cool, interactive games.

Netstory

netstory.io

Subject: Create your own story

Grade level: K-12

This is a new way of both experiencing stories and creating them. Netstory is a combination of old fashioned text adventures, books and video games with modern browsers to create a new standard for interactive fiction.

Monkey Learn

monkeylearn.com/word-cloud

Subject: Word cloud generator

Grade level: K-12

A word cloud is a visual representation of words that is used to highlight popular words and phrases based on frequency and relevance. This provides quick and simple visual insights that can lead to more in-depth discussions.

Citizen DJ

<https://labs.loc.gov/work/experiments/citizen-dj/>

Subject: Mix music for projects

Grade level: K-12

Make music using the Library of Congress public audio collections.

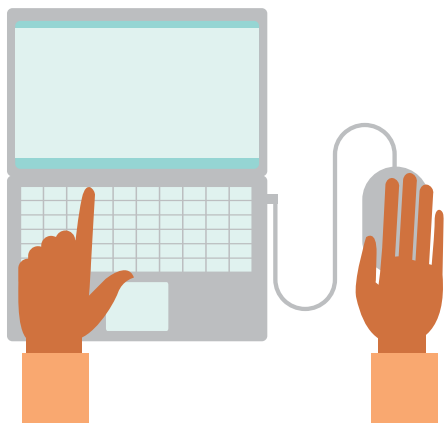
CurrikiStudio

curriki.org/currikistudio-overview

Subject: Creative interactive content

Grade level: K-12

Teachers create an enormous variety of interactive exercises for students.



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What we've learned

... and how it paves the way for a brighter future for NJ public schools and students

by Michael Cohan

NJEA is an organization that learns. Its members both drive and benefit from this organizational approach to learning.

The past 14 months have been quite a ride for all of us. The COVID-19 pandemic thrust everyone—virtually overnight—into a world for which few of us were prepared. The pandemic exacerbated inequities and left trauma and suffering in its wake. Educators and students endured unprecedented anxiety and stress. But we have also learned a lot in the last year that can eliminate inequities and ameliorate suffering. Much of what we've learned provides opportunities for a future that can be brighter than our pre-pandemic experience.

New Jersey educators showed why our public schools are rated first in the country. Without much training or support, teachers and educational support professionals stepped up immediately to figure out how to provide meals to children in need, set up remote instruction, and offer both learning and emotional support to students. A year ago, the challenges of learning new technology platforms to facilitate that remote learning were complicated by weak or nonexistent internet access. In many economically challenged communities, the supports for children provided by public schools also became less effective or unavailable, yet teachers did their best to help the students who arrived in their online classrooms.

Through the struggle we learned. Many educators are now more comfortable, and more expert, at planning and facilitating remote instruction. Applications and tools that were only lightly used or hardly known in February 2020 are now easily navigated. Who even knew what Zoom was in the first half of last school year?

In response to these early technology challenges, NJEA staff in the Professional Development and Instructional Issues Division (PDII) got right to work developing a pilot program to offer webinars focused on teaching strategies in the virtual environment and tech support for the most common online teaching tools. Based on the learning from these early sessions, a new microsite was born: NJEA Learning (learning.njea.org). The site continues to operate as a source of professional development and as a repository of advisories, event announcements, and other resources for members to use in their schools and worksites. NJEA Learning will live on as an asset that will enable NJEA members to connect to professional issues.

Michael Cohan is the director of the NJEA Professional Development and Instructional Issues Division. He can be reached at mcohan@njea.org.

TRAUMA-INFORMED CARE

A significant development that was directly related to the pandemic was an intensification of the focus on trauma and restorative practices. Communities, students and school staff suffered significant upheaval and trauma. Through its work in the areas of adverse childhood experiences (ACEs) and trauma-informed care, NJEA provided resources to members to help them respond to the needs of their students.

An important component of this work is Peace Circle conversations, which help students and educators process their trauma and support the growth of self-healing communities. Another key component is the launch of the HOPE Series (Healing Opportunities for Educators), an effort to ensure that educators and administrators are informed and organized around strategies for becoming trauma-informed, resilient, and affirming of our students, their families and each other.

RACIAL AFFIRMATION AND LITERACY

In the midst of the pandemic spring of 2020, we joined the world in horror at the murder of George Floyd. Within a week of that tragedy the concept behind the NJEA Racial Equity Affirmation and Literacy (REAL) Movement was conceived and launched. Creating a foundation for the REAL Movement was a series of “Freestyle Friday” discussions focused on issues of racial equity, justice and white supremacy culture. Moderated by an NJEA member, each panel featured both members and outside experts in conversation about authentic and challenging issues for members to consider.

Throughout the summer and fall, including sessions at the Summer Leadership Conference and virtual NJEA Convention, the REAL Movement network has grown to over 1,500 members. Since the start of 2021, there have bi-weekly “REAL Talk” sessions, which consistently average over 100 registrants.

TEACHER LEADERSHIP

Barely six weeks following the first session of students of the brand new NJEA Teacher Leader Academy (TLA), the pandemic lockdown began. TLA staff suspended scheduled sessions for two weeks and worked to redesign academy classes and learning activities for implementation in the virtual environment. All the developmental plans completed in the fall had to be completely reviewed to ensure that fidelity to the state-approved TLA academic model could be sustained in online meetings.

