

NEW JERSEY EDUCATION ASSOCIATION

January 2018
NJEA.ORG

REVIEW



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LEFT: Members of the NJEA Youth Services Committee toured the Lawrence Township location of the Boys and Girls Clubs of Mercer County, as part of a plan to assist local associations in building partnerships in their communities with Boys and Girls Clubs and similar organizations. David Anderson, the president and CEO Mercer County Boys and Girls Clubs, led the tour. From left: Noelle Ebler, Chris Carpenter, Shannon Pizzuta, Anna Hanzes, Anderson, and Elsie Diaz.

RIGHT: The educational support professional members of the Vineland Education Association took to the streets again this year for their annual holiday parade. This year's theme was "Toy Story" to hit home the messages, "We nurture your children from Preschool to Beyond" and "You've got a friend in us." From left: Joann Constantine, Mil Johnson, Jonathan Gonzalez, Patricia Freiling and Patrick Casazza.



BELOW: New Jersey State Teacher of the Year Amy Andersen was honored at a New Jersey Devils game on Nov. 22 when the Devils faced off against the Boston Bruins. She was accompanied by NJEA Vice President Sean M. Spiller, who captured her moment on the big screen.



ABOVE: NJEA Membership Committee member and Newark teacher, Linda Kelly-Gamble, is proud of three new members of the Newark Teachers Association, an NJEA affiliate. From left: Julia Pacheco, Kelly-Gamble, Cindy Carbone and Martine Vancol. All four are teachers at Dr. E. Alma Flagg School and are proud to join the NTA-NJEA family.





20 | SOARING WITH STEAM

A personal connection with nature provides irreplaceable benefits to our quality of life. Learn about an innovative approach to environmental education that gets you and your students outdoors and around the state.

**BY STEPHANIE DALESSIO AND
DAVID WHEELER**

FEATURES



24 | CHOIR TO HEAL A COMMUNITY

Students at The Learning Community Charter School answered the call to sing in support of the women of Afghanistan and empowered themselves in the process. The choir they created offers music of healing and joy for their neighborhood and school community.

BY MEERA JAFFREY



26 | A CENTURY OF CURRICULUM

Franklin Bobbitt may not be a household name in your faculty room, but his work 100 years ago had an impact on how you organize instruction in your classroom. His 1918 book, *The Curriculum*, created a new specialty in education and had an impact on schools around the world.

BY KEITH MASON, PH.D.



30 | PREVENTING YOUTH SUICIDE

Suicide is the second leading cause of death for children and young adults, ages 10 to 24, but it takes an average of eight years between the onset of symptoms of mental illness and a diagnosis. The Spread the Love Foundation, based in Atlantic County is working to change that.

BY MANDI DORRELL



34 | RESOLVE TO GET DIRTY AND BE HEALTHY

Team NJEA Tough Mudder discovered that working as a team at the Tri-State Tough Mudder in Englishtown had benefits for their physical health and their sense of unity as NJEA members. This article also offers tips from a school nurse on how to make—and keep—your New Year's resolutions.

BY KIMBERLY CRANE

COLUMNS

PRESIDENT'S MESSAGE 7
Building connections

THE ADVOCATE 8
Know. Lead. Act.

THE BULLETIN BOARD 10
Cool stuff to check out

THE LAW AND YOU 13
Child abuse allegations

THE NJEA REPORT 14
Education in the news

HEALTH AND SAFETY 36
Control asbestos

THE TOOLBOX 39
The best resources for your classroom

PROFESSIONAL DEVELOPMENT 40
Your student growth objective

CLASSROOM CLOSE-UP NJ 41
Highlights of NJEA's Emmy-award winning show

SUSSEX TO CAPE MAY 42
Workshops, field trips, grants, and more

PRESERVICE MEMBERS 45
Leadership matters

RETIRED MEMBERS 46
News and events

MEMBER BENEFITS 49
Get your money's worth

GOVERNANCE 50
May DA minutes

STAFF NEWS 53
Hires and promotions

PROUD MOMENTS 68
PRIDE in our public schools

COMING UP 69
What's next at NJEA

FINAL EXAM 70
Battle for the net

54 | 2018 NJEA ORGANIZATIONAL DIRECTORY

Learn who's who on NJEA's governing bodies, committees and staff.

18 | BOARDWALK RUN RESULTS

From start to finish, see how fast your colleagues and friends run.



ON THE COVER:

A young scientist investigates an active osprey nest at Sedge Island with CWF Habitat Manager Ben Wurst. See Page 20.

PHOTO BY
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REVIEW



Editorial Director Steven Baker
Editor Patrick Rumaker
Associate Editor Kathryn Coulibaly
Art Director Jennifer C. Marsh
Graphic Designer Tara M. Buck
Advertising Liz Murphy

180 W. State St., P.O. Box 1211, Trenton, NJ 08607-1211 • 609-599-4561 • NJEA.org

President: Marie Blistan | Vice President: Sean M. Spiller | Secretary-Treasurer: Steve Beatty

EDITORIAL & PUBLISHING OFFICES

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Attn: Membership Processing
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Annual membership dues are: Active professional: \$897 (full time); \$448.50 (part time) \$448.50 (on leave). Active supportive \$438 (full time) \$219 (part time) \$219 (on leave). Retired: \$84; \$985 (retired life). Retired ESP: \$59; \$610 (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*.



Building connections to educate and encourage



It has often been said that education is a connected, collaborative profession. We lean on each other, regardless of job description, to ensure that our students have what they need to succeed as learners and as human beings. In order to be successful, we share information, insight, and resources with each other to provide for our students' many needs.

This month's issue of the *Review* builds on that theme of connection with several articles. In "Curriculum and Its One Hundred Years of Evolution," we look at the history of curriculum development and how it has evolved to meet a changing world.

In "Soaring with STEAM," Conserve Wildlife spotlights the work it does with NJEA members to help students connect with the environment and to help them better understand their place in the world—as well as their responsibility to it.

Our responsibility to each other—and the ways that we can build each other up through connection—is reflected in "A Choir to Heal a Community" and "Preventing Youth Suicide." These are challenging times, and we need to lean on each other by asking for, and providing, help. Every person has something to give. Using those talents to aid others can be a powerful boost to our own self-esteem, while showing others how much we value them.

Finally, strengthen your connection to NJEA by using the organizational directory to explore the areas that interest you, and to connect with those responsible to assist you in meeting your—and fellow members'—goals in those areas. This is a member-driven organization; we rely on you to share your time, talents, and enthusiasm to ensure that it remains one of the strongest labor unions in the nation. The organizational directory begins on Page 54.

As always, thank you for all that you do for public education, but most especially for building strong connections with your students, their parents and your colleagues!

Marie Blistan

NJEA President Marie Blistan (l) congratulates Pat Provnick at the Nov. 19 celebration of Provnick's retirement.

On Aug. 31, Provnick completed her term as president of the New Jersey Retirees' Education Association.

Officers Online

Marie Blistan
Twitter

Gov-elect Murphy at a tribute for Sandy Hook tragedy & for safer gun laws. Speaks to his large transition team!

On Dec. 14, NJEA President Marie Blistan tweeted a photo she took of Governor-elect Phil Murphy speaking at a memorial to honor the victims of the shooting at Sandy Hook Elementary School in Newtown, Connecticut. Blistan serves on the governor-elect's transition team, co-chairing the Advisory Policy Committee on Education, Access, and Opportunity.

Sean M. Spiller

Facebook (SpillerForNJEA)

Talk about fun! We filmed Classroom Close-up, NJ today at Fernbrook School in Randolph. Kids planned out businesses and I then had the chance to dine, post and relax at each.

NJEA Vice President Sean M. Spiller is the host of NJEA's "Classroom Close-up NJ," the association's television show that airs on NJTV and highlights the great work our members do every day in the state's public schools.

On Dec. 5, the show visited Molly Ziegelstein's kindergarten class. Spiller posted photos of his day there.

Steve Beatty

Facebook (Steve Beatty: Secretary-Treasurer of the NJEA)

Thank you Lisa Willever (of Nicky Fifth fame) for having us on "Brainstorm" to discuss high-stakes tests and their impact on evaluations. Looking forward to further discussion and to educating the public!

NJEA Secretary-Treasurer Steve Beatty posted a photo of his appearance on "Brainstorm" with NJEA staff member Christine Miles and host Lisa Funari Willever to discuss standardized testing. "Brainstorm" is Willever's new television show on NJTV.

Know. Lead. Act.

NEA RA delegates head to Minneapolis

Over 9,000 delegates attend the National Education Association Representative Assembly (NEA RA). The delegates are charged with setting policy for the 3-million-member organization. New Jersey sends between 500 and 600 delegates to the NEA RA, which this year will be held in Minneapolis, Minnesota from July 1 to July 7.

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 also elect members to the NEA Executive Committee. If any vacancies occur in other NEA officer or 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. 16.

All local affiliates must hold elections for local delegates and successor local delegates and inform NJEA of the results no later than April 10.

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 2010 U.S. Census, 41 percent 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 be a member of 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 he or she will 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 seeks apprentices

Applications now available

Are you looking for a new challenge?

Would you like to develop skills to prepare for an association leadership role?

Have you thought about what it would be like to join the NJEA staff?

Consider applying to be part of the 2018-20 NJEA Bolivar L. Graham Practicing Apprentice Program.

NJEA created the apprentice program to provide ethnic-minorities and women with the opportunities, knowledge and skills needed for association governance roles and potential NJEA staff employment. Graduates of the program include current full-time NJEA staff members, part-time NJEA consultants, and many statewide, county and local leaders.

All applicants will be required to attend an open house in March. The program will run from July 2018 through May 2020. In the first year of the program, apprentices attend monthly weekend sessions that provide intensive training in communications, leadership, human relations, team building, organizational structure, and other skills. In addition, apprentices attend core activities that include a variety of NJEA conferences and meetings. In the second year, apprentices independently refine the skills learned with program support as well as represent the program at NJEA conferences and events.

Each apprentice is assigned a mentor from the NJEA staff.

Please visit www.njea.org/apprentice for details and an application. You will need to log in using your pin and password.

You may also contact the NJEA Human Resources Office at 609-599-4561 or HR@njea.org.

NJEA elections 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 his or her 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. Members must submit a personal email address and cellphone number.

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

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

NJEA elections calendar 2018

The Delegate Assembly, on Jan. 11, 2014, amended the NJEA Bylaws resulting in a change to the election calendar. 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. 16

- Official membership count
 - Initial membership file sent to election vendor (Intelliscan)
 - 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)

*NJEA Executive Committee, NJEA Delegate Assembly/Delegate Assembly Alternate

Jan. 23 (Jan. 25 – Inclement weather back-up date)

- 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

Feb. 1 to Feb. 26 (As established by NEA)

- Feb. 1: NJEA RA online self-nomination begins: 12:01 a.m.
- Feb. 26: NJEA RA online self-nomination begins closes: 11:59 p.m.

Feb. 23

- Deadline for county and unit nominating committees to convene.

Feb. 26

- Deadline for county and unit nomination registration for NJEA Executive Committee, Delegate Assembly, and Delegate Assembly Alternate with election vendor (Intelliscan) by county or unit designee.

- Deadline for receipt of on-line self-nomination forms for state delegates to the NEA Representative Assembly (11:59 p.m.)

Feb 27

- Petition deadline for nominations of county and unit elections, NJEA Governance positions, and constitutional amendments (5 p.m.)
- Deadline to make new nominations, in the event of a vacancy.
- Deadline for candidates to withdraw their names from nomination (must notify NJEA Headquarters by 5 p.m.)
- Deadline to register to vote online and not receive a mail ballot

March 5

- NEA Representative Assembly: Election vendor (Intelliscan) conducts random drawings for ballot positions for state-wide units, drawings for state NEA RA ballot positions.
- Deadline for candidates to verify correct spelling and format of names and school districts for ballots.

April 2 to April 16

- Balloting
- Ballots due by noon April 16, 2018 at the address supplied with the ballots.

April 30

- Election Committee mandatory meeting to validate election results
- Election Dispute Hearings on challenge of actions related to the elections not processed.

May 1

- 2018-19 election cycle begins

All dates subject to change.

Note: Failure of a candidate to properly validate their nomination on-line will result in disqualification.

Local NEA RA election results must be received at NJEA headquarters no later than Monday, April 10, 2018.

In accordance with NJEA Bylaws, the Election Committee may change the balloting period. In the event the balloting period is changed, the new balloting period will be published in the March issue of the *NJEA Review* and posted at njea.org. 📄



Selfie of the month

On a Dr. J. P Cleary schoolwide trip to the Philadelphia Zoo, Buena Regional EA members stopped for a quick selfie on a perfect day to be outdoors with students. From left to right we have BREA members for fourth grade, Stephanie Guenther, Heather Grealis, Samantha Valenti, and Sandra Peart.

Attending a local, county or state training or meeting? Working a PRIDE event? Send your selfies to NJEAreview@NJEA.org. Be sure to identify where the picture was taken and the members who appear in the photo.

Vote electronically in the 2018 NJEA elections

NJEA's 2018 elections will again feature the option of online voting. Members may choose to vote by mail or register to vote online. The initiative is designed to improve member participation in the democratic process, while reducing cost of conducting the annual elections.

Registration for online voting will be available to members starting on Feb. 1, 2018, at njea.org/NJEAelections. Members who do not register to vote online will automatically receive a ballot in the mail.

Using any electronic device, members who have registered to vote online will log on and link to their ballot by entering their PIN, which can be found on their membership card. All ballots will be encoded to ensure both member and ballot security, while protecting the constitutional principle of one-person, one-vote.

Information regarding registration and online voting will be published at njea.org and through electronic and postal mail notification to members.

Cool Stuff

Holocaust Commission to coordinate 2018 summer seminar in Europe

Partial scholarships available for NJEA members

The New Jersey Commission on Holocaust/Genocide Education coordinates an annual summer seminar in Europe for New Jersey educators to visit the sites of the Holocaust. The 2018 program will run from July 18 to Aug. 2, visiting Germany, the Czech Republic, Poland, and Holland. Maud Dahme, a member of the commission who survived the Holocaust as a hidden child, leads the tour.

Through an NJEA grant, partial scholarships are provided to NJEA members; however, all others are invited to participate. At this time, the estimated out-of-pocket cost of the trip will be \$3,650 for NJEA members and \$6,500 for all others who are interested in participating.

NJEA members who participate are expected to use what they learn on the tour to teach about the Holocaust and other genocides in their schools, their communities, and their local and county associations.

Note that the trip will involve substantial walking and not all sites are handicapped accessible.

Visit njea.org for further details and to indicate your interest in the tour. For questions, write to holocaust@doe.state.nj.us.

BookSmiles places books in the hands of children

BookSmiles is a coalition of teachers, families and book-donors determined to give underserved children a chance to build personal libraries. The organization offers parents, teachers and educational support professionals the support to gather tens of thousands of gently used books so that all children can grow up in homes filled with stuffed bookshelves.

Larry Abrams, an NJEA member and English teacher at Lindenwold High School, is the founder of BookSmiles. He notes the economic disparity in book ownership. In middle class and affluent districts, most children grow up owning dozens or hundreds of book, but children living near or below the poverty line have none or very few. Many families in Lindenwold lack the means to give their children very many books.

Since September 2016, BookSmiles has collected over 16,000 books from generous families, houses of worship, scouting troops, Barnes and Noble, and young people pursuing service projects. High school students and volunteers have sorted the books and put nearly all of them into the hands of parents and children.

Children most often select books through pop-up book fairs, where they can go “shopping” as they do at Scholastic book fairs. BookSmiles’ quality books are always free.

To contact Abrams, to donate books, or to learn how to start your own chapter of BookSmiles, visit booksmiles.org.

Enter the New Jersey Hall of Fame essay contest

New Jersey public school students are invited to participate in the New Jersey Hall of Fame essay contest. Students may nominate potential Hall of Fame inductees—living or deceased. Nominations may include famous people as well as ordinary citizens who do extraordinary things. Students should research or interview, if possible, the person they wish to nominate and write an essay no longer than 500 words.

Essays must be typed and double-spaced. The student must include his/her name, age, grade level as of March 15, 2018, address, phone number, parent/guardian’s name, school name, and school district. If the essay is a school project, the student should also include the name of the teacher who assigned the activity.

Nominations must be postmarked by March 16, 2018. Send entries to NJ Hall of Fame Contest, NJEA, PO Box 1211, Trenton, NJ 08607-1211, Attn: Dawn Hiltner or email dhiltner@njea.org with “NJHOF Essay Contest” in the subject line.

Entries will be divided into two age categories: Intermediate (Grades 4 through 8) and High School (Grades 9-12). Entries will be judged by a panel of NJEA and New Jersey Hall of Fame representatives. Winners will be notified by early April. The winning students will be invited to the New Jersey Hall of Fame Induction Ceremony on May 6, 2018.

The winning students’ nominations will be forwarded to the New Jersey Hall of Fame Academy for consideration in 2019. This ethnically and culturally diverse body is composed of 100 of New Jersey’s most prominent organizations and media outlets. They will review nominees and ultimately select Hall of Fame nominees to be put forth for the public vote in the fall. NJEA serves on the Voting Academy.

For more information about the New Jersey Hall of Fame, visit www.njhalloffame.org.

NJEA and New Jersey Hall of Fame announce scholarship opportunity

NJEA and the New Jersey Hall of Fame (NJHOF) announce the renewal of the Arête Scholarship, which annually grants a \$5,000 scholarship to a male and a female New Jersey high school graduate. The recipients are recognized at the annual New Jersey Hall of Fame’s induction ceremony. Scholarship applications are due on March 17, 2018.

The term “Arête” comes from Plato and refers to “the realization of one’s highest sense of self.” The scholarship is given to help a young man and women realize their own pathway to greatness. Applicants must demonstrate academic engagement, character and a commitment to their community.

2017 Arête scholarship winners Christina Batista and John Davern, both from Manchester Township High School, were honored at this year’s Hall of Fame Red Carpet Induction Ceremony alongside the distinguished inductees.

To apply for the Arête Scholarship, direct students and their families to njhalloffame.org/arete-application.

Take a ride on the State House Express

The State House Express program provides small grant awards to eligible middle school and high school teachers who wish to take their students to Trenton. The grants are designed to help pay for bus rental to the capitol for a guided tour and firsthand examination of the Legislature's role in our system of representative democracy.

Awards are generally \$300. Schools in Atlantic, Bergen, Cape May, Cumberland, Gloucester, Passaic, Salem, and Sussex counties are eligible for \$350 grants because of their distances from Trenton. The State House Express program is funded by the New Jersey Legislature and is administered by the Eagleton Institute of Politics at Rutgers University in collaboration with the Office of Legislative Services at the State House in Trenton.

Teachers may submit applications for the 2017-18 program at any time during the academic year. Awards are distributed on an ongoing basis, with a decision made as soon as the applications are received.

Eligibility requirements are:

- Middle and high school students only (grades 6-12).
- A minimum of 25 students.
- The tour must take place before the end of the academic year in June 2018.
- All eligible teachers are encouraged to apply, including those who have received the award in the past. In special circumstances, separate grants may be awarded to different teachers in the same school.
- Other school groups or organizations who do not meet the exact criteria specified above may also apply and will be considered on a case-by-case basis.

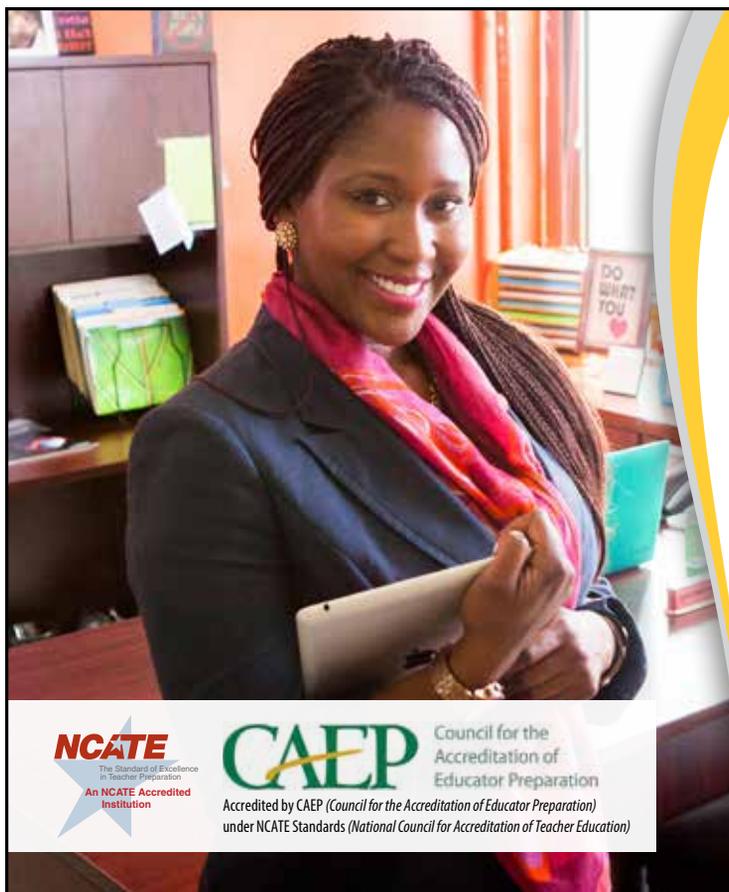
Applications are available at www.eagleton.rutgers.edu. For more information, contact Gloria Minor at 848-932-8750 or gminor@eagleton.rutgers.edu.

Nominate students for the Princeton Prize in Race Relations

The Princeton Prize in Race Relations is an awards program for high school students who lead and organize efforts to improve race relations within their schools or communities. The prize was founded in 2003 to support and encourage young activists committed to improving race relations. We encourage applications from any current student in Grades 9-12 who, in the past 12 months, has organized and played a leadership role in a volunteer effort that has positively impacted race relations in his or her school or community.

First prize is a \$1,000 award and an all-expenses-paid trip to Princeton University to attend the Princeton Prize Symposium on Race. Runners-up receive Certificates of Accomplishment. We have two awards programs in New Jersey, one for northern New Jersey and one for central and southern New Jersey.

You can nominate students at pprize.princeton.edu. We will send them a link to the application and encourage them to apply. Applications must be received by Jan 31. 📧



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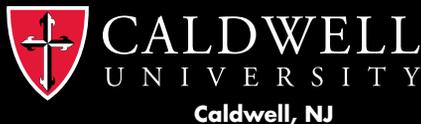


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 - A Framework for Continuous School Improvement: The Connected Action Roadmap and Professional Learning Communities - January 23, 2018
 - Securing Your First Administrative Position - February 2, 2018
 - Special Education - March 1, 2018
 - Evaluation and Feedback/Having Difficult Conversations - April 17, 2018
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The Law and You

Protecting yourself

during child abuse investigations

By Lou Bucceri, esq.

For anyone who works in a school, an allegation of child abuse leading to an investigation by the Department of Children and Families (DCF) is an occupational hazard. Consequently, all NJEA members should be prepared for how to respond to an accusation of abuse. For decades the law regarding the prevention of child abuse and neglect (N.J.S.A. 9:6-8.10) has provided for a report and investigation of any “reasonable cause” to believe conduct potentially injurious to a child has occurred. Those investigations in a school setting are conducted by the Institutional Abuse Investigation Unit (IAIU) of the DCF (formerly DYFS).

The IAIU’s definition of “reasonable” has become synonymous with “every” allegation of child abuse or neglect. In order to protect themselves from a DCF accusation of neglect, administrators automatically file a report with IAIU whenever any allegation of physical contact is reported, even when there is no injury and no reason to believe the report. That is the reality that has led to NJEA providing attorneys to represent hundreds of certified and support staff school employees each year in IAIU child abuse and neglect investigations.

Since 2013 DCF has attempted to hoard information about staff members who are investigated, even when their own investigators find insufficient evidence to support a finding of abuse or neglect. Over the last 20 years, NJEA attorneys have repeatedly taken cases to the Superior Court, Appellate Division, to rein in IAIU’s attempts at inserting negative comments about employees in reports that otherwise declare them to be innocent of any abusive conduct. On multiple occasions, the court has required IAIU to rewrite its reports to exclude groundless negative commentary, eliminate attempts to coerce employers to impose discipline when no abuse was found and required the agency to honor school employees’ constitutional right to due process.

Do not make the mistake of talking to the investigator on your own, no matter how much they attempt to tell you that it is a minor matter. No such allegation is minor until it is dismissed.

What to do if you are the subject of an investigation

If you are an NJEA member and you are advised that you are the subject of an IAIU investigation, contact your NJEA UniServ office immediately so that you can be assigned legal counsel. Do not make the mistake of talking to the investigator on your own, no matter how much they attempt to tell you that it is a minor matter. No such allegation is minor until it is dismissed.

Having legal counsel gives you the advantage of knowing what to expect. Having a lawyer participate in your investigatory interview assures that there will be no miscommunication between you and the investigator. It also assures that you will not leave out important information and that you will have a witness to verify the accuracy of any later reports about your statement. Never discuss the situation that led to the allegation with students, staff or the administration once it is known that IAIU is involved. Doing so could compromise your defense by leaving you open to accusations of attempting to influence witnesses or of giving conflicting statements. If you need to meet with the administration at a later date you will have the advantage of doing so with representation after the outcome of IAIU’s investigation is known.

NJEA’s cadre of lawyers are among the most experienced in the state in dealing with such allegations, defending them and assuring that the excesses of government are brought under control. Your NJEA dues help you preserve your career when you are falsely accused of misconduct. Your reputation deserves to be preserved. Do not fail to call on NJEA when it is under attack. 🛡️

Lou Bucceri, Esq. is a partner at Bucceri Pincus, and is one of NJEA’s network attorneys.

Your NJEA dues help you preserve your career when you are falsely accused of misconduct.

The number of states that, in the aftermath of the Great Recession, have done a better job than New Jersey in restoring state funding for K-12 education. Source: Center on Budget and Policy Priorities, "A Punishing Decade for School Funding" Nov. 29, 2017. bit.ly/schoolfundingrank

NJEA Report

Parsippany-Troy Hills educators take to the stage

Cooperative effort raises funds for hurricane ravaged schools

In August, Parsippany-Troy Hills elementary music teacher Jim Caulfield sat watching his television as Hurricane Harvey battered the Houston metropolitan area in August.

"Watching the news, your heart goes out to these families and children," Caulfield said. "Many of us have lived through horrible natural disasters. We know what they leave behind."

Soon after, Hurricane Irma struck the Florida Keys.

"I started thinking of ways that we can help those who were in need, particularly the schools in those areas," Caulfield added.

During Caulfield's 17 years in the Parsippany-Troy Hills School District, he learned that many of his colleagues had musical backgrounds, so he decided a musical benefit might be a great opportunity for him and his colleagues to help schools devastated by the hurricanes. He contacted Parsippany-Troy Hills Education Association (PTHEA) President Joe Kyle about sponsoring the event.

"I thought it was an awesome idea," Kyle said. "We're always happy to hear innovative ideas for the PTHEA. We thought it was important to hold this event while the images of the hurricanes were fresh in our minds—we had less than two months to plan. There was a lot of work to do. And then when Hurricane Maria hit Puerto Rico so hard, we knew we must include it as well."

Caulfield and Kyle met with the new superintendent, Dr. Barbara Sargent, who immediately pledged district support of the event.

Community service nothing new for PTHEA

PTHEA Vice President Jay Duhl noted that PTHEA participates in several community initiatives throughout the year, including holding an annual health fair and food bank drive along with sponsoring two little league teams. This was the first time, however, that PTHEA participated in a joint venture with the district.

"We had so many people sign up to help," Duhl said. "Together, the president of the PTHEA, the superintendent of schools and a board of education member greeted the public and sold tickets. Behind the scenes, volunteers from across the district served as technical crew, stage hands, ushers, food service assistants and more. It was truly a joint venture in every way."

Caulfield added that it was the collaboration between the association and administration that helped achieve the event's success.

"Our superintendent, principals and supervisors were all on board and helped us out whenever possible," Caulfield said. "Our association reps made sure our event was publicized throughout the district. Many of our members connected with community organizations and places of worship to ensure we got the support we needed."

Ovations for Relief

The result was Ovations for Relief, which raised \$4,000 for schools affected by Hurricanes Harvey, Irma and Maria. The Nov. 2 event was staged at Parsippany High School Auditorium.

The evening began with a welcome from Sargent and Kyle. Then the color guard of Boy

Scout Troop #72 led the Pledge of Allegiance. The Parsippany High School Choir performed "The Star Spangled Banner," led by PTHEA member Christine Wilson.

"Having our high school choir and the scouts involved reminded us what this event was all about: the students—both here and in areas needing our help," Caulfield said.

The program included variety of staff performances ranging from show tunes to contemporary rock, mind-reading and comedy skits. Many staff members teamed up for duets and trios, along with performances by the PTHSD Music Teachers Jazz Band. For several of the staff, it was their first time on stage.

"Our members never hesitate to put themselves out there," Kyle said. "They volunteered countless hours, preparing, rehearsing, and planning. Whenever we need them, whether for our health fair, our food drive, or this new benefit, PTHEA members are there, willing to give it their all."

"The concert was an excellent opportunity for teachers to give back to our community as performers and to show other communities around the country and beyond that we are thinking of them in the wake of these devastating storms," said music teacher Kristen Webb, who performed that evening.

"I am proud to be part of a community of givers that serve as role models for our students," concurred English teacher Mark Zacharia, who performed mind-reading and comedy during the evening.

"We were thrilled to see that we filled the house," Duhl said. "We are so very proud to be a part of such a caring community," Duhl

said, noting that donations and admissions exceeded all expectations.

Duhl traveled to the Florida Keys just weeks after Hurricane Irma ravaged the region.

"There was so much devastation: houses destroyed, debris lining the street, so much to be rebuilt from scratch, Duhl remembered. "It gave me a great perspective of the service and support we can provide, school-to-school."

Donations to Florida, Texas and Puerto Rico

Checks for approximately \$1,000 each were sent to schools in Marathon Key in Florida; Orocovis in Puerto Rico; and Houston and Galveston in Texas.

"It says volumes about our educators," Caulfield said. "We love kids and we love our towns. A lot of heart went into this event."

Patrick Long, a Language Arts teacher who performed a comedy skit, elaborated.

"As a teacher, I feel like I belong to a global community," he said. "This benefit was the perfect opportunity to contribute to that community in a positive way."

"It also strengthens the relationships when the administration and the association can work together for a great cause," Kyle added. "We are hopeful that we can continue collaborating on other issues and initiatives."

Caulfield knows they will.

"I've already inquired about an event next year," he said. "There will always be a need or a cause, and if we can help another school or another group, why not?"



LEFT: PTHEA Executive Board members made a strong showing at Ovations for Relief, the Parsippany-Troy Hills hurricane fundraiser. From left: Secretary Sarah Wills, Grievance Chair Damaris Delgado, President Joseph Kyle, Vice President for Public Relations Jay Duhl, Vice President-Chief Negotiator Christina Zarcone, and Secretary Rhonda Pritchard.



LEFT: Students at Marathon High School in Florida, read cards of support from Parsippany Hills High School students and staff that accompanied the donation of proceeds from the PHHS staff concert.



LEFT: Brother and sister act Matt Kirbos and Kristin Webb performed at the hurricane relief fundraiser. Webb is a teacher at Knollwood Elementary School.



LEFT: Students at Marathon High School in Florida, read cards of support from Parsippany Hills High School students and staff that accompanied the donation of proceeds from the PHHS staff concert.

Win a Nicky Fifth New Jersey adventure

NJEA is proud to announce its first annual “Nicky Fifth Read Across America-NJ” Nicky Fifth is a character created by former NJEA member and noted author Lisa Willever, a former educator and life-long proponent of supporting reading and New Jersey’s great public schools.

Thanks to a grant from the National Education Association, NJEA is holding a contest for educators in Grades 3-5 for the opportunity to win a real-life Nicky Fifth adventure, hosted by Lisa Willever herself. To participate, students will read one of the *Nicky Fifth* books as a class, and submit an essay describing what makes New Jersey—and its people—special. The *Nicky Fifth* series comes with a curriculum aligned to New Jersey’s standards.

The winning submission will receive a visit from Lisa Willever on or about March 2, when she will greet the grand prize recipients and announce their field-trip destination in the spring. The top 10 submissions will each receive a complete set of Nicky Fifth books (10 titles) for their school library.

The contest ends on Jan. 31, and the winners will be selected and notified by mid-February. For more information, visit njea.org/raa.

NJEA announces Mighty Fingers art contest winners

NJEA and renowned Lambertville artist Kelly Sullivan are pleased to announce the five winners of the NJEA’s Mighty Fingers art contest.

- Emma C. Attales School, Absecon
- Clinton Middle School
- Richard C. Crockett Middle School, Hamilton (Mercer)
- Hillsborough Middle School
- Franklin I. Williams Middle School #7, Jersey City

These schools will have the opportunity to work with Kelly Sullivan to create original pieces of art, funded by NJEA. Sullivan, a pioneer in the field of collaborative art and the founder of FingerSmear painting, uses art to energize and engage people through visualization and collaboration.

ICYMI

NJEA praises Muoio nomination
Dec. 13, 2017

Senate votes to hand huge tax giveaways to the rich paid for by students and working families
Dec. 4, 2017





NJEA President Marie Blistan and Atlantic County Council of Education Association members volunteering to get voters to the polls on Election Day



James Frazier, Union Township Education Association

#NJEAVotes on Election Day

Members take selfies after voting

This past November, hundreds of NJEA members participated in NJEA's Election Day selfie initiative. To enter, members took selfies outside of their polling place and posted it with #NJEAVotes. The photos are a sampling of the hundreds submitted.

NJEA members used Facebook, Instagram and Twitter to spread the word about the contest. Truly grassroots in nature, it originated with and was led by Freehold Regional Education Association member Katie Quinn.

"We started this in our building in 2015 and our members loved it," Quinn said. "We did it again for the primary in June. We wanted to help motivate members across the state. After the last eight years, we're ready for a big change, and I wanted to make sure we shared our excitement with the public" said Quinn.

NJEA members had good reason to be excited. With the help of their coordinated effort, Phil Murphy, NJEA's endorsed candidate for governor, won the election.



Auria Natal, Bloomfield Education Association



Elissa Graga, East Windsor Education Association



Frank Torres, Freehold Regional High School Education Association



Beth Passner, North Brunswick Education Association



Faitmah Hayes, Pennsauken Township Education Association



Sabina Ellis, South Orange-Maplewood Education Association



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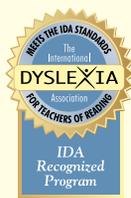
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All ages are represented at the Boardwalk Run. Connor McCafferty (#445) came in first in the Junior Division at 24:41. His father, Tom McCafferty, clocked in a 24:42.



Boardwalk Run overall winners and division winners received their awards on Friday afternoon at the Atlantic City Convention Center.



Runner John Ulo-Kuhi, who placed first in the 70-79 category, receives recognition from NJEA Convention Committee Chair Sue Davis (l) and NJEA Executive Committee member Marilyn Weeks Ryan.



NJEA Convention Boardwalk Run and Fun Walk results

It was a family affair for Education Association of Passaic member **Diane Ceccacci** and her son **Patrick Ceccacci** when they ran 2017 NJEA Convention's annual George M. Adams Boardwalk Run and Fun Walk. Patrick was the overall first place winner with a time of 20 minutes and 34 seconds, running in the 20-29 year old category. His mother, a physical education teacher, came in second in the 60-69 female age group.

Runners **Jayne Colford** and **Ted Gaydos** were the first NJEA members across the finish line. Gaydos was second overall and Colford was the first female runner to cross the finish line.

NJREA member **Conrad DeRiti**, who at 81 years old was the most senior runner, crossing the finish line at 33 minutes 28 seconds. 🏆

Fun walkers

Gabriel Salazar	41:15
Jenni Mazetta	45:57
April McCarthy	46:44
Joseph Cozzi	47:26
Natalie Sebasto	48:37
Dorothy Williams-Reed	48:38
Judy Arcaro	49:10
Brian Earls	49:11
Allison Mellott	59:53

Order of finish

1	20:34	Patrick Ceccacci
2	21:18	Ted Gaydos
3	21:34	Rob Hoelke
4	22:00	Jayne Colford
5	22:16	Alexandra Pfliging
6	22:43	Theodore Dembowski
7	23:17	Terry Love
8	23:32	Carolyn Rodger
9	23:57	Roger Campbell
10	24:19	Mike Washakowski
11	24:27	Jonathan Lyon
12	24:35	Juan Ramirez
13	24:41	Connor McCafferty
14	24:42	Tom McCafferty
15	25:02	Jennifer Chernoski
16	26:37	Tom Resch
17	26:39	Warren Blomeke
18	26:40	Elwin Hamersly
19	27:24	Ryan Griffin
20	27:38	John Ulo-Kuhi
21	28:58	Jack Feighan
22	29:02	Becky Czyewski
23	29:25	Joseph Sansone
24	29:30	Ann Marie Johnson
25	29:36	Steve Hafto
26	29:53	Alex Dobrowolski
27	29:57	Diane Ceccacci
28	31:26	Crystal Bates
29	32:15	Valerie Reynolds
30	32:35	Lance Lee
31	33:28	Conrad DeRiti
32	34:23	Lauren Wasserman
33	34:48	Paul Maloney
34	36:04	Pam Caucino
35	36:12	Jasmine Sorbino
36	37:09	Penelope Jones
37	37:11	Maggie Muir Shylock
38	39:10	Ellen Blomeke
39	41:16	Bill Indek
40	41:26	Colleen DeFoney
41	43:19	Brad Cohen
42	44:46	Samantha Selikoff
43	50:56	Timothy Suk
44	50:57	Tyler Suk
45	51:42	Laurel Suk
46	52:15	Laurie O'Brien
47	56:05	Norma Morales
48	59:45	Amy Allen
49	1:00:33	Richard Wasserman
50	1:13:44	Ted Tympanick

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Soaring with STEAM:

An innovative approach to environmental education

by Stephanie DAlessio and David Wheeler

The eager fifth-graders step off the field trip bus on a warm June morning, ready to see the place called Island Beach State Park along the New Jersey coast. The students will soon enjoy a day finding marine creatures in their seining net, exploring the saltmarsh and maritime forest, and watching with rapt attention through binoculars as a biologist introduces them to a nesting pair of ospreys, or “fish hawks.”

Yet for some of these public school students, one moment stands out. They will never forget that feeling when they first walk across the dunes on the trail to the beach.

“Wow, the ocean...I can't believe I'm really here!” says an 11-year old girl in a wavering voice filled with equal parts glee and reverence.

It is her first time seeing the ocean.

The nonprofit Conserve Wildlife Foundation of New Jersey (CWF) developed these field trips over a decade ago to bring students to some of the state's incredible nature destinations.

And while a hands-on and memorable experience such as a great field trip leaves an indelible impression for many students, others respond to learning through technology and, obviously, computers and tablets are more readily available than field trip buses. Thankfully, our free live-streaming webcams bring the wildlife right to the classroom.

It shouldn't be a question of either getting outdoors or going online. Let's do both.

Why we need environmental education

A personal connection with nature provides irreplaceable benefits to our quality of life. Spending time outdoors recharges our minds and spirits while also lowering our stress and anxiety levels. Fresh air and Vitamin D from sunlight can help limit risks to various medical conditions. And exercise and outdoor recreation provide a host of major health benefits.

These benefits extend even further for children. From helping fight obesity, diabetes and attention-deficit disorder to strengthening a child's sense of well-being and self-confidence, connecting with nature can make a lasting difference in a child's life.

CWF's education programs reintroduce nature to the classroom, particularly in

communities with minimal open space and parks. Our nature-based curriculum, hands-on activities, live wildlife visits, teacher trainings, field trips, and creative art and music projects have traveled to classrooms across the state, from Camden to Cape May, and Ocean City to Oakland.

“You can't overestimate the joy that a visit by a live animal brings to a class,” said Colleen Babore, a public school teacher in Trenton. “It also becomes more meaningful since they just learned all about it, so the students feel a little like experts.”

One of her third-grade students concurs. “My favorite part was when the box turtle was crawling across the floor. It was amazing to feel the shell and watch how it was moving around right in front of us.”

The visceral thrills of these wildlife experiences awaken connections to nature that can last a lifetime. The programs also develop leadership and teamwork, whether in a determined high school student coordinating the rescue of diamondback terrapins or a Girl Scout troop hanging a bat house that they built together.

Those kinds of experiences can change lives. And who knows, perhaps they can even inspire the next generation of biologists!

Aligning our programs with school needs

Districts, schools, and teachers face demanding challenges on a daily basis. Implementing newly mandated standards, benchmark exams, timing and pacing schedules, and differentiated lessons are formidable tasks that we know all too well.

The last thing teachers need is another challenge in trying to figure out how a wildlife program fits their own plan, so we align our programs with what teachers are actually teaching in the classroom.

We conduct a needs assessment and benchmark data analysis with teachers and administrators to identify areas of nonproficiency, so we can customize our programs to address that school's needs. For instance, chronic absenteeism is a growing problem in many underserved districts, but the incentives of experiencing fun wildlife programs or enjoying a field trip to the beach can truly motivate some students to attend school.



BELOW: A New Jersey third-grader holds a fish caught in a seining net, along with shrimp, crabs and other marine life. Photo by CWF.



STEAM and wildlife webcams

The introduction of Next Generation Science Standards (NGSS) not only provided a comprehensive guideline for what teachers must teach during the school year, it also provided a detailed blueprint for expanding our in-school and out-of-school programs. The skills, concepts, and educational benchmarks expected of students became our own goals and objectives.

The result was our “Soaring with STEAM” program—with art now added to the STEM focus on science, technology, engineering, and mathematics. This approach emphasizes hands-on, cross-curricular learning, with the added professional benefit of strengthening subjects in high demand as careers.

Our live wildlife webcams proved to be the ideal vehicle to deliver STEAM to the classroom, yielding intimate, close-up views of nesting peregrine falcons, bald eagles, ospreys and big brown bats, often accompanied by multiple cameras and sound. The viewer is immersed in the daily lives of these at-risk birds and bats, since the cameras are live-streamed 24 hours a day, seven days a week. Best of all for schools, our wildlife cams are free!

Children become apprentice biologists while observing, identifying and hypothesizing about the behaviors of each species, just as a real-life scientist does. Students are fascinated to discover the nesting behaviors of a peregrine falcon—the fastest animal in the world—atop a Jersey City skyscraper, or how discarded plastic bags and other marine debris affect a nesting pair of ospreys in Atlantic County.

“The presentations support both our curriculum and the new state science standards by emphasizing the practices that scientists utilize in their work,” said Cindy Apalinski, elementary science specialist for Linden Public Schools. “Our students were adeptly guided to ask questions, make observations, and provide explanations based on evidence around the peregrine falcon pair located right in our own backyard. Learning is always strengthened when students can make personal connections.”

Art and creativity

CWF’s programs follow the constructivist approach to learning by using the five E’s of science: engage, explore, explain, elaborate, and evaluate. Our fifth-grade program incorporates the Species on the Edge Art and Essay Contest, where students select one of more than 80 endangered New Jersey species, then paint or draw a portrait complemented by a well-researched, first-person essay creatively advocating for that animal.

Depending on the teacher’s schedule, students can complete their essay and accompanying art piece as part of a weeklong NGSS-aligned unit or with a quick one-day introduction. All educator materials, including handouts, PowerPoint slides, and detailed lesson plans, are included within the contest kit, making it a simple addition to any curriculum.

More than 2,800 fifth-graders from across the state enter the Species on the Edge contest each year. NJEA hosts an awards ceremony honoring the winners each June in Trenton, with the students’ artwork and essay excerpts illustrating a beautiful calendar. Best of all, the winners are invited to biologist-led field trips.

“I had always grown up loving the outdoors, but being in the contest exposed me to a variety of endangered species in my own backyard,” said Kelly Glenn, who won in 2010 for her art and essay about the black skimmer, and now attends Colgate University. “Entering the contest and being able to take the trip to Sedge Island really got me more involved in the environment, and even influenced me in choosing environmental studies as my college major.”

The “Soaring with STEAM” program also incorporates art, while other CWF programs utilize music, film and poetry. CWF is working with a music teacher in Newark to lead students in playing songs on keyboards incorporating the sounds of wildlife—from the haunting songs of whales to the beautiful varieties of birdsong. Our programs have also brought in renowned artists and filmmakers to discuss their crafts and further inspire the students.

Teachers get outdoors

Professional development for teachers has proven to be an invaluable component of our educational outreach. Though our classroom programs engage students when we are in the schools—and our webcams supply ongoing content for further study—the impact goes much deeper when the teachers themselves lead the way.

“As we paddled our kayaks through the water, we observed nesting peregrine falcons and osprey, and tasted the edible plants growing in the shallows,” said Diane Cook, a computer literacy teacher in Flemington who attended a CWF Professional Development workshop at Sedge Island Natural Resource Education Center. “We even got to see osprey chicks in a Nearby nest, guided by Ben Wurst, the biologist who heads up the project!”

That hands-on experiential professional development course is offered in partnership with the New Jersey Department of Environmental Protection. Late each spring, teachers are invited to explore the scenic Sedge Island Marine Conservation Zone by kayak while building a food web from the ground up. Arrivals can only take place by boat, as the island’s salt marsh, cedars, and incredible estuarine wildlife oasis is located in the heart of Barnegat Bay.

“You learn best by doing, and this workshop had us busy,” said Cook.

CWF also offers “Cams in the Classroom” professional development courses at diverse locations such as Liberty Science Center in Jersey City, Trailside Nature Center in Mountainside, and Cedar Run Wildlife Refuge in Medford. Teachers experience cross-curricular teaching through our wildlife webcams, supplemented by biologist-led

scientific insights and the exciting presence of live wildlife, such as bald eagles, screech owls, red-tailed hawks and big brown bats.

Making it personal

By developing activities based on proven educational concepts like Bloom's Taxonomy, Gardner's Multiple Intelligences, and Piaget's Constructivist Theory of Learning, we address challenges such as differentiated learning. Student-based inquiry allows children to speak with CWF educators and scientists about how their observations help illustrate the program's concepts and develop a deeper understanding of natural phenomena.

Learning about their wildlife neighbors inspires children to consider how their everyday actions have an impact the natural world around them. Many at-risk wildlife species thrive in the same neighborhoods as the schools, with raptors and bats often nesting or flying nearby, yielding the added possibility of students and teachers sighting the actual animal in their day-to-day lives.

"It was surprising to know that a nest rests just a mile or two away on a county building and it is visible to the public," said Anthony Cataline, principal of Linden School No. 4.

While empowering students to be environmental stewards, we seek to build their self-confidence and help them become advocates for themselves, their communities, and the world around them. Students are encouraged to pursue conservation-related post-secondary education and careers, carrying on the mission of protecting wildlife long after our programs are complete.

Cataline adds, "By retaining access to the webcam link and related STEAM lesson plans, we can extend our students' learning even beyond the program's conclusion."

Getting outdoors

At the end of many programs, particularly those in underserved areas, we bring students on a culminating field trip to one of New Jersey's top nature destinations, such as Island Beach State Park or Leonardo State Marina, where they see firsthand many of the species they studied throughout the year.

The culminating field trip allows students to build on their in-class learning by learning experientially about wildlife and directly engaging with nature. Students construct new ideas and hypotheses through the use of all of their senses: touch, sight, smell, taste, and sound. After all, nothing brings our five senses to life like nature.

Walking back to the bus, a sharp squawk resounds overhead, and many students' heads lift upward.

"There's an osprey!" says one girl.

A boy nods his head and adds, "Yeah, just like on the webcam!" 🦅

Stephanie DAlessio M.A. Ed. is the education director of Conserve Wildlife Foundation and a Trustee at the Alliance for New Jersey Environmental Education.

David Wheeler is the executive director of Conserve Wildlife Foundation and the author of Wild New Jersey: Nature Adventures in the Garden State.



ABOVE: A young scientist investigates an active osprey nest at Sedge Island with CWF Habitat Manager Ben Wurst. Photo by CWF.

BELOW: Students on a field trip identify the seashells found along the wrack line of Island Beach State Park. Photo by CWF.



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AH330118

A choir to heal a community

By Meera Jaffrey

Student singers gather around a resident of the Majestic Nursing Home following their performance.



The Early Morning Singers accept applause after a concert at the Majestic Nursing Home in Jersey City.



To empower the women of Afghanistan to stand up for their rights, a group of music educators from that country called on music directors from around the globe to send in videos of their choirs singing “Proud Women” in Dari, a widely spoken variety of Persian. I was excited to support this mission. After 20 years as a music teacher, integrating music into the core curriculum areas and celebrating our differences through our annual spring and winter concerts at the Learning Community Charter School, I was fully aware that music has the power to heal, support and bring us all just a little bit closer together. There was, however, one little problem in taking on this initiative: our highly diverse pre-K through eighth-grade school in Jersey City didn’t have a choir.

I gathered all the children in our school’s early morning care program together and asked if anyone would be interested in singing a song to help the women of Afghanistan. Fifteen students, ranging in age from six to 10, immediately volunteered. The students memorized and mastered the challenging melody and lyrics of “Zanan-e-Sarbuland” (“Proud Women” in Dari) after working on it for every day for two weeks 20 minutes before class. The video was submitted and we were thrilled to have our choir prominently featured in the montage of choirs from around the world all singing this powerful song in Dari.

You can watch the two-minute video featuring choirs, orchestras, small groups and soloists from across the globe at bit.ly/proudwomen.

The Early Morning Singers

This project galvanized us as a choir. We named the choir the Early Morning Singers. Membership was opened to all students between the ages of nine and 14 who would be willing to sacrifice their free time twice a week before class to sing for the purpose of helping others. Before long, we had a healthy group of 34 members.

We wondered if there were people in our own community who might be uplifted through our music. Choir members suggested the elderly, our veterans, and even those closer to home—our families and staff.

As it turns out, there is a senior center located just 12 blocks from our school. I asked the outreach coordinator at the Majestic Nursing Home if she would be interested in our students singing for the residents throughout the year, not just during the holidays. She was very enthusiastic about forming this type of relationship.

I sat down with some of the seniors there and asked them about their favorite songs. I was surprised at the range in music, from Michael Jackson songs to classic rock tunes such as “All You Need Is Love” and “La Bamba” to Spanish folk songs such as “Cielito Lindo” and “La Cucaracha.”

Each performance at the senior home involved audience participation, with the elderly residents singing, dancing and playing along with small percussion instruments. It is hard to say who had a better time, the seniors or the students! The students felt happy seeing the impact their singing had in uplifting our audience.

Recognizing loss

In the fall of 2016, our choir decided to hold a singing circle for four of the staff members at our school who had each lost a parent. A day was chosen, and in a dimly lit room the Early Morning Singers sat in large circle among our four guests of honor and sang “Irish Blessing” (“...may wind be at your back and sun be overhead, may friends at your side wherever you are led”) and Michael Jackson’s “I’ll Be There” (“...I’ll be there to comfort you, build my world of dreams around you, I’m so glad that I found you”).

Many a quiet tear was shed by both staff and students alike as we remained seated in silence until the first morning bell rang. Later, all involved described how moving the experience had been for them.

Next, I contacted the programming department of Jersey City to inquire about ways our choir could help our war veterans. The Early Morning Singers were asked to sing at an exhibit of veterans’ art work at City Hall as part of the Veterans Day Parade. At that event, the Early Morning Singers sang many patriotic songs, such as “The Star Spangled Banner” and “This Land Is Your Land” as well as songs of support, such as “See You Again” and “I’ll Be There.”

The sweet melodies rang out in the reception hall surrounded by the veterans’ haunting images of their experience of war. One of the veterans came up to me after the performance and said, “Hearing the children sing gives me hope for the future!”

Marking events in the school and the community

The Early Morning Singers sang throughout the year. They sang “Ay Ya Zane” in Arabic to a longtime Egyptian staff member who was leaving our school. They sang evocative songs about preserving planet Earth at the Earth Day Celebration at Liberty State Park, and they sang as special guests at all the winter and spring concerts at Learning Community Charter School.

The Early Morning Singers also sang over the school’s public address system to mark particular occasions such as Saint Patrick’s Day, Martin Luther King Jr. Day, and to wish the community well on the last day of school. The tribute on Martin

Luther King Jr. Day can be viewed on our school’s YouTube channel, LCCSLive, at bit.ly/learningmlk.

We are called simply EMS at our school, and I suppose in some ways we are Emergency Musical Services. Tapping into the love inside our students and that deep desire to help others seemed to give the music a higher purpose. One of our sixth graders who was moving to California said, “Even though I am leaving the Learning Community Charter School, I will always consider myself an EMS.” 🏠

Meera Jaffrey is the music and movement teacher at the Learning Community Charter School in Jersey City. She can be reached at mjaffrey@lccsnj.org.



In their own words

Our student singers share their thoughts on the choir.

“I enjoyed making people smile.”

“I appreciate the hard work we put into mastering the music.”

“I enjoyed singing my heart out to help others.”

“I learned how to sing in front of a large crowd and not be afraid.”

“I liked how all of members came together to create beautiful music for others.”

“In EMS, I learned about people I didn’t talk to or know. I learned about people who struggle and who have been forgotten.”

Here are steps to take if you are interested in forming such a choir:

1) Speak to your supervisor about the idea of starting a choir to heal the community. (I piloted the choir for a year, and the second year, was given a stipend.)

2) Hold an interest meet during a recess period for the age group you would like to work with. Brainstorm with them ways that singing might help your school community and your community at large.

3) If there is enough interest, find a time when most students are free to meet a couple of times a week (before class, recess or after school).

4) Do some legwork and find out if there may be opportunities for your group to sing at nursing homes, veterans’ events, or other events in your city or town. At school, connect with staff who have knowledge of students or staff who may be going through a rough period; they may benefit from hearing your choir.

5) Collaborate with your singers to come up with song selections for each performance or event you have decided upon. Start with something small to introduce yourself to the school community (e.g., singing on the school intercom system to mark a special occasion for your school or have your singers sing as students are entering the school building)

6) Give your choir enough rehearsal time so that they feel successful in bringing joy to those for whom they sing.

1918

**CURRICULUM
AND ITS
ONE HUNDRED
YEARS OF
EVOLUTION**

By Keith Mason, Ph.D.



2018

Origins of the modern curriculum field

What would our lives as educators be like without curriculum? Like many of my NJEA colleagues, I studied curriculum at both the undergraduate and graduate levels. I enjoyed what I learned. But I realize something now. There is so much more to learn!

This year marks the centennial of the first curriculum textbook within educational studies. Franklin Bobbitt published his 1918 book *The Curriculum* making him a pioneer within education. Of course, school-based learning predates 1918; nevertheless, the curriculum field is attributed to the publication of Bobbitt's book.

Clearly, the curriculum field as we know it has developed in the 100 years since the publication of Bobbitt's book. A number of curricular approaches have been devised that differ from what Bobbitt described in his book because the field has undoubtedly evolved since 1918. The sidebar "Franklin Bobbitt" provides background on his life, his work, and his contributions to the field of curriculum.

Curriculum developments

The word curriculum derives from Latin and means "a running, course, career" and is a form of the Latin verb *currere* "to run." Because administrators, educators, parents and students are all affected by curriculum, this article highlights developments within the curriculum field. Undoubtedly, many good things are taking place in New Jersey educators' classrooms. Our creative and innovative educators can share their practical ideas through blogs, workshops, webinars, articles and books so that their ideas transcend their own schools and enable others to utilize them. Supervisors and administrators must recognize their teachers for both their performance and achievements in curriculum.

For the past 100 years, we have seen specific trends in curricular theory and practice. Who knows what the future may bring? One thing is for sure; the development of innovations will ensure a thriving, evolutionary life for the curriculum field. *The History of the School*

Curriculum by Daniel Tanner and Laurel Tanner provides an excellent overview. Knowledge of curricular history, theory and practice is ideal for educators.

Curricular approaches: current practices and global perspectives

Curricular theories have helped shape what we do in our classrooms. Some of the approaches are based on sound practice instead of theory alone. Many of those who are successful with curriculum are innovative and creative. *Curriculum 21*, edited by Heidi Hayes Jacobs, provides guidelines on how to update and renew curriculum to bring it to 21st-century standards.

One of the key ways to accomplish curricular innovation is to question common practices. The daily lesson plan, for example, has been called into question in the 2015 book *Ditch the Daily Lesson Plan* by Michael Fisher. He argues that today's heterogeneous student population renders the daily lesson plan obsolete. In earlier times, the daily plan was ideal for a more homogeneous group of students who had a more limited range of job opportunities. His remarks are supported in *Understanding by Design* by Grant Wiggins and Jay McTighe, a work that emphasizes an extremely popular approach that places more emphasis on unit plans than on daily plans. Many other common practices can also be scrutinized to see whether they are the most effective or if there is a better approach. These include scheduling, textbooks, the place of technology, methodology, student grouping, time usage, supplementary materials, and field experiences and internships.

While typical western education systems have often been teacher-fronted with little input from or interaction among students, the Finnish model was developed differently. Collaboration among students has long been typical in Finnish schools. Teacher-fronted instruction is a rarity within the Finnish education model. In addition, the Finnish model prizes flexibility and diversity, an emphasis on broad knowledge, and places trust in professionals. The typical

western model, by contrast, focuses on strict standards to guarantee educational quality, emphasis on literacy and numeracy, and evaluation by inspection (traditional administrative observations).

Student-centered learning is found in an array of learning models including cooperative learning, *Understanding by Design*, multiple intelligences theory, curriculum integration, thematic learning, learning styles, standards-based learning, Bloom's Taxonomy, and project-based learning. These aspects of curriculum can have an impact on general education practice as well as subject and grade-specific levels. The sidebar titled "Curriculum Glossary" outlines a selection of major curriculum frameworks and terms.

Apart from the Finnish model, a global analysis of education can be enlightening. For example, in *A World Class Education*, Vivien Stewart (2012) offers an international view of education by including practices from other countries and cultures.

The teacher's role has become that of a facilitator to guide students and help them as they work on projects, produce videos, utilize appropriate technology, write essays and deliver speeches. As consumers of information, we want students to read critically and develop strong listening skills.

Assessment

Curriculum frameworks first appeared in the 1990s in several disciplines, disseminated by the New Jersey Department of Education, that outlined ways to meet the Core Curriculum Content Standards. These comprehensive documents were truly in step with the standards movement and still remain valuable to this day. The curriculum frameworks for World Languages, for example, include projects, tasks and other activities to show student understanding of key concepts and skills.

Assessments have changed from earlier times. Today, educators place a greater emphasis on authentic assessments, even when they accompany rote or discrete-point quizzes and tests. Projects evaluated by rubrics are encouraged in the

professional literature and at the state and local levels. Educators often look for innovative ways for students to demonstrate that they have learned the curriculum. Teachers commonly develop and/or administer assessments via websites and tablet applications such as Socrative.

The role of technology

Technological innovations in the delivery of instruction are finding their way into curricula. As reported in *EdTechMagazine.com* in September, a 2017 survey found that 63 percent of educators use technology daily in their teaching, up from 55 percent in 2016. But the question remains: How much technology is just right?

What research indicates that technology is yielding better prepared students? Should a student choose to complete a given task without using a prescribed technological tool, should he or she receive a lower grade? As professionals who develop curricula, the integration of technology is appropriate, but should be carefully considered and not merely included for its own sake.

Final considerations

What can you as an educator do to learn more about curriculum? The sidebar "Ways of Curricular Growth" suggests ways to broaden curricular horizons that can enrich your own teaching practice and contribute to student learning and growth. The "Resources" sidebar offers a selection of books and a website that you may wish to consider to enhance your own practice.

Curriculum is a fundamental part of the educational field. Bobbitt undoubtedly helped define curriculum when he published *The Curriculum* 100 years ago. It is my hope that educators will revere the curriculum field and take steps to utilize its tenets and contribute to its ever-growing evolution. 📖

Keith Mason, Ph.D. is a New Jersey educator and researcher based in New Providence. His specialties include curriculum, language education, Romance linguistics, phonetics, and musicals in the curriculum. Mason may be reached at kmason369@hotmail.com.



FRANKLIN BOBBITT

John Franklin Bobbitt (February 16, 1876-March 7, 1956) was an education specialist in the United States, a university professor and writer. He was a proponent of efficiency-minded thinkers and specialized in curriculum. Born in Indiana, Bobbitt taught in Manila, Philippines from 1903-07. The Philippines were a territory of the United States from 1898 to 1946.

Bobbitt was given the task of developing a school curriculum in the Philippines. The original plan was to use American textbooks but many educators, including Bobbitt, felt that this would not be conducive to Filipino social realities. Instead, he created original materials to meet the needs of the Filipino students. This experience taught Bobbitt the importance of studying the processes of curriculum development and how new curricula must effectively be formulated.

Back on the U.S. mainland, Bobbitt received his doctorate from Clark University in 1909 and served as a Professor of Educational Administration at the University of Chicago. Bobbitt promoted an industrial or business model of efficiency. Industrialism in the late 1800s meant that many people were involved in manufacturing instead of agriculture. Efficiency and economy were key, especially when tied to technology. Productivity within society was tied to jobs, practices and working conditions. Discerning what a worker should know and be able to do was also important. Thus, school needs to help satisfy individual and social needs.

Scientific experimentation took hold in the early 20th century in the education field as a way to resolve educational problems. Educational thinkers of the day believed that educational management should follow the example of industry. Business values and procedures were a model for educational administration. Education and government turned to business and industry for solving pedagogical problems. Bobbitt turned his attention from educational administration to curriculum.

One of Bobbitt's major contributions to the field of education was the publication of his 1918 book, *The Curriculum*. With the publication of this book, a new specialty within education was born. Bobbitt believed curriculum should prepare learners for specific activities and prepare the learner for life. He wanted to prepare students for 50 years of adulthood instead of 20 years of childhood. He hypothesized that there were 20,000 to 30,000 specific mechanical skills or behaviors that needed to be learned by various students.

Some of Bobbitt's accomplishments included his use of surveys for defining curricular aims and content. He believed that standards should be established. Bobbitt's 1924 book *How to Make a Curriculum* had a great influence on school practice. He was the first to recognize the necessity for a new specialization, that is, the study of curriculum development. Bobbitt's legacy is the curriculum field that he initiated with the publication of his 1918 book *The Curriculum*. The field has truly blossomed as evidenced by its importance in the daily lives of educators globally.



CURRICULUM GLOSSARY

Bloom's Taxonomy - Benjamin Bloom developed a hierarchy outlining lower level to higher level thinking: knowledge, comprehension, application, analysis, synthesis and evaluation. These can be used when designing instruction so that students can move above mere rote memorization. Bloom's levels are found in higher-level thinking strategies and can impact lesson design and standards integration including 21st-century standards.

Cooperative Learning - Students work together in pairs, triads, or groups to practice a skill, solve a problem, or complete a project. This student-centered approach allows the teacher to rotate among the groups and assist them and promotes peer teaching and tutoring.

Curriculum Integration - Students learn about a topic without being concerned about the subject areas needed to learn in depth. The various subjects collectively help students understand the topic under study.

Curriculum Mapping - Educators can take stock of what they are actually teaching. The process reveals gaps, repetition of topics, and is shared with colleagues. Outdated practices can also be identified and replaced with more up-to-date practices. Heidi Hayes Jacobs is a major advocate of curriculum mapping.

Differentiated Instruction - Activities, assignments, and assessments allow for students' individual needs. Teachers can create varying assignments, projects, and assessments to help students be successful and still allow them to strive toward excellence to the best of their abilities.

Finnish Model - The inquiry model promoted within Finland limits teacher-fronted lessons and allows students the opportunity to explore and learn. It focuses on flexibility, diversity, broad knowledge and professional trust.

Habits of Mind - These sixteen dispositions such as persisting, listening with understanding and empathy, and striving for accuracy enable students to learn problem-solving skills that will help them not only in school but in life. The Habits of Mind are not only helpful in the school curriculum but also in other settings such as health care, prisons, and the business sector. Arthur L. Costa and Bena Kallick in particular have shared the Habits of Mind through numerous venues.



WAYS OF CURRICULAR GROWTH

Interdisciplinary Approach - Two or more subjects help students learn about a specific topic or theme. The interconnections encourage a more comprehensive treatment of a theme.

Learning Styles - Visual, auditory, and kinesthetic differences in students can influence how they learn best. A recent study tried to debunk this approach but experienced teachers know that these three modes are useful in designing assignments and enabling all students to succeed.

Multiple Intelligences - More recent types of intelligence number 11, but eight main intelligences allow all students to shine. Professor Howard Gardner of Harvard determined that the IQ test so prevalent in education focused only on linguistic and logical-mathematical intelligences. The other six—visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic—allow all students to show their strengths. These multiple intelligences easily integrate with other approaches, making them versatile and student-friendly.

Project-Based Learning - The project, whether done by an individual student or student groups, has been around for a long time. Traditional and technological approaches may be utilized in completing a project. Clear expectations in the form of assessment rubrics often guide students' projects.

Standards-Based Learning - The standards movement of the 1990s was an attempt to improve educational goals. By developing state and national standards in various disciplines, we could see how lesson and unit planning was influenced. The New Jersey Core Curriculum Content Standards and curriculum frameworks were a local outcome of the national standards movement.

Thematic Learning - A theme that is interesting to students is chosen for students to learn, usually over the course of several weeks. The thematic web allows students to make connections that help them learn in depth.

21st-Century Standards - A series of objectives and outcomes that allow students to function within current times and be prepared for professional careers.

Understanding by Design (UbD) - The backward design that places assessment in an important pivotal position allows educators to decide how students show what they will have learned. Unit plans also help delineate an outline for student learning. Grant Wiggins and Jay McTighe maintain that UbD is not a method, making it compatible with other approaches.

How can educators and administrators expand their own curricular knowledge? Consider the following:

- Read professional literature including books, journal and magazine articles, and the internet.
- Attend professional development opportunities both in district and out of district.
- Pursue additional training through graduate courses, seminars, workshops and webinars. Complete coursework to receive the supervisor's certificate credential in order to gain more expertise in both curriculum and supervision of instruction, two key areas in educational practice.
- Consider entering a program to obtain a teacher leader endorsement on your certificate once the programs are accepting applicants, currently slated for the 2018-19 academic year.
- Try novel curricular approaches and see how they work.
- Develop new rigorous curriculum units using current views of effective planning.
- Consider contributing an article or book of your own to help advance knowledge within the curriculum field or conduct action research to enhance your practice.

FURTHER READING

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Association for Supervision and Curriculum Development. www.ascd.org. ASCD provides numerous books, conferences, webinars, and support systems including an online Curriculum Handbook for its members written by leaders in the curriculum field.



Preventing youth suicide

By Mandi Dorrell

Three years ago, on Aug. 14, 2014, my daughter Samantha Coburn made the decision to take her life. Our lives were forever altered from this tragedy, but we have learned so much since then. We have learned the devastating effects of mental illness, the astronomical rate of teen suicide, the ridiculous lack of resources for those in need, and the ever present ebb and flow of grief. Although I would give anything to have my child back, I am honored that our foundation is growing and has helped others. Our goal is to prevent as many families as possible from going through the terrible pain we have had to endure. For those who are suffering in silence, I beg you to reach out to a trusted adult for help. For those who know someone who is suffering, I beg you to speak up on their behalf, and for those who have a child who is struggling, take them seriously and get them to the appropriate clinicians who can support them. Please visit our website for resources. Spread the Love Foundation is here to help. From our pain comes hope: hope for a better world for our children.

- Carolyn Coburn, CEO of the Spread the Love Foundation, Mays Landing, posted on the Spread the Love Foundation website on the anniversary of Samantha "Sami" Coburn's death



Sadly, this was not the only post like this that that I saw in 2016. In the years 2014 to 2016, Hamilton Township (Atlantic County) lost six students to suicide, including Sami. The epidemic that is suicide has taken over our state, and it needs to be stopped.

In October 2016, Time magazine posted an article titled “Teen Depression and Anxiety: Why the Kids Are Not Alright” (bit.ly/kidsdepression). The article described an increase in anxiety, depression, substance use and suicidal ideation in teens. In the same month, New Jersey Monthly published an article describing how our kids need more outlets, relief and room for emotional intelligence, a trait often lost in a century laden with social media and stressful academic standards.

This trend is not unique to New Jersey—it is nationwide and more prevalent among teens than we think. Tragically, our current system of suicide awareness is not effective enough to stop it.

That’s where the Spread the Love Foundation comes in. We strive to prevent teen suicide by educating students and adults on coping skills and the social and emotional intelligence necessary to living in the 21st century.



Carolyn and Megan Coburn receive the 2016 Mental Health Association Anchor Award.

When a children are diagnosed with cancer or diabetes, we do not tell them to “get over it,” say “it’s all in your head” or avoid their pediatricians because the “specialists are just out for money.” Instead, we treat their diseases, because we want our children to grow up to be healthy adults. Why do we so often address mental illnesses differently?

Suicide isn’t more prevalent than most childhood diseases—it’s more prevalent than all childhood diseases combined. A child’s depression, anxiety and substance use, are not just a matter of growing up. We cannot assume that if we’ve been through it, they can get through it too.

The truth is, they can’t—and aren’t—getting through it.

According to the National Institute of Mental Health, suicide is the second leading cause of death at ages 10-24, one in five children

suffer from mental illness, and two-thirds of all children go through some type of mental health crisis during their adolescence. These alarming statistics are just a handful of many showing the rise in mental illness in the 21st century.

Carolyn Coburn of the Spread the Love Foundation knows these numbers all too well. After losing her daughter Sami to suicide, she created the foundation to honor and emulate the qualities Sami exhibited: kindness, generosity, selfless service, loyalty—all of the traits we want in our children. Her original goal was to let Sami’s legacy as an exceptional human being live on through character education, but it became something bigger after several more teen suicides occurred in her hometown of Mays Landing. Coburn’s essential nonprofit

quickly became an avenue for raising awareness about suicide, addiction, and mental illness in our children, and to show the greater community that mental illness is killing our children at far greater rates than physical diseases.

SAMI Symposiums

Since the foundation’s establishment in 2015, Spread the Love has conducted Suicide, Addiction, and Mental Illness (SAMI) Symposiums in public schools that bring the stigma of mental illness and taboo behind it to light. The foundation also educates the community on misconceptions about suicide.

People often believe, and are taught, that

those who are thinking of suicide will be depressed, isolated, and will tell someone they are suicidal. In fact, the opposite is sometimes true. Right before they decide to take action, suicidal teens often hide their pain behind a mask of happiness because they feel they are a burden to others. They may be extra generous to their loved ones, and they may spend frivolously or take part in risky behavior as a “last hurrah.”

Because most school suicide trainings are not comprehensive, people often miss these signs. They may even mistake them for the normal ups and downs of adolescence. Coburn did. Now, looking back, she realizes that the signs were all too clear. Through SAMI Symposiums, she wants everyone to have the same education about these signs before it is too late.

Sami attending her high school prom as a sophomore is pictured here with her mother, Carolyn (l) and sister Megan (r).



Suicide Information

Facts

- Suicide is the second leading cause of death at ages 10-24.
- The average number of years between a mental health diagnosis and the onset of symptoms is eight years.
- The median onset for an anxiety disorder is age seven.

Resources

- National Suicide Hotline 1-800-273-8255.
- Trevor Hotline 1-866-488-7386.
- Your school guidance counselor, local police department, emergency room.
- Any teacher, bus driver, coach.

Some signs of suicidal ideation

- Drastic, long-term decrease in mood or desire to participate in daily activities.
- Drastic increase in mood disorders.
- Extreme generosity.
- Withdrawing from friends and family.
- Self-harm.
- Talking about suicide.
- Increased risky behaviors.

These symposiums, through their panel discussions, mental health screenings, and breakout sessions, have spread awareness throughout Atlantic County and saved the lives of many students who had suicidal thoughts by getting them the help they need just by asking questions.

Mental Health First Aid

A key feature of Spread the Love’s programming is its relationship with Mental Health Partnerships in Galloway. Through this partnership, the foundation has brought Mental Health First Aid (MHFA) training to the South Jersey region.

MHFA was established to help lay persons identify a child’s or teenager’s severity of mental illness issues and direct them to the appropriate resources. This training does not make the person an expert in mental health, just as being trained in CPR doesn’t make someone a medical expert. Rather, it helps those trained see some behaviors as more serious than typical child or adolescent conduct and identifies where to find help.

It is Spread the Love Foundation’s hope that MHFA training will replace the two-hour webinar suicide training currently required in New Jersey. Although the standard suicide training helps identify the signs of suicide, most youth hide these signs from adults. They don’t want to be a burden to their family or parents, and they feel like the world would be better off without them. They also feel so ashamed of their feelings that they’ll mask their pain with humor, fantastic social media pictures, and success—all things that look amazing to adults, but might be veils for sadness and anxiety.

That’s not to say all successful children have mental health issues. But from the perspective of the Spread the Love Foundation, “compliant” suicide training is just that: compliant. It assumes that only a small number of our students suffer from mental health issues, and that our children will send loud and clear signals when they are suffering. In fact, it takes an average of eight years from onset of symptoms until most children get the help they need.

This trend toward awareness needs to continue in New Jersey. Because of Spread the Love Foundation hosting over 10 trainings in Atlantic county, dozens of children have been screened for mental health issues, many children have been directed to the help they need and over 60 teachers have been trained.

In 2013-2014, 21 states enacted or considered legislation for requiring MHFA training for teachers. This eight-hour training helps educators to:

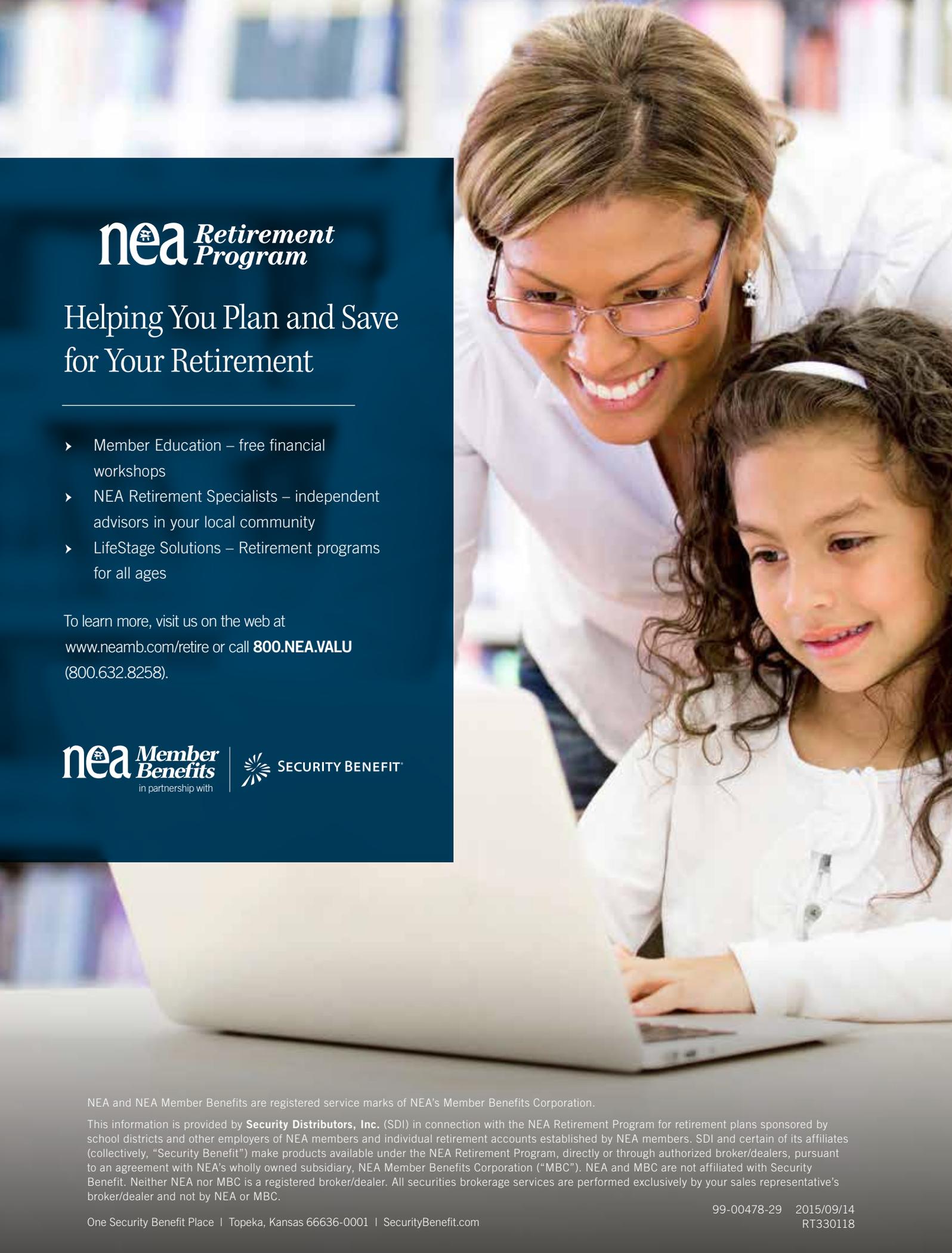
- Recognize the symptoms of common mental illnesses and substance use disorders.
- De-escalate crisis situations safely.
- Initiate timely referral to mental health and substance abuse resources available in the community.
- Ensure a positive rapport between student and staff, between staff and parent, and between staff and administration.

MFHA training helps get our children the resources they need to not just coast through childhood, but thrive. Schools and school staff are the first point of contact for our children throughout the day and school year. This training will allow adults to help our children find help faster, rather than getting lost in the shuffle.

Let’s work together to make the kids all right, to honor and emulate the life Sami led, and to show our children their lives truly matter.

To learn more about the Spread the Love Foundation and its programs and resources, visit www.spreadthelovefoundation.com. 🌟

Mandi Dorrell serves on the board of the Spread the Love Foundation and is a librarian at Pine Hill Middle School in Camden County. She is a National Mental Health First Aid trainer. Dorrell is also an adjunct professor at Rowan University where she teaches writing. She is a building rep for the Pine Hill Education Association. Dorrell can be reached at mandi.spreadthelove@gmail.com.



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New Year's Resolution #1: Get Dirty with Team NJEA Tough Mudder 2018

An exploration of the inspirational—and squishy—phenomenon that is Tough Mudder and a school nurse's tips on how to beat stress and safely stick to your fitness goals.

By Kimberly Crane



ABOVE: An uncharacteristically clean moment for Team NJEA Tough Mudder members during pre-race camera mugging.

BELOW: Tough Mudder legionnaire, Mike Mannion, tackles the first obstacle, a 12-foot slanted wall.



Covered in mud and loving it, Team NJEA Tough Mudder was thrilled to finish its first race together on Oct. 8 at Raceway Park in Englishtown. The team is now signing up members for the 2018 Tri-State Tough Mudder next October. Team NJEA wants to ask you the same question that comedian and Tough Mudder promoter Sean Corvelle asks: “When was the last time you did something for the first time?”

What is a Tough Mudder?

A Tough Mudder is an obstacle-based endurance course that spans 10 to 12 miles. A half-mudder may be four to five miles. The brainchild of Will Dean and Guy Livingstone, the first Tough Mudder was held near Allentown, Pennsylvania in 2010 and attracted more than 4,500 participants. Events are now held nationwide and draw 10,000 to 15,000 experienced mudders, known as legionnaires, and an ever-expanding group of first timers.

A passion for teamwork

High school math teacher and Manchester Township Education Association President Dan Staples was hooked on mud early in the game. Staples has competed in an impressive 32 tough mudder events. He ran his first mudder in 2010, and again in 2011 with a few of his co-workers. They called themselves The Dirty Birds, an homage to the Manchester High School mascot, a hawk. T-shirts were created and soon The Dirty Birds logo could be seen at tough mudder events across the county.

Staples credits his original team with giving him the inspiration to organize a team for NJEA.

“I saw the power of networking and how teamwork connected people over distance and demographics, Staples said. “Every core network needs these deeper connections. NJEA members are a union family. I saw this team as a way for us to support each other on a different level.”

Staples remarked on the pre-race Team NJEA huddle and the look on first-timers' faces when approaching the initial obstacle, a 12 foot wall.

“They were looking at it thinking, ‘No way!’ but everyone did it,” Staples said. “Everyone got over the wall and it gave them the confidence to go on. I was so proud of them.”

From “No way!” to “What’s next?”

Mudders come from all walks of life, age groups, and fitness stages, but a look at the Tough Mudder website, www.toughmudder.com, is enough to make even a seasoned athlete cringe, never mind those of us who haven't worked out in a while.

While you should, at minimum, be able to run a few miles, the event is not really a race.

Time is not a factor for most teams. Your team is there to support and encourage you, not to force you to hurt yourself. Facing your fears, setting personal bests, completing as many obstacles as you can, and helping your team cross the finish line together are the objectives.

Team NJEA Tough Mudder wants you to join them in their next adventure in teamwork. You can connect with the team on Facebook at Team NJEA Tough Mudder 2018 or email Dan Staples at dstaples@njea.org for event information and dates.

I signed up for your mud party. Now what?

Here are some Tough Mudder training tips to help you do your best in your first run, and every one thereafter:

- Circle the date of the race on the calendar.
- Train with other people (Team NJEA is planning 2018 regional training sessions).
- Make your training sessions fun.
- Push yourself outside of your comfort zone.
- Try new exercises or fitness routines in addition to running.

“Running a Tough Mudder is the most fun you will ever have testing your personal limits and maximizing teamwork,” Staples said. “I know that Team NJEA will continue to grow as more members experience the overwhelming feeling of accomplishment after finishing the course.”

Obstacle races are a great teambuilding experience for local associations. Check out these upcoming 2018 events:

- Tough Mudder Philly: Plantation Field, Coatesville, Pa. - May 19 and 20
- Warrior Dash: Alpine Scout Camp, Alpine, N.J. - June 23
- Rugged Maniac: Raceway Park, Englishtown, N.J. - July 7 and 8
- Tough Mudder Tri-State: Raceway Park, Englishtown, N.J. - Oct. 6 and 7

NJEA UniServ Field Representative Alex DeVicaris is a legionnaire mudder.

“One of the things I love about Tough Mudder events is the teamwork and help at the obstacles,” DeVicaris said. “Even at the World's Toughest Mudder events, where mudders are competing for serious prize money, I would give my opponents a boost at an obstacle, and they would turn right around and reach out a hand to pull me up.”

A school nurse weighs in

Sheila Caldwell, BSN,RN,CSN-NJ a school nurse at Cambridge Park Elementary School in the Matawan-Aberdeen School District, sees many members' New Year's health resolutions come and go. She has also witnessed remarkable success stories. Caldwell offers some precautions and advice to members who want to start a new fitness routine.

"To get yourself on the road to a healthy fitness plan, you have to be in the right mindset," she advises, "A personal contract to yourself is the way to go. Create it, sign it and post it on your bathroom mirror."

A resolution kept

When a co-worker committed to eating healthier and exercising regularly, Caldwell was impressed with his resolve.

"Over the course of two years he researched healthy recipes online and joined a gym," Caldwell noted. "He started off slowly and gave himself incremental goals that would boost his confidence and perseverance."

Caldwell's colleague completed his first 5K after six months of training, which was a huge accomplishment from where he had started. He later ran a 5K without losing stride and eventually worked up to a 10K run.

Caldwell reports that her colleague has also maintained healthy eating and feels much better. A key factor was not having lunch in the staff room—a popular dumping ground for leftover sweets. Instead, he devoted 15-20 minutes of lunchtime to some type of movement. There were times, however, that he felt isolated by friends who didn't understand why he couldn't join them for lunch.

Stress is common

Feeling alone in your healthy resolutions is not the only road block to achieving fitness goals. Caldwell shares that members have many complaints about how they feel, especially as they get older. Exhaustion and stress are two common laments, along with joint pain, shortness of breath, lack of motivation, and the increasing mental and physical demands of the school day.

"Members just want to crash when they get home," she says. "Virtually all member health complaints relate to stress. Having a plan to reduce stress helps."

Since stress is a key factor in failed resolutions, identifying sources of stress is essential. Self-assessment tools that provide tips on reducing the stress in your life are available from the American Institute of Stress at www.stress.org.

Another resource is a health-based app called WholeLife NJ that was launched at the New Jersey School Health Summit from The Center for Prevention and Counseling. Created by educators, parents and students, the app offers recipes, activities, articles and other health-related information to iPhone and Android users.

Doctor's orders

It is important that you speak with your physician when starting any fitness plan. For people age 40 and over, a physician's authorization to start a fitness plan should be obtained. Obesity, high blood pressure and diabetes can all be better controlled and, in some instances, eliminated

with a commitment to a healthier lifestyle. Your physician will best advise you on what level of exercise is appropriate for you.

The School Employees' Health Benefits Plan (SEHBP) offers discounts on gym memberships with some plans. In addition, many local fitness centers offer discount rates to NJEA members and their families. Visit memberbenefits.njea.org and click on the "Search Discounts" link. Use the drop-down menus to select your county and "fitness centers."

To avoid injury to joints and muscles it is important to build endurance and flexibility. Many fitness centers have consultants or trainers who will develop a plan with you and assess your goals. Are you looking to just lose a few pounds? Do you need to fit into an outfit for a wedding? Or do you want to join Team NJEA Tough Mudder for the experience of a lifetime? Knowing your goals will help you stick to your New Year's fitness resolutions and achieve success. 🏆

Sheila Caldwell, a school nurse in the Matawan-Aberdeen School District, and Dan Staples, president of the Manchester Township Education Association, contributed to this article.

Kimberly Crane is an NJEA Communications Consultant and the vice president of the Highland Park Education Association. She previously served as HPEA president. She can be reached at kcrane@njea.org.



ABOVE: Dan Staples motivates Team NJEA Tough Mudder in spite of how wet, cold and cruddy they are about to become.

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Control legacy asbestos and ban all further use

By Eileen Senn

Many of New Jersey's public schools were built during the 1950s and 1960s to accommodate the baby-boom generation. Unfortunately, during that era of public school construction, asbestos-containing materials (ACM) were commonplace. This "legacy asbestos" is still present in many school buildings as an ingredient in plaster ceilings and walls; ceiling and floor tiles and mastic; insulation on pipes, boilers, and beams; roofing felt and shingles and more.

Asbestos is relatively safe when it is in good condition and undisturbed. It becomes a health hazard when it comes loose or crumbles and releases invisible microscopic fibers into the air during routine school maintenance activities, renovations, removal, or even something as simple as hanging decorations from asbestos-containing walls and ceilings.

The Asbestos Hazard Emergency Response Act (AHERA) was passed by Congress in 1986 to force school districts to identify and either remove or manage ACM in public and private school buildings. Such management is not difficult but it does require ongoing and diligent attention and effort by school districts. Nevertheless, in the past year, at least three local associations found themselves dealing with problems from legacy asbestos because districts did not follow AHERA requirements.

- Asbestos was found in the roofing felt after roof replacement work had already started at a high school. Bulk samples of roofing debris found on the ground contained approximately 25 percent asbestos.
- A district knew that plaster, ceiling tiles and transite panels containing asbestos were present in the cafeteria, cafeteria, hallways and roof mechanical rooms in a middle school, and yet still required maintenance and IT staff to perform duties that potentially disturbed and exposed them to ACM.
- A district started to remove vinyl asbestos tile (VAT), carpet that was glued to VAT, asbestos boiler breeching, transite boards (that later were determined to contain 40 percent asbestos) on the back of bookcases and 20 percent asbestos material from a mailbox. Emergency waivers to perform asbestos abatement had to be obtained.

New Jersey Work Environment Council (WEC) industrial hygiene consultant Diana Crowder investigated. She was informed by the U.S. Environmental Protection Agency (EPA) that its funding to the New Jersey Department

of Health to conduct AHERA inspections is slated to be cut between the years 2019 and 2021. WEC and NJEA have gone on record with EPA that AHERA funding should not be cut because asbestos is still a problem in many schools.

Local association asbestos action plan

Local associations and their health and safety committees should work with their UniServ field representatives to take the following actions:

- Review the asbestos management plan for each school building. Enlisting parents to participate would be ideal and help bring extra pressure on the district.
- Ensure the district complies with all AHERA regulations. See the March 2016 *NJEA Review* article (link in sidebar) for details.
- Keep members informed of the dangers of asbestos exposure and how the local association is monitoring the district.
- Ensure any crumbling ACM is removed, encapsulated or enclosed.
- Ensure the district provide custodial staff with a two-hour asbestos-awareness training, and an additional 14 hours of operation and management training for those who may disturb small amounts of asbestos.
- Ensure there are no work practices that might raise asbestos dust such as dry sweeping and dusting, compressed air cleaning, or sanding of asbestos-containing flooring.
- Ensure that all staff members who are believed to have inhaled asbestos are offered baseline medical exams including a chest X-ray.
- Negotiate contract language requiring that all ACM be labeled with permanent signs stating "Asbestos Hazard – Do not disturb." Such signs would provide a potent warning to everyone who sees them.
- If renovations are to take place, insist that every contractor have a list of all ACM in the building and that contractors follow asbestos regulations from OSHA, PEOSH and the state of New Jersey.
- If asbestos abatement is needed, call PEOSH to ask if the district has obtained permission to proceed. 📞

Eileen Senn holds a Bachelor of Science in Chemistry from Duquesne University and a Master of Science in Occupational Health from Temple University. She is an industrial hygiene consultant with the New Jersey Work Environment Council, a frequent partner with NJEA on school health and safety concerns.

Ban asbestos!

NJEA President Marie Blistan and New Jersey Work Environment Council (WEC) Executive Director Dan Fatton recently authored an op-ed calling for asbestos to be banned.

As they wrote, while progress has been made to limit certain uses of asbestos, it has never successfully been banned in the U.S. or Canada.

In 1989, the EPA issued its Asbestos Ban and Phase-Out Rule, which was challenged in the courts by industry and overturned in 1991, citing a lack of consideration for other more cost-effective options. Essentially, a weak Toxic Substances Control Act (TSCA) failed to justify the ban. Yet 55 other countries have banned asbestos.

In 2016, following the passage of the Frank R. Lautenberg Chemical Safety for the 21st Century Act, the move to re-evaluate asbestos began. Last December, asbestos was named as one of 10 priority chemicals first up for evaluation by the agency. With a new evaluation comes the hope that a final phase-out might be possible. The EPA should take action to protect students, workers, public health and the environment, and make the United States the 56th nation to enact a complete ban on asbestos.

Local associations can encourage members to sign a petition to ban asbestos on the Asbestos Disease Awareness Organization website at www.asbestosdiseaseawareness.org.

For more information

"Legacy of asbestos in our aging schools," Marie Blistan and Dan Fatton, *Courier-Post*, Oct. 27, 2017. bit.ly/asbestosinschools

"Districts fail to keep track of asbestos despite law," *NJEA Review*, March 2016. njea.org/asbestos

AHERA requirements
New Jersey Department of Health (DOH)
Environmental and Occupational Health
Assessment Program
609-826-4950
bit.ly/asbestosmanagementnj

PEOSH requirements
New Jersey Department of Health (DOH)
Public Employee Occupational Safety and Health
(PEOSH) Program
609-984-1863
bit.ly/peoshasbestosstandard

Asbestos abatement contractor requirements
New Jersey Department of Community Affairs
(DCA) Office of Asbestos
609-633-6224
bit.ly/njdcacontractors

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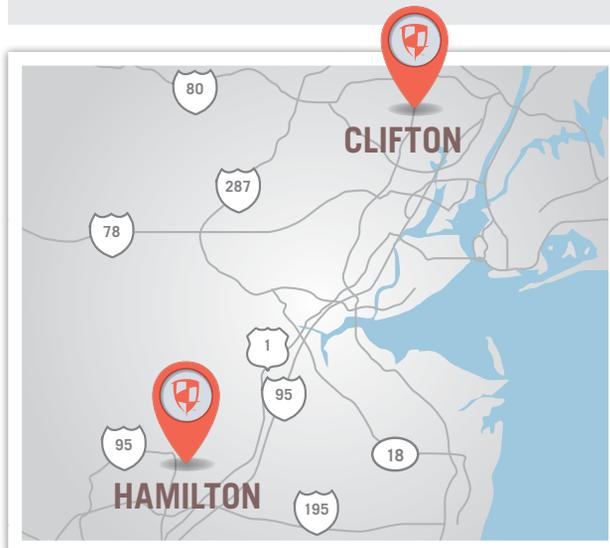
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Revisiting your student growth objective

By Christine Miles, NJEA staff

As required by TEACHNJ, educators are charged with creating one or more long-term academic goals for groups of students, commonly known as student growth objectives (SGOs), by Oct. 31 of each school year. The results of SGOs play a significant role in a teacher's summative evaluation rating, making the stakes high and adherence to best practice integral to success.

To ensure that the process is a seamless one, educators benefit from designing SGOs in close connection to major aspects of the curriculum. That is, those areas that are already highly emphasized on an ongoing basis. The early part of the SGO cycle is dedicated to determining authentic and appropriate modes of assessment, assessing student starting points, and setting high-level, *yet achievable*, growth goals for students in time for the Oct. 31 deadline.

With the myriad responsibilities, piling paperwork requirements, and increasing expectations upon educators year after year, SGO progress monitoring from November onward can easily fall by the wayside, to our own detriment, if we are not actively pursuing this work.

Built within the process is the opportunity to refine and adjust the SGO, with administrator approval. In order to develop a full understanding of student progress toward identified growth goals, we must continually take the temperature of our students, formally and informally. As we do so, we develop a clearer understanding of

student progress and areas in need of continued improvement through the various evidence we collect.

Based on this evidence, we might find that our scoring plan needs to be adjusted to account for the diverse readiness of our students. Our final assessment task might need to be differentiated to enhance validity of outcomes. We may even discover that we need to redevelop our SGOs to fit a new timeframe because of changes in schedules, unforeseen leaves of absence, or other circumstances beyond our control.

No matter the reason behind why the SGO needs to be revisited and refined, reflection, preparedness, and communication are key. As we enter a new year, we must make it a point to actively reflect upon student progress and any potential changes that need to be made to our original SGO designs to ensure student and educator success when the time for the annual performance review comes along. In the event that we wish to refine our SGOs, we must effectively communicate this need to the administrator with whom we work. We must be prepared to adjust our initial designs to better meet the needs of our students, ensuring that the impact we have on students is fully captured within the SGO process. 📌

Christine Miles is an associate director in the NJEA Professional Development and Instructional Issues Division. She can be reached at cmiles@njea.org.

Timeline for SGOs

September-October

- Identify assessment task by asking, "What might authentic performance, relative to identified standards, look like and how might I measure this performance?"

- Determine baseline data and students' starting points by asking, "What do I know to be true about my students' performance?"

By Oct. 31

- Set high-level, yet achievable and appropriate growth goals for your students by asking, "Currently, where are each of my students, relative to my identified goal? What realistic and achievable expectations should be set for each of my students?"

Ongoing

- Continually track student progress toward identified goals by asking, "Where are my students, relative to the goal, and how might I effectively support them as they strive for the goal?"

By Feb. 15

- Analyze progress toward the identified goal and make any necessary adjustments by asking: "Are my students on track to reach their growth goal(s)? How do I know? What adjustments might need to be made to ensure students meet a realistic and achievable goal?"

By end of school year:

- Continue to work toward your identified goal, measure results, and reflect on effective practices and areas of opportunity.

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A CLOSER LOOK

monthly highlights

If you've missed any of the shows, "Classroom Close-up NJ" will be airing encore performances, including stories about financial literacy, teen driving, writing, reading, science plus features on police dogs and physical fitness. Tune into NJTV every Sunday, and if you miss the show, go to classroomcloseup.org where you can watch, share and download every story. The show inspires educators, informs the community about the latest educational advances and brings pride to the schools that are featured each week. During the month of January, NJTV is conducting its membership drive and the 7:30 p.m. airtimes will be pre-empted. Make sure you tune in to the earlier times at 7:30 a.m. or 12:30 p.m.

watch

JANUARY 14

This Robbinsville High School student is contemplating her story during a Write-a-Thon, an event that promotes writing and the power of storytelling. This year, the event pays tribute to Dr. Steve Mayer, the superintendent who recently passed away.

JANUARY 21

Tony Klock from Kresson Elementary in Voorhees demonstrates the bird feeder that prevents squirrels from raiding the food. His students plant and maintain the field that attracts birds and creates an environmental classroom. Students apply research strategies to develop and maintain a species database that future participants can use and expand.

JANUARY 28

Ethel Jacobsen Elementary School nurse Bianca Aniski played a vital role in the development of the school garden. The Surf City school was awarded "Best in New Jersey Farm to School" Award from New Jersey Department of Agriculture. The students and their parents spend parts of their summer tending to the school garden, and during the school year they learn lessons from science to math to vocabulary.

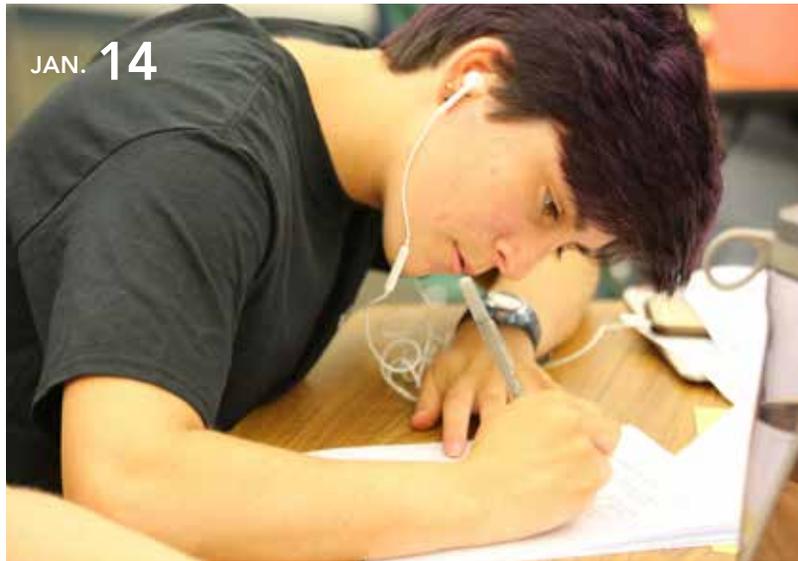
AIR TIMES

NJEA's "Classroom Close-up NJ" has won 15 Emmy® awards. It inspires and educates the public about the great things happening in New Jersey public schools. The show airs on Sundays on NJTV at 7:30 a.m., 12:30 p.m. and 7:30 p.m.



classroomcloseup.org

Visit classroomcloseup.org to watch individual segments, the entire show, or to see what's coming up. On Twitter, follow @CCUNJ and "like" the show at [facebook.com/crcunj](https://www.facebook.com/crcunj). The show continues to gain fans, especially since it is available online and can be downloaded or emailed to family and friends.



JAN. 14



JAN. 21



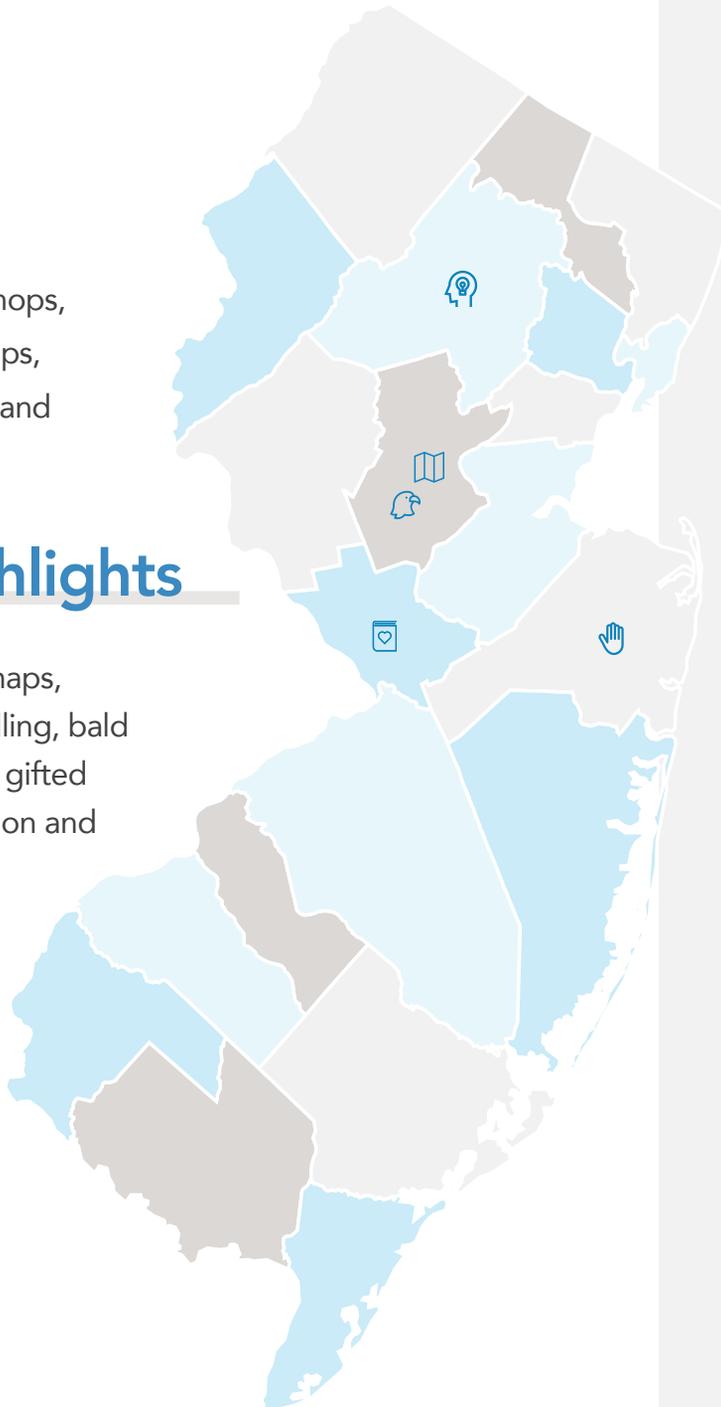
JAN. 28

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These experiences have been endorsed by NJEA's Professional Development Institute and are also posted on NJEA.org. Providers seeking endorsement should call NJEA's Professional Development Division at 609-599-4561.

showcase

Using Story Maps to Engage Students in Science

Grade 6-12 educators are invited to attend “There’s More to the Story: Using Story Maps to Engage Students in Science” on April 13 at Duke Farms in Hillsborough. Join Lauren Morse, Teacher Programs Developer from Liberty Science Center, and learn how to engage students through story maps, a compelling way to combine technology, science and communication in one project. Explore Duke Farms to collect data and make observations before creating your own story maps. Participants will leave with ideas for classroom implementation and project-based learning units.

The cost is \$25, which includes morning coffee and lunch. The program provides six hours of professional development. Contact Samantha Wolfe at 908-243-3620 or swolfe@dukefarms.org for more information. To register, visit dukefarms.org.

Bald Eagle Ecology for Teachers

K-12 educators are invited to attend “Bald Eagle Ecology for Teachers” on Jan. 13 at Duke Farms in Hillsborough. The Conserve Wildlife Foundation and Duke Farms will help you to understand the science behind New Jersey’s bald eagle population and discover the many ways eagle ecology can be used across your curriculum for STEM lessons. Eagle biologist Larissa Smith will talk about her work with this charismatic species, live birds of prey will make an appearance and an opportunity will be announced for one lucky teacher to participate in the spring eagle chick banding at Duke Farms.

The cost is \$25, which includes morning coffee and lunch. The program provides six hours of professional development. Contact Samantha Wolfe at 908-243-3620 or swolfe@dukefarms.org for more information. To register, visit dukefarms.org.

Stand Up Against Hate: Hands-on Educator Workshop and Student Art Installation

The Center for Holocaust, Human Rights and Genocide Education (Chhange) invites middle, high school and college educators to attend “Stand Up Against Hate: Hands-on Educator Workshop and Student Art Installation,” being held at Brookdale Community College on Jan. 11 from 9 a.m. - 3 p.m.

The workshop will empower educators to discuss our current climate’s intensification of hate and discrimination in a parallel discussion of the Warsaw Ghetto Uprising. Educators will discuss bias crimes and the rise of hate with Detective David D’Amico, who previously worked for the Bias Crimes and Community Relations Unit in Monmouth County. Susan Stein will discuss how educators can teach students to engage with diaries and memoirs in order to learn about history. Holocaust Survivor Claire Boren will discuss the use of art to grapple with horrific events, including the Holocaust. Educators can then have their students participate in Chhange’s Fifth Annual Student Art Installation, to open in May 2018.

The cost to attend is \$40. Contact Nicole Rizzuto at 732-224-1889 or nicole.rizzoto@chhange.org for more information. Visit chhange.org to register.

showcase

Creativity and Collaboration in Gifted Education

The annual conference of the New Jersey Association for Gifted Children (NJAGC), “Building Connections: Creativity and Collaboration in Gifted Education,” will be held Friday, March 23 at the Conference Center at Mercer. The program is open to educators and parents.

Participants will hear the keynote, attend one breakout session in the morning, and attend two breakout sessions in the afternoon. Dr. Joseph Renzulli, director of The Renzulli Center for Creativity, Gifted Education and Talent Development at the University of Connecticut, will present the keynote, “Schools for Talent Development: A Comprehensive Plan for 21st-Century Program Planning and Implementation.” The keynote session and the workshops will address how to incorporate challenge, creativity and collaboration into the curricula of gifted students, as well as into the curricula of all students, while incorporating the New Jersey Student Learning Standards

The purpose of this conference is to provide opportunities for classroom teachers, teachers of the gifted, administrators and curriculum coordinators to gain insight into the educational and social/emotional needs of gifted students and to support all those responsible for educating the gifted child.

The costs run from \$159-\$219, depending on membership in NJAGC. Contact Carol Rogaski at 856-273-7530 or rogaski@njagc.org for more information. Visit njagc.org to register.

Storytelling: A Very Happy Ending for Teachers and Students

The County College of Morris (CCM) will host its storytelling event, “Storytelling: A Very Happy Ending for Teachers and Students” on Sunday, March 11, featuring storyteller Sharon Taksler. This workshop is part of the County College of Morris Festival of Storytelling and Music.

In this interactive workshop based on familiar nursery rhymes, participants will:

- Learn ways to find/learn stories.
- Demonstrate an understanding of putting together a story by working together in a group.
- Learn to use and identify Adverb Charades and understand how using the lesson relates to telling a story.
- Guide students in understanding point of view by presenting a nursery rhyme from a different point of view.
- Understand that storytelling is another opportunity to provide knowledge to students.

This workshop is part of the annual CCM Festival of Storytelling and World Music. The workshop fee is \$32 and includes lunch and attendance at the afternoon of storytelling by master storytellers. Four professional development hours will be given. Contact Don Phelps at 973-328-5217 or dphelps@ccm.edu for more information. You may also visit www.ccm.edu.

More to learn across the state

NGSS Summer Institutes this summer

Grades K-5: Aug. 6-10

Grades 6-12: July 23-27

This summer, the Science Education Institute at Raritan Valley Community College will offer two different week-long Institutes designed to support teachers and supervisors of grades K-5 and grades 6-12 with the implementation of the Next Generation Science Standards (NGSS). Participants will receive an in-depth introduction to the vision behind the NGSS and its three dimensions: the core ideas, the practices and the crosscutting concepts. Participants will experience NGSS-aligned investigations in physical science, life science, earth science, and engineering. These investigations consist of a sequence of performance tasks that will engage participants in practices and require the use of core ideas and crosscutting concepts to construct science explanations or design engineering solutions. There will be multiple opportunities for participants to reflect on these investigations and to use an extensive lesson planning guide and a nationally field-tested lesson template to plan NGSS-aligned lessons.

Both week-long Institutes are held at Raritan Valley Community College in Branchburg.

Each day begins promptly at 9 a.m. and ends by 3:30 pm. Light breakfast and lunch will be provided.

The institutes are led by Dr. Wil van der Veen, a nationally recognized expert on the NGSS and science education and a member of the New Jersey State Leadership Team for the NGSS. The Institute is co-facilitated by K-12 classroom teachers from the NGSS Teacher Leader Program.

The fee is \$300 for the week, or \$250 for registrations received by March 31, 2018.

Register early as our Summer Institutes tend to fill up quickly!

For more information and to register online visit www.raritanval.edu/ngss or contact Mariel O'Brien at mariel.obrien@raritanval.edu or 908-526-1200, Ext. 8942.

To develop a long-term NGSS professional development plan for your district, contact Dr. Wil van der Veen at wil.vanderveen@raritanval.edu.

Math workshops offered at Rutgers

The Association of Mathematics Teachers of New Jersey (AMTNJ), with the cooperation of the Rutgers Department of Mathematics and the Center for Discrete Mathematics and Theoretical Computer Science (DIMACS), is offering math workshops for elementary, middle and high school teachers. The workshops are held on Rutgers' Busch Campus and run from 9 a.m. to 3:30 p.m.

Following are workshops offered in February. Workshops in January and in March through May can be reviewed at the indicated websites.

More to learn across the state

Math workshops offered at Rutgers (cont.)

High school workshops

- Feb 13: Lesson Study, Grades K-12
- Feb 16: Utilizing Desmos to Strengthen Classroom Instruction, Grades 7-9
- Feb 20: Creating Your Own 3-Act Mathematical Tasks, Grades 6-12
- Feb 21: Rethinking Math Lessons, Assessment, and Homework with Technology, Grades 6-12
- Feb 22: Creating Mathematical Stations, Grades 6-12

Registration and information: dimacs.rutgers.edu/grades-9-12-workshops

Middle school workshops

- Feb 13: Lesson Study, Grades K-12
- Feb 16: Utilizing Desmos to Strengthen Classroom Instruction, Grades 7-9
- Feb 20: Creating Your Own 3-Act Mathematical Tasks, Grades 6-12
- Feb 21: Rethinking Math Lessons, Assessment, and Homework with Technology, Grades 6-12
- Feb 22: Creating Mathematical Stations, Grades 6-12

Registration and information: dimacs.rutgers.edu/grades-6-8-workshops

Elementary school workshop

- Feb 13: Lesson Study, Grades K-12

Registration and information: dimacs.rutgers.edu/grades-K-5-workshops

NJ Earth Science Teachers Association presents NGSS workshop

Are you comfortable with the architecture and intent of Next Generation Science Standards (NGSS) and ready to create your own NGSS congruent lessons and units? If so, this one-day workshop is for you.

Join the New Jersey Earth Science Teachers Association for “From Phenomenon to Assessment: Teaching and Learning with NGSS.” You will identify compelling and student-friendly phenomena, build lesson sequences around them, and develop assessment tools to measure student proficiency in selected disciplinary core ideas, cross-cutting concepts, science and engineering practices, and performance expectations.

Participants will receive tools and resources to facilitate the process of creating their own lessons and units. The event will take place on Saturday Feb. 3, from 8 a.m. to 3:30 p.m. at Duke Farms in Hillsborough.

Contact Missy Holzer at mholzer@monmouth.com Program fee of \$25 includes morning coffee and lunch. To register, go to dukefarms.org, click on “Classes & Events,” then scroll down and select “Professional Development” to find this Feb. 3 event.

Scholarships available for Colonial Williamsburg Teacher Institute

These week-long immersion sessions and new three-day themed seminars on location in Williamsburg this summer immerse participants in American history and an interdisciplinary approach to teaching social studies with history as the focus. Participants exchange ideas with historians, meet character interpreters and examine interactive teaching techniques. Each program is tailored to meet state content standards in United States history and government.

Scholarships are available that cover tuition and travel costs to and from Williamsburg.

Weeklong sessions

- Elementary school: Becoming Americans: From British Subjects to American Citizens (1606–1783)
- Middle school: Emerging American Identity (1765–1865)
- High school: The United States: A Persistent Debate (1765–1970)

Tuition is \$2,200, which includes a double-occupancy room (teachers wishing to have a single room pay an additional fee), most meals, all admissions, and special access to materials in the Teacher Institute portion of the Education Resource Library. Airfare is not included. For an additional fee, graduate credit is available.

Three-day themed seminars (Grades 3–8)

- Straight from the Sources: Women during the American Revolution
- Apprenticeships: STEM and Colonial Daily Life

Tuition is \$1,250, which includes a double-occupancy room (teachers wishing to have a single room pay an additional fee), most meals, all admissions, and special access to materials in the Teacher Institute portion of the Education Resource Library. Airfare is not included. For an additional fee, graduate credit is available.

A \$750 tuition option that does not include a hotel room or breakfasts is available for local teachers who wish to commute from home or select their own hotel accommodations. Airfare is not included.

The scholarship application deadline is Jan. 15. Registrations for the programs are open through April.

For more information, including dates of program sessions, and to apply for a scholarship, visit www.history.org/history/teaching/tchsti.cfm.

Camden County College offers mini-courses

The Camden County College Center for Civic Leadership and Responsibility (CCLR) is offering five-week mini-courses starting in January. Each course costs \$30. For \$75, you may take unlimited mini-courses courses through Aug. 31, 2018. In addition, the CCLR offers a free lecture series, special events, and a free 15-week course.

For more information, visit www.camdencc.edu/civiccenter or call 856-227-7200, ext. 4333 for details.

Mini-courses

Evenings at Blackwood campus

- Jan. 29-Feb. 26 – The President vs. Mexico 1: The Mexican –American War
- Jan. 30-Feb. 27 – The War Presidents
- Feb. 1-March 1 The Civil War: Small Battle, Large Consequences
- Feb. 1-March 1 – The Iraq War in Context

Evenings at Rohrer Center in Cherry Hill

- Jan. 29-Feb. 26 – Social Dancing and its Relationship to Social Movements
- Jan. 30-Feb. 27 – Battlefronts of The Great War (World War I)
- Jan. 31-Feb. 28 – The Tragedies of William Shakespeare
- Feb. 1-March 1 – The Psychology of Change

Free 15-Week Course

- Jan. 17-May 2 – Topics in American History: America and the Middle East in the Age of Terrorism 🇺🇸

NJEA Preservice

Leadership matters

A preservice member's view of the NJEA Convention

By Angie Ghaly, Rutgers University

As a new preservice member of NJEA, nothing could be more exciting than being able to attend my first NJEA Convention. It was a great way to meet teachers and students from across the state who share my passion for teaching and education.

One of the greatest benefits for me was the opportunity to learn from many great educators in New Jersey in the various sessions offered. As a preservice member, I appreciated that there were workshops designed for those of us studying to become teachers. I walked away with knowledge that I will use throughout my career. I also attended a preservice workshop for students on the best strategies for getting hired as a new teacher.

Another great event for preservice members was the Preservice Lunch and Learn. This event was put together by the NJEA Preservice team. At the luncheon, I met wonderful students from other schools and discussed different aspects of the state's system of education. We talked about how it is important for us as students to stand together and make the education system not only better as teachers, but to improve public education for New Jersey's children.

With the great overlap between different informational sessions, trying to organize my schedule was one downside of the NJEA Convention. Because NJEA offers over 200 different workshops and seminars, attending every seminar on my target list was bit challenging. I definitely had to spend time figuring out which sessions I wanted to attend, narrowing down my list to a few because of the overlap between scheduled times. This aspect of the NJEA Convention was my only disappointment, but it was not a deal breaker.

Another aspect I enjoyed was being able to walk around the convention center and visit the different booths. I was overwhelmed with how many informational books, packets, products, and services there were that catered to teachers in New Jersey! The best part was the free items I was able to gather for use in a classroom. Throughout the convention, I was constantly networking with people who were knowledgeable in my subject and content areas.

Overall, the NJEA Convention was a wonderful experience. Going with my friends made the experience better, and meeting new people while learning a lot was my biggest highlight. NJEA Convention exceeded my expectations, and I can't wait to go back again next year.

Does your school host student teachers and practicum students?

Preservice members are the future of our profession and NJEA leadership. Encourage preservice educators in your school to join NJEA Preservice.

A part of NJEA, the preservice organization offers preservice educators important professional development opportunities. NJEA Preservice hosts its own student-g geared conference and its members attend the NJEA Convention.

NJEA Preservice members lead the profession on their respective campuses and go on to become local association leaders after graduation. Encourage the preservice members in your school and in your family visit njea.org/preservice. 📍



From left: Gabriela Terlemezian, Kelsey Brentnall, Anna Dowd and Shaun Connolly.



NJEA Preservice President Jessica Quijano speaks to members at the First Year FAQ workshop.



From left: Jilliane Laurizio, Amber Ingram, Olivia Zaino and Valerie Villanueva.

NJREA

Past, present and future

Social Security to increase

The Social Security Administration (SSA) recently announced that there will be a 2 percent cost-of-living adjustment (COLA) in retirees' Social Security benefit payments beginning in Jan. 2018. This is the largest increase since 2012.

Social Security benefits are adjusted annually to protect retirees from the effects of inflation. The COLA is an increase—if any—as measured by the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) as prepared by the Bureau of Labor Statistics.

The chart below shows the increases in Social Security over the last 15 years:

Year	% Increase
2004	2.1%
2005	2.7%
2006	4.1%
2007	3.3%
2008	2.3%
2009	5.8%
2010	---
2011	---
2012	3.6%
2013	1.7%
2014	1.5%
2015	1.7%
2016	---
2017	0.3%
2018	2.0%

For more information, visit www.ssa.gov.

Around the counties

For questions, call your county REA.

For trip details, check the county newsletter.

MIDDLESEX COUNTY REA will hold its next meeting/luncheon on Thursday, March 8 at the Grand Marquis in Old Bridge. An NJEA Member Benefits Fair will be held. The cost is \$30. To attend, call Susan Jaysnovitch at 732-925-1606.

MORRIS COUNTY REA's winter meeting/luncheon will be held on Wednesday, March 7 at the Zeris Inn in Mountain Lakes. Charlie Haas will be leading a presentation on the Titanic and recent findings. The cost is \$30. To attend, call Cheryl Doltz at 973-818-1353.

Join **SALEM COUNTY REA** for its meeting/luncheon on Wednesday, Feb. 21 at the Municipal Building in Alloway. Cost is \$18. To attend this event, call Peggy Kavanaugh at 856-935-0075.

NJRE-SOUTHEAST FLORIDA welcomes you to its next meeting on Monday, Feb. 5 at the South County Civic Center in Delray Beach. To attend, call Doris Zatkow at 561-737-0614.

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2018 Medicare Part B premiums

The Centers for Medicare & Medicaid Services (CMS) announced the 2018 premiums for Medicare Part B in October 2017.

For most Medicare beneficiaries, premiums will stay the same as they were in 2017. For 2018, Medicare Part B premiums and surcharges remain unchanged; however the individual and joint-filer tax brackets have been adjusted. This means that retirees will pay a different premium amount in 2018 if they fall into a new income-related bracket. The change happens once an individual filer reaches \$133,500 in income, and a joint-filer reaches \$267,000, both for income earned in 2016.

In previous years, Medicare Part B premiums have risen significantly. Retirees that have fallen under the hold-harmless provisions in previous years—the rule that prevents Part B premiums from rising faster than the Social Security cost-of-living-adjustment (COLA)—may also see up to a two percent rate increase, up to current rates, for Medicare Part B.

A retiree who falls into one of the aforementioned groups can determine how much his or her Medicare Part B premium will be by find the scenario that best describes his/her 2016 tax return filing below.

Individual Tax Return	Joint Tax Return	You pay in 2017
\$85,000 or below	\$170,000 or below	\$134.00
\$85,001–\$107,000	\$170,001–\$214,000	\$187.50
\$107,001–\$133,500	\$214,001–\$267,000	\$267.90
\$133,501–\$160,000	\$267,001–\$320,000	\$348.30
above \$160,000	above \$320,000	\$428.60

The Social Security Administration uses the income reported two years ago to determine a Part B beneficiary's premiums. Thus, the income reported on a beneficiary's 2016 tax return is used to determine whether the beneficiary must pay a higher monthly Part B premium in 2018. If a beneficiary's income decreased significantly in the past two years, he or she may request that information from more recent years be used to calculate the premium.

For those members receiving post-retirement medical benefits paid for by the state of New Jersey, the standard Medicare Part B premium for both them and their dependents is reimbursed in the member's pension check. Any income-related adjustment, or for new enrollees with a higher premium that a member or his or her dependent pays, is reimbursed at the end of the year in which the adjustment is paid, only after the proper paperwork is filed with the Division of Pensions and Benefits.

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 N.J. Division of Pensions and Benefits at 609- 292-7524.

2018 Medicare Part D premiums

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, as of Jan. 1, will be OptumRx. This program includes the Medicare-eligible retiree becoming automatically enrolled in Medicare Part D.

While there is no standard Medicare Part D cost associated with the program, enrollees whose incomes exceeded the legislated threshold amounts (\$85,000 in 2018 for a beneficiary filing an individual income tax return or who is married and filing a separate return, and \$170,000 for a beneficiary filing a joint tax return) will pay a monthly income-related payment.

For 2018, most retirees will see a decrease in their Medicare Part D premiums. However, because the income-related thresholds have been changed for 2018, some retirees may see an increase in their Part D premiums. The change happens once an individual hits \$133,500 in income, or a joint-filer makes \$267,000 for income earned in 2016.

Income related-thresholds

Individual Tax Return	Joint Tax Return	2018 premiums
\$85,000 or below	\$170,000 or below	\$0.00
\$85,001–\$107,000	\$170,001–\$214,000	\$13.00
\$107,001–\$133,500	\$214,001–\$267,000	\$33.60
\$133,501–\$160,000	\$267,001–\$320,000	\$54.20
above \$160,000	above \$320,000	\$74.80

The Social Security Administration uses the income reported two years ago to determine a Part D beneficiary's monthly income-related payment. In other words, the income reported on a beneficiary's 2016 tax return is used to determine whether the beneficiary must pay a monthly income-related payment in 2018. If a beneficiary's income decreased significantly in the past two years, he or she 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 them and their dependents is reimbursed at the end of the year in which the payment is paid, after the proper paperwork is filed with the Division of Pensions and Benefits.

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 Division of Pensions and Benefits at 609- 292-7524. 

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Lisette V. – West Orange Board of Education

"I am so thankful for Dr. Sammarone! He's been so kind and seeks to make the best of each situation"

Michele M. - Parsippany School

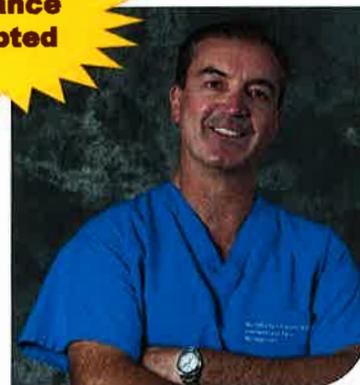
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Be sure to visit the Member Benefits section at memberbenefits.NJEA.org.

January Web Giveaway

\$100 Visa gift card from the NEA Retirement Program*

NJEA local affiliates are encouraged to seek a payroll slot for the NEA Retirement Program (provided through Security Benefit) so that all members have access to DirectInvest, a low-cost solution for tax-favored saving in a 403(b) account. Contact Don Wiley for assistance at donald.wiley@securitybenefit.com or 609-306-0817. Additional information is available at neamb.com/retires.

\$150 credit toward having income tax return prepared at H&R Block.*

Call 800-472-5625 or visit www.hrblock.com/hrb-offers/njea for details of the 2018 H&R Block discount for NJEA members.

Winners at the 2017 NJEA Convention:

Aileen Mastowski of Howell Township EA won a seven-night condo certificate from ACCESS Discounts*.

Elaine Reese of Gloucester County Retirees EA won a \$600 gift certificate toward a trip with Dream Vacations, the provider of travel for Buyer's Edge, Inc.**

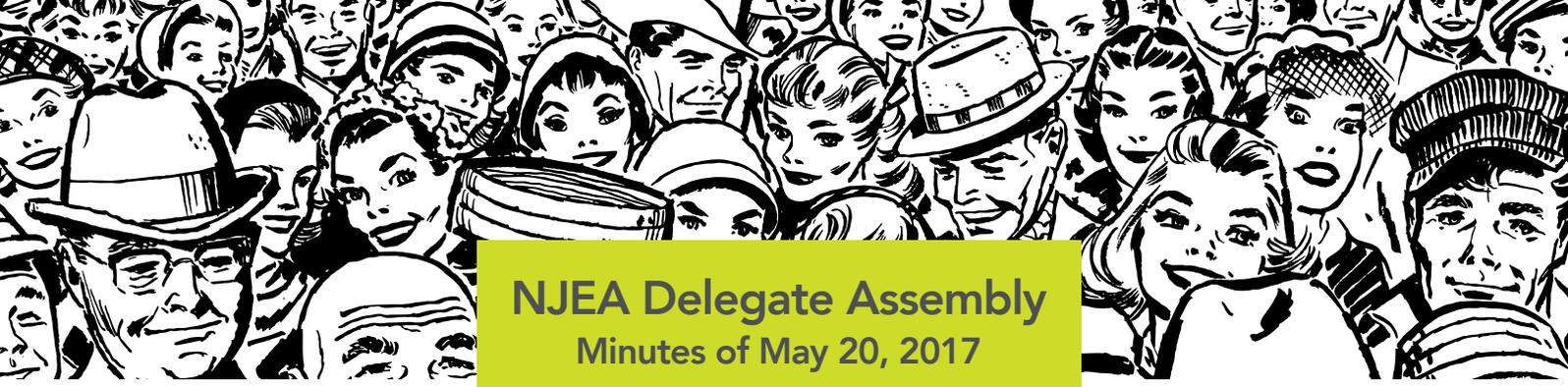
Phyllis Clemente of Union City EA won a seven-night resort stay in Mexico from NEA Vacations*.

Winner of the November web giveaway:

Gloria Tylutki of Monmouth County Retirees EA won a \$150 credit toward income tax return preparation at H&R Block* and a \$100 SERRV gift card from Hear In America.*

*Member Discount Program and Access: Products and services listed in the NJEA Member Discount Program and Access are provided as a service to NJEA members and do not constitute an endorsement by NJEA or a representation regarding the products' quality or characteristics. NJEA makes no warranties expressed or implied, including the warranties of merchantability or fitness for a particular purpose regarding any products or services listed in the NJEA Member Discount Program and Access.

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NJEA Delegate Assembly Minutes of May 20, 2017

The NJEA Delegate Assembly met on May 20, 2017, at the Hyatt Regency Princeton, 102 Carnegie Center, Princeton, N.J. at 9:30 a.m. Vice President Marie Blistan presided.

Zurka (Union), chair of the Rules Committee provided the committee report updating pending items.

Stephanie Tarr of the Greater Egg Harbor (Atlantic) gave the inspirational message and led the Pledge of Allegiance.

Roll call was taken. There were 106 of 127 delegates present. Alternates were seated as follows: Pontier for Dziob, and Fletcher for Kronyak (Bergen); Rizzo for Steinhauer (Burlington); Pildis for Reagle (Camden); Rankin for Lane (Cumberland); Rock for McCormick (Essex); Herrick for Paprota (Middlesex); Marino for Vistein (Monmouth); Francis for Lawler (Union); Polhemus for Reynolds (Warren).

Absent were representatives Brathwaite (Atlantic); Lyons and Middlebrooks (Hudson); Cardinale (Mercer); Eckert and McHugh (Morris); McEntee (Passaic); Mirabelli (Non-Classroom).

Blistan began by acknowledging that she was providing the president's report on behalf of President Steinhauer who was absent due to a family commitment. She began by addressing the various proposed school funding and pension funding plans. NJEA is carefully studying the proposed Lottery proposal. Blistan stating that regardless of what funding proposal or package, the NJEA will be adamant that there will be no discussion of negotiations of benefit cuts for our public school employees.

Blistan then highlighted legislative successes, noting the restoration of school nurse training in substance abuse, the inclusion of local leaders as stakeholders in the new ESSA provisions and the LD 3 initiative to unseat Sweeney from the New Jersey Senate.

Blistan presented the 2017 New Jersey Teacher of the Year, Argine Safari of Pascack Valley Regional School District in Bergen County where she teaches performing arts. Following Safari's remarks, she received the 2017 Teacher of the Year ring on behalf of the officers and the 200,000 members of the NJEA.

Secretary-Treasurer Spiller presented the Budget Committee Report. After thanking the committee for their work, and reviewing the financial position of NJEA as compared to education associations nationwide, he discussed the goals to attack the impact of Chapter 78 with the Take Back the Paycheck campaign, the fight

for health benefits and pension security, the expansion of professional practices and the expansion of partnerships. He noted that the committee is presenting a balanced cash budget for fiscal year 2017-18.

Kruczek (Warren) moved the six recommendations of the Budget Committee report.

There were numerous questions related to Summer Fellows Program and the proposed budget. The program is not included in the budget report, as it is part of the current budget, subject to ongoing negotiations with the staff union representing consultants.

At the 11:00 am, the floor was open for member comments.

Jon Coniglio of Dover (Morris) commented on initiatives, which he as previously recommended, stating that those ideas are helping NJEA to communicate more effectively. He gave note to the new electronic version of the NJEA Review, the web address for all governance members and noted that it is his hope that the new leadership will be open to his suggestions and recommendations in the future.

Heather Sorge of Holland Township (Hunterdon) spoke to the importance of continuance of the NJEA Summer Fellows Program. She noted that the challenges faced by the association needs to have an effective member-to-member communication tool and that the Summer Fellows have proven to be that tool.

Lori Lalama of Clifton (Passaic) noted that the NJEA Mission Statement is to advance and protect the rights, benefits, interests of members and to promote a quality system of public education for all students. Questioning what NJEA is doing to protect our profession and schools from the likes of Donald Trump and Betsy DeVos?

Diane McKay of Jersey City (Hudson) also spoke to the member engagement programs that NJEA has engaged in and urged that the leadership utilize every grassroots avenue available to address better engagement of members.

Andrew Policastro (Bergen) rose to appeal the decision of the NJEA Elections Committee asking that they vacate the results of the NJEA officer election. He questioned the process and indicated that he would use any means available to address his concerns.

Esther Fletcher (Bergen) also spoke about the Summer Fellows Program and member engagement.

Returning to the agenda and the Budget Committee

Report, Ed Richardson, Executive Director assisted, Spiller, in the answering of specific questions related to the staff employment, pending legal challenges and negotiations with the Professional Consultants Association as related to employment and member engagement activities.

Budget Committee recommendations 1-6 as delineated in the report and the accompanying appendix were in accordance with the DA rules. The recommendations passed.

Simmons (Sussex) moved Budget Committee recommendation seven for a transfer of funds from the Legislative Public cost center (730) to Legislative Conference cost center (720) to cover additional expenses for the conference in accordance with DA Rules. The recommendation passed.

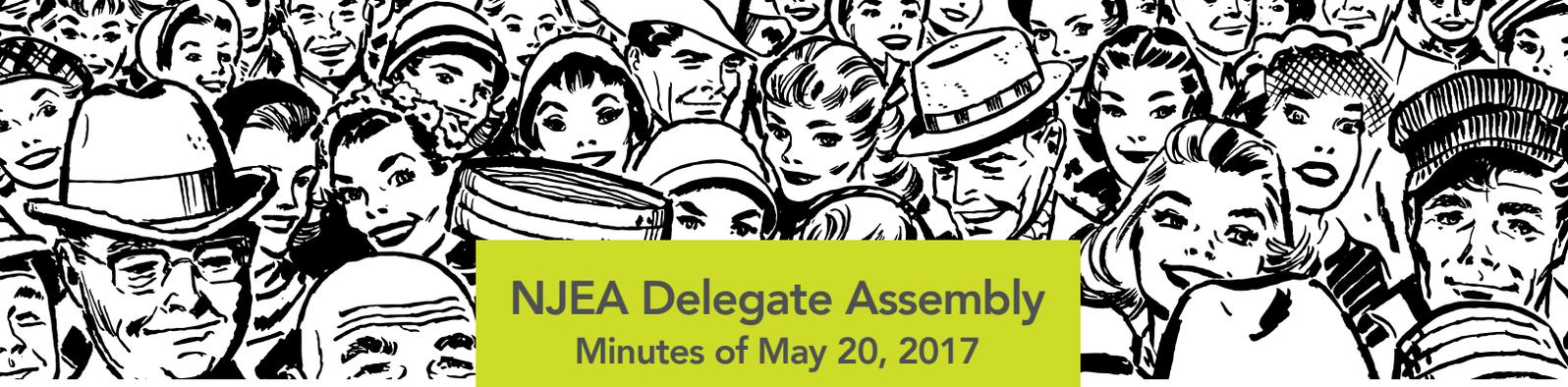
Howley (Camden) moved Budget Committee recommendation eight that a transfer in the sum of \$30,000 from cost center identified in the report to cost center (1095) NJEA Convention to cover additional expenses in accordance with DA Rules. The recommendation passed.

Howley (Camden) moved Budget Committee recommendation nine that a transfer in the sum of \$12,000 from cost center (1010) PD Capacity Building Conference to cost center (1097) Best Practices Conference in accordance with DA Rules. The recommendation passed.

Blistan thanked the committee and the body for the debate on the budget and moved to the nomination for provisional elected Ethnic Minority At-Large for the NJEA Executive Committee. Noting that based on the election results the Assembly is electing at least one provisional position in accordance with the constitution.

Nominated for Ethnic Minority At-large to the Executive Committee was Robin Holcombe (Passaic); Gary Melton (Atlantic); Gayl Shepard (Essex); and Alvin Williams (Higher Education). Blistan also announced that the recent election results do not require an election for At-large Ethnic Minority to the Delegate Assembly, nor is there a need for the At-large ESP to either the DA or the Executive Committee.

The Executive Directors report focused on NJEA's efforts to address the impending Supreme Court action related to the elimination of agency-fee for public employee unions, thereby resulting in members being able to opt out with no fair share. Noting that NJEA



NJEA Delegate Assembly Minutes of May 20, 2017

engaged the Mellman Group to poll members and do research to help develop strategies to address this attack on the association. Richardson also reported that the New Jersey Superior Court did strike down an effort by the conservative Goldwater Institute to challenge seniority and tenure of public school employees. He then reviewed action on a new business item from the January meeting related to NJEA honoring existing employment contracts and not subcontract the work of its employees. He noted that NJEA is currently in negotiations with PCA, and that the norm is to sit and discuss issues, not engage in a grievance or legal actions.

Richardson recognized NJEA employees who retired during the past year as well as those who had achieved 25, 20 and 10 years of service.

Zurka (Union), Chair of the DA Rules Committee reported the results of the Provisional Election for Ethnic Minority At-Large to the Executive Committee, declaring Gary Melton (Atlantic) elected.

Shannon (Union), nominated Robin Holcombe as the Ethnic Minority At-large Alternate to the Executive Committee. As the only nomination, Holcombe was declared provisionally elected as the Alternate Ethnic Minority At-large to the Executive Committee.

Hussein (Morris), Chair of the NEA Activities Committee reported that the registration process for the NEA Representative Assembly be conducted via email through the C-vent Registration System requiring information not previously required including email and cell phone numbers. It was also announced that Dr. Lenworth Gunther, a retired NJEA member of 38 years and internationally recognized civil rights activist is to be honored as the recipient of the NEA Dr. Martin Luther King Jr. Civil Rights Award. It marks the third consecutive NJEA nominee receiving the NEA MLK Award. The fifth NEA Civil Rights Award received by an NJEA nominee in the past four years. Additionally, Robert Seda-Schreiber a teacher from East Windsor is a finalist for the NEA Social Justice Award.

Steve Swetsky provided a report on the status of the Summers Fellows Program, the development and the future of the initiative. Explaining that the current program is part of the existing budget and any changes will be dependent upon negotiations with PCA. The program provides for a different approach to connecting these members with the 200,000 members of NJEA. The group reflects a diverse group of members from every demographic of the membership.

Reports of committees without recommendations were presented by Bochner (Somerset) Member Benefits Committee; Zurka (Union) the Public Relations Committee; Hoden (Ocean) Technology Committee as delineated in the committee reports published in the DA book.

Beebe (Gloucester) moved the recommendation of Affiliation Committee to approve the Paterson Charter Education Association as a new affiliate. The motion was in accordance with the DA rules. The recommendation passed.

Innis (Essex) moved the eight recommendations of the Certification, Evaluation and Tenure Committee as a block. Lee (Union) requested that recommendation number four become the groundwork to develop legal document and negotiations strategies for the protection of effected members. The recommendation referred to the appropriate committee. The recommendation passed.

Rizzo (Burlington) moved the report of the Election Committee. Carpenter (Mercer) chair of the committee presented the two recommendations related to the results of the association election process, noting that while the overall vote was lower than anticipated, the online voting increased by 150 percent over the previous year and that the electronic communication did have a positive impact on the vote total. The motion as delineated in the report and attached appendix was in accordance with the DA rules. The recommendation passed.

Mould (Ocean), chair of Instruction Committee, moved a recommendation related to the endorsement of instructional materials and programs. The motion was in accordance with the DA Rules. The recommendation passed.

Griffin (Gloucester) moved recommendations one to eleven with the exception of number seven of the Membership Committee. Onorato (Gloucester), chair of the committee reviewed the recommendations as delineated in the report with rationale. An amendment was made to provide expanded access to MARS for Executive Committee members.

Falocco (Staff) explained that the constitution addresses the concern; therefore, any amendment is unnecessary. The motions were in accordance with the DA Rules. The recommendations passed.

Clemens (Bergen) moved the recommendation of the School Finance Committee to amend the policies

related to taxation and revenue in support of Public Education as delineated in the report. The motion was in accordance with the DA Rules. The recommendation passed.

Rheault (Atlantic), chair of the Working Conditions Committee, presented a revised policy that replaced eight prior policies related to subcontracting and privatization. The motion was in accordance with the DA Rules. The recommendation passed.

Rankin (Cumberland) moved the report of the Worksite Safety and Health Committee that revised policies addressing safe, modern, danger-free learning environments with healthy air quality and temperatures. The motion was in accordance with DA Rules. The recommendation passed.

Kebrdle (Passaic) moved NBI 1 calling for the elimination of the Summer Fellows Program for the summer 2017.

The motion was in accordance with the DA Rules. The motion was defeated.

Innis (Essex) moved NBI 2 calling for a negotiated agreement between the PCA and NJEA regarding the Summer Fellows Program. The motion was not in accordance with the DA Rules. The item was referred to the Executive Committee.

Bacon (Pre Service) moved NBI 3 called for recommendation five of the CET Committee providing for appropriate compensation to students engaged in certified clinical practice programs be a priority of the NJEA legislative agenda. The motion was in accordance with the DA rules. The motion passed.

Odgers Lax (Passaic) moved NBI 4 to freeze dues levels at the 2017-2018 rates for the 2019 school year. The motion was not in accordance with the DA Rules. The item was referred to the appropriate committee.

Odgers Lax (Passaic) moved NBI 5 to create an independent task force to evaluate the efficacy of the PRIDE/FAST programs. The motion was in accordance with DA rules. The item failed.

Blistan formally thanked President Wendell Steinhauer for his years of service, dedication, and the vision that has resulted in the association's update of its policies, procedures and practices.

The meeting adjourned at 3:47pm.



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Staff News



NJEA congratulates **COLLEEN STEVENS** on her promotion in August to administrative assistant in the NJEA Research and Economic Services Division. Stevens initially joined NJEA staff in November 2015 as a membership clerk. Prior to coming to NJEA, Stevens worked for an emergency animal hospital for 13 years and is an avid animal lover. She resides in Riverside, with her teenage daughter, Erin and their two cats. She and her daughter enjoy camping, hiking, and cooking together.

NJEA congratulates **MURJANI ANDREWS** on her promotion to principle clerk in the Membership office in the NJEA Business Division in September. Andrews first joined NJEA staff as an office assistant in the UniServ regional office in Camden County in June 2014. Andrews has worked as a scriptwriter at a television station in Edison. She resides in Palmyra, NJ with her husband Mark.



NJEA congratulates **DAWN PISAURO** on her promotion to secretary in NJEA Legal Services in the NJEA Executive Office. PISAURO initially joined NJEA staff in September 2006 as an office assistant in the Region 29 UniServ regional office, which serves NJEA's higher education members. In February 2009, PISAURO was promoted to senior clerk for Member Rights/Legal Services in the NJEA Executive Office. Prior to coming to NJEA, PISAURO worked for six years at Franklin Elementary School in Trenton as parent liaison and senior secretary. She resides in Hamilton with her husband, Bob, and their son, Bobby.



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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: Elizabeth A. Miller; Bergen County: Susan A. McBride; Robert Lamorte; Burlington County: Andrew M. Jacobs; Camden County: Kathleen Howley; Cape May County: Frank E. Toth; Cumberland County: Aaron P. Honaker; Essex County: Kimberly L. Scott; Gloucester County: Christine Onorato; Higher Ed: Peter A. Helff; Hudson County: Ronald F. Greco; Hunterdon County: Peter J. Moran; Immediate Past President: Wendell Steinhauer; Mercer County: Heidi M. Olson; Middlesex County: Lois Yukna; Marilyn Weeks Ryan; Monmouth County: Victoria D. McKeon; Morris County: Charlotte J. Bayley; NEA Director: Christine Clark; Gayle K. Faulkner; Anita Kober; Gary P. Melton; Deanna J. Nicosia-Jones; Andrew Policastro; Kimberly L. Scott; Ann Margaret Shannon; Marilyn Weeks Ryan; NEA ESP at Large Director: Ashanti T. Rankin; James R. Frazier; Non Classroom Teacher: Francisco C. Barquin; Ocean County: Beverly A. Figlioli; Passaic County: Susan S. Butterfield; Retired: Judith Perkins; Salem County: Susan C. Maniglia; Somerset County: Gayle K. Faulkner; State Officers: Marie E. Blistan; Sean M. Spiller; Steve Beatty; Sussex County: Susan J. Davis; Union County: Richard F. D'Avanzo; Warren County: Edward S. Yarusinsky

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 one percent 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: Brenda Brathwaite; Latanya Elias; Barbara B. Rheault; Debra Steineder; Vacancy; Bergen County: Randi Allshouse; David Bradler; Jen Clemen; Debra J. Kwapniewski; Ferdinand A. Frangiosa; Gerard L. Carroll; Howard D. Lipoff; Mariann Kronyak; Susan J. Dziob; Barbara Michels; Andrew Policastro; Burlington County: Christopher Bowman; Brenda D. Martin-Lee; Mary K. Steinhauer; Nancy W. Meyer; Patricia S. Bland; Tamara Y. Gross; Anthony Rizzo; Camden County: Larry Zahn; Eric Stinson; Marguerite M. Vallieu; Nancy Turner; Paul C. Reagle; Rosemarie Casey; Cape May County: Tammi McGarrigle; Kathleen Parker; Cumberland County: Charlene G. Cheli; Deanna J. Nicosia-Jones; Geraldine A. Lane; Essex County: Anthony M. Rosamilia; Christopher F. Cannella; Esther S. Innis; Peter C. Blodnik; Philip S. McCormick; Lois Infanger; Michael Rollins; Gloucester County: Lynn Cianci; Christina Dare; Deborah S. Wilson; Joan M. Beebe; Susan E. Clark; Higher Ed: Michael E. Frank; Laurie W. Hodge; Hudson County: Lynn Fedele; Beth Tomlinson; Andrea A. Pastore; Andrew C. Bove; Donna R. Middlebrooks; Kevin Reed; Shareen Shibli; Hunterdon County: Jack R. Kimple; Marie Corfield; Susan R. Vala; Mercer County: Christine Clark; Ellen S. Ogintz; Janice A. Williams; Lisa Cardinale; Michele K. D'Angelo; Middlesex County: Patrick Comey; Jennifer Herrick; Andrew C. Hibell; Cheryl Willis; Diane P. Yeager; Karen C. Asson; Marleen Lewandowski; Timothy F. Simonitis; Francine Wilden; Monmouth County: Daniel Rodrick; Tracie Yostpille; Denise J. W. King; Diane Vistein; Erin E. Wheeler; James A. Weldon; Kathleen A. Dewitt; Paul J. Eschelbach; Morris County: Brian Adams; Kerri Lee Farrell; Amal M. Hussein; Anne M. Simon; Laurie A. Schorno; NEA Director: Ann Margaret Shannon; Sara Kozlowski; Kathleen Paterek; Vacancy; Non Classroom Teacher: Donna Mirabelli; Ocean County: Paulette Fox; Annette M. Ruch; Carol A. Mould; Kathleen M. Eagan; Michael Ryan; Susan R. Morgan; Passaic County: Steve Boudalis; Susan S. Butterfield; Eda Ferrante; Javier Fresse; Carrie Odgers Lax; Dennis P. Carroll; John E. McEntee; Tara M. Temprano; Preservice; Jessica Quijano; Retired: Judith Perkins; Joanne Palladino; Roger Baker; Rosemarie J. Jankowski; Salem County: Colleen C. Gilmartin; Wendy Mesogianes; Somerset County: Daniel Epstein; Patrick Frain; Andrew T. Coslit; Frances L. Blabolil; Rhonda A. Sherbin; Sussex County: Michael Bussow; Gillian E. Raye; Susan J. Sawey; Union County: Eric Jones; Gary Mazurek; Angela R. Lawler; Chrystal V. Parr-Allen; John R. Zurka; Kelee A. Mitchell-Hall; Linda M. Weinberg; Lisa D. Palin; Warren County: Michael J. Kruczek; Valerie C. Reynolds

DA 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: Mary Jane Hurley; Cassandra Montague; Erland Chau; Melissa Tomlinson; Bergen County: Lori Cintron; Allyson M. Pontier; Esther A. Fletcher; Enrica Gillikin; Shari Mendelson; Thomas Papaleo; Vacancy (3); Burlington County: Alamelu Sundaram-Walters; Ron Koernig; Vacancy (4); Camden County: Charles W. Pildis; Danielle M. Clark; Jessica E. Cook; Larry Blake; Vacancy (2); Cape May County: Carol Sabo; Stacey Salerno; Cumberland County: Donna M. Grasso; Eileen Roche; Vacancy; Essex County: Amy B. Surraco; Brian A. Rock; Gloria Stewart; Keysha Knight; Keri Giannotti; Lauren Greenfield; Gloucester County: Sonya Cramer; Ryan Griffin; Roberta Rissling; Robert Sheridan; Higher Ed: Stephen Kaifa; Alvin Williams; Hudson County: Anna M. Picca; Edwinta L. Rhue; Frank R.

Mazzone; Jill A. Crawford; Joseph R. Torres; Gerald Lyons; Hunterdon County: Heather L. Sorge; Ray Braun; Mercer County: Patricia A. Yapple; Vacancy (2); Middlesex County: Erin D. McCaffrey; Susan Berkey; Kevin Bloom; Keith Presty; Michele Shields Buono; Maureen Strzykalski; Vacancy (2); Monmouth County: Christopher M. Collins; Margaret M. Watkins; Mary S. Scott; Heidi Brache; Gail Maher; Michael Marino; Vacancy; Morris County: Shawn Danunciacao; Vacancy (5); Non Classroom Teacher: Vacancy; Ocean County: Daniel J. Staples; Lorraine A. Griffin; Sheri B. Ellenport; Jaclyn Finnigan; Mike Mannion; Gina Pizzuto; Passaic County: Lauren R. Spiller; Maryann A. Tomaszewski; Pamela B. Fadden; Rosa M. Astacio; Carolyn McKinney-Croix; Gennaro Tortoriello; Retired: Barbara J. James; Susan Jaysnovitch; Gloria Cook; Salem County: Stacy Sherman; Michael Wichart; Jeanne Woerner; Somerset County: Kristina Fallon Tomaino; Amy Salinger; Vacancy (2); Sussex County: Josephine Ferrara; Debra Simmons; Union County: Brenda J. Pryor; Catherine I. Sharp; Catherine M. Francis; Michael L. Boyd; Vacancy (3); Warren County: Deborah A. Polhemus; Janie Brown

ALL 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.

Chr. Ferdinand Frangiosa, Bergen. Camden: Rosemarie Casey; Essex: Carolyn O'Connell; Gloucester: Joan M. Beebe; Middlesex: Gerard Campione; Monmouth: Daniel Rodrick; Morris: Ann M. Simon; Passaic: Gennaro Tortoriello; Retired: Barbara Toczko; Salem: Sandra L. Beals; Union: Keith W. Coston. Staff Contact: Aileen O'Driscoll

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.

Chr. Steve Beatty, Somerset. Bergen: Thomas Papaleo; Burlington: Andrew Jacobs; Camden: Kathleen Howley; Cape May County: Frank Toth; MLR Committee: Charisse Parker; Cumberland: Aaron Honaker; Essex: Christine Candarella; Gloucester: Traci Davis; Higher Ed: Peter Helff; Middlesex: Michael Wildermuth; Monmouth: Daniel Fallon; Morris: Lisa Lamendola; Ocean: Beverly Figlioli; Passaic: Gregory Panas; Retired: Dianne Papadinec; Somerset: Amy Salinger; Sussex: Debra Simmons; Union: Ann Margaret Shannon; Warren: Michael

Kruczek. Staff Contact: Karen Kryven

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.

Chr. Monica Herits, Middlesex. Bergen: Dayna Orlak; Burlington: Lisa Chivuzzo; Camden: Daniel Hughes; Cumberland: Geraldine Lane; Essex: Esther Innis; Gloucester: Carol Ceglia; Mercer: Yetunde Araromi; Middlesex: Hannah Pawlak; Monica Herits; Monmouth: Heidi Brache; Morris: Kerri Lee Farrell; Passaic: Tara Sager; Preservice, Seton Hall: Ellen Bacon; Retired: Barbara

Clark; Salem: Jeanne Woerner; Somerset: Fontella Best; Union: Chrystal Parr-Allen. Staff Contact: Richard Wilson

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.

Chr. Patricia Kebrdle, Passaic. Atlantic: Madeline Avery; Bergen: Cynthia Lota; Debra Kwapniewski; Burlington: Patricia Bland; Camden: Beth Egan; Cape May County: Paul Schirmer; Cumberland: Donna Grasso; Essex: Brian Rock; Jennifer Bailey; Gloucester: Laurie Boyle; Higher Ed: Mecheline Farhat; Hudson: Rosanne Versaci; Mercer: Joseph Cifelli; Hunterdon: Edward Dubroski; Middlesex: Jennifer

(Congressional cont.)

Herrick; Monmouth: Christopher Collins; James Weldon; Morris: Laurie Schorno; NEA Directors: Anita Kober; Andrew Policastro; Ann Margaret Shannon; Christine Sampson-Clark; Deanna Nicosia-Jones; Gary Melton; Gayle Faulkner; Kimberly Scott; Marilyn Weeks Ryan; NEA ESP At Large Directors: Ashanti Rankin; James Frazier; Non Classroom Teacher: Donna Mirabelli; Ocean: Mike Mannion; Retired: Carol Friedrich; Passaic: Ryan Cohen; Salem: Jesse Stemberger; Somerset: Theresa Fuller; Sussex: Ann Smith; Union: Diane Lee; Diego Alvear; Warren: Valerie Reynolds. Staff Contact: Sean Hadley

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.

Chr. Christopher Carpenter, Mercer; Atlantic: Katherine Chance; Bergen: John Dean; Burlington: Belle Shields; Camden: Larry Zahn; Cape May County: Christopher Vitale; Cumberland: Heather Musto; Essex: Sharon Ortiz; Gloucester: Annmarie Dunphy; Hudson:Lynn Fedele; Hunterdon: Robin Kiefer; Mercer: Ronald Sanasac; Middlesex: Valerie Alimonti; Monmouth: Gail Maher; Morris: Lee Brensinger; Ocean: Lorraine Griffin; Passaic: Megan McBride; Retired: John Carlson; Somerset: Joan Baier; Union Linda Woodard. Staff Contact: Thomas Falocco

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.

Chr. Susan Davis, Sussex. Atlantic: Cassandra Montague; Bergen: Kelly Goodwin; Burlington: Catherine Macmaniman; Camden: Watina Kennedy; Cape May County: Stacey Salerno; Cumberland: Stefanie Wheaton; Essex: Michael Rollins; Gloucester: Robert Sheridan; Hunterdon: Peter Moran; Mercer: Linda Golden; Middlesex: Maureen Strzykalski; Monmouth: Leah Hardaway; Morris: Jessica Hoertel; NJEA Preservice, TCNJ: Jessica Quijano; Ocean: Gina Pizzuto; Passaic: Lauren Spiller; Retired: Doriann Dodulik-Swern; Salem: Susan Maniglia; Somerset: Patrick Frain; Union: Tonya Scott-Cole; Warren: Diane Kelley. Staff Contact: Janet Royal

D. A. Rules

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

Chr. John Zurka, Union. Bergen: Esther Fletcher; Burlington: Patricia Bland; Gloucester: Joan Beebe; Monmouth: Diane Vistein; Morris: Kathleen Patere; Passaic: Tara Temprano. Staff Contact: Thomas Falocco

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.

Chr. Danielle Clark, Camden. Bergen: Argine Safari; Gloucester: Maureen Mercogliano; Monmouth: Victoria McKeon; Morris: Charlotte Bayley; Passaic: Brenda Crswell-Avery; Retired: Stacy Morgan Santo; Somerset: Mary Macrae. Staff Contact: Thomas Falocco

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.

Chr. Erin Howe, Camden. Bergen: Shari Mendelson; Gloucester: Roberta Rissling; Mercer: Hussain Haqq Middlesex: Andrew Lewis; Monmouth: Steve Tetreault; Morris: Maryellen McLeod; Ocean: Andrea Vahey; Passaic: Javier Fresse; Preservice, Rutgers: Kiersten Perks; Retired: Miriam Reichenbach. Staff Contact: Patrick Rumaker

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.

Chr. Donna O'Malley, Burlington. Atlantic: Gretta Bohren; Bergen: Randi Allshouse; Burlington: Joann Houck; Camden: Marguerite Vallieu; Cape May County: Amy Nagel; Cumberland: Eileen Roche; Essex: Jaime Fonseca; Gloucester: Traci Davis; Higher Ed: Laura Kirkwood; Hudson: Marquisha Reynolds; Hunterdon: Fiona Descala; Mercer: Donna Pitman; Middlesex: Nancy Cogland; Monmouth: Regina Jagoo; Morris: Mark Eckert; Ocean: Annette Ruch; Passaic: Carolyn Flynn; Retired: Barbara Newman; Somerset: Kimberly Lewis; Sussex: Gillian Raye; Union: Michael Boyd; Warren: Scott Elliott. Staff Contact: Robert Antonelli

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.

Chr. Henry Goodhue III, Somerset. Atlantic: Mary Jane Hurley; Bergen: David Walsh; Burlington: Leslie Nirdlinger; Camden: Andrew Champion; Cape May County: Judy Sholtis; Cumberland: Eileen Roche; Essex: Christine Candarella; Gloucester: Sonya Cramer; Hudson: Diane Mackay; Hunterdon: Ray Braun; Mercer: Esmeralda Garcia; Middlesex: Leslie Anderson; Monmouth: Kimberly Tuccillo; Mary O'Keefe; Morris: Samantha Westberg; Ocean: Lorraine Griffin; Passic: Kerrian Palmieri; Retired: Toni Guerra; Salem: Michael Wichart; Somerset: Ann Rock; Sussex: Theresa Snyder; Union: Charisse Parker; Warren: Darla Waters. Staff Contact: Thomas Falocco

Exceptional Children

The Exceptional Children Committee: 1. proposes and reviews legislation that impact 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.

Chr. Sarah (Sally) Blizzard, Cumberland. Atlantic: Jennifer Sheldon; Bergen: Marcy Pryor; Burlington: Marcia Stetler-Klock; Camden: Carolyn Schultz; Cape May County: Alice Barnes-Vasser;

(Exceptional Children cont.)

Essex: Melissa Baptiste; Gloucester: Jennifer Verme; Higher Ed: Lynn Gold; Hudson: Amanda Mitchell; Hunterdon: Jack Kimple; Mercer: Leah Durastanti; Middlesex: Francine Wilden; Monmouth: Karen Brower; Morris: Sharon ENEA; Ocean: Gina Pizzuto; Passaic: Barry Davidson; Preservice, TCNJ: Mariah Belber; Retired: Charlotte Bayley; Somerset: Kristen Prentice; Sussex: Pandora Fink; Union: Linda Weinberg; Warren: Tracy Leal. Staff Contact: Camy Kobylinski.

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; 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.

Chr. Christina Dare, Gloucester. Atlantic: Debra Steineder; Melissa Tomlinson; Bergen: Howard Lipoff; Michael Ryan; Burlington: Patricia Bland; Tamara Gross; Camden: Beverly Engelbert; Jeff Lanzilota; Cape May County: Tammi McGarrigle; Carol Sabo; Cumberland: Charlene Cheli; William Hartman; Essex: Peter Blodnik; Jacqui Greadington; Gloucester: Ryan Griffin; Higher Ed: Michael Frank; Charles Sontag; Hudson: Frank Mazzone; Donna Mirabelli; Hunterdon: Lynn Szczek; Mercer: Grace Rarich; Lisa Rizzello; Monmouth: Mary O'Keefe; Daniel Rodrick; Middlesex: Susan Pazinko; Morris: Brian Adams; Mark Eckert;

Ocean: Susan Morgan; Elaine White; Passaic: Dennis Carroll; Angela Coxen; Retired: Susan Maurer; Salem: Kenneth Buck; Colleen Gilmartin; Somerset: Daniel Epstein; Henry Goodhue; Sussex: Susan Sawey; Union: Nancy Lucas-Miller; Franklin Stebbins. Staff Contact: Francine Pfeffer

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.

Chr. Eda Ferrante, Passaic. Atlantic: Debra Steineder; Bergen: Debra Kwapniewski; Burlington: Kristen Frey; Cumberland: Nicole Carminati; Essex: Anthony Rosamilia; Gloucester: Carol Ceglia; Hudson: Kevin Reed; Hunterdon: Joann Gitto; Mercer: Iris Tonti; Monmouth: Denise King; Morris: Maryellen McLeod; Ocean: Lisa Simone; Passaic: Carrie Odgers Lax; Retired: Judith Ruff; Union: Guadalupe Ferreiro. Staff Contact: Sarah Geiger

Hearing-Censure, Suspension, and Expulsion

The Hearing Committee on Censure, Suspension, & 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.

Chr. Donna Mirabelli; West NY: Bergen: Andrew Policastro; Burlington: Patricia Bland; Camden: Rosemarie Casey; Cumberland: Wendi Carlon-Wolfe; Higher Ed: Laurie Hodge; Hudson: Edwinta Rhue; Ocean: Annette Ruch; Somerset: Andrew Coslit; Staff Contact: Tom Falocco

Higher Education

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

Chr. Alan Kaufman, Bergen. Atlantic: Sandra Greco; Michelle Perkins; Bergen: Mecheline Farhat; Michael Echols; Toby DeMarco; Burlington: William Whitfield; Camden: Joanne Kinzy; Essex: Maureen Behr; Alvin Williams; Maureen Behr; Michael Frank; Ned Wilson; Gloucester: Jane Crocker; Higher Ed: Peter Helff; Hudson: Cathie Seidman; Mercer: Arthur Schwartz; Monmouth: Brandon Gramer; Karyn Arnold; Morris: Stephen Kaifa; Ocean: Kathleen Malachowski; Retired: James Digennaro; Somerset: Kristina Fallon Tomaino; Union: Paul Belmonte; Staff Contact: Ronald Topham

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.

Chr. Jacqui Greadington, Essex. Atlantic: Alphonso Harrell; Bergen: Yolanda Salazar; Camden: Carmen Cooper; Cape May County: Carol Sabo; Cumberland: Geraldine Lane; Essex: Venus Yearwood; Gloucester: Deborah Wilson; Hudson: TaNEA Greco; Hunterdon: Marie Corfield; Mercer: Paige Hinton-Mason; Middlesex: Ramona Brown; Monmouth: Bridget James; Ocean: Lisa Simone; Passaic: Kathy Rogers; Retired: Betty Meeks-Manning; Salem: Carmen Porter; Union: Kelee Mitchell-Hall; Warren: Janie Brown; Staff Contact: Thomas Falocco

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, & Tenure and Professional Development committees to disseminate information within the profession; 8. studies, reports on, and makes recommendations concerning programs addressing problems in instruction.

Chr. Mary Steinhauer, Burlington. Bergen: Nichol DelRosso; Burlington: Alamelu Sundaram-Walters; Camden: Roxanne Jastrzembki; Cape May County: Paul Schirmer; Cumberland: Sophia Amaranto; Essex: Priscilla Burke; Gloucester: Kathy Cartwright; Hudson: Beth Tomlinson; Hunterdon: Crystal Dibetta; Mercer: Elizabeth Brasor; Middlesex: Wendy Jaworski; Morris: Ann Marie Finnen; Ocean: Carol Mould; Passaic: Edward Lesser;

(Instructional cont.) Retired: Virginia Hoden; Salem: Stacy Sherman; Somerset: Rhonda Sherbin; Union: Vernon Spencer; Warren: Laurie O'Brien; Staff Contact: Christine Miles

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.

Chr. Ann Kaspereen, Warren. Atlantic: Kevin Hackney; Bergen: Allyson Pontier; Burlington: Melissa Foremny; Camden: Charles Pildis; Cape May County: Amanda Moss; Cumberland: Nicole Carminati; Essex: Michael Rollins; Gloucester: Lou Randazzo; Higher Ed: Maureen Behr; Hudson: Cindy Matute-Brown; Mercer: Twanda Taylor; Middlesex: Daniel Fields; Monmouth: Cheryl Haynes; Morris: Kathleen Wood; Ocean: Annette Ruch; Passaic: Carolyn McKinney-Croix; Retired: Minnie Mozee; Salem: Wendy Mesogianes; Somerset: Andrew Coslit; Sussex: Stacy Yanko; Staff Contact: Michael Saffran

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.

Chr. Gillian Raye, Sussex. Atlantic: Cecelia Showell; Bergen: Angela Kaufmann; Burlington: Paulette Chiolan; Camden: Kimberly Taylor; Cape May County: Stacey Salerno; Cumberland: Eileen Roche; Essex: Annette Kuehn; Gloucester: Christine

Kosar; Hunterdon: Carol Rocha; Hudson: Shareen Shibli; Mercer: Michele D'Angelo; Middlesex: Mary Stephanie Rodgers; Monmouth: Diane Vistein; Morris: Anne Simon; Ocean: Karen Schwing; Passaic: Joseph Smallheer; Retired: Jeanne Kiefner; Salem: Michael Wichart; Somerset: Nancy Kordell; Warren: Tara Anderson; Staff Contact: Phil Lomonico

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.

Chr. Anita Kober, Hudson. Atlantic: Latanya Elias; Bergen: Jill Schwerd; Burlington: Anthony Rizzo; Camden: Lygia Haye; Cape May County: Tammi Jean McGarrigle; Cumberland: Mildred Johnson; Essex: Linda Kelly-Gamble; Gloucester: Laurie Boyle; Hunterdon: Anabela Tavares; Mercer: Patricia Yapple; Middlesex: Kevin Bloom; Monmouth: Lynda Fox; Morris: Amal Hussein; Ocean: Nancy Jubert; Passaic: Karen Cawthern; Preservice, TCNJ: Jessica Quizano; Retired: Frances Davis; Salem: Wendy Mesogianes; Sussex: Nancy Richeda; Union: Melanie Lemme; Warren: Deborah Polhemus; Staff Contact: James Boice

Minority Leadership & Recruitment

The Minority Leadership & 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.

Chr. Charisse Parker, Union. Atlantic: Stacey Robinson; Tomeka Sanderlin; Bergen: Toney Jackson; Burlington: Sabrina Austin; Camden: Danita Corsey; Cape May County: Alice Barnes-Vasser; Cumberland: Tiffanie Thrbak; Essex: Terrance Henry; Gloucester: Joyce Farr; Higher Ed: Stephen Kaifa; Hudson: Katharine Chao; Mercer: Shirley Hicks; Middlesex: Shan Byrd; Monmouth: Mary Scott; Morris: Shirley Chamberlin; Ocean: Maria DeVenecia-McFarland; Passaic: Louis Hill; Preservice: Daniela Ceballos; Retired: Vires Simmons; Salem: Carmen Porter; Somerset: Aida-Janet Wahba; Sussex: Isabella Pagan; Union: Michael Boyd; Warren: Sarina Roman; Staff Contact: Thomas Hardy

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.

Chr. Amal Hussein, Morris. Atlantic: Jennifer Sheldon; Bergen: Ferdinand Frangiosa; Burlington: Tamara Gross; Camden: Danielle Clark; Cumberland: Taja Board; Essex: Philip McCormick; Gloucester: Charlene White; Hudson: Andrew Bove; Mercer: Renee Szporn; Monmouth: Diane Vistein; Ocean: Gina Pizzuto; Passaic: Steve Boudalis; Retired: Laura Bochner; Salem: Michael Wichart; Union: John Zurka; Staff Contact: Thomas Falocco

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.

NEA Directors: Christine Clark; Gayle Faulkner; Anita Kober; Gary Melton; Deanna J. Nicosia-Jones; Andrew

Policastro; Kimberly Scott; Ann Margaret Shannon; Marilyn Weeks Ryan; NEA ESP At Large: Brenda Brathwaite; James Frazier; Ashanti Rankin; NEA Internal Editing: Heidi Olson; NEA Resolutions Committee: Barbara Brathwaite; Christopher Cannella; Christopher Carpenter; Joshua Eckersley; Diane Mackay; Cassandra Montague; Michael Morton; Paul Schirmer; Michel Shields Buono; NEA Resource: Michael Wildermuth; State Officers: Marie Blistan; Sean Spiller; Steve Beatty. Staff Contact: Thomas Falocco

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.

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.

Chr. George Wood, Morris. Gloucester: Roberta Rissling; Middlesex: Cynthia Colalillo; Morris: Kathleen Wood; Retired: Alexandra Protopapas; Lois Jean Tarr; Robert Markel; Romaine Street; Union: Kelee Mitchell-Hall; Staff Contact: Kevin Kelleher

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

(Pension cont.)

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.

Chr. Howard Lipoff, Bergen.
Camden: Eva Diane Lyle-Smith;
Cumberland: Cynthia Weil-Panas;
Essex: Joyce McCree; Gloucester:
Richard Wolf; Higher Ed: Ellen
Reece; Hudson: Kathleen Hurlay;
Hunterdon: Fiona Descala; Mercer:
Daniel Siegel; Monmouth: Jeffrey
Philhower; Morris: Kathleen Paterek;
Ocean: Erich Brunner; Passaic:
Pamela Fadden; Irene Savicky;
Retired: Linda Cortinas; Staff
Contact: Sarah Favinger

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, and 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.

Chr. Jennifer Clemen, Bergen.
Atlantic: Amy Gold; Camden:
Teresa Ciotto; Cape May County:
Diane Stelacio; Essex: Linda Siddiq;
Gloucester: Eileen Gattuso; Hudson:
Anita Kober; Hunterdon: Donna
Pontoriero; Middlesex: Donna
Jacobson; Mercer: Jennifer Miller;

Monmouth: Janis Mottershead;
Morris: Kathleen Wood; Ocean:
Cheryl Terranova; Passaic: Lauren
Spiller; Retired: Earl Kights; Salem:
Jeanne Woerner; Somerset: David
Yastremski; Union: Tonya Scott-
Cole; Warren: Laurie O'Brien; Staff
Contact: Michael Ritzius

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.

Chr. Peter Blodnik, Essex. Bergen:
William Pavlu; Camden: Eric Stinson;
Cumberland: Rachel Reinhart; Essex:
Peter Blodnik; Gloucester: Stephen
Balaity; Mercer: Naomi Johnson-
LaFleur; Middlesex: Kathy Wales;
Monmouth: Craig Miller; Morris:
Amal Hussein; Ocean: Carol Mould;
Passaic: Lakresha Hodge; Retired:
Arlene Volkin; Somerset: Marguerite
Cahill; Union: Brenda Pryor; Staff
Contact: David Rosenberg

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.

Chr. Edwinta Rhue, Hudson. Bergen:
Allyson Pontier; Burlington: Patricia
Niehaus; Camden: Danita Corsey;
Cape May County: Amanda Moss;
Cumberland: Stephen Garavento;
Essex: Annette Kuehn; Gloucester:
Lynn Cianci; Middlesex: Claudia
Robinson; Monmouth: Kristy
Ansbach; Morris: Ann Marie Finnen;
Ocean: Patti Watson; Passaic: Javier
Fresse; Retired: Susan Vigilante;
Sussex: Stacy Yanko; Union: Angelo
Marocco; Staff Contact: Dawn Hiltner

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.

Chr. Mariann Kronyak, Bergen.
Cumberland: Heather Musto;
Gloucester: Michelle Fox; Mercer:
Jerry Simonelli; Monmouth: Cheryl
Haynes; Morris: Shawn Danunciaco;
Ocean: Paul Hrebik; Passaic: Ryan
Cohen; Retired: Maureen Himchak;
Union: Vernon Spencer; Staff
Contact: Dan Goldman

Sexual Orientation and Gender Identity

The committee deals with sexual orientation and gender identity/ expression issues pertaining to all persons in the school community
Chr. Thomas Tamburello, Burlington.
Bergen: Amy Moran; Camden:
Rosemarie Casey; Cape May County:
Kenneth Bassett; Cumberland: Kelly
Vazquez; Essex: Philip McCormick;
Gloucester: Jon Woodwrd; Higher

Ed: Jeffrey Jones; Hudson: Joseph
Torres; Hunterdon: Ray Braun;
Mercer: Elizabeth Brasor; Middlesex:
Candice Cabel-Dlugosz; Monmouth:
Emily David; Morris: Sarah Wills;
Preservice, Mercer CCC: Marlene
Cooper; Ocean: Paulette Fox;
Passaic: Char-Len Gorski; Retired:
Charles Moses; Somerset: Marisol
Espinoza; Union: Terron Singletary;
Warren: Nadine Anderson; Staff
Contact: Thomas Hardy

Staff Pension Fund Trustees

The Board of Directors of the NJEA Employees Retirement System, consisting of the president, secretary-treasurer, executive director, one staff member, and two association members elected by the Executive Committee, is responsible for administering and carrying out the provisions of the pension program for NJEA staff members.

Chr. Marie Blistan; Sean Spiller; Steve
Beatty; Edward Richardson; Staff
Contact: Kristen Butler

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.

Chr. Karen Schwing, Ocean. Atlantic:
Christina Gras; Bergen: Gerard
Carroll; Burlington: Christopher
Bowman; Camden: Arden Niessner;
Cape May County: Julie Stratton;
Cumberland: Aaron Righter; Essex:
Sabina Ellis; Gloucester: Stephen
Whitehead; Hunterdon: Jane
Armellino; Mercer: Olive Giles;
Monmouth: Ann Moyle; Morris:

(Technology cont.)

Jessica Hoertel; Passaic: Lori Lalama; Retired: Stephen Bouchard; Salem: Bethany Hannah; Warren: Jasmine Slowik; Staff Contact: Darryl Ensminger

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.

Chr. Ellen Ogintz, Mercer. Atlantic: Regina Wilkins; Bergen: Yolanda Salazar; Camden: Valaida Doyle-Smith; Cape May County: Kenneth Bassett; Cumberland: Deanna Nicosia-Jones; Gloucester: Anthony Cappello; Higher Ed: Lynne Richardson; Hudson: Donna Middlebrooks; Ray Braun; Middlesex: Diane Yeager; Monmouth: John Graham; Morris: Brian Adams; Ocean: Jodi Dotts; Passaic: Joseph Becker; Retired: Frank Harsanyi; Salem: Jeanne Woerner; Somerset: Frances Blabolil; Union: Jennifer Dubroski; Warren: Ann Kaspereen; Staff Contact: Steve Swetsky

Urban Education

Identify problems such as, but not limited to, student mobility and attendance, educational environment, external influences and violence that arise in urban and similar environments by studying pertinent data and members' needs. Recommend changes and programs needed to address problems in all school settings, establish relationships with other institutions, increase parental involvement, improve school funding and make recommendations to other appropriate NJEA committees and governance bodies.

Chr. Martha Martinez, Passaic. Bergen: Jessica Luciano; Burlington: Ron Koernig; Camden: Larry Zahn; Cumberland: Sherman Denby;

Essex: Dawn Nichol-Manning; Gloucester: Catherine Schofield; Hudson: Andrew Bove; Hunterdon: Joann Gitto; Mercer: Janice Williams; Middlesex: Paul Bryant; Monmouth: Maryanne Illes; Retired: Susan Dalrymple; Somerset: Gayle Nelson; Union: Eric Jones; Warren: Michael Kruczek; Staff Contact: Amanda Adams

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.

Chr. Erin Wheeler, Monmouth. Atlantic: Ellen Higgins; Bergen: Kevin Rager; Burlington: Larry Tisdale; Camden: Donald McCardell; Cape May County: Michael Crane; Cumberland: Mabel Ocasio; Gloucester: Mark Howie; Monmouth: Linda Grunthaler; Frank Paprota; Ocean: Howard Polenberg; Passaic: Charles Gurnari; Retired: Mae Robinson; Salem: Donald Aikens; Sussex: Chad Gasiorek; Union: Emmanuel Fadahunsi; Warren: Frances Tomeo; Staff Contact: Francine Pfeffer

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.

Chr. Deborah Wilson, Gloucester. Bergen: Esther Fletcher; Burlington: Debra Maida; Camden: Tracy Stephens-Austin; Cumberland:

Deborah Ingersoll; Essex: Gloria Stewart; Hudson: Katharine Chao; Mercer: Antoinette Hopkins; Monmouth: Kyra Smith; Morris: Michele Miller; Ocean: Susan Morgan; Passaic: Vanessa Andersen; Retired: Joan Jensen; Union: Donna Vetri; Staff Contact: Meredith Barnes

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.

Chr. Barbara Rheault, Atlantic. Atlantic: Melissa Tomlinson; Bergen: Shana Angus; Burlington: Roxanne Williams; Camden: Nicole Woodward; Cumberland: Cynthia Weil-Panas; Essex: Keri Giannotti; Gloucester: Susan Lasanta; Higher Ed: Christopher Mueller; Mercer: Linda Golden; Middlesex: Jennifer Resil-Johnson; Monmouth: Margaret Watkins; Morris: Joyce Hartmann; Ocean: Joshua Eckersley; Passaic: Jermaine Mann; Retired: Frank Foulkes; Somerset: Kristina Fallon Tomaino; Union: Susan Tamburro; Staff Contact: Patrick Manahan

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.

Chr. Susan Lawrence-Hinlicky, Atlantic. Bergen: Monica Weisberg; Burlington: Paulette Chiolan; Camden: Alice Gallagher;

Cumberland: Adrian Garrett; Essex: Keith Hinton; Gloucester: Robert Scardino; Hudson: Katharine Chao; Mercer: Olive Giles; Middlesex: Cheryl Willis; Monmouth: Bibi Bennett; Morris: Eugene Behme; Ocean: Brenda Douglas; Passaic: Robin Holcombe; Retired: Carolyn Tonic-Robinson; Sussex: Michael Bussow; Union: Rhondaleigh Austin; Staff Contact: Thomas Hardy

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.

Chr. Mary Karriem, Essex. Bergen: Laura Fleming; Camden: Lynda Shanahan; Abby Zahn; Cumberland: Nancy Brandt; Gloucester: Shannon Pizzuta; Hudson: Elsie Diaz; Mercer: Christopher Carpenter; Middlesex: Noelle Ebler; Monmouth: Mary Scott; Morris: Lee Brensinger; Ocean: Cheryl Terranova; Passaic: Hansley Cazeau; Union: Linda Weinberg; Staff Contact: Anna Hanzes

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NJEA STAFF

Executive Office

The Executive Office is 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 office also manages the crisis assistance loan program.

Also under the Executive Director's supervision are business operations, which include 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: Edward J. Richardson, Executive Director; Steven Swetsky, Assistant Executive Director; Thomas J. Falocco, Associate Director; Karen M. Berry, Executive Assistant / Office Manager; Patricia A. Haberstick, Confidential Assistant; Kathleen A. Mathews, Administrative Assistant; Catherine M. Raffaele, Administrative Assistant

Advocacy-Family Involvement: Vacancy, Field Rep; Linda Calehuff, Secretary

ESP: Robert A. Antonelli, Field Rep; Kimberly Lipscey, Secretary

Governance: Marie E. Blistan, President; Sean M. Spiller, Vice-President; Steve Beatty, Secretary-

Treasurer; Annalisa Russell, Executive Assistant; Nancy Bachrach, Confidential Assistant; Colleen Anderson, Confidential Assistant

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

Leadership Organizing: Alfred H. Beaver Iv, Field Rep For Field-Based Organizing; Deborah Cornavaca, Field Rep For Field-Based Organizing; Donnie Johnson, Field Rep For Field-Based Organizing; Antoinette Boyle, Chief, Administrative Assistant; Marguerite Schroeder, Field Rep; Jennifer Donaghue, Secretary

Leadership Training: Michael R. Saffran, Field Rep; Mary Kemery, Secretary

Member Rights: Aileen O'Driscoll, Managing Attorney; David L. Rosenberg, Associate Director; Dawn Pisauro, Secretary; Michele Oliver, Secretary; Vacancy, Senior Clerk

Membership and Organizational Development: Vacancy, Field Rep; Kathleen Byrne, Program Assistant

Organizing: Vacancy, Field Rep; Victoria Lepore, Secretary

Business

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

The business management function handled by the Accounting Office encompasses the organization's financial and bookkeeping, property, and membership records activities. The staff trains local affiliates on organizational management and supports affiliates on dealing with affiliation standards, agency fee, bonding, and auditing, incorporation matters, and filing of tax reports. Working with the Association's secretary-treasurer, the office handles NJEA's financial records, payroll, taxes, paying bills, and auditing. Budgeting, investments, insurance, bonding, and inventory of assets also are coordinated. The NJEA Membership Processing unit maintains up-to-date membership records and dues accounting.

The Information Systems unit meets data processing needs and oversees the computer network used by staff throughout the state.

The purchasing/production function includes coordinating office supplies and equipment

acquisition, duplicating and mailing (including shipping/receiving and storage of NJEA materials), and buildings and grounds operations and management (including parking, security, reception, telephone services, catering, maintenance, and custodial services).

Business: Kristen Butler, Manager; Consualo 'Sway' Gilbert, Administrative Assistant

Accounting: Karen Kryven, Comptroller; Michael Caracci, Associate Director; Joe Cancio, Associate Director; Brenda Pabon-Guadarrama, Chief - Business Services; Bonnie Weiss, Chief - Business Services; Deschela Davis, Principal Clerk - Bookkeeper; Shirley Jones, Principal Clerk - Bookkeeper

Building And Grounds: James Buckley, Chief - Buildings And Grounds; Vacancy, Assistant - Buildings And Grounds; Artie Eischeid, Parking Lot

Information Systems: John Cottone, Manager; Anthony Leuzzi, Associate Director; Donald Miller, Associate Director; Richard Nachbaur, Associate Director; Richard Roche, Associate Director; Denise Hamilton, Associate Director; R. Mills, Computer Technician; Rich Driscoll, Computer Technician

Mailroom/Printshop: Eric O'Donnell, Chief - Duplicating And Mailing; Stephen Feuerstein, Principal Offset Operator; Ryan Eischeid, Principal Clerk; Gloria Lugo, Senior Clerk - Receptionist; Andrew Mathis, Senior Clerk; Zann Williams, Senior Clerk; Latonya Reid, Clerk.

Membership: Damien McKeever, Manager; Evelyn Dones, Membership Specialist; Marisol Ruiz, Chief - Business Services; Tammi Antonelli, Principal Clerk - Bookkeeper; Linda Descaro, Principal Clerk - Bookkeeper; Tamika Elder, Principal Clerk - Bookkeeper; Marjorie McGowan, Principal Clerk - Bookkeeper; Karyn Snyder, Principal Clerk - Bookkeeper; Murjani Andrews, Principal Clerk - Bookkeeper; Vacancy, Principal Clerk - Bookkeeper

Purchasing: Melody Martin, Chief - Business Services; Andrea Meshofski, Chief - Business Services (Leave)

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

(Communications cont.)

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—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:

- Co-produces Classroom Close-up, a weekly television program promoting the outstanding work of NJEA members, as well as other original video productions for both internal Association use and for external use on TV and online media;
- 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; and
- Handles administration, fundraising and promotion of the Hipp Foundation.

Communications: Steven Baker, Director; Mimi McHale, Administrative Assistant

Graphic Design: Jennifer Cohn Marsh, Associate Director; Gregg Poserina, Lead Design Assistant; Tara Buck, Graphic Design/Publications Assistant; Nora Lenahan, Typesetter

NJEA Review: Patrick Rumaker, Associate Director; Kathy Coulibaly, Associate Director; Liz Murphy, Secretary

Organizing and Coalition Building: Dawn Hiltner, Associate Director

Public Relations: Meredith Barnes, Associate Director; Christy Kanaby, Associate Director; Matthew Stagliano, Associate Director; Vacancy, Secretary

Targeted/Electronic Publications: Diane Barry, Associate Director; Mary Frans, Administrative Assistant

Video Production: Nello Ciccone, Associate Director; Wanda Swanson, Associate Director; Elizabeth DeBarr, Secretary

Communication Consultants: Jennifer Clemen; Kim Bevilacqua-Crane; Joe Coleman; Eric Jones;

Mariann Kronyak; Ani McHugh; Sharon Milano; Kevin Parker; Lou Randazzo; David Yastremski

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.

It also is responsible for working with Association committees which study educational legislation and regulations, which recommend educational policy, and which deal with such issues as certification, evaluation, tenure, environmental issues, special education, and vocational education.

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.

The division also monitors the State Board of Education, lobbies and reports on proposed regulations, and responds to member inquiries and problems related to agency activities.

Ginger Gold Schnitzer, Director; Marybeth Beichert, Associate Director; Michael Flynn, Associate Director; Michael Giglio III, Associate Director; Sean Hadley, Associate Director; Francine Pfeffer, Associate Director; Beth Schroeder Buonsante, Associate Director; Osomo Thomas, Associate Director; Anna Hanzas, Associate Director; Mary Kemery, Administrative Assistant; Carol McWilliams, Secretary; Christie Procell, Secretary; Elizabeth Rylak, Secretary; Carol Schwartz, Secretary; Iris Star, Secretary

Professional Development and Instructional Issues

NJEA Professional Development and Instructional Issues oversees the professional and instructional interests of the organization and its members.

The division is responsible for the NJEA Professional Development Institute, which endorses and promotes high quality professional development programs. Of particular importance is the NJEA Priority Schools Support and Intervention Program, which provides support and resources to program schools, using research on effective school practice to improve the culture of learning to reduce learning gaps to the benefit of all students.

In addition, the division acts as a resource on a wide variety of instructional subjects and

professional issues, extending from such topics as certification, evaluation, standards, assessment, special education, gender equity and technology integration. In each of these areas, the division works in collaboration with a wide range of interest and advocacy groups across the state that share NJEA's vision for effective practice.

The division also focuses on a wide range of professional development and continuing education issues. It works extensively with the N.J. Department of Education (DOE) to promote effective professional development practice consistent with NJEA policy. The division provides support to the State Committee on Professional Learning which advises the DOE on continuing education in the state.

The division coordinates major statewide instructional issues conferences and scores of specialized meetings. It plans and administers the NJEA Convention—the Association's premier professional development event—developing and coordinating professional programs and activities, as well as overseeing facilities arrangements, logistical services, and exposition services.

Division staff assists members and local and county affiliates in the field on these issues as needed through the NJEA-NEA UniServ network.

Michael Cohan, Director; Amanda Adams, Associate Director; Darryl Ensminger, Associate Director; Chrissi Miles, Associate Director; Amanda Adams, Associate Director; Camy Kobylinski, Associate Director; Michael Ritzius, Associate Director; Janet Royal, Associate Director; Richard Wilson, Associate Director; Felicia Davis, Administrative Assistant; Vacancy, Administrative Assistant; Janet Bush, Secretary; Theresa Mura, Secretary; Carolyn Thompson, Secretary; Cindy Vannauker, Secretary

Professional Development Consultants: Renee Ahern; Eric Brenner; Deborah Ciambrone; Genevieve Ditrani; Jennnifer Dubroski; Edward Dubroski; Esther Innis; Greg Jablonski; Donna Jacobson; Brian Janik; Joan Jensen; Paella Koharchik; Danielle Kovach; Sharon Kremenz; Brenda Martin-Lee; Deanne Martini; Linda Marton; Michael Mason; Margaret Novicki; Jason Pukel; Andrea Scaturro Mary Steinhauer; Gabriel Tanglao; Lois Jean Tarr

Priority Schools Consultants: Deborah Adams; Michelle Adcock; Linda Carman; Barbara Gary; Cynthia Janczewski; Dorothy Kohrherr; Patricia Lieberman-Sharp; Julia Mahoney; Janet McCoid; Brian McLaughlin; Virginia Murphy; Candida Palmieri; Patricia Pillsbury; Sally Ann Ruggiero; Teresa Stallone; Diane Stelacio

NJEA STAFF

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 impacting the bargaining process.

Kevin Kelleher, Director; Colleen Stevens, Administrative Assistant

Education and Evaluation Research: Julie Plotkin, Associate Director; Lori Legette, Administrative Assistant; Linda Gould, Secretary

Library: Martha Deblieu, Associate Director; Vacancy, Administrative Assistant

Member Benefits: Phil Lomonico, Associate Director; Lorraine Jones, Administrative Assistant

Negotiations Assistance: Leigh Smargiassi, Associate Director; Peter Vala, Associate Director; Gregory Yordy, Associate Director; Charisse Huff, Secretary; Patricia Major, Secretary

Pension and Benefits: Robert Bobik, Associate Director; Sarah Favinger, Associate Director; Sarah Geiger, Associate Director; Michael Salerno, Associate Director; Roxie Muhsin, Secretary; Felicia Tard, Principal Clerk; Maryann Del Duca-Cinque, Pension Consultant; Barbara English, Pension Consultant; Alan Gilbert, Pension Consultant; Erland Nordstrom, Pension Consultant; Clarence Osborne, Pension Consultant; Linda Ruth, Pension Consultant; Joanne Sanferraro, Pension Consultant; Debra Schweiger, Pension Consultant; Gary Wikander, Pension Consultant; Kathleen Wollert, Pension Consultant

Statistics and School Funding: Dan Goldman, Associate Director; Vacancy, Associate Director; Crystal Inman, Principal Clerk; Celia Wolf, Secretary



Brenda Brathwaite '05, '07, '11 is an eighth grade teacher at Pennsylvania Avenue School in Atlantic City and a student in the Ed.D. in Organizational Leadership Program.



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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 20 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 47 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 96 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; James H. Loper (leave); Patrick Manahan; Alan Ramey – Regional Directors

Toni Boyle, chief-administrative assistant

UniServ South (Regions 1-6)

509 S. Lenola Rd., Bldg 4, Moorestown, NJ 08057-1566; (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

James H. Loper Regional Director (leave)

Ruth Kaplan, administrative assistant

UniServ Northeast (Regions 15, 19-25)

70 S. Orange Ave., - Ste 260, Livingston, NJ 07039-4903; (973)-321-3221

Thomas Hardy, Regional Director

Verlencia Waring (temp), administrative assistant

UniServ Northwest (Regions 13, 17, 27 & 28)

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

Alan Ramey, Regional Director

Brenda Champion, administrative assistant

Region 1

(Cape May & Cumberland counties) – 1318 S. Main Rd., Suite 2B, Vineland, NJ 08360-6516; (856)-696-2670

UniServ reps: James Jameson & Stephanie Tarr

Office Staff: Beth Georgette, administrative assistant; vacancy, office assistant

Consultants: Franklin Butterick, Salvatore Emburgia, Curt Nath, Louis Russo, Martha Septynski & Stefanie Wheaton

Region 2

(Gloucester & Salem counties) – 6 N. Broad St., Suite 325, Woodbury, NJ 08096-4635; (856)-628-8650

UniServ reps: Rena Kallio, John Staab, Anna Waltman, vacancy

Office staff: Donna Pacetta, administrative assistant; Elizabeth Parker, secretary

Consultants: Sandra Beals, Mona Bennett, Alison Braun, Anthony Cappello, Michael Wichart, Colleen Curren & Lou Randazzo

Region 3

(Camden Co.) – 1020 Laurel Oak Rd., Suite 101, Voorhees, NJ 08043-3518; (856)-782-1225

UniServ reps: Sharon Allen, Jim Boice, Nancy Holmes & Caroline Tantum

Office staff: Gale Quinn, administrative assistant; Roxanne Hawkins, administrative assistant, vacancy, office assistant

Consultants: Jessica Cook, Naomi Johnson-LaFleur, Ryan McCarty, Philip Magazzo, Angela McDermott, Judith Myers

Region 5

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

UniServ reps: Michael Kaminski, Debbie Syer, Harry Zakarian

Office staff: Linda Sacks, administrative assistant; Kristin Hunt, secretary

Consultants: Deborah Bruhn, Joseph Coleman, Mary Brennan-Farnen, Marliese Filbert, Lisa Trapani, Kathleen Quinn

Region 6

(Atlantic Co) – 314 Chris Gaupp Drive, Bldg. 103, Galloway, NJ 08205-4464; (609)-652-9200

UniServ reps: Vincent Perna, Myron Plotkin

Office staff: Crysty Jenkins, administrative assistant; Linda Wallace, office assistant

Consultants: Constance Baker, Brian Currie, Jean Hovey, Thomas Patterson & Mario Montanero

Region 7

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

UniServ reps: Mary Novotny, Jennifer Raike & Wendy Sistarenik

Office Staff: Catherine Quilty, administrative assistant; Arleen Ferro, secretary

Consultants: Michael Fletcher, Michael Mannion, Colleen Neil, Kimberly Shaw & Daniel Staples

Region 8

(Mercer Co) – 133 Franklin Corner Road, Lawrenceville, NJ 08648-2531; (609)-896-3422

UniServ reps: Alexander DeVicaris, Deborah DiColo & Susan Nardi

Office staff: Evelyn Procell, administrative assistant; Jaqueline Candy, secretary

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

Region 9

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

UniServ reps: Christopher Johnson, Thomas Predale, Lorraine Tesauro & Ronald Villano

Office Staff: Debbie Pukel, administrative assistant, Anne Elluzzi, secretary

Consultants: James Huebner, Diane Vistein, Denise King, Erin Wheeler, Tracie Yostpille

UNISERV REGIONAL OFFICES

Region 11/12

(Middlesex Co-North/South) – Raritan Plaza II, 91 Fieldcrest Ave., Ste. A-3, Edison, NJ 08837-2838; (732)-287-4700

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

Office Staff: Margaret Fudacz, administrative assistant; Ileana Rivera & Sharon Tricarico, office assistants

Consultants: Douglas Dale, Brian Geoffroy, Theodore Tympanick & vacancy

Region 13

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

UniServ reps: Jennifer Larsen, William Render & Fred Skirbst

Office Staff: Lynne Nelson, administrative assistant, Carmela Inghilterra, secretary

Consultants: David Bacon, Christopher James, Brian Rock, Timothy Simonitis, vacancy (2)

Region 15

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

UniServ reps: Dominick Giordano, George Huk, vacancy (2)

Office Staff: Diane Gourley, administrative assistant; Holly Smith, secretary

Consultants: Nancy Coppola, Eda Ferrante, Esther Innis, Maryanne Rodriguez, Helynn Smith

Region 17

(Morris Co) – 601 Jefferson Road, Suite 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: Lee Ann Brensinger, Deirdre Falk, Melanie Lemme, Linda Marton, Louis MigLiacci, Jr. & Steven Spangler

Region 19

(Hudson Co North & Newark/Essex) 6600 Kennedy Blvd., East, Suite 1L, West New York, NJ 07093-4218; (201)-861-1266

UniServ reps: Tom Desocio, Edward Stevens

Office Staff: Kristy Lorusso, administrative assistant; Jo-Ann Watson, office assistant

Consultants: Gerald Caputo, Thomas Favia & Lois Tarr

Region 20

(Hudson Co South/Jersey City)

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

UniServ reps: John Dillon, Kevin McHale (leave)

Office Staff: Veronica Pereira, administrative assistant Carmen Torres-Izquierdo, office assistant

Consultants: Gerald Caputo, Thomas Favia & Lois Tarr

Region 21

(Essex Co) – 70 S. Orange Avenue, Suite 250, Livingston, NJ 07039-4902; (973)-762-6866

UniServ reps: Luis Delgado, Ryan Edwish & James McGuire

Office Staff: Vacancy, administrative assistant; Shaunesa Walker, secretary

Consultants: Antoinette Blaustein, Patricia Kebrdle, Edward Lesser & Christopher Tamburro

Region 23

(Bergen Co-East) 110 Kinderkamack Road, Suite 2B, Emerson, NJ 07630-1828; (201)-265-6200

UniServ reps: Carol Feinstein, Roselouise Holz, George Lambert & Richard Locke

Office Staff: Karen Cummings, administrative assistant; Dawn Valentine, secretary

Consultants: Michael Deorio, Kelly Epstein, Ferdinand Frangiosa, Laura Grasso, Harris Hirsch, Margaret Novicki, Allyson Pontier & Christina Ventre

Region 25

(Bergen Co-West) Heights Plaza, 777 Terrace Ave., Ste 108, Hasbrouck Heights, NJ 07604-3111; (201)-292-8093

UniServ reps: Roselouise Holz & Joseph Tondi, vacancy

Office Staff: Joanne Cannon, administrative assistant; Laura Pometti, office assistant

Consultants: Michael DeOrio, Kelly Epstein,

Ferdinand Frangiosa, Harris Hirsch, Laura Grasso, Margaret Novicki, Allyson Ponier & Christina Ventre

Region 27

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

UniServ reps: Rob Bivona, William Cobb (leave), Carol Pierce & Sasha Wolf

Office Staff: Kathryn Maron, administrative assistant; Karen Mattioli, secretary

Consultants: Deborah Ciabrone, Lori Cintron, Marc Foti, Sharon Milano & Brian Watson

Region 28

(Warren & 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 Ressler, Nancy Richeda, Susan Sawey & vacancy

Region 29

(Higher Ed) – Golden Crest Corporate Center, 2279 State Hwy 33, Suite 508, Hamilton Square, NJ 08690-1750; (609)-689-9580

UniServ reps: Marcia Kleinz & Ronald Topham,

Office Staff: Karen Perry, administrative assistant, Jean DiQuinzio, office assistant

Consultants: Edward Carmien, Richard Comerford, Nicholas DiCicco, Mingyon McCall, Oron Nahom & vacancy

NJEA COUNTY ASSOCIATIONS

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.

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

Bergen County Education Assn.

210 W Englewood Ave, Teaneck, NJ 07666-3512; (201)-833-9166

Burlington County Education Assn.

621 Beverly Rancocas Rd, East Ridge Plaza Suites 3A & B, Willingboro, NJ 08046-3727; (609)-871-2232

Camden County Council of Education Assn.

2 Sheppard Rd, Sheppard Office Park, Ste 700, Voorhees, NJ 08043-4787; (856)-489-1267

Cape May County Education Assn.

13 Trotter Way, Cape May, NJ 08204-3844; (609)-385-3645

Cumberland County Council of Education Assn.

Dandelion Plaza, 1672 N. Delsea Drive, Ste A-2, Vineland, NJ 08360; (856)-794-1221

Essex County Education Assn.

886 Pompton Ave., Ste A-2, Cedar Grove, NJ 07009-1257; (973)-736-5650

Gloucester County Education Assn.

190 North Evergreen Avenue, Ste. 108, Woodbury, NJ 08096-1050; (856)-853-6673

Hudson County Education Assn.

1600 John F Kennedy Blvd, Jersey City, NJ 07305-1749; (201)-451-0705

Hunterdon County Education Assn.

84 Park Ave, Suite G-103 A, Flemington, NJ 08822-1172; (908)-284-1640

Mercer County Education Assn.

6 Colonial Lake Dr, Ste F, Lawrenceville, NJ 08648-4126; (609)-882-9228

Middlesex County Education Assn.

622 Georges Road, Ste 301-302, North Brunswick, NJ 08902-5601; (732)-448-0004

Monmouth County Education Assn.

3455 State Rt. 66, Neptune, NJ 07753-2758, (732)-455-5055

Morris County Council of Education Assn.

Plaza 447 Suite 12, Route Ten East, Randolph, NJ 07869; (973)-366-0202

Ocean County Council of Education Assn.

317 Brick Blvd., Ste. 230, Brick, NJ 08723-6031; (848)-241-5653

Passaic County Education Assn.

401 Hamburg Tpke, Ste. 209, Wayne, NJ 07470-2139; (973)-595-7232

Salem County Education Assn.

106 N BROADWAY, PENNSVILLE, NJ 08070-1617, (856) 678-4886

Somerset County Education Assn.

1140 Rt. 22 East, Ste. 100, Bridgewater, NJ 08807-1218; (908)-393-9000

Sussex County Education Assn.

PO Box 40, Newton, NJ 07860; (973)-534-9763

Union County Education Assn.

77 Central Ave, Ste 201, Clark, NJ 07066-1441; (732)-574-0033

Warren County Education Assn.

315 W Lafayette St., Easton, PA 18042-1535; (610)-737-8044



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Proud Moments



The **ESSEX COUNTY EDUCATION ASSOCIATION** was proud to have renovated the children's treatment room at Clara Maass Medical Center in Belleville. Members of ECEA, its leaders, and the ECEA PRIDE Committee celebrated the makeover at a ribbon cutting with hospital staff.

The **EAST WINDSOR EDUCATION ASSOCIATION** (Mercer) was proud of its members who volunteered their time on a Saturday morning in December to distribute toys, books and candy to low-income families in the community. At the annual Rise holiday party, EWEA gave out nearly 700 items purchased with an NJEA PRIDE grant. Rise is a community service partnership in the Hightstown Borough/East Windsor Township area. PRIDE/FAST chairs Esmeralda Garcia and Angela Castaneda organized EWEA's participation with an assist from volunteers Yvonne and Marisa Santiago, Dorothea Cohen, Rita Sacca and her son, Alexis O'Rand, Rita Perez, George Wolkiewicz, and Max Castaneda.



The **SAYREVILLE EDUCATION ASSOCIATION** (Middlesex) was proud to have sponsored a fire prevention event in its schools in October.



The **HOBOKEN EDUCATION ASSOCIATION** (Hudson) was proud to host its annual Family Fun Day on Dec. 16 at Hoboken High School. The holiday-themed event included a bounce-house, a bounce-slide, student musical performances, a D.J., visits with Santa Claus and breakfast. HEA members wore their association shirts and signs throughout the event carried the association logo.



Submit your best local association PRIDE photo to proudmoments@NJEA.org

January & beyond

for more information go to NJEA.org

1/5-6

Fri. & Sat.

Winter
Leadership
Conference -
Central

1/13

Saturday

MLK Human
and Civil Rights
Celebration

1/19

Friday

Executive
Committee and
County Presidents'
Council meeting

1/20

Saturday

NJEA Delegate
Assembly
Meeting

1/26-27

Fri. & Sat.

Winter
Leadership
Conference -
South

2/2-4

Fri., Sat. & Sun.

NJEA ESP
Conference

2/16

Friday

Executive
Committee
meeting

2/17

Saturday

Legislative and
Political Action
Conference

3/2-3

Fri. & Sat.

Winter Leadership
Conference-North

deadlines

1/15

NJEA ESP Conference Registration

Event date: Feb. 2-4

1/22

Winter Leadership Conference
North Registration

Event date: March 2-3

1/31

Legislative Conference Registration

Event Date: Feb. 17

Employment Opportunities at NJEA

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for the latest postings.



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There is still time to save net neutrality

School librarians have always faced a daunting challenge when it comes to selecting books to fill the shelves of their libraries. Of course, any book they select must meet the demands of district curricula, but there are other considerations as well: Does the book match the interests and needs of the student? Is the reading level appropriate? Is the author truly an authority on the subjects he or she covers? Do the publishers have a good reputation? Is the material timely? Is the content accurate? Does the book have literary merit? Is the information between the covers well-organized?

If a class is assigned a particular topic for research, the librarian will scour the stacks for the best material for students to consider. When students from that class enter the library, they may discover that a cart or a counter has been set aside with these books on display for more convenient access. The school librarian takes pride in offering the best material to facilitate quality research.

Compare that to the considerations of a retail bookstore owner, especially those of the better-heeled bookstore chains. The tables with attractively arranged books that greet customers do not necessarily find their place of privilege for their academic or literary merit. Store managers have an additional consideration: has the publisher paid us to put this book on display?

Bookstores must make a

profit, and charging publishers to give certain books a place of prominence is a business decision. But for a librarian to accept money to promote favored books would be scandalous.

Net neutrality and your students

The Federal Communications Commission (FCC) regulations put into place in 2015, known as net neutrality, ensured the internet would behave a little more like your school librarian and a little less like a retail bookstore manager. While search engines such as Google have an impact on which websites come up first in a search, an internet service provider (ISP) such as Comcast, Time-Warner or Verizon could not accept a fee to change what we see on the internet. Sometimes called the internet's freedom of speech, net neutrality fosters an ability to communicate freely across the internet without discrimination against certain websites, applications or content.

But on Dec. 14, the FCC voted to approve a controversial plan to repeal net neutrality protections.

With net neutrality, anyone who has access to the internet has access to the same content at the same relative speed. Users have the ability to upload, download and share that content. Without net neutrality, ISPs can decide what you can and cannot access online. From there, your ISP can determine what goes in the internet's "fast lane" or

"slow lane." The fast lane will likely contain paid, sponsored and possibly less relevant content. Unpaid, unsponsored and possibly more relevant content may be relegated to the slow lane and, in some cases, blocked.

The American Library Association notes that Comcast owns NBC Universal. A student engaged in research may find himself or herself in the express lanes to NBC Learn with no exits to PBS LearningMedia. Both websites may have content of value for the student, but the student and the student's teachers should determine what best serves the student's needs, not a for-profit corporation seeking more eyeballs on its pages.

Without net neutrality, ISPs may create different tiers of access for websites, denying students and educators access to materials if they cannot afford the cost. ISPs could also restrict access to school websites, making it harder for educators and students to access their own schools' websites. Students, educators, and schools in rural and underserved areas might have only one ISP in their area and have no recourse if the provider blocks access to some sites for commercial gain.

A testing company could make deals with ISPs so that its computer-based test is delivered at the highest speed, while its competition is slowed down. States and districts would find themselves with only one choice. The same could be true for school management systems.

The fight isn't over

The fate of net neutrality may end up being decided in court. New York State Attorney General Eric Schneiderman has vowed to lead a multistate lawsuit to reverse the FCC's decision.

Here in New Jersey, Assemblywoman Annette Quijano has introduced a bill, A-5257, which would establish the New Jersey Net Neutrality Act. While the act could not overrule the FCC, it would require a high level of transparency from ISPs operating in the state. A-5257 would require ISPs to post their prioritization policies online, so that customers can compare costs, prioritization policies and connectivity speeds of ISPs within the state.

At the federal level, under the Congressional Review Act, the U.S. Congress could vote to invalidate the FCC's repeal of net neutrality and prevent a similar repeal in the future. While passage in the Senate, with only a narrow Republican majority is possible, it faces longer odds in the House of Representatives.

Visit actioncenter.njea.org to write to Sen. Bob Menendez, Sen. Cory Booker and your member of Congress asking them to vote to reverse the FCC's repeal of net neutrality. But don't stop there, call them and encourage others you know to call them too. The contact information for all members of Congress can be found at www.house.gov and www.senate.gov. Don't forget to share this information on a still open internet. 📧

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