

# REVIEW

JANUARY  
2019  
njea.org



*an education and advocacy resource*

## FROM CHILD SOLDIER TO GRADUATE STUDENT

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COOKING  
WITHOUT  
LOOKING

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THE NJEA  
APPRENTICE  
PROGRAM

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NJEA  
ORGANIZATIONAL  
DIRECTORY

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**LEFT:** Members of the Somerville Education Association, including Thomas Reynolds (l) and Colin Williamson, rallied before a Nov. 20 board of education meeting to protest 18 months without a contract. In addition to SEA President Patrick Frain and Somerset County EA Vice President Henry Goodhue, NJEA Secretary-Treasurer Steve Beatty spoke at the rally and later addressed the board. On Dec. 4, a tentative agreement was reached with the board, but as of press time the contract has not been ratified.



**LEFT:** Essex County College Faculty Association member Victor Stolberg reacts during presentation by Higher Education Committee member Michael Frank, also of Essex County College, at the NJEA Convention Higher Education Luncheon.

**BELOW:** The first official training event for the 2018-20 class of NJEA apprentices was hosted by the American Labor Museum and its executive director Angelica Santomauro in Haledon in September. Learn more about this class of apprentices on Page 20. Clockwise from left: Shan Byrd, Heidi Brache, Santomauro, Lori Lalama, Janene Onyango, Stacey Williams, Tara Temprano, Jennifer Rensil-Johnson, and Tonya Scott-Cole.



**ABOVE:** Elizabeth Education Association members (l-r) Cindy Pereira, Belinda Jimenez and Jennefer Cruz at the conclusion a full day at the NJEA Convention on Nov. 8.



From child soldier to graduate student: Garang Buk Buk Piol did many quintessential American things on his visit to Haddonfield Memorial High School in October, including a game of football. See Page 14 for the story of how the Haddonfield community pulled together to make a difference for South Sudan and its people.



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Many students and educators have read Ishmael Beah's *A Long Way Gone*, but through the tireless efforts of Haddonfield teacher Kimberly Dickstein, lives have changed—both in Haddonfield and South Sudan.

BY KATHRYN COULIBALY



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Roxbury High School teacher Laura Richards challenges her students to demonstrate cooking using all their senses so that their recipes are safe and accessible to people with low vision or who are blind. Students recorded their demonstrations for the chance to win a trip to the set of a cooking show in South Africa.

BY KATHRYN COULIBALY



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

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### ON THE COVER:

Haddonfield teacher Kimberly Dickstein (right), her students, and the entire Haddonfield community worked to make it possible for former South Sudanese child soldier Garang Buk Buk Piol (left) to work toward a master's degree at Emory University. See page 14 for the full story.

PHOTO BY  
CRAIG MELENDES

# REVIEW



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# TO BE OF SERVICE

A career in public education is more than a job—it is a mission. As teachers and educational support professionals we talk about our daily work in terms of what it means to our students and their future. It is the very nature of our work to be of service to our students, their families and our communities.

In this month's edition of the *Review*, we meet NJEA members who exemplify that sense of service.

In "Cooking Without Looking," Laura Richards, a teacher at Roxbury High School, was looking for a meaningful culminating project for her Culinary Arts II students. Inspired by her own son's vision condition, and by legally blind chef Christine Ha, she challenged her students to create cooking videos for the visually impaired. The results led a team of her students around the world to South Africa.

In "Haddonfield Teacher, Students Fundraise to Send a Former Child Soldier to Graduate School," teacher Kimberly Dickstein knew that she, her students and the Haddonfield community could do more than read about child soldiers in books such as *A Long Way Gone*. Through a friend, she and her students were introduced via Skype to Garang Buk Buk Piol, a former South Sudanese child soldier who is now an international aid worker. That introduction led to life-changing experiences for everyone

involved.

We as educators also serve one another. In this *Review*, you'll read about the NJEA Bolivar L. Graham Intern Foundation Practicing Apprentice program. The purpose of the program is to ensure that NJEA members, particularly those members representing underserved communities, are provided the opportunities, knowledge and skills that are essential for association leadership and possible staff work at NJEA. Meet the eight women who make up the 2018-20 cohort of apprentices.

Finally, NJEA is a member-driven organization. As a union, we serve one another through the governing bodies, the committees and the staff that make up our association. The organizational directory that is published in the *Review* every January is more than a list of names. Take the opportunity to use the directory to strengthen your connections to NJEA. Explore the areas that interest you and connect to those responsible to assist you in meeting your goals—whether in the spaces where you work or in the association that represents your professional, economic and advocacy interests.

Thank you for making it your mission to serve public education, your students and your fellow NJEA members.

*Marie Blistan*



Being of an excellent example of service to fellow members by supporting their economic at professional interests at the bargaining table, helped the Monroe Township Education Association win the NJEA Jim George Collective Bargaining Award in October. From left: NJEA Associate Director for Research Leigh Davidson, MTEA VP and Negotiations Chair Jackie Winters, MTEA President Beth Augsbach and NJEA President Marie Blistan.

## MARIE BLISTAN

Facebook

**FABULOUS** tribute to the work that all of our **ESSENTIAL** school professionals do every day with our children and for our public schools!!

On Dec. 4, NJEA President Marie Blistan shared a link to an [njea.org](http://njea.org) story about Hillsborough Education Association (HEA) member Jim Cox. Assemblyman Roy Freiman presented him with a Joint Resolution from the New Jersey Senate and Assembly that recognized Cox's commitment to his work as an educational support professional (ESP) and as a longtime association representative. You can read the story at [bit.ly/espillsborough](http://bit.ly/espillsborough).

## SEAN M. SPILLER

Instagram

**@spillerfornjea: A Call to Action Event with members to organize around legislation on health benefits relief and ESP job justice.**

On Dec. 11, NJEA Vice President Sean M. Spiller shared a photo from a member-led strategy training session in Monmouth County to take action on job justice for ESPs and Chapter 78 relief for all members. At the session, members called and emailed legislators on bills that will provide that justice and relief. To learn more, visit [njea.org/justice](http://njea.org/justice).

## STEVE BEATTY

Instagram

**@njea\_steve: Great day spent having lunch with the members at Frank Lautenberg Elementary, School #6, in Paterson. Discussing health care, curriculum, and working conditions. Great people doing great work—making our public schools among the best in the nation! @insta\_njea @patedassn**

On, Nov. 26, NJEA Secretary-Treasurer Steve Beatty visited Paterson Education Association members to listen to their concerns and discuss what matters most to them. He posted a photo on Instagram from his day at the school.

# KNOW. LEAD. ACT.

## NJEA ELECTIONS CALENDAR 2019

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. 15

- Official membership count
  - Initial membership file sent to election vendor (Intelliscan) and Elections Committee staff contact
  - Determination of Governance Positions to be filled (Exec./DA/DAA)
- Deadline for notifying NJEA of a change in unit of representation
- Petitions for Governance Positions available (Exec./DA/DAA)

### JAN. 22 (JAN 24 – INCLEMENT WEATHER BACK-UP)

- 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. 28 (AS ESTABLISHED BY NEA)

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

### FEB. 25

- Deadline for county and unit nominating committees to convene

### FEB. 28

- 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 28

- 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 statewide 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 1 TO APRIL 15

- Balloting
- Ballots due by noon April 15, 2019, 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

### MAY 1

- 2019-2020 election cycle begins

All dates are subject to change.

Failure of a candidate to properly validate their nomination online will result in disqualification.

Local NEA RA election results must be received at NJEA HQ no later than Wednesday, April 10, 2019.

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](http://njea.org).

## NJEA NOMINATION PROCEDURES AND ELECTION RULES

### FOR COUNTY AND UNIT AFFILIATES AND NEA RA

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](http://njea.org/NJEAelections) to be linked to the self-nomination site.

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](http://njea.org/NJEAelections).

## VOTE ELECTRONICALLY IN THE 2019 NJEA ELECTIONS

NJEA's 2019 elections include 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, 2019, at [njea.org/NJEAelections](http://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 cards. 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](http://njea.org) and through electronic and postal mail notification to members.

## NEA RA DELEGATES HEAD TO HOUSTON

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 600 and 700 delegates to the NEA RA, which this year will be held in Houston, Texas from July 4 to July 7. Delegates are expected to arrive in Houston on July 2.

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 NEA officer or other Executive Committee positions, these may also be filled at the NEA RA.

### DELEGATES MUST BE ELECTED

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

Each local association may elect one delegate to the NEA RA for every 150 members, or major fraction thereof. If a local affiliate has fewer than 76 NEA members, it may join with one or more other local affiliates, each with fewer than 76 members, to form units for the purpose of representation. Allocation of delegate credentials is based on active membership in NEA as of Jan. 15.

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](http://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](http://njea.org/NJEAelections).

## SELFIE OF THE MONTH

With more than 800 Haddonfield Memorial High students behind her, Haddonfield EA member Kimberly Dickstein snapped a selfie with Garang Buk Buk Piol, a former South Sudanese child soldier now working as an international aid worker. She is among the sponsors of Buk as he earns a master's degree at Emory University to help him serve his country. She led an effort with her students to raise funds for Buk's education. See the full story on Page 14.

Working a PRIDE event? Send your selfies to [njeareview@njea.org](mailto:njeareview@njea.org). Be sure to identify where the picture was taken and the members who appear in the photo. 📸



# COOL STUFF



## THEATER FOR CHILDREN WITH AUTISM: MADELINE AND THE BAD HAT

### WILLIAM PATERSON UNIVERSITY

Shea Center for Performing Arts  
300 Pompton Road, Wayne, N.J.  
April 16, 10:30 – 11:30 a.m.  
Admission: \$10  
RSVP by March 26

This colorful musical captures the blithe yet touching spirit of Ludwig Bemelmans' much loved Madeline series. This amusing tale traces the adventures of a young Parisian girl who—despite starting off on the wrong foot with a mischievous new neighbor—eventually learns that first impressions aren't everything. Told with gentle humor, and featuring a beautiful musical score, this amusing tale of enemies-become-friends will charm and entertain children and adults alike.

To reserve seats for your students and for additional information, contact Lavene Gass at [gassyoumansl@wpunj.edu](mailto:gassyoumansl@wpunj.edu) or 973-720-3178.

## \$10,000 SCHOLARSHIP FOR GRADUATING SENIORS

New Jersey seniors can apply online now for the annual Janet Logan Daily Foundation Scholarship, which recognizes college-bound students from varying academic backgrounds who have routinely demonstrated maturity and integrity within and beyond the classroom.

Applications will be accepted until April 1, 2019. Visit [janetlogandailyfoundation.org](http://janetlogandailyfoundation.org) to review eligibility requirements and submit an online application.

## NJHOF ACCEPTING ARETE SCHOLARSHIP APPLICATIONS FOR CLASS OF 2019

Committed to celebrating the achievements of established Garden State natives as well as those on their journey to success, the New Jersey Hall of Fame (NJHOF) invites Garden State high school students who will graduate in 2019 to apply for its Arete Scholarship.

Recipients of the Arete Scholarship are youth who demonstrate a sense of Jersey pride and willingness to go above and beyond the call of duty. Honoring those who embody exemplary qualities such as moral character, a commitment to their community, and academic engagement, the \$5,000 scholarship will be awarded to a deserving male and female student, who will be recognized at the NJHOF's annual induction ceremony.

Arete is a concept that Plato, Socrates and Aristotle identified that encompasses virtue and excellence in the face of adversity. With that in mind, the NJHOF seeks applicants who strive to pursue their passions and go on to realize their dreams, regardless of the challenges they may experience on the path to greatness.

For high school seniors who wish to pursue the Arete Scholarship, the application asks students to answer questions about overcoming hardships, what Arete means to them, activities, community service, and more. The application can be found at [njhalloffame.org/arete](http://njhalloffame.org/arete).

The application deadline is March 17.

## COLLEGE BOARD SCHOLARSHIP OPPORTUNITY

Getting into college can be complicated and overwhelming. To support students and families, the College Board has introduced the College Board Opportunity Scholarships, a first-of-its-kind national scholarship program. It's unique because it serves as a simple college planning guide for all students. It explains what to do and when to do it.

The College Board Opportunity Scholarships lay out six simple steps that all students can take to get into college. Completing each step will earn a chance for a scholarship; completing all six will earn students a chance to win \$40,000 for their college education.

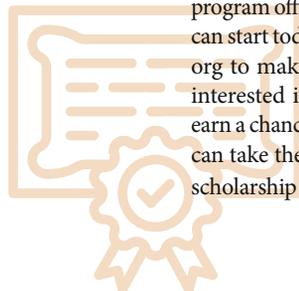
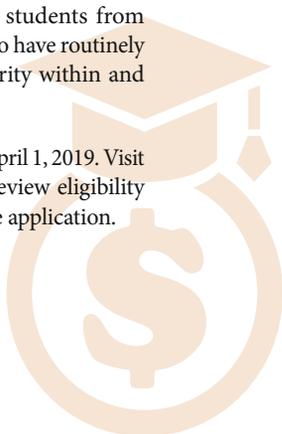
The six steps in this program help students plan by making a good starter college list, help them prepare so they can take their best shot, and help them pay for college. The six actions are:

- Building a College List—Students get started by exploring colleges they're interested in.
- Practicing for the SAT—Students use Official SAT Practice on Khan Academy to get ready for test day.
- Improving SAT Scores—Students show how practice pays off by improving their SAT scores.
- Strengthening Their College List—Students make sure their college list is a mix of academic safety, fit, and reach schools.
- Completing the FAFSA—Students fill out the free government form to apply for financial aid.
- Applying to Colleges—Students apply to the schools they want to attend.

The College Board Opportunity Scholarships are different from other scholarship programs because they're about how much students grow, not how high they score. The College Board Opportunity Scholarships don't require an essay or an application and don't have a minimum GPA or SAT score requirement. Instead, the program rewards all students' efforts and actions on their way to college. The more effort that students put in and actions they complete, the more chances they have to earn a college scholarship.

The College Board is investing \$25 million over five years. A total of \$5 million is available for each graduating class, beginning with the class of 2020. All students are invited.

Students can sign up at [CB.org/Opportunity](http://CB.org/Opportunity). The program officially launched in December. Students can start today by going to [bigfuture.collegeboard.org](http://bigfuture.collegeboard.org) to make a starter list of six colleges they're interested in. Just by making that list, students earn a chance for a \$500 scholarship. Then students can take the next steps toward earning a \$40,000 scholarship by going to [SATPractice.org](http://SATPractice.org). 



# NJEA REPORT

## STATE TO CONDUCT DEPENDENT ELIGIBILITY VERIFICATION AUDIT

### SEHBP AND SHBP MEMBERS MUST PROVIDE DOCUMENTATION

The School Employees' Health Benefits Program (SEHBP) and the State Health Benefits Program (SHBP), will be conducting a Dependent Eligibility Verification Audit (DEVA) to ensure that only eligible employees, retirees, and their dependents are receiving health care coverage under the respective programs. This will require all subscribers to provide legal documentation for all dependents covered under programs. This documentation must prove the dependent's relationship to the member. Dependents who do not have proper legal documentation will be terminated from the coverage at the end of the audit.

Because the state believes that ineligible dependents are one reason health care costs are increasing, it is looking to verify that those listed as dependents in the programs meet the definition of "dependent" as defined in the law.

The SHBP/SEHBP has retained Alight, a subcontractor of Aon Consulting, to perform the DEVA. Each employee/retiree who covers a dependent under their SEHBP/SHBP health plan will receive a letter from the state introducing Alight as the DEVA vendor. Letters started going out in December, so you may have already received it. This letter will be followed up with a letter from Alight introducing the required audit program.

Members will be asked to submit verification documents confirming that their dependents are eligible for coverage under the programs. These documents could include copies of marriage certificates, birth certificates, federal tax returns or custody agreements. Alight will encourage

members to upload the documents to a secure portal, where they can track the verification process. They will also accept documents via secure fax and regular mail.

Although Alight will not be asking for verification documentation until early 2019, NJEA encourages members to start locating these documents, and if necessary, start the process of obtaining them from the appropriate body or agency.

### KEY DEFINITIONS

The definition of dependent and children for both the SEHBP and the SHBP is:

- o Child (or children) means a subscriber's child until age 26, regardless of the child's marital, student, or financial dependency status—even if the young adult no longer lives with his or her parents. This includes a stepchild, foster child, legally adopted child, or any child in a guardian-ward relationship upon submitting required supporting documentation.
- o Dependent means an employee's spouse, eligible domestic or civil union partner. Dependent also means unmarried children and those not in a domestic partnership or civil union, covered by their parents under the SHBP/SEHBP prior to the attainment of age 26, who:
  - Are incapable of self-sustaining employment by reason of mental or physical disabilities.
  - Became incapable prior to attainment of age 26.
  - Are substantially dependent upon such

employees for support and maintenance while the insurance of the employees remains in force and the dependents remain in such conditions.

You may contact Alight's Dependent Verification Center at 1-833-372-8748 with questions.

### AMNESTY PERIOD FOR INELIGIBLE DEPENDENTS

Providing ineligible dependents with health care coverage is not always intentional. For this reason, as part of the DEVA, the state is allowing an amnesty period during which subscribers will have the opportunity to voluntarily identify any ineligible dependents and avoid any penalties or other legal action. After the close of the amnesty period, there may be legal consequences for anyone found to have knowingly enrolled or attempted to enroll ineligible dependents. Should a member know or discover that they are covering an ineligible dependent, they can remove them immediately by contacting the New Jersey Division of Pensions and Benefits.

It is important to remember that any enrollee who does not submit the appropriate documentation to Alight, prior to the conclusion of the DEVA, will have their unverified dependents removed from the SEHBP/SHBP.

You may contact Alight's Dependent Verification Center at 1-833-372-8748 with questions.

*Join the movement*

**FIGHTING FOR JOB JUSTICE FOR ESPS AND CH. 78 RELIEF RIGHT NOW**

Join NJEA members from across the state as they stand together to fight for Job Justice for educational support professionals (ESPs) and affordable, quality health care for public school employees. Let's provide more stability to New Jersey's public schools by working to pass legislation that limits privatization, provides just-cause protections for ESPs and provides **Ch. 78 relief**.

VISIT [NJEA.ORG/JUSTICE](http://NJEA.ORG/JUSTICE) TO LEARN MORE, SIGN-UP AND TAKE ACTION.

## STUDENTS SNOWED IN, EDUCATORS STEP UP WEST ORANGE EDUCATION ASSOCIATION GOES BEYOND THE CALL OF DUTY

It was late on the afternoon of Thursday, Nov. 15 when the members of the West Orange Education Association (WEOA) realized that the snowstorm predicted to coat the area would be much worse. The rolling hills of West Orange are notoriously difficult to navigate during bouts of severe weather.

With student safety in mind, the West Orange School District made the decision to keep the students overnight; the members of WEOA didn't think twice about staying to help the children.

As soon as the members of WEOA knew that the students would be staying overnight, they acted to help the students remain comfortable, calm and safe throughout the unexpectedly long stay at school.

"Our members went from their normal state of nurturing to wiping tears and tucking kids in and making sure that children felt safe not staying at home last night," said WEOA President Mark Maniscalco.

Children stayed overnight at every district school, with more than 300 students staying

at the Liberty Middle School. Because the cafeteria staff had left after lunch for the day and could not return because of the storm, WEOA members cooked dinner for the children in the cafeteria, and they rolled out mats from the gym so children could sleep comfortably.

"It was a complete team effort," said Maniscalco "Teachers, secretaries, instructional aides and security officers all stayed with the children through the night. We had fully staffed schools for more than 24 hours."

NJEA President Marie Blistan praised the more than 1,000 members of the WEOA for their sacrifice on behalf of their students.

"Last night, the members of the West Orange Education Association demonstrated the true spirit of public education," said Blistan. "WEOA members stayed with their students through the night without hesitation because that's what educators do: what's best for children. The sheer selflessness displayed by the teachers and educational support professionals of the WEOA is nothing short of inspirational."

**"WEOA MEMBERS STAYED WITH THEIR STUDENTS THROUGH THE NIGHT WITHOUT HESITATION BECAUSE THAT'S WHAT EDUCATORS DO: WHAT'S BEST FOR CHILDREN. THE SHEER SELFLESSNESS DISPLAYED BY THE TEACHERS AND EDUCATIONAL SUPPORT PROFESSIONALS OF THE WEOA IS NOTHING SHORT OF INSPIRATIONAL."**

## NJEA OPPOSES TRUMP ADMINISTRATION SCHEME TO ERASE TRANSGENDER IDENTITY BY DEFINITION

The Trump administration's Department of Health and Human Services (HHS) is considering a definition of sex that would deny transgender persons protection under Title IX, the federal civil rights law that bans sex discrimination in any education program or activity receiving federal financial assistance. A leaked HHS memo reveals that the Trump administration seeks to define sex in the law as a "person's status as male or female based on immutable biological traits identifiable by or before birth."

HHS planned to present its definition of sex to the U.S. Justice Department by the end of 2018.

NJEA's officers, President Marie Blistan, Vice President Sean M. Spiller, and Secretary-Treasurer Steve Beatty issued a statement calling the proposal ill-informed and politically motivated, saying that it "puts at risk the gains we've made here in New Jersey to protect all students, including those students whose gender identity varies from the gender they were assigned at birth."

The officers noted that the protection of transgender students transcends party lines in New Jersey.

Gov. Chris Christie, a Republican, signed the bipartisan Public Law 2017, Chapter 137, to create guidelines that "provide direction for schools in addressing common issues concerning the needs of transgender students, and to assist schools in establishing policies and procedures that ensure a supportive and nondiscriminatory environment for transgender students."

Gov. Phil Murphy, a Democrat, signed bipartisan legislation to permit New Jersey residents to have their birth certificates amended to reflect their gender identity and created the state's Transgender Equality Task Force to assess legal and societal barriers to equality and recommend future laws to prevent discrimination.

"The narrow-minded definition of sex promoted by the Trump administration will embolden intolerant individuals to bully and harass those who do not fit their prejudiced notions of 'appropriate' gender expression," the

officers said. "No definition of sex will change the reality that transgender, intersex and gender nonbinary students attend our schools and that they deserve, like all students, to learn in a safe and secure environment where they are treated with dignity, and where their self-identified gender is respected. This is not only the moral thing to do, New Jersey law requires it."

The December 2017 edition of the *NJEA Review*, published "Making Schools Safer for Transgender Students," co-written by Amy Moran, a teacher in Teaneck; Erik Gundersen, superintendent in Pascack Valley; and Jackson Evangelista, a transgender male student at Northern Valley Regional in Demarest. The article also includes key vocabulary to help readers understand the differences between sex, gender, gender identity and gender expression, as well as other terms. It can be found at [njea.org/making-schools-safer-transgender-students](http://njea.org/making-schools-safer-transgender-students).



# DISCOVER YOU

## EARN A DEGREE IN EDUCATIONAL LEADERSHIP

- Ed.D./Ph.D. in Educational Leadership – K-12, Special Education, and Higher Education Leadership Specializations
- M.A. in Curriculum and Instruction – Supervisor, Principal, ESL Certificate and TOSD Endorsement Options
- M.A. in Educational Administration (on campus and online) – Principal and Supervisor Certification
- M.A in Higher Education (online)
- M.A in Literacy Instruction (Reading Specialist Certificate)
- M.A in Special Education (TOSD Endorsement, LDT-C Certification and ABA Course Option)
- Off Campus Leadership Development (OCLD); Fast Track M.A. in Educational Administration
- Post-Master LDT-C Certification
- Post-Master Superintendent Certification
- Post-Master Principal Certification (on campus and online)
- Post-Master Supervisor Certification (on campus and online)

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**INFORMATION SESSION**  
**FEBRUARY 27 • 6:30 P.M.**

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# LEARN ABOUT THE NJEA TEACHER LEADER ACADEMY

In September 2015, Gov. Chris Christie signed a bill creating the Teacher Leader Endorsement, which is an additional credential attached to a standard instructional certificate. The State Board of Education is in the process of approving regulations for this new endorsement. A major component of the legislation is that programs of study for this license can be run by educational organizations outside of traditional colleges and universities.

Pending approval by the New Jersey Department of Education, NJEA intends to open the NJEA Teacher Leader Academy in the fall of 2019. The academy will prepare teachers to earn the Teacher Leader Endorsement. It is anticipated that the program can be completed in one academic year.

In January, NJEA is holding an information session at various locations across the state. Sign up for a session and learn about the endorsement and NJEA's Teacher Leader Academy in a small-group setting where all of your questions can be answered. Light refreshments will be served.

- EMERSON – JAN. 7
- GALLOWAY – JAN. 9
- PARSIPPANY – JAN. 15
- FLEMINGTON – JAN. 16
- TRENTON – JAN. 23
- TOMS RIVER – JAN. 24
- VOORHEES – JAN. 29
- CRANFORD – JAN. 31

You can sign up for a session near you at [njea.org/tlasesions](http://njea.org/tlasesions). 📍

# "IF YOU CAN HELP, YOU MUST"



The four class officers from the HMHS Sophomore Class of 2021, from left, Katrina Edwards, Salena Chacon, Chris DiMedio, Jake Amons, presented a check to Garang Buk Buk Piol at the Global Citizen Dinner on Dec 7. They selected Buk's Education Fund as their Spirit Week fundraiser, raising \$10,215. The sophomores read Ishmael Beah's *A Long Way Gone* for their summer assignment as part of the world literature curriculum in their English class.

"The Five" and Kimberly Dickstein took Garang Buk Buk Piol to see the ocean for the first time. From left: Kathleen Lee, Natalie Naticchia, Buk, Dickstein, Mo Jishi, Wayden Ay, and Yao Yu.



# HADDONFIELD TEACHER, STUDENTS FUNDRAISE TO SEND FORMER CHILD SOLDIER TO GRADUATE SCHOOL

Many students have read Ishmael Beah's *A Long Way Gone: Memoirs of a Boy Soldier*. But few students have read it and had the opportunity to connect with a former child soldier, effectively changing all of their lives.

In 2015, Kimberly Dickstein's 10th-grade English class at Haddonfield Memorial High School was reading Beah's memoir when Dickstein found a way to relate the words on the page with the reality of so many. A friend of hers was now working in Malawi, and he connected Dickstein with Garang Buk Buk Piol, a former South Sudanese child soldier now working as an international aid worker. With the Carter Center, Buk was working to eradicate guinea worm.

Within two weeks of the introduction, Buk was Skyping with a classroom of captivated students who listened to every word with an intensity that they would later turn to helping him achieve his dream of attending graduate school in the United States.

Buk described his struggle to achieve an education, how limited the resources had been at many of the schools that were available to him, and how his experiences as a child soldier motivated him to peacefully change communities.

Dickstein and Buk maintained contact, and she would later write him a letter of recommendation for graduate school. The students often asked about him, so Dickstein messaged him for an update. They learned that Buk had been awarded a partial scholarship to attend Emory University's master's program in international development, but without an American visa, he could not attend. And without proof that he had the financial resources to complete the tuition payment and support himself in the United States, he could not get the visa.

"Even though I had never done anything like this before, I believed I knew how to help

him, and it was the right thing to do," Dickstein said. "If you can help, you must."

Dickstein noted that as a 2009 alumna of the Rutgers Graduate School of Education, she is proud to advance the university's motto, "Jersey Roots, Global Reach."

## TEAM GARANG AND "THE FIVE"

Dickstein worked with her students to develop a campaign that included community outreach, fundraising, media relations and more. Five students were the most inspired to get involved. Wayden Ay, Mohamed (Mo) Jishi, Kathleen Lee, Natalie Naticchia, and Yaodong (Yao) Yu were all sophomores when they first met Buk via Skype. Now seniors, Buk has nicknamed them "The Five."

Alongside other students, teachers, and parents—known collectively as Team Garang—they turned their intensity into action and began crowdfunding to help Buk. By June 2018, they were canvassing door to door in Haddonfield. In the first three weeks, they collected \$21,000 toward their goal of \$93,922. All who contributed in any way became a part of Team Garang.

The students harnessed the power of social media, as well as their own personalities and individual talents, to spread the word quickly. From developing a fundraising plan to creating a script for going door to door to keeping everyone's spirits high when the inevitable complications and setbacks threatened to demoralize them, they worked as a confident and capable team.

**THE NJEA REVIEW INTERVIEWED "THE FIVE" AND THE BEST WAY TO UNDERSTAND THESE STUDENTS, THEIR MOTIVATIONS, AND THEIR TRANSFORMATIONS, IS TO HEAR FROM THEM DIRECTLY. READ THEIR INTERVIEW BEGINNING AT RIGHT.**

## THE FIVE

While the entire Haddonfield community—Team Garang—inspired by Haddonfield Memorial High School (HMHS) teacher Kimberly Dickstein, has pulled together to help Garang Buk Buk Piol earn his master's degree in international development from Emory University, five students at the high school took the lead. They are Wayden Ay, Mo Jishi, Kathleen Lee, Natalie Naticchia and Yao Yu.

Following an assembly at HMHS on Oct. 8, "The Five," as Buk calls them, spoke with the editor of the *NJEA Review*.

### I UNDERSTAND THAT YOU FIRST LEARNED ABOUT GARANG WHEN YOU WERE SOPHOMORES.

**Natalie:** Yes. We Skyped with Garang in our sophomore English class. From that moment forward, I knew this was something I wanted to run with. I think we five came together because we were the people who stuck with it the longest. We knew we were in it for the long haul.

**Kathleen:** Yes. Natalie, Yao and I were in the same English class. Garang Skyped with us despite technical difficulties on his end and managed to write every single student a thank you letter back. It was interesting to see how one man is so selfless. He's ultimately coming here not just for himself, but for his country. He's going to go back to South Sudan and help his own people. That really touched all of us—how Garang can be like this, even though he has so little.

### WHAT ARE THE STRENGTHS YOU EACH BRING TO HELPING GARANG AND SOUTH SUDAN?

**Wayden:** We all bring something different to the table that made us work as a team unit. Our differences have really made us as strong as we are.

**Natalie:** We're all from different social circles. We're all involved in different activities, so we were able to pull from a lot of different groups in the school.

**Wayden:** I do all the "secretarial" work. We use Google Docs as a way of making sure everyone knows the important information.

**Natalie:** I'm sort of the "people person." I help create a lot of connections along the way.

**Kathleen:** I'm the kind of person who stays up late, so if something needs to be done last-minute, I can do it. Thank you notes, letters-to-the-editor, articles for local magazines, centerpieces. I'm the "project and ideas" person.

**Wayden:** ...and Kathleen's our "sweetheart." When something is going wrong, she'll say the most positive thing that gets us back on track.

Thanks to the efforts of Dickstein, Emory University's Master's in Development Practice program, Team Garang, and many others, Buk received his American student visa in August and enrolled at Emory for the fall 2018 semester.

"After my graduation, I will move back to South Sudan to help in nation building," Buk said. "The skills and knowledge obtained from my time at Emory University will be critical in helping communities to chart that path to development."

After making a presentation at the Sept. 27 Haddonfield Board of Education meeting, Dickstein brought Buk to Haddonfield on several occasions.

On Oct. 8, Buk addressed the school's 800 students in an assembly where he talked about conditions in South Sudan—discussing war, the scourge of the guinea worm, and the inefficient distribution of resources. Throughout the day, he visited classes where he participated as if an HMHS student in the day's lessons.

During Buk's October visit, he did many quintessentially American things, such as giving the locker room speech to Haddonfield's football team before a Friday night game and attending the Haddonfield Police and Community Day in town. Team Garang and Dickstein then drove him to the Jersey shore to see the ocean for the first time.

On Dec. 7, with funding from an NJEA PRIDE in Public Education grant, Dickstein and Team Garang collaborated with Haddonfield students, teachers, parents, community members, local businesses and churches, and local media outlets to organize the inaugural Global Citizen Dinner. This fundraising event drew 170 attendees. Assemblywoman Pamela Lampitt, chairperson of the Assembly Education Committee, gave the welcome address. Mayor Neal Rochford presented Buk and Team Garang with a town

proclamation. The event was to benefit Buk's education fund as well as his work in South Sudan. The dinner also included a panel discussion with Buk, Dickstein, Ay, Jishi, Lee, Naticchia, Yu, and Dr. Hillary King, a sustainable development fellow from Emory University.

"The community of Haddonfield has made the impossible, possible," King said.

"This has been the most meaningful work in my 10 years as an educator," Dickstein said. "The defining moment of my life and my sense of where my place is in the world was meeting and advocating for Garang."

Dickstein is building a curriculum around being a global citizen. She believes that societal transformation begins with individual transformation, and she has seen a powerful transformation in each of the students who have participated in the project, but particularly in Team Garang, the five students who have been the most committed and involved.

Dickstein's tireless efforts on Buk's behalf have led to an invitation to visit the Carter Center and meet former President Jimmy Carter and former First Lady Rosalyn Carter.

"Shaking President Carter's hand meant more to me knowing that this man's enduring commitment to alleviate human suffering has empowered individuals like Garang to improve his own community by furthering his education," Dickstein said. "That moment was a tangible reminder that anything is possible."

Dickstein, Team Garang and Haddonfield's students plan to maintain their connection with Buk throughout his academic career as well as when he permanently returns to South Sudan.

If you would like to donate to Buk's education fund, visit [gofundme.com/get-garang-to-emory](http://gofundme.com/get-garang-to-emory). 🙏

**Yao:** I'm more of a tech guy. I handle all the technology issues and our campaign online.

**Mo:** I meet with Ms. Dickstein a lot. She likes to talk things out and will run a lot of ideas by me.

**Wayden:** ...and Mo lived in a different country, so he brings that perspective to the table.

**Mo:** I lived in Qatar. I moved back to the U.S. permanently in 2011. Kathleen and Yao also come from different cultural backgrounds.

## YOU WENT DOOR TO DOOR IN HADDONFIELD SHARING GARANG'S STORY AND RAISING FUNDS. WHAT WAS IT LIKE TO TAKE THE PROJECT OUTSIDE THE HIGH SCHOOL?

**Wayden:** It wasn't just the five of us. There were other students and different grades. We originally had a group of about 30 students who were in Ms. Dickstein's classes.

**Natalie:** We had a flier to show at each door. We explained that we were part of a group of students who were campaigning to help a former child soldier in South Sudan obtain his visa and raise funds for his tuition at Emory University. We would say that he was accepted into master's degree program, and we would explain how hard it is to obtain a visa, especially when you have to prove that you can pay for tuition. We would point them toward the GoFundMe link on the flier. If they were not able to provide a monetary donation, we asked them to share his story. A lot of people we met had already read *A Long Way Gone*, the book that started all of this. It showed us that in Haddonfield people are especially engaged and educated, and they want to help.

## HOW DID YOU SPEND ANY TIME WITH HIM OVER THIS WEEKEND?

**Wayden:** We started with a football game. He loved it. Yesterday we went down to Ocean City, New Jersey, so that Garang could see the ocean for the first time. I've never seen someone smile that much! He loves soccer, so we were passing the ball around on the beach. He was juggling and teaching us how to do tricks. He just seemed very relaxed and at home.

**Mo:** His joy was contagious, which was great at this time of the year which is so stressful for us—there's college applications and a lot of school work.

**Wayden:** It's just cool to see someone who seems so different from us to be on the same level of happiness—to see that we're more similar in that moment than anything else.

**Natalie:** I think it's so rare that any of us would just look out at the ocean and just be in awe. It was such happiness—seeing someone see something for the first time that a lot of us take for granted.

**Yao:** The biggest moment for me was when Garang waved to South Sudan on the other side of the ocean. It was a first experience for him, and you don't get to see that very often because we live so close to the ocean that we don't remember the first time we saw it.

### **YAO, YOU HAD MENTIONED EARLIER THAT YOU WERE TAKING AP GOVERNMENT BECAUSE OF WORKING WITH GARANG.**

**Yao:** I used to be only a math and science guy, I never thought I would take a history course willingly. But after my work with Garang, I thought, "You know what? Let's do it." I'm loving it, and it's the highest grade I have out of all my courses so far.

### **HOW HAS THIS EXPERIENCE WITH GARANG AND MS. DICKSTEIN CHANGED YOU?**

**Wayden:** The book *A Long Way Gone* was the first time I was introduced to the conflict in South Sudan. To be honest, I'd never even heard of a child soldier before I read that book. I feel a little ashamed that I wasn't aware. I think it's teaching us how to communicate with people, to understand different perspectives and not try to force our opinions on others, but instead understand where others are coming from.

**Natalie:** Before this, I didn't take time to read the newspaper or watch the news, but now I understand how important it is because our worlds are so closely connected. Once you start to educate yourself and become more engaged, you realize how easy it is to help and to have an impact.

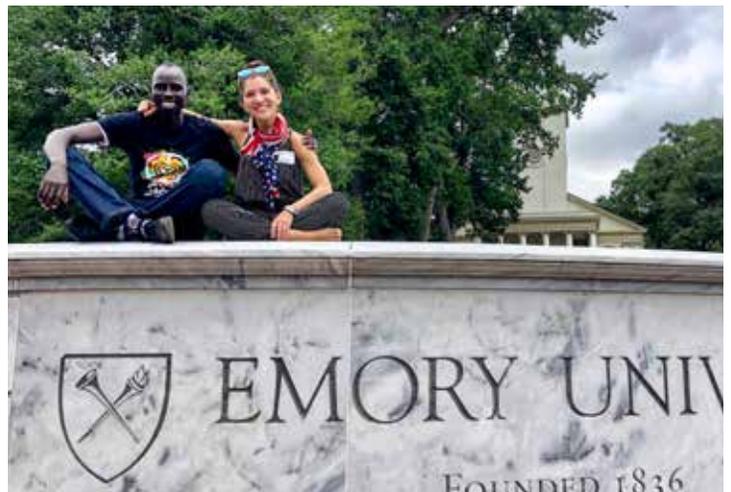
**Mo:** Helping Garang has been the most important thing I've ever done. It's the most worthwhile and fulfilling thing I've ever put my time into. You see the impact through one person rather than donating to a random organization and wondering how the money is being used.

**Kathleen:** We're coming to understand that there's more out there. It's not that the five of us think we are special. We are no different from your everyday teenager. We don't go home every night thinking of ways to help people. But through this experience and through understanding that we're all humans, we see the need to change ourselves.

**Natalie:** It doesn't take a special person to do this. It just takes patience and a team. It's five 17-year-old kids and their teacher who came together. It doesn't take anything other than perseverance, determination, patience, and the willingness to learn and be open to cultures and new ideas. I think that's something that goes across the board with the world today. Just open your eyes.



"The Five" with Garang Buk Buk Piol during a September visit to the Carter Center in Atlanta, when they met him for the first time. Clockwise from left: Natalie Naticchia, Kathleen Lee, Wayden Ay, Mo Jishi, Yao Yu, Kimberly Dickstein, and Buk.



Buk and Dickstein at Emory University in Atlanta during an August visit. Dickstein, one of Buk's sponsors for his student visa, spent seven days with Buk to help him with adjustment—finding a place to live, making appointments with health services, banking, financial services, and other tasks, and to prepare him for his first semester.



Buk with his children in South Sudan; his son, Buk Garang Buk Buk Piol and his daughter Aluat Piol.

# Students help others with “Cooking Without Looking” videos

THE OVERALL GOAL WAS TO ASSESS THE STUDENTS’ MASTERY OF THE CONCEPTS AND TO BUILD A LIBRARY OF VIDEOS THAT COVERED THE MAJOR COOKING TECHNIQUES AND THAT COULD BE ACCESSED BY A PERSON WITH LIMITED VISION.



Laura Richards, center, with two of her culinary students, Senam Atadja and Julia Fedorko.



Roxbury senior Charlie Rinaldi participated in a winning amateur version of “Cooking Without Looking” at Roxbury High School. He and his team won a trip to Cape Town, South Africa for the filming of “Cooking Without Looking.”

# I THINK THAT EVEN WITHOUT THE INCREDIBLE BONUS OF A TRIP TO SOUTH AFRICA, OUR STUDENTS REALLY EMBRACED THE SPIRIT OF THIS PROJECT AND THAT'S SOMETHING THEY WILL CARRY WITH THEM FOR LIFE.

BY KATHRYN COULIBALY

Educators are always looking for innovative ways to connect their students to the material they are teaching. As the lead teacher for Family and Consumer Science, Industrial Arts, Business, and Technology at Roxbury High School, Laura Richards knew that the skills she was teaching her students would benefit them in many ways. Her culinary arts classes give students a better understanding of how to prepare food, helping them make better nutritional choices. In addition, culinary arts exposes them to different foods and cultures and helps them understand food costs and how to prepare nourishing but affordable foods.

Richards had been teaching Culinary Arts I for 12 years, but it was her first year teaching Culinary Arts II and she wanted to find a meaningful culminating project for the unit on cooking methods.

"In the past, students were encouraged to make a Tasty Video, which is a short video that shows how to prepare a recipe or a specific culinary technique," Richards said. "Tasty Videos usually do not have narration although some of the videos have music playing or words that pop up on the screen. A Tasty Video is reliant on a person's ability to see. I felt strongly that my students could handle a bigger challenge."

Richards knows something about meeting challenges. Her five-year-old son Nathan has a vision condition called Brown's syndrome, which limits his field of vision and makes navigating a

new environment difficult.

"As I thought of how my son navigates his world, the idea of creating a cooking video for someone who was vision impaired or completely blind came to me," Richards said. "So I started to do some research, and I learned that Christine Ha, who won MasterChef a few years ago, is legally blind."

MasterChef is a competition on the Fox television network in which amateur cooks are mentored by professional chefs through a series of culinary challenges to win the title of MasterChef and a \$250,000 prize.

"I remember watching a video of her first challenge on the show," Richards said. "She explained how she uses her other senses to create dishes, and it occurred to me that what separates average chefs from exceptional chefs is their ability to tap into all of their senses. Christine Ha's disability was also her super power in the kitchen, and it's what eventually led her to win the MasterChef competition that season."

## CREATING ACCESSIBLE COOKING DEMONSTRATIONS

Richards and her students began researching and watching videos of how Ha cooked: how she had to learn to hear what boiling water sounded like, what perfectly sweated onions smelled like, and how she could work safely in the kitchen. Ha's mastery and fluidity in the kitchen mesmerized them and left the students in awe.

As part of their research, Richards came across a television show called "Cooking Without Looking," a program that makes cooking safe and accessible to people with low vision or who are blind.

"The Cooking Without Looking episodes are an incredible resource for my students," Richards said. "As my students began their Cooking Without Looking projects, they each chose a cooking technique to demonstrate in their video. The overall goal was to assess the students' mastery of the concepts and to build a library of videos that covered the major cooking techniques and that could be accessed by a person with limited vision."

While the students worked on their projects, Richards reached out to the creator and executive producer of "Cooking Without Looking" Renée Rentmeester, to tell her about the project and to thank her for the inspiring show.

Rentmeester was thrilled to learn of the students' projects and offered to feature each of them on the next season of the show, its first with *FoodyTV.com*, which can be viewed on various online video delivery services. The episodes would be filmed in South Africa and would focus on how blind and visually impaired people throughout the world cook.

Rentmeester and Richards agreed to post the students' videos on the "Cooking Without Looking" Facebook page and invite visitors to vote for the best video. The creators of the video that received the most votes would be invited to travel with the show to South Africa and be part of the filming.

"The students were so excited about the opportunity," Richards said. "But I think half of them thought I was joking when I told them that the winning group would have an all-expense paid trip to South Africa, courtesy of 'Cooking Without Looking!'"

## A WINNING TEAM

In June 2018 the winning video was selected: "Macaroni and Cheeseburger," prepared by Roxbury High School Seniors Donovan Brady, Emma Karnitsky, Rachel Lessig and Charlie Rinaldi.

"The competition was extremely tough," Rentmeester said. "All of the entries were excellent, and captured the spirit of our show, which is to create an understanding of how people who are blind live on an everyday basis."

"We expect to begin filming in Cape Town, South Africa within the next several months," Rentmeester continued. "In addition to being the creator and executive producer of the show, Rentmeester is also the founder and president of Vision World Foundation, which receives a portion of the show's advertising revenue to provide free services to people who are blind or visually impaired."

"This was an amazing opportunity for our students, and I'm so thrilled that it all came together like this," Richards said. "But I think that even without the incredible bonus of a trip to South Africa, our students really embraced the spirit of this project and that's something they will carry with them for life."

Richards will be carrying her passion for education to a new position with the Hillsborough School District, where she will be furthering her interest using students' perceived disabilities as super powers.

Watch the award-winning cooking video, Macaroni and Cheeseburger, at [bit.ly/rhscwl](http://bit.ly/rhscwl).

Visit Cooking Without Looking's Facebook page at [facebook.com/cookwithoutlook](https://www.facebook.com/cookwithoutlook). 📺

*Kathryn Coulibaly is the associate editor of the NJEA Review and provides content and support to [njea.org](http://njea.org). She can be reached at [kcoulibaly@njea.org](mailto:kcoulibaly@njea.org).*

# Meet the 2018-20 NJEA Bolivar L. Graham Apprentices

The NJEA Bolivar L. Graham Intern Foundation Practicing Apprentice Program provides minorities and women with the opportunities, knowledge and skills needed for association governance roles and potential NJEA staff employment.

The program was created in honor of Bolivar Louis Graham, an NJEA leader and staff member from Willingboro. Graham was instrumental in establishing the NJEA Minority Involvement Committee (now the Minority Leadership and Recruitment Committee). He traveled the state recruiting minorities in local and county associations. He served on the NJEA Delegate Assembly and was an active member of several NEA committees and caucuses.

Apprentices spend two years working closely with NJEA staff mentors, attending weekend core training programs and NJEA conferences and meetings. The weekend sessions provide intensive training in communications, leadership, human relations, team building, organizational structure and other skills.

**HEIDI BRACHE** is a math interventionist at Freehold Intermediate School in Freehold Borough School District. She is the president and negotiations chair of the Freehold Borough Education Association and is a member of the Monmouth County Education Association Executive Committee. Brache serves on the NJEA Certification, Evaluation and Tenure Committee and is an NJEA Delegate Assembly alternate. She has served in her current positions for multiple years, but has also been local vice president, association representative, Pension Activism chair, Legislative Action Team chair, and Constitution/Bylaw chair. Brache will be apprenticing with UniServ Field Representative Ron Villano in the Central Zone.

**JANENE ONYANGO** is a fourth-grade educator at Twin Hills Elementary School in Willingboro and an active

member of WEA. Her commitment to educating, inspiring and uplifting students spans over 20 years. In 2018, she was honored with the NJEA Judith Owens Spirt Award, in 2016 she was named the Burlington County Teacher of the Year and a 2016 Mulrone Scholar at the University of Pennsylvania, and in 2015 received an NJEA Hipp Foundation grant recipient. Onyango is enrolled in graduate school at the University of Pennsylvania, studying reading, writing and literacy. Her research interests include critical studies, educational equity, inter-generational reading practices, digital storytelling, technology in education and social justice. She has also written articles for the *NJEA Review*. Janene will be apprenticing with Matt Stagliano of the Communications Division in the Southern Zone.

**JENNIFER RESIL-JOHNSON** is an English teacher in the Piscataway Students Seeking Success (PS3) program at Piscataway High School. She served two years as an NJEA summer fellow and is an NJEA Delegate Assembly member representing Middlesex County. Resil-Johnson is an executive board member of the Piscataway Township Education Association. She is apprenticing in the Northeast Zone in the Organizational Development Division, and Jaime Valente is her mentor.

**LORI LALAMA** earned an Master of Science in Educational Technology from Ramapo College and a Bachelor of Arts in Spanish with a minor in English as a Second Language (ESL) from Montclair State University. At Christopher Columbus Middle School in Clifton, Lalama specializes in Spanish, ESL and computers. She advises the Tech Wizards and is a co-advisor of *Columbus Columns*, the student newspaper. Lalama was Clifton's Teacher of the Year in 2015 and received the Excellence in Education award in 2009. Lalama is active in the union. She serves as the Clifton Education Asso-



Heidi Brache



Janene Onyango



Jennifer Resil-Johnson



Lori Lalama

# Meet the 2018-20 NJEA Bolivar L. Graham Apprentices



Shan Byrd



Stacey Williams



Tara M. Temprano



Tonya Scott-Cole

ciation Legislative Action Team and PRIDE Chairperson. She represents Passaic County on the NJEA Delegate Assembly and the NJEA Technology Committee. Nationally, she has served as a delegate to the NEA Representative Assembly. Lalama is passionately dedicated to her career in public education. She is apprenticing with Gabe Tanglao of the Professional Development and Instructional Issues Division in the Northwest Zone.

**SHAN BYRD** holds a Bachelor of Arts in Computer Information and a Master of Science in Special Education. She has taught students with disabilities in New Brunswick Public Schools for the past 15 years. She actively serves the union at the local, county, and state levels. Compelled by God's love, Byrd is a fierce defender of human rights. She is currently working on infusing Restorative Justice Practices within the school culture. She considers it one of her greatest accomplishments to be the mother of her three magnificent children—her baby “Byrds.” She is also a true music enthusiast with an eclectic taste of rhythms—from classical to gospel to house music. Her zest for life is incredibly contagious—affecting everyone around her in the most positive way. Byrd will be apprenticing with Amanda Adams of the Professional Development and Instructional Issues Division in the Central Zone.

**STACEY WILLIAMS** is a middle school science teacher in Pemberton Township School District in Burlington County. She is the head association representative in her building and a Grievance Apprentice. She is also a member to the Pemberton Township Education Association Evaluation Committee and Member Engagement Committee (Action Team). She is apprenticing with Jim Boice of the Southern Zone.

**TARA M. TEMPRANO** holds a Bachelor of Arts in Elementary Education and a Master of Science in Educational Technology. She was a

paraprofessional for one year working with a student with autism, a basic skills instructor at the K-5 level for five years and has been a fifth-grade teacher for 11 years at Washington Elementary School in Hawthorne. Temprano serves on the district's Title I Committee, provides professional development to her colleagues and is a teacher mentor. In government, she worked as a legislative aide to State Sen, John A. Girgenti and Assemblyman Carmelo Garcia. For the Hawthorne Teachers Association, she has been an association representative, a Negotiations Committee member, and 2nd Vice President. She has represented Passaic County on the NJEA Delegate Assembly and has attended three NEA Representative Assemblies. Temprano has served two summers in the NJEA Summer Fellowship Program. She will be apprenticing with Anna Hanzes of the Government Relations Division in the Northwest Zone.

**TONYA SCOTT-COLE** is an educational support professional (ESP) in Roselle, Union County. She is a member of the NJEA Convention and Professional Development committees. She serves as the Legislative Action Team (LAT) contact for the Roselle Education Association and is a member of the NJEA choir. She is apprenticing with UniServ Representative Dominick Giordano in the Northeast zone. 🏠

# WHY MY SCHOOL?

## CONNECTING MOLD ISSUES, VENTILATION AND AIR CONDITIONING

BY DOROTHY WIGMORE

A defunct greenhouse—still connected to classrooms—spreads mold spores. An indoor pool without proper ventilation sends wet air into nearby rooms. District officials react slowly to high humidity, mold or dampness complaints, claiming, for example, “We only left the AC off for a few days,” but not recognizing that this August was New Jersey’s second-hottest August since 1895 and its wettest since 2011. Work Environment Council of New Jersey (WEC) investigations find air conditioning issues are the main reasons for mold growth in New Jersey schools.

The results—sick people and sick buildings—are a widespread issue in the state. Dozens of schools were closed, or opened late, in September. Teachers found musical instruments and cameras covered with mold and classroom walls and ceilings damp with black spots. Staff and students got sick. It’s still going on, although colder weather has improved some situations.

### WHAT’S THE PROBLEM WITH MOLD?

Mold is a well-known health hazard. To grow, the fungi need moisture, oxygen, the right temperature and something organic. Indoors, mold spores float through the air to grow on—and sometimes destroy—building materials and surfaces.

The spores can cause health problems, affecting teachers, other staff and stu-

*Dorothy Wigmore is a long-time health and safety specialist, trained in occupational hygiene, ergonomics, work organization/stress and education. A former journalist, she Canadian has worked in the U.S. and Mozambique and been involved in efforts to prevent violence on the job since 1989.*

dents, especially those with asthma or compromised immune systems. Many studies make these connections. In 2012, the National Institute for Occupational Safety and Health (NIOSH) issued an alert about preventing respiratory disease from dampness in schools and other locations. It reported that dampness and mold are linked to a wide range of allergy, respiratory and skin symptoms, infections and illnesses, and can cause asthma or make it worse. Six years earlier, an information bulletin from the New Jersey Public Employees Occupational Safety and Health (PEOSH) program provided details about the effects of mold spores and how to prevent and fix the hazard.

### HOW SHOULD MOLD PROBLEMS BE PREVENTED OR FIXED?

Dampness, mold and indoor air quality go together. The key to preventing mold is controlling and avoiding moisture. It involves building design and maintenance, and quick responses when dampness, water or mold are found.

Effective, functioning ventilation is an essential building feature for mold prevention. NIOSH and the American Society of Refrigerating Engineers (ASHRAE), an authority on building ventilation, say these mechanical systems are needed to limit moisture inside buildings.

### WHAT KIND OF VENTILATION IS NEEDED?

Ventilation systems should distribute adequate, clean outdoor air, control temperature and relative humidity, and remove odors and contaminants by filtration and dilution. To avoid mold and dampness, the

system has to move air enough to prevent high humidity indoors; in summer, it must cool the air to remove moisture.

The EPA recommends keeping indoor humidity levels between 30 and 50 percent. But outdoor air can be much higher, as it was last summer. Without a cooling system, or one that works properly, there is no mechanism to reduce high humidity once outside air is in the building. Dehumidifiers help in small areas, but they are not effective when humidity levels exceed 60 percent.

Taking another tack, ASHRAE and NIOSH recommend keeping the dew point, the temperature at which water vapor condenses, below 55 F and making sure ventilation ducts are tightly sealed so negative air pressure doesn’t draw humid air into building cavities, inside walls and above ceilings.

### WHAT VENTILATION DOES YOUR SCHOOL HAVE?

Schools may have a centralized system, HVAC, unit ventilators or a combination of these two systems; not all have air conditioning (i.e., cooling) throughout the building. Some have neither and rely on “natural ventilation” using windows and doors to move air around.

The main elements of an HVAC system are:

- Positive pressure: the pressure in an area is higher than neighboring ones, so outside air doesn’t get in.
- Outside air intakes are set away from contaminant sources.
- Filters, including high efficiency ones, to capture mold spores.
- Heating, cooling and humidification

elements for appropriate thermal comfort that vary by season and humidity levels.

- A supply fan and ducts to distribute air.
- An exhaust/return fan to send room air to a mixing chamber.
- A mixing chamber to combine outside and returned air.

A unit ventilator is a baseboard, ceiling, or above-ceiling box running along an outside wall. It takes in outside air and room air and mixes it. In the winter, the unit ventilator heats the mixed air and blows it into the room. Some provide air conditioning in the summer.

Whatever the system, the air intake should not be blocked and its parts need to be inspected and maintained regularly. Dirt and both standing water and moisture are

unacceptable. Problems need to be fixed as soon as possible as required by New Jersey law.

#### INDOOR AIR QUALITY

Effective ventilation with air conditioning does more than prevent mold growth. It also provides thermal comfort. The New Jersey Assembly recently passed A-665, “An Act Concerning Temperature Control of Public School Buildings.” Districts investing in air conditioning to prevent mold will also address temperature and be in good stead if the bill becomes law.

#### WHAT SHOULD LOCAL ASSOCIATIONS DO?

**If you had mold issues earlier this year, now is the time to demand the district deal with the**

**source.** You want mold prevented if there are high humidity levels next summer.

**Use the process in the NJEA booklet, *Organizing for Better Indoor Air Quality* and form a Health and Safety Committee.** Research and document problems (e.g., using workplace maps, photos, inspections—measurements usually waste time and money as there are no agreed-upon standards regarding “safe” levels and mold is often visible). Educate members. Use the problem-solving steps listed. Ensure those cleaning up mold are properly trained and protected.

**Report moisture/water/mold. Demand immediate clean-up and effective ventilation operation and maintenance:** New Jersey’s 2007 Indoor Air Quality Standard

requires districts to replace or repair damaged or inoperable components and establish and follow a preventive maintenance schedule to ensure that all HVAC parts are working properly. Maintenance staff should be trained in system operation and maintenance. Mold and moisture are covered under section 13.4(c).

**File PEOSH complaints on violations of the IAQ Standard when necessary.** Do it using a planned approach that involves the health and safety committee and others. See [bit.ly/peosh](http://bit.ly/peosh) or call 609-984-1863 for more information. 📞

## RESOURCES

National Institute for Occupational Safety and Health (NIOSH) *Preventing occupational respiratory disease from exposures caused by dampness in office buildings, schools, and other nonindustrial buildings*, 2012.  
[bit.ly/niosh2013-102](http://bit.ly/niosh2013-102)

NJEA, *Organizing for Better Indoor Air Quality*.  
[njea.org/download/1787/](http://njea.org/download/1787/)

PEOSH: *New Jersey Indoor Air Quality Standard* (N.J.A.C. 12:100-13).  
[bit.ly/peoshiaqstandard](http://bit.ly/peoshiaqstandard)

PEOSH: *Mold in the workplace prevention and control*, 2006.  
[bit.ly/workplacemold](http://bit.ly/workplacemold)



Mold-covered classroom cart

**EFFECTIVE VENTILATION WITH AIR CONDITIONING DOES MORE THAN PREVENT MOLD GROWTH. IT ALSO PROVIDES THERMAL COMFORT.**

# DIGITAL GAME-BASED LEARNING ENHANCES LITERACY

BY IVAN KALTMAN

A good digital narrative game is like a good movie. From an educational perspective, it creates vivid memories of a similar experience for all students that they can later visualize and recall during instruction. For students who are proficient readers, the same is true for a good book. Yet just over one-third of students nationwide performed at a proficient reading level on the National Assessment of Educational Progress (NAEP) in 2018. New Jersey students perform better than students nationally on NAEP, second in the nation behind Massachusetts, but there is plenty of room for improvement.

While there's no shortage of people assigning blame for students' poor reading performance, perhaps traditional instructional materials are part of the problem. Digital game-based learning may be a part of the solution.

*Ivan Kaltman is a school-based occupational therapist and Positive Behavior Support in Schools coach at Stony Brook School in Rockaway Township. He formerly taught fourth grade in Labadieville, Louisiana through Teach for America. He's a contributing author for Gamify Literacy, and Learning, Education, & Games: 100 Games to Use in the Classroom. He is the developer of the digital game Sydney's World. Kaltman is an active member in the game-based learning community including #games4ed and #XPLAP on Twitter and The Tribe and Learning, Education & Games on Facebook. He tweets from @WiseDad\_Games.*

## NEW LEARNING ENVIRONMENTS

The authors of *From Print to Pixel: The Role of Videos, Games, Animations and Simulations Within K-12 Education* contend that we cannot go back to a time when digital technology was not part of our everyday lives. The 2015 report was an annual survey of students, parents and educators about the role of technology in and out of school.

"Rather than wishing that the proverbial ship had not sailed, it is now time to understand that this move from a predominantly print-based delivery system in education to new learning environments, such as those where videos and games are increasingly the norm, is both evolutionary and advantageous," the report contends.

Most schools are now stocked with computers, laptops and tablets, but where are the educational results? The Organization of Economic Cooperation and Development (OECD) 2015 global study, *Students, Computers, and Learning: Making the Connection*, found that "The results show no appreciable improvement in student achievement in reading in the countries that had invested heavily in technology for education. We have not yet become good enough at the kind of pedagogies that makes the most of technology."

Pedagogies that make the most of technology for literacy have been researched most notably by James Gee, the Mary Lou

Fulton Presidential Professor of Literacy Studies at Arizona State University.

In *What Video Games Have to Teach Us about Learning and Literacy*, Gee proclaims, "Educators often bemoan the fact that video games are compelling, and school is not. They say that children must learn to practice skills ('skill and drill') outside of meaningful contexts and outside their own goals. But since human learning works best in a certain way given the sorts of biological creatures we are, then it is not going to work well in another way just because educators, policymakers, and politicians want it to.

"Good video games involve the player in a compelling world of action and interaction, a world to which the learner has made an identity commitment," Gee continues "Thanks to this fact the player practices myriad skills over and over again relevant to playing the game, often without realizing that he or she is engaging in such extended practice sessions."

The largest research endeavor conducted in this area, *Digital Games for Learning: A Systematic Review and Meta-Analysis* found that digital games were associated with significantly better cognitive competency outcomes, including literacy at 12 percent, among students relative to the other instruction comparison conditions. Commercial games, referred to as "true games" showed significantly higher outcomes—over 30 percent.

## BENEFITS OF DIGITAL GAME-BASED LEARNING

Digital game-based learning is an instructional method that incorporates educational content into video games with the goal of engaging learners. Engagement is necessary for deep learning to occur, but standard instructional materials—textbooks, worksheets, and even novels—often fail to engage students, especially those who are disadvantaged and/or have learning disabilities.

Visual presentation of text is often overlooked as a method of reading instruction. Reluctant readers, such as dyslexic students, often have inefficient visual tracking and difficulties in serial scanning of print. These students often struggle with fluency by third grade, when they are expected to transition to novels.

In digital games, text is much easier to visually perceive and track. Instead of having multiple paragraphs on a page without the benefit of illustration, there is only a sentence or two on screen at a time, superimposed on interesting graphics.

Typical scenarios that bring anxiety to struggling readers in traditional read aloud sessions—being called on to read at random intervals, fearing the text will be too difficult, fearing they may lose their place—are mitigated because of how the text is presented in good digital games.

Digital games are interactive. There are roles beyond "reader"



Digital games are best used as preparation for future learning.

that allow students to be valued for intellectual abilities other than reading. Additional roles, such as explorer, battler, navigator and problem-solver foster inclusion. All students in a class—including special education and ELL students—can play together, regardless of reading ability.

Digital games provide rich interactive multimedia that engage students more than traditional text. These multiple modalities of information increase understanding of text, a term James Gee defines as “situated language.”

“In video games, meaning, thinking, and learning are linked to multiple modalities (images, actions, sounds, etc.) not just to words,” according to Gee.

Vocabulary is significantly more likely to be learned naturally through digital gameplay, peer collaboration and teacher guidance. Compare that to traditional worksheets or textbooks, where words are memorized to match with other words for tests and then forgotten by a sizable percentage of students.

In quest-based digital games, such as role-playing games, students must read,

understand and recall information to know what to do and where to go next. This consistently results in close reading. Students may not care what comes on the next page of a textbook, but they always want to know what happens next in video games because they have a much bigger stake—they control the characters!

Digital games are best used as preparation for future learning. All students get a solid grasp of the literature essentials, such as characters, setting, plot and themes, as opposed to traditional text formats that not all students comprehend. This levels the playing field, enabling students of all abilities to engage in curriculum-based instruction. Research and pedagogy strongly support digital game-based learning as an instructional method that can improve literacy skills. 🎮

## LEARN MORE ABOUT GAME-BASED LEARNING

There are many professional development opportunities in New Jersey for educators to learn more about game-based learning.

### NJEA CONVENTION

Along Digital Boulevard on the Exhibit Hall floor at the NJEA Convention, many educators demonstrate their implementation of game-based learning in the classroom. You’ll also find workshops on the third and fourth floors of the Atlantic City Convention Center with in-depth professional learning presentations. The 2019 NJEA Convention is Nov. 7-8.

### NJEA TECHSTOCK

Co-sponsored by NJEA, Stockton University, the Southern Regional Institute and Educational Technology Training Center (SRI&ETTC), and Stockton University Master of Arts in Instructional Technology Program, this annual event brings to one place the best thinking and the best practices in technology and learning in the classroom. Save July 31, 2019, on your calendar to attend the next Techstock.

### EDCAMP

If you’re an educator searching for voice and choice in your professional learning, attend an Edcamp. Unlike the typical “sit and get” model of professional development, Edcamp’s strength comes from its participant-driven model. Visit [edcamp.org](http://edcamp.org).

### TOMORROW’S CLASSROOM TODAY

For its organizers, Tomorrow’s Classrooms Today means that school stakeholders exhaust all options to provide and support an innovative learning environment that fosters collaboration, creation, and curation with educational technology. It means identifying the best ways of implementing educational technology to improve learning and instruction. To learn more about when and where the 2019 conference will take place, visit [bit.ly/tct2019](http://bit.ly/tct2019).

### SOCIAL MEDIA

Consider joining a Professional Learning Network (PLN). On Twitter, look for #games4ed to connect with veteran game-based learning teachers. New Jersey educators Steven Isaacs (@mr\_isaacs), Mark Grundel (@MGrundel), a former New Jersey educator—now professor of game-based learning in Colorado—Matthew Farber (@MatthewFarber) and I (@WiseDad\_Games) frequently share professional development opportunities on our Twitter feeds.

# Full-Tuition Scholarships in Orton-Gilligham Teacher Training

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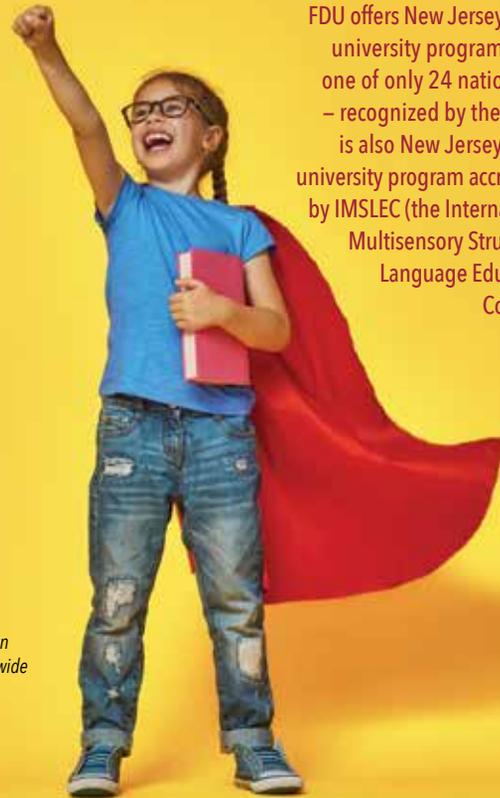
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[fdu.edu/dyslexia](http://fdu.edu/dyslexia)



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# A CLOSER LOOK

## AT SOCIAL JUSTICE

Thousands of “Classroom Close-up NJ” segments are viewable and downloadable at [classroomcloseup.org](http://classroomcloseup.org). A searchable database makes finding an entire show or individual segments on any topic easy.

In January, we remember Martin Luther King Jr. and the continuing struggle for civil rights, human rights and social justice. Searching the phrase “Social Justice” at [classroomcloseup.org](http://classroomcloseup.org) yields more than a dozen segments to choose from—all with instructional ideas for educators and educational programming for your students.

On this page three of those segments are highlighted.

## watch

### PASS THE MESSAGE ON

Students at Linden High School work directly with other students to reduce bias crime and encourage each other to be socially aware and sensitive to victims. The issues involve crime and bullying targeting LGBTQIA+ persons, immigrants and other minorities who often fall victim to hate.

### PROJECT GHANA

Asbury Park seventh graders exchange ideas, culture and history with students from Ghana. Dr. Martin Luther King Jr. Middle School teacher David Wronko runs Project Ghana, which involves weekly international video-conferencing between students at the schools.

### BEHIND THE DREAM

Palmyra High School honors former graduate Clarence B. Jones for his achievements in civil rights. History teacher Dan Licata inspired his students to research the former graduate, and as a result, the school is dedicating a library in Jones' name. The 86-year-old attorney is the former personal counsel, adviser, draft speechwriter and close friend of Dr. Martin Luther King Jr.



PASS THE MESSAGE ON



PROJET GHANA



BEHIND THE DREAM



[classroomcloseup.org](http://classroomcloseup.org)

#### WATCH CCU ON NJTV

NJEA's “Classroom Close-up NJ” has won 16 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.

Visit [classroomcloseup.org](http://classroomcloseup.org) to watch individual segments or the entire show. On Twitter, follow @CCUNJ and “like” the show at [facebook.com/crcunj](https://www.facebook.com/crcunj). On Youtube, visit [youtube.com/c/classroomcloseup](https://www.youtube.com/c/classroomcloseup). On Instagram, search Classroom Close Up.

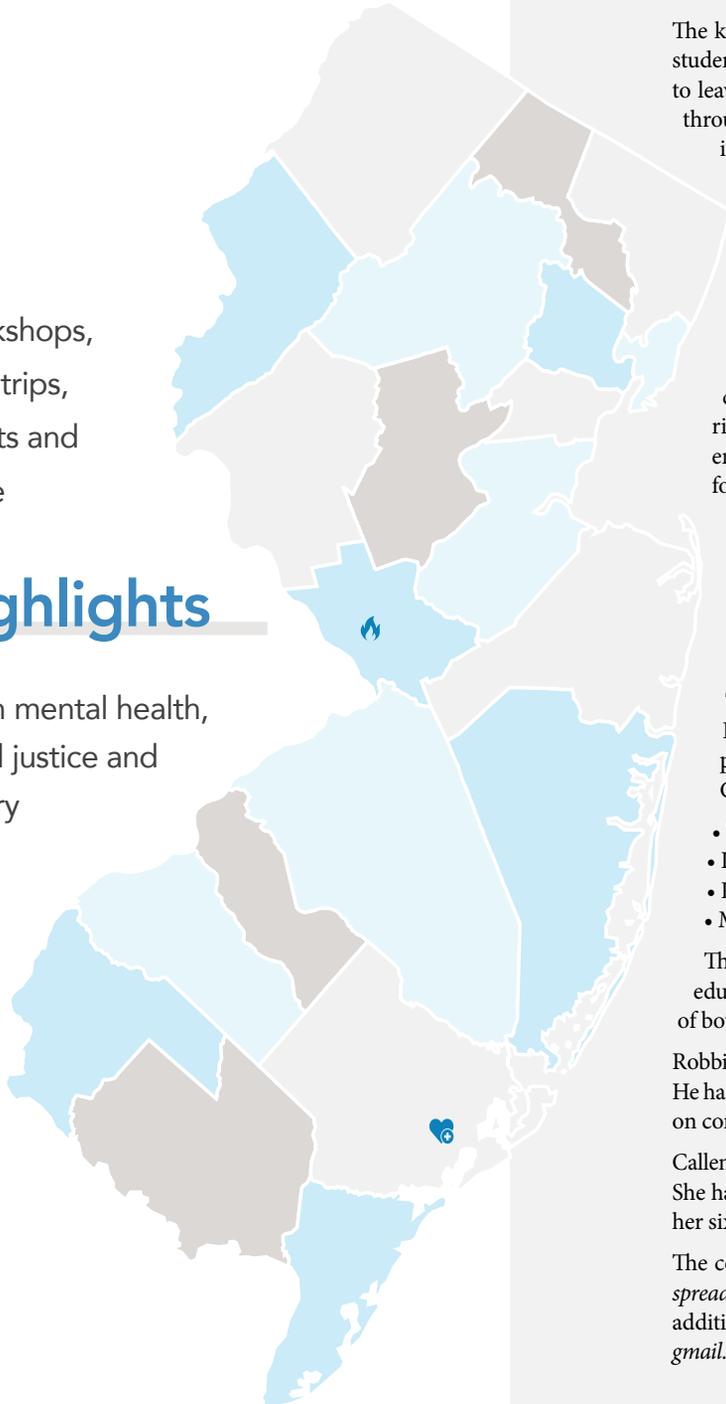
## SHOWCASE

# SUSSEX TO CAPE MAY:

Workshops,  
field trips,  
grants and  
more

## highlights

Youth mental health,  
social justice and  
history



### NJAGC 2019 CONFERENCE: IGNITE PASSION WITH PURPOSE

The annual conference of the New Jersey Association for Gifted Children (NJAGC), “Ignite Passion with Purpose,” will be held Friday, March 22 at the Conference Center at Mercer. The program is open to educators, curriculum supervisors and administrators.

Participants will hear the keynote, attend one breakout session in the morning and two breakout sessions in the afternoon. Jeff Danielian, specialist in the affective needs of gifted and talented students, creativity and eminence, and the school-home connection will present the keynote.

The keynote session and workshops will address what motivates gifted students to take ownership of their learning and how to inspire students to leave their comfort zones, capitalize on their passions and persevere through the inevitable failure they will encounter along the way, while incorporating the New Jersey Student Learning Standards. Presenters

will also speak on how to pursue and share unique interests and talents while developing individual skills and knowledge in the gifted field. Speakers will provide an overview of skills, share activities and materials, and explore the educational and social emotional needs of high ability students. Two computer labs will be available for technology sessions.

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.

Registration fees run from \$159 to \$219, depending on membership in NJAGC. Contact Sue Bosnjak at 856-273-7530 or [bosnjaks@njagc.org](mailto:bosnjaks@njagc.org) for more information. Visit [njagc.org](http://njagc.org) to register.

### ADDRESSING MENTAL HEALTH IN OUR SCHOOLS

The Spread the Love Foundation is presenting “Addressing Mental Health in Our School” on Feb. 6 at Caesars Atlantic City. This all-day program features keynote speakers Hunter Robbins and Melissa Callen, as well as four breakout sessions. Breakout sessions include:

- The Need for Assessment
- Innovative Solutions
- Prevention Strategies
- Making Mental Health Matter

The Spread the Love Foundation strives to prevent teen suicide by educating students and adults on mental illness, which is the root cause of both suicide and addiction.

Robbins works for the Montgomery County Crisis Team in Pennsylvania. He has been in the human services field for five years and currently focuses on community education with adults and youth.

Callen, is a licensed professional counselor and approved clinical supervisor. She has worked in community mental health for 15 years and is starting her sixth year as regional director for Effective School Solutions.

The cost is \$150 which includes breakfast and lunch. To register, go to [spreadthelovefoundation.com/events](http://spreadthelovefoundation.com/events). The deadline to register is Jan. 23. For additional information contact Megan Coburn at [megan.spreadthelove@gmail.com](mailto:megan.spreadthelove@gmail.com) or 609-457-6745. You may also visit [spreadthelovefoundation.com](http://spreadthelovefoundation.com).

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

# MORE TO LEARN ACROSS THE STATE

## HISTORY UNFOLDED: US NEWSPAPERS AND THE HOLOCAUST

This workshop will introduce participants to a unique, project-based learning opportunity from the U.S. Holocaust Memorial Museum that engages students in primary source research and promotes historical thinking. The project invites learners to investigate how their local newspapers covered Holocaust-related events during the 1930s and 1940s.

The workshop takes place on Friday, Jan. 25 at the Holocaust Resource Center at Kean University in Room 201/207, 1000 Morris Ave., Union, N.J. The program runs from 9 a.m. to 2 p.m., with a light lunch provided. Professional development credit is available for educators.

Frank Stebbins, an NJEA member and history teacher at Arthur L. Johnson High School in Clark, and Eric Schmalz, the community manager of History Unfolded at the U.S. Holocaust Memorial Museum, will facilitate the program.

Preregistration is required by Jan. 11. For more information and to register, contact Dr. Adara Goldberg at [agoldber@kean.edu](mailto:agoldber@kean.edu) or 908-737-4633.

## CONFERENCE FOR MIDDLE LEVEL EDUCATORS

The New Jersey Association of Middle Level Education (NJAMLE) invites educational professionals in all content areas and specialties to its conference centered on the theme, “Better Together!”

The conference takes place March 15 from 8 a.m. to 2 p.m. at Kean University. The day includes a keynote address, three workshop sessions, and an awards program.

The keynote will be delivered by Rick Wormeli, one of the first Nationally Board Certified teachers in America. Wormeli brings 36 years

of experience teaching math, science, English, physical education, health, and history, and coaching teachers and principals. He is a columnist for AMLE Magazine and a frequent contributor to ASCD’s Education Leadership magazine. He is the author of the award-winning book, *Meet Me in the Middle*, as well many other the best-sellers. His classroom practice is a showcase for ASCD’s best-selling series, “At Work in the Differentiated Classroom.”

The fee to attend this conference is \$99 for NJAMLE members and \$119 for nonmembers. The nonmember fee comes with NJAMLE membership through June 30, 2020. For current college students, the fee is \$29.

To register and for more information, visit [njamle.org/annual-conference](http://njamle.org/annual-conference). For questions, email [requac@njamle.org](mailto:requac@njamle.org).

## 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 January. Workshops in February through May can be reviewed at the indicated websites.

### HIGH SCHOOL WORKSHOPS

- Friday, Feb. 1 – Bringing Sustainability into the Mathematics Classroom, Grades 9-12
- Tuesday, Feb. 5 – Mathematics and Art: Perfect Together—Don’t Teach Art Instead of Math, Teach Math with Art! Grades 6-10
- Monday, Feb. 11 – Math Modeling, Grades 6-10

- Friday, Feb. 15 – Project Based Learning for Algebra Students, Grades 7-9
- Tuesday, Feb. 19 – Formative Assessment, Productive Struggle, and Student Discourse, Grades 6-12
- Wednesday, Feb. 20 – Using Technology in the Math Classroom, Grades 7-12
- Thursday, Feb. 21 – Using Data in a Mathematics Classroom to Drive Instruction, Grades 7-12

Registration and information: [tinyurl.com/AMTNJ-DIMACS-HS-2018-19](http://tinyurl.com/AMTNJ-DIMACS-HS-2018-19)

### MIDDLE SCHOOL WORKSHOPS

- Tuesday, Feb. 5 – Mathematics and Art: Perfect Together—Don’t Teach Art Instead of Math, Teach Math with Art! Grades 6-10
- Monday, Feb. 11 – Math Modeling, Grades 6-10
- Thursday, Feb. 14 – Fraction and Decimal Concepts and Their Calculations, Grades 3-6
- Friday, Feb. 15 – Project Based Learning for Algebra Students, Grades 7-9
- Tuesday, Feb. 19 – Formative Assessment, Productive Struggle, and Student Discourse, Grades 6-12
- Thursday, Feb. 21 – Using Data in a Mathematics Classroom to Drive Instruction, Grades 7-12
- Wednesday, Feb. 20 – Using Technology in the Math Classroom, Grades 7-12

Registration and information: [tinyurl.com/AMTNJ-DIMACS-MS-2018-19](http://tinyurl.com/AMTNJ-DIMACS-MS-2018-19)

### ELEMENTARY SCHOOL WORKSHOPS

- Thursday, Feb. 14 – Fraction and Decimal Concepts and Their Calculations, Grades 3-6
- Tuesday, Feb. 26 – Geometry Investigations with GeoGebra, Grades 2-5

Registration and information: [tinyurl.com/AMTNJ-DIMACS-Elem-2018-19](http://tinyurl.com/AMTNJ-DIMACS-Elem-2018-19)

## 2019 NEH SUMMER SEMINARS AND INSTITUTES FOR K-12 EDUCATORS AND HIGHER EDUCATION FACULTY

The National Endowment for the Humanities (NEH) funds tuition-free summer programs for K-12 educators and higher education faculty. Participants receive stipends to help cover travel and living expenses. Programs are held throughout the country.

The deadline for applications is March 1, 2019.

These one- to four-week study opportunities focus on important topics, texts, and questions in the humanities; enhance the intellectual vitality and professional development of participants; build a community of inquiry and strong models of scholarship and teaching; and promote connections between teaching and research in the humanities.

### K-12 EDUCATORS

“Landmarks of American History and Culture” workshops are designed principally for full-time or part-time teachers and librarians in public, charter, independent, and religiously affiliated schools, as well as home schooling parents.

Other K-12 school-system personnel such as administrators, substitute teachers, and curriculum developers, are also eligible to participate.

Three seminar spaces and five institute spaces may be reserved for teachers who are new to the profession (those who have been teaching for five years or less).

Individual applicants are allowed to apply to up to two different Seminars, Institutes, or Landmarks programs; however, they may participate in only one program per summer.

### HIGHER EDUCATION FACULTY

These programs are designed primarily for full-time or part-time faculty who teach undergraduate students. Advanced graduate students, and those employed by museums, libraries, historical societies, and other organizations are also eligible.

At least three seminar spaces and at

least five institute spaces are reserved for non-tenured/non-tenure-track faculty members. Two seminar spaces and three institute spaces may be reserved for advanced graduate students.

### REQUIREMENTS

For either the K-12 or higher education programs, applicants must be U.S. citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least the three years immediately preceding the application deadline. Foreign nationals teaching abroad at non-U.S. chartered institutions are not eligible to apply. Individuals may not apply to an NEH Summer Seminar or Institute or “Landmarks of American History and Culture” workshops whose director is a family member, is affiliated with the same institution, or is someone with whom they have previously studied.

For more details, go to [neh.gov/divisions/education/summer-programs](http://neh.gov/divisions/education/summer-programs).

## FREE WORKSHOPS FROM THE NJ CENTER FOR CIVIC EDUCATION

### PROJECT CITIZEN

The New Jersey Social Studies Supervisors Association (NJSSSA), the New Jersey Center for Civic Education and the New Jersey Council for the Social Studies (NJCSS) are sponsoring a free, one-day workshop about Project Citizen at Rutgers University in Piscataway on March 27 from 8:30 a.m. to 2:30 p.m.

Project Citizen is a process-based program that actively engages students in identifying, researching, and trying to implement solutions to public policy problems, often focusing on an issue in their local community. Developed by the Center for Civic Education, Project Citizen offers students the opportunity to apply the skills of active citizenship in the real world and promotes competent and responsible participation in public policy-making. Students choose the problem they work on and are invested in the successful completion of their project.

Teachers and students who have participated in this evidence-based program consistently rate it as one of the most engaging they have experienced. Research has shown the effectiveness

and enduring impact of Project Citizen. A report by the RMC Research Corporation found statistically significant greater gains among participants than comparison students in their knowledge of public policy. Students participating in Project Citizen also demonstrated superior writing ability in articulating, researching, and advocating policy solutions in essays addressing public policy problems. Students of skilled teachers had greater increases in both knowledge and skills.

Teachers will receive five professional development hours. To register, send an email with your name, email address, school, district and grade to Robert O’Dell at [robert.odell@rutgers.edu](mailto:robert.odell@rutgers.edu). You will receive a confirmation that you are registered.

### EDUCATING TODAY’S STUDENTS TO SUSTAIN TOMORROW’S DEMOCRACY

The New Jersey Social Studies Supervisors Association (NJSSSA), the New Jersey Center for Civic Education and the New Jersey Council for the Social Studies (NJCSS) are sponsoring a free, one-day workshop, “Educating Today’s Students to Sustain Tomorrow’s Democracy” at Rutgers University in Piscataway on April 11, from 8:30 a.m. – 2:30 p.m.

A primary reason for the establishment of public schools was to develop an informed, engaged citizenry that could sustain our democracy. It is important that we help our students understand how American representative democracy evolved, how it functions, and to appreciate the importance of being an informed, engaged citizen who makes reasoned decisions in elections and holds elected officials accountable for their actions.

Workshop topics will include logical standards for discussion and debate, teaching politics and elections through American ideals, multiple perspectives in the classroom, activities to develop listening skills, and how to evaluate candidates and the veracity of news and social media.

Participating teachers will receive five professional development hours. To register send an email indicating your name, email address, school, district and grade to Robert O’Dell at [robert.odell@rutgers.edu](mailto:robert.odell@rutgers.edu). You will receive a confirmation that you are registered. 📧

# STAFF NEWS

## HIRES AND PROMOTIONS



NJEA congratulates **CARMEN TORRES-IZQUIERDO** on her promotion to administrative assistant in the Region 7 UniServ office in Toms River. Torres-Izquierdo initially joined NJEA staff Sept. 1, 2016, as an office assistant in the Region 20 UniServ office in Jersey City. She is a consultant to the Latino Institute and co-chair of the Latino Advisory Council to the New Jersey Performing

Arts Center's performance and education sectors. In her work at the Latino Institute, Torres-Izquierdo provides information to Latino parents on key issues affecting their children's education. Torres-Izquierdo holds a bachelor's degree in history from the SUNY Binghamton. She is a proud mother of two young women, Crystal and Lillian, and lives in Jersey City.

NJEA congratulates **COLLEEN ANDERSON** on her Nov. 16 promotion to executive assistant to the executive director/office manager. She brings a wealth of NJEA experience to the position, having served the association in several divisions across a career spanning 17 years.

Prior to this recent promotion, Anderson was the confidential assistant to the secretary-treasurer, a position she has held since August 2015. She initially joined NJEA staff in March 2001 as a secretary in the Professional Development and Instructional Issues Division. In December of that same year, she was promoted to administrative assistant in the Legal Services Division. In May 2014, she transferred as an administrative assistant to the Region 2 UniServ office, then in Woodbury.

Anderson lives in Cherry Hill with her husband Damien McKeever.



NJEA welcomed **MAYROSE WEGMANN** as the regional director for the Northwest UniServ Region on Nov. 19. The Northwest region covers Hunterdon, Morris, Passaic, Somerset, Sussex and Warren counties.

Prior to joining NJEA staff, Wegmann lived in Washington, D.C. and worked at the National Education Association (NEA) for the past 15 years. She served in several capacities including Student Achievement, Government Relations, Governance and Leadership, ESP Quality, and Campaigns and Elections. In her most recent position, in NEA's Center for Organizing, she focused on community and member engagement campaigns as well as training both leaders and staff on how to build power on the local and state levels. In New Jersey at that time, she was instrumental in successful membership organizing and leadership development work in Paterson and Elizabeth, crisis organizing work in Paterson and Jersey City, and unionizing charter school staff.



Wegmann has played a key role in major association efforts across the country. These include successfully addressing the loss of automatic payroll dues deduction in Alabama, unionizing charter school employees in California and other states, winning a significant increase in public school funding in California, and working to bring the West Virginia statewide strike to closure with funding gains for pensions, health benefits and wages. She has played a key role in NEA's efforts around leadership identification and has served as a lead organizer on the NEA national training program for local association presidents.

Raised by a single mother in a large Iowa family, Wegmann was motivated to get involved in politics during the Reagan era of budget cuts to programs for needy families like hers. As a high school student, she was the youngest member of the Iowa Democratic Party and served as an Intern for U.S. Senator Tom Harkin. In college, Wegmann worked several campaigns including at the Wisconsin Education Association Council (WEAC) in the Government Relations and Political Action Department. In 2002, she organized for Governor Tom Vilsack and Senator Tom Harkin on their successful re-election campaigns. In 2003, she became one of the first organizers on the ground in Iowa for Howard Dean's presidential bid. In 2016, Wegmann served as a floor whip at the Democratic National Convention and then went to Iowa where she was a senior advisor to Hillary Clinton's campaign for president.

Wegmann holds a bachelor's degree in political science and journalism from the University of Iowa. She lives in Montclair with her partner, Conrad. 🏡

# EDUCATION: MASTERED

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- Literacy

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- Autism (*online*)
- **NEW** Autism + Applied Behavior Analysis (*online*)
- Learning Disabilities Teacher-Consultant
- Special Education with Supervisor Endorsement
- Teacher of Students with Disabilities

#### Leadership

- Principal (*online*)
- Supervisor (*online*)
- School Administrator (*online*)
- Doctor of Education in Educational Leadership

#### Speech-Language Pathology

# NJEA PRESERVICE

# LEADERSHIP MATTERS

# JOIN NJEA PRESERVICE AT THE STATE LEVEL

BY HEATHER SPIRKO, THE COLLEGE OF NEW JERSEY

Being an NJEA Preservice member has been a great benefit for me. From attending professional development sessions at the NJEA Convention, to meeting local, county and state association leaders at NJEA's county association meetings and events, and through the annual NJEA Preservice Conference, I am constantly learning more about what I can do in my future classroom and about important issues facing public school employees.

Becoming a part of NJEA Preservice has also had benefits for me at the national level. Last year, I attended the NEA Student Leadership Conference (SLC) in Minneapolis. At SLC, I met future educators from every state and attended professional development sessions and other workshops.

Colleges and universities throughout New Jersey have NJEA Preservice chapters, and joining NJEA Preservice at the state level is easy.

The first step is to visit [njea.org/preservice](http://njea.org/preservice). If you are reading this article in the print version of the *Review*, you have completed that first step! But remind your fellow college students that they can join NJEA Preservice and gain valuable

professional learning and benefits by joining. In addition to professional learning, being a member of NJEA Preservice fosters opportunities to network with possible contacts for future employment and to develop the leadership qualities and skills that help you stand out among applicants for teaching positions.

## BECOMING A PRESERVICE AMBASSADOR, CHAIR OR OFFICER

Once you're a member, consider becoming an NJEA Preservice ambassador. An ambassador represents NJEA Preservice to all future educators on campuses throughout New Jersey. The easiest way to become an ambassador is to follow the NJEA Preservice's social media accounts (see below). NJEA Preservice posts online forms on those accounts through which you can apply to become an ambassador.

Once the deadline to submit the forms passes, NJEA Preservice officers will review them and approve a group of new ambassadors. Ambassadors who stand out in their work promoting the association on their campuses may be considered to represent us on many of NJEA's committees.

Another way to get involved at the state level is to reach out to the individuals who are executive board members and chairs at the state level to show your interest in a position as a chairperson or as an officer. The executive board includes the NJEA Preservice president, vice president and secretary. Chair positions include social media, political action, publications, local outreach and NJEA relations.

Officers must be nominated at the annual NJEA Preservice conference and stand for election. Preservice members then vote for the best candidate using a mail-in ballot. Chairs are appointed by the officers.

All board and chair positions last for one year, but you can continue your legacy in a different position until you graduate from your college or university. In that one year you can network, advocate for your future students, gain leadership skills and become a part of a team that empowers you to lead a new generation of educators.

If you are interested in joining the executive board or in holding a chairpersonship, talk to the current individuals serving in those positions to find out more about their responsibilities. You'll find the of-

ficers names at [njea.org/preservice](http://njea.org/preservice), but attending the NJEA Preservice Conference on April 13, the NJEA Convention or other NJEA conferences gives you the opportunity to meet officers and chairs and learn more about the opportunities that await you.

Most importantly, you must be motivated to be a leader. Joining NJEA Preservice and being active at the state level is not easy work. It takes a lot of time and effort, but if you want to succeed you will have no problem making time for NJEA Preservice. Becoming a leader was my motivation to join NJEA Preservice at the state level. By joining, I have developed valuable leadership qualities that I will use in my future classroom.

Now that you know how to become a part of NJEA Preservice at the state level, what's stopping you? Become a member of NJEA Preservice, join the ambassadors, talk to individuals who are chairs and board members at the state level and last, but certainly not least, **be motivated to become the leader you are.** 📌

## NJEA PRESERVICE ON SOCIAL MEDIA:

TWITTER:

@NJEAPRESERVICE

FACEBOOK:

FACEBOOK.COM/  
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PAST, PRESENT  
AND FUTURE

## SOCIAL SECURITY COLA YIELDS 2.8 PERCENT BENEFIT INCREASE

The Social Security Administration recently announced that there will be a 2.8 percent cost-of-living adjustment (COLA) in retirees' Social Security benefit payments beginning Jan. 1. The COLA is an increase—if any—as measured by the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) prepared by the Bureau of Labor Statistics. CPI-W went up 2.8 percent in the third quarter of 2018 compared to the third quarter of 2017.

Social Security benefits are adjusted annually to protect retirees from the effects of inflation. In 1972, Congress enacted a law that provided for automatic COLAs, beginning in 1975, as part of Social Security amendments. Prior to this law, the increases had to be enacted by Congress on an ad hoc basis. In the early 1970s, inflation was relatively high, so the provision in 1972 provided for an automatic COLA only if the increase in the CPI-W was at least three percent, also known as the “3-percent trigger.” Inflation began growing at a comparatively slower rate in the mid-1980s. As a result, Congress eliminated the ‘trigger’ in 1986; otherwise there would have been no COLA that year.

The increase in the COLA also affects the earnings limit for those collecting early Social Security. The earnings limit is the amount an early Social Security recipient can earn

before a reduction in benefits takes place. The current earnings level is \$17,040. This will rise to \$17,640 in 2019.

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

YEAR	INCREASE
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%
2019	2.8%

Should you have any questions regarding Social Security payments, visit [ssa.gov](http://ssa.gov).

## Around the counties

*For questions, call your county REA. For trip details, check the county newsletter.*

**SALEM COUNTY REA**'s winter meeting/luncheon will be held on Monday, Feb. 25 at the St. John's Parish in Salem. A representative from the Salem County prosecutor's office will be the guest speaker. The cost is \$16. To attend, call Rosemma Ward at 856-534-0782.

**UNION COUNTY REA** welcomes you to its winter meeting/luncheon on Tuesday, Feb. 26 at The Westwood in Garwood. The cost is \$25. To attend, call Donna Mertz-Burkhardt at 908-686-2390.

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# NJWELL PROGRAM BENEFITS RETIREES

As of Jan. 1, retirees now can participate in the NJWELL program, which encourages School Employees' Health Benefits Plan (SEHBP) members to stay healthy through wellness activities. Participation in these activities includes monetary incentive. The addition of the NJWELL program is just one of the improvements that enrollment in an Aetna Educators Medicare plan will provide.

The focus of NJWELL is to help you set goals for optimal health by participating in healthy activities. Staying current on your preventive health screenings and participating in online activities and personal wellness coaching can have a big impact on maintaining or improving your health. Under this plan, both the member and a covered spouse or partner can each earn up to \$250 per year, a potential return of \$500 per couple.

Additionally, if you are an "early" retiree (one who is not Medicare eligible) and are enrolled in the Horizon Direct Zero or Aetna Freedom Zero plan, you and a covered spouse or partner can participate in NJWELL. Non-Medicare retirees can earn up to \$500 per year, or \$1,000 per couple.

The program goal is to earn 800 points by participating in the required and optional activities. Upon reaching that goal, retirees are eligible to receive a \$250 MasterCard/Visa® prepaid card, or they may select a retail gift card. The NJWELL program starts anew each year on Nov. 1, so qualifying points must be earned by the following Oct. 31.

There are two required 100-point activities each participating member must complete to apply towards their annual 800-point goal:

1. Obtain a biometric screening.
2. Take an online health assessment test.

Note that all information is kept private and will not be shared with unauthorized personnel.

Members may also [nj.gov/njwell](http://nj.gov/njwell) to find additional screenings and activities recommended to earn the additional 600 points needed to attain the reward.

### ACTIVITIES AND POINT VALUES

Some screenings and exams will need to be recommended by your physician, and certain coaching points and online activities are only available for individuals identified as eligible based on their biometric screening and/or health

assessment results. Members are not eligible to acquire points for both online coaching and telephonic wellness/disease management coaching, and some activities have point limits.

- Age/gender appropriate screenings — 25 points each (including annual gynecological exam, mammogram, pap test screening, colon cancer screening, prostate screening)
- Dental exam (one annually) — 50 points
- Skin cancer screening — 50 points
- Vision exam — 50 points
- Annual physical exam — 100 points
- Flu shot — 100 points

A maximum of 150 points total for the following three options:

- Online coaching — 150 points
- Online activities — 50 points each (for a maximum of 150 points)
- Telephonic Wellness/Disease Management coaching — 150 points

To learn more about the NJWELL program, visit [nj.gov/njwell](http://nj.gov/njwell).



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## 2019 MEDICARE PART B PREMIUMS

The Centers for Medicare and Medicaid Services (CMS) announced in October the 2019 premiums for Medicare Part B.

For most Medicare beneficiaries, premiums, deductibles and surcharges will increase. Premiums will rise to \$135.50 per month, an increase of \$1.50. Medicare Part B deductibles will increase by \$2.00 to \$185. Retirees will also pay a different premium amount in 2019 if they fall into a different income-related category. This change happens once individual filers reach \$85,001, or a joint-filer reaches \$170,001, for income earned in 2017.

See the chart below for the complete Medicare Part B premiums:

INDIVIDUAL TAX FILERS	JOINT RETURN FILERS	2019 MEDICARE PART B PREMIUM
\$85,000 or below	\$170,000 or below	\$135.50
\$85,001-\$107,000	\$170,001-\$214,000	\$189.60
\$107,001-\$133,500	\$214,001-\$267,000	\$270.90
\$133,501-\$160,000	\$267,001-\$320,000	\$352.20
\$160,001-\$499,999	\$320,001-\$749,999	\$433.40
\$500,000 and above	\$750,000 and above	\$460.50

The Social Security Administration uses the income reported two years ago to determine a Part B beneficiary's premium. Thus, the income reported on a beneficiary's 2017 tax return is used to determine whether the beneficiary must pay a higher monthly Part B premium in 2019. Beneficiaries whose income decreased significantly in the past two years may request that information from more recent years be used to calculate their premiums.

### AUTOMATIC SOCIAL SECURITY DEDUCTION INFORMATION

For Medicare beneficiaries who have Medicare Part B premiums automatically deducted from Social Security benefits, the Social Security Cost of Living Adjustment (COLA) must be large enough to cover the change in premium. Since many beneficiaries were already paying lower-than-standard premiums because of this rule, the 2.8 percent the 2019 cost-of-living adjustment won't be enough to cover the increase to \$135.50 per month. So, beneficiaries to whom this applies will pay a lower premium.

### REIMBURSEMENT INFORMATION

For those members receiving post-retirement medical benefits paid for by the state of New Jersey, the standard Medicare Part B premium is reimbursed in the member's pension check. Any income-related adjustment that a member or his/her dependent pays—or that new enrollees pay—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. Notice on how to file for any income-related adjustment reimbursement will be sent to retirees, as well as be posted on the Division of Pensions and Benefits website, by early February.

### HAVE QUESTIONS?

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 New Jersey Division of Pensions and Benefits at 609-292-7524. Members also can visit "Letters to Retirees" at [bit.ly/retireepensioninfonj](http://bit.ly/retireepensioninfonj) for any updates.

## 2019 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 is currently OptumRx. This program includes the Medicare-eligible retiree to be enrolled automatically in Medicare Part D.

For 2019, most retirees will see a decrease in their Medicare Part D premiums to \$33.19 per month. While there is no standard Medicare Part D cost associated with the program, enrollees whose incomes exceeded the legislated threshold amounts—\$85,000 in 2019 for a beneficiary filing an individual income tax return or married and filing a separate return, and \$170,000 for a beneficiary filing a joint tax return—will pay a monthly, income-related payment. Those surcharges will be generally lower, except for the highest-income participants.

View the chart below for the full list of the premiums:

INDIVIDUAL TAX FILERS	JOINT RETURN FILERS	2019 PREMIUMS
\$85,000 or below	\$170,000 or below	\$0.00
\$85,000 to \$107,000	\$170,000 to \$214,000	\$12.40
\$107,000 to \$133,500	\$214,000 to \$267,000	\$31.90
\$133,500 to \$160,000	\$267,000 to \$320,000	\$51.40
\$160,000 to \$500,000	\$320,000 to \$750,000	\$70.90
Above \$500,000	Above \$750,000	\$77.40

The Social Security Administration uses the income reported two years ago to determine the Part D beneficiary's payment. In other words, the income reported on a beneficiary's 2017 tax return is used to determine whether the beneficiary must pay a monthly, income-related payment in 2019. If a beneficiary's income decreased significantly in the past two years, they may request that information from more recent years be used to calculate the payment.

### REIMBURSEMENT INFORMATION

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

### HAVE QUESTIONS?

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

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BY BARBARA MAHER,  
RN, BSN, NJ-CSN

I am your school nurse. I work, usually, in an office-of-one, caring for hundreds of students, teachers, educational support professionals and administrators. I make sure that state regulations are followed and kept up to date, that students are safe, and that necessary medical interventions are performed. These interventions include dispensing necessary medications, providing care and supervision for students with chronic health conditions such as food allergies, asthma and seizures, working with students with diabetes to manage their blood sugar levels, and addressing the needs of students with mental health concerns or anxieties.

Nurses in hospitals work alongside other nurses, physicians, and a multitude of support staff, but school nurses typically are the sole health care providers for their schools. Even when we can frequently speak to other school nurses in our districts, time constraints rarely permit the kind of in-depth discussions necessary to keep up to date on regulations, policies and procedures.

## HOW ARE WE ABLE TO GET THAT INFORMATION?

As the president of the Union County School Nurses Association, it is my duty to ensure that nurses are kept informed. I get much of my information from my state and national associations, but you can also be kept aware of everything associated with school guidelines by joining your county, state, and national association.

## WHY SHOULD YOU JOIN?

As a member of my county association, I meet with other school nurses at our monthly meetings to share and keep abreast of current trends in school nursing and pediatric nursing. Every month we receive two professional development hours, and three times a year we go to an evening presentation and dinner where we

*Barbara Maher is a school nurse in Rahway and a member of the Rahway Education Association. She is the membership chair of the NJSSNA and President of the Union County School Nurses Association. Any questions may be directed to Maher at [bmaher@rahway.net](mailto:bmaher@rahway.net).*

get additional professional development hours. Last year, our county association provided 22 professional development hours to each member who attended.

As a member of the New Jersey State School Nurses Association, I attend meetings monthly and speak to other nurses in the state. The state meetings present speakers on a variety of pertinent topics. These talks can be very helpful in suggesting solutions to problems we sometimes face. I am also able to recognize someone from my county each year who goes above and beyond to become our county nurse of the year. This is a prestigious honor and the winner is recognized at the state dinner meeting in the spring.

## NATIONAL BENEFITS

Membership in the National Association of School Nurses provides many benefits. You have access to information on the NASN website ([nasn.org](http://nasn.org)) starting with professional development, access to professional journals, and access to policies and protocols pertaining to national and state laws such as Glucagon policies, Narcan policies, and Epi Pen policies to name a few.

*Schoolnurse.net* provides a forum for problem resolution and case-study reviews. Sometimes you find answers to things you never thought you would. Many times, you can find someone who has struggled with the same problems that you are having, and an easy solution is provided. You can join forums that are just for high school nurses, elementary school nurses or a broader range. I find these invaluable.

Depending on where you do your nursing you might have children who fail their vision test and they have no means to get glasses. You can get vouchers for up to 20 students to provide these children with the glasses they need for free. Think of the change that can make for a low-income child. To me, just this one benefit is enough to justify joining.

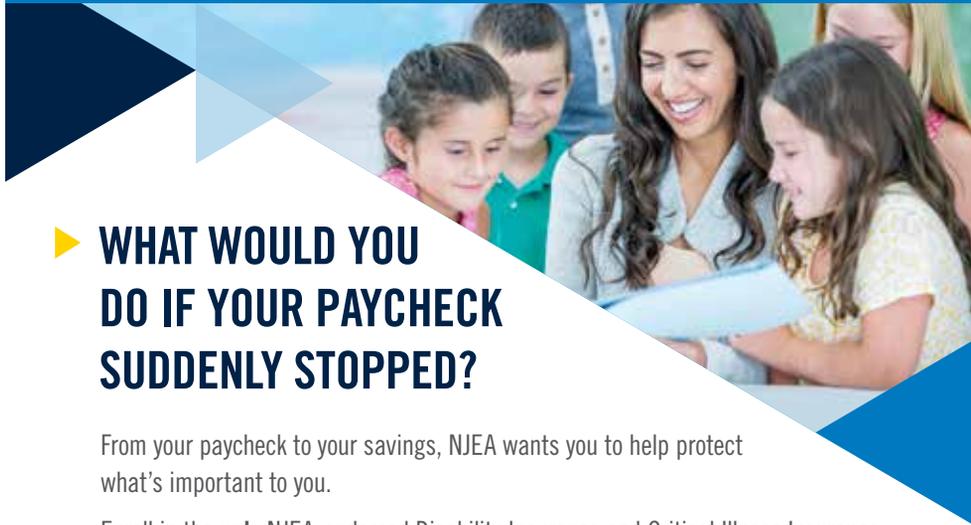
## MEMBERSHIP

The cost to join your New Jersey State School Nurses Association is \$149 per year. This also includes membership to the National Association of School Nurses. Membership lasts for one year from the time you join. If you join by April 1, 2019, you will receive a \$20 voucher for merchandise that can be used at the spring NJSSNA conference.

Please consider joining and once you do I assure you it will be something you do each year. Visit [nasn.org](http://nasn.org) to join. 📄

EVEN WHEN WE  
CAN FREQUENTLY  
SPEAK TO OTHER  
SCHOOL NURSES  
IN OUR DISTRICTS,  
TIME CONSTRAINTS  
RARELY PERMIT THE  
KIND OF IN-DEPTH  
DISCUSSIONS  
NECESSARY TO  
KEEP UP TO DATE  
ON REGULATIONS,  
POLICIES AND  
PROCEDURES.  
HOW ARE WE  
ABLE TO GET THAT  
INFORMATION?

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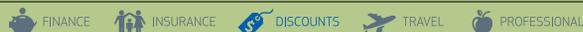
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# PROUD MOMENTS



The **CAMDEN COUNTY COLLEGE ASSOCIATION OF ADMINISTRATIVE PERSONNEL** is proud to have made a strong showing in gathering signatures for petitions demanding relief from Chapter 78. CCCAAP also used the opportunity to talk with members about the status of negotiations as the local heads into superconciliation.



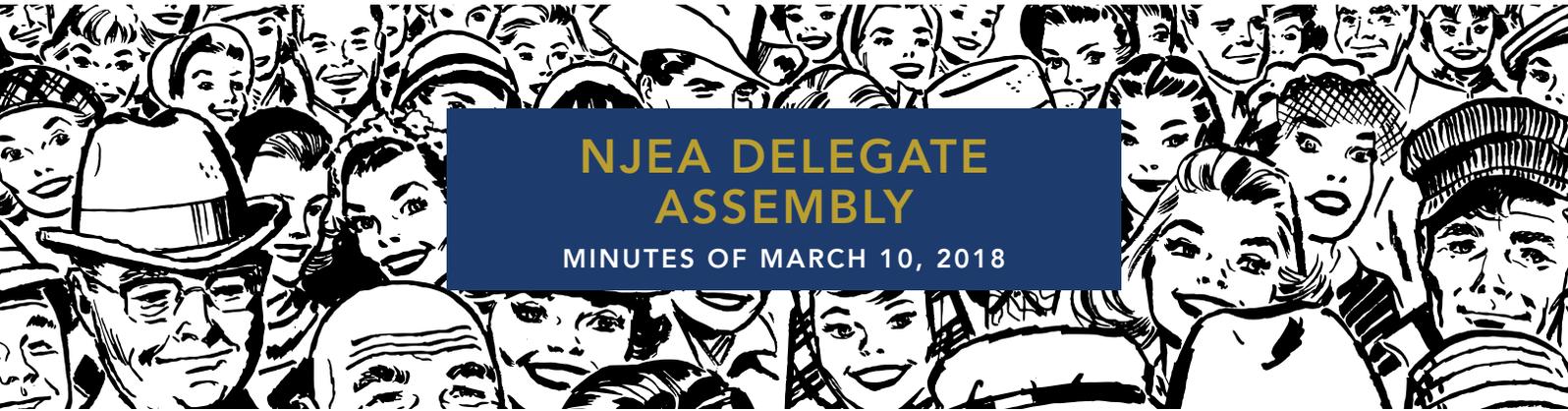
The **EAST WINDSOR EDUCATION ASSOCIATION** (Mercer) was proud to participate in the 10th Hightstown Harvest Fair. Members distributed treats and information to residents as they gathered support to change Chapter 78 through legislation. EWEA President Ellen Ogintz reports that the community was extremely supportive of the educators' dilemma and promised support with legislators.

The **IRVINGTON EDUCATION ASSOCIATION** (Essex) held its first Get Woke and Vote event. Students came out to learn the importance of voting from legislative and community leaders. IEA FAST Committee members Lauren Greenfield, Avis Price and Carly LaPierre invited Congressman Donald Payne, Irvington Mayor Tony Vauss, Essex County Freeholder Leiby Jones, Irvington Superintendent Dr. Neely Hackett, and three members of the Irvington Board of Education: President Romaine Graham, Orlander Vick and Jamillah Beasley-McCleod.

The **HACKETTSTOWN EDUCATION ASSOCIATION** is proud to have been part of the community's Trunk-or-Treat on Oct. 18. Judges awarded "Most Creative" to HEA's Batman-themed trunk.



Submit your best local association PRIDE photo to [proudmoments@NJEA.org](mailto:proudmoments@NJEA.org). 🏠



## NJEA DELEGATE ASSEMBLY

### MINUTES OF MARCH 10, 2018

The NJEA Delegate Assembly met on March 10, 2018, at the Marriott Forrester, Princeton, N.J., at 9:30 a.m. NJEA President Marie Blistan presided.

Roll call was taken. There were 108 out of 128 delegates present. Alternates were seated as follows: Sundaram-Walters for Bowman (Burlington); Griffin for Dare and Cramer for Wilson (Gloucester); Braun for Vala (Hunterdon); Carpenter for Williams (Mercer); Strzykalski for Herrick and Berkey for Willis (Middlesex); Marino for Rodrick (Monmouth); Pizzuto for Morgan and Griffin for Ryan (Ocean); Salinger for Blabolil and Tomaino for Frain (Somerset); Ceballos for Elia (Preservice).

Absent were representatives Meyer (Burlington), McCormick (Essex), Kimple (Hunterdon), Hibell (Middlesex), Dewitt (Monmouth), Boudalis (Passaic), and Kruczek (Warren).

Eric Jones (Union) delivered the inspirational message and led the body in the flag salute.

Committee Chair John Zurka (Union) moved the report with recommendations from the Delegate Assembly Rules Committee. The motion was properly seconded. The motion carried.

Blistan asked if there was objection to adopting the agenda with flexibility. There was no objection.

Blistan noted the passing of former NJREA officer Jim Lepore, and the body observed a moment of silence in his memory.

#### NEA DIRECTOR ELECTIONS

Blistan reviewed the responsibilities and qualifications for serving as a member of the NEA Board of Directors and stated that the body must fill three full-term (three-year) director positions, and one unexpired two-and-one-half year term by election, with the requirement that one position be filled by an ESP member. She reviewed the following nominations from the Executive Committee for the three three-year positions: Robert LaMorte (Bergen), Deanna Nicosia-Jones (Cumberland), and Marilyn Weeks-Ryan (Middlesex). She opened the floor for additional nominations and called three times for any additional nominations; none were offered. Blistan then declared that the three nominees have been elected for the three three-year positions.

Blistan reviewed the following nomination from the

Executive Committee for the one unexpired two-and-one-half position: Richard D'Avanzo (Union). She then opened the floor for additional nominations and called three times for any additional nominations; none were offered. Blistan then declared that the one nominee has been elected for the one two-and-one-half position.

Blistan stated there are also three NEA director alternate positions to be filled by election, and opened nominations for those positions, noting that none were offered by the Executive Committee and that least one position must be filled by an ESP member. Christine Sampson-Clark (Mercer) nominated Patricia Bland (Burlington); Eric Stinson (Camden) nominated Larry Zahn (Camden); Anthony Rosamilia (Essex) nominated Christopher Cannella (Essex); Ray Braun (Hunterdon) nominated Peter Moran (Hunterdon). Blistan called three times for any additional nominations; none were offered. After confirming that none of the nominees is an ESP member, she asked the DA Rules Committee to conduct an election for two positions among the four candidates, with the third position to be filled by appointment of an ESP member by the president.

Following brief speeches by the candidates, Zurka explained the balloting procedure, and the DA Rules Committee conducted balloting.

Vice President Sean Spiller described his role, representing NJEA in the New Jersey State Teacher of the Year selection process, and introduced the 2017-18 Teacher of the Year Amy Anderson, who addressed the body.

#### PRESIDENT'S REPORT

Blistan offered congratulations to Government Relations Committee and staff for a successful Legislative Conference and to Leadership Committee and staff for successful Winter Leadership Conferences.

She delivered updates on Essex County Community College and advocacy work there; the Labor-Management Collaborative Symposium that featured NEA Vice President Becky Pringle and Gov. Phil Murphy; the Parkland High School tragedy in Florida; the Jersey City Education Association negotiations and strike authorization; preparations for the Janus decision and related communication pieces; legislative dinners starting with focus on Chapter 78; and Workplace Democracy Enhancement Act introduced and moving.

Blistan offered congratulations to members receiving honors and distinctions.

Blistan reported that she has asked the Constitution Review Committee to do a thorough review of the NJEA Constitution and Bylaws.

At the end of Blistan's report, Zurka announced that none of the four candidates for NEA director alternate had received more than 50 percent of the vote and that, according to the Standing Rules, the candidate receiving the lowest number of votes would be dropped. The DA Rules Committee conducted balloting for two of the three remaining candidates.

#### VICE PRESIDENT'S REPORT

Spiller reported on news from the New Jersey Department of Education that it would begin moving away from PARCC as a student assessment and begin by reducing both the number and stakes of statewide standardized testing. This would include minimizing the impact of student assessment results on teacher evaluations.

Spiller also reported on work with partner organizations to support the governor's development of a public bank in New Jersey.

#### EXECUTIVE DIRECTOR'S REPORT

NJEA Executive Director Ed Richardson reported that, because of strategic conversations with the governor's office staff, NJEA is moving forward with a direct legislative campaign to seek relief for members from Chapter 78. He said NJEA has drafted legislation that would be reviewed later in the month with the Health Benefits Committee, and then the Government Relations staff will work to identify sponsors of the bill.

He noted that support for Ch. 78 relief was the most prominent issue in legislative candidate screenings, and the time was right to pursue the legislation when school districts will likely have their first state funding increases in eight years.

He explained that the bill will include a cap on members' health care premium costs that would be set at a percentage of salary, disconnecting those costs from the premium itself. This will result in members not having their net pay go down from one year to another. The bill

would also include a provision for relief from the local levy cap, as well as provisions requiring transparency and consistency in the implementation of premium shares.

Richardson also gave an update on charter school policy adopted by the DA, and efforts to work with the Murphy Administration to support that policy.

### NONDELEGATE SPEAKERS

The following nondelegate members were provided an opportunity to address the body:

John Coniglio (Morris) commended NJEA for the Winter Leadership Conference-North and the NJEA Editorial Committee for proposing the new communications award. He asked if NJEA could consider offering exclusive Member Benefits savings to member of local association governing bodies as an incentive for members to be more active, whether there could be recognition for locals participating in summer and winter leadership conferences over many years, and whether all members could receive emails regarding the Access savings.

Lori Lalama (Passaic) asked if members could be informed of what Gov. Murphy is doing to support pension funding and Ch. 78 relief. She noted that her local association's XYZs of Retirement Workshop was attended by over 100 members and asked that materials be provided to help inform local leaders about the impending Janus decision. Lastly, she asked if the Fellows Program was being repeated.

Anne Marie Finnen (Morris) expressed her support for a dues freeze.

Dawn Hiltner (Retired) expressed her support for continuing full production of "Classroom Close-up, NJ" in the coming year.

Lauren Carmano (Passaic) expressed her support for a dues freeze.

Susan Salamone (Passaic) expressed her support for a dues freeze.

Shari Mendelson (Bergen) asked about the DA moving to electronic voting.

Richardson resumed his report, noting the progress of the governor appointing his cabinet, which is the most diverse cabinet in state history. He also noted that Joel Weisblatt, who was supported by NJEA and other unions, was appointed chair of the Public Employment Relations Commission.

### COMMITTEE REPORTS

Secretary-Treasurer Steve Beatty presented the Budget Committee report with recommendations. Brenda Brathwaite (Atlantic) moved the adoption of the recommendations. The motion was properly seconded. The motion carried.

Erin Howe, chairperson, presented the Editorial Committee report with recommendation. Annette Ruch (Ocean) moved to approve the recommendation. The motion was properly seconded. The motion carried.

Charisse Parker, chairperson, presented the Minority

Leadership and Recruitment Committee report with recommendation. Lisa Palin (Union) moved to approve the recommendation. The motion was properly seconded. The motion carried.

Amal Hussein (Morris), chairperson, presented the NEA Activities Committee report with recommendations, and moved all but Recommendation 4. The motion was properly seconded. The motion carried.

Hussein moved to approve Recommendation 4, with an amendment to change "shall" to "may" in the fifth line. The motion was properly seconded. The motion carried.

Rose Casey (Camden), chairperson, moved the Sexual Orientation and Gender Identity Committee report with recommendation. The motion was properly seconded. The motion carried.

Barbara Rheault (Atlantic), chairperson, moved all nine recommendations in the Working Conditions Committee report. The motion was properly seconded. The motion carried.

Zurka reported that Cannella had received a majority vote for the position of NEA director alternate, and that Bland had received the next highest number of votes. He explained that dropping the lowest vote-getter would leave only Bland as the remaining candidate. Blistan stated that, without objection, Bland would be declared elected; there was no objection.

### NEW BUSINESS ITEMS

Sue Clark (Gloucester) moved New Business Item #1: That the appropriate committee review and, if needed, recommend ways to strengthen NJEA policies to protect students, staff, and others from violence and the unauthorized use of guns and other deadly weapons in order to ensure safe and secure school and community environments. Consideration should be given to recommending support for common sense gun control, gun safety regulations, ways that the organization can work to pressure companies to restrict or eliminate deadly weapons and devices, and expanded and improved counseling and mental health programs and services, as well as opposition to school employee, students, volunteers, and other visitors being armed with or carrying guns or other deadly weapons in schools and on school property. These committees shall report back to the Delegate Assembly at its May 2018 meeting. The motion was properly seconded. The motion carried.

Carrie Odgers-Lax (Passaic) moved New Business Item #2: To refer the following amendment to the Constitution Review Committee for review and recommendation, and to publish same, in full, in the official publication of the association. The recommendation of the Constitution Review Committee shall be delivered at the May 19, 2018 Delegate Assembly meeting.

NJEA Bylaws, Article 1, Section i, Temporary Dues Suspension – Notwithstanding any other provision of these Bylaws to the contrary, the dues for active professional, active supportive, and retired members shall be maintained at the 2017-18 dues level for the 2018-19 and 2019-20 fiscal years, and the dues amount for the

2020-21 fiscal year shall be determined by applying the normal percent increase calculated in 2019-20 to the base dues amount in effect for the 2017-18 fiscal year, utilizing the formulas specified in Bylaw 1 (a), (b), and (e).

The motion was properly seconded. The motion carried.

Carrie Odgers-Lax (Passaic) moved New Business Item #3: That, effective with the 2018-19 budget, the salary paid to the president, vice president, and secretary-treasurer in the current fiscal year shall be the salary paid in the prior fiscal year increased by the same percentage that the dues for active professional members have been increased for the current fiscal year, except that in no case shall the percentage increase exceed one percent (1%). The motion was properly seconded. The motion carried.

### GOOD OF THE ORDER

Gary Mazurek (Union) spoke about the need for common sense gun control, based on his military service experience. Blistan thanked him for his service to our country.

Cannella (Essex) thanked the body for electing him as an NEA director alternate.

Hussein (Morris) asked if the meeting setup for the May meeting could allow more space between rows.

Kerry Lee Farrell (Morris) asked if the seeds given out by a delegate could be collected (if not being used) for use by her class.

Nicosia-Jones (Cumberland), Weeks-Ryan (Middlesex), LaMorte (Bergen) and D'Avanzo (Union) thanked the delegates for the opportunity to serve as NEA directors.

Bland (Burlington) thanked the body for electing her as an NEA director alternate.

Stinson (Camden) presented a contribution of \$5,000 from the Camden County Council of Education Associations to the Paul Dimitriadis Member Rights Fund.

Charlene Cheli (Cumberland) thank the preservice members who attended the meeting.

Butterfield (Passaic) announced that the Passaic County Education Association and its partners were organizing a March for Our Lives Rally on March 24 and urged members to attend.

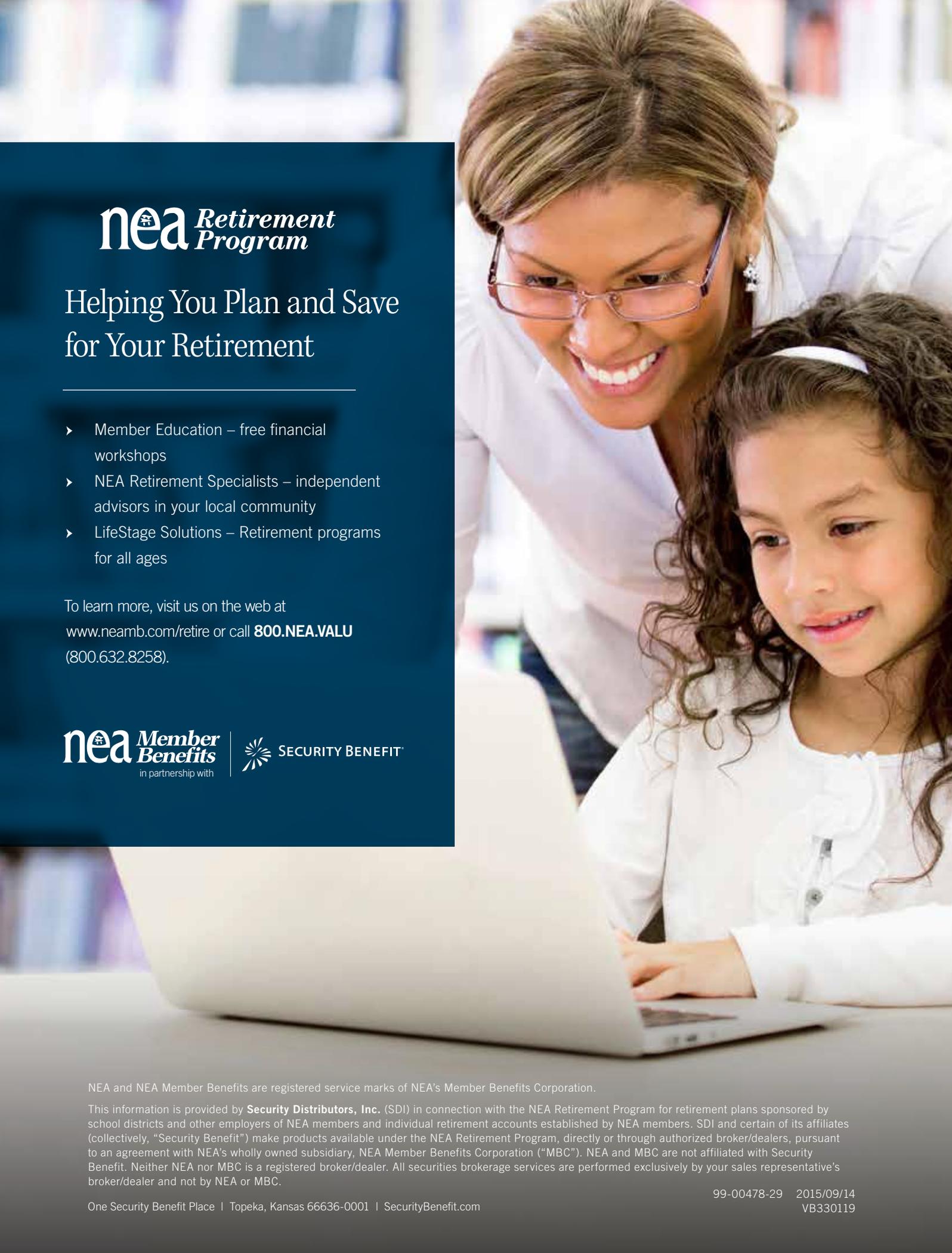
Lynn Fedele (Hudson) urged members to watch what's happening in West Virginia, Oklahoma and elsewhere to support public education and public school employees.

At 12:08 p.m., Nicosia-Jones (Cumberland) moved to adjourn. The motion was properly seconded. The motion carried.

Submitted by:

Edward Richardson

Executive Director 



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# NJEA OFFICERS



**President**  
**Marie Blistan**



**Vice President**  
**Sean M. Spiller**



**Secretary-Treasurer**  
**Steve Beatty**

## NJEA ORGANIZATIONAL DIRECTORY

### EXECUTIVE COMMITTEE

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

Atlantic: Elizabeth A. Miller; Bergen County: Susan A. McBride; Andrew Policastro; Burlington County: Andrew M. Jacobs; Camden County: Laurie T. Gibson-Parker; Cape May County: Frank E. Toth; Cumberland County: Aaron P. Honaker; Essex County: Jacqui Greadington; Ethnic Minority At Large: Brenda Brathwaite; Robin C. Holcombe; Gloucester County: Christine Onorato; Higher Ed: Peter A. Helff; Hudson County: Ronald F. Greco; Hunterdon County: Peter J. Moran; Immediate Past President: Wendell F. Steinhauer; Mercer County: Heidi M. Olson; Middlesex County: Marilyn Weeks Ryan; Lois Yukna; Monmouth County: Victoria D. Mc Keon; Morris County: Kerri Lee Farrell; NEA Director: Christine Clark; Richard F. D'Avanzo; Gayle K. Faulkner; Anita Kober; Robert M. La Morte; Deanna J. Nicosia-Jones; Kimberly L. Scott; Ann Margaret Shannon; Marilyn Weeks Ryan; NEA ESP at Large Director: James R. Frazier; Ashanti T. Rankin; NJREA: Judith C. Perkins; Non-Classroom Teacher: Francisco C. Barquin; Ocean County: Beverly A. Figlioli; Passaic County: Susan S. Butterfield; Salem County: Susan C. Maniglia; Somerset County: Amy L. Salinger; State Officers: Marie E. Blistan; Sean M. Spiller; Steve Beatty; Sussex County: Susan J. Davis; Union County: Richard F. D'Avanzo; Warren County: Valerie C. Reynolds

### DELEGATE ASSEMBLY

The NJEA Delegate Assembly (DA) formulates Association policies. The DA includes 127 representatives proportionately elected from the counties for two-year terms. Each county is represented by its affiliated county association president plus one delegate for each 1 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: Vacancy; Erland V. Chau; Latanya E. Elias; Barbara B. Rheault; Melissa Tomlinson; Bergen County: Randi Allshouse; David Bradler; Gerard L. Carroll; Jennifer B. Clemen; Susan J. Dziob; Ferdinand A. Frangiosa; Mariann Kronyak; Debra J. Kwapniewski; Howard D. Lipoff; Barbara J. Michels; Darren Vaniskhian; Burlington County: Tamara Y. Beatty; Patricia S. Bland; Christopher K. Bowman; Catherine L. MacManiman; Brenda D. Martin-Lee; Nancy W. Meyer; Anthony M. Rizzo; Camden County: Rosemarie Casey; Danielle M. Clark; Kathleen Howley; Eric L. Stinson; Nancy Turner; Larry Zahn; Vacancy; Cape May County: Tammi J. McGarrigle; Kathleen Parker; Cumberland County: Valerie J. Carbonara; Mildred C. Johnson; Eileen J. Roche; Essex County: Peter C. Blodnik; Christopher F. Cannella; Lois E. Infanger; Sharon L. Ortiz; Petal T. Robertson; Brian A. Rock; Anthony M. Rosamilia; Gloucester County: Lynn Cianci; Susan E. Clark; Christina V. Dare; Ryan Griffin; Roberta Rissling; Higher Ed: Michael E. Frank; Laurie W. Hodge; Hudson County: Andrew C. Bove; Jill A. Crawford; Lynn M. Fedele; Andrea Pastore; Kevin Reed; Edwinta L. Rhue; Beth C. Tomlinson; Hunterdon County: Joann Gitto; Carol Rocha; Susan R. Vala; Mercer County: Christine Clark; Ellen S. Ogintz; Daniel A. Siegel; Iris W. Tonti; Janice A. Williams; Middlesex County: Patrick E. Comey; Jennifer Herrick; Andrew C. Hibell; Marleen Lewandowski; Jennifer M. Resil-Johnson; Jeremias Salinas; Francine Wilden; Cheryl Willis; Diane P. Yeager; Monmouth County: Denise J. W. King; Gail F. Maher; Jo-Anne A. Montanti; Kathleen M. Quinn; Daniel T. Rodrick; Mary S. Scott; Diane Vistein; Tracie M. Yostpille; Morris County: Brian M. Adams; Eugene M. Behme; Mark Eckert; Sara J. Kozlowski; Kathleen L. Paterek; Laurie A. Schorno; Anne M. Simon; NEA Director: Gayle Faulkner; NJREA; Rosemarie J. Jankowski; Joanne Palladino; NJSEA Preservice: Daniela Ceballos; Non-Classroom Teacher: Christopher Capodice; Ocean County: Paulette Fox; Lorraine A. Griffin; Susan R. Morgan; Carol A. Mould; Annette M. Ruch; Richard M. Ryan; Passaic County: Steve Boudalis; Dennis P. Carroll; Eda M. Ferrante; Javier Fresse; Lori E. Lalama; John E. McEntee; Carrie Odgers Lax; Retired: Roger Baker; Salem County: Colleen C. Gilmartin; Carmen W. Porter; Somerset County: Andrew T. Coslit; Daniel R. Epstein; Patrick J. Frain; Mary J. MacRae; Gayle Nelson; Sussex County: Michael D. Bussow; Gillian E. Raye; Susan J. Sawey; Union County: Lillian G. Alston; Eric E. Jones; Angela R. Lawler; Gary S. Mazurek; Kelee A. Mitchell-Hall; Lisa D. Palin; Chrystal V. Parr-Allen; John R. Zurka; Warren County: Ann M. Kaspereen; Michael J. Kruczek

## 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; Jeannine D. Ingenito; Vacancy (2); Bergen County: Esther A. Fletcher; Shari R. Mendelson; Thomas R. Papaleo; Allyson M. Pontier; Vacancy (7); Burlington County: Lisa M. Chiavuzzo; Concetta Giaccoppo; Donna R. O'Malley; Alamelu Sundaram-Walters; Vacancy (2); Camden County: Larry F. Blake; Teresa M. Ciotto; Beverly J. Engelbert; Charles W. Pildis; Cherone L. Small; Vacancy (1); Cape May County: Carol E. Sabo; Stacey Salerno; Cumberland County: Donna B. Grasso; Tiffanie C. Thrbak; Essex County: Lisa M. Gary; Keri A. Giannotti; Lauren B. Greenfield; Linda D. Kelly-Gamble; Ikechukwu Onyema; Gloria Stewart; Gloucester County: Stephen J. Balaity; Desiree E. Brennan; Sonya Cramer; Robert Sheridan; Higher Ed; Stephen Kaifa; Alvin Williams; Hudson County: Gerald M. Lyons; Frank R. Mazzone; Donna R. Middlebrooks; Anna M. Picca; Joseph Roman

Torres; Vacancy; Hunterdon County: Fiona Descala; Edward Dubroski; Mercer County: Shirley L. Hicks; Antoinette S. Hopkins; Lisa A. Rizzello; Vacancy (1); Middlesex County: Bethanne Augsbach; Kevin A. Bloom; Noelle Ebler; Andrew M. Lewis; Keith T. Presty; Michele I. Shields Buono; Timothy F. Simonitis; Maureen A. Strzykalski; Monmouth County: Heidi C. Brache; Cheryl L. Haynes; Michael T. Marino; Kathleen G. Sayers; Margaret M. Watkins; Vacancy (2); Morris County: Shawn M. Danunciaco; Ann Marie Finnen; NJREA: Gloria L. Cook; Barbara J. James; Susan Jaysnovitch; Non-Classroom Teacher: Shareen Shibli; Ocean County: Sheri B. Ellenport; Jaclyn D. Finnigan; Mike Mannion; Gina Pizzuto; Daniel J. Staples; Passaic: Rosa M. Astacio; Pamela B. Fadden; Carolyn McKinney-Croix; Maryann A. Tomaszewski; Gennaro Tortoriello; Vacancy (1); Salem County: Stacy Sherman; Michael J. Wichart; Vacancy; Somerset County: Kimberly A. Bradshaw; Marisol Espinoza; Karen E. Pellicone; Vacancy; Sussex County: Debra Simmons; Ann V. Smith; Union County: Michael L. Boyd; Linda A. Cortinas; Carmen Amanda Cortinas; Catherine M. Francis; Fern R. Perez; Brenda J. Pryor; Catherine I. Sharp; Warren County: Janie J. Brown; Deborah A. Polhemus

## 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; Gloucester: Joan M. Beebe; Hudson: Keith Olkewicz; Middlesex: Gerard Campione; Morris: Anne M. Simon; Ocean: Ann Marie Caulfield; Passaic: Gennaro Tortoriello; Retired: Barbara Toczko; NJSEA: Anthony Elia, TCNJ; 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; Atlantic: Brenda Brathwaite; Bergen: Thomas Papaleo; Burlington: Andrew Jacobs; Camden: Kathleen Howley; MLR Committee: Charisse Parker; Cumberland: Aaron Honaker; Essex: Christine Candarella; Gloucester: Traci Davis; Higher Ed: Peter Helff; Hudson: Kevin Reed; Hunterdon: Peter Moran; Mercer: Ryan O'Donnell; Middlesex: Michael Wildermuth; Monmouth: Daniel Fallon; Morris: Lisa Lamendola; Ocean: Beverly Figlioli; Passaic: Gregory Panas; Retired: Dianne

Papadinec; Salem: Melissa Lane; Somerset: Amy Salinger; Sussex: Debra Simmons; Union: Ann Margaret Shannon; Warren: Michael Kruzec. 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 Chiavuzzo; Camden: Fatimah Hayes; Essex: Esther Innis; Gloucester: Carol Ceglia; Hudson: Charlene Bini; Mercer: Yetunde Araromi; Middlesex: Hannah Pawlak;

Monmouth: Heidi Brache; Morris: Mark Henaghen; Passaic: Tara Sager; Retired: Barbara Clark; NJSEA: Ellen Bacon, Seton Hall; 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; Heather Flaim; Bergen: Debra Kwapniewski; Cynthia Lota; Burlington: Patricia Bland; Camden: Beth Egan; Cape May County: Tammi McGarrigle; Cumberland: Stephen Garavento; Essex: Jennifer Bailey; Brian Rock; Gloucester: Laurie Boyle; Higher Ed: Mecheline Farhat; Hudson:

Rosanne Versaci; Hunterdon: Edward Dubroski; Mercer: Joseph Cifelli; Middlesex: Jennifer Herrick; Monmouth: Christopher Collins; James Weldon; Morris: Shawn Danunciacao; NEA Directors: Christine Sampson-Clark; Richard D'Avanzo; Gayle Faulkner; Anita Kober; Robert LaMorte; Deanna Nicosia-Jones; Kimberly Scott; Ann Margaret Shannon; Marilyn Weeks Ryan; NEA ESP At Large Directors: James Frazier; Ashanti Rankin; Retired: Carol Friedrich; NJSEA: Kiersten Perks, LEAP Academy University Charter; Ocean: Mike Mannion; Passaic: Ryan Cohen; Salem: Jesse Stemberger; Somerset: Theresa Fuller; Sussex: Justine Giovanetti; Union: Diego Alvear; Carrie Ann Floyd. 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: Stacey Robinson; 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; Mercer: Ronald Sanasac; Middlesex: Valerie Alimonti; Monmouth: Gail Maher; Morris: Lee Brensinger; Ocean: Lorraine Griffin; Passaic: Tanisha Barkley-Jones; Retired: John Carlson; Salem: Amy Tighe; Somerset: Robert Fenster; Warren: Scott Elliott. Staff Contact: Martha DeBlieu.

**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 Falknor; Burlington: Catherine MacManiman; Camden: Watina Kennedy; Cape May County: Stacey Salerno; Cumberland: Stefanie Wheaton; Essex: Michael Munley; Gloucester: Robert Sheridan; Hunterdon: Peter Moran; Mercer: Linda Golden; Middlesex: Maureen Strzykalski; Monmouth: Leah Hardaway; Morris: Jessica Hoertel; NJSEA Jennifer Bentivegna, Rutgers; Anthony Elia, TCNJ; Passaic: Lauren Spiller; Retired: Doriann Dodulik-Swern; Salem: Susan Maniglia; Somerset: Patrick Frain; Union: Tonya Scott-Cole; Warren: Jennifer Scott. 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. Burlington: Patricia Bland; Gloucester: Ryan Griffin; Monmouth: Diane Vistein; Morris: Kathleen Paterek; Ocean: Paulette Fox; Passaic: Lori Lalama; Retired: Roger Baker; Staff Contact: Gary Melton.

**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. Atlantic: Stacey Robinson; Bergen: Argine Safari; Gloucester: David Walls; Monmouth: Victoria McKeon; Passaic: Brenda Carswell-Avery; Retired: Stacy Morgan Santo;

Somerset: Mary Macrae; Union: Lillian Alston. Staff Contact: Gary Melton.

**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; Essex: Lauren Greenfield; Gloucester: Roberta Rissling; Hudson: Larissa Lentini; Mercer: Hussain Haqq; Middlesex: Andrew Lewis; Monmouth: Steve Tetreault; Morris: Maryellen McLeod; Passaic: Javier Fresse; NJSEA: Heather Spirko; TCNJ; Retired: Miriam Reichenbach; Union: Tia Reid. 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; Cape May County: Alicia Arnold; Cumberland: Eileen Roche; Essex: Jaime Fonseca; Gloucester: Traci Davis; Higher

Ed: Laura Kirkwood; Hudson: Marquisha Reynolds; Hunterdon: Fiona Descala; Mercer: Antoinette Hopkins; Middlesex: Nancy Cogland; Monmouth: Regina Jagoo; Morris: Mark Eckert; Ocean: Annette Ruch; Passaic: Carolyn Flynn; Retired: Barbara Newman; Salem: Jennifer Jenkins; Somerset: Kimberly Bradshaw; 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: Michael Dunlea; Cape May County: Judy Sholtis; Cumberland: Eileen Roche; Essex: Christine Candarella; Gloucester: Sonya Cramer; Hudson: Diane Mackay; Mercer: Esmeralda Garcia; Middlesex: Leslie Anderson; Monmouth: Kimberly Tuccillo; Morris: Samantha Westberg; Passaic: Rosalind Abreau; Retired: Toni Guerra; Salem: Michael Wichart; Somerset: Ann Rock; Sussex: Theresa Snyder; Union: Charisse Parker. Staff Contact: Ed Richardson.

**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; 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: Ronald Donnerstag; Passaic: Barry Davidson; NJSEA: Anthony Elia, TCNJ; Retired: Shirley Chamberlin; Union: Linda Weinberg; Warren: Clorimar Rios. 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: Tamara Beatty, Christine Hewitt; Camden: Larry Zahn; Cape May County: Amanda Moss, Carol Sabo; Cumberland: Nicole Carminati; Temika Langston-Myers; Essex: Peter Blodnik; Jacqueline White; Gloucester: Ryan Griffin; Higher

Ed: Michael Frank; Charles Sontag; Hudson: Frank Mazzone; Hunterdon: Lynn Szczeck; Mercer: Grace Rarich; Lisa Rizziello; Middlesex: Susan Pazinko; Monmouth: Chiarina Guzik; Will Potter; Morris: Brian Adams; Mark Eckert; Ocean: Susan Morgan; Elaine White; Passaic: Dennis Carroll; Angela Coxen; Retired: Susan Maurer; NJSEA: Kiersten Perks, LEAP Academy University; Salem: Kenneth Buck; Colleen Gilmartin; Somerset: Daniel Epstein; Henry Goodhue; Sussex: Ann Smith; Union: Nancy Lucas-Miller; Franklin Stebbins; Warren: Erin Durkin. 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; Camden: Kelly Rosato; 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: Jim Jameson

**HEARING-CENSURE, SUSPENSION, AND EXPULSION**

The Hearing Committee on Censure, Suspension, and Expulsion of Members: 1. conducts due process hearings when charges are filed against a member related to censure, suspension, and expulsion; 2. reviews and considers proposed changes to the standards and procedures for censuring, suspending, and expelling members; 3. reviews charges and hears cases, when appropriate, concerning censure, suspension, or expulsion; 4. makes recommendations, as necessary, to the Executive Committee.

Chr. Patricia Bland, Burlington. Camden: Rosemarie Casey; Essex: Peter Blodnik; Higher Ed: Mecheline Farhat; Hudson: Edwinta Rhue; Middlesex: Patrick Comey; Ocean: Annette Ruch; Passaic: John McEntee; Somerset: Andrew Coslit; Staff Contact: Aileen O'Driscoll.

**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: Tobyn DeMarco, Michael Echols; Mecheline Farhat; Burlington: William Whitfield; Camden: Joanne Kinzy; Cape May: Cynthia Sartorio-Dykhouse; Cumberland: Ellen Reece; Essex: Maureen Behr; Alvin Williams; Michael Frank; Ned Wilson; Gloucester: Jane Crocker; Higher Ed: Peter Helff, Christopher Mueller; Hudson: Cathie Seidman; Mercer: Arthur Schwartz; Monmouth: Karyn Arnold, Brent Costleigh; Morris: Stephen Kaifa; Ocean: Kathleen Malachowski; Retired: James DiGennaro; Somerset: Kristina Fallon Tomaino; Union: Paul Belmonte;

Warren: Lori Podstupka-King. 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. Kimberly Scott, Essex. Atlantic: Alphonso Harrell; Bergen: Yolanda Salazar; Camden: Carmen Cooper; Cape May County: Carol Sabo; Cumberland: Tiffanie Thrbak; Essex: Venus Yearwood; Gloucester: Deborah Wilson; Higher Ed: Ferdinand Orock; Hudson: Tanea Greco; Hunterdon: Marie Corfield; Mercer: Paige Hinton-Mason; Middlesex: Melissa Katz; Monmouth: Bridget James; Morris: James Bermudez; Ocean: Lisa Simone; Passaic: Kathy Rogers; Retired: Betty Meeke-Manning; NJSEA: Jennifer Bentivegna, Rutgers; Salem: Carmen Porter; Union: Kelee Mitchell-Hall. Staff Contact: Gary Melton.

**INSTRUCTION**

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

information within the profession; 8. studies, reports on, and makes recommendations concerning programs addressing problems in instruction.

Chr. Mary Steinhauer, Burlington. Atlantic: Kelly Petrucci; Bergen: Nichol DelRosso; Burlington: Alamelu Sundaram-Walters; Camden: Roxanne Jastrzembski; Cape May County: June Camizzi; Cumberland: Sophia Amaranto; Essex: Jean Jackson; Gloucester: Kathy Cartwright; Hudson: Beth Tomlinson; Hunterdon: Crystal Dibetta; Mercer: Elizabeth Brasor; Middlesex: Wendy Jaworski; Monmouth: Anthie Jones; Morris: Ann Marie Finnen; Ocean: Carol Mould; Passaic: Melanie Vasa; Retired: Virginia Hoden; Salem: Mary Quinn; 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; Gloucester: Lou Randazzo; Higher Ed: Maureen Behr; Hudson: Cindy Matute-Brown; Mercer: Twanda Taylor; Middlesex: Daniel Fields; Monmouth: Cheryle Haynes; Morris: Kathleen Wood; Ocean: Annette Ruch; Passaic: Carolyn McKinney-Croix; Retired: Minnie Mozee; NJSEA: Angie Ghaly, Rutgers; Salem: Wendy Mesogianes; Somerset: Andrew Coslit; Union: Melanie Lemme; Warren: Laurie O'Brien. 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. Bergen: Angela Kaufmann; Burlington: Paulette Chiolan; Camden: Kimberly Robinson-Taylor; Cape May County: Stacey Salerno; Cumberland: Eileen Roche; Essex: Annette Kuehn; Gloucester: Christine Kosar; Hunterdon: Carol Rocha; Mercer: Michele D'Angelo; Middlesex: Mary Stephanie Rogers; Monmouth: Diane Vistein; Morris: Anne Simon; Ocean: Karen Schwing; Passaic: Joseph Smallheer; Retired: Jeanne Kiefner; NJSEA: Angie Ghaly, Rutgers; Salem: Michael Wichart; Somerset: Nancy Kordell; Union: Brigid LeMinez; 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: Erin Chiappini; Bergen: Jill Schwerdt; Burlington: Anthony Rizzo; Camden: Lygia Haye; Cape May County: Tammi Jean McGarrigle; Cumberland: Mildred Johnson; Essex: Linda Kelly-Gamble;

Gloucester: Lynn Cianci; Higher Ed: Patricia Medeiros; Hudson: Joseph Kelly; Mercer: Patricia Yapple; Middlesex: Kevin Bloom; Monmouth: Chiarina Guzik; Morris: Amal Hussein; Ocean: Nancy Jubert; Passaic: Karen Cawthern; Retired: Frances Davis; NJSEA: Daniela Ceballos, Rutgers; Salem: Wendy Mesogianes; Somerset: Melanie Dupuis; Sussex: Nancy Richeda; Union: Melanie Lemme; Warren: Valerie Gary; Staff Contact: Jaime Valente

**MINORITY LEADERSHIP AND RECRUITMENT**

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

Chr. Charisse Parker, Union. Atlantic: Tomeka Sanderlin; Bergen: Michelle Hammond-Dudley; Burlington: Sabrina Austin; Camden: Danita Corsey; Cape May County: Alice Barnes-Vasser; Cumberland: Tiffanie Thrbak; Essex: Evelyn Ayum; Gloucester: Joyce Farr; Higher Ed: Corey Atkinson; Hudson: Katharine Chao; Mercer: Shirley Hicks; Middlesex: Shan Byrd; Monmouth: Mary Scott; Morris: Vilmaly Hernandez; Ocean: Maria DeVenecia-McFarland; Passaic: Louis Hill; Pre-Service: Daniela Ceballos, Rutgers; Retired: Vires Simmons; Salem: Carmen Porter; Somerset: Aida-Janet Wahba; Sussex: Isabella Pagan; Union: Michael Boyd; Staff Contact: Gary Melton

**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 Beatty; Camden: Danielle Clark; Cumberland: Taja Board; Essex: Philip McCormick; Gloucester: Robert Scardino; Hudson: Andrew Bove; Mercer: Renee Szporn; Middlesex: Donna Semmens; Monmouth: Diane Vistein; Ocean: Gina Pizzuto; Passaic: Trent Johnson; Retired: Laura Bochner; Salem: Michael Wichart; Union: John Zurka; Staff Contact: Gary Melton

**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; Richard D'Avanzo; Gayle Faulkner; Anita Kober; Robert LaMorte; Deanna Nicosia-Jones; Kimberly Scott; Ann Margaret Shannon; Marilyn Weeks Ryan; James Frazier; Ashanti Rankin; Resource Person: Michael Wildermuth. State Officers: Marie Blistan; Sean M. Spiller; Steve Beatty. Staff Contact: Gary Melton

**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, Gloucester: Roberta Rissling; Morris: Hudson: Keith Olkewicz; Middlesex: Cynthia Colalillo; Morris: Kathleen Wood; Retired: Robert Markel, Alexandra Protopapas; Romaine Street; Lois Jean Tarr; 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 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; Gloucester: Richard Wolf; Higher Ed: Ellen Reece; Hudson: Colleen Kelleher; Hunterdon: Fiona Descala; Mercer: Daniel Siegel; Monmouth: Will Potter; Morris: Kathleen Paterek; Ocean: Erich Brunner; Passaic: Pamela Fadden; Retired: Irene Savicky; Union: 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; Cape May County: June Camizzi; Cumberland: Lawrence Hickman; Essex: Avis Price; Gloucester: Eileen Gattuso; Higher Ed: Marilyn Brooks-Lewis; Hudson: Anita Kober; Hunterdon: Donna Pontoriero; Mercer: Jennifer Miller; Middlesex: Donna Jacobson; Monmouth: Steven Koumoulis; Morris: Kathleen Wood; Ocean: Cheryl Terranova; Passaic: Lauren Spiller; Retired: Diane Stelacio; NJSEA: Heather Spirko, TCNJ; 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; Gloucester: Stephen Balaity; Hudson: Jose Garcia; Mercer: Naomi

Johnson-LaFleur; Middlesex: Susan Doosey; Monmouth: Craig Miller; Morris: Amal Hussein; Ocean: Carol Mould; Passaic: Lakresha Hodge; Retired: Arlene Volkin; Somerset: Marguerite Cahill; Union: Brenda Pryor; Staff Contact: Aileen O'Driscoll

## 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; Cumberland: Stephen Garavento; Essex: Annette Kuehn; Gloucester: Lynn Cianci; Hudson: Kristen Hart; Mercer: Shirley Hicks; Middlesex: Claudia Robinson; Monmouth: Kristy Ansbach; Morris: Ann Marie Finnen; Ocean: Patti Watson; Passaic: Javier Fresse, Angelo Marocco; Retired: Susan Vigilante; Somerset: Denise Goodhue; Sussex: Stacy Yanko; 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. Camden: Karen Geiter; Cumberland: Heather Musto; Gloucester: Michelle Fox; Hudson: Kristen Hart; Mercer: Jerry Simonelli; Middlesex: Tracey McGowan; Monmouth: Cheryl Haynes; Morris: Shawn Danunciacao; 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; Essex: Philip McCormick; Gloucester: Jon Woodward; Hudson: Joseph Roman Torres; Mercer: Elizabeth Brasor; Middlesex: Candice Cabel-Dlugosz; Monmouth: Emily David; Morris: Sara Kozlowski; Ocean: Paulette Fox; Passaic: Char-Len Gorski; Retired: Alnetta Price; Somerset: Marisol Espinoza; Union: Terron Singletary; Warren: Nadine Anderson; Staff Contact: Michael Rollins

## STAFF PENSION FUND TRUSTEE

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 M. Spiller; Steve Beatty; Edward J. 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; Hudson: E. Alix Polynice; Hunterdon: Jane Armellino; Mercer: Olive Giles; Middlesex: John McLean; Monmouth: Ann Moyle; Morris: Jessica Hoertel; Ocean: Melissa Krupp; Passaic: Lori Lalama; Retired: Stephen Bouchard; Salem: Bethany Hannah; Union: Brad Cohen; Staff Contact: Gabriel Tanglao

**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; Burlington: Kathleen Vogel; Camden: Valaida Doyle-Smith; Cumberland: Deanna Nicosia-Jones; Essex: Annette Scott-Naylor; Gloucester: Anthony Cappello; Higher Ed: Lynne Richardson; Hudson: Donna Middlebrooks;

Middlesex: Diane Yeager; Monmouth: John Graham; Morris: Brian Adams; Ocean: Jodi Dotts; Passaic: Joseph Becker; Retired: Frank Harsanyi; Salem: Jill Sutton-Parris; 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. Atlantic: Keenan Wright; Bergen: Jessica Luciano; Cape May County: Jennifer Loper; Cumberland: Sherman Denby; Essex: Janet Mitchell; Gloucester: Catherine Schofield; Higher Ed: Christopher Mueller; Hudson: Andrew Bove; Hunterdon: Joann Gitto; Mercer: Janice Williams; Middlesex: Paul Bryant; Monmouth: Lanelle Emenike; Morris: Sara Kozlowski; Retired: Geraldine Lane; NJSEA: Linda Jones, TCNJ; Passaic: Todd Pipkin; Somerset: Gayle Nelson; Union: Tanya Tenturier; 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; Higher Ed: Neil Schiller; Hudson: Stephen Finn; Monmouth: Linda Grunthamer; 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. Atlantic: Jeannine Ingenito; Bergen: Esther Fletcher; Burlington: Debra Maida; Camden: Tracy Stephens-Austin; Cumberland: Deborah Ingersoll; Essex: Angel Boose; Higher Ed: Kerry Frabizio; Hudson: Katharine Chao; Mercer: Antoinette Hopkins; Middlesex: Nicole DelPopolo; Morris: Michele Miller; Ocean: Susan Morgan; Passaic: Vanessa Andresen; Retired: Joan Jensen; NJSEA: Ellen Bacon, Seton Hall; 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: Susan Dziob; Burlington: Roxanne Williams; Camden: Nicole Woodward; Cumberland: Cynthia Weil-Panas; Essex: Keri Giannoti; Gloucester: Susan Lasanta; Higher Ed: Robert Fusco; Hudson: Christopher Kuchar; Mercer: Linda Golden; Middlesex: Jennifer Resil-Johnson; Monmouth: Margaret Watkins; Ocean: Joshua Eckersley; Passaic: Jermaine Mann; Retired: Frank Foulkes; Somerset: Kristina Fallon Tomaino; Union: Susan Tamburro; Staff Contact: Mike Flynn

**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: Deborah Rick; Burlington: Paulette Chiolan; Cumberland: Adrian Garrett; Essex: Keith Hinton; Gloucester: Robert Scardino; Hudson: Mark Azzarello; Mercer: Olive Giles; Middlesex: Cheryll 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: Michael Rollins

**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; Gloucester: Shannon Pizzuta; Hudson: Elsie Diaz; Mercer: Christopher Carpenter; Middlesex: Noelle Ebler; Monmouth: Mary Scott; Morris: Lee Brensinger; Ocean: Cheryl Terranova; Passaic: Hansley Cazeau; Retired: Charlotte Bayley; Union: Linda Weinberg; Staff Contact: Osomo Thomas

ALL NJEA COMMITTEES

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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; Gary Melton, Associate Director; Colleen Anderson, Executive Assistant/Office Manager; Patricia A. Haberstick, Confidential Assistant; Kathleen A. Mathews, Administrative Assistant; Catherine M. Raffaele, Administrative Assistant; Antoinette Boyle, Chief Administrative Assistant – Organizational Development/Uniserv

**Advocacy-Family Involvement:** Vacancy, Field Rep; Linda Calehuff, Program Assistant

**ESP:** Robert A. Antonelli, Field Rep; Kimberly Lipcsey, Program Assistant

**Governance:** Marie E. Blistan, President;

Sean M. Spiller, Vice-President; Steve Beatty, Secretary-Treasurer; vacancy, Executive Assistant; Nancy Bachrach, Confidential Assistant; vacancy, Confidential Assistant

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

**Leadership Organizing:** Marguerite Schroeder, Field Rep; Jennifer Donaghue, Program Assistant

**Leadership Training:** Michael R. Saffran, Field Rep; Jennifer Donaghue, Program Assistant

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

**Membership and Organizational Development:** Jaime Valente, Field Rep; Kathleen Magee, Program Assistant

**Organizing:** Michael Rollins, Field Rep; Victoria Lepore, Program Assistant; Andrew Lewis, Organizational Development Consultant; Carolyn Schultz, Organizational Development Consultant

### BUSINESS

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

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

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

The Information Systems department manages the development of many custom applications for NJEA and maintains approximately 30 existing applications including MARS, Pride, CPIS, ORG,

PAC, etc. They also coordinate and support the technologies; including telephone services used by staff, members, and governance throughout the state.

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

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

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

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

**Accounting:** Kristen Butler, Manager; Michael Caracci, Associate Director; Jose Cancio, Associate Director; Brenda Pabon-Guadarrama, Chief - Business Services; Bonnie Weiss, Chief – Business Services; Deschela Davis, Principal Clerk – Bookkeeper; Shirley Jones, Principal Clerk – Bookkeeper; Monica Winch, Principal Clerk – Bookkeeper

**Purchasing/Production:** Kristen Butler, Manager; Melody Washington, Chief – Business Services; Andrea Meshofski, Chief – Business Services

**Building And Grounds/Parking Attendant:** John Cottone, Manager; James Buckley, Chief – Buildings And Grounds; George Robinson, Assistant – Buildings And Grounds; Artie Eischeid, Parking Assistant; Michael Inman, Parking Assistant

**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:** Damien McKeever, Manager; 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; Charisse Huff, Principal Clerk – Bookkeeper; Tamika Elder,

## NJEA STAFF

Principal Clerk – Bookkeeper; Susan Walker,  
Principal Clerk – Bookkeeper; Karyn Snyder,  
Principal Clerk – Bookkeeper; Murjani Andrews,  
Principal Clerk – Bookkeeper

### COMMUNICATIONS

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

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

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

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

The Division also:

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

**Communications:** Steven Baker, Director; Beth Georgette, Administrative Assistant

**Graphic Design:** Jennifer Cohn Marsh, Associate Director; Gregg Poserina, Lead Design Assistant; Tara Buck, Technical Design 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, Mary Frans, Administrative Assistant

**Public Relations:** Meredith Barnes, Associate Director; Dawn Hiltner, Associate Director; Christy Kanaby, Associate Director; Matthew Stagliano, Associate Director; Elizabeth DeBarr, Secretary

**Targeted/Electronic Publications:** Diane Barry, Associate Director

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

**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.

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.

**Government Relations:** 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 Hanzes, Associate Director; Mary Kemery, Administrative Assistant; Carol McWilliams, Secretary; Sabrina Moore, Secretary; Christie Procell, Secretary; Elizabeth Rylak, 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.

**Professional Development:** Michael Cohan, Director; Amanda Adams, Associate Director; Chrissi Miles, Associate Director; Camy Kobylinski, Associate Director; Michael Ritzius, Associate Director; Janet Royal, Associate Director; Gabriel Tanglao, Associate Director (Temporary); Richard Wilson, Associate Director; Felicia Davis, Administrative Assistant; Cindy Vannauker, Administrative Assistant; Janet Bush, Secretary; Theresa Mura, Secretary; Davella Ward, Secretary

**Consultants:** Professional Development Consultants: Renee Ahern; Katherine Baker; Eric Brenner; Deborah Ciambrone; Genevieve DiTrani; Jennnifer Dubroski; Edward Dubroski; Esther Innis; Greg Jablonski; Donna Jacobson; Brian Janik; Joan Jensen; Paela Koharchik; Danielle Kovach; Brenda Martin-Lee; Deanne Martini; Linda Marton; Michael Mason; Margaret Novicki; Jason Pukel; Andrea Scaturro; Mary Steinhauer; Lois Jean Tarr; Tiffanie Thrbak

## NJEA STAFF

**Priority Schools Consultants:** Deborah Adams; Linda Carman; Angela Coxen; Barbara Gary; Dorothy Kohrher; Patricia Lieberman-Sharp; Julia Mahoney; Janet McCoid; Brian McLaughlin; Virginia Murphy; Candida Palmieri; Patricia Pillsbury; Sally Ann Ruggiero; Carolyn Shultz; Teresa Stallone; Diane Stelacio, Maryann Woods-Murphy

### 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.

**Research:** Kevin Kelleher, Director; Colleen Stevens, Administrative Assistant

**Education And Evaluation Research:** Julie Plotkin, Associate Director; Lori Legette, Administrative Assistant

**Library:** Martha O. DeBlieu, Associate Director

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

**Negotiations Assistance:** Denise Policastro, Associate Director; Leigh Davidson, Associate Director; Peter Vala, Associate Director; Gregory Yordy, Associate Director; Patricia Major, Secretary

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

**Statistics And School Funding:** Sarah Favinger, Associate Director; Crystal Inman, Program Assistant; Celia Wolf, Secretary

**Consultants:** Maryann Del Duca-Cinque, Barbara English, Alan Gilbert, Erland Nordstrom, Clarence Osborne, Linda Ruth, Joanne Sanferraro, Debra Schweiger, Gary Wikander, Kathleen Wollert

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## UNISERV REGIONAL OFFICES

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

Operating on a coordinated, statewide basis, the UniServ field representatives and office staff members work out of 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.

### UNISERV SOUTH (REGIONS 1-5)

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; 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, administrative assistant

### UNISERV NORTHWEST (REGIONS 13, 17, 27 AND 28)

23 Rt. 206, Stanhope, NJ 07874-3264  
(973) 347-0911  
Mayrose Wegmann, Regional Director; Brenda  
Champion, administrative assistant

### REGION 1

(Atlantic and Cape May Counties)  
436 Chris Gaupp Drive, Ste.201, Galloway, NJ  
08205-4464; (609) 652-9200

**UniServ reps:** Vincent Perna, Myron Plotkin,  
Stephanie Tarr  
**Office staff:** Crysty Jenkins, administrative  
assistant; Linda Wallace, secretary  
**Consultants:** Constance Baker, Franklin Butterick,  
Brian Currie, Jean Hovey, Mario Montanero,  
Curt Nath, Martha Septynski

### REGION 2

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

**UniServ reps:** Al Beaver, Rena Kallio, John Staab,  
Anna Waltman  
**Office staff:** Donna Pacetta, administrative  
assistant; Elizabeth Parker, secretary  
**Consultants:** Sandra Beals, Mona Bennett,  
Alison Braun, Anthony Cappello, Colleen Curren,  
Salvatore Emburgia, Lou Randazzo, Louis Russo,  
Stephanie Wheaton

### REGION 3

(Camden Co)  
1020 Laurel Oak Rd., Suite 101,  
Voorhees, NJ 08043-4315; (856) 782-1225  
**UniServ reps:** Sharon Allen, Jim Boice, Nancy  
Holmes, Caroline Tantum  
**Office staff:** Gale Quinn, administrative assistant;  
Roxanne Hawkins, administrative assistant  
**Consultants:** Jessica Cook,  
Naomi Johnson-LaFleur, Ryan McCarty,  
Angela McDermott, Philip Magazzo, 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 7

(Ocean Co)  
1433 Hooper Avenue, Suite 225,  
Toms River, NJ 08753-2200; (732) 349-0280  
**UniServ reps:** Mary Novotny, Jennifer Raika,  
Wendy Sistarenik

**Office staff:** Carmen Torres Izquierdo,  
administrative assistant; Lily Tremari, secretary  
**Consultants:** Michael Fletcher, Michael Mannion,  
Colleen Neil, Kimberly Shaw, Daniel Staples

### REGION 8

(Mercer Co)  
172 W. State St.,  
Trenton, NJ 08608-1211; (609) 896-3422  
**UniServ reps:** Alexander DeVicaris, Susan Nardi,  
vacancy  
**Office staff:** Evelyn Procell, administrative  
assistant; Jacqueline Candy, secretary  
**Consultants:** Michele D'Angelo, Talitheia Duncan,  
Jason Pukel, vacancy

### REGION 9

(Monmouth Co)  
1345 Campus Parkway, Ste. A-9,  
Wall Twp., NJ 07753-6828; (732) 403-8000  
**UniServ reps:** Christopher Johnson, Thomas  
Predale, Lorraine Tesauro, Ronald Villano  
**Office staff:** Debbie Pukel, administrative  
assistant, Anne Elluzzi, secretary  
**Consultants:** James Huebner, Denise King,  
Diane Vistein, Erin Wheeler, Tracie Yostpille

### REGION 11/12

(Middlesex Co) – Raritan Plaza II, 91 Fieldcrest  
Ave., Ste. A3, Edison, NJ 08837-2838; (732) 287-  
4700  
**UniServ reps:** Thomas Bohnyak, Brian Furry,  
Nancy Grbelja & Thomas Hayden  
**Office staff:** Margaret Fudacz, administrative  
assistant; Ileana Rivera & Sharon Tricarico, office  
assistants  
**Consultants:** Douglas Dale, Brian Geoffroy,  
Timothy Simonitis, vacancy

### REGION 13

(Hunterdon and 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, Mauria Zalvary-Kunkel

## UNISERV REGIONAL OFFICES

### REGION 15

(Union Co)

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

**UniServ reps:** Dominick Giordano, George Huk,  
Ted Tympanik, Maryanne Rodriguez

**Office staff:** Diane Gourley, administrative  
assistant; Holly Smith, secretary

**Consultants:** Nancy Coppola, Eda Ferrante,  
Esther Innis, Cindy Matute-Brown, Helynne Smith

### REGION 17

(Morris Co)

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

**UniServ reps:** Douglas Finkel, Vickie Walsh,  
John Williams

**Office staff:** Heather Marsh, administrative  
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**Consultants:** Pamela Fadden, Deirdre Falk,  
Melanie Lemme, Linda Marton, Louis Migliacci, Jr.,  
Steven Spangler

### REGION 19

(Hudson Co North and Newark/Esex)

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

**UniServ reps:** Tom DeSocio, Edward Stevens

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

**Consultants:** Emily Litman, Lois Tarr, vacancy

### REGION 20

(Hudson Co South/Jersey City)

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

**UniServ reps:** John Dillon, Kevin McHale

**Office staff:** Veronica Pereira, administrative  
assistant, vacancy, office assistant

**Consultants:** Emily Litman, vacancy

### REGION 21

(Essex Co)

70 S. Orange Avenue, Ste. 250,  
Livingston, NJ 07039-4902; (973) 762-6866

**UniServ reps:** Luis Delgado, Ryan Edwish,  
James McGuire

**Office staff:** LaQuia Norment, administrative  
assistant; Shaunesa Walker, secretary

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

### REGION 23

(Bergen Co-East)

110 Kinderkamack Road, Ste. 2B,  
Emerson, NJ 07630-1828; (201) 265-6200

**UniServ reps:** Carol Feinstein, George Lambert,  
Richard Loccke

**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

**Office staff:** Joanne Cannon, administrative  
assistant; Laura Pometti, office assistant

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

### REGION 27

(Passaic Co)

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

**UniServ reps:** Ron Bivona, Lori Cintron, Carol  
Pierce, Sasha Wolf

**Office staff:** Kathryn Maron, administrative  
assistant; Karen Mattioli, secretary

**Consultants:** Deborah Ciambone, Marc Foti,  
Lakresha Hodge, Sharon Milano, Brian Watson

### REGION 28

(Warren and Sussex counties)

23 Rt. 206, Stanhope, NJ 07874-3264;  
(973) 347-5717

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

**Office staff:** Lori Garofano, administrative  
assistant; Anne Chirico, secretary

**Consultants:** Greg Babbitt, Richard Dispenziere,  
Patricia Ressler, Nancy Richeda, Susan Sawey,  
vacancy

### REGION 29

(Higher Ed)

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Trenton, NJ 08607-0211; (609) 689-9580

**UniServ reps:** Marcia Kleinz, Ronald Topham

**Office staff:** Karen Perry, administrative assistant,  
Jean DiQuinzio, office assistant

**Consultants:** Edward Carmien, Richard  
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Oron Nahom, vacancy

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## 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.

3131 Princeton Pike, Bldg. 2010 FC, Lawrenceville, NJ 08648-2201, (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

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## 1/4

Friday

NJEA Executive Committee and County Presidents' Council meetings

## 1/5

Saturday

NJEA Delegate Assembly Meeting

## 1/11-12

Fri. & Sat.

NJEA Equity Alliance Conference

## 1/25-26

Fri. & Sat.

Winter Leadership South

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## 2/1-3

Fri. to Sun.

NJEA ESP Conference

## 2/13

Wednesday

NJEA Executive Committee meeting

## 3/1-2

Fri. & Sat.

Winter Leadership North

## 3/22-23

Fri. to Sun.

Winter Leadership Central

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For more information, call the Region 29 office at 609-689-9580.

### NJEA Higher Education Leadership Summit

Feb. 9 • 10 a.m.-2 p.m.

NJEA Higher Education-Region 29, NJEA Headquarters Building  
180 West State St., Trenton

### NJEA Higher Education Conference

April 12-13, 2019

Princeton Marriott Hotel & Conference Center

## deadlines

1/11

Educational Support Professionals Conference

Event date: Feb. 1-3

1/22

Winter Leadership Conference-North

Event date: March 1-2

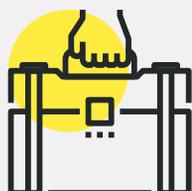
2/15

Winter Leadership Conference-Central

Event date: March 22-23

## Employment Opportunities at NJEA

Visit [njea.org/jobs](http://njea.org/jobs) regularly for the latest postings.



Questions? Call the NJEA Human Resources office at 609-599-4561.

NJEA is an equal opportunity employer.

# The singular ‘they’

W E ' V E C O M E A L O N G W A Y .

Fifty-three years ago, the March 1966 edition of the *NJEA Review* published an article titled “Deviations from Sexual Norms.” The article concerned itself with boys and girls who did not conform to the social expectations of their sex.

“The feminine boy and the masculine girl may be cause for some concern on the elementary level,” the article contended. “However, remember that often too much emphasis is put upon what might be termed ‘appropriate roles’ for the sexes.”

While the notion that too much emphasis on appropriate roles could very well be said today, the next sentence in that vintage article seems badly out of place: “As a matter of fact,” it reads, “there is no reason to doubt at this point that Trudy will eventually become a happy, competent wife and mother, or that Mark will choose a rugged, he-man profession.”

The article went on to provide strategies to address a variety of potential deviations from expected norms for how boys and girls are expected to behave. It suggested, for example, pointing out to the “feminine” boy the desirable, and presumably more masculine, behaviors of some of his male acquaintances and praising the child when he joins in such activities.

Fifty-one years later, the *NJEA Review* published a very different article on the topic of sex and gender titled, “Making Schools Safer for Transgender Students.” That article, rather than ruminating on ways that teachers and parents can change their children, challenges us to educate and change ourselves.

One thing that both the March 1966 and December 2017 *Review* articles have in common is that both recognize the presence of students who do not conform to traditional notions of sex and gender. The older article considers this a problem to be solved; the more recent article celebrates diversity in human identity and seeks to ensure that our schools are safer for all students, regardless of their gender identities.

The December 2017 article goes a step further, using data from the Williams Institute at the UCLA School of Law. Last year, the institute published a nationwide survey of teenagers, aged 13-17, finding that one out of every 137 self-identified as transgender. In a high school of 1,200 students that’s about eight students. With 200,000 members, that ratio translates to 1,400 NJEA members who may consider themselves transgender.

The differences between those two articles illustrate a societal shift that is now reflected in law in New Jersey and other states. In 2017, Gov. Chris Christie signed legislation directing the New Jersey Department of Education to establish guidelines that “provide direction for schools in addressing common issues concerning the needs of transgender students, and to assist schools in establishing policies and procedures that ensure a supportive and nondiscriminatory environment for transgender students.”

These policies and procedures are sometimes highly visible, such as setting aside several gender-neutral bathrooms, or subtle, such as ending the practice of commencement rituals that assign the color of graduation

robes according to sex.

Language is another area where subtle changes can create more inclusive environments. In the 1970s, NJEA publications instituted a policy of using gender-inclusive language: chairperson, not chairman; workers’ compensation, not workman’s compensation; staffing the table, not manning the table.” In the last and current editions of the *NJEA Review*, careful readers may have noticed another subtle change: the singular they.

The *NJEA Review* has ceased to use the “his or her” construction in sentences where the gender of the individual is not known. Instead, where possible, the sentence is made plural (e.g., “all students... their”). In the less frequent instances where it is not possible to pluralize the sentence, and where the individual is hypothetical, or the gender of the individual is unknown, pronouns such as they, them, or their will be used (e.g., “Any member wishing to sit with their county at the event should indicate that when registering”).

In most cases, a change this subtle will go unnoticed. In others, it might cause careful grammarians to do a double-take. It takes time to get accustomed to change, but this small change is nonetheless an opportunity to signal that every member of NJEA matters and that they are represented in this union. 🌱

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