

NEW JERSEY EDUCATION ASSOCIATION

# REVIEW

SEPT  
2019

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



*an education and advocacy resource*

A COMMON  
VISION FOR  
TEACHING,  
LEADING  
AND  
LEARNING

TRICKS AND  
TREATS FOR  
WRITING WITH  
STUDENTS

**NJEA EQUITY  
ALLIANCE**  
FIGHTS FOR  
UNDERSERVED  
STUDENTS

FLIP YOUR  
BACK-TO-SCHOOL  
NIGHT

OLD BRIDGE PARAS  
FEND OFF  
PRIVATIZATION



# EDUCATION: MASTERED

**Information Session**  
**10/1 @ 6:30 p.m.**

**REGISTER @**  
**MONMOUTH.EDU/GRAD**

Whether you're recently certified or a veteran educator, we have a graduate program or endorsement for you!

## **Counseling**

- School Counseling
- Student Affairs & College Counseling

## **Curriculum & Instruction**

- Early Childhood P-3 Education (*online*)
- English as a Second Language
- Literacy

## **Special Education**

- Applied Behavior Analysis (*online*)
- 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**



**Top:** Every year, NJEA's officers (top of float), join dozens of NJEA members and staff at Jersey Pride, the state's annual LGBTQ+ pride celebration. **Above left:** NEA Representative Assembly delegates from Salem County took a moment during the RA to commemorate the 50th anniversary of the Apollo 11 mission. From left: Mike Wichart, Jen Lehr, Colleen Gilmartin, Martha Hovenac, Jen Jenkins, Sue Maniglia, Diana Castiglione and Carmen Porter. **Above right:** Nearly 2,000 members attended the annual NJEA Summer Leadership Conference to advance their skills as advocates in their local and county associations. From left: Amanda DiLullo Bellottie, David Walker, Lakresha Harris-Hodge, Javier Fresse, Kaylee Baldwin, Priscilla Seesman, Mariah Belber, Eric Hayden, and India Watson.



Check the events calendar for upcoming events and conferences you can attend.

**+** PHOTO GALLERY ONLINE  
[flickr.com/NJEA/sets](https://www.flickr.com/photos/NJEA/sets)



# FEATURES



## 26 | WRITING TRICKS AND TREATS

Superstorm Sandy, which caused the cancellation of traditional Halloween celebrations for much of New Jersey, inspired three Toms River educators to collaborate on a children's book that offers new ways to enjoy the season. The project also inspired them to create a writing presentation based on their book as well as best classroom practices.

BY LILLIAN STULICH



## 28 | BACK-TO-SCHOOL FLIP

Have you begun to feel that nearly everything you share at your Back-to-School Night could have been just as easily conveyed in an email? Sussex County Teacher of the Year Jennifer Caputo wanted to make the most of the brief time she had with this captive parent audience. Inspired by the flipped classroom model, Caputo flipped her Back-to-School Night hoping to make it a night of meaningful conversations with parents.

BY JENNIFER CAPUTO



## 30 | A COMMON VISION

The NJDOE and educational organizations in New Jersey are supporting CAR, or the Connected Action Roadmap. CAR is not a mandate, but represents a common vision for teaching, learning and leading in our schools. The executive director of the New Jersey Principals and Supervisors Association shares her perspective on CAR.

BY PATRICIA WRIGHT



## 34 | FIGHTING PRIVATIZATION

The residents of Old Bridge know well the important role that paraprofessionals play in their public schools. That's because the members of the Old Bridge Education Association put their NJEA training and NJEA PRIDE grant resources to good use as they build strong ties with parents, local businesses, neighbors and the broader community.

BY KATHRYN COULIBALY



## 38 | EQUITY ALLIANCE

We have a discipline problem in New Jersey. Across the state, students of color disproportionately face suspension and other disciplinary measures compared to their white counterparts. Through the NJEA Equity Alliance, the association is working to eliminate the gap and facilitate restorative discipline practices for all students regardless of their background.

BY GARY MELTON SR.

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## GOOD NEWS!

*Did you know?*

The Annie E. Casey Foundation ranks NJ public schools the

**#1 state**  
in the nation for its education of children.

**Citation:**

Annie E. Casey Foundation. *Kids Count 2018 Data Book: State Trends in Child Well-Being*. 2018.



## ELECTION DAY

**is Nov. 5  
6 a.m. to 8 p.m.**

**Last day to register to vote:** Oct. 15  
**Vote by Mail application due:** Oct. 29  
**Last day to apply in person for a Vote by Mail ballot:** Nov. 4 (up to 3 p.m.)

**VOTER REGISTRATION**  
Voter registration forms can be obtained at [njelections.org](http://njelections.org). Click on "Voter Registration and Voting" in the left-hand sidebar.

**VOTE BY MAIL**  
In New Jersey, any voter can vote by mail in any election. To apply for a Vote by Mail ballot, go to [njelections.org](http://njelections.org), click on "Vote by Mail" and scroll down to the form for your county of residence. Print it, complete it, and sign it. The county clerk cannot accept faxed or emailed copies of the application, unless you are a military or overseas voter, because an original signature is required.

## On the cover



Students of color disproportionately face suspension and other disciplinary measure compared to their white counterparts. Through the NJEA Equity Alliance, the association is working to eliminate the gap and facilitate restorative discipline practices for all students regardless of their backgrounds. Read about the Equity Alliance on pages 38-41.

**PHOTO BY**  
WANDA SWANSON

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NEW JERSEY EDUCATION ASSOCIATION

# REVIEW

180 W. State St., P.O. Box 1211, Trenton, NJ 08607-1211 • 609-599-4561 • [NJEA.org](http://NJEA.org)

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## MEMBERSHIP

Annual membership dues are: Active professional: \$950 (full time); \$475 (part time) \$475 (on leave). Active supportive \$475 (full time) \$237.50 (part time) \$237.50 (on leave). Retired: \$86; \$1,065 (retired life). Retired ESP: \$60; \$675 (retired ESP life); Preservice \$32. General professional (outside N.J. public education employment): \$250. Subscribing \$250. Only those in education positions in N.J. public schools and colleges are eligible for active membership. Payment of annual dues entitles a member to receive the *Review* for one year, from January through December. Dues include \$5 for the *NJEA Review*.



