

NEW JERSEY EDUCATION ASSOCIATION

REVIEW

JANUARY
2022

njea.org



an education and advocacy resource



16 OUTDOOR CLASSROOM
INSPIRES STUDENTS

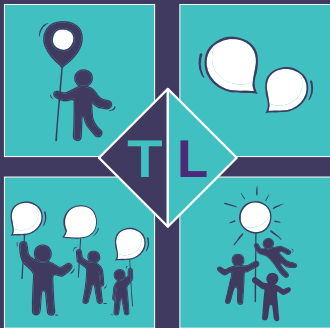
20 BARGAINING VICTORIES IN
ATLANTIC CITY AND LIVINGSTON

22 FLASH FEEDBACK IN
WRITER'S WORKSHOP

26 NJEA ORGANIZATIONAL
DIRECTORY

**Outdoor
classroom**
inspires students

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One giant leap for the Teaching Profession

EARN 12 GRADUATE CREDITS*



TEACHER LEADERSHIP

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The NJEA Teacher Leader Academy is a New Jersey Department of Education approved one-year 12 credit program* for candidates seeking to earn the NJ Teacher Leader Endorsement. A new cohort will begin in March 2022.

Application deadline extended to Jan. 31, 2022

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**12 credits are offered through Thomas Edison State College*

WEB: <https://www.njea.org/tla/>
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njea

**Teacher Leader
Academy**



With a grant from the NJEA Pride in Public Education program, the **Dunellen Education Association** worked with the community's Carol Fund to help purchase, donate, organize and deliver food and other necessities to Dunellen residents. The Carol Fund is a charitable nonprofit organization run by volunteer residents that serves Dunellen residents in need. From left: Eric Tseng, Laura Murray, Alyson Devito, MaryKay Breckenridge, Rahki Modi, and Warren Tseng.



An entourage of well-wishers surprised Debbie DiJohn at **Bunker Hill Middle School** with news that she was selected as the Gloucester County Educational Support Professional of the Year. DiJohn serves as the principal's secretary and has worked for Washington Township Public Schools since 1997. Gloucester County Education Association President Chrissy Kosar, who organized the presentation, said, "I'm so proud of Debbie and the work she does. She is a true professional who not only does her job well, but advocates for her colleagues and students. She deserves this honor." From left: WTEA Building Rep Julie Lyons, Assistant Principal Greg Muscelli, Principal Michael D'Ostilio, Superintendent Joseph Bollendorf, Ryan DiJohn (Debbie's son), Debbie DiJohn, Dave DiJohn (Debbie's husband), WTEA Executive Committee member Kim Crum, NJEA Associate Director of Organizational Development Bob Antonelli, and Kosar.

FEATURES



16 | OUTDOOR CLASSROOM INSPIRES STUDENTS

Jim House, an environmental science teacher at Egg Harbor Township High School and the 2021-22 Atlantic County Teacher of the Year, believes it's important to get his students outdoors making observations, collecting data and simply getting their hands dirty. With funding from grants and the support of the district, colleagues and students, an increasingly elaborate outdoor classroom sits beyond a baseball field at EHTHS.

BY KATHRYN COULIBALY



20 | BARGAINING VICTORIES IN ATLANTIC CITY AND LIVINGSTON

Two local associations shared top honors for the 2021 Jim George Collective Bargaining Award. The Atlantic City Education Association and Livingston Education Association each negotiated three-year contracts during the pandemic that improved salaries and benefits for members.

BY KATHRYN COULIBALY



22 | FLASH FEEDBACK IN WRITER'S WORKSHOP

Writing seems to be a daunting task for many students, perhaps because it is all about generating ideas and creating something rather than thinking about something already prepared in the form of a book or story. Our students are capable writers, but they were not easily implementing feedback about their writing. Action research on the use of flash feedback in both video and written format helped me find strategies to help students revise their writing.

BY SARAH PETTY



26 | NJEA ORGANIZATIONAL DIRECTORY

NJEA is a member-driven organization. As a union, we serve one another through the governing bodies, the committees and the staff that make up our association. Learn who's who in NJEA among each of these groups and connect with them to communicate your priorities.



COLUMNS

PRESIDENT'S MESSAGE 7*Your union needs you***THE ADVOCATE 8***Know. Lead. Act.***THE BULLETIN BOARD 11***Cool stuff to check out***THE NJEA REPORT 12***Education in the news***PROFESSIONAL DEVELOPMENT 15***The good work of our profession***HEALTH AND SAFETY 42***Extreme weather***ACTIONS FOR ACES 44***Taking action***SUSSEX TO CAPE MAY 47***Workshops and conferences***PRESERVICE MEMBERS 49***Special education funding***RAINBOW CONNECTION 50***LGBTQ+ issues in our schools***EARLY CAREER 53***Google Sheets***MEMBER BENEFITS 55***Get your money's worth***RETIRED MEMBERS 56***News and events***FINAL EXAM 58***Be prepared for book challenges*

The number \$172 million

The estimated amount of funding that the state is required to restore to high-need school districts under the "Maintenance of Equity" rules of the American Rescue Plan for the Elementary and Secondary School Emergency Relief Fund.

Source: Education Law Center, "Preliminary Estimate of Districts Impacted by American Rescue Plan Maintenance of Equity Requirement"




GOOD NEWS

Leading the Country in Giving Children the Chance to Succeed

New Jersey ranks among the top 2 states in Education Week's "Chance for Success Index," which measures a state's ability to give its children the greatest chance for success and shows that it is doing more in preparing young people for the challenges they will face as adults.



Source: Source: Source: Education Week. Quality Counts 2021: Chances for Success. January 2021.

On the cover

Egg Harbor Township High School students head to their outdoor classroom.

Jim House, an environmental science teacher at EHTHS and the 2021-22 Atlantic County Teacher of the Year, believes it's important to get his students outdoors making observations, collecting data and simply getting their hands dirty.



PHOTO BY
Kathryn Coulibaly

VOLUME 95 NUMBER 05

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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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Attn: Membership Processing
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REVIEW

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Active professional: \$999 (full time); \$199.80 (full time *low-earner); \$499.50 (part time); \$499.50 (on leave); \$199.80 (part time *low-earner). Active supportive: \$488 (full time); \$97.60 (full time *low-earner); \$244.00 (part time); \$97.60 (part time *low-earner); \$241.50 (on leave). Retired professional: \$88; \$1,095 (retired life). Retired ESP: \$60; \$675 (retired ESP life); Preservice \$32. General professional (outside N.J. public education employment): \$250. Subscribing \$250. Only those in education positions in N.J. public schools and colleges are eligible for active membership. Payment of annual dues entitles a member to receive the Review for one year, from January through December. Dues include \$5 for the NJEA Review. *Low earner threshold 2020-21 is \$21,700.





PRESIDENT'S *Message*

Why your union needs YOU

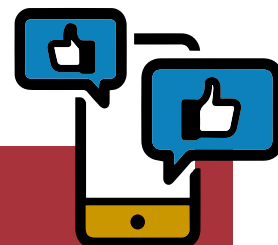
NJEA is a member-driven organization. The success of this association depends entirely upon our members contributing their opinions, values, priorities, time, energy and talents to strengthening and revitalizing our union. The best way to influence the path of our association is by getting involved at any level.

Every January, we publish the organizational directory in the *NJEA Review*. These are the people who have taken the important step of getting involved and assuming roles in this union. They are the people who are guiding the future of NJEA.

Because of their contributions, we have been able to maintain strong, safe and outstanding schools and to advocate for the rights of NJEA members and their families. Their work—and the work of thousands who have come before them—has led to NJEA's status as the state's strongest and most influential public education union. We use that power to ensure that students receive an excellent public education and that the people who dedicate their professional lives to them are treated with dignity and respect and are able to enjoy quality salaries, pensions, and benefits.

There are many ways to become more involved in your union. Learn more by speaking with your association representative in your building or your local president or by attending any of a number of advocacy conferences presented by NJEA, including the upcoming Winter Leadership Conferences.

As we begin 2022, let's resolve to continue the work of strengthening our union by engaging all of our members. To be truly reflective of the people who have made New Jersey's public schools the best in the nation for the third year in a row, our members need to make their voices heard at every level of our union.



SEAN M. SPILLER

Facebook

@SpillerforNJEA: What a powerful night spent with members of the NJEA Early Career Network. We spent time discussing the importance of all educators taking time to preserve their mental and emotional health during this stressful time of the year, especially during another extraordinarily challenging school year. The dedication of NJEA members is unmatched! #WEareNJEA #njeaearlycareernetwork

On Dec. 4, NJEA President Sean M. Spiller shared photos from and reflected on his attendance at an event hosted by NJEA Early Career Network in South Jersey. The event was titled "Don't play games with your mental health," and focused on the importance of educators taking care of their mental health, especially during another school year influenced by the COVID-19 pandemic. Spiller spoke to the members about important strategies for maintaining mental health.

STEVE BEATTY

Facebook

@Steve BeattyNJEA: Great day spent with the members of Waldwick EA—bringing lunch and engaging in conversations, listening to them talk about the things that matter to them and our organization. When we have intentional and sustained dialogue, then we are our authentic selves, working eternally towards a more perfect Union. Thanks for having me out for lunch and a visit with your rep council! And thank you California Casualty rep and member benefits promoter, Alina Fayerman, for coming along and talking about the program!

On Dec. 6, NJEA Vice President Steve Beatty shared photos his meeting with the Waldwick EA. Beatty attended the WEA's rep council meeting and listened to members as they discussed their most pressing issues related to public education.

PETAL ROBERTSON

Facebook

@Petal4NJEA: Congratulations to Trent Johnson, Passaic County ESP of the Year and all of our ESP members. I was honored to be in attendance at the Passaic County ESP Celebration.

On Nov. 17, NJEA Secretary-Treasurer Petal Robertson shared a photo of Trent Johnson, the Passaic County ESP of the Year. Robertson attended the Passaic County Education Association ESP Celebration on that same day, and took the opportunity to recognize and share her appreciation of ESPs for all they do for schools and our union.

OFFICERS ONLINE

KNOW. LEAD. ACT.

BECOME AN NEA RA DELEGATE

Whether virtual or in-person is yet to be determined

Over 9,000 delegates typically attend the annual National Education Association Representative Assembly (NEA RA). Delegates are charged with setting policy for the three million member organization. New Jersey sends between 500 and 600 delegates to the NEA RA. The last in-person NEA RA was held in 2019. Because of the pandemic, the 2020 and 2021 meetings of the NEA RA were held virtually.

NEA has cancelled plans to hold the 2022 NEA RA in Dallas and is currently considering alternate locations. If none can be found that meet the need for hotel and convention center accommodations, the 2022 NEA RA will also be held virtually.

If the NEA RA meets in person, it will be held from July 2 to July 6. Delegates would be expected to arrive on July 1 and return home on July 7. If it is held virtually, the NEA RA will meet within the same dates, but for fewer days.

At the NEA RA, Delegates vote on amendments to the NEA Constitution, Bylaws, and Standing Rules. They also vote on proposed resolutions and new business items, setting forth NEA's policy and position statements. Many of these actions have a direct impact on NEA members in New Jersey.

Delegates will elect members to the NEA Executive Committee as well as at-large positions on the NEA Board of Directors. If any vacancies occur in NEA officer or other Executive Committee positions, these may also be filled at the NEA RA.

Delegates must be elected

All delegates must be elected—either by members of their local association, a cluster of smaller local associations, or as state delegates. Open nominations for all delegates are mandatory. Every member must have a reasonable opportunity to make nominations, to be nominated, or to self-nominate.

Each local association may elect one delegate to the NEA RA for every 150 members, or major fraction thereof. If a local affiliate has fewer than 76 NEA members, it may join with one or more other local affiliates, each with fewer than 76 members, to form units for the purpose of representation. Allocation of delegate credentials is based on active membership in NEA as of Jan. 14.

All local affiliates must hold elections for local delegates and successor local delegates and inform NJEA of the results no later than April 13.

In addition to local association delegates, NJEA members will elect state delegates and successor state delegates this spring. Candidates nominate themselves for these positions online. Candidates are placed on the ballot according to the county where they are employed or their unit of representation (e.g., higher education).

To complete the online self-nomination form, go to njea.org/NJEAelections.

Ensuring ethnic-minority representation

NEA Bylaw 3-1.g requires each state affiliate to develop a plan to send a state delegation to the NEA RA that reflects the state's ethnic-minority proportions. According to the 2020 U.S. Census, 48% of New Jersey residents identify themselves as part of an ethnic-minority group. Thus, it is NJEA's goal to achieve at least that level of ethnic-minority representation in its delegation.

To assist in meeting the requirements of NEA Bylaw 3-1.g, the NJEA Delegate Assembly established ethnic-minority-concerns positions. One state delegate seat is set aside from every four seats allocated.

While it is anticipated that the establishment of these minority-concerns positions is likely to increase ethnic-minority participation at the NEA RA, members need not belong to an ethnic-minority group to be elected to minority-concerns positions.

All NJEA members can self-nominate for both regular and minority-concerns positions. If elected in both positions, a member must decide which seat to represent so that a successor delegate can take the open position.

Similarly, members may place themselves in nomination at the local level and at the state level. Members who win both local and state delegate seats must decide which seat they will represent so that successor delegates can take the open positions.

For complete rules and procedures, and to self-nominate for state delegate and minority-concerns positions, visit njea.org/NJEAelections.

NJEA nomination procedures and election rules

For county and unit affiliate elections, such bodies may conduct regular nominating meetings, however, all information will be transmitted to NJEA electronically and each candidate will be contacted to validate their candidacy.

All self-nominations for the NEA RA will be conducted online. Members wishing to self-nominate will go to njea.org/NJEAelections to be linked to the self-nomination site. Self-nomination begins on Feb. 1 and concludes on Feb. 28.

Upon successful completion of the declaration of candidacy form, each nominee will receive a validation email, which when completed will confirm their candidacy.

For all election-related rules, visit njea.org/NJEAelections.

NJEA elections calendar 2022

Under the NJEA Constitution and Bylaws, the Rules for NJEA Elections, and the established rules and procedures of the NJEA Elections Committee, the following are the tentative deadlines and other dates relating to NJEA county and unit elections:

Jan. 14 – Official Membership Count

- Initial membership file sent to election vendor (Intelliscan)
- Copy sent to Elections Committee staff contact: Determination of governance positions to be filled (Exec./DA/DAA)
- Deadline for notifying NJEA of a change in unit of representation
- Petitions for governance positions available (Exec./DA/DAA)

Jan. 20 – Election Committee Mandatory Meeting

- Rules, procedures, and calendar reviewed and finalized
- Announcement of membership numbers, governance and RA positions by county/unit
- Review of nominating committee requirements, filing dates, electronic nomination process
- Jan. 24 – inclement weather back-up

Feb. 1 to Feb. 28 – As established by NEA

- Feb. 1: NEA RA online self-nomination begins at 12:01 a.m.
- Feb. 28: NEA RA online self-nomination closes at 11:59 p.m.



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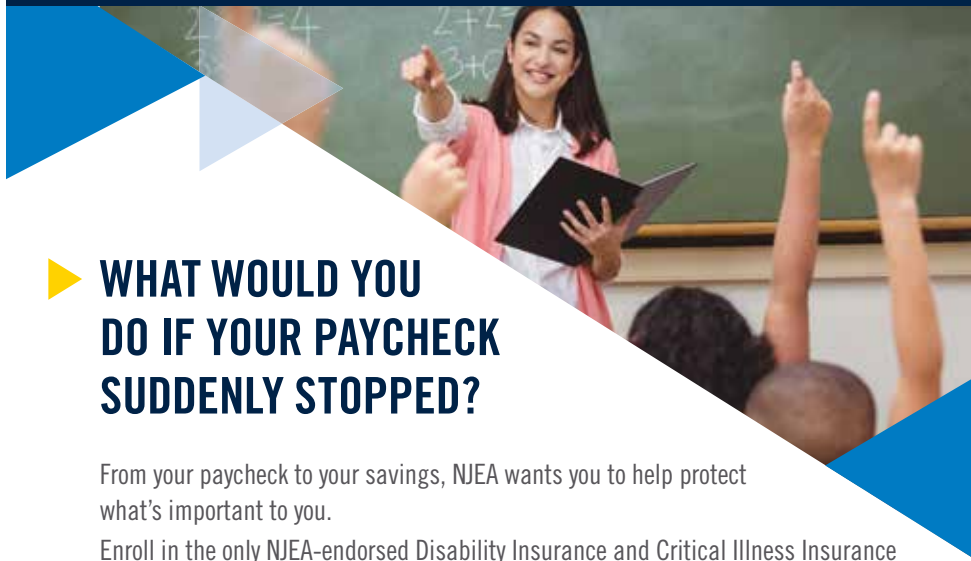
Join us at one of our virtual Information Sessions.

For details on dates, locations and to register, contact:

201-692-2816
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COOL STUFF



JOIN GIRLS WHO CODE

Free resources for grades 3-12

Girls Who Code (GWC) is an international nonprofit offering free and flexible coding resources for our community. When you sign up to start a GWC Club, you'll get access to everything you need, including training, comprehensive resources, 120+ hours of easy-to-use and flexible coding curriculum for 3-12th graders, and even free T-shirts and other swag for each of your club members.

Clubs curricula feature coding tutorials for all skill levels, inspiring women in tech, community-building activities to increase confidence, and project-based learning related to activism. You don't need any prior coding experience to get started. Plus, all genders are welcome in this girls-supportive environment. Learn more about the clubs program at bit.ly/gwc-clubs or join a webinar at bit.ly/webinar-gwc.

Sign up to access GWC's free clubs curriculum and resources at bit.ly/signup-gwc.

Free 9-12th grade summer programs

Ever wonder how a career in tech can help your students pursue their passions? Encourage them to join Girls Who Code summer 2022 to find out. Your 9-12th grade girls—cis and trans—or nonbinary students are invited to apply to Girls Who Code's two-week virtual Summer Immersion Program (SIP) or virtual Self-Paced Program (SPP) at bit.ly/gwc-sip.

They'll learn an intro to HTML, CSS, and JavaScript through fun, hands-on projects for beginners or receive advanced certification in cybersecurity if they're looking to sharpen their coding skills. They'll even explore careers in tech through connections to top companies like YumBrands and Bank of America, just to name two. Plus, they'll become a part of a global sisterhood of 450,000 students worldwide that'll grant them access to exclusive alumni career support for life. In addition to GWC's Summer Programs being 100% free, stipends of up to \$300 and tech support are available for applicants who qualify.

So what are you waiting for? Have your students fill out the interest form today to be the first to know when the application goes live mid-January 2022 at bit.ly/gwc-if.



CONVENIENT COVID-19 VACCINE FINDER

To find and schedule a booster shot (or your first or second vaccine shot), access the "NJ Vaccine Appointment Finder" on NJ's Covid-19 Information Hub at covid19.nj.gov/finder. Search for a location based on your ZIP code and select the vaccine you need.



AID-NJEA CAN HELP

The AID-NJEA helpline has served NJEA members and their families for nearly 20 years. NJEA members and their families have access to this free and confidential service 24 hours a day and seven days a week. Educators and school counselors are on the line from noon until 8 p.m. Monday through Thursday, and until 6 p.m. on Fridays to provide peer-to-peer support and information to callers. In addition, University Behavioral Health Care provides mental health professionals who answer the helpline during all other hours for 24/7 coverage.

Callers seeking help from AID-NJEA can count on:

- Help from a staff of Education Support Specialists experienced in education and trained in behavioral health.
- personal response — a "real voice" with no buttons to push.
- Access to thousands of resources from the AID-NJEA Information Directory.

High quality help by telephone with personal, family and school-related demands.

Why handle tough times alone? Whether you are a new teacher, a support staff member, or a retired school employee, AID-NJEA has people on the line who can provide guidance and information to help. Dial 866-AID-NJEA (243-6532) or email helpline@njea.org.

AID-NJEA is a partnership between NJEA and Rutgers University Behavioral Health Care.

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- Go Green

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at (800) 558-1920



NJEA Report

Petal Plus One

A member engagement initiative

By Angel Boose

NJEA thrives when member engagement is high. This is the reason so many opportunities exist for members to connect and get involved. With the onset of the pandemic, NJEA continued to create those opportunities with virtual spaces for members to continue to connect with, learn from and grow with the association.

The 2021 NJEA Convention was the first event open to all members since the COVID-19 pandemic changed the way we socially engage. Although the convention was held in person and required all attendees to show proof of vaccination or the negative results of a PCR test administered within the previous 72 hours, members had the option to attend workshops and the keynotes virtually. It is important for the association to provide members with the option to attend in-person or online as they continue to navigate through the pandemic.

With the excitement of the return to an in-person convention, came the opportunity members to attend events as the “plus one” of the NJEA Secretary-Treasurer Petal Robertson. Can you imagine being personally invited to attend an event by an NJEA officer? Well, some members got to experience just that.

To encourage members who had not previously attended the NJEA Convention to do so for the first time, Robertson pinned an open invitation on various Facebook forums asking members to communicate with her if they had never attended it. She also reached out to locals or individuals she observed working within their local to extend an invitation. Those who responded to the call were asked to accompany her to a convention event.

“Most people I know are involved in the union simply because they were invited to something,” Robertson said. “So I decided to pay it forward and invite people out to the very same events that I get to attend. It helps me build an authentic relationship with the member and for that member to build an authentic relationship with their union.”

Angel Boose is a third-grade teacher at the Benjamin Banneker Academy in the East Orange School District. She is the vice president of the East Orange Education Association and an NJEA Communications Consultant.



From left: Montclair EA Grievance Chair Amy Fowlkes, NJEA Secretary-Treasurer Petal Robertson, and New Brunswick EA member Cynthia Ruszczyk at the Sonia Manzano keynote address at the 2022 NJEA Convention.

PETAL PLUS ONE AT THE NJEA CONVENTION

Two Early Career Members attended the 2021 NJEA Convention in-person for the first time, Jon Coxen, and educational support professional (ESP) from the West Hampton Education Association and Cynthia Ruszczyk, a middle school science teacher from the New Brunswick Education Association. Both were Robertson's guests at the keynote with Sonia Manzano. Each of them connected with Robertson via her Facebook posts.

“A highlight was networking, meeting new people and having the chance to learn different things,” Coxen said.

“I got to meet Sean Spiller and speak candidly to others about what we are currently experiencing

in education,” Ruszczyk shared. “It was exciting to being able to speak with Petal and other guests prior to the keynote, and to chat about the keynote at its conclusion. Listening to Sonia was amazing. I grew up watching her on Sesame Street. She said things about her past I never thought about. It made me think about my current position and the impact I could be having on my students.”

Fuquan Brown, head custodian from the Montclair Education Association attended the 2021 NJEA Convention as a first-timer. He was invited to be Robertson's plus one at the keynote with Henry Louis Gates Jr.

“I gained knowledge about a lot of things I didn't know pertaining to my ethnicity,” Brown said. “I was intrigued by the guest speaker Henry Louis



From left: NJEA Secretary-Treasurer Petal Robertson, NJEA Delegate Assembly member Fuquan Brown, and New Brunswick EA member and building rep Mary Ingram at the Henry Louis Gates Jr. keynote address at the 2022 NJEA Convention.

Gates and the ways he tried to get the audience, a diverse audience, to understand his point of view and all he studied for so many years. The visuals he used were a highlight. It elevated my way of thinking.”

PETAL PLUS ONE, BEYOND THE CONVENTION

Vice President of the Lindenwold Education Association and fifth grade math teacher Ryan Strothers had the opportunity to be Robertson’s plus one at the Garden State Equality Ball. Although Strothers is very involved with the union, he was not familiar with the event upon being invited.

“It was an honor to accompany Petal,” Strothers said. “Having an NJEA officer reach out to see if members want to attend events is really impactful. That personal touch means the world to members and helps them feel personally connected.”

Kiara Gary, a paraprofessional from the Montclair Education Association accompanied Robertson at various political events, including an event for Assemblyman Thomas P. Giblin (D-Essex).

“It’s an amazing experience to be two Black women in a room, and one is the NJEA secretary-treasurer. I was able to begin putting a name to dignitaries as I was introduced. As an ESP, it

was an amazing experience,” Gary said. “Petal introduced me to people I would never have met on my own. Her telling them my name and where I’m from made me feel very special. She introduces you like you are someone special.”

Although her title is secretary-treasurer, Robertson wants members to remember that she is still a member, just like any other member. She realizes that without members there is no union and wants each member to recognize the value they bring to our association. She believes intentionally engaging our members means that we will retain them, even when we don’t always see eye to eye because we have built those relationships that can withstand disagreements. Robertson is dedicated to building relationships with members, and her Petal Plus One initiative is just the beginning.

If you are interested in getting more involved in the union and would like to attend a future event with the NJEA secretary-treasurer, you can send an email to her executive assistant, Tamika Elder at telder@njea.org indicating some of your interests.

Robertson also encourages members to speak with her in person, at conferences and workshops. She loves to talk and would be happy to connect. You might be an email or a conversation away from being her next plus one.

“

Most people I know are involved in the union simply because they were invited to something. So I decided to pay it forward and invite people out to the very same events that I get to attend.

– NJEA Secretary-Treasurer Petal Robertson



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Reflections – remember the good work of our profession!

By Michael Cohan

In the coming months, many NJEA members will begin to contemplate the end of their careers in our state's public schools. Reflecting on the arc of those careers should be an important part of any decision to leave our noble profession. It's important to remember the good things as well as those that were not as fulfilling.

Even if you're not near the end of your career, remember that there are always opportunities for renewal. As I prepare to retire on Feb. 1 as the director of Professional Development and Instructional Issues (PDII) at NJEA, I note that about every 10 to 15 years I had opportunities crop up that enabled me to find something new and engaging to extend my contributions to public education. At almost exactly halfway through my active teaching career, for example, I transferred from high school teaching to work with middle school students. Working with younger kids was rewarding, but the additional opportunity to also begin teaching a different subject challenged me intellectually in ways that extended my own learning.

I realize that trying to remember events that occurred decades ago can be a challenge for anyone, and I'm no exception. However, I vividly remember the first week of school in September of 1977. Fresh off a year after college searching for my first teaching job, I was excited to begin my career in my own classroom. Little did I know on Sept. 7 that by October I would have been threatened with violence in my classroom, considered resignation twice, and regurgitated my breakfast in the parking lot upon arrival at school one morning.

I'm so thankful that I struggled through those early trials, because the rewards of the

career that began all those years ago have been beyond measure. As difficult as we find the current challenge of working together during the pandemic, my colleagues around the state should try to refocus on the good things about our profession over the difficulties of masking, testing and vigilance in the face of COVID-19. Our public schools, and all the people who work to make them the best in the country, are central to the success of our communities and the future of our country's economy and democracy.

All along, I had a parallel avocation working as an association advocate. That path brought me to professional development as one of the founding NJEA representatives to the state's Professional Teaching Standards Board in the New Jersey Department of Education. Working with talented colleagues from around the state, we created the system that governs New Jersey's continuing education requirement. To my dismay, much of our original work has been distorted over the last 20 years. We never imagined that advocacy for collaborative professional learning would devolve into the compliance-based accountability system that many New Jersey educators labor under today. However, that early work deepened my commitment to professional advocacy that led me to the work I've done at NJEA for the last 15 years.

Just like earlier in my career, I didn't realize that a switch away from the classroom would yield professional rewards and fulfillment. Working with the amazing team of staff in the PDII Division has been nothing short of astounding. We've been a truly interdependent team of colleagues who challenge one another every day to do our best work. At the same time, we quickly offer one

another insight, support and critical observations to push our work to even greater heights.

Once we cemented a vision for supporting members' professional learning, we regularly pursued ways to build new programs to bring the NJEA's vision to reality. The creation and establishment of the NJEA Teacher Leader Academy, the growth of the Priority School Initiative into the current ACCESS Model (A Community Collective for Equitable and Sustainable Schools), the inception and birth of the REAL Movement, and the innovations and growth of the NJEA Convention would never have happened without the commitment and creativity of the PDII team and the culture of collaboration we've built.

As I reflect on all this work, I can honestly say that it's been a blessing to believe that I've never had to "work" a day during my active career. I'm aware that's not true for everyone, and I'm mindful that it is a privilege to be able to acknowledge this.

To quote Pat Conroy from his book *The Prince of Tides*, "There's no word in the language I revere more than 'teacher.' My heart sings when a kid refers to me as his teacher, and it always has. I've honored myself and the entire family of man by becoming a teacher."

To expand on that thought and to paraphrase—each and every NJEA member, no matter what they do in a public school, honors themselves and everyone in their community by their service. It is my most fervent wish that all my colleagues reach the end of their careers full of gratitude and a feeling of accomplishment. It may be the only reward we can all count on for the dedication, trials and tribulations of our profession. 🙏

Michael Cohan is the director of Professional Development and Instructional Issues at NJEA. He retires on Feb. 1.

AN OUTDOOR CLASSROOM

inspires students, staff at
Egg Harbor Township High School

By Kathryn Coulibaly



In the shadow of Egg Harbor Township High School (EHTHS) in Atlantic County, environmental science teacher Jim House walks students through their outdoor classroom, taking note of the changes that have occurred as summer slips into fall. Tall grasses grow alongside native trees and bushes. There is a surprisingly neat compost section and pumpkin vines spill out over a raised bed. Tomato and pepper plants past their prime slowly decompose.

For House, who attended EHTHS, and whose mother was a long-time elementary school teacher in the township, getting students outdoors is a practical goal that reaps unexpected rewards.

“I enjoy taking them outside and seeing them get their hands dirty,” House said. “I grew up half a mile from the school, and I would spend my weekends hiking in the woods around here, just exploring. Many of these students don’t have that level of comfort outdoors, and they appreciate the opportunity to learn more about our habitat.”

At the same time, House acknowledges that it’s just fun digging in the dirt.

“I think we need to talk more about how to have fun as an educator in the classroom, particularly the science classroom,” House said. “When I was growing up, science classes were about what you wrote down in the lab book and recreating lab exercises. There was a focus on following instructions. But as I got older, I realized that I don’t like sitting in a laboratory or working at a desk and crunching numbers. I love being outside, collecting data, and getting involved. And I feel like that’s what gets the kids excited about science.”

GRANTS AND STUDENT PROJECTS HELP DEVELOP OUTDOOR CLASSROOM

To help get students working outside, observing and collecting data from the field, House envisioned an outdoor classroom. Beginning in 2006, he won a Wildlife Habitat Incentive Program grant to plant native species to develop an outdoor native species habitat on school property. What is now the outdoor classroom started as an open field behind one of the baseball fields that wasn’t being used for any purpose. With administrative approval, House and his students began work by digging out a pond and planting more than 2,000 trees. Each year since then, they have been slowly developing it, expanding it, and adding more elements.

Environmental science teacher Jim House uses the outdoor classroom to give students practical experiences.



One of the most striking features of the outdoor classroom, in addition to the pond, which now contains an active and vocal frog community, is the chicken hutch. At one time, the surrounding area was well-known for chicken farming, but many of these students have never encountered a live chicken in real life. The chicken hutch was made possible through a \$2,000 award House received for being named one of 2017’s Axalta and Philadelphia Eagles All Pro Teacher of the Year.

“Each year, we hatch chickens in the spring and we put them out in the chicken coop,” House said. “The students go out and feed them and take care of them for the second half of the year. At the end of the school year, we give the chickens away to people who raise chickens. The students get to experience caring for chickens, observing their behaviors and collecting their eggs.”



Kathryn Coulibaly is the associate editor of the NJEA Review and provides content and support to njea.org. She can be reached at kcoulibaly@njea.org.

“

I think we need to talk more about how to have fun as an educator in the classroom.

Many staff members have contributed to the effort. After a production of “The Sound of Music,” the wire gazebo that had been on stage was moved to the outdoor classroom, an attractive structural element flanked with native bushes, including beach plums, which the students sample.

The addition of raised beds was made possible by a grant received last year from the Gro More Good Grassroots Grant Program. This enabled students to grow produce, which they are welcome to take home, and experience the growing process.

A covered area of the outdoor classroom, complete with a white board and picnic tables, facilitates instruction. Several bird houses dot the outdoor classroom, and students learn which birds are native to our area and how to identify them.

Students also contributed a great deal, including an Eagle Scout who helped design and build part of the outdoor classroom. A Girl Scout Gold Award recipient installed a tree identification trail as their final project. Students in the environmental classes have designed and built each area of the garden.

A GROWING OUTDOOR PROGRAM GROWS MORE POSSIBILITIES

As the outdoor classroom has grown, so have the possibilities. As freshmen, students taking biology are able to observe outside what they are learning about from textbooks and videos. As juniors and seniors, students are much more involved in the garden and each class is able to raise whatever they would like in one of the 12 raised beds.

“It’s become a legacy project,” House said. “Students like to come back and see what we’ve done and also point out what projects they worked on before. It builds enthusiasm for our science program and a sense of community.”

Several graduates of EHTHS have gone on to careers in environmental science, such as working for the Department of Environmental Protection, environmental engineering, and creating sustainability programs to teach children about the environment.

“I’ve got students who are doing jobs that didn’t exist when they graduated because new fields are emerging all the time,” House said.



With a variety of resources, the outdoor classroom is a versatile learning space.



House is very proud that they have been able to accomplish so much without leaning on the district for financial support. We have received several grants through the Sustainable Jersey for Schools grant program including partnerships with AtlantiCare, NJEA and PSEG. They also have received a grant from—and worked with—the Audubon Society and the Eco-Schools Program.

“Everything we have done has come through grants and relationships,” House said. “Projects like this one can be achieved for free or low cost to the district and everyone can benefit.”

Many other teachers use the outdoor classroom to motivate and inspire students.

“Other teachers will reach out and ask if they can bring their English classes down to read and discuss literature,” House said. “Our special education department really loves using the outdoor classroom and they have gotten very involved. The Holocaust Studies class has been using it. At one point, they asked if they could add a Holocaust memorial garden and plant crocuses. It’s exciting to see other teachers and students respond to the possibilities.”

EXPANSION OF OUTDOOR LEARNING SPACES CONTINUES

As an environmental scientist, House draws his students’ attention to the way their environment is changing, both positively and negatively. Getting

them outside in the outdoor classroom helps them pay more attention to their environment.

“I need to have these lessons that the students will remember,” House said. “My goal in teaching environmental science is obviously to convey knowledge, but I also want to get my students involved in changing the environment, being part of the solution to dealing with climate change and making the world a better, cleaner place.”

To help prepare his current students for new enterprises in a greener economy, House continues to expand the reach of the outdoor classroom. He is focused on their next big project: a greenhouse, which the district has committed to funding.

“We’ve been able to expand our footprint quite a bit from the first iteration of the outdoor classroom,” House said. “Every year, we’ve added on and built more capacity. With the greenhouse, which will be right next to the high school building, we can expand our agricultural studies throughout the school year.”

House sees the outdoor classroom as an important resource to inspire and educate students, and he is always happy to share what he has learned about creating an outdoor classroom with others. As the 2021-22 Atlantic County Teacher of the Year, he is interested in increasing engagement with other educators in his district and across the county.

“Environmental science is a dynamic science,”

Inside and outside, House finds ways to engage students with science.

“
As the 2021-22
Atlantic County
Teacher of the Year,
House is interested
in increasing
engagement with
other educators in
his district and across
the county.”

House said. “It’s constantly evolving; it’s constantly changing. Because I love my subject area and because I can modify how much time I spend on different topics, I’m able to explore areas that really interest my students and teach them the course work while engaging them in a way that is exciting to them. I’m looking forward to collaborating even more with other educators to improve my instruction and share ideas that make learning even more accessible for my students.” 🌱

Pandemic complicates, but can't quench, bargaining victories in Atlantic City and Livingston

Two districts share top honors in 2021 Jim
George Collective Bargaining Awards

By Kathryn Coulibaly



Atlantic City Education Association President P.J. Dollard proudly displays the NJEA Jim George Collective Bargaining Award.

Two local associations shared top honors for the 2021 Jim George Collective Bargaining Award. The Atlantic City Education Association and Livingston Education Association each negotiated three-year contracts during the pandemic that improved salaries and benefits for members.

The 950 members of the Atlantic City Education Association (ACEA) began their process through open bargaining. When the board pushed back against the process, negotiations stalled, and members grew frustrated. Newly elected ACEA President P.J. Dollard, a supply room clerk in the high school, took the helm with negotiations at impasse. With the help of UniServ Field Rep Stephanie Tarr and Associate Director of Research Greg Yordy, Dollard and ACEA Negotiations Chair Roger Booth presented a strong stance in the face of the board's intransigence.

"The morale seems to be in the toilet everywhere because of the pandemic," Dollard said. "I was sick of complaining and sick of listening to other people complain, so we went to work organizing our members and their hard work and patience really paid off. Our members had to endure a lot throughout this whole process. It was good to see members come together."

That unity paid off in a big way. The final salary settlement was 3.65% in each of the three years of the settlement, which meant significant increases for all members and a six-figure salary for certificated staff in the B.A. column in Year 2 of the contract. In addition, the payment per class for teaching a sixth section increased from \$17.60 per class to \$40 per class. The association also negotiated a \$75,000 increase to the coaching salary guide, bringing them more in line with coaching guides in Atlantic County, potentially attracting new talent to the district.

"We are grateful for NJEA's help," Dollard said. "Stephanie Tarr and Greg Yordy helped us throughout this process. Without their help, we would not have won this award."

In addition, through this round of negotiations, many members of the association who had previously been on the sidelines stepped up into leadership roles, from building representatives to bargaining team members in the next contract, to treasurer.

LIVINGSTON CONTRACT RESTORES BENEFITS FOR TEACHING ASSISTANTS

The Livingston Education Association (LEA) negotiations team began bargaining in September 2019 with a heavy weight hanging over their heads. In 2010, the board of education privatized the teaching assistants in the district. In 2011, the LEA was able to negotiate them back into the



The Livingston EA Negotiations Team. From left: Ted Paris, Wendy Gelman, Lisa Bonvini, Anthony Rosamilia, Jennifer Larsen, and Debbie Paoella.

association, but when they returned, they were without health benefits.

However, since 2010, the LEA had been working tirelessly to educate the board about the value of teaching assistants and their contributions to students and the community. Through multiple rounds of bargaining and relentless internal and external organizing, with the assistance of their NJEA Field Rep Jim McGuire, the association was able to position itself to negotiate health benefits for more than 100 teaching assistant members who had been without, as well as a fair settlement, and contract language that benefits and protects members.

A few of those new provisions include:

- Terminated the practice of blanket reduction in force, or "RIF," notices for teaching assistants.
- Created a district family leave provision where members may take up to 30 of their banked contingency days in order to care for a member.
- Increased elementary teachers' prep time from five periods per week to seven periods per week.
- Added more than \$80,000 in new stipends.
- Increased shoe allowance for custodians.
- More than \$3.8 million in certificated staff salary increases and \$800,000 in support salary increases for a total compensation package that is the largest in LEA history.

LEA President Anthony Rosamilia, a history teacher at Livingston High School and the Essex County Education Association president, summed up all the hard work and the relief of finally achieving their goal of restoring the teaching

assistants' health benefits.

"It's very gratifying that NJEA selected us for this award because the health benefits provisions specifically are about providing fairness and dignity to a group of workers who did not have that," Rosamilia said. "I think it really shows the power of collective bargaining. We're happy to win the collective bargaining award, but we're really happy to have achieved dignity and fairness for these essential workers."

The awards were conferred at the NJEA Jim George Collective Bargaining Summit on Oct. 30. The annual summit was held remotely. 🏠

The NJEA Jim George Collective Bargaining Award is presented annually to an association that has accomplished one or more of the following:

- Bargained one or more new contractual provisions not already found in another affiliate's contract.
- Conducted an extraordinary community organizing effort that resulted in a contract settlement.
- Used the bargaining experience to propel new members into association involvement and leadership positions.
- Achieved a particularly good settlement, in comparison to the state average, in salary increases, health benefits, professional development, and/or member protection.

After reviewing the nominations, five finalists were selected. They were:

- Atlantic City Education Association
- Bayonne Education Association
- Edgewater Park Education Association
- Livingston Education Association
- Teaneck Community Charter Education Association

Writer's WORKSHOP

Comparing video and written comments
through flash feedback

By Sarah Petty



What is flash feedback?

Flash feedback focuses on one to two learning objectives, with students rather than teachers doing the heavy lifting. It is effective with common technology tools and functions such as Command-F (the find function) and Google comments. It includes a plan for students whose learning needs require additional support beyond the teacher's established flash feedback structure/system. For more see Matthew Johnson's "Flash Feedback: How to Provide More Meaningful Feedback in Less Time," at cultofpedagogy.com/flash-feedback.

In my five years of teaching reader's and writer's workshop, I realized through student challenges and successes that the instruction of reading among teachers is undoubtedly a core focus. It is highly valued, as it should be. Reading is an essential component of developing and strengthening literate, 21st-century learners. However, in our avid love to develop avid readers, the shaping of expert writers can at times be overlooked. I decided to take on a pilot of writer's workshop flash feedback as my action research to investigate further. It was just one project of four in my school administrator certification program, and from the start, it was clearly my project "baby."

I love writing—both as a teacher and personally. I believe that strong readers can be strong writers and vice versa. To me, writing seemed a daunting task for many students because it is all about generating ideas, creating something rather than thinking about something already prepared in the form of a book or story. Whether true or not, students seemed to perceive writing as a more complex process that required more engagement than reading.

Yes, even the reluctant reader could look at a book and determine that reading is important, as they have been reminded for much of their school experience. But writing? Whether they were supporting an argument, building an informational piece, or drafting a narrative, I understood why being a purposeful writer was an enigma for many sixth graders (and beyond). Even students not identified by teachers

Sarah Petty is a sixth-grade language arts teacher at Delran Middle School. She can be reached at sarahhpetty@gmail.com.

as academically struggling appeared perplexed or frustrated by the writing process. This seemed true despite our district meeting annual targets for state testing in grades 6-8.

SURVEYING COLLEAGUES

To explore the ideas and experiences writing teachers had when providing feedback to students, I asked them to complete an anonymous survey over Google Forms. This was prior to my classroom pilot. Here's what I learned:

Strengths:

- Teachers indicated regular, independent conferencing with students about their writing, with the majority of teachers conferencing three to four times a week.
- Twenty-five percent indicate that they use flash feedback, "with only two types of specific rubric-aligned comments for the whole class," showing familiarity with the process.

Areas for improvement:

- Only 13.3% of respondents said they track their conferencing work with students electronically.
- None report using student-to-student feedback through comments on Google Docs.
- None report using Google Forms to survey students about a piece of writing.

These areas for improvement presented opportunities for how technology could be integrated to strengthen feedback during the writing process.

Staff surveys were vital to my research. They showed that the problem statements of my project had actionable steps to implement because they matched staff beliefs and experiences about students in writing class.

Our students are capable writers but were not implementing their feedback efficiently, despite teachers providing a wealth of feedback and using a streamlined process for writing workshop procedures such as conferencing and tracking notes. This seemed to leave writing teachers just as frustrated as their students, who were not using feedback to strengthen their writing.

Problem statement

Through my action research I aimed to find and address the gap between students receiving feedback about their writing and students applying that feedback in the revision process. I found that students lack:

- Consistency between reading and writing workshop.
- An application of writing strategies that foster their ability to rewrite, revise, and enhance their work.
- Writing stamina, independence, and engagement in writing workshop (perhaps because writing is perceived as a more complex or actively-engaged process than reading).

The process

Research questions

My action research thus explored three questions:

1. What is the impact of online feedback tools on students' application of elaboration skills to their own work?
2. What is the impact of online feedback tools on student subgroups' achievement in writing (including students in basic skills and special education programs)?
3. What is the impact of online feedback tools on students' engagement in the writing process, including revision?

VIDEO AND WRITTEN FEEDBACK ROUNDS

In applying research into practice, students were given three rounds of feedback in my writing classes for three of their personal narratives. This was done from October to December 2020. Round one was video feedback, given by me. Round two was written feedback, given by our district literacy coach. Round three was student choice of video or written feedback from me.

In writing class, my students write a place narrative, an object narrative and a person narrative. I gave video feedback using Screencastify videos between one to three minutes long. For each student, I made sure to use the classic feedback sandwich: starting with positive comments, then offering constructive comments, and ending with more positive comments that were either add-ons to earlier feedback or repeating the strengths I already shared with the student.

I recorded both my voice and face, with the students' individual writing pieces on the screen to highlight and reference throughout. I found the experience surprisingly refreshing, particularly in the pandemic. While in-person conferencing was no longer viable, all students received this video feedback from me and knew when to anticipate the first and last rounds.

I used the principles of Johnson's article, "Flash Feedback: How to Provide More Meaningful Feedback in Less Time," to focus on just one or two learning objectives; namely, giving students feedback only on the elaboration strand of their narrative writing, using the Lucy Calkins workshop rubric (see Page 24).

For some students, organizational errors were important to address when they limited students' abilities to elaborate effectively or to complete the narrative assignments, so I also provided organization strand feedback as needed. If a student's work was incomplete, as a few were, I made sure to let them know in video feedback any positives I could draw from what they did write, and how the elaboration skills of sensory details, actions, inner thinking, and dialogue would help them in the future to write a strong narrative.

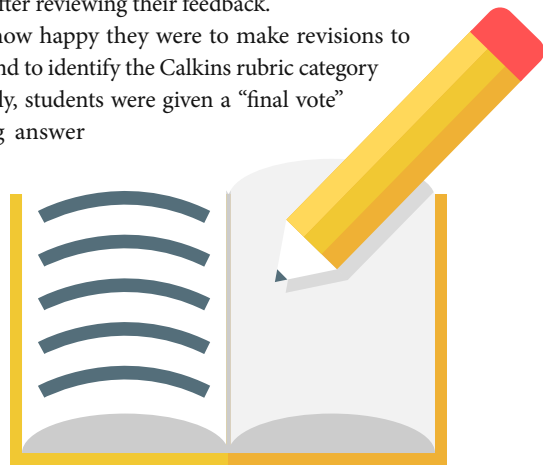
THE STUDENT EXPERIENCE

Probably my favorite part of the project was hearing student experiences with our feedback rounds. Using Google Forms, I gave students a survey following their first and second personal narratives. The survey asked students to rate the feedback they received through video and through written comments, to identify categories on the Calkins rubric they were given feedback on, and to rate their willingness to revise future writing based on the feedback they received.

At the end of the unit, I surveyed students again over Forms. They were asked to rate the choice feedback they received (video or written) and to again identify the Calkins rubric categories they were given feedback on. This time, I required students to make revisions on their third writing piece, the person narrative, after reviewing their feedback.

The survey asked how happy they were to make revisions to their third narrative, and to identify the Calkins rubric category they revised for. Finally, students were given a "final vote" and space for a long answer

to explain their feedback preference between video and written comments. The last question asked them to rate their experience of being given choice for the type of feedback they received.



The following chart summarizes how students described video versus written flash feedback:

Written	Video
Preferable because the part that needs improvement is highlighted and easier to see to make revisions.	Easier to understand through hearing it aloud and seeing the teacher. When given various examples, students can see what the teacher means.
Preferable because written feedback helps students whose learning styles focus on reading the work themselves.	Preferable because the teacher is “directly talking just to me”—students feel it’s individualized.
Preferable for students who want to go at their own speed when reviewing or revising .	Preferable because videos fit the students’ learning styles.
Written comments may be misunderstood if the student doesn’t understand the meaning behind the teacher’s words.	A video may move too quickly for students’ pacing and if a part is misunderstood it will not help students to revise.
Sometimes less is understood on paper.	A video can be inconvenient with switching tabs or having to go back to a part in the clip.

STUDENT WRITING SAMPLES FROM COLLEAGUES

A broader collection of student writing samples was incredibly helpful during the project. To further inform my research and data collection, I wanted to look at flash feedback beyond my sixth-grade classroom pilot and involve all building-level teachers in the project.

The strengths and weaknesses revealed by these samples informed the elaboration skills to be emphasized across grade levels, according to Calkins’ grade 6 to 8 rubrics. When sharing results from samples with teachers, we discussed future action steps for vertically aligning elaboration despite the differences in each grade level’s elaboration strand on the Calkins rubric.

Across grade 6-8 teachers, eight student narratives were submitted for the scope of my action research. Teachers were asked to provide one writing piece with a low amount of writing techniques, and one with a medium to high amount of writing techniques. I analyzed each set of grade-level samples (grade 6, 7, or 8) according to the corresponding narrative rubric. I provided Google Doc comments on the anonymous students’ work, focusing on elaboration. Students did not see these comments—my comments were examples for teachers to potentially review, so they could understand how I analyzed student work.

On a Google spreadsheet, I tallied the types of comments I made under the elaboration strand. For instance, one strength that was tallied across samples was that students effectively blended narrative techniques. One growth area across samples was using “show, don’t tell” to build character, conflict or theme.

In the end, each grade level was left with a tally of student strengths as well as targeted areas for student improvement. Teachers were reminded that this was based on a small sample and that further investigation could help us learn more about our students’ application of elaboration techniques.

Calkins’ rubrics on elaboration

Grade 6 strand

- “I developed realistic characters and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.”

Grade 7 strand:

- “I developed the action, dialogue, details, and inner thinking to convey an issue, idea or lesson. I showed what is specific about the central character. I developed the setting and the character’s relationship to the setting.”

Grade 8 strand:

- I developed complicated story elements; I may have contrasted the character’s thinking with his or her actions or dialogue.
- I developed the central character’s relationship to other characters. I showed character flaws as well as strengths to add complexity.
- My details conveyed meaning and related to or developed a lesson or theme.

Sources:

Grade 6 rubric: “Units of Study in Argument, Information, and Narrative Writing,” by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, Teachers College Reading & Writing Project, Stacey Fell, Alexandra Marron, Kate Roberts, Kathleen Tolan, Maggie Beattie Roberts, Emily Strang-Campbell, Audra Robb, Gerrit Jones-Rooy. heinemann.com/products/e04714.aspx

Grade 7 rubric: “Units of Study in Argument, Information, and Narrative Writing,” by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, Teachers College Reading & Writing Project, M. Colleen Cruz, Teachers College Reading and Writing Project, Columbia University, Audra Robb, Kelly Boland Hohne, Annie Taranto, Gerrit Jones-Rooy. heinemann.com/products/e04715.aspx

Grade 8 rubric: “Units of Study in Argument, Information, and Narrative Writing,” by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, Teachers College Reading & Writing Project, Mary Ehrenworth, Teachers College Reading and Writing Project, Columbia University, Cornelius Minor, Kate Roberts, Katy Wischow, Julie Shepherd, Audra Robb, Gerrit Jones-Rooy. heinemann.com/products/e04716.aspx

APPLYING THE FINDINGS IN ACTUAL CLASSROOMS

My takeaway from flash feedback in writing is that continuing to investigate it in action is important. I look for opportunities to disseminate to educators what I have learned and offer up training on simple, quick and efficient ways to implement video and written comments as well as student surveys. In the future, using flash feedback with students on a different strand, such as organization, is possible. We can also use the elaboration strand in other genres, such as informational writing, a genre that is a priority in my district to continually improve.

This past pandemic year has shown how imperative online feedback tools are to student learning, but also beyond. We foster 21st-century technology skills in students through tools such as Google comments, Google Assignments, and strategic video feedback. Flash feedback has proven useful and engaging to students' application of writing revisions and to the technology teachers are already navigating. Finally, equitable access to other feedback methods for student subgroups such as those in special education and basic skills programs is a meaningful step toward progress for all. 🏠

The core of my research was based upon:

Matthew Johnson's, "Flash Feedback: How to Provide More Meaningful Feedback in Less Time" in *Cult of Pedagogy* (cultofpedagogy.com/flash-feedback).

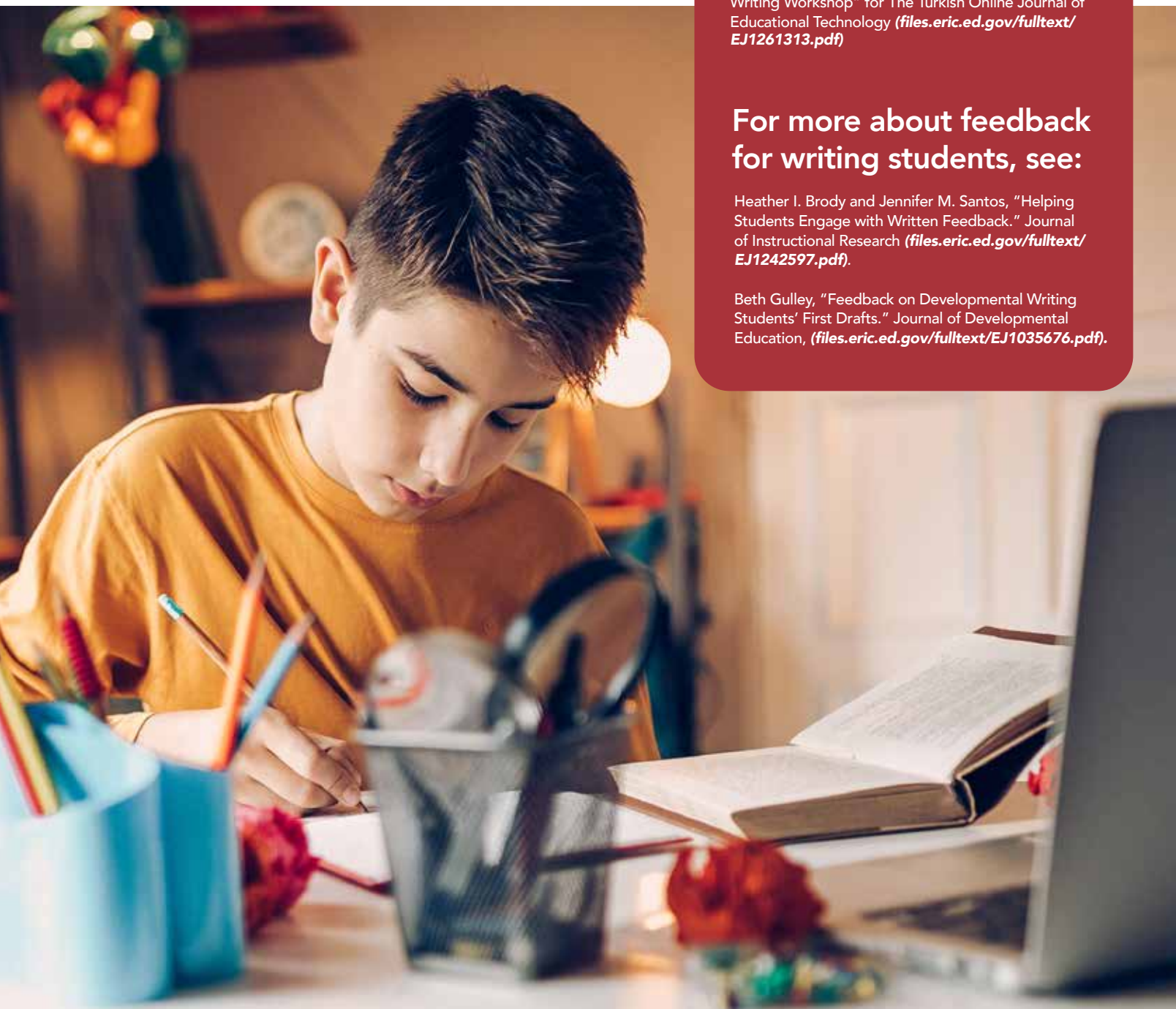
Douglas Fisher and Nancy Frey's, "Making Time for Feedback," for ASCD (bit.ly/ascd-feedback).

Elizabeth Henry, Rachel Hinshaw, Adel Al-Bataineh, and Mohamed Bataineh's "Exploring Teacher and Student Perceptions on the Use of Digital Conferencing Tools when Providing Feedback in Writing Workshop" for *The Turkish Online Journal of Educational Technology* (files.eric.ed.gov/fulltext/EJ1261313.pdf)

For more about feedback for writing students, see:

Heather I. Brody and Jennifer M. Santos, "Helping Students Engage with Written Feedback." *Journal of Instructional Research* (files.eric.ed.gov/fulltext/EJ1242597.pdf).

Beth Gulley, "Feedback on Developmental Writing Students' First Drafts." *Journal of Developmental Education*, (files.eric.ed.gov/fulltext/EJ1035676.pdf).



NJEA OFFICERS



President
Sean M. Spiller



Vice President
Steve Beatty



Secretary-Treasurer
Petal Robertson

NJEA ORGANIZATIONAL DIRECTORY

EXECUTIVE COMMITTEE

The NJEA Executive Committee includes the three officers, plus one or more representatives elected from each county or equivalent unit of representation, based on membership enrollment. County and unit representatives serve for three-year terms, except as necessary to stagger terms of office. Weighted voting is utilized to reflect the one-person, one-vote principle. The committee meets monthly to conduct Association business.

Atlantic County: Melissa Tomlinson; Bergen County: Esther A. Fletcher, Robert M. La Morte; Burlington County: Tamara Y. Beatty; Camden County: Laurie T. Gibson-Parker; Cape May County: Tammi J. Lee; Cumberland County: Aaron P. Honaker; Essex County: Dr. Dawn A. Nichol-Manning; Gloucester County: Christine Onorato; Higher Ed: Peter A. Helff; Hudson County: Ronald F. Greco; Hunterdon County:

Susan R. Vala; Mercer County: Christine Sampson-Clark; Middlesex County: Marilyn Edge, Lois Yukna; Monmouth County: Heidi C. Brache; Morris County: Kerri Lee Farrell; NJEA Preservice: Brian J. Reilly; NJREA: Joan M. Wright; Non-Classroom: Francisco C. Barquin; Ocean County: Lisa M. Simone; Passaic County: Susan S. Butterfield; Salem County: Susan C. Maniglia; Somerset County: Amy L. Salinger; Sussex County: Carla Mancuso; Union County: Richard F. D'Avanzo; Warren County: Valerie C. Reynolds; State Officers: Sean M. Spiller, Steve Beatty, Petal T. Robertson; Immediate Past President: Marie E. Blistan; NEA Directors: Brenda Braithwaite, James R. Frazier, Laurie T. Gibson-Parker, Anita L. Kober, Robert M. La Morte, Temika Langston-Myers (ESP-at-Large), Susan A. McBride, Ashanti Rankin (ESP-at-Large), Barbara B. Rheault.

DELEGATE ASSEMBLY

The NJEA Delegate Assembly (DA) formulates Association policies. The DA includes 127 representatives proportionately elected from the counties for two-year terms. Each county is represented by its affiliated county association president plus one delegate for each 1% of the state total of active members of the Association. In addition, one delegate each represents retired, student, and administrative members who do not otherwise have the representation through normal channels.

Atlantic County: John-Fred Crane, Trisha J. Houck, Trina Jenkins, Cassandra Montague, Barbara Rheault; Bergen County: Kathleen J. Arlin, Susan Avallone, David M. Bradler, Rommy Buttafuoco, Jennifer B. Clemen, Susan J. Dziob, Sue McBride, Barbara J. Michels, Mary Ellen Murphy, Christopher B. Phillips, Michael Yannone; Burlington County: Christopher K. Bowman, Lisa M. Chiavuzzo, Catherine L. MacManiman, Nancy W. Meyer, Patrick Mooney, David E. Parker, Anthony M. Rizzo; Camden County: April Brown, Rosemarie Casey, Dali J. Kilpatrick, Charles W. Pildis, Kimberly M. Robinson-Taylor, Rachel N. Turner, Larry Zahn; Cape May County: June E. Camizzi, Stacey Salerno; Cumberland County: Mildred C. Johnson, Eileen Roche, Tiffanie C. ThrBak; Essex County: Fuquan K. Brown, Christopher Cannella, Lauren B. Greenfield, Keith W. Hinton, Rocio Lopez, Sharon L. Ortiz, Anthony M. Rosamilia; Gloucester County: Stephen J. Balaity, Christina V. Dare, Christine K. Kosar, Roberta Rissling, Stephen L. Whitehead; Higher Ed: Mecheline M. Farhat, Michael J. Ferlise; Hudson County: Andrew C. Bove, Jill A. Crawford, Lynn M. Fedele, James T. Monaco, Andrea A. Pastore, Edwinta L. Rhue; Hunterdon County: Fiona Descala,

Joann Gitto, Carol Rocha; Mercer County: Talitheia R. Duncan, Sandra L. Herrington, Grace E. Rarich, Daniel A. Siegel, Patricia A. Yapple; Middlesex County: Paul M. Bryant, Nicole E. Del Popolo, Noelle Ebler, Jennifer Herrick, Tracey A. McGowan, Frank J. Paprota, Susan M. Ray, Jeremias Salinas, Francine Wilden, Michael R. Wildermuth; Monmouth County: Denise J. W. King, Steven C. Koumoulis, Gail F. Maher, Michael T. Marino, Kathleen M. Quinn, Mary S. Scott, Diane Vistein, Margaret M. Watkins; Morris County: Eugene M. Behme, Angela M. Cordova, Mark Eckert, Ann Marie Finnen, Amal M. Hussein, Kathleen L. Paterek, Laurie A. Schorno; NEA Director: Kimberly L. Scott; NJREA: Roger Baker, Jacqui Greadington, Barbara James; NJEA Preservice: Brian J. Reilly; Non-Classroom Teacher: Shareen Shibli; Ocean County: Joshua Eckersley, Jaclyn D. Finnigan, Lorraine A. Griffin, William Junker, Susan R. Morgan, Gina Pizzuto, Passaic County: Nikki L. Baker, Javier Fresse, Patricia A. Kebrdle, Lori E. Lalama, Carolyn McKinney-Croix, Donna L. Reaver, Tara M. Temprano; Salem County: Colleen C. Gilmartin, Carmen W. Porter; Somerset County: Daniel R. Epstein, Gayle K. Faulkner, Theresa Fuller, Mary J. MacRae; Sussex County: Gillian E. Raye, Susan J. Sawey, Ann (Vicky) Smith; Union County: Lillian G. Alston, Michael L. Boyd, Linda A. Cortinas, Angela R. Lawler, Gary Mazurek, Lillian G. Alston, Kelee A. Mitchell-Hall, Lisa D. Palin, Ann Margaret Shannon; Warren: Janie Jones-Brown, Ann M. Kaspereen

DELEGATE ASSEMBLY ALTERNATES

The NJEA Constitution provides for elected alternates for Delegate Assembly members. Members of the Delegate Assembly who cannot attend a meeting may designate an alternate from their county to act in their respective places. Alternates must bring written statements from the Delegate Assembly member whom they represent.

Atlantic County: Jean Gallagher, Rachael M. Martin, Erica R. Walk Polito, Vacancy (1); Bergen: Mariann Kronyak, Jonathan L. Lancaster, Shari R. Mendelson, Andrew Policastro, Scott Sirota, Darren Vaniskhian, Michael J. Warren, Vacancies (3); Burlington: Yolanda F. Boyd, Christine M. Hewitt, Michele L. Mills, Cathy A. Miyoshi-Miller, April C. Newman, Stacey N. Williams; Camden: Jeffrey S. Emerson, Brittany N. Lamb, Sturac T. Meyers, Vacancy (1); Cape May: Cynthia Rosenberg, Gregory C. Young, Cumberland, Ashanti T. Rankin, Damita T. White-Morris; Essex: Jessica D. Cavagnaro, Sharon Johnson, Louann Lobasso, Deborah A. Rees, Stephanie L. Ross, Fayette K. Weatherington; Gloucester: Michael Accchione, Kimberly A. Crum, Eileen M. Healey, Shannon E. Pizzuta; Hudson: Danielle C. Curry, Melanie DeFilippis, Anna M. Picca, Beth C. Tomlinson, Gene W. Woods;

Hunterdon: Robin D. Kiefer, Elizabeth A. McCann; Mercer: Christopher W. Carpenter, Antoinette S. Hopkins, Elizabeth McGlinchy, Aaryenne S. White; Middlesex: Kevin A. Bloom, Daniel J. Cyckowski, Daniel L. Fields, Andrew M. Lewis, Timothy F. Simonitis, Maureen A. Strzykalski, Vacancy (3); Monmouth: Casey A. Barilka, Kathleen A. DeWitt, Jo-Anne A. Montanti, John P. Napolitani, Michael D. Reilly, Kathleen G. Sayers, Vacancy (1); Morris: Nanette Fandino Diaz, Lisa Lamendola, Lisa Mangione, Patricia A. Ressler, Vacancies (2); NJEA Preservice: Olivia F. Haas; NJREA: Linda C. Calandra, Joan G. Jensen, Joanne M. Paladino; Ocean: Ronald B. Donnerstag, Nancy A. Jubert, Richard M. Ryan, Kimberlee J. Shaw, Daniel J. Staples; Passaic: Theodore J. Graham, Megan M. King, Responda Sims, Vacancy (3); Salem: Denise E. Dawson, Vacancy (1); Somerset: Patrick J. Frain, Stefanie Myers, Karen E. Pellicone, Jennifer Tuller; Sussex: Stacy A. Yanko, Vacancy (1); Union: Nicole C. Exum, Chrystal V. Parr-Allen, Fern R. Perez-Gani, Akia N. Roche, Catherine I. Sharp, Alissa N. Valiante, Vacancy (1); Warren: Erin L. Durkin, Scott C. Elliott

NJEA COMMITTEES

AFFILIATION

The Affiliation Committee: 1. reviews, investigates, and makes recommendations on the applications of local, county, and special interest associations requesting NJEA affiliation; 2. periodically reviews affiliation standards and a random sampling of local and county affiliates to ensure compliance with NJEA and NEA affiliation and Local Association Financial Assistance Program (LAFAP) standards; 3. reviews problems involving disaffiliation; 4. makes recommendations for appropriate action by the Delegate Assembly.

Chair: Gerard Campione

Staff contact: Cindy Matute-Brown

Atlantic: Heather M. Flaim; Bergen: Thomas Schram; Camden: Stephanie Heeney; Cape May: Walter Johnson; Gloucester: Felicia Siegel; Hudson: Keith Olkewicz; Middlesex: Gerard Campione; Monmouth: Maria A. Gabriele; Morris: Maryellen McLeod; NJREA: Barbara Toczko; Ocean: Beverly A. Figlioli; Union: Keith Coston

BUDGET

Working with data and suggestions provided by staff, officers, the Executive Committee, the Delegate Assembly, and other committees, the Budget Committee: 1. prepares and recommends an annual budget for consideration by the Delegate Assembly; 2. examines trends related to membership growth, revenues, and program expenditures; 3. regularly reviews the expenditures within cost centers for compliance with D.A. policy; 4. makes recommendations to the Delegate Assembly or Executive Committee, as appropriate, for transfers between cost centers; 5. reviews the auditor's report on all NJEA accounts and expenditures; 6. reviews NJEA investment policy; 7. reviews NJEA capital assets.

Chair: Petal T. Robertson, Essex

Staff contact: Karen Kryven

Atlantic: Melissa Tomlinson; Bergen: Thomas Papaleo; Burlington: Andrew Jacobs; Camden: Janelle Mungro; Cape May: Stacey Salerno; Cumberland: Tiffanie ThrBak; Aaron Honaker; Essex: Christine Candarella; Gloucester: Melba Moore-Suggs; Higher Ed: Peter Helff; Hudson: Kevin Reed; Hunterdon: Peter Moran; Mercer: Sandra L. Herrington; Middlesex: Michael Wildermuth; Monmouth: Jo-Anne Montanti; Morris: Lisa Lamendola; NJREA: Kathleen Howley; Ocean: Beverly Figlioli; Passaic: Patricia Kebrdle; Salem: Susan Maniglia; Somerset: David Yastremski; Sussex: Debra Simmons; Union: Ann Margaret Shannon; Warren: Valerie Reynolds.

CERTIFICATION, EVALUATION, AND TENURE

Certification, Evaluation and Tenure Committee: 1. studies, reports on, and makes recommendations concerning program improvements, training opportunities, and problems in pre-professional education, certification, evaluation, and tenure; 2. monitors State Board of Education and other agencies related thereto; 3. develops strategies to educate the general population about the purpose and necessity of tenure, academic freedom, and the evaluation process; 4. works in conjunction with the Instruction and Professional Development committees to disseminate information to the profession.

Chair: Dayna Orlak, Bergen

Staff contact: Elizabeth Yucis

Atlantic: Erika Price; Bergen: Dayna Orlak; Burlington: Lisa Chiavuzzo; Camden: Katrina White; Cape May: Catherine Krause; Cumberland: Terra Dower; Gloucester: Catherine Carter;

Hudson: Charlene Bini; Middlesex: Hannah Pawlak; Monmouth: Howard Whitmore; NJREA: Martin Sharofsky; Somerset: Fontella Best; Sussex: Elizabeth Delfino; Union: Chrystal Par-Allen

CONGRESSIONAL CONTACT

Composed of at least one representative from each county, the Congressional Contact Committee: 1. maintains contact with New Jersey's congressional delegation regarding NEA/NJEA's legislative program; 2. makes NJEA members aware of the Association's federal legislative program and the need for membership activity in support of that program; 3. chairs screening committees in congressional races; 4. maintains a close working relationship with NJEA lobbyists and NJEA Government Relations.

Chair: Patricia Kebrdle, Passaic

Staff contact: Sean Hadley

Atlantic: Heather Flaim; Bergen: Stacey Brown; Burlington: Jason Pope; Camden: Jonathan Maxson; Cape May: Walter Johnson; Cumberland: Damita White-Morris; Essex: Jennifer Bailey, Cameron Parke; Gloucester: Laurie Boyle; Higher Ed: Mecheline Farhat; Hudson: Rosanne Versaci; Mercer: Efrain Monterroso; Middlesex: Christopher Finnegan; Monmouth: Christopher Collins, Jacqueline Kruzik; Morris: William Cole; NEA Directors: Brenda Brathwaite, James Frazier, Laurie Gibson-Parker, Anita Kober, Robert La Morte, Sue McBride, Peter Moran, Ashanti Rankin, Barbara Rheault, Kimberly Scott-Hayden; NJREA: Susan Clark; Ocean: Joshua Eckersley; Passaic: Tara Temprano; Salem: Jesse Stemberger; Somerset: Theresa Fuller; Sussex: Susan Davis; Union: Andrew Allard; Ezzio Bustamante

CONSTITUTION REVIEW

The Constitution Review Committee: 1. reviews and coordinates suggestions for study of constitution or bylaw changes; 2. works in conjunction with other NJEA committees requiring their review of amendments; 3. prepares language for proposed constitutional changes; 4. reviews and makes recommendations to the Delegate Assembly concerning proposed amendments to the constitution or bylaws.

Chair: Christopher Carpenter, Mercer

Staff contact: Cindy Matute-Brown

Atlantic: Alphonso Harrell; Bergen: Cean Spahn; Burlington: Yolanda Boyd; Camden: Clementine Williams; Cape May: Christopher Vitale; Cumberland: Heather Musto; Gloucester: Dorothy Grieb; Hudson: Lynn Fedele; Hunterdon: Robin Kiefer; Mercer: Deborah Goodkin; Middlesex: Daniel Cyckowski; Monmouth: Florence Byrne; Morris: Lee Brensinger; Mercer: Olivia Haas; NJREA: Michael Kruczek; Ocean: Lorraine Griffin; Passaic: Tanisha Barkley-Johnson; Salem: Amy Tighe; Union: Alissa Valiante; Warren: Scott Elliott

CONVENTION

The Convention Committee: 1. reviews themes and general convention program plans; 2. promotes and evaluates member participation and attendance; 3. develops procedures for and evaluates programs offered by NJEA-affiliated groups; 4. develops standards for exhibits and evaluates compliance of exhibitors; 5. evaluates overall program scheduling; 6. recommends to the Executive Committee the NJEA Convention dates, location, and program.

Chair: Susan Davis, Sussex

Staff contact: Janet Royal

Atlantic: Cassandra Montague; Bergen: Susan Marinzulich; Burlington: Catherine MacManiman; Camden: Stuart Meyers; Cape May: Stacey Salerno; Cumberland: Jaclyn Conahey; Essex: Sharon Johnson; Gloucester: Robert Sheridan; Higher Ed: Mickey Dickenson; Hudson: Nadine Collins; Hunterdon: Peter Moran; Mercer: Marlena Ventura; Middlesex: Devin Menker; NJREA: Cynthia McCray; Passaic: Lauren Spiller; Salem: Rosemary Poliski; Somerset: Patrick Frain; Sussex: Lisa Fahrenfeld; Union: Tonya Scott-Cole

DELEGATE ASSEMBLY RULES

The D.A. Rules Committee considers and recommends the rules under which the Delegate Assembly conducts its business.

Chair: Kathleen Paterek, Morris

Staff contact: Cindy Matute-Brown

Monmouth: Gail Maher; Morris: NJREA: Jacqui Greadington; Passaic: Lori Lalama

DISTINGUISHED SERVICE AWARD

The Distinguished Service Award Committee considers and evaluates candidates for the NJEA Ruthann Sheer Distinguished Service

Award for Education and makes appropriate recommendations to the Executive Committee.

Chair: Danielle Clark, Camden

Staff contact: Gary Melton

Atlantic: Amy Gold; Bergen: Argine Safari; Camden: Ana Sanchez; Cape May: Tammi Lee; Middlesex: Jennifer Olawski; Monmouth: Margaret Watkins; Morris: Kerri Lee Farrell; NJREA: Stacy Morgan Santo; Passaic: Brenda Carswell-Avery; Somerset: Mary MacRae; Union: Lillian Alston

EDITORIAL

The Editorial Committee: 1. supervises the NJEA Review and other Association publications designed for internal communications with the membership, within the framework of policy laid down by the Delegate Assembly or the Executive Committee; 2. reviews printing contracts, advertising rates, and policies; 3. sets and maintains a continuing evaluation of standards for articles, illustrations, and style; 4. reviews polling and survey data to determine and recommend issues to be addressed to the membership.

Chair: Lauren Greenfield, Essex

Staff contact: Patrick Rumaker

Atlantic: Alphonso Harrell; Bergen: Shari Mendelson; Camden: Steven Redfearn; Gloucester: Michael Acchione; Mercer: Hussain Haqq; Middlesex: Andrew Lewis; Monmouth: Steven Tetreault; Morris: Maryellen McLeod; NJEA Preservice: Karalyn Olsen; NJREA: Miriam Reichenbach; Ocean: Christine Smith; Passaic: Sonya Squitieri; Union: Tia Reid

EDUCATIONAL SUPPORT PROFESSIONALS

Consisting of representatives from support and teaching staff, the Educational Support Professionals Committee: 1. examines and makes recommendations on active-supportive member needs, services, and programs; 2. recommends activities and programs to organize groups not yet affiliated with NJEA; 3. reviews efforts to develop all-inclusive local organizations; 4. gathers and reviews data related to privatization initiatives and reports these findings to the Delegate Assembly and Executive Committee; 5. develops and initiates training opportunities for school personnel.

Chair: Joann Houck, Burlington

Staff contact: Robert Antonelli

Atlantic: Trina Jenkins; Bergen: Rommy Buttafuoco; Camden: Pamela Clark; Cape May: Kenneth Basset; Cumberland: Eileen Roche; Essex: David Walker; Gloucester: Roberta Rissling; Hudson: Marquisha Reynolds; Hunterdon: Fiona Descala; Mercer: Antoinette Hopkins; Middlesex: Nancy Cogland; Monmouth: Regina Jagoo; Morris: Mark Eckert; NJREA: Barbara Newman; Ocean: Patti Watson; Passaic: Nikki Baker; Salem: Jennifer Jenkins; Somerset: Christopher James; Sussex: Gillian Raye; Union: Michael Boyd; Warren: Scott Elliott

ELECTIONS

The Elections Committee: 1. sets standards and procedures, subject to the general policies of the Delegate Assembly, for all elections under the NJEA Constitution, and for the conduct and eligibility of candidates for elective office; 2. oversees NJEA elections procedures within counties or units; 3. conducts any necessary state elections; 4. provides oversight for the tabulation and certification of ballots; 5. resolves state elections disputes.

Chair: Eda Ferrante, Passaic

Staff contact: Gary Melton

Bergen: David Walsh; Camden: Ryan Strothers; Cumberland: Sophia Amaranto; Essex: Christine Candarella; Gloucester: Brian D'Ottavio; Melba Moore-Suggs; Hudson: Diane Mackay; Hunterdon: Donna Pontoriero; Mercer: Patricia Jones; Middlesex: Leslie Anderson; NJREA: Toni Guerra; Ocean: Jim Lubrani; Passaic: Rosalind Abreu; Salem: Amy Tighe; Somerset: Jennifer Tuller; Sussex: Theresa Snyder; Union: Gary Mazurek

EXCEPTIONAL CHILDREN

The Exceptional Children Committee: 1. proposes and reviews legislation that impacts children with special needs; 2. designs NJEA efforts to implement and enforce existing legislation, rules, and regulations that require adequate programming; 3. relates such concerns to educational and community groups with similar interests; 4. disseminates information to school personnel regarding issues that affect programs and children with special needs; 5. coordinates efforts with affiliate groups on areas of concern; 6. develops and initiates training opportunities for school personnel.

Chair: Sanderlin Tomeka, Atlantic

Staff contact: Camy Kobylinski

Atlantic: Lori Dean; Bergen: Rick Gladstone; Burlington: Marcia Stetler-Klock; Camden: Elizabeth Kovach; Gloucester: Angela Chapman; Mercer: Rhonda Williams; Middlesex: Francine Wilden; Monmouth: Elizabeth Lieberman; Morris: Laurie Schorno; NJREA: Perry Stio; Ocean: Ronald Donnerstag; Salem: Carmen Porter; Somerset: Gayle Faulkner; Warren: Russa Nollstadt

GOVERNMENT RELATIONS

The Government Relations Committee: 1. reviews and considers state and national legislation; 2. carries out the legislative policy of the Association; 3. lobbies legislators and other political leaders and decision makers; 4. works with county and local education associations to establish continuous lobbying efforts with legislators and representatives of state agency policy-making boards and commissions; 5. oversees county and local legislative action team efforts; 6. educates leaders and members about the necessity of political action efforts to make legislative advances; 7. maintains a close working relationship with the NJEA lobbyists and NJEA Government

Relations Division; 8. networks with other unions, organizations, or special interest groups to secure legislative goals established by the Delegate Assembly; 9. chairs screening committees in N.J. legislative races.

Chair: Christina Dare, Gloucester

Staff contact: Marybeth Beichert

Atlantic: Anthony Angelozzi, Erica Walk Polito; Bergen: Julia Gutilla, Howard Lipoff; Burlington: Christine Hewitt, Steven Nahill; Camden: George Kemery, Dianna Morris; Cape May: Cynthia Rosenberg, Gregory Young; Cumberland: Nicole Carminati, Temika Langston-Myers; Essex: Christopher Cannella, Jacqueline White; Gloucester: Brian D'Ottavio, Ryan Griffin; Hudson: Rosanne Versaci, Gene Woods; Hunterdon: Marie Corfield; Mercer: Grace Rarich, Lisa Rizzello; Middlesex: Beth Borrus; Monmouth: Chiarina Guzik, Erin Wheeler; Morris: Brian Adams, Mark Eckert; Preservice: Olivia Haas, Brian Reilly; NJREA: Susan Maurer; Ocean: Susan Morgan; Passaic: Dennis Carroll, Donna Reaver; Salem: Kenneth Buck, Colleen Gilmartin; Somerset: Daniel Epstein, Henry Goodhue; Sussex: Ann (Vicky) Smith; Union: Joanne Barrett, Nancy Lucas-Miller; Warren: Erin Durkin

HEALTH BENEFITS

The Health Benefits Committee: 1. reviews the operations and administration of the N.J. State Health Benefits Plan; 2. recommends changes needed in the N.J. State Health Benefits Plan's administrative guidelines to ensure the highest quality coverage for NJEA members; 3. studies proposals relating to the health insurance funds and joint insurance funds offered by employers; 4. assesses members' needs related to basic health insurance coverage and supplemental coverage; 5. reviews legislation and regulations governing health insurance coverage in New Jersey and makes recommendations for changes to better meet members' needs; 6. proposes initiatives to ensure the maintenance of health benefits for retirees; 7. develops and initiates training opportunities for school personnel.

Chair: Anthony Rosamilia, Essex

Staff contact: Jim Jameson

Atlantic: Zacharia Johnson; Bergen: Susan Dziob; Burlington: Kristen Frey; Camden County: Marisol Charernsook; Cape May: Catherine Krause; Cumberland: Nicole Carminati; Hunterdon: Joann Gitto; Middlesex: Matthew Hrevnak; Monmouth: Tiffani Monroe; Morris: Maryellen McLeod; NJREA: Judith Ruff; Ocean: Jaclyn Finnigan; Passaic: Dennis Carroll; Salem: John Romano; Somerset: Jessica Crutchlow; Union: Carrie Odgers Lax

HEARING COMMITTEE ON CENSURE, SUSPENSION, AND EXPULSION

The Hearing Committee on Censure, Suspension, and Expulsion of Members: 1. conducts due-process hearings when charges are filed against a member related to censure, suspension, and

expulsion; 2. reviews and considers proposed changes to the standards and procedures for censuring, suspending, and expelling members; 3. reviews charges and hears cases, when appropriate, concerning censure, suspension, or expulsion; 4. makes recommendations, as necessary, to the Executive Committee.

Chair: Lori Lalama, Passaic

Staff contact: Aileen O'Driscoll

Burlington: Yolanda Boyd; Camden County: Rosemarie Casey; Essex: Peter Blodnik; Higher Ed: Mecheline Farhat; Hudson: Edwinta Rhue; Middlesex: Jarrett Lampkin; Salem: Kenneth Buck; Somerset: Andrew Coslit

HIGHER EDUCATION COMMITTEE

The Higher Education Committee: 1. studies and reports on issues in higher education such as member advocacy, funding, regulations, and legislation; 2. monitors the Commission on Higher Education; 3. makes recommendations for appropriate strategies and actions; 4. assists in implementing NJEA policies on higher education; 5. reviews legislation impacting higher education; 6. develops and initiates training opportunities for school personnel.

Chair: Mecheline Farhat, Bergen

Staff contact: Marcia Klein

Atlantic: Cheryl Garwood; Michelle Perkins; Bergen: Tobyn DeMarco; Michael Echols; Alan Kaufman; Burlington: William Whitfield; Camden: Zaida Nogue; Cumberland: John Lore; Essex: Michael Frank; Ned Wilson; Executive Committee Higher Ed Rep: Peter Helff; Gloucester: Kimberly Henderson; Anna Roth; Hudson: Michael Ferlise; Mercer: Edward Carmien; Monmouth: Karyn Arnold; Brent Costleigh; Laura Kirkwood; Morris: Stephen Kaifa; NJEA Preservice: Brian Reilly; NJREA: Thomas Harrington; Ocean: Jayanti Tamm; Passaic: Christopher Mueller; Union: Paul Belmonte; Warren: Kerry Frabizio

HUMAN AND CIVIL RIGHTS

The Human Rights Committee: 1. studies and recommends how members and their associations can contribute to equal opportunities and improved human relations; 2. develops and publicizes teaching strategies to promote diversity education for children and adults; 3. reviews timely issues such as diversity, ethnicity, human relations, and discrimination; 4. conducts the annual human rights conference and recommends Human Rights Award winners, if any; 5. develops and initiates training opportunities for school personnel.

Chair: Kimberly Scott-Hayden, Essex

Staff contact: Gabe Tanglao

Atlantic: Amy Gold; Bergen: Yolanda Salazar; Burlington: April Newman; Camden: Tyeisha Jefferies; Cape May: Walter Johnson; Cumberland: Tiffanie ThrBak; Essex: Fayette Weatherington; Gloucester: Monica Moore-Cook; Hudson: Mark Klein; Mercer: Paige Hinton-Mason; Middlesex: Melissa Katz; Monmouth: Bridget James; Morris:

Nanette Fandino Diaz; NJEA Preservice: Bridget Gum; NJREA: Betty Meeks-Manning; Ocean: Dorothea Douglas; Passaic: Marco Martinez; Salem: Carmen Porter; Somerset: Fawnya Gibson; Union: Kelee Mitchell-Hall

INSTRUCTION

The Instruction Committee: 1. recommends programs to aid members with instructional issues and accommodating student learning styles; 2. recommends programs to be presented at NJEA conferences and the annual convention; 3. monitors activities of agencies related to instructional issues; 4. stimulates and reviews research and proven innovations in its area of interest; 5. identifies instructional concerns and researches solutions; 6. considers long-range problems and policies affecting the profession and the Association; 7. works in conjunction with the Certification, Evaluation, and Tenure and Professional Development committees to disseminate information within the profession; 8. studies, reports on, and makes recommendations concerning programs addressing problems in instruction.

Chair: Brenda Martin-Lee, Burlington

Staff contact: Christine Miles

Atlantic: Brenda Brathwaite; Tamar LaSure-Owens; Bergen: John Sassi; Burlington: Alamelu Sundaram-Walters; Camden County: Gregory Louie; Cape May: June Camizzi; Cumberland: Sophia Amaranto; Essex: Jean Jackson; Gloucester: Cheryl Mervine; Hudson: Beth Tomlinson; Hunterdon: Kelly Hill; Mercer: Elizabeth Brasor; Monmouth: Lisa Marie Varley; Morris: Ann Marie Finnen; NJREA: Iris Tonti; Ocean: Veronica Kriegl; Passaic: Melanie Vasa; Salem: Christina Neff; Somerset: Rhonda Sherbin; Union: Vernon Spencer; Warren: Kristi Weber

LEADERSHIP

The Leadership Committee: 1. assesses training needs of NJEA affiliates and leaders; 2. makes recommendations concerning development, evaluation, and revision of leadership training programs; 3. oversees the planning of the Summer Leadership Conference, its programs, and logistics; 4. develops and initiates leadership training opportunities for Association members and leaders.

Chair: Ann Kaspereen, Warren

Staff contact: Michael Saffran

Atlantic: Kevin Hackney; Bergen: Fanny Cruz-Betesh; Burlington: Melissa Foremny; Camden: Asia Brown; Cumberland: Nicole Carminati; Essex: Stephanie Ross; Gloucester: Susan Buriak; Hudson: Mark Klein; Mercer: Twanda Taylor; Middlesex: Daniel Fields; Monmouth: Cheryle Haynes; Morris: Angela Cordova; NJREA: Minnie Mozee; Ocean: Gina Pizzuto; Passaic: Katherine Telschow; Salem: Renee Jost; Somerset: Andrew Coslit; Sussex: Stacy Yanko; Union: Robert Mangel; Warren: Laurie O'Brien

MEMBER BENEFITS

The Member Benefits Committee studies and makes recommendations on: 1. insurance programs; 2. education programs on financial products; 3. car leasing or purchasing; 4. consumer buying plans; 5. travel programs; 6. any other consumer service plans benefiting the membership; 7. retailers who offer discounts to members; 8. programs available to members provided by boards of education and local, county, state, or national associations.

Chair: Gillian Raye, Sussex

Staff contact: Beth Schroeder-Buonsante

Bergen: Susan Avallone; Burlington: Kimberly Ballinger; Janene Onyango; Camden County: Thomas Stelling; Cape May: Jennifer Loper; Cumberland: Eileen Roche; Essex: Donna Sabol; Gloucester: Stephen Balaity; Hunterdon: Carol Rocha; Monmouth: Diane Vistein; NJREA: Jeanne Kiefner; Ocean: Daniel Staples; Passaic: Chrisopher Awad; Salem: Cheryl Levitsky; Somerset: Nancy Kordell; Union: Tia Reid

MEMBERSHIP

The Membership Committee: 1. promotes and maintains unified Association membership; 2. reviews appropriateness of membership categories and dues categories; 3. secures members for NJEA and the National Education Association; 4. reviews and studies the means used to orient members to the programs and services of NJEA; 5. gathers data on membership projections and makes recommendations for creating membership growth; 6. coordinates activities of county and local membership chairpersons; 7. reviews and maintains names, addresses, and organizational information of NJEA members.

Chair: Anita Kober, Hudson

Staff contact: Jaime Valente

Atlantic: Jayne Carmen; Bergen: Jill Schwerd; Burlington: Anthony Rizzo; Camden: Kimberly Robinson-Taylor; Cumberland: Mildred Johnson; Essex: Linda Kelly-Gamble; Gloucester: Lynn Cianci; Hudson: Joseph Kelly; Hunterdon: Joann Gitto; Mercer: Patricia Yapple; Middlesex: Kevin Bloom; Monmouth: Heidi Brache; Morris: Amal Hussein; NJREA: Frances Davis; Ocean: Nancy Jubert; Passaic: Karen Cawthorn; Preservice: Hallie Dubrulle; Salem: Michael Wichart; Somerset: Stephanie Myers; Sussex: Nancy Richeda; Union: Arthur Rodgers; Warren: Valerie Gary

MINORITY LEADERSHIP AND RECRUITMENT

The Minority Leadership and Recruitment Committee: 1. encourages multi-ethnic members to become active in all levels of Association work; 2. recruits multi-ethnic members for Association involvement; 3. identifies and recommends ways to attract multi-ethnic members to the school employees' professions; 4. develops and initiates training opportunities for school personnel.

Chair: Tiffanie ThrBak, Cumberland

Staff contact: Gabe Tanglao

Atlantic: Tomeka Sanderlin; Bergen: Michelle Hammond-Dudley; Burlington: Sabrina Austin; Camden: Crystal Love; Cape May: David Farrow; Cumberland: Nicole Kinsey; Essex: Evelyn Ayum; Gloucester: Chardae Ingram; Hudson: Katharine Chao; Mercer: Aaryenne White; Middlesex: Shan Byrd; Monmouth: Mary Scott; Morris: Vilmary Hernandez; NJEA Preservice: Bridget Gum; NJREA: Vires Simmons; Ocean: Maria DeVenecia-McFarland; Salem: Kenneth Buck; Somerset: Aida-Janet Wahba; Union: Michael Boyd

NEA ACTIVITIES

The NEA Activities Committee: 1. promotes attendance and other activities of local and state association delegates to the NEA-R.A.; 2. reviews and coordinates financial and logistical information related to NJEA's delegation to the annual NEA convention.

Chair: Tamara Beatty, Burlington

Staff contact: Gary Melton

Atlantic: Karol Ball; Bergen: Mariann Kronyak; Camden: Sharita Stinson; Cape May: Tammi Lee; Cumberland: Taja Board; Essex: Philip McCormick; Hudson: Andrew Bove; Mercer: Renee Szporn; Monmouth: Diane Vistein; Morris: Nanette Fandino Diaz; NJREA: John Zurka; Ocean: Gina Pizzuto; Passaic: Trent Johnson; Salem: Michael Wichart; Somerset: Marisol Espinoza; Union: Charisse Parker

NEA ISSUES

The NEA Issues Committee: 1. advises the Association on issues relating to the NEA; 2. initiates the screening of candidates for NEA positions; 3. provides information to the NJEA delegation regarding issues and programs being promoted by the NEA.

Chair: Vacancy

Staff contact: Gary Melton

NEA Directors: Brenda Brathwaite, James Frazier, Laurie T. Gibson-Parker, Anita Kober, Robert La Morte, Susan McBride, Peter Moran, Ashanti Rankin, Barbara Rheault, Kimberly Scott-Hayden; NEA Resolutions Committee: Michele Shields Buono; Resource Person: Michael Wildermuth.

NJEA PAC OPERATING

The NJEA PAC Operating Committee: 1. supports candidates for state and federal offices on a nonpartisan basis, who are proven or potential friends of education; 2. takes a leadership role in NJEA/NEA PAC fundraising; 3. coordinates candidate screening, selection, campaign, and support efforts; 4. reviews PAC guidelines for appropriateness; 5. educates the membership about the need for political involvement and the rationale and process used for selecting endorsed candidates; 6. supports the general operations in statewide political action efforts and campaigns; 7. Supports efforts by local and county associations

completing endorsements for candidates at the local and county level using the NJEA-PAC guidelines.

Chair: NJEA Vice President Steve Beatty

Staff contact: Al Beaver

The 125-member NJEA PAC Operating Committee consists of NJEA's officers; the NJEA Executive Committee; NJEA Government Relations and Congressional Contact committee, the county association presidents, the president of NJEA Personnel, three NJEA active support members, the NJREA legislative chairperson, vice chairperson, and three NJREA legislative regional coordinators, one representing north New Jersey, one representing central New Jersey and one representing south New Jersey.

PAUL DIMITRIADIS RIGHTS FUND

The Paul Dimitriadis Rights Fund Committee: 1. investigates and recommends ways to raise funds for the Paul Dimitriadis Member Rights Fund; 2. oversees the expenditure of funds to locals and members in crisis; 3. identifies efforts required to raise these funds.

Chair: Peter Moran, Hunterdon

Staff contact: Beth Schroeder-Buonsante

Atlantic: Cassandra Montague Camden County: Katrina Squire; Gloucester: Roberta Rissling; Hudson: Keith Olkewicz; NJREA: George Wood; Union: Kelee Mitchell-Hall

PENSION POLICY

The Pension Policy Committee: 1. studies and makes recommendations on problems and solutions relating to teacher retirement and other pension or benefit programs designed to help members and their dependents attain financial security upon retirement, disability, and/or death; 2. reviews legislative proposals related to changes in the Teachers' Pension and Annuity Fund and Public Employees Retirement System pension systems; 3. reviews actions of the respective pension boards of trustees.

Chair: Howard Lipoff, Bergen

Staff contact: Sarah Favinger

Atlantic: Karol Ball; Camden: David Regn; Gloucester: Michael Acchione; Hudson: Mark Azzarello; Hunterdon: Fiona Descala; Mercer: Daniel Siegel; Middlesex: Kenneth Veres; Monmouth: Casey Barilka; Morris: Kathleen Paterek; NJREA: Irene Savicky; Passaic: Pamela Fadden; Somerset: Theresa Fuller; Union: Linda Cortinas

PROFESSIONAL DEVELOPMENT

The Professional Development Committee: 1. researches, initiates, and promotes appropriate activities in continuing professional education, in-service professional development, and professional standards; 2. stimulates research and proven innovations in its areas of interest; 3. considers long-range problems, policies, and solutions required in areas affecting the profession and the Association;

4. makes recommendations concerning programs to be presented at NJEA conferences and the annual convention; 5. works in conjunction with the Instruction and Certification, Evaluation, & Tenure committees to develop recommendations related to furthering professional "best practices"; 6. reviews and recommends legislative and regulatory proposals; 7. disseminates such information among the profession; 8. develops and initiates training opportunities for school personnel.

Chair: Jennifer Clemen, Bergen

Staff contact: Rich Wilson

Atlantic: Brenda Brathwaite; Bergen: Stacey Brown; Burlington: Patrick Mooney; Camden: Valaida Doyle-Smith; Cape May: June Camizzi; Cumberland: Lawrence Hickman; Essex: Rocio Lopez; Gloucester: Judith Ideo; Hudson: Anita Kober; Mercer: Kathryn Graf; Middlesex: Timothy Simonitis; Monmouth: Steven Koumoulis; Morris: Angela Cordova; NJEA Preservice: Karalyn Olsen; NJREA: Diane Stelacio; Ocean: Cheryl Terranova; Passaic: Shaye Brown-Crandol; Salem: Martha Arrizon; Somerset: Louis Guglielmo; Union: Tonya Scott-Cole; Warren: Laurie O'Brien

PROFESSIONAL RIGHTS AND RESPONSIBILITIES

The Professional Rights and Responsibilities Committee: 1. promotes and protects the legal and professional rights of members; 2. investigates the legal status of members who are in contest regarding their rights and responsibility as school employees and as citizens; 3. reviews cases involving affirmative litigation in such areas as rights for non-tenured employees, academic freedom, negotiations, and hardship cases resulting from member rights efforts; 4. supervises staff investigations and assistance for members and associations when warranted; 5. recommends appropriate action to the Executive Committee, including the granting of financial assistance.

Chair: Marguerite Cahill, Somerset

Staff contact: Aileen O'Driscoll

Bergen: Andrew Policastro; Camden: Stacy Diggs; Cape May: Kimberle Bruckno-Moore; Cumberland: Rachel Reinhart; Essex: Peter Blodnik; Gloucester: Stephen Balaity; Hudson: Jose Garcia; Mercer: Middlesex: Susan Doosey; Morris: Amal Hussein; NJREA: Arlene Volkin; Passaic: Lakresha Harris-Hodge; Union: Brenda Pryor

PUBLIC RELATIONS

The Public Relations Committee: Advises on NJEA's statewide advertising and public relations programs; on affiliate organizations' public relations projects and programs; on programs to improve the external public's perception of public schools, school staff, NJEA, and professional organizations as transmitted by the media/newspapers, magazines, radio, television, and films; on media materials and organizational efforts to involve members and affiliate leaders in public relations,

community action, and association campaigns for reaching parents and other citizens; and on training opportunities for school personnel in public relations and community organizing.

Chair: Donna Reaver, Passaic

Staff contact: Eric Jones

Atlantic: Jayne Carmen; Bergen: Donna West; Burlington: Kimberly Niehaus; Camden: Brittany Lamb; Cumberland: Stephen Garavento; Essex: Christal White; Hudson: Edwinta Rhue; Mercer: Debra Baer; Middlesex: Claudia Robinson; Monmouth: Jonathan Trzeszkowski; Morris: Ann Marie Finnen; NJREA: Susan Vigilante; Passaic: Javier Fresse; Salem: Diana Castiglione; Somerset: Daniel Mayer; Union: Annice Benamy; Warren: Sharon O'Meara

SCHOOL FINANCE

The School Finance Committee: 1. studies school funding proposals; 2. reviews the source of revenues used to provide state, county, and local funding to public education – nursery through graduate level; 3. develops strategies to create community and citizen awareness as to how educational funds are utilized; 4. suggests legislative changes or modifications required to ensure adequate funding for our public education system, nursery through graduate level; 5. makes recommendations regarding legislative initiatives designed to improve the financing of all forms of public education in the state.

Chair: Mariann Kronyak, Bergen

Staff contact: Dan Goldman

Atlantic: Sandra Peart; Camden: Noelle Boyer; Gloucester: Mary Kate Gereaghty; Middlesex: Tracey McGowan; Monmouth: Cheryle Haynes; NJREA: Michelle Fox; Passaic: Marc Foti; Salem: John Romano; Somerset: Jessica Crutchlow; Union: Vernon Spencer

SEXUAL ORIENTATION AND GENDER IDENTITY

The committee deals with sexual orientation and gender identity/expression issues pertaining to all persons in the school community

Chair: Christopher Cannella, Essex

Staff contact: Michael Rollins

Atlantic: Kevin Hackney; Bergen: Amy Moran; Burlington: Tiffany N. Harris-Greene, Thomas M. Tamburello; Camden: Sophia Capinha; Cape May: Kenneth Bassett; Cumberland: April Stevenson-Kinder; Essex: Micah Gary-Fryer; Gloucester: Adjua Lafleur, Marc Lopez; Mercer: Joy Barnes-Johnson; Middlesex: Susan Ray; Monmouth: Karina McIntyre; Morris: Sarah Wills; NJREA: Karen Hughes; Ocean: Jennifer Ansbach; Passaic: Erin Kelly; Salem: Jennifer Lehr; Somerset: Marisol Espinoza; Union: Terron Singletary

STAFF PENSION FUND TRUSTEE

Chair: Sean Spiller

Staff contact: Kristen Sherman

The Board of Directors of the NJEA Employees Retirement System is responsible for administering and carrying out the provisions of the pension program for NJEA staff members.

TECHNOLOGY

The Technology Committee: 1. studies the impact of technology on educational programs; 2. reviews technology curricula proposals and initiatives for educational appropriateness; 3. reviews state-supported funding proposals and makes recommendations for funding improvements to provide the equipment, personnel, programs, and training necessary to institute all aspects of technology education; 4. educates NJEA members, legislators, and policymakers about the varied components of technology education; 5. recommends the types of programs needed in every school district to ensure students become technologically literate; 6. develops and initiates training opportunities for school personnel.

Chair: Sabina Ellis, Essex

Staff contact: Michael Cohan

Bergen: Michael Ryan; Burlington: Christopher Bowman; Camden: Dali Kilpatrick; Cape May: Julie Stratton; Cumberland: Debra Byrd; Gloucester: Stephen Whitehead; Hunterdon: Peter Moran; Mercer: Olive Giles; Middlesex: Pallavi Shetty; Monmouth: Ann Moyle; Morris: Laurie Schorno; NJEA Preservice: Kayla Kanarkowski; NJREA: Virginia Hoden; Ocean: Melissa Krupp; Passaic: Lori Lalama; Salem: Bethany Hannah; Somerset: Camille Ragin; Union: Edith Farrell

UNISERV

The UniServ Committee: 1. hears suggestions and appeals and makes recommendations about the UniServ Program to NJEA's Executive Committee; 2. collects the data needed to effectively evaluate current program and service offerings to local and county affiliates and members; 3. evaluates the UniServ staff's training program; 4. evaluates the entire UniServ Program in terms of service to unified local and county associations.

Chair: Ellen Ogintz, Mercer

Staff contact: Patrick Manahan

Atlantic: Georgia Charles; Bergen: Marie Papaleo; Burlington: Stacey Williams; Camden: Eric Miller; Cape May: Patrick Holden; Essex: Michael Mignone; Gloucester: Anthony Cappello; Hudson: John Marques; Hunterdon: Carol Rocha; Middlesex: Carolyn Muglia; Morris: Brian Adams; NEA: Deanna Nicosia-Jones; NJREA: Paul Belmonte; Frank Harsanyi; Ocean: Jodi Dotts; Passaic: Francis Koterba; Salem: Carmen Porter; Somerset: Frances Blabolil; Union: Alissa Valiante

URBAN EDUCATION

Identify solutions to improve educational equity issues in urban school districts. Study pertinent data and members' needs in order to elevate the voices of all of the stakeholders in urban education to build long-term sustainability that impacts systemic issues. Study strategies and programs needed to address the barriers that prevent students in urban settings from receiving opportunities suitable for all students to achieve their potential. Develop relationships with other entities that support NJEA's goals in urban education. Collaborate with other appropriate NJEA committees.

Chair: Todd Pipkin, Passaic

Staff contact: Amanda Adams

Atlantic: Lateefah Scott; Bergen: Alison Morgan-Black; Burlington: David Parker; Camden: Cynthia King; Cumberland: Sherman Denby; Essex: Janet Mitchell; Gloucester: Melba Moore-Suggs; Mercer: Elizabeth McGlinchy; Middlesex: Paul Bryant; Monmouth: Felicia Hardman; NJREA: Geraldine Lane; Passaic: Lizandaa Alburg; Somerset: Gayle Nelson; Union: Tanya Tenturier

VOCATIONAL, CAREER, AND TECHNICAL EDUCATION

The Vocational, Career, and Technical Education Committee 1. makes the Association aware of changes occurring in vocational education; 2. reviews federal and state legislative proposals and regulations that impact vocational education and educators; 3. reviews certification requirements and makes recommendations for improvements; 4. considers problems in vocational education in New Jersey; 5. makes recommendations for solutions to the Executive Committee and Delegate Assembly.

Chair: Erin Wheeler, Monmouth

Staff contact: Francine Pfeffer

Bergen: Kevin Rager; Burlington: Larry Tisdale; Camden: Andrew McAlpin; Cape May: Michael Crane; Cumberland: Timothy Campbell; Mercer: Asra Mazhar-Uddin; Middlesex: Frank Paprota; Morris: Colleen Pascale; NJREA: Renee Mengistab; Somerset: Sheila Sullivan; Sussex: Deborah Wakefoos; Union: Julie Klikus

WOMEN IN EDUCATION

The Women in Education Committee: 1. reviews organizational and social policies for their impact on gender equity; 2. reviews curricula and instructional programs and their impact on health and social issues; 3. recommends strategies, programs, and policies promoting gender equity; 4. develops and initiates training opportunities for school personnel.

Chair: Fatimah Hayes, Camden

Staff contact: Meredith Barnes

Atlantic: Sandra Peart; Bergen: Lisa Veit; Burlington: Debra Maida; Camden: Jacquelyn Mancinelli; Cape May: Kimberle Bruckno Moore; Cumberland: Claudia Angle; Damita White-Morris; Essex: Angel Boose; Hudson: Katherine Chao; Mercer: Dana

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- M.Ed in Literacy Instruction
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Lakins; Monmouth: Sarah Reichenbecher; Morris: Michele Miller; NJREA: Joan Jensen; Ocean: Susan Morgan; Passaic: Kerriann Palmieri; Salem: Martha Arrizon; Somerset: Aida-Janet Wahba; Union: Lillian Alston Nelson; Union: Tanya Tenturier

WORKING CONDITIONS

The Working Conditions Committee: 1. studies and recommends procedures for collective negotiations, salaries and fringe benefits, and seniority rights; 2. studies working conditions problems and issues identified by the Delegate Assembly or other NJEA committees; 3. reviews and makes recommendations for improvements in all matters relating to the working conditions of school employees in order to improve their employment status and working environment; 4. recommends training opportunities for school personnel.

Chair: Barbara Rheault, Atlantic

Staff contact: Jennifer Raike

Bergen: Susan Dziob; Burlington: Grace McCloskey; Camden: Lisa Campisi; Cumberland: Claudia Angle; Essex: Evan McLaughlin; Michael Byock; Gloucester: Malika Moore; Hudson: Christopher Kuchar; Monmouth: Susan Morin; NJREA: Frank Foulkes; Ocean: Joshua Eckersley; Somerset: Kristina Fallon Tomaino; Union: Katherine Lewis

WORKSITE SAFETY AND HEALTH

The Worksite Safety and Health Committee (formerly Environmental Issues): 1. serves as a watchdog on environmental issues; 2. monitors and recommends policy regarding environmental health issues in school facilities; 3. monitors curricular developments in New Jersey and the nation; 4. recommends training programs and the dissemination of pertinent instructional information in the interest of all members.

Chair: Keith Hinton, Essex

Staff contact: Michael Rollins

Bergen: Deborah Rick; Burlington: Tomika Lamb; Camden: Madeline Leach; Cumberland: Christopher Mohan; Gloucester: Hudson: Anna Picca; Mercer: Michael Giles; Middlesex: Patricia Kelly; Monmouth: Jonathan Trzeszkowski; Morris: Eugene Behme; NJREA: Rhondaleigh Austin; Ocean: Brenda Douglas; Passaic: Robin Holcombe; Somerset: Rhonda Sherbin; Union: Matthew Beveridge

YOUTH SERVICES

The Youth Services Committee: 1. recommends and implements initiatives, strategies, and programs related to vandalism, alcoholism, drugs, physical abuse, and other areas affecting children's school life and ability to learn; 2. develops and reviews legislation impacting children in correctional

institutions; 3. recommends improvements and appropriate funding of social support programs; 4. disseminates information to educational and community groups with similar interests; 5. develops and initiates training opportunities for school personnel.

Chair: Cheryll Willis, Middlesex

Staff contact: Amanda Adams

Atlantic: Trina Jenkins; Bergen: Martha Martinez; Burlington: Saidah Hart; Camden: Larry Abrams; Cape May: Mary-Theresa Smith; Cumberland: Damita White-Morris; Gloucester: Chardae Ingram; Hudson: Elsie Diaz; Middlesex: Noelle Ebler; Monmouth: Mary Scott; Morris: Lee Bensinger; NJREA: Regina Andrews-Collette; Ocean: Cheryl Terranova; Union: James Frazier

Every effort is made to produce an accurate organizational directory. If you wish to correct an error, email Liz Murphy at lmurphy@njea.org.

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NJEA COUNTY ASSOCIATIONS AND PRESIDENTS

The county education associations, affiliates of NJEA, coordinate activities in political action, training, bargaining, and organizing with local associations, as well as social activities. They provide a vehicle for local associations to network within the county and coordinate activities with NJEA. The elected county association presidents serve on the policy-making NJEA Delegate Assembly

ATLANTIC COUNTY COUNCIL OF EDUCATION ASSN.

Barbara Rheault, President
PO Box 156, Egg Harbor City, NJ 08215-0156,
(609) 593-3293

BERGEN COUNTY EDUCATION ASSN.

Susan A. McBride, president
210 W. Englewood Ave.,
Teaneck, NJ 07666-3512, (201) 833-9166

BURLINGTON COUNTY EDUCATION ASSN.

Anthony M. Rizzo, President
East Ridge Plaza, 621 Beverly Rancocas Rd.,
Suites 3A and B, Willingboro, NJ 08046-3727,
(609) 871-2232

CAMDEN COUNTY COUNCIL OF EDUCATION ASSN.

April N. Brown, President
Sheppard Office Park , 700 Sheppard Rd.,
Voorhees, NJ 08043-4787, (856) 489-1267

CAPE MAY COUNTY EDUCATION ASSN.

Stacey Salerno, President
c/o Stacey Salerno, 502 S. Railroad Ave.,
Rio Grande, NJ 08242, (609) 554-0100

CUMBERLAND COUNTY COUNCIL OF EDUCATION ASSN.

Mildred C. Johnson, President
Dandelion Plaza, 1672 N. Delsea Drive, Suite A-2,
Vineland, NJ 08360, (856) 794-1221

ESSEX COUNTY EDUCATION ASSN.

Anthony M. Rosamilia, President
886 Pompton Ave., Suite B-2, Cedar Grove, NJ
07009-1257, (973) 736-5650

GLOUCESTER COUNTY EDUCATION ASSN.

Christine K. Kosar, President
190 North Evergreen Avenue, Suite 108,
Woodbury, NJ 08096-1050, (856) 853-6673

HUDSON COUNTY EDUCATION ASSN.

Andrea A. Pastore, President
1600 John F. Kennedy Blvd,
Jersey City, NJ 07305-1749, (201) 451-0705

HUNTERDON COUNTY EDUCATION ASSN.

Susan R. Vala, President
13 Bloomfield Ave., Flemington, NJ 08822-1172,
(908) 284-1640

MERCER COUNTY EDUCATION ASSN.

Grace E. Rarich, President
3131 Princeton Pike, Bldg. 2010 FC,
Lawrenceville, NJ 08648-2201, (609) 882-9228

MIDDLESEX COUNTY EDUCATION ASSN.

Lois Yukna, President
622 Georges Road, Suites 301-302, North
Brunswick, NJ 08902-5601, (732) 448-0004

MONMOUTH COUNTY EDUCATION ASSN.

Denise J. W. King, President
3301 State Rt. 66, Ste. 103,
Neptune, NJ 07753-2758, (732) 455-505

MORRIS COUNTY COUNCIL OF EDUCATION ASSN.

Laurie A. Schorno, President
Plaza 447 Suite 12, Rte. Ten E,
Randolph, NJ 07869, (973) 366-0202

OCEAN COUNTY COUNCIL OF EDUCATION ASSN.

Susan R. Morgan, President
317 Brick Blvd., Ste. 230, Brick, NJ 08723-6031
(848) 241-5653

PASSAIC COUNTY EDUCATION ASSN.

Susan S. Butterfield, President
401 Hamburg Turnpike, Ste. 209,
Wayne, NJ 07470-2139, (973) 595-7232

SALEM COUNTY EDUCATION ASSN.

Susan C. Maniglia, President
106 N. Broadway, Pennsville, NJ 08070-1617,
(856) 678-4886

SOMERSET COUNTY EDUCATION ASSN.

Daniel R. Epstein, President
1140 Rt. 22 East, Ste. 100,
Bridgewater, NJ 08807-1218, (908) 393-9000

SUSSEX COUNTY EDUCATION ASSN.

Susan J. Sawey, President
P.O. Box 40, Newton, NJ 07860-0040
(973) 534-9763

UNION COUNTY EDUCATION ASSN.

Lisa D. Palin, President
77 Central Ave., Suite 201, Clark, NJ 07066-1441,
(732) 574-0033

WARREN COUNTY EDUCATION ASSN.

Valerie C. Reynolds, President
716 Rt. 57, Stewartsville, NJ 08886-2105,
(973) 222-0754

NJEA STAFF

EXECUTIVE OFFICE

The Executive Office, the primary link between governance and staff, oversees implementation of policies adopted by the Delegate Assembly, and acts as a resource on all governance matters. Under the Executive Director's supervision, the Executive Office is responsible for overall staff direction and management.

It supports the Delegate Assembly and the Executive Committee and maintains the official records of these two bodies. It conducts NJEA elections and county association elections where appropriate. It provides staff support on issues related to the NJEA Constitution and Bylaws, organizational structure, the conduct of meetings, and the NEA Convention and offers assistance and training to affiliates. It also maintains liaison with the National Education Association and Education International and works with the NEA directors.

In addition, it coordinates the NJEA Frederick L. Hipp Foundation for Excellence in Education, the Bolivar L. Graham NJEA Intern Foundation, and the NJEA Ruthann Sheer Distinguished Service to Education Award.

NJEA Member Rights, which comes under the Executive Office, coordinates the NJEA Legal Services Program, directing and managing the NJEA Legal Services Network and the Attorney Referral Program.

The newly created office of Human & Civil Rights, Equity and Governance and existing Organizational Development division are also under the Executive Director's supervision.

Also under the Executive Director's supervision are business operations, which includes personnel, business management, information systems, and purchasing/production. These functions cover all aspects of the Association's fiscal, facilities, equipment/technology, membership records, and personnel needs.

The Human Resources Office deals with personnel functions, including affirmative action and employee benefits.

Executive Office: Steve Swetsky, Executive Director; Kevin Kelleher, Deputy Executive Director; Gary Melton, Human and Civil Rights, Equity and Governance Manager; Cindy Matute-Brown and Gabe Tanglao, Associate Directors; vacancy, Executive Assistant/Office Manager; Kathleen A. Mathews, Confidential Assistant; Colleen Stevens, Catherine M. Raffaele, Administrative Assistants; Antoinette Boyle, Chief Administrative Assistant, Organizational Development/UniServ

Governance: Sean M. Spiller, President; Steve Beatty, Vice President; Petal Robertson, Secretary-Treasurer;

Nancy Bachrach, Tamika Elder, Shannon Pellegrino, Executive Assistants

Member Rights: Aileen O'Driscoll, Managing Attorney; Kaitlyn Dunphy, Associate Director; Carrie Herbert, Administrative Assistant; Dawn Pisauo, Program Assistant

Human Resources: Matthew DiRado, Manager; Annette Ilagan, Sr. Human Resource Specialist; Dawn Goatley, Employee Benefits Administrator

Organizational Development: Vacancy, Director of Organizational Development; Robert A. Antonelli, Field Rep; Kimberly Lipcsey, Program Assistant; Marguerite Schroeder, Field Rep; Michael R. Saffran, Field Rep; Jennifer Roche, Program Assistant, John Staab, Field Rep; Davella Ward, Program Assistant; Michael Rollins, Field Rep; Mike Ritzius, Labor-Management Collaborative; Victoria Lepore, Program Assistant; Eric Jones, Field Rep; Linda Calehuff, Program Assistant; Organizational Development Consultants: Christina Dare; Jennifer Johnson; Andrew Lewis; Charisse Parker, Kathleen Paterek, Hannah Pawlak, vacancy

BUSINESS

Under the executive director's supervision are business operations, which include business management, accounting, purchasing/production, information systems, buildings and grounds, membership processing and mail services. These functions cover all aspects of the Association's fiscal, facilities, equipment/technology, and membership records.

The Accounting Department encompasses the organization's financial and bookkeeping, activities. The staff trains local affiliates on organizational management and supports affiliates on dealing with affiliation standards, bonding and auditing, incorporation matters, and filing of tax reports. Working with the Association's secretary-treasurer, this office handles NJEA's financial records, payroll, taxes, paying bills and auditing. Budgeting, investments, and inventory of assets are also coordinated.

The Purchasing/Production Department handles contract review of all vendor contracts, processing encumbrances to the budget, bidding for printing and promotional jobs, catering, coordinating all supplies and equipment acquisition including shipping/receiving of NJEA materials.

The Information Systems Department manages the development of many custom applications for NJEA and maintains approximately 30 existing applications including MARS, Pride, CPIS, ORG, PAC, etc. They also coordinate and support the technologies; including telephone services used by staff, members, and governance throughout the state.

The Buildings and Grounds Department oversees the operations and management of NJEA's properties, and insurance policies, along with the services including parking, security, building maintenance, landscaping, mechanical, storage, and custodial services.

The NJEA Membership Processing Department manages and maintains up-to-date membership records, coordinates membership records activities, and handles membership dues accounting

The Mailroom/Print Shop coordinates all of NJEA's mailing and duplication services. Under the Executive Director's supervision are business operations, which include business management, accounting, purchasing/production, information systems, buildings and grounds, membership processing and mail services. These functions cover all aspects of the Association's fiscal, facilities, equipment/technology, and membership records.

The Accounting department encompasses the organization's financial and bookkeeping, activities. The staff trains local affiliates on organizational management and supports affiliates on dealing with affiliation standards, bonding and auditing, incorporation matters, and filing of tax reports. Working with the Association's Secretary-Treasurer, this office handles NJEA's financial records, payroll, taxes, paying bills and auditing. Budgeting, investments, and inventory of assets are also coordinated.

The Purchasing/Production department handles contract review of all vendor contracts, processing encumbrances to the budget, bidding for printing and promotional jobs, catering, coordinating all supplies and equipment acquisition including shipping/receiving of NJEA materials.

The Information Systems department manages the development of many custom applications for NJEA and maintains approximately 30 existing applications including MARS, Pride, CPIS, ORG, PAC, etc. They also coordinate and support the technologies; including telephone services used by staff, members, and governance throughout the state.

The Buildings and Grounds department oversees the operations and management of NJEA's properties, and insurance policies, along with the services including parking, security, building maintenance, landscaping, mechanical, storage, and custodial services.

The NJEA Membership Processing department manages and maintains up-to-date membership records, coordinates membership records activities, and handles membership dues accounting

The Mailroom/Print Shop coordinates all of NJEA's mailing and duplication services.

Business: Karen Kryven, Comptroller; Consualo 'Sway' Gilbert, Administrative Assistant

Information Systems: John Cottone, Manager; Anthony Leuzzi, Donald Miller, Richard Nachbaur, Richard Roche, Ryan Stouffer, Jorge Salgado, Associate Directors; Denise Hamilton, R. Mills, Rich Driscoll, Computer Technicians

Mailroom/Printshop: John Cottone, Manager; Eric O'Donnell, Chief – Duplicating and Mailing; Stephen Feuerstein, Principal Offset Operator; Ryan Eischeid, Principal Clerk; Gloria Lugo, Senior Clerk – Receptionist; Andrew Mathis, Zann Williams, Senior Clerks; vacancy, Clerk.

Membership: Jaime Valente, Manager; Evelyn Dones, Membership Specialist; Marisol Ruiz, Chief – Business Services; Tammi Antonelli, Charisse Huff, Lesley Newman, Karyn Snyder, Murjani Howard, and vacancy, Principal Clerks – Bookkeepers

Purchasing/Production: Kristen N. Sherman, Manager; Melody Washington, Andrea Meshofski, Chiefs – Business Services

COMMUNICATIONS

NJEA Communications is responsible for all aspects of the Association's communications efforts, both internal and external.

It uses all media platforms to inform NJEA members, education policymakers, New Jersey residents, and public opinion leaders about the Association's objectives and involve residents in New Jersey public education. The division deals with all media outlets and handles NJEA's advertising campaigns.

NJEA's monthly all-member magazine the *NJEA Review*, is produced within the division. All other print and audiovisual materials—including brochures, pamphlets, and leadership publications, videos and online content—are also produced by the division.

In addition, NJEA Communications helps local and county affiliate leaders create and utilize internal communications structures, public relations plans, and various media strategies to fulfill their organizational objectives.

The Division also:

- Produces technology-based communications, including the NJEA website njea.org and NJEA's social media properties.
- Produces targeted membership publications.
- Develops and coordinates coalitions and alliances with business, civic, and other organizations to promote NJEA, its members, and New Jersey's public schools.
- Handles administration, fundraising and promotion of the Hipp Foundation.

Communications: Steven Baker, director; Beth Georgette, administrative assistant

Graphic Design: Jennifer Cohn Marsh, Associate Director; Gregg Poserina, Lead Design Assistant; Jennifer Larson, Technical Design Assistant; Nora Lenahan, Typesetter

NJEA Review: Patrick Rumaker, Kathy Coulibaly, associate directors; Liz Murphy, secretary

Public Relations: Meredith Barnes, Christy Kanaby, Matthew Stagliano, and vacancy Associate Directors; Elizabeth DeBarr, Administrative Assistant; Lisa Logan-Leach, Secretary

Targeted/Electronic Publications: Diane Barry, Associate Director Digital Communications; Lisa Logan-Leach, Secretary

Video Production: Nello Ciccone, Associate Director; Christopher Curto, Technical Video Assistant

Communication consultants: LeShaun Arrington, Kimberly Bevilacqua-Crane, Angel Boose, Jennifer Clemen, Joseph Coleman, Mariann Kronyak, Rodney Lane, Ani McHugh, Sharon Milano, Kevin Parker, David Yastremski, vacancy

GOVERNMENT RELATIONS

NJEA Government Relations coordinates NJEA's legislative activities and political campaigns and is responsible for the monitoring functions of government departments, bureaus, and agencies except for the New Jersey Department of Education and State Board of Education, which are monitored by NJEA Professional Development and Instructional Issues.

It also is responsible for working with Association committees that study educational legislation and regulations, which recommend educational policy.

The legislative and political action activities include, but are not limited to legislative analysis and reporting, testimony before legislative committees, coordination of all legislative and congressional lobbying, state and federal political action efforts, and legislative/political action training for NJEA members.

Al Beaver, Director; Marybeth Beichert, Jerell Blakeley, Eloy Delgado, Michael Flynn, Michael Giglio, Sean Hadley, Anna Hanzes, Francine Pfeffer, Associate Directors; Mary Kemery, Administrative Assistant; Janet Bush, Carol McWilliams, Sabrina Moore, Christie Procell, Carolyn Thompson, secretaries

PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL ISSUES

NJEA's Professional Development and Instructional Issues Division (PDII) assists members and local and county affiliates with instructional issues and professional learning, both in-person and virtually through learning.njea.org. The division is a resource on certification, evaluation, standards, assessment, special education, gender equity and technology integration, among other matters.

PDII plans and administers the NJEA Convention and other statewide conferences such as the T.E.A.C.H. Conference, the Hope and Healing Conference, and the Exceptional Children Conference. The division is responsible for the NJEA Professional Development Institute, which endorses and promotes high-quality professional development programs.

PDII is the home of the ACCESS Program and the NJEA Teacher Leader Academy (TLA). ACCESS stands for A Community Collective for Equitable and Sustainable Schools (formerly the Priority Schools Initiative). ACCESS advocates large-scale community resources to improve the learning environment for students, engages parents in decision making, and identifies resources in the community to support families. TLA builds NJEA members skills and knowledge so they become transformative teacher leaders. TLA is approved by New Jersey Department of Education (NJDOE) as an instructional provider for members to attain the New Jersey Teacher Leader Endorsement on their standard instructional certificate. TLA candidates are eligible to receive 12 graduate credits through Thomas Edison State University.

The division also trains educators on understanding trauma to create trauma-informed/healing centered schools and leads a statewide ACEs Task Force and supports a statewide Healing Centered Engagement Schools pilot.

PDII is committed to creating stronger pathways for representative curriculum design, focusing on the Amistad, Holocaust, LGBTQ+, and Persons with Disabilities curriculum inclusion mandates.

PDII works extensively with the NJDOE and State Board of Education to promote effective professional development practice consistent with NJEA policy. The division provides support to the State Professional Learning Committee, which advises the DOE on continuing education in the state.

Michael Cohan (retires Jan. 31), Director; Dr. Christine Miles, Director (effective Jan. 3.); Felicia Davis, Administrative Assistant; Amanda Adams, Camy Kobylinski, Janet Royal, Richard Wilson, and vacancies (3), Associate Directors; Elisabeth Yucis, Associate Director (temporary); Cindy Vannauker, Vicki Serreino, Administrative Assistants; Brielle Allison, vacancies (2), secretaries

Professional Development Consultants: Renee Ahern, Eric Brenner, Shan Byrd, Jennifer Dubroski, Edward Dubroski, Esther Innis, Greg Jablonski, Brian Janik, Joan Jensen, Jacynth Johnson, Pamela Koharchik, Danielle Kovach, Margaret Leventhal, Brenda Martin-Lee, Deanne Martini, Michael Mason, Margaret Novicki, Jason Pukel, Mary Steinhauer, Tiffanie ThrBak

ACCESS Model Consultants: Katherine Clark, Angela Coxen, Carrie Ann Floyd, Brian McLaughlin, Eliza Pena, Carolyn Schultz, Diane Stelacio, Danele Still, Dorjima Tchourumoff, Linda Thomas, Maryann Woods-Murphy.

Teacher Leader Consultants: Lizandaa Alburg, Johanna Amaro, Christine Candarella, Dawn Howlen, Anna Muessig

RESEARCH AND ECONOMIC SERVICES

NJEA Research and Economic Services Division gathers, organizes and presents factual information to support state and local association programs and activities.

The division provides analytical and statistical information for other NJEA divisions including determination of fiscal impact of proposed legislation, evaluation of workshops and conferences, review of education research, guidance on issues of member benefits and retirement, and consultation on local fiscal operations affecting the bargaining process.

Denise Graff Policastro, Director; Liz Rylak, Administrative Assistant

Education and Evaluation Research: Julie Giordano Plotkin, Associate Director; Lori Legette, Administrative Assistant

Library: Martha O. DeBlieu, associate director

Member Benefits: Beth Schroeder Buonsante, Associate Director; Lorraine Jones, Administrative Assistant

Negotiations Assistance: Leigh Davidson, Thomas Predale; Peter Vala, Gregory Yordy, Associate Directors; Jacqueline Candy, LaTonya Reid, Secretaries

Pension and Benefits: Robert Bobik, Dan Goldman, James Jameson, Michael Salerno, Associate Directors; Roxie Muhsin, Secretary; Felicia Tard, Principal Clerk

Statistics and School Funding: Sarah Favinger, Dan Goldman, Associate Directors; Crystal Inman, Program Assistant

Pension Consultants: Ryan Cohen; Barbara English; Ann Marie Finnen; Alan Gilbert; Rocio Lopez; Erland Nordstrom; Kathy Parker; Laura Rivera; Linda Ruth; Joanne Sanferraro; Gary Wikander; Kathy Wollert



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UNISERV REGIONAL OFFICES

The NJEA-NEA UniServ Network provides extensive field services to members and local and county affiliates throughout the state.

Operating on a coordinated, statewide basis, the UniServ field representatives and office staff members work out of 18 regional offices to supply doorstep service to members.

Four regional directors coordinate the UniServ network of regional offices and are assisted by four administrative assistants and a chief, administrative assistant.

The 63 professional and 44 associate UniServ staff members are assisted by 44 professional and 76 associate staff members in other divisions who work out of NJEA Headquarters in Trenton and 100 part-time UniServ consultants.

The NJEA-NEA UniServ field representatives train local leaders and assist in: coordination of state-national resources, including professional development, instructional improvement, and human relations; negotiations service; contract administration and grievance adjudication; local member consultation and individual service; public relations and communications; legislative and political activity; leadership development skills; organizational management and membership promotion; "inclusive" local training, organizing assistance, and goal development.

Thomas Hardy; Jennifer Raike; Patrick Manahan; Mayrose Wegmann – Regional Directors

Toni Boyle, chief-administrative assistant

UNISERV SOUTH (REGIONS 1-5)

509 S. Lenola Rd., Bldg 4,
Moorestown, NJ 08057-1556;
(856)-234-0522

Patrick Manahan, Regional Director
Susan Schroeder, Administrative Assistant

UNISERV CENTRAL (REGIONS 7-12 AND 29)

Raritan Plaza II, 91 Fieldcrest Ave., Ste. A3,
Edison, NJ 08837-3627
(732)-287-6899

Jennifer Raike, Regional Director
Diane Gourley, Administrative Assistant

UNISERV NORTHEAST (REGIONS 15, 19 - 25)

70 S. Orange Ave., Ste 260,
Livingston, NJ 07039-4919
(973)-321-3221

Thomas Hardy, Regional Director
Verlencia Waring, Administrative Assistant

UNISERV NORTHWEST (REGIONS 13, 17, 27-28)

23 Rt. 206, Stanhope, NJ 07874-3264
(973) 347-0911

Mayrose Wegmann, Regional Director
Brenda Champion, Administrative Assistant

REGION 1

(Atlantic and Cape May Counties)
436 Chris Gaupp Drive, Ste.203,
Galloway, NJ 08205-4464; (609) 652-9200

UniServ reps: Vincent Perna, Mario Montanero,
Stephanie Tarr

Office staff: : Crysty Jenkins, Administrative
Assistant; Nina Garrett, Secretary

Consultants: Franklin Butterick, Brian Currie, Jean
Hovey, Mario Montanero, Curt Nath, Martha
Septynski, vacancies (2)

REGION 2

(Cumberland, Gloucester and Salem counties) 7
Myers Drive., Tomlinson Prof. Bldg., Ste. F,
Mullica Hill, NJ 08062; (856) 628-8650

UniServ reps: Desiree Brennan, Fatimah Hayes,
Louis Randazzo, Anna Waltman

Office staff: Donna Pacetta, Administrative
Assistant; Elizabeth Parker, Secretary

Consultants: Sandra Beals, Alison Braun, Anthony
Cappello, Diana Castiglione, Stephen Garavento,
Mildred Johnson, Carmen Porter; Louis Russo,
Stephanie Wheaton, Michael Wichart

REGION 3

(Camden Co) – 1020 Laurel Oak Rd., Suite 101,
Voorhees, NJ 08043-4315; (856) 782-1225

UniServ reps: Sharon Allen, Jim Boice, Ryan
McCarty and Caroline Tantom

Office staff: Vacancy, Administrative Assistant;
Jessica Vasquez-Denney, Secretary

Consultants: Jessica Cook, Catherine
MacManiman, Judi Meyer; Janelle Mungro;
Stephen Redfearn; Kathleen Quinn, vacancy

REGION 5

(Burlington Co) – 509 S. Lenola Rd., Suite 4,
Moorestown, NJ 08057-1566;
(856) 234-2485

UniServ reps: Michael Kaminski, Angela
McDermott and Harry Zakarian

Office staff: Linda Sacks, Administrative Assistant;
Kristin Hunt, Secretary

Consultants: Deborah Bruhn, Deborah Bruhn,
Mary Brennan-Farnen, Marliese Filbert, Lisa
Trapani, Stacey Williams

REGION 7

(Ocean Co) – 1433 Hooper Avenue, Suite 225,
Toms River, NJ 08753-2200;
(732) 349-0280

UniServ reps: Mike Manion, Coleen Neil, and
Wendy Sistarenik

Office staff: Carmen Torres Izquierdo,
Administrative Assistant; vacancy, Secretary

Consultants: Michael Fletcher, James Huebner,
William Junker, Kimberly Shaw, Daniel Staples

REGION 8

(Mercer Co) – 172 W. State St.,
Trenton, NJ 08608-1211; (609) 896-3422

UniServ reps: Alexander DeVicaris, Jennifer
Larsen, Susan Nardi

Office staff: Gale Quinn, Administrative Assistant;
Dawn Vitella, Secretary

Consultants: Michele D'Angelo, Talithe Duncan,
Jason Pukel, vacancy

REGION 9

(Monmouth Co) – 1345 Campus Parkway, Ste. A-9,
Wall Twp., NJ 07753-6828; (732) 403-8000

UniServ reps: Christopher Johnson, Naomi
Johnson-Lafleur, Lorraine Tesaro and Tracie
Yostpille

Office staff: Lily Tremari, Administrative Assistant,
Anne Elluzzi, Secretary

Consultants: Denise King, Diane Vistein, Erin
Wheeler, vacancy

REGION 11/12

(Middlesex Co) – Raritan Plaza II,
91 Fieldcrest Ave., Ste. A3,
Edison, NJ 08837-2838; (732) 287-4700

UniServ reps: Thomas Bohnyak, Brian Furry,
Nancy Grbelja and Thomas Hayden

Office staff: Margaret Fudacz, Administrative
Assistant; Ileana Rivera, Secretary, vacancy,
Secretary

Consultants: Douglas Dale, Brian Geoffroy, Keith
Presty, Timothy Simonitis

REGION 13

(Hunterdon and Somerset counties) –
27 Minneakoning Road,
Flemington, NJ 08822-5726; (908) 782-2168

UniServ reps: Ryan Edwish, William Render, Brian
Rock, Fred Skirbst

Office staff: Lynne Nelson, Administrative
Assistant; vacancy, secretary

Consultants: David Bacon, Stephen Halldorson,
Christopher James, Cheryl Mitchell, Charisse
Parker

REGION 15

(Union Co) – 312 N. Avenue East, Ste. 2 and 3, Cranford, NJ 07016-2464; (908) 709-9440

UniServ reps: Dominick Giordano, Allyson Pontier, Maryanne Rodriguez and Ted Tympanik

Office staff: Tabatha Walton, Administrative Assistant; Holly Smith, Secretary

Consultants: Kevin Bloom, Eda Ferrante, Esther Innis, Glen Robertson, Helynn Smith

REGION 17

(Morris Co) – 601 Jefferson Road, Ste. 105, Parsippany, NJ 07054-3790; (973) 515-0101

UniServ reps: Douglas Finkel, Vickie Walsh, John Williams

Office staff: Heather Marsh, Administrative Assistant; Chanae Phifer, Secretary

Consultants: Christopher Cannella, Nicole Denton, Pamela Fadden, Deirdre Falk, Lyn Loundes, Louis Migliacci Jr.

REGION 19

6600 Kennedy Blvd., East, Ste. 1L, West New York, NJ 07093-4218; (201) 861-1266

UniServ reps: Tom DeSocio, Edward Stevens

Office staff: Kristy Pessoa, Administrative Assistant; vacancy, Office Assistant

Consultants: Emily Litman, Beverly Senior, Shareen Shibli

REGION 20

1600 John Kennedy Blvd., Ste. B, Jersey City, NJ 07305-1702; (201) 653-6634

UniServ reps: John Dillon, Kevin McHale

Office staff: Veronica Pereira, Administrative Assistant; vacancy, Office Assistant

Consultants: Emily Litman, Beverley Shibli

REGION 21

(Essex Co) – 70 S. Orange Avenue, Ste. 250, Livingston, NJ 07039-4903; (973) 762-6866

UniServ reps: Luis Delgado, James McGuire, vacancy

Office staff: LaQuia Norment, Administrative Assistant; Shaunesa Walker, Secretary

Consultants: Antoinette Blaustein, Patricia Kebrdle, Jeremias Salinas, Christopher Tamburro

REGION 23/25

Heights Plaza, 777 Terrace Ave., Ste 404, Hasbrouck Heights, NJ 07604-3114; (201) 292-8093

UniServ reps: Carol Feinstein, RoseLouise Holz, Richard Loccke and Joe Tondi

Office staff: Dawn Valentine, Administrative Assistant; vacancy, Secretary; Laura Pometti, Office Assistant

Consultants: Michael Deorio, Laura Grasso, Marianne Kronyak, Margaret Novicki, Dayna Orlak, Adrian Roriguez, Christina Ventre, Michael Warren

REGION 27

(Passaic County) – Preakness Valley Office Park, 504 Valley Road, Suite 150, Wayne, NJ 07470-3534; (973) 694-0154

UniServ reps: Ron Bivona, Lori Cintron, Melanie Lemme, Sasha Wolf

Office Staff: Kathryn Maron, Administrative Assistant; vacancy, Secretary

Consultants: Marc Foti, Javier Fresse, Lakresha Harris-Hodge, Sharon Milano, Donna Reaver, Brian Watson, Pamela Wilczynski

REGION 28

(Warren and Sussex counties) – 23 Rt. 206, Stanhope, NJ 07874-3264; (973) 347-5717

UniServ reps: Kim Cowing, Henry John Klein, John Ropars

Office staff: Lori Garofano, Administrative Assistant; Anne Chirico, Secretary

Consultants: Greg Babbitt, Richard Dispenziere, Patricia Resslerand, Nancy Richeda, Susan Sawey, Theresa Snyder

REGION 29

(Higher Ed) – 180 W. State St., PO Box 1211, Trenton, NJ 08607-0211; (609) 689-9580

UniServ reps: Marcia Kleinz, Maurice Koffman

Office Staff: Karen (Skip) Perry, Administrative Assistant, Jean DiQuinzio, Office Assistant

Consultants: Edward Carmien, Nicholas DiCicco, Mingyong McCall, Oron Nahom, vacancies (2)



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BEWARE OF HAZARDS CAUSED BY HURRICANES

By Debra Coyle

Hurricane Ida turned roadways into raging rivers and left 30 people dead, countless homeless, and caused millions of dollars in damage.

According to the New Jersey Department of Education, 67 schools were temporarily closed as a result of damage from Ida with 72% being located in the state's Schools Development Authority (SDA) districts serving our most vulnerable students in underserved communities. Damage to schools included extreme building flooding resulting in several feet of water and damage to asbestos flooring, boilers, air conditioning and mechanical systems, roofs, and walls.

The climate crisis is causing more frequent

extreme weather events from wildfires to hurricanes and extreme temperatures. According to the Federal Emergency Management Agency, flooding is the nation's most common natural disaster.

COMMON HAZARDS IN SCHOOLS

While hurricanes alone can affect schools, they can also exacerbate existing conditions and hazards such as mold, sewage and harmful chemicals.

Mold: Mold is the primary problem, but it is not the only hazard. Flood waters are likely to contain toxic chemicals and harmful bacteria, especially if flooding came from polluted rivers or bays or

if there are nearby industrial sites. Underground industrial waste or storage sites and sewage treatment plants in the area could present hazards if they lost power or overflowed in the storm.

If the heating, ventilating, and air conditioning (HVAC) system was submerged in flood waters, there may be a lot of dirt and debris as well as bacteria and mold. Schools should not run the HVAC system if staff know or suspect that it is contaminated, and staff should not clean it. Rather, the district must ensure that contaminated HVAC systems are professionally cleaned and repaired.



Debra Coyle is the executive director of the NJ Work Environment Council (WEC). WEC is the state affiliate of the National Council for Occupational Safety and Health. Coyle can be reached at dcoyle@njwec.org.

Health effects: Molds produce and release millions of spores small enough to be airborne. Although some people are not affected by mold, the spores of some molds can cause a wide range of respiratory effects, including allergies, asthma development and exacerbation, respiratory infections, and bronchitis. Both asthma and bronchitis may have symptoms of shortness of breath, wheezing (sounds on exhalation) and coughing. People with asthma or sinusitis, those already allergic to mold or have compromised immune systems are most at risk, but other people can develop allergies or asthma and suffer other effects. In addition, mold may cause eye and skin irritation.

Safe removal: The objective of safe mold removal is to prevent the release of spores, so workers and other building occupants don't inhale them, and to avoid skin and eye contact with mold. Killing mold, as with bleach, is not enough, because even dead spores are allergenic. Nonporous materials, such as glass or metal, can be cleaned with a bleach solution.

When can staff be involved in mold remediation? Large amounts of mold require professional remediation, involving enclosures and extensive personal protective equipment (PPE), much like an asbestos removal. If aggressive techniques must be used, such as pulling up damaged linoleum tile, the job should be treated like a large removal. However, staff may be involved in nonaggressive removal of small amounts of moldy material (less than 100 square feet).

Sewage and harmful chemicals: Limit contact with flood water. Flood water may have high levels of raw sewage, other hazardous substances or infectious organisms, including intestinal bacteria, hepatitis A virus, and agents of typhoid. Early symptoms from exposure to contaminated flood water may include upset stomach, intestinal problems, headache and other flu-like discomfort. Anyone experiencing these and any other problems should immediately seek medical attention.

Floodwater often contains tetanus. Tetanus can be acquired from contaminated soil or water entering broken areas of the skin, such as cuts, abrasions or puncture wounds. Before working in flooded areas, be sure your tetanus shot is current (given within the last five years). Have flood-caused wounds evaluated for risk.

If you know or suspect toxic or caustic chemicals are present, use chemical PPE (see below). Professional help may be needed for damaged

asbestos-containing materials (pipe insulation and linoleum floor tiles) or lead (damaged lead paint).

YOURSELF WITH PERSONAL PROTECTIVE EQUIPMENT

The Public Employees Occupational Safety and Health (PEOSH) program standard requires that school districts provide hazard-appropriate PPE, and provide fit-testing, worker training, PPE maintenance and disposal of contaminated PPE. Local associations leaders should talk with their UniServ field reps to ensure this happens and check the contract for other health and safety language.

Use good hygiene for all floodwater hazards. Wash your hands and nails with soap and clean, running water, especially before work breaks, and meal breaks; at the end of the work shift, wash hands, hair and scalp. After working, properly dispose of disposable work clothes, or put reusable items in plastic bags for laundering. Do not keep food or beverages in the work area. 🚫

Resources

NJEA health and safety article

"A damp NJ spells mold in schools"
njea.org/a-damp-new-jersey-spells-mold-in-schools

Centers for Disease Control and Prevention:

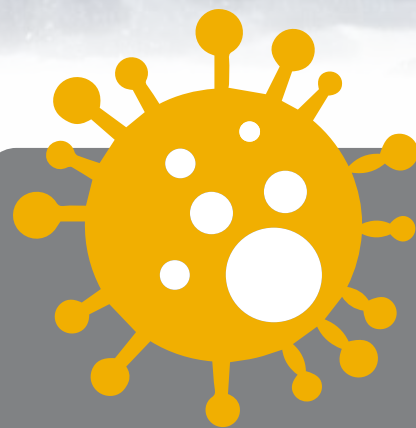
"Mold Prevention Strategies and Possible Health Effects in the Aftermath of Hurricanes and Major Floods," 2006
cdc.gov/mmwr/preview/mmwrhtml/rr5508a1.htm

National Institute for Occupational Safety and Health

Floods Page
cdc.gov/niosh/topics/emres/flood.html

NIOSH Interim Recommendations for the Cleaning and Remediation of Flood-Contaminated HVAC Systems

"A Guide for Building Owners and Managers," 2010
cdc.gov/niosh/topics/emres/Cleaning-Flood-HVAC.html



What local associations can do:

Exercise your right to participate in the process of deciding how federal infrastructure funds are spent to repair and upgrade schools.

Form a health and safety committee if you don't already have one and identify and document instances of recurring moisture problems, and then work with building-level facilities personnel to ensure timely and thorough resolution.

Ensure custodians have proper training on cleanup procedures and PPE.

Perform mold walk-throughs and survey staff for health problems using the applicable NJEA checklists. Locals should then bring all problems to district administration and work with their UniServ representative to ensure that the district resolves them.

Develop a response to the suspected presence of mold that includes these actions: identify and document problems; identify affected staff and students; inform staff, parents, and other allies; and mobilize and take collective action.



Taking Action

Adverse childhood experiences (ACEs) are potentially traumatic events, such as parental separation, violence, abuse or neglect, that occur during childhood. Experiencing multiple or chronic ACEs may lead to toxic stress, in which the body's stress response system is activated for a prolonged period. This can profoundly affect the development of a child's brain architecture, causing lifelong harm to physical, mental, and emotional health.

As educators and school staff, we can help children heal and build resilience by taking simple actions to reduce the impact of trauma. In this monthly series, "Taking Action," I speak with educators and school staff about the things they are doing to help all children thrive.

Robin Cogan, School Nurse, Camden City School District

Interviewed by Amanda Adams

I recently spoke with Robin Cogan, a nationally certified school nurse currently in her 21st year as a New Jersey school nurse in the Camden City School District, and author of the blog *The Relentless School Nurse*.

Q. How is this year different from previous years—what are some of things you are seeing in your school?

I have to take a deep breath to answer that question because this year is truly one of the most challenging school years I've experienced in my 21 years of school nursing and my 37 years as a nurse. Why is it different? Because this is the third school year impacted by COVID. Let's say your kid this year is in seventh grade. Well, his last typical or normal school year was fourth grade—that's the last year that was not impacted by COVID. So we are dealing with this extended period of uncertainty, this extended period of toxic stress where children have not had their typical developmental milestones. They haven't had the rhythm and flow of the school calendar. On top of that, children move, children were displaced, children have lost parents, and we have lost school staff members. So we have had to manage so many aspects of COVID through the lens of this collective trauma that we have all experienced.

A Mindset Shift to Support Children Who Have Experienced ACEs



Q. Can you share a brief story about a specific instance where you saw a child who was struggling?

I want to share a story that illustrates so many issues that ACEs address. A few years ago, I was a school nurse in a family school, a school that was pre-kindergarten through eighth grade. A lot of the social determinants of health that impact families' lives played out every day in this school.

One of our students was 17 years old and in eighth grade. He was 6 feet tall and much older than the typical eighth grader, so he really stood out. He had been in a juvenile detention program for several years, and his father was incarcerated. So he came to our school, and I could tell he felt very much out of place and, typically, he kept to himself. One very rainy day, I ran into him in the hallway, where he was storing his bike. He was soaked from the late fall rainstorm. I quietly asked him if I could dry his clothes for him. He looked completely shocked, even stunned that I had offered to help him. "You would do that for me?" he asked. I reassured him that it was my pleasure to make sure he had dry clothes and gave him kudos for getting to school by bike on such a miserable day.

We talked for the entire hour his clothes were drying. He opened up and told me his entire story; it's a story I will never forget. This young man had faced so much adversity, enduring every single ACE—abuse, neglect, substance abuse, incarceration—more than any one person should have to endure. At that moment it hit me that I could be that one person to show this young man some nurturing and caring. I can't say for sure how meaningful our encounter turned out to be for him, but it meant something to me. Even the smallest opening can be an opportunity to make a difference, and I will never pass that by.

Q. How can school staff help children bounce back from the trauma of the pandemic?

While we have all been through this tsunami that is the pandemic, we have been riding it out in very different boats. Some have been riding it out in a yacht—very comfortable albeit a little inconvenienced. Maybe their children weren't at school, but they hired private tutors for their children. Others have ridden out the storm clinging by their fingertips to a buoy. Some families have ridden out this storm in a rowboat with a hole in the bottom.

So, before we "bounce back from the pandemic," we need to recognize the impact and give ourselves time to grieve and realize that life has forever changed from this experience. More than 140,000 U.S. children lost a primary or secondary caregiver because of the COVID-19 pandemic, with brown and Black children the most impacted. We aren't going to simply bounce back from that; we have to walk through the healing process. We first have

to acknowledge what we've all been through and then gain the tools to care for ourselves and the community. And it can't just be about the children; if it's never going to be about the adults as well, it will never be about the children. We all need support and time to heal.

Q. What can school staff do to turn their schools or their classrooms into places of healing and connection?

If we are completely honest with ourselves, everyone is walking around with some baggage because most people have experienced some sort of trauma or adversity in their lives. We have to acknowledge that nobody gets through this life unscathed, and now we have this collective trauma of COVID. The truth is we don't know the trauma that anybody else carries, so why not use the universal precaution of being healing centered, of being kind, of being understanding, giving people

space, and understanding that all behavior has meaning. So instead of being punitive, we need to understand what is behind the behavior.

Q: How did you get involved in ACEs work?

We all have a story to tell. My family has a significant history when it comes to generational trauma, so I'd like to share that story with you. My father grew up in Camden, New Jersey, the city where I now work as a nurse. He had an idyllic childhood. In fact, he referred to the neighborhood in which he grew up as "Sesame Street." Everyone knew their neighbor, and he lived a beautiful life—until one day when his neighbor, who had just returned from war, killed 13 people on my father's block, including my father's entire family.

The trauma that he experienced for the next 60 years is something never really understood. He never talked about what happened. It was a terrible secret, and he kept it all inside. And so, I couldn't really come to terms with who my father was until after he died. That's when I finally understood what he had been through and how those events shaped him.

That generational trauma seeped into the next generation, and when my father died of a hemorrhagic stroke on the 60th anniversary of the mass shooting, it was a wake-up call to me about how trauma can affect our health. So, through this lived experience, I became interested in generational trauma. Today, as a school nurse, I am in the relentless pursuit of serving our community, helping our children to feel safe and supported, and giving them space to heal from the trauma they have endured. 🏠

By building supportive relationships with children, you can help reduce the impact of ACEs while building children's resiliency. To learn more, go to **Actions4ACEs.com**.

Actions 4 ACEs is a statewide initiative to build awareness about adverse childhood experiences (ACEs) and the role adults can play in reducing the impact of trauma and helping children heal. Actions 4 ACEs offers educators invaluable resources and materials to better inform, educate and activate.

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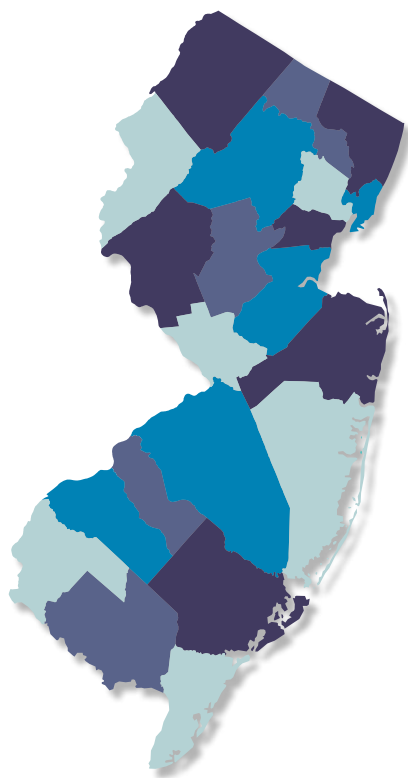
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Workshops and conferences highlights

Gifted education, culturally responsive arts, and multilingual learners

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These workshops have been endorsed by NJEA's Professional Development Institute and are also posted on njea.org. Those seeking endorsement of a professional development experience that they will provide should call NJEA's Professional Development Division at 609-599-4561.

NJAGC 2022 CONFERENCE, HYBRID EVENT: EXPLORE, DISCOVER, ENGAGE

The annual conference of the New Jersey Association for Gifted Children (NJAGC), "Explore, Discover, Engage," will be held Friday, March 18, 2022, at the Conference Center at Mercer, 1200 Old Trenton Road in Princeton Junction, New Jersey. The conference is a hybrid event this year with both in-person and remote attendance available.

All curricular areas will be included as well as assessment, identification, social and emotional issues, and the differentiation of curricula for identified students. Speakers will address successful strategies for including and retaining students of color in gifted programs and New Jersey's Strengthening Gifted and Talented Education Act, which became law in January 2020.

Participants may attend either in person or virtually. The cost to attend in person is \$159 for members and \$219 for nonmembers. The cost to attend virtually is \$94 for members and \$114 for nonmembers. Breakfast and lunch will be provided, compliments of NJAGC for on-site participants. Participants will receive credit for six professional development hours.

Dr. Marcia Gentry's keynote will be "Equity, Access, and Missingness: Gifted, Talented, and Creative Youth in New Jersey." Gentry directs the Gifted Education Research and Resource Institute at Purdue University where she works with doctoral students and engages in research and gifted education professional development. Gentry remains active in the field through service to NAGC and AERA (American Educational Research Association) and by writing, reviewing and presenting research aimed to improve education for children, youth, and teachers. She focuses on underserved populations and creating an equitable, socially just field.

For more information, call (908) 342-4487 or email njagc@njagc.org. Visit njagc.org to register.

NJTESOL/NJBE ANNUAL SPRING CONFERENCE: PATHWAYS TO SUCCESS WITH MULTILINGUAL LEARNERS

The NJTESOL/NJBE 2022 conference has two components to choose from:

In-person conference – June 1, 2, and 3 at the Hyatt Regency Hotel, New Brunswick

Video Library Conference – Access from June 4 through Sept. 5. In-person attendees will have access as well.

You can register for one, two or all three days of the in-person conference. There will be over 20 presentations daily, special invited guest speakers and three fantastic keynotes: Justin Gerald, Dr. Mariana Castro, Dr. April Baker-Bell.

There's time to interact with other attendees, visit the sponsor and exhibitor booths and earn professional development hours throughout the day.

The Video Library Conference is a select collection of library workshops you will have access to view from June 4 through Labor Day using the conference platform. There is no set schedule. You can earn professional development hours through June 30; your hours will be tracked each time you log in. Visit the sponsor's virtual booths.

Note that the select collection of workshops will not include the keynotes or special invited guest speakers. There is no Q&A.

Register by March 4 to take advantage of the discounted early registration rates. Free NJTESOL/NJBE membership included with paid registration.

The cost to attend in person is \$394 for all three days, \$314 for two days (both options include video library access), and \$234 for one day. These rates are for early access and expires on March 4, 2022. After March 4, the rates are \$434 for all three days, \$354 for two days (both options include video library access), and \$274 for one day. Lunch and snacks will be provided.

For more information and to register, visit njtesol-njbe.org/spring-conference.

For other conference questions email Sandee McBride at conference-coordinator@njtesol-njbe.org or Michelle Land at vice-president@njtesol-njbe.org.

For information about NJTESOL/NJBE visit njtesol-njbe.org.

CULTURALLY RESPONSIVE ARTS EDUCATION WORKOUT

A Virtual Self-Guided Experience – Jan. 17 through March 11, 2022

The Culturally Responsive Arts Education (CRAE) Workout is a free, eight-week curated asynchronous and synchronous experience that focuses on developing the capacity of educators and administrators to think about how culturally relevant and responsive approaches can shift curriculum, instructional content, and teaching practices to more effectively represent and validate all students' cultures and lived experiences.

The CRAE Workout was created by arts education consultants Wendy Liscow and Sanaz Hojreh with Latasha Casterlow-Lalla, arts supervisor of Passaic Schools, as an additional curriculum writing adviser.

Registered participants will receive curated prompts over eight weeks that focus on individual, interpersonal and institutional aspects of CRAE. Prompts include articles, videos, and reflection exercises that will help you learn about, reflect on, and develop a CRAE practice and culturally responsive curricula. There are opportunities for journaling and artmaking to chronicle and deepen your learning and opportunities to assess curriculum through a culturally responsive lens with the CRAE Curriculum Scorecard adapted from NYU's Metropolitan Center for Research on Equity and the Transformation of Schools.

There are also optional 90-minute guided conversations with other participants on Tuesdays from 4 to 5:30 p.m. on Jan 25, Feb. 8 and 22, and March 8. There is also an optional discussion in a private Facebook group and or other platform that will support inquiries and sharing of ideas.

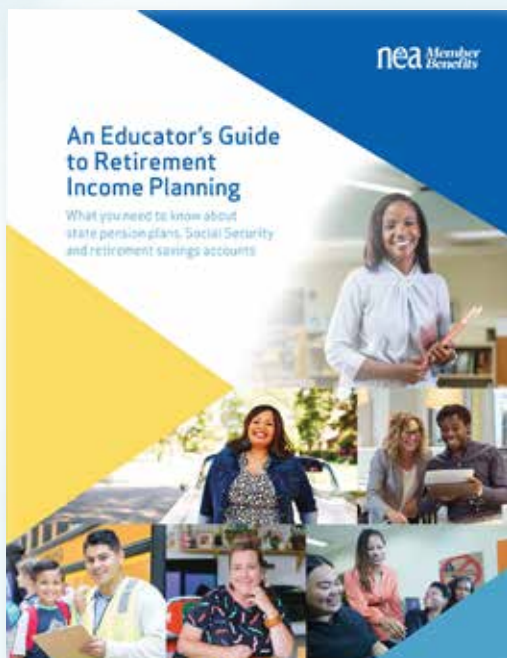
The Workout is open to any educator who is interested in ensuring their classrooms and/or arts curricula are culturally responsive, relevant and sustaining. Registered participants can earn up to six hours of continuing education credits for those who attend the guided conversations and complete exit surveys.

Registration

Registration is free and interested participants can register at bit.ly/crae-workout.

The registration deadline is Jan. 13.

For more information, write to Wendy Liscow or Sanaz Hojreh at CRAEWorkout@gmail.com.



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SPECIAL EDUCATION NEEDS ITS FAIR SHARE

BY ETHAN HANDELMAN

Imagine your family is one of the many in New Jersey that are not able to send their children to schools in their hometowns because their accommodation needs cannot be met.

This is a huge issue among families of children with disabilities, especially those whose accommodations would cost north of \$100,000. There needs to be a way in which these families will not have to resort to paying out of pocket to get services their districts cannot afford to provide. It cannot be only the general education population that has all of its needs met. Every special education department, as well as the special education population, deserves an equitable share of funding.

This past June, New Jersey Gov. Phil Murphy signed into a law a state budget that dramatically increases the money that goes into what is called “extraordinary aid for special education.” This aid goes into effect when a student’s needs exceed \$40,000. It will increase the state’s share of such extraordinary costs from 55% to 90%.

In the *Morristown Daily Record* reporter Gary Myers writes that “The \$46.4 billion state budget signed by Gov. Phil Murphy last month includes a 45% bump in funding for such programs, which serve more than 200,000 pupils across New Jersey.” (See: Myers, Gene. “NJ Pumps \$125M into Special-ED Programs to Help Schools That ‘Do the Right Thing’.” *Morristown Daily Record*, July 17, 2021, bit.ly/sfra-exaid.)

Gov. Murphy is doing right with this spending bill. It is a way to tell the families struggling to find a school for their child that “we hear you and care about you.” Although this massive funding is getting pumped into the programs, this will still not fully assist every family. It may provide relief, but as Peg Kinsell, a policy director at Newark-based SPAN Parent Advocacy Network, told Myers, “Federal law guarantees all students a ‘free, appropriate public education.’ Even if the cost is expensive, it is not supposed to be the onus of the parents to figure out how they are going to pay for it.”

It is unfortunate how tremendous some costs can still be for families of those with a physical or intellectual disability, even after this funding plan goes into effect. There are some households whose required accommodations total more than \$100,000; however, this shouldn’t cause them to worry about basic and essential needs such as where to send their children to school. As Peg Kinsell pointed out, every district should be adequately funded to allow families to send their child to school without paying out of pocket for the education.

“

As prospective special education teachers are mapping out their futures, they want the resources to help pave the way to success for future generations of students with disabilities.

Although the budget signed by the governor serves as a great statement regarding the importance of special education, the bill is not one size fits all. Districts that do not get sizable funding in comparison to others would undoubtedly still have trouble funding accommodations.

In Denville, Superintendent Steven Forte pointed out to Myers that “a really small town where your budget is like \$8 million could be strapped if a family moved in with a few children that needed out-of-district placement.” These smaller school districts would not have appropriate funds to compensate for every student that requires an aide, specific equipment, etc.

It is unjust how these smaller school districts, despite Gov. Murphy increasing the funding, will still be unable to help their own town’s residents who require assistance. This in turn would make necessary accommodations out of reach for families who are not able to pay for them with their own money and an unfair burden for those who can. Another burden on families is the mounting pressure to find a school district that has the resources to provide for their child’s needs.

While the increase in extraordinary aid will improve the current situation, it will not take the stress away from families who live in a small district. Every special education program in New Jersey public schools deserves a fair and equitable share of not only the new state funding but school funding in general. Parents should not have to travel great distances from where they reside so their child can attend a suitable program. All students deserve an equitable education. It cannot just be the general education population who have easy access to nearby schools. 🏡

Ethan Handelman is a student at Rider University majoring in elementary education and psychology with a minor in special education. He is a member of NJEA Preservice.

Windows, mirrors, and sliding glass doors *for teachers*

By Kate Okeson with Amy Moran, Ph.D.

Several years ago, I started teaching an art history course in my high school. As a survey of *all* of art history, the texts and course syllabi recommended a *few weeks* in the middle of the year-long course be dedicated to “Art Outside the Western Tradition.”

I was shocked.

In my own studio art training, there were no requirements that limited the scope of human artistic expression to those from a sliver of the planet. As a contemporary art maker, my studies were largely about the interconnected nature of human creativity: our individual voices and lived experiences that together weave an incredibly complex history (and possibility for a vibrant and interconnected future).

As I was planning and writing lessons in line with the recommended curriculum, my inner voice began to get awfully loud. I questioned, “What was lost by following this narrow presentation of the human history of artmaking?” The exclusive nature of that particular survey of art history

failed to present a contextualized narrative that reflected artmaking by humans around the globe. The message was that if art wasn’t from the European, European-American, and colonized North American canons, then those works weren’t central in the scope of art history.

I’m not saying that the works weren’t valuable to study, but the art historical nomenclature of “outside the European Tradition” gives undue influence to the works by a largely male, European, European-American, and (non-indigenous/settler) North American artists without context of the many histories that intersect around one object at one point in time.

The artwork in that original survey of art history was good, but the storytelling was flawed. And this is where it’s important to understand the intractable role of texts (including anything we construe as a text in the classroom) and access to these texts for not only students, **but for teachers for educational planning and preparation.**

preselected texts that we can explore.

How might educators use a critical lens to notice what’s missing? An interview with Bishop from 2005 provides some insight to the role of diverse books and their connection to what we teach. She said, “So, I look at the end to see the bibliography. What were the books that they used? And so often there are no books from underrepresented groups that are a part of that project.” That is not because such books don’t exist. Rather, a bibliography is a collection of authors’ explicit choices around what to include and what to exclude. Similarly, as we plan our units, we have the choice to survey district-provided resources for what is being included and what is being excluded—and to fill in the gaps with texts, resources, and student-centered activities where vital perspectives and experiences had been missing.

Many professional organizations have position statements on the necessity of diverse reading and text at the core of improving our connections to and outcomes for *all* of our youth. While we primarily focus on these outcomes related to LGBTQIA+ youth, we extend this to all content areas and all underrepresented communities. Because that is who we teach every day: many different young people who belong to all sorts of communities and hold many identities. Taking action and finding these diverse texts are the next steps.

We can do this in lots of ways:

- In PLCs with colleagues.
- As part of a PDP that we work on over the course of a school year.
- In our local independent bookstores.
- Online through compilations, such as book lists in the monthly “Rainbow Connection” QR code resource link.

And sometimes it’s not just the new book, but it’s a book that is organized in new ways, which is helpful in mitigating the impact of old, limiting narratives.

As an example, the Metropolitan Museum of Art published a new book called *Art =*, a catalog of about 800 works in their collection*, which are



Kate Okeson with the Metropolitan Museum of Art published a new book titled *Art =*.

MIRRORS, WINDOWS AND SLIDING GLASS DOORS

Rudine Sims Bishop, professor emeritus at Ohio State University, gave the education world a lighthouse with her concept of “mirrors, windows, and sliding glass doors.” Many of us are familiar with this idea that books connect us to images of ourselves (mirrors) and also can provide a view into other worlds (windows). Bishop extends the power of texts to also become sliding glass doors where we can enter this other world as well. She states, “that’s the reason that diversity needs to go both ways. I mean it’s not just children who have been underrepresented and marginalized who need these books.” Here, Bishop reminds us that there is a whole world outside any limited syllabus or cluster of

neither in date order nor use categories that center the Western canon. Instead, the book presents the works connected by *materials* they are made of, or central *themes*, or a named *style* regardless of where or when in the world they were created. So unlike the original art history survey course that I was supposed to teach those years ago, this book doesn't organize art as 90% about 'us' and 10% about 'them.' Instead, it organizes the works around the creative objects and universal ideas that *humans* use to make art *everywhere* (and across time). For me and my fellow art nerds, this is a welcome invitation to make our own connections about the works and perhaps see a little more of ourselves and more of others who are not like us at all.

**This book and institution are not without critique! A long history of how works came to be in major collections like the Met's is a worthwhile exploration, but not the central topic herein.*

FROM LIMITATION AND FRUSTRATION TO INSPIRATION AND CONNECTION

Kate's analysis of ideas presented in her content area—and the limiting or connecting ways that those ideas are presented—is applicable to all of us in our content areas as well. Because the New Jersey LGBTQ+ curricular mandate articulates expectations for queer inclusion across all content areas from grades 5 or 6 through 12, now is the time to look at our units and notice where cisgender, heteronormative perspectives and experiences are being privileged and where those of LGBTQIA+ people should be added.

For example:

- **Biology:** In units on heredity and human development, are intersex people mentioned in positive and affirming ways? Are phrases like "disorders in sexual development" modified to become "variations in sexual development"?
- **Math and statistics:** When using data sets to numerically describe phenomena, is positive and affirming data about LGBTQIA+ people included?
- **English/literature:** Are works by queer people included, and is their queerness discussed as a contributing and vital part of their unique perspectives as authors?
- **History/social studies:** What was life like for the LGBTQIA+ people who existed at that period of time? Do your units include the perspectives of queer people—and if they don't, do you bring *that* up with students?

“

A term I've been using to counteract some of the familiar yet antiquated and biased language is 'art of the global majority.' This phrase, though simple, is expansive and far more accurate for our inclusive purposes.

As we know, omissions in textbooks from any content area don't just happen because those people or experiences or truths didn't exist. Rather, they're a collection of purposeful choices by authors—including school district curriculum writers—that marginalize and exclude. This omission has been frustrating (and even haunting) for LGBTQIA+ people in classrooms, and any examination of syllabi, text sets, or project options for the purpose of identifying where queer representation was omitted is welcome! But that's just the first step. Consider these:

1. **Survey:** Look at the unit you're teaching right now.
2. **Identify:** Where are LGBTQIA+ people and their experiences mentioned explicitly in this unit?
3. **Analyze:**
 - a. If they're *omitted*, ask, "Why?"
 - b. If they're *included*, ask, "Are these representations positive and affirming?"
4. **Add:** If queer people and their experiences are completely missing, search for texts and discussion items to include that are positive and affirming OR that explain the omission with:
 - a. Compassion for how it must feel for those being omitted.
 - b. Accountability for those who did the omitting.

5. **Collaborate:** Check with other stakeholders to ensure that your inclusive work will have the intended impact of being positive and affirming. Connect with folks like:
 - a. Your school's GSA adviser.
 - b. Student leaders in the GSA (through their adviser).
 - c. Ally colleagues in your content-area PLCs.
 - d. Ally colleagues in your grade level.
 - e. Your county-level NJEA Sexual Orientation and Gender Identity Committee (SOGI) representative.
 - f. *All colleagues* who have been doing the vital work of noticing gaps in curricular representation for all students—gaps of *any* kind—and filling them with positive and affirming reflections and experiences of people from *all* walks of life.

Kate is totally inspired by her new book *Art = for* the ways that it categorizes kinds of art and ways those works were made (rather than by people who include themselves and others like them but exclude everyone else). But so too can each of us be inspired to find new ways of looking at our own curricular resources for their potential to connect the experiences of LGBTQIA+ people and straight/cisgender people with and within our respective content areas.

Would you like to share your journey with an inspirational text or syllabus that was ready for your special touch? Connect with us at RainbowConnectionNJEA@gmail.com. 📧



Find additional resources and book titled through this "Rainbow Connection" QR code resource link.

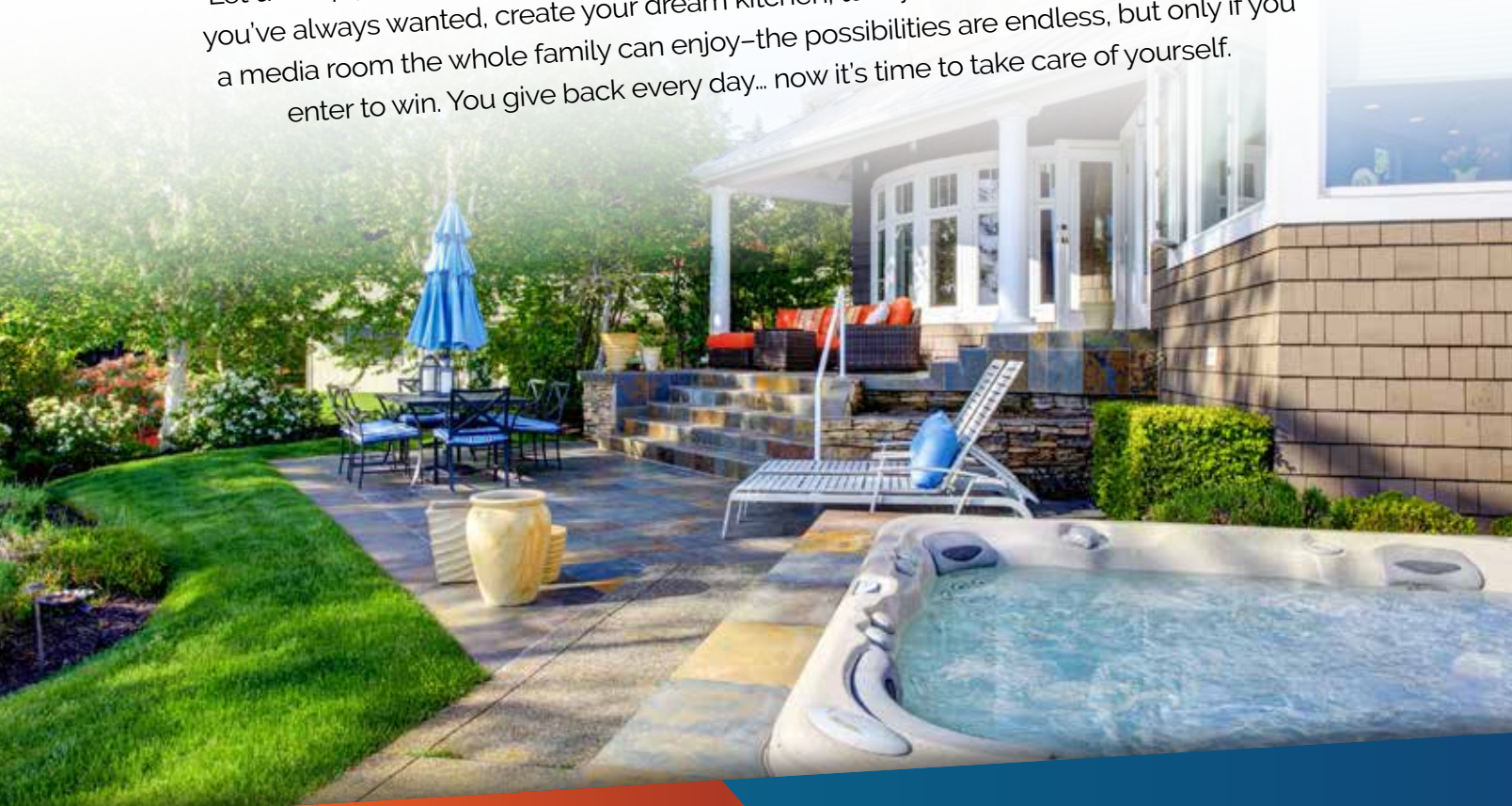
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THREE REASONS WHY YOU SHOULD USE GOOGLE SHEETS IN YOUR CLASSROOM IN 2022

BY REBECCA TAKACS



Early Career Network

There is a constant drive for teachers to be more digital in their instruction. Let's face it, there are a variety of digital platforms that we can use to help our classroom run efficiently, but some of these platforms are free while others can be costly. If your district is a Google Suite district, then let me open your eyes to Google Sheets. Before I started using Google Sheets for student assignments, I used it only to collect information for student growth objectives and other sorts of data. Three reasons you should consider using Google Sheets in your classroom are that it can be self-assessing, formatted for your assignment, and versatile.

SELF-ASSESSING

When you format Google Sheets so that it self-assesses, it opens up space for you to spend more time individualizing instruction for struggling students or to enrich other students. Self-assessing Google Sheets allows your students to see whether their answers are correct. If you are a math teacher, there is no way to show work, but I have had my students show their work on a whiteboard or on paper.

Google Sheets become self-assessing when you apply a conditional formatting rule. It is important that the rule is formatted carefully. You know if it works if the cell changes to the color of your choice. This has worked wonders for my students because they get the instant feedback when working on their assignments.

FORMATTING

The second reason that you should use Google Sheets is that it can be modified and formatted perfectly. If you're a perfectionist, you can format the size of the cells so that everything is the same size. On other Google Suite products, I have struggled to make everything neat and formatted precisely. Being able to merge cells and change the width of the columns and rows, has allowed every piece of my assignment to look neat and straight.

Another option to formatting is making sure pictures fit perfectly in the cell. Google Sheets has the option to insert a picture into a cell, and as you merge them the picture gets bigger. This allows you to keep everything in line and nothing seems out of place.

VERSATILE

The beauty of Google Sheets is that it can be used for a variety of assignments. For starters, you can use it to create simple worksheets. But as you get comfortable with Google Sheets, you can create more interactive assignments such as pixel art, mazes, crosswords and word searches. These assignments require more time and preparation because they include a variety of components. Nevertheless, the assignments are raved about by students, and they enjoy completing them.

Another way you can use Google Sheets is to have students use it as a spreadsheet for calculation. In my seventh-grade class, I used Google Sheets to have my students keep a running log for their businesses. They learned how to create formulas and calculate their net profit. The students enjoyed this assignment, and it gave them a useful life skill.

Google Sheets can be across grade levels. I encourage you to search YouTube for a variety of videos on how to create assignments with Google Sheets. 📺

Rebecca Takacs is a math teacher at Highland Park Middle School. She is a member of the NJEA Early Career Network. She can be reached at rtakacs94@gmail.com. For more information about the Early Career Network, visit njea.org/earlycareer.



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*Source: US Census Bureau Survey & US Department of Agriculture Economic Research, 2021

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njea Member Benefits

The [NEA Student Debt Navigator](#) can help you understand the student loan repayment or forgiveness programs you may qualify for. Log in and try it today: neamb.com/GetNavAR

EDUCATORS DESERVE MORE

Student debt relief

INTERMEDIATE LOAN RELIEF

\$2,000 Average annual savings

LONG-TERM FORGIVENESS

\$34,000 Average eligible forgiveness

"After about 20 years of unsuccessful attempts to receive assistance with my student loans, I was finally able to obtain support. SAVI has been amazing! They helped me with every question I have had and resolved all issues that were unclear."

—Leticia C., NEA Member in Texas

In addition to the no-cost access NEA members already have to the [NEA Student Debt Navigator](#) powered by SAVI, the NEA Members Insurance Trust is offering **ONE YEAR OF NO-COST PREMIUM ACCESS**. This all-in-one tool helps reveal savings and programs for which you may qualify. It features:



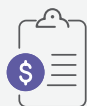
An easy, guided process
to enter required information



Syncing with loan servicers
to ensure accuracy



An instant estimate of savings
before signing up



A complete list
of repayment and
forgiveness options



Access to student loan experts
to help with complex
loan situations



E-filing and annual reminders
to ensure you meet recertification
requirements for income-based
repayment programs

You don't have to do this alone. The [NEA Student Debt Navigator](#) can help you understand the student loan repayment or forgiveness programs you may qualify for. It's easy — log in and try it today: neamb.com/GetNavAR



PAST, PRESENT AND FUTURE

2021 MEDICARE PART B PREMIUMS INCREASE

In November, the Centers for Medicare & Medicaid Services (CMS) announced the 2022 premiums for Medicare Part B.

For most Medicare beneficiaries, premiums, deductibles and surcharges will increase. Premiums will rise to \$170.10 per month, an increase of \$21.60, while Medicare Part B deductibles will increase by \$30 to \$233. Retirees will also pay a different premium amount in 2022 if they fall into a different income-related category. This change happens once individual filers reach \$91,001, or a joint-filer reaches \$182,001, for income earned in 2020.

The Social Security Administration uses the income reported two years ago to determine a Part B beneficiary's premium. Thus, the income reported on a beneficiary's 2020 tax return is used to determine whether the beneficiary must pay a higher monthly Part B premium in 2022. Beneficiaries whose income decreased significantly in the past two years, may request that information from more recent years be used to calculate the premium.

Note: For Medicare beneficiaries whose Medicare Part B premiums automatically are deducted from their Social Security benefits, the Social Security Cost of Living Adjustment (COLA) must be large enough to cover the premium cost. Since some beneficiaries already pay lower-than-standard premiums because of this rule, the 5.9 percent increase in the 2022 cost-of-living adjustment will just cover the premium increase of \$21.60 per month, and, as a result, beneficiaries to whom this applies will continue to pay a lower premium.

For those members receiving post-retirement medical benefits paid for by the state of New Jersey, the standard Medicare Part B premium is reimbursed in the member's pension check. Any income-related adjustment paid by enrollees or their spouse/partner is reimbursed at the end of the year in which the adjustment is paid, only after the proper paperwork is filed with the NJ Division of Pensions and Benefits. Notice on how to file for any income-related adjustment reimbursement will be sent to retirees, as well as posted on the NJ Division of Pensions and Benefits website, by early February.

If you have questions about your Medicare Part B premium, call 800-MEDICARE (800-633-4227.) Any questions regarding the reimbursement process should be directed to the NJ Division of Pensions and Benefits at 609-292-7524.

INCOME LEVELS FOR SINGLES	INCOME LEVELS FOR JOINT FILERS	2022 PREMIUMS
\$91,000 or below	\$182,000 or below	\$170.10
\$91,001 to \$114,000	\$182,001 to \$228,000	\$238.10
\$114,001 to \$142,000	\$228,001 to \$284,000	\$340.20
\$142,001 to \$170,000	\$284,001 to \$340,000	\$442.30
\$170,001 to \$499,999	\$340,001 to \$749,999	\$544.30
\$500,000 or above	\$750,000 or above	\$578.30

2022 MEDICARE PART D PREMIUMS FOR INCOMES ABOVE \$91K

Since Jan. 1, 2012, all Medicare-eligible retirees enrolled in the School Employees' Health Benefits Program (SEHBP) are automatically enrolled in the state-selected Medicare prescription plan, which is currently OptumRx. This program includes the Medicare-eligible retiree to be enrolled automatically in Medicare Part D.

While there is no standard Medicare Part D cost associated with the program, enrollees whose incomes exceed the legislated threshold amounts—\$91,001 in 2020 for a beneficiary filing an individual income tax return or married and filing a separate return, and \$182,001 for a beneficiary filing a joint tax return—will pay a monthly, income-related payment. Please see the chart below for specifics.

The Social Security Administration uses the income reported two years ago to determine the Part D beneficiary's payment. In other words, the income reported on a beneficiary's 2020 tax return is used to determine whether the beneficiary must pay a monthly, income-related payment in 2022. Beneficiaries whose incomes decreased significantly in the past two years, may request that information from more recent years be used to calculate the payment.

For those members receiving post-retirement medical benefits paid for by the state of New Jersey, the monthly, income-related payment for both them and their dependents is reimbursed at the end of the year in which the payment is paid, only after the proper paperwork is filed with the NJ

Division of Pensions and Benefits. Notice on how to file for any income-related adjustment reimbursement is sent to retirees, as well as will be posted on the NJ Division of Pensions and Benefits website, by early February.

If you have questions about your Medicare Part D monthly income-related payment, call 800-MEDICARE (800-633-4227). Any questions regarding the reimbursement process should be directed to the NJ Division of Pensions and Benefits at 609-292-7524.

INCOME LEVELS FOR SINGLES	INCOME LEVELS FOR JOINT FILERS	2022 PREMIUMS
\$91,000 or below	\$182,000 or below	\$00.00
\$91,001 to \$114,000	\$182,001 to \$228,000	\$12.40
\$114,001 to \$142,000	\$228,001 to \$284,000	\$32.10
\$142,001 to \$170,000	\$284,001 to \$340,000	\$51.70
\$170,001 to \$499,999	\$340,001 to \$749,999	\$71.30
\$500,000 or above	\$750,000 or above	\$77.90

CENTENNIAL EVENT A GO!

It's finally here! With COVID cases falling and vaccination rates rising, the NJREA 100th Anniversary Committee rescheduled its long-awaited gala event to properly celebrate the organization's centennial milestone.

NJREA members can mark their calendars for Sunday, May 1, 2022, from noon to 4 p.m. to join us at the Grand Marquis in Old Bridge, where 500 NJREA members, NJEA staff and friends will gather to recognize our achievements over the last 100 years and salute more than 60 NJEA/NJREA members who are centenarians as well.

Party-goers can expect fine food, live entertainment, a photo booth and a commemorative picture frame. A memory book featuring photos and historical retrospective of NJREA's accomplishments on behalf of public school education and its employees will be a keeper.

Reservations will be accepted until March 1, 2022. RSVP to join the celebration by visiting njea.org/njrea.

So, as the expression goes, the "third time's the charm," and our rescheduled party is bound to be amazing, especially if we see you there.

Around the counties

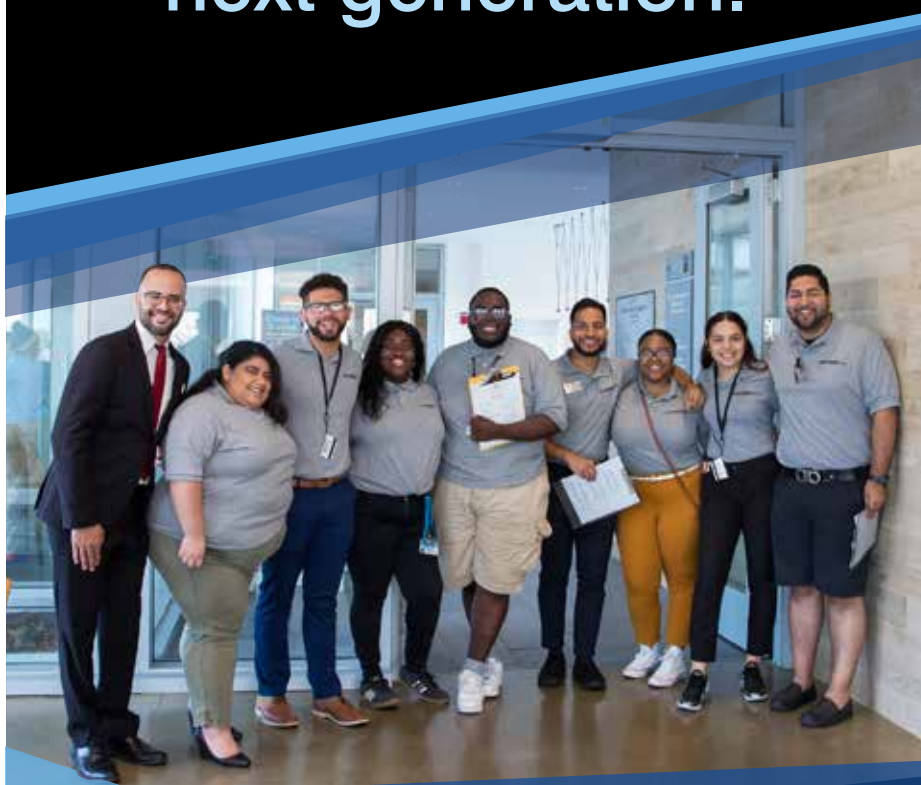
Because of COVID-19 concerns and restrictions, all meetings/ events are subject to change. For questions, call your county REA. For trip details, check the county newsletter.

The **SALEM COUNTY REA** will hold its winter meeting/luncheon on Monday, Feb. 28 at St. John's Episcopal Church in Salem. Member benefits will be the topic. The cost is \$17. To attend, call Rosemma Ward at 856-467-0782.

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Coming to a board meeting near *you*

Be prepared for challenges to books and curricular resources in your school district

While most school board meetings are quiet affairs with relatively few members of the public present, in an increasing number of places nationally and across New Jersey, board meetings have become less sedate. Media coverage of these school board meetings shows residents attending school board meetings loudly opposing mask mandates and other COVID protocols. But while the news tends to focus on community responses to district COVID policy, residents in a growing number of communities—including right here in New Jersey—are showing up at board meetings challenging the literature used in district curricula and on school library shelves.

At many school board meetings, the same lists of books are being challenged, pointing to the reality that this is part of an organized campaign, not a mere coincidence.

In addition to challenges at school board meetings, board members, school librarians and other educators have reported threats to their livelihoods and physical safety for the professional decisions they have made concerning what books are made available to students. NJEA condemns these threats and implores members receiving them to report them to their administrators, their association representatives, and, in cases involving threats of violence, law enforcement.

On the American Library Association's list of the top 10 most challenged books, literature addressing race, sexual orientation and gender identity dominate the themes, but there is a striking difference between what books have been challenged in recent years. In 2019, for example, eight of the 10 books on the list were challenged for LGBTQIA+ content. In 2020, while a novel about a transgender girl topped the list, seven of the top 10 most challenged books contained race-related content.

At its March 19, 2016 Delegate Assembly meeting, NJEA reaffirmed its longstanding policies on intellectual freedom and access to

instructional materials in a policy titled "Equity in Instruction and Instructional Materials." This policy, which begins with the words "NJEA believes that equality for all individuals should extend to their representation in instruction and in instructional materials," is illustrative of NJEA's belief in equity, intellectual freedom and in being honest with our students when teaching the full story of America's history and its ongoing struggle for racial justice.

The state of New Jersey has demonstrated its commitment as well, through the creation of the Holocaust Education, the Amistad, and the Asian American Pacific Islander commissions, as well as a requirement for instruction in the societal and historical contributions of LGBTQ figures and people with disabilities.

Moreover, on March 1, 2021, Gov. Phil Murphy signed legislation requiring instruction to "highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have at

both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs."

School librarians and media specialists use their expertise to meet the requirements of such state laws and regulations, district curricula, and their day-to-day experience with students and staff to understand, anticipate, and appropriately respond to the information needs and reading interests of the school community. The work school librarians and media specialists do, which requires a graduate degree, builds school libraries that reflect a diversity of viewpoints, ideas, and authors that stimulate students' intellectual growth, social development and emotional well-being. Their deliberative work should not be undone through reactionary censorship campaigns.

Members of the community have the right to ask questions about and even challenge what their schools teach and which books are selected for the shelves of district libraries. But the fate of any title should not be based on the temperature of a school board meeting, the decibel level of a vocal segment of the community, or the agendas of any political party.

Nearly all school boards in New Jersey have policies and established procedures to address challenges to books and other curricular resources. All NJEA members should become familiar with the policies and procedures in their districts and consult with their districts' librarians and media specialists to determine whether the policies are objective, impartial, and protective of freedom of thought and inquiry.

Perhaps most importantly, members should pay close attention to what is happening at the school board meetings both where they work and where they live to ensure that school libraries remain havens of truth and intellectual freedom. 🌟

“

At many school board meetings, the same lists of books are being challenged, pointing to the reality that this is part of an organized campaign, not a mere coincidence.

Exceptional Children Conference 2022

Creating Learning Environments for ALL Students

Saturday

April 30, 2022

Hyatt Regency New Brunswick

2 Albany Street,
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Keynote: LeDerick Horne

Artist of the Spoken Word, Advocate for People with Disabilities, Ambassador to All

Diagnosed with a learning disability in the third grade, LeDerick Horne defies all labels. He's a dynamic spoken-word poet, a tireless advocate for all people with disabilities, an inspiring motivational speaker, and a bridge-builder between learners and leaders across the U.S. and around the world who serves as a role model for all races, genders, and generations.

In addition to students and educators, he regularly addresses an array of academic, government, social, and business groups, including appearances at the White House, the United Nations, Harvard University, Mercedes-Benz Fashion Week, the National Association of State Directors of Special Education, and departments of education in states across the nation.

COST:

Early-bird special (register by March 11):

\$30 for NJEA members

\$15 for NJEA Preservice members

Regular registration (deadline is April 15):

\$60 for NJEA members

\$30 for NJEA Preservice members

Registration fee includes program, continental breakfast and lunch.

The conference provides five hours of professional learning credit.

PREREGISTRATION IS REQUIRED:

Register online **ONLY*** at njea.org/ecc2022

*NJEA Preservice, purchase order, and non-NJEA member registrations are not available online and must be placed with the conference registrar.

Nonmember registrations, if available, will be at the full conference cost.

Registrations are accepted on a first-come, first-served basis. No on-site registration.

If you have a special physical, communication, dietary, or other disability-related need that may require assistance or accommodations to permit or facilitate your attendance/participation in the conference please contact the conference registrar.

We will ensure the health and safety of participants by applying protocols consistent with CDC recommendations at the time of the event.

Conference registrar: Brielle Allison, ballison@njea.org or 609-310-4259



Conference Schedule:

7:30 – 9 a.m.

Registration and
continental breakfast

9 – 10:30 a.m.

Welcome and keynote
presentation

10:30 a.m. – 12:30 p.m.

Breakout Session I

12:30 – 1:15 p.m.

Lunch / Member Networking

1:15 – 3:15 p.m.

Breakout Session II

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