This effort was not just successful—by all accounts, this shift enhanced many aspects of the inaugural year of the academy. All first cohort students successfully completed the program and will soon graduate with their Teacher Leader Endorsement from the state. The second cohort began in mid-March, using all the learning from the past year to strengthen the experience for the next group of TLA students.

PRIORITY SCHOOLS

Another program highly valued by NJEA members is the Priority Schools Initiative. Like the TLA effort, program staff had to map out quickly how to sustain support for members using virtual meetings. Meetings with the program's 15 school-level implementation teams, conversations with teams of teachers meeting in professional learning communities (PLCs) and whole school faculty meetings continued. PSI offers direct and indirect support for over 750 members.

Over the course of the 10 years of PSI's work, we learned a lot that became more clearly focused during the challenges of the pandemic. A core goal of PSI is to support educators in changing their schools to operate consistent with research on effective practice. Initially, this was done school by school. It's become clear that we need to refocus at the system level, providing more broad-based supports. Beginning in September, PSI will become a Community Schools program that seeks involvement from the entire community to provide wraparound support for students and their learning.

NJEA CONVENTION

Perhaps the greatest challenge of all was conducting the NJEA Convention in a virtual environment. We knew we had to deliver an online experience for NJEA members that approached something representative of the massive event that is the NJEA Convention in Atlantic City.

Our plan did not seek to equal the in-person event. While many traditional convention activities had to be cancelled because they wouldn't work in the virtual setting, many of the convention's features were successfully reformatted for an online platform. These included the hallmarks of the NJEA Convention: 120 professional learning sessions and a virtual exhibit floor, with opportunities to interact with NJEA staff on Main Street NJEA.

The highlight of the 2020 NJEA Convention was the closing keynote session featuring Ruby Bridges talking with the NJEA officers about her lifelong advocacy for civil rights and justice – a commitment born of her experience as the first child in New Orleans to integrate a public school there. The virtual convention had an audience that was 12.4% larger in overall attendance compared with 2019, with 63% of the attendees participating for first time!

We love to be together, and many people value the opportunities at the convention to network with colleagues. While we've begun tentative steps to return to be fully together in Atlantic City, we don't yet know what the public health rules will be in the fall. However, New Jersey's education community has been steadfast in its fidelity to safety, science and careful consideration of the well-being of educators and students.

BUILDING FOR THE FUTURE

NJEA will use the learning of the past year to help us build for the future. We will sustain the structures that enable us to meet members' professional learning needs remotely through online-meeting sessions, we'll continue to provide support for the social-emotional needs of both members and students, and we will build on our success in advancing equity, diversity and inclusion in our union and our schools. And, we also know that we can shift our work into the virtual environment if another crisis requires us to do so.

If we continue to be an organization that learns, there is no limit to what we can achieve together. 🏡

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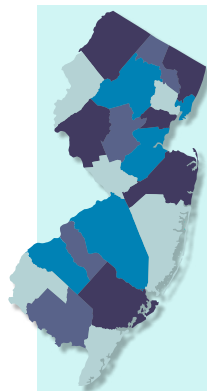
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SUSSEX TO CAPE MAY

YOGI BERRA MUSEUM AND LEARNING CENTER OFFERS VIRTUAL SUMMER PD

In July, the Yogi Berra Museum and Learning Center is offering four workshops themed, "In Search of a Level Playing Field" title "Race and Sports," "Immigration and Yogi Berra," "Women in Sports," and "Financial Literacy in Sports."

All workshops will be presented by Davida Lindsay-Harewood, Ed.D., an NJEA member and social studies teacher at Montclair High School. Dr. Lindsay-Harewood provides consulting services to organizations that can benefit from her broad range of experiences and knowledge. Areas of focus include curriculum support in African American history, LGBTQ+ and Holocaust education, as well as professional development in education and community engagement.

The fee is \$10 per workshop, and PD credit is available.

Questions?

Contact Jenny Pollack, Education Director Yogi Berra Museum and Learning Center at 718-974-3984 or pollackj@montclair.edu.

Race and Sports

Tuesday, July 20, 2021, 10-11:30 a.m.

In what ways did baseball illustrate and disrupt systems of racial oppression in 20th-century America? Learn about systemic racism in professional baseball and how we introduce young people to the history

of the Negro Leagues, the Great Migration and Jackie Robinson's role as a change agent.

To register: yogiberramuseum.org/events/pdrace

Immigration and Yogi Berra

Thursday, July 22, 10-11:30 a.m.

How has immigration shaped American life? Learn how to explore with your students the complicated history of American immigration through the lens of Yogi Berra's family story.

To register: yogiberramuseum.org/events/pdimmigration

Women in Sports

Tuesday July 27, 10-11:30 a.m.

Why don't women play baseball? Learn how to share the history of women's role in our national pastime in your classroom. Consider how historical events like the 19th Amendment, World War II and Title IX have affected American women and girls in sports.

To register: yogiberramuseum.org/events/pdwomeninsports

Financial Literacy in Sports

Thursday, July 29, 10-11:30 a.m.

How do athletes manage the financial windfalls that come with professional success? Explore the challenges that sports figures face when their dreams come true. Learn how we teach young people the basics of financial management through the lens of sports.

To register: yogiberramuseum.org/events/pdfinancial

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Bilingual/ESL education should be offered as an undergraduate degree

By Tina Sardano

As an educator in bilingual education for almost 30 years, I have seen a tremendous amount of change in this field. For the most part, the students and their needs have stayed the same, however the educational expectations have far exceeded what was required all those years ago.

During all this time, I have also noticed a sharp decline in the number of certified bilingual/English as a second language (ESL) teachers even though the demand for these educators is increasing at a rapid pace because of the new influx of students from Central America and higher exit-criteria with the ACCESS testing. (Note: ACCESS is a test that is given to students from kindergarten to Grade 12 to assess their progress in learning English.)

One reason I feel this situation has come about is the need to have to “go back” and get more certificates in order to teach these classes. I don’t believe

that the lack of teachers who speak another language, especially Spanish, is a large problem. I have worked with many bilingual teachers who are excellent educators but who lack the certification credentials to stay in the program.

There are emergency certificates that are given to these teachers; however, they come with a shelf life and require more classes, time, and large sums of money to achieve a permanent certificate. I realize that many districts reimburse their teachers for the cost of the college credits, but for some districts, the money runs out in their budgets and the teachers must wait to get the reimbursement. Most first-year teachers already have huge amounts of student loan debt, adding more to the debt to get another certification is not a selling factor for anyone to teach in bilingual/ESL education.

If universities in New Jersey were to adopt an undergraduate program for bilingual/ESL education, prospective teachers could graduate with a dual degree in the same way that special education or early childhood education are paired with elementary education. In a district such as Lakewood, where the Hispanic population is over 85%, the students who graduate from our high school and wish to pursue a career in education, could come back to serve the community that once served them.

As with any offset of elementary education, bilingual/ESL education comes with its own ways to instruct English language learners (ELLs). Many people might think that bilingual education is just teaching the same content but in another language. ESL education might be viewed as just “assisting” the students with the work they receive in their general education classes or simply teaching vocabulary. But language acquisition comes with a multitiered approach. These classes can be part of the undergraduate level courses and not just post-grad certification classes.

After all these years, I still love teaching in bilingual education. Like any other form of education, it can be challenging and rewarding at the same time. Over time, I have seen many fantastic bilingual educators leave the program, mostly due to the fact that they need to get a post-graduate certification.

If bilingual/ESL education were to be considered an undergraduate degree, we could have more certified, qualified educators in these fields, have incentives for having our graduates to return to teach where they were taught, and most important, our ELLs would benefit the most by having teachers who stay in the field without a high turnover rate.

Tina Sardano is a fourth grade bilingual teacher at Ella G. Clarke Elementary School in Lakewood. She can be reached at tsardano@lakewoodpiners.org.



SERVING AS A BUILDING REP WHILE NONTENURED

BY CLAUDIA DOLAN

As a new teacher, I didn't know what being an association representative would entail. If I'm being totally honest, at the time, I didn't even know what being an association member entailed! I was always told that when I secured a teaching job, I should join the union for protection. At the end of my second year of teaching, I was asked by a colleague if I had any interest in being an association representative for our building. I said yes as I saw it as a chance to learn about my rights as a union member. What I didn't realize is that it would be a chance to grow as well as a leadership opportunity.

I was not aware of how rare it was for a nontenured teacher to agree to a role like this. I attended a few monthly meetings prior to having my official training. In the meetings, I learned a lot about my local and started forming relationships with other building representatives within it.

When it came time for my formal training as an association representative, I realized what an important role I had signed up for. I also began to feel as if people were misinformed on the work that a representative does. Despite being nontenured, I felt comfortable and confident in this position

from the start.

Being a union representative has allowed me to grow both personally and professionally. I have been able to learn about my contract and all it entails. From that, I can have more productive and effective conversations with administration. At times, the conversations are difficult and nerve-racking to have. However, I always know I have a strong union behind me.

I am also afforded the opportunity to guide colleagues in becoming more knowledgeable. When I first became a representative, I learned that my building didn't host monthly meetings. Pre-COVID, I brought this back as I felt it was a way to keep us all informed on what was going on at the local and state level. On the personal level, I have learned that in order to grow you need to feel challenged at times. I can't fix every single issue, but I can constantly advocate for what is right.

This year I entered my tenure year and my third year of being a building representative. My local is currently in the negotiations process, and I am the negotiations chair. I feel lucky to be in this position and look forward to working hard for the best possible contract for the members of my local association.

As I reflect on all I have learned thus far in my career, I realize that the teacher I am and the teacher I would be had I not become a representative are two very different people. My first and second year of teaching, I was afraid to speak up and afraid to ask questions. I truly believe that becoming a building representative broke down that barrier for me. If I wanted the members of my building to be more active and more vocal, I had to model it. 🙌



Early Career Network

Claudia Dolan is a fifth-grade teacher at School No. 2 in Linden and a member of the Linden Education Association. She can be reached at dolanclaudia@gmail.com.

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THE PRAXIS EXAMS

ARE THEY A FAIR REQUIREMENT FOR TEACHER LICENSURE?

BY KYNISE T. MORRIS, MONTCLAIR STATE UNIVERSITY

Every preservice teacher must complete the basic requirement of the Praxis I series followed by licensure exams in their respective subject areas in the Praxis II series. A future teacher takes a minimum of four standardized exams. There is a Praxis for every subject and specialty. There are currently over 90 subject Praxis exams.

In 2014, I sat for the Praxis I series, with passing scores in reading and writing, but passing the Math Praxis took more than one sitting for me. During my journey to passing Math Praxis I, I have met preservice teachers who struggled to pass various Praxis exams. They have otherwise shown themselves to be excellent preservice educators, which raises a question: Is the Praxis a fair requirement for teacher licensure?

After my first attempt, I studied using books, workbooks and free math apps. Although I studied often, I did not achieve a passing score over my next two attempts. I purchased more books and expensive Praxis math programs that guarantee a passing grade. I continued to fail the exam.

My student adviser notified me that if I didn't pass in time, I could not student-teach. As a result, I would have to change my degree. Unfortunately, I did not pass in time, and I had to change my degree. I graduated without a teaching certificate.

I then paid for live tutoring classes at a local college. In that class, I met other students who have taken the same exam many times and could not pass. One classmate told me that the class was their last option, and they were considering not being a teacher if they didn't pass the next time.

The professor was an excellent math teacher, and he strongly encouraged everyone not to use calculators. I understood the math concepts, and I did well in the class. However, my mind just could not calculate as quickly as my classmates. During one session, the

“

They have otherwise shown themselves to be excellent preservice educators, which raises a question: Is the Praxis a fair requirement for teacher licensure?

professor quickly walked over to me in the middle of the lesson and handed me a calculator. I held on to that in my memory; it felt as if he had given up on me.

When I again took the exam and did not reach the passing score, I decided there must be an issue. I found out about a math disability called dyscalculia. This is a learning disability that makes math difficult to learn, process and understand. I decided to get an educational evaluation. A year later I was diagnosed with dyscalculia.

The diagnosis gave me additional time on all math exams and, in 2019, I finally passed the math praxis exam. I am currently in an alternate-route program to get a teaching license. During the long process of trying to pass the exam, I completed a master's degree in education.

I always have believed that teaching was my life's purpose, but the Praxis exam brought me close to giving it all up. There is a risk of losing excellent future teachers for a test that is not about pedagogy. I felt that if I gave up on teaching I would be giving up on future students. So, I fought with everything in me. I don't believe that these tests predict the kind of teachers we will be or demonstrate the knowledge that is necessary to teach students. They are just items on a checklist. 🙄

Statement from Dr. Claudine Keenan, Dean of Education, Stockton University

"While I am proud of the excellence among our teacher candidates in every measurable outcome, I am consistently troubled by the burdens that Praxis Core places on each successive entering class of candidates. As a member of the New Jersey Association of Colleges for Teacher Education, I've been among the dozens of deans of education who've shared these concerns with the New Jersey Department of Education and with state legislators. In the most recent few years, we've all acknowledged with growing alarm, the disproportionately negative impact that these tests have on candidates of color. Our association would like to continue to collaborate with the department and the legislature to find alternative measures that do not perpetuate the biases and burdens apparent in these tests."



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Union membership is one of the best investments a retiree can make, especially as we continue to navigate the effects of the pandemic. As a member of NJREA, you have access to a variety of resources to get the most from your retirement, as well as peace of mind knowing there are people working on your behalf to protect it. Membership also provides you with an array of opportunities to stay informed, ask questions and take advantage of discounts on goods and services.

Current NJREA annual members received their 2021-22 membership renewal forms last month. Retirees are urged to complete the renewal form and enclose a check for dues no later than Aug. 1 to ensure the benefits of NJREA membership continue uninterrupted. Remember: Your annual dues payment covers membership in NJREA, NJEA, NEA-R and your county retired education association (CREA). Frequently, mailings announcing September CREA and NJREA events are mailed during the last week of August. Please renew so you don't miss any vital information.

NJREA members also may pay their dues online at njea.org by selecting the automatic renewal option. Those who avail themselves of this opportunity will be informed in advance of the dues rate for the membership year and will be charged automatically to avoid a lapse in their membership. Go green and consider automatic renewal today!

LIFETIME MEMBERSHIP FOR RETIREES AVAILABLE

The NJREA membership renewal form also lists dues for those who want to become lifetime members. If you are a recent retiree, you might consider lifetime membership and avoid the annual renewal process and any future increase in dues. Lifetime membership for retired members may be paid in a lump sum or in five installments. Interested retirees may contact the NJEA Membership division at 609-599-4594, ext. 4123, to set up a payment schedule.

PRE-RETIREMENT LIFETIME MEMBERSHIP FOR ACTIVES

Current active professional and support staff who intend to retire soon should also consider joining NJREA as a pre-retired lifetime member. Lifetime dues would be calculated at the 2021-22 rate and then paid in ten installments, beginning in September. Do you know someone who would be interested in this option? Urge them to contact the NJEA Membership division at the number listed above to get started.

MEMBERSHIP MAILINGS

The September issues of the *NJREA Newsletter* and the *NJEA Review* again will be bundled together and mailed in early September to NJREA members who have renewed their membership by the Aug. 1 deadline. Membership cards will be mailed shortly thereafter.

Be certain your membership profile is up to date in order to receive important emails about issues that affect you.

Any current or future retiree with questions regarding membership may email njrea@njea.org.

Around the counties

Due to COVID-19 concerns and restrictions, all meetings/events are subject to change. For questions, call your county REA.

BURLINGTON COUNTY REA will hold its spring general membership meeting via Zoom on Thursday, May 13. Emails will be sent with the link to attend meeting. To attend, call Doriann Dodulik-Swern at 856-722-8952.

The **GLOUCESTER COUNTY REA** will host its spring meeting via Zoom on Tuesday, May 11. Zoom links will be sent out a couple days prior to the meeting. To attend, contact Denise McDermott at 609-513-4812 or denisemcd4@comcast.net.

MORRIS COUNTY REA welcomes you to its spring meeting/luncheon on Wednesday, May 12 and its scholarship awards luncheon on Wednesday, June 9, both at the Birchwood Manor. The cost for each is \$35. To attend either, call John Beekman at 973-514-1080.

The **OCEAN COUNTY REA** will hold its next meeting/luncheon on Thursday, May 13 at Jack's Lobster Shanty in Point Pleasant Beach. The cost is \$28. To attend, contact Janice Sovinee at 732-477-1711.

WARREN COUNTY REA'S next meeting/luncheon will be held on Wednesday, June 2 at the Hawk Pointe Country Club in Washington. The cost is \$30. To attend, call Vicki Rhinehart at 908-319-1995.

NJEA DELEGATE ASSEMBLY

ATTENDANCE

The NJEA Delegate Assembly (DA) is the association's policy-making body. Its members are elected to represent their respective counties or units, such as higher education, NJEA Preservice, Nonclassroom Teacher, and NJREA. A representative from the NJEA's representative to the NEA Board of Directors also sits on the board.

Delegates present at the meeting are indicated with a "P." Delegates absent are indicated with an "A." If a delegate cannot

attend a meeting of the DA, the county may send an DA-Alternate. The name of the alternate is identified in the column immediately to the right of the indication of an absence.

The records found on these pages reflect delegate attendance for DA meetings from May 16, 2020 through March 27, 2021. Should you believe any record to be inaccurate, please contact Gary Melton at gmelton@njea.org so that the record may be corrected.

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Atlantic		Alternate		Alternate
Erland Chau	P		P	
Latonya Elias	P		P	
Cassandra Montague	P		P	
Barbara Rheault	P		P	
Melissa Tomlinson	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Bergen		Alternate		Alternate
David Bradler	P		P	
Rommy Buttafuoco	P		P	
Jen Clemen (Sub. for county pres.)	P		P	
Susan Dziob	P		P	
Esther Fletcher	A	Susan Avallone	P	
Mariann Kronyak	P		P	
Howard Lipoff	P		A	Susan Avallone
Barbara Michels	P		P	
Mary Ellen Murphy	P		P	
Allyson Pontier	A	Debra Kwapniewski	n/a	
Darren Vaniskhian	P		P	
Vacancy (5/16-6/10/2020)	n/a		A	Michael Warren

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Burlington		Alternate		Alternate
Tamara Beatty	P		P	
Patricia Bland	P		P	
Christopher Bowman	P		P	
Catherine MacManiman	P		P	
Brenda Martin-Lee	P		P	
Nancy Meyer	P		P	
Anthony Rizzo	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Camden		Alternate		Alternate
Rosemarie Casey	P		P	
Danielle Clark	P		A	
Kathleen Howley	P		P	
Arden Niessner	P		P	
Charles Pildis	P		P	
Nancy Turner	P		P	
Larry Zahn	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Cape May		Alternate		Alternate
June Camizzi	P		P	
Kathleen Parker	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Cumberland		Alternate		Alternate
Valerie Carbonara	P		P	
Mildred Johnson	P		P	
Eileen Roche	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Essex		Alternate		Alternate
Peter Blodnik	P		P	
Christopher Cannella	P		P	
Lois Infanger	P		P	
Rocio Lopez	P		P	
Sharon Ortiz	P		P	
Petal Robertson	P		P	
Anthony Rosamilia	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Gloucester		Alternate		Alternate
Desirée Brennan	P		P	
Lynn Cianci	P		P	
Susan Clark	P		P	
Christina Dare	P		P	
Roberta Rissling	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Hudson		Alternate		Alternate
Andrew Bove	P		P	
Jill Crawford	P		P	
Lynn Fedele	P		P	
Andrea Pastore	P		P	
Kevin Reed	A		P	
Edwinta Rhue	P		P	
Beth Tomlinson	P		P	

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	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Hunterdon		Alternate		Alternate
Edward Dubroski (Sub. for county pres.)	P		P	
Joann Gitto	P		P	
Carol Rocha	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Mercer		Alternate		Alternate
Sandra Herrington	P		P	
Shirley Hicks	P		P	
Grace Rarich	P		P	
Dan Siegel	P		P	
Patricia Yaple	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Middlesex		Alternate		Alternate
Paul Bryant	P		P	
Patrick Comey	P		P	
Noelle Ebler	P		P	
Jennifer Herrick	P		P	
Vacancy (5/16-6/10/2020)	A		A	
Jennifer Johnson	P		P	
Marleen Lewandowski	P		P	
Jeremias Salinas	P		P	
Francine Wilden (Sub. for county pres.)	P		P	
Cheryll Willis	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Monmouth		Alternate		Alternate
Heidi Brache	P		P	
Denise King	P		P	
Steven Koumouilis	P		P	
Gail Maher	P		P	
Kathleen Quinn	P		P	
Mary Scott	P		P	
Tracie Yostpille	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Morris		Alternate		Alternate
Brian Adams	P		P	
Eugene Behme	P		P	
Mark Eckert	P		P	
Sara Kozlowski	P		P	
Kathleen Paterek	P		P	
Laurie Schorno	P		P	
Anne Simon	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Ocean		Alternate		Alternate
Joshua Eckersley	P		P	
Lorraine Griffin	P		P	
Susan Morgan	P		P	
Carol Mould	P		P	
Gina Pizzuto	P		P	
Michael Ryan	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Passaic		Alternate		Alternate
Dennis Carroll	P		P	
Javier Fresse	P		P	
Patricia Kebrdle	P		P	
Lori Lalama	P		P	
John McEntee	P		A	Charles E. Wilson
Carolyn McKinney-Croix	P		P	
Tara Temprano (Sub. for county pres.)	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Salem		Alternate		Alternate
Colleen Gilmartin	P		P	
Carmen Porter (Sub. for county pres.)	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Somerset		Alternate		Alternate
Jamie Cameron	P		P	
Daniel Epstein	P		P	
Gayle Faulkner	P		P	
Mary MacRae	P		P	
Gayle Nelson	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Somerset		Alternate		Alternate
Michael Bussow	P		P	
Gillian Raye	P		P	
Susan Sawey	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Union		Alternate		Alternate
Lillian Alston	P		P	
Michael Boyd	P		P	
Linda Cortinas	P		P	
Angela Lawler	P		P	
Gary Mazurek	P		P	
Kelee Mitchell-Hall	P		P	
Lisa Palin	P		P	
John Zurka	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Warren		Alternate		Alternate
Janie Brown (Sub. for county pres.)	P		P	
Ann Kaspereen	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Higher Ed		Alternate		Alternate
Michael Frank	P		A	
Laurie Hodge	P		A	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
Non-Classroom Teacher		Alternate		Alternate
Shareen Shibli	P		A	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
NEA Director		Alternate		Alternate
Ann Margaret Shannon	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
NJREA		Alternate		Alternate
Barbara James	P		P	
Patricia Provnick	P		P	
Joseph Santo	P		P	

	5/16/2020	5/16/2020	6/10/2020	6/10/2020
NJEA Preservice		Alternate		Alternate
Heather Spirko	P		A	Marissa Realdine

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Atlantic		Alternate		Alternate				
John Crane	P		P		P		P	
Latonya Elias (9/12/2020 only)	A	Mary Jane Hurley	n/a		n/a		n/a	
Mary Jane Hurley (11/7/2020-3/27/2021)	n/a		P		P		P	
Cassandra Montague	P		P		P		P	
Barbara Rheault	P		P		P		P	
Melissa Tomlinson	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Bergen		Alternate		Alternate				
Kathleen Arlin	P				P		P	
Susan Avallone	P				P		P	
David Bradler	P		P		P		P	
Rommy Buttafuoco	P		P		P		A	Michael Warren
Jen Clemen	P		P		P		P	
Susan Dziob	P		P		P		P	
Howard Lipoff	P		A	Michael Warren	P		P	
Sue McBride	P		P		P		P	
Barbara Michels	P		P		P		P	
Mary Ellen Murphy	P		P		P		P	
Christopher Phillips	P		A	Darren Vaniskhian	P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Burlington		Alternate		Alternate				
Tamara Beatty	P		P		P		P	
Christopher Bowman	P		P		P		P	
Lisa Chiavuzzo	P		P		P		P	
Catherine MacManiman	P		P		P		P	
Brenda Martin-Lee	P		P		P		P	
Nancy Meyer	P		P		P		A	
Anthony Rizzo	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Camden		Alternate		Alternate				
Rosemarie Casey	P				P		P	
Danielle Clark	P		P		P		P	
Jonathan Maxon	n/a		n/a		P		P	
Charles Pildis	P		P		P		P	
Adam Sheridan	n/a		P		P		P	
Rachel Turner	n/a		P		P		P	
Larry Zahn	P		P		P		P	
Vacancy (9/12-11/7/2020)	A		A		n/a		n/a	
Vacancy (9/12/2020)	A		n/a		n/a		n/a	
Vacancy (9/12/2020)	A		na		n/a		n/a	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Cape May		Alternate		Alternate				
June Camizzi	P		P		P		A	Cyndi Rosenberg
Stacey Salerno	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Cumberland		Alternate		Alternate				
Valerie Carbonara	P		P		P		P	
Mildred Johnson	P		P		P		P	
Eileen Roche	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Essex		Alternate		Alternate				
Peter Blodnik	P		P		P		P	
Lauren Greenfield	P		A	Marie Battist-Rock	P		P	
Keith Hinton	P		P		P		P	
Lois Infanger	P		P		P		P	
Rocio Lopez	P		P		P		P	
Sharon Ortiz	P		P		P		P	
Anthony Rosamilia	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Gloucester		Alternate		Alternate				
Stephen Balaity (11/7/2020-3/27/2021)	n/a		P		P		P	
Desiree Brennan (9/12/2020 only)	P		n/a		n/a		n/a	
Lynn Cianci	P		P		P		P	
Susan Clark	P		P		P		P	
Christina Dare	P		P		P		P	
Roberta Risling	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Hudson		Alternate		Alternate				
Andrew Bove	A	Anna Picca	P		P		P	
Jill Crawford	P		A	Anna Picca	P		P	
Lynn Fedeles	P		P		P		P	
Andrea Pastore	P		P		P		P	
Kevin Reed	P		P		P		A	Melanie DeFilippis
Edwinta Rhue	P		P		P		P	
Beth Tomlinson	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Hunterdon		Alternate		Alternate				
Fiona DeScala (Sub. for county pres.)	P		A	Robin Kiefer	P		P	
Joann Gitto	P		P		P		P	
Carol Rocha	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Mercer		Alternate		Alternate				
Talithe Duncan	P				P		P	
Sandra Herrington	P		P		P		P	
Grace Rarich	P		P		P		P	
Dan Siegel	P		P		P		P	
Patricia Yapple	P		A	Christopher Carpenter	P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Middlesex		Alternate		Alternate				
Paul Bryant	P		P		P		P	
Nicloe Del Popolo	P		P		P		P	
Noelle Ebler	P		P		P		P	
Jennifer Herrick	P		P		P		P	
Jennifer Johnson (9/12/2020-1/9/2021)	P		P		P		n/a	
Frank Paprota	P		P		P		P	
Susan Ray	P		P		A	Andrew Lewis	P	
Jeremias Salinas	P		P		P		P	
Francine Wilden (Sub. for county pres.)	P		P		P		P	
Cheryl Willis	P		P		P		P	
Vacancy (3/27/2021)	n/a		n/a		n/a		A	Tracy McGowan

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Monmouth		Alternate		Alternate				
Heidi Brache	P		P		P		P	
Denise King	P		P		P		P	
Steven Koumouilis	P		P		P		P	
Gail Maher	P		P		P		A	
Kathleen Quinn	P		P		P		A	Cheryle Haynes
Mary Scott	P		P		P		P	
Margaret Watkins	P		P		P		P	
Tracie Yostpille (9/12/2020-1/9/2021)	P		P		P		n/a	
Vacancy (3/27/2021)								

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Morris		Alternate		Alternate				
Brian Adams	P		P		P		P	
Eugene Behme	P		P		P		P	
Mark Eckert	P		P		P		P	
Ann Marie Finnen	P		P		P		P	
Sara Kozlowski	A	Nannette Fandino Diaz	P		P		A	Nannette Fandino Diaz
Kathleen Paterek	P		P		P		P	
Laurie Schorno	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Ocean		Alternate		Alternate				
Joshua Eckersley	P		P		P		P	
Paulette Fox					P			
Lorraine Griffin	P	Wi-Fi out/ On phone	P		P		P	
Susan Morgan	P		P		P		P	
Gina Pizzuto	P		P		P		P	
Michael Ryan	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Passaic		Alternate		Alternate				
Nikki Baker	P		P		P		P	
Javier Fresse	P		P		P		P	
Patricia Kebrdle	P		A		P		P	
Lori Lalama	P		P		P		P	
Carolyn McKinney-Croix	P		P		P		A	Megan King
Donna Reaver	P		P		P		P	
Tara Temprano (Sub. for county pres.)	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Salem		Alternate		Alternate				
Colleen Gilmartin	P		P		P		P	
Carmen Porter (Sub. for county pres.)	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Somerset		Alternate		Alternate				
Jamie Cameron	P		P		P		P	
Daniel Epstein	P		P		P		P	
Gayle Faulkner	P		P		P		P	
Theresa Fuller	P		P		P		P	
Mary MacRae	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Sussex		Alternate		Alternate				
Gillian Raye	P		P		P		P	
Susan Sawey	P		P		P		P	
Ann Smith	P		P		P		P	



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	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Union		Alternate		Alternate				
Lillian Alston	P		P		P		P	
Michael Boyd	P		P		P		P	
Amy Brown	P		P		P		P	
Angela Lawler	P		P		P		A	Nicole Exum
Gary Mazurek	P		P		P		P	
Kelee Mitchell-Hall	P		P		P		P	
Lisa Palin	P		P		P		P	
Ann Margaret Shannon	P		P		P		A	Cathy Sharp

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Warren		Alternate		Alternate				
Janie Brown (Sub. for county pres.)	P		P		P		P	
Ann Kaspereen	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Higher Ed		Alternate		Alternate				
Mecheline Farhat	P		P		P		P	
Michael Frank	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
Non-Classroom Teacher		Alternate		Alternate				
Shareen Shibli	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
NEA Director		Alternate		Alternate				
Deanna Nicosia-Jones	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
NJREA		Alternate		Alternate				
Barbara James	P		P		P		P	
Patricia Provnick	P		P		P		P	
Joseph Santo	P		P		P		P	

	9/12/2020	9/12/2020	11/7/2020	11/7/2020	1/9/2021	1/9/2021	3/27/2021	3/27/2021
NJEA Preservice		Alternate		Alternate				
Kimberly Cacciato	P		P		P		P	



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MAY & beyond

Unless otherwise noted, all meetings and events are virtual.

5/1

Saturday

**Communications
Tools Workshop**

5/14

Friday

**NJEA Executive
Committee
and County
Presidents
Council meetings**

5/15

Saturday

**NJEA
Delegate
Assembly
meeting**

6/4

Friday

**NJEA
Executive
Committee
meeting**

6/26

Saturday

**NEA RA
Statewide
Caucus**

6/30-7/3

Wed-Sat

**2021
Virtual NEA
Representative
Assembly**

7/14

Wednesday

**NJEA
R.I.S.E.
Conference**

7/15

Thursday

**NJEA
Conference for
Hope and Healing**

8/5

Thursday

**NJEA PAC
Operating
Committee
meeting**

8/7-10

Sat-Tues

**NJEA Virtual
Summer Leadership
Conference**

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& HEALING**

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for Hope and Healing**

July 15, 2021

MORE THAN A NAME ON AN ATTENDANCE SHEET

The *NJEA Review* carries plenty of content over the course of a year: each month there are four to five long-treatment feature articles and nearly 20 regular columns. It's not easy to predict which pieces of the *Review* will attract the most attention, but it may not be too difficult to guess which will receive a barely a glance.

As the association's official publication, the *Review* is required by the NJEA Constitution and Bylaws or by various long-standing policies to print a summary of the approved association budget, the independent auditors report of the association's books, the minutes of Delegate Assembly (DA) meetings, proposed amendments to the NJEA Constitution and Bylaws, and the monthly organizational directory, among other required content.

While these routine features often go unnoticed, it is these features that make the rest of the magazine possible and keep the association going. The association requires that they be printed to keep itself accountable to its members. This month's *Review* devotes 12 pages to a section that even the most devoted readers will likely skip: DA attendance records from May 15, 2020 through March 27, 2021.

The DA is the association's policymaking body. Meeting at least five times a year, it is similar to the U.S. House of Representatives with members from each county electing multiple delegates to the DA based on the number of NJEA members employed in the county. Higher education members and retired members also send delegates. The NJEA Preservice president or their designee has a seat on the DA.

The DA attendance report demonstrates that delegates take seriously the accountability to which members hold them. They show up to conduct the association's business—whether in person during pre-pandemic times or on-screen in the current

environment—but they are not alone in their accountability. The NJEA Executive Committee and over 50 association committees—with county, retiree, higher education and preservice representatives—meet regularly to move the association forward. At the county and local levels, thousands more of your fellow members fill officer positions, committees and representative council positions.

And, of course, these members do not simply attend meetings for the purpose of being marked present at a meeting. They negotiate collective bargaining agreements, they plan professional development, they produce Pride in Public Education and FAST programs, they file grievances on behalf of members, they fight for funding for public education, they defend members against unfair treatment, they examine pension policy, they advocate for a healthy pension fund, they advocate for safe and healthy workspaces, they work to create equitable environments for all students and staff, they fight for high-quality public schools, they defend public education against those who seek to exploit it for personal or corporate profit, and much, much more.

This edition of the *Review* also includes an article that shows a new generation of members are already stepping up to advocate on behalf of NJEA members and students. In “Serving as a Building Rep While Nontenured,” Linden Education Association member Claudia Dolan notes that being an association representative enabled her to grow both personally and professionally. It not only taught her how to be a good advocate, it made her a better teacher.

Fortunately, Claudia isn't alone. Throughout the state, from preservice through retirement, new and experienced NJEA members take on myriad roles to advocate for their association, their colleagues, their students and their communities.

“

As we approach the end of another school year and think about the next, now may be a good time to consider what role you can play in your local, county or state association.

As we approach the end of another school year and think about the next, now may be a good time to consider what role you can play in your local, county or state association. If you choose to do more, you won't be left hanging to figure out what to do. At all levels, the association offers training for the various advocacy and service roles members take on. Chief among these is the NJEA Summer Leadership Conference (SLC), which is scheduled for two sessions: Aug. 7-8 and Aug. 9-10. It will continue to be virtual—and free—this year, and it offers a great opportunity to strengthen your skills and network with members from every part of the state. You'll learn more about SLC in the June edition of the *Review*.

Every name listed on pages 52 to 63 represents more than a mark on an attendance record. Each name represents someone who has stepped up on behalf of their colleagues and coworkers. If you serve your association in any capacity—thank you! If you are considering becoming more active in your association, there is no better time than the present to begin your association journey. 🏡

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