# MAKING A DIFFERENCE FOR ALL OF OUR STUDENTS

I love new beginnings. I see them as a fresh start to make the changes that I know need to be made, while continuing all of the wonderful things that are already going well.

As educators, we are afforded many new beginnings and fresh starts. Every new school day is a chance to make the adjustments we feel are necessary to have a successful day. The beginning of every week and month is another opportunity to look on our progress with fresh eyes.

But few occasions provide a better new beginning than the start of the school year.

Here in New Jersey, we have so much to be proud of—our public schools rank among the best in the nation in almost every indicator. We have caring, committed public school employees who do their best every day to advocate for the best interests of their students, their colleagues and their profession.

But we also have to look at the areas where we must improve, because every child must have access to an excellent education. We believe that education is the great equalizer and that through education, students can achieve their full potential and go on to lead successful, happy lives.

In New Jersey, we must face the fact that our schools are among the most segregated

in the nation, and that students of color and those who face learning challenges are often not afforded the same opportunities and are treated more harshly in matters of discipline.

We can—and must—do better.

NJEA has been working on these issues for decades, but we now have a new opportunity to make a difference through the establishment of the Equity Alliance, which brings under one umbrella many different NJEA committees that are working to ensure that public education works for every child.

We know that you care about the students you serve; educators are, in fact, among the most vocal and vigilant advocates for children. United in our efforts, I know that we will make a difference in the lives of all of our students and ensure that New Jersey leads the nation in the best sense: as the finest system of public education for EVERY child.

Thank you for all that you do. Thank you for your tireless work in public education. I wish you a very happy, safe and successful new school year.

In unity,

*Marie Blistan*



An NJEA legend, for whom the NJEA Jack Bertolino Summer Leadership Conference is named, with NJEA's officers. The conference was held Aug. 3-7. From left: Retired NJEA staff member Jack Bertolino, NJEA Secretary-Treasurer Steve Beatty, NJEA Vice President Sean M. Spiller, and NJEA President Marie Blistan.

## OFFICERS ONLINE

### MARIE BLISTAN

Facebook

@Marie.Blistan: Thank you to our members who attended our NJEA Summer Leadership Conference! Close to 2,000 members are giving their time and dedication to growing our profession and advocating for our students. It is no wonder that NJ has been rated AGAIN with having the best quality public schools in the country! We have the BEST educators in our classrooms, driving our buses, feeding our children, taking care of our buildings and grounds, and running our offices.

NJEA President Marie Blistan posted photos from the NJEA Summer Leadership Conference, which was held Aug. 3-7. The annual conference ensures that local and county association leaders remain the nation's best advocates for public education and for those who work in New Jersey's public schools.

### SEAN M. SPILLER

Facebook

@SpillerForNJEA: This is who we are. #WeAreNJEA

NJEA Vice President Sean M. Spiller shared the [njea.org](http://njea.org) story, "Member Receives NJEA Relief Fund Check Following Devastating House Fire." In June, Spiller, along with East Orange Maintenance Association (EOMA) President Kimberly Scott-Hayden, delivered a check to an EOMA member who had lost her home. NJEA created the fund in 2012 in the aftermath of Superstorm Sandy to assist members facing catastrophic events.

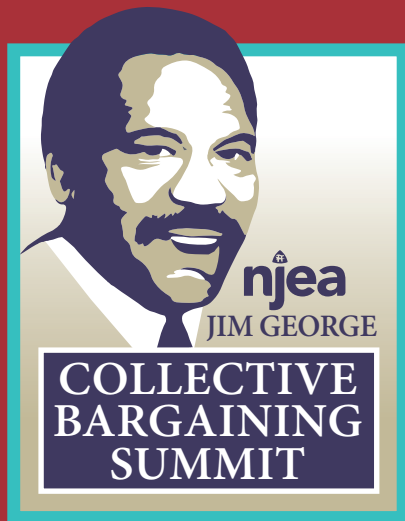
### STEVE BEATTY

Facebook

@SteveBeattyNJEA: Empowering and daunting to be in the room as part of the group doing great work. Looking forward to what lies ahead, shoulder to shoulder with warriors in the cause as we develop inclusive curriculum around LGBTQIA to fulfill the mandate from the newly signed law!

NJEA Secretary-Treasurer Steve Beatty shared a post on Aug. 12 from the Bayard Rustin Center for Social Justice where he worked with educators, including many NJEA members and staff, to help fulfill the new state law that schools include instruction and adopt instructional materials that accurately portray the political, economic and social contributions of persons with disabilities and LGBT persons.

## NOMINATE A LOCAL ASSOCIATION FOR BARGAINING EXCELLENCE



A local association that has demonstrated excellence in collective bargaining will be honored at the summit with the 2019 Jim George Collective Bargaining Award at the NJEA Jim George Collective Bargaining Summit on Oct. 25-26 at the Doubletree in Somerset. Those nominated will also be recognized.

### CRITERIA

A local qualifies for nomination by meeting one or more of the following criteria:

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

### NOMINATION

Local associations can be nominated by any NJEA member or NJEA staff member.

To nominate a local, visit [njea.org/cbaward](http://njea.org/cbaward).

To be considered for the 2019 Jim George Collective Bargaining Award, settlements must be ratified by both parties between July 1, 2018 and June 30, 2019.

Nominations are due Sept. 13.

## NOMINATIONS OPEN FOR AWARDS TO BE CONFERRED AT NJEA EQUITY ALLIANCE WEEKEND

Nominations are now open for four awards that will recognize advocacy and achievement in equity and justice. The awards will be presented at NJEA's Equity Alliance Weekend to be held on Jan. 10-11.

The Equity Alliance Weekend is an expansion and reconfiguration of three annual NJEA events: the NJEA Dr. Martin Luther King Jr. Human and Civil Rights Celebration, the NJEA Urban Education Symposium, and the NJEA Minority Leadership and Recruitment Conference. The weekend will feature training on social justice issues and activism, recognizing the intersection of diverse identities and circumstances among NJEA members and the communities they serve.

In addition, four of NJEA's highest awards will be presented at the Human and Civil Rights Celebration, which will be a highlight of the Equity Alliance Weekend.

- **NJEA Dr. Martin Luther King Jr. Human and Civil Rights Award:** This award is conferred by the NJEA Human and Civil Rights Committee. Nominees may be an individual, group or organization working in civil rights, and if eligible, NJEA members.
- **Judith Owens Spirit Award:** This award is conferred by the NJEA Minority Leadership and Recruitment Committee. Named for Judith Owens, the first African-American president of NJEA, this award honors a member who has been a champion of ethnic minority rights and issues and who has had a significant impact on education and the achievement of equal opportunity for those facing discrimination because of their ethnicity.
- **Equality Champion Award:** This award is conferred by the NJEA Sexual Orientation and Gender Identity Committee. This award honors a member who has been a champion of human and civil rights, and who has had a significant impact on education and the achievement of equal opportunity for those facing discrimination because of their sexual orientation or gender identity.
- **NJEA Elizabeth A. Allen Women in Education Award:** This award is conferred by the NJEA Women in Education Committee. Named for NJEA's first female president, the award honors a member or an individual living or working in New Jersey who promotes women's rights and equality for all persons, particularly in education.

Nomination forms and documentation for any of these four awards are due Oct. 30.

For awards criteria and to make a nomination, go to [njea.org/equitynominations](http://njea.org/equitynominations).

For more information call 609-599-4561, ext. 2290.

## NJEA OFFERS MONTHLY PENSION WEBINARS

Thinking about retirement in the next five years? NJEA now offers an online pension webinar for you to learn more about your retirement benefits. Participants follow along with their own individual retirement estimates as the presenter discusses various retirement options. Retiree health benefits are reviewed, along with the important steps to retirement. There is time at the end of the webinar for questions.

To sign up for a pension webinar, go to NJEA Events Calendar at [njea.org/events](http://njea.org/events) and select the pension webinar that works best with your schedule.

## REGISTRATION FOR THREE NJEA CONFERENCES OPEN

**Health and Safety Conference**  
**Learn to Demand Healthier Schools**  
**Oct. 4-5**

**Doubletree Somerset**

**Registration:** Visit [njea.org/hsconf](http://njea.org/hsconf)

Join school safety experts to learn how to demand healthier schools and be equipped with the knowledge you need for the fight. You choose two workshops of the four available. Bring a team from your local association, so you have members in each one. Topics include indoor air quality, mercury and lead, indicators of potential violence, and how to form a health and safety committee.

**NJEA Jim George Collective Bargaining Summit**  
**The Power of Bargaining**

**Oct. 25-26**

**Doubletree Hotel and Conference Center**  
**Somerset, NJ**

**Registration:** See your local president or negotiations chair before Oct. 11.

The annual Jim George Collective Bargaining Summit is an opportunity for local associations to come together for training opportunities that benefit members at the bargaining table. The NJEA Jim George Collective Bargaining Award is presented at the conference and all nominated associations are recognized as well. To nomination a local association, visit [njea.org/cbaward](http://njea.org/cbaward). The deadline for nominations is Sept. 13.

**LGBTQ+ Open Space Mini Conference**  
**Oct. 19**

**8 a.m.-1 p.m.**

**NJEA Headquarters**

**180 W. State St., Trenton**

**3 hours of PD credit offered**

**Registration:** Visit [njea.org/lgbtqconf](http://njea.org/lgbtqconf)

Open Space is an approach for finding the collective knowledge of a group, developing shared meaning and language with respect to issues surrounding LGBTQ+ students and curricula.

## NOMINATIONS FOR ESP AWARDS OPEN

### ESP OF THE YEAR AWARD

NJEA will present the ESP of the Year Award to an NJEA member whose activities reflect the contributions of educational support professionals (ESP) to public education. The purpose of the award is to recognize an individual who shows outstanding accomplishments in one or more of the following areas: professional practice, member advocacy and association involvement, community engagement, personal achievement, and enhancement of ESP image.

An individual must be an NJEA member for three consecutive years as of Jan. 15 of the award year. The individual must be nominated by their county association through the county association's adopted procedures. Each county can submit one nominee through its ESP award system.

A county award system is one developed by a county association that gathers nominations through local affiliates and selects one countywide award recipient. Criteria for the county award are designed by the individual county and should not conflict with the state and national award's criteria and purpose.

Local associations are encouraged to select a nominee and submit their name to their county association no later than Friday, Sept. 20. If you have a nominee in mind, visit [njea.org/esp](http://njea.org/esp) for a nomination form and immediately talk to your local or county association president about the nomination.

### CAREER ACHIEVEMENT AND FRIEND OF ESP AWARDS

Do you know an educational support professional (ESP) who is an advocate for association members and who has been employed at least 10 years in public education? Or do you know a person or organization whose leadership, acts, dedication, commitment and support on a statewide level have proven that person or organization to be a true friend and advocate for ESP and their contributions to public education and students?

If so, consider making a nomination for an NJEA ESP Career Achievement Award or an NJEA Friend of ESP Award. Nominations are accepted through Nov. 22. For details and nomination forms, visit [njea.org/esp](http://njea.org/esp).

## SELFIE OF THE MONTH

Members of the Monmouth County Education Association, like their colleagues across the state, came to the Statehouse for noon rally on June 13 to call for relief from Chapter 78 and job justice for educational support professionals. Clad in #RedForEd outfits, they snapped a selfie along the way.

Participating in a local, county or state meeting or other association activity? Staffing 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



## GRANTS FOR SCHOOL SUSTAINABILITY PROJECTS AVAILABLE

Have a project that needs funding? The 2019 Sustainable Jersey for Schools Grants Program cycle, funded by NJEA will award ten \$10,000 grants to school districts or schools and forty \$2,000 grants to support school green teams. Applicants must be registered in the Sustainable Jersey for Schools program, which is free and voluntary. With this contribution, NJEA has provided \$1.25 million to support a sustainable future for children across the state through the Sustainable Jersey for Schools Program.

"As we face climate change, the mass extinction of many species, and the clogging of our oceans with plastic, we must make better choices so that we leave the next generation a planet that is in much better shape," said NJEA Vice President Sean M. Spiller. "When our students can learn, at an early age, that sustainable and healthy practices often go hand in hand with economic efficiencies, we all benefit from the positive changes. NJEA is proud to work with Sustainable Jersey on this important program and channel resources directly into our schools to aid in that mission."

In addition to the grant funding, NJEA supports Sustainable Jersey for Schools as a program underwriter.

"Sustainable Jersey for Schools hopes that this funding opportunity will provide schools and school districts the spark needed to accelerate their work on new, innovative sustainability actions," said Renee Haider, the Sustainable Jersey Deputy Director. "These grants are part of our collective effort to tackle New Jersey's sustainability challenges, one school at a time."

For more information about the Grants Program and details on how to apply, visit [sustainablejerseyschools.com](http://sustainablejerseyschools.com), click on "Grants & Resources," and scroll down to "NJEA Grant Cycle."

Applications are due on Oct. 31, 2019 by 11:59 p.m. for this cycle of the Sustainable Jersey for Schools Grants Program.



## GO GOLD FOR PEDIATRIC CANCER AWARENESS DAY

Join schools and students across the country and GO GOLD on Friday, Sept. 27 for the ninth Annual National Pediatric Cancer Awareness Day.

Whether it's your Student Council, National Honors Society, or some other group within your school that wants to spearhead this day, it's a great way to show children in your community that they are not fighting alone. All donations raised go back to helping local children, their families and the hospitals where they are treated.

To register your school, visit [go4thegoal.org](http://go4thegoal.org) and click "Get Involved."

## NY JETS OFFER MEMBER DISCOUNTS



The New York Jets wants NJEA members in their huddle for the 2019 season. That's why they are offering an exclusive discount through [njea.org](http://njea.org). You can get significant discounts on tickets for yourself, your family, and friends.

Games include:

- Jets vs. Bills on Sept. 8 at 1 p.m.
- Jets vs. Browns on Sept. 16 at 8:15 p.m. (Monday Night Football)
- Jets vs. Patriots on Oct. 21 at 8:15 p.m. (Monday Night Football)
- Jets vs. Raiders on Nov. 24 at 1 p.m.
- Jets vs. Dolphins on Dec. 8 at 1 p.m.
- Jets v Steelers on Dec. 22 at 1 p.m.

To purchase tickets, visit [jetsgroups.com/NJEA](http://jetsgroups.com/NJEA).

Groups of six or more in club locations and 10 or more in all other locations are eligible for an additional discount. For more information, please contact Tom Giuletti at 973-549-4872 or [tgiuletti@jets.nfl.com](mailto:tgiuletti@jets.nfl.com).



**MORRISTOWN FESTIVAL OF BOOKS** On Saturday, Oct. 12, The Morristown Festival of Books, the state's largest book festival, returns for its sixth year with over 50 acclaimed authors. This year's line-up includes Kwame Alexander, Katherine Arden, Rick Atkinson, Sarah Blake, Meg Cabot, Ben Coes, Chris Grabenstein, Jean Kwok, Madeline Miller, Dr. Ibram X. Kendi, Tëa Obreht, and a family-friendly Star Wars panel featuring Jason Fry, Chuck Wendig and the 501st Legion.

"This is our sixth year, and each year we've had bigger crowds," says Festival Director Rachel Barry. "We're also very fortunate

to have the support of so many area educators who volunteer all year long on the festival from programming to marketing and beyond."

Kicking off this year's festival is a ticketed keynote event on Friday, Oct. 11 with New York Times best-selling author and former U.S. Attorney Preet Bharara.

For the full festival schedule, visit [morristownbooks.org](http://morristownbooks.org). Attendees are encouraged to come spend the day in downtown Morristown listening to panels.

## ENTER THE LAW FAIR AND LAW ADVENTURE 2020 COMPETITIONS

Free educational mock trial programs for grades 3–6 and grades 7 and 8 respectively are open to public and private schools and other organizations in New Jersey.

Students and their teachers are invited to submit original mock trial cases to the Law Fair and Law Adventure Competitions. There is no charge to enter.

For details visit [njsbf.org](http://njsbf.org) or contact Sheila Boro at 732-937-7519 or [sboro@njsbf.org](mailto:sboro@njsbf.org).

You may also download a flier from [njea.org](http://njea.org) to share with your colleagues. Type "Law Fair" in the search bar.

## MUSICAL EVENTS AT WILLIAM PATERSON UNIVERSITY



To reserve seats for your students, contact Lavene Gass at [GASSLI@wpunj.edu](mailto:GASSLI@wpunj.edu) at least one full week before the performance. All performances take place at William Paterson University, Shea Center for Performing Arts, 300 Pompton Road in Wayne.

### The Atlantic Chamber Players

**Oct. 3; 12:30 – 1:45 p.m. Admission: Free**

The Atlantic Chamber Players are Andrea Herr, Lisa Pike, Sarah Davol, Jim Noyes and Anna Keiserman. As a quintet of experienced musicians, they will perform a mix of solo and group works by 20th-century composers including Henry Brant and Michael Head.

### Guitarist Paul Meyers

**Oct. 10; 12:30 – 1:45 p.m. Admission: Free**

A freelancer, sideman and bandleader in and around New York City, as well as a William Paterson jazz adjunct faculty, Paul Meyers led his own quartet and recorded a CD featuring saxophonist/flutist Frank Wess and toured with jazz singers Jon Hendricks and Andy Bey. Meyers has performed and/or recorded with a list of jazz greats, such as Harry Allen, Kenny Barron, Ron Carter, Ray Drummond, Eddie Gomez, Wynton Marsalis, Bill Mays, Rufus Reid, Steve Wilson and others.

### Pianist Charisse Baldoria

**Oct. 17; 12:30 – 1:45 p.m. Admission: Free**

Philippine-born pianist Charisse Baldoria fuses Western pianism with her Southeast Asian and Hispanic heritage and integrates various art forms into a concert experience. Prize winner of international competitions, she has performed on five continents. She has collaborated with dancers, visual artists, performance artists, and Hindustani classical performers. Her latest CD *Gamelan on Piano* features music inspired by Southeast Asia and her CD *Evocación* features music inspired by flamenco and tango.

### New York Polyphony

**Nov. 7; 12:30 – 1:45 p.m. Admission: Free**

New York Polyphony is one of the foremost vocal chamber ensembles active today. The four men, give vibrant, modern voice to repertoire ranging from Gregorian chant to cutting-edge compositions. Their dedication to innovative programming, as well as a focus on rare and rediscovered Renaissance and medieval works, has not only earned New York Polyphony two Grammy nominations and wide acclaim, but also helped to move early music into the classical mainstream.

## FREE ART EXHIBITIONS WILLIAM PATERSON UNIVERSITY



All exhibits will be presented at William Paterson University in Wayne. To reserve a time for your students to view the exhibition email Lavene Gass three to five weeks before the exhibition at [GASSLI@wpunj.edu](mailto:GASSLI@wpunj.edu). Each experience below is followed by a hands-on art making workshop exploring techniques and themes related to the exhibition on view.

### Lines Crossing: Contemporary Chinese Printmaking Sept. 9 – Oct. 18

**William Paterson University, Court Gallery**

Organized in collaboration with William Paterson's Center for Chinese Art, this exhibit features contemporary prints ranging from woodcuts to lithographs and wood engravings. Artists: Jingbo An, Ling Ban, En Hao, Xianwu Hu, Bo Liu, Yanpeng Li, Xun Li, Lianfang Liang, Gen Liu, Linge Liu, Yanfei Liu, Haonan Tan, Ruiqing Wang, Shuai Wang, Wufeng Yu, Minjie Zhang, Bin Zhou, Yunzhi Zhou, Hua Zhu and Jianxiang Zhu.

### The World Through My Eyes: Celebrating the Legacy of Ben Shahn Sept. 9 – Dec. 11

**William Paterson University, South Gallery**

This exhibition commemorates Ben Shahn (1898- 1969), who was perhaps the most important social-realist artist to have emerged in the early 1930s in the United States. This exhibit will showcase works from William Paterson University's art collection as well as loans from the public and private collections.

### Visiones Latinx: Selections from the Permanent Collection Sept. 9 – Dec. 11

**William Paterson University, East Gallery**

This exhibition features works on paper and artists' books by contemporary artists of Argentinian, Brazilian, Chilean, Cuban and Mexican heritage. These artists address themes such as feminism, social and political activism, and immigration as well as popular culture. Artists: Josely Carvalho, Gabriela Forcadell, Alfredo Jaar, Leandro Katz, Fernando Lopes, Tony Ortega, Laura Ruiz, Jose Soler and Paul Valadez.

### Faculty Exhibition Oct. 30 – Dec. 11

**William Paterson University, Court Gallery**

This exhibition features recent work by WP Art Department faculty who teach ceramics, drawing, graphic design, sculpture, painting, photography, and printmaking.

## FREE LAW-RELATED EDUCATION PROGRAMS AND RESOURCES

The New Jersey State Bar Foundation (NJSBF), a nonprofit educational and philanthropic organization, offers a variety of free law-related education programs and services for New Jersey teachers and their students. The programs address a wide range of topics and offer a broad menu of materials, including:

- Bullying, school climate, conflict resolution and peer mediation
- Social-emotional character development
- Holocaust education
- The Bill of Rights
- Mock trial and other law-related competitions for elementary, middle and high school; teacher workshops for grades 3 – 12; and mini-court lesson plans for grades K – 2
- Courtroom art contest
- A blog, newsletters and law-related publications

These are just some of NJSBF services. All are available free of charge. For more information, visit the NJSBF online at [njsbf.org](http://njsbf.org) or call 1-800-FREE-LAW. You may also download a flier from [njea.org](http://njea.org) to share with your colleagues. Type NJSBF in the search bar. You can follow the NJSBF on social media—@NJStateBarFdn can be found on Facebook, Twitter and Instagram, and YouTube videos.



In the Faculty Room of Nassau Hall, Princeton President Christopher L. Eisgruber (center) congratulates four outstanding New Jersey secondary school teachers on Commencement Day. They are (from left) Kevin Killian, Kimberly Dickstein, Petrina Plunkett and Dr. Arun Srivastava. Photo by Denise Applewhite, Office of Communications.

# Princeton University Honors Public High School Teachers

## All four honorees are NJEA members

At its 2019 commencement ceremonies on June 4, Princeton University honored four outstanding New Jersey public high school teachers—all NJEA members—with the Princeton Prize for Distinguished Secondary School Teaching. The teachers were selected for the award based on nominations from public and private schools around the state. They each will receive \$5,000, as well as \$3,000 for their school libraries.

This year's honorees are Kimberly Dickstein, an English teacher at Haddonfield Memorial High School; Kevin Killian, a mathematics teacher and robotics adviser at Pascack Hills High School; Petrina Plunkett, a seventh-grade language arts teacher and literacy coach at Lawrence Middle School; and Dr. Arun Srivastava, a teacher at High Tech High School in Secaucus.

Killian is an association representative for the Pascack Valley Regional Education Association and Dickstein is the chair of the PRIDE Committee for the Haddonfield Education Association.

Dickstein, her students and a former child soldier from South Sudan were the subjects of the cover story in the January 2019 *NJEA Review*, "If You Can Help, You Must." The article reported on Dickstein's and her students' fundraising campaign to assist Garang Buk Buk Piol, a former child soldier

turned humanitarian, attend graduate school at Emory University. On his return to South Sudan, Garang will use his education to help develop and strengthen communities there.

"It is a great honor for our members to receive the Princeton Prize for Distinguished Secondary School Teaching," said NJEA President Marie Blistan. "I am delighted that Princeton University seeks to honor the important work our members do in New Jersey's public schools every day. I know that NJEA's 200,000 members join me in congratulating Kimberly, Kevin, Petrina and Arun."

"Although the four prize winners teach across a range of subject areas, grade levels and types of schools, they all demonstrate a remarkable ability to profoundly influence the lives of their students," said Todd Kent, director of Princeton's Program in Teacher Preparation. "Each of these individuals is a masterful teacher, but their influence extends well beyond the walls of their classrooms. The work of these four teachers is truly inspiring, and they remind us that teachers play such important and meaningful roles in their communities, as well."

You can read more about each honoree at [bit.ly/princetonhonorees2019](http://bit.ly/princetonhonorees2019).

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# Am I eligible for NJEA Legal Services?

BY AILEEN O'DRISCOLL



## MEMBERSHIP MATTERS

Did you know that as an active, active supportive or retired member of NJEA you may be eligible for legal services in certain employment-related matters? While none of us wants to think we will ever need an attorney, there are certain issues that may arise in the workplace that warrant the support of an attorney. NJEA operates a robust legal services program that provides eligible members and local associations with legal advice and litigation support on certain school law and labor related issues.

## WHAT IS COVERED?

An "employment-related matter" includes a dispute between a school district, county college or other institution in the teaching-learning process and one or more of its employees who are members of NJEA, members of the bargaining unit who are not NJEA members but confront legal issues pursuant to the duty of fair representation, or one or more local NJEA affiliates.

NJEA's legal services program also defends members in employment-related criminal charges brought against a member. Disputes between a state agency and one or more members, such as tenure charges, certification challenges before the State Board of Education and pension matters before the state pension fund, are also covered under the legal services program.

## WHAT IS NOT COVERED?

NJEA's legal services program does not defend members in disputes for damages filed by a third party against one or more members for negligence or wrongful conduct stemming from school-related incidents occurring during the school day on school property or at a school-sponsored event. Though disputes between members are not eligible for coverage, a member may be eligible for legal assistance where an adverse action is taken by a member in a supervisory position, such as a principal. Legal services will also be denied where a member seeks to make claims against NJEA and/or one of its affiliates.

## WHAT SHOULD I DO IF I THINK I NEED AN ATTORNEY?

First and foremost, you have to be sure that you were an active dues-paying member at the time the occurrence giving rise to the need for legal services on the date you request financial assistance, and throughout the legal case.

## TEST YOURSELF

**Question:** I am tenured, and my employer just announced that there will be a reduction in force (RIF) and I am not going to get a contract for next year. Am I eligible for a legal consult?

**Answer:** Yes, because any lay-off or RIF is an employment-related legal issue.

**Question:** My principal just told me that an investigator from the State's Institutional Abuse Investigations Unit (IAIU) is going to interview me. What should I do?

**Answer:** Call your local association representative or your regional UniServ office immediately to be connected with an attorney. NJEA attorneys are trained to represent NJEA members in IAIU investigations, including whether you are a target of or witness to an alleged incident.

**Question:** Someone reported me to the New Jersey Department of Child Protection and Permanency and the state is investigating allegations that I abused my own children. Can NJEA's legal services program provide me with an attorney?

**Answer:** No, because the allegations against you involve your personal family and time and are not employment related, you would not be eligible for an NJEA attorney to represent you in the investigation. If, however, the allegations result in an action that negatively impacts your job, e.g., you are arrested and cannot work, you may be eligible for a legal consult on issues that impact your employment provided that your membership dues are maintained.

**Question:** I received notice that my employer may file tenure charges against me, and I am being placed on an administrative leave. Help!

**Answer:** New Jersey's laws governing tenure and seniority rights are complex. The rules and regulations governing tenure hearings are equally complicated. Assuming that you were a member at the time you received the notice of charges and continue your membership during the time you may be suspended and while any charges are pending, you are eligible for legal services through NJEA. NJEA attorneys will assess the employer's actions and support members in protecting their tenure and seniority rights.

**Question:** Over the weekend, I got into an argument with a co-worker at a bar. She went to the police and claimed that I was harassing her. Now I must go to court. Can I get an NJEA attorney to represent me?

**Answer:** No. NJEA's legal services program does not provide financial support in cases involving claims between members.

*If you think you may have an employment-related case, call your local association representative or your NJEA UniServ representative*

**Question:** I am on a family leave to care for my child and I think the board of education is not properly calculating my time off correctly. Is there anything I can do?

**Answer:** NJEA's UniServ representatives are knowledgeable on leaves of absence and you should first consult with them; however, there are instances that may warrant legal representation. The UniServ representative will make that determination in consultation with the administrator of the legal services program depending on each particular situation.

## I THINK I NEED A LAWYER AND AM ELIGIBLE. NOW WHAT?

If you think you may have an employment-related case, and you meet the membership eligibility requirements, call your local association representative or your NJEA UniServ representative who will assist you with next steps. The benefit of financial support on employment-related legal services is invaluable. It is worth the call.

*Aileen O'Driscoll is the managing attorney in NJEA's Legal Services Division. She can be reached at [aodriscoll@njea.org](mailto:aodriscoll@njea.org).*

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- Supervision
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- School Library Media Specialist (Alternate Route option) (Online option)
- Reading Specialist (Online option)
- Principal/ Educational Leadership
- Middle School Mathematics

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- Curriculum and Learning (Early Childhood, School Library Media, ESL/Bilingual, School Nursing and STEAM concentrations)
- Literacy, Reading
- Special Education (Teacher of Students With Disabilities or Learning Disabilities Teacher-Consultant)
- Higher Education Administration

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or call 973.720.3641

# After One-Day Strike, Franklin Lakes Reaches Tentative Agreement

For over two years the Franklin Lakes Education Association had been negotiating a contract with the Franklin Lakes Board of Education without coming to a fair and equitable agreement. Consequently, FLEA members were working under the terms and conditions of a contract that had expired on June 30, 2017.

While working under an expired contract is an all-too-familiar experience for some local association members, the reality of Chapter 78 has exacerbated such settlement delays. While salaries remained frozen at 2016 levels for FLEA members, health insurance premiums continued to rise. The pace at which the onerous payroll deductions required by Ch. 78 increased continued unabated. Take-home pay dropped even more sharply than in previous years under that 2011 law.

On June 10, FLEA members went on strike.

"My members, the teachers and support staff in our schools, deserve better," FLEA President Sharon Milano said as she announced the strike. "Although we are ready at any point in time to return to the table with the board, I cannot expect my members to settle for anything less than what they deserve."

Leading up to the strike, FLEA and the school board had received a fact-finder's report on May 30. The association immediately rejected it. FLEA's UniServ Field Representative Joe Tondi and the school board president then worked throughout the following weekend to fashion a compromise. Upon hearing the proposed compromise, the FLEA negotiations team was certain it could bring the agreement back to FLEA members for ratification. However, by Sunday, June 9, FLEA learned that a majority of the school board's negotiating team would reject the compromise. Early that Monday morning in a general membership meeting, after having in previous weeks taken a vote of no-confidence in the Franklin Lakes Board of Education, FLEA members voted to strike.

NJEA President Marie Blistan, NJEA Vice President Sean M. Spiller and NJEA Secretary-Treasurer Steve Beatty immediately issued a statement of support. Blistan, Spiller and Beatty raced to Franklin Lakes to support the members there.

"We stand in proud solidarity with the members of the Franklin Lakes Education Association, who have taken a bold, principled stand on behalf of their students and the future of the schools in their community," the NJEA officers wrote. "By making this difficult but necessary decision, they are demonstrating their commitment to their students, their community and the future stability of the district."

Milano noted that surrounding school boards and local associations had agreed to Ch. 78 relief and that the Franklin Lakes Board of Education had the means to do so as well.

"The Franklin Lakes Education Association seeks the relief that other educators in Bergen County have negotiated," Milano said at the time. "In the meantime, FLEA members are making every effort to get this dispute resolved, and the negotiations team remains available at any time to meet with the board of education."

That effort and availability paid off. In the early morning hours of Tuesday, June 11, the FLEA bargaining team and the school board, settled upon a deal that would end the strike after one day.

With salary guides under development, the association and the board expect to take ratification votes early in the fall.

"I am proud of my members for standing up for what is right," Milano said. "They demonstrated their resolve to be treated as professionals. We now look forward to returning our undivided attention to our classrooms and our students, which is where we would much rather be."



On June 10, FLEA members voted to strike, demonstrating their resolve to achieve a fair contract.

# NJEA CONVENTION SPEAKERS ADDRESS SOCIAL JUSTICE



## PRIYA VULCHI AND WINONA GUO *CHOOSE RACIAL LITERACY*

**THURSDAY, NOV. 8 AT 9:30 A.M.**

Priya Vulchi and Winona Guo met in 10th grade. A conversation in a history class following Eric Garner's death was the first time they remember any teacher initiating a discussion about race. This realization led them to co-found CHOOSE and develop a 224-page racial literacy handbook for teachers that was recognized and funded by Princeton University and featured in *Teen Vogue*.

Instead of starting college in 2017, Vulchi and Guo traveled to all 50 states and listened to over 500 strangers talk about race and intersectionality. They went on to become the youngest TED speakers ever to take that stage. You can view their talk at [chooseorg.org](http://chooseorg.org). In *Tell Me Who You Are*, Guo and Vulchi recount their experiences talking to people on that cross-country tour.

Guo is now a student at Harvard University. Vulchi is a student at Princeton University.



## CORNEL WEST *JUSTICE IS WHAT LOVE LOOKS LIKE IN PUBLIC*

**FRIDAY, NOV. 8 AT 9:30 A.M.**

A provocative public intellectual and groundbreaking author, Cornel West is a professor of the Practice of Public Philosophy at Harvard University and holds the title of professor emeritus at Princeton University. He has also taught at Union Theological Seminary, Yale, Harvard and the University of Paris. Dr. West graduated magna cum laude from Harvard in three years and obtained his Master of Arts in Philosophy and doctorate in Philosophy at Princeton.

Though he is best known for his classics, *Race Matters* and *Democracy Matters*, and his memoir, *Brother West: Living and Loving Out Loud*, his most recent book *Black Prophetic Fire* has received critical acclaim. Dr. West is a frequent guest on Real Time with Bill Maher, the Colbert Report, CNN, C-Span and Democracy Now.

Dr. West has a passion to communicate to a vast variety of public groups to keep alive the legacy of Martin Luther King, Jr.—a legacy of telling the truth and bearing witness to love and justice.

## STAY OVERNIGHT

Want to reserve a room in Atlantic City for the NJEA Convention at a great rate? Take a look at the back cover of this edition of the *NJEA Review* to see the discount rates available at Bally's, Borgata, Caesars, Golden Nugget, Hard Rock, Harrahs, Tropicana and Resorts.

To make a reservation, go to [njea.org/hotelblocks](http://njea.org/hotelblocks). You'll need to log in as a member to continue. For your PIN, use either the email address you've previously given NJEA or the PIN that is found on your membership card. Your password is the last four digits of your Social Security number unless you have changed it.

Shuttle service to the Atlantic City Convention Center is available from the hotels listed above.

# SAVE YOUR SEAT AT THE YOUR NJEA CONVENTION WORKSHOPS

Have you ever made a list of NJEA Convention workshops you absolutely wanted to attend, only to discover the room had reached its capacity before you got to the door? For certain workshops at the 2019 NJEA Convention, you will be able to guarantee yourself a seat. NJEA is piloting a preregistration program for certain workshops this year.

As long as you register in advance for the workshops listed below—and you arrive at the workshop on time—there will be space for you in the room. Unless otherwise noted, preregistration for these workshops is recommended, but not required.

Preregistration for selected workshops is anticipated to be available on Sept. 9 at [njeaconvention.org](http://njeaconvention.org).

## THE MATH INSTITUTE

Elementary school math teachers can decide to turn their convention experience into a two-day math institute with six offerings from the Bedtime Math Foundation. Each day begins with a keynote presentation followed by two additional workshops each day. You may attend the entire institute, or go a *la carte*, selecting individual workshops.

All NJEA members, regardless of job description, may want to attend “Teaching Algebra in New Jersey State Prisons” from the all-volunteer Prison Teaching Initiative.

Bedtime Math Foundation is a New Jersey-based national nonprofit that has become a leading provider of childhood math content. Its core product is a series of playful online math problems that parents can do with their kids every day, garnering more than a quarter of a million followers. Bedtime Math is also the creator of Crazy 8s, the nation’s largest recreational after-school math club. For more information, visit [bedtimemath.org](http://bedtimemath.org).

The workshops that comprise the Math Institute are:

### **Exploding Dots: A New Frontier in Discovering Numbers (Keynote)**

James Tanton

Thursday, 11 a.m. to 12:30 p.m.

### **Exploding Dots in Depth**

James Tanton

Thursday, 1 to 2:30 p.m.

### **In Real Life, We Are All Mathematicians**

Shayna Sackett-Gable

Thursday, 3 to 4:30 p.m.

### **Teaching Algebra in New Jersey State Prisons (Keynote)**

Jenny Green

Friday, 11 a.m. to 12:30 p.m.

### **Nine Ways to Skin a Math Question**

Laura Overdeck

Friday, 1 to 2:30 p.m.

### **At Last! Practical Ways to Differentiate Instruction**

Cathy Chao and Courtney Bachmann

Friday, 3 to 4:30 p.m.

## ROCK AND ROLL FOREVER FOUNDATION

The Rock and Roll Forever Foundation was established by Steven Van Zandt, the songwriter, producer, actor and activist who is a member of Bruce Springsteen’s E Street Band. TeachRock is the foundation’s national middle and high school curriculum initiative.

Created to address the challenges of an environment in which schools face cuts to arts funding, TeachRock includes interdisciplinary, arts-driven materials designed to keep students engaged and in school. Its groundbreaking curriculum is available at no cost to educators.

The workshops that comprise the offerings of the Rock and Roll Forever Foundation are:

### **Exploring Current Events and Recent History Through Popular Music**

Thursday, 11:15 a.m. to 12:45 p.m.

### **Music and Visual Arts**

Thursday, 1:15 to 2:45 p.m.

### **Stonewall 50: Music and LGBTQ Issues in the U.S.**

Friday, 11:15 a.m. to 12:45 p.m.

### **Using Music to Put the “A” in STEAM**

Friday, 1:15 to 2:45 p.m.

## ROCK AND ROLL FOREVER FOUNDATION PRESERVICE TEACHER EVENT

### **Day One: Music and Culturally Responsive Curriculum**

Dayna Orlak

Thursday, 3:15 to 4:45 p.m.

### **Day Two: The Preservice Mixer**

Dayna Orlak

Friday, 3:15 to 4:45 p.m.

## READERS' AND WRITERS' WORKSHOP

(PREREGISTRATION REQUIRED FOR THIS PROGRAM)



Acclaimed literacy educator and author Lucy Calkins will present a Readers and Writers Workshop program.

Lucy Calkins is the author of over 40 books that have quickly become an indispensable part of classroom life in tens of thousands of schools around the world. These include *Leading Well: Building Schoolwide Excellence in Reading and Writing: Units of Study in Phonics, Grades K-2*; the best-selling, grade-by-grade *Units of Study for Teaching Reading, Grades K-8*; and *Units of Study in Opinion/Argument, Information, and Narrative*

*Writing, Grades K-8*; *Up the Ladder: Accessing Grades 3-6 Units in Narrative, Information, and Opinion Writing*. She has also authored such classroom essentials as the groundbreaking *Teachers College Reading and Writing Project Classroom Libraries* and the *Workshop Help Desk* series.

Calkins is also the author or coauthor of numerous foundational professional texts with Heinemann, including *The Art of Teaching Writing: Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8*; and *One to One: The Art of Conferring with Young Writers*. She is also the author of *The Art of Teaching Reading*.

Because of the anticipated demand for this program, pre-registration will be required.

### Readers and Writers Workshop

Dr. Lucy Calkins

Thursday, 12:30 to 3 p.m.

## ADVOCACY

The NJEA Convention is the largest professional development conference of its kind in the world. The NJEA members who attend are dedicated to enhancing their professional and career learning. As the most popular statewide event NJEA offers, it is for many members, the only statewide NJEA event in which they participate. These members may have many questions about what it means to be a member of a union.

Have you ever wondered how your union works? How to access services from and connect to leadership in your local, county or statewide union?

Attend this workshop for the answers to these and many other questions.

### NJEA: Your Union

Al Beaver, John Staab and Michael Kaminski

Thursday, 11 a.m. to 12:30 p.m.

Friday, 11 a.m. to 12:30 p.m.

## EQUITY, EDUCATIONAL JUSTICE AND LEADERSHIP EXAMINED AT NJEA CONVENTION

The Equity Alliance Area will feature guest speakers who will talk about issues related to equity, educational justice and leadership. NJEA members from the Human and Civil Rights, Urban Education, Minority Leadership and Recruitment, Women in Education, and Sexual Orientation and Gender Identity committees will be available to talk, share resources, and answer questions. All members who visit the area will have an opportunity to receive a ticket to the Social Justice Networking Event.

The schedule for the Equity Alliance includes two full days of programming.

### THURSDAY

**8:30-11 a.m.:** Conversations with committee members

**11 a.m.-Noon:** Emerge New Jersey

Emerge New Jersey identifies, trains and encourages women to run for office, get elected and to seek higher office.

**1-1:30 p.m.:** Conversations with committee members

**1:30-2:30 p.m.:** GLSEN

GLSEN works to ensure that LGBTQIA+ students are able to learn and grow in a school environment free from bullying and harassment.

**2:30-3 p.m.:** Conversations with committee members

**3-4 p.m.** Keynote Q&A with Priya and Winona, CHOOSE Racial Literacy  
Priya Vulchi and Winona Guo will offer the NJEA Convention keynote presentation on Thursday at 9:30 a.m. in Hall A. This session will be your opportunity to have a follow up conversation on racial literacy with them.

**8-11:55 p.m.** Social Justice Networking Event

All members who visit the Equity Alliance area will have an opportunity to receive a ticket to this event, which will be held at Bally's Diamond Lounge. However, space is limited, so visit early.

### FRIDAY

**8:30-11 a.m.:** Conversations with committee members

**11 a.m.-Noon:** Rethinking Schools

A nationally prominent publisher of educational materials committed to equity and to the vision that public education is central to the creation of a humane, caring, multiracial democracy.

**1-1:30 p.m.:** Conversations with committee members

**1:30-2:30 p.m.:** Rethinking Schools

A nationally prominent publisher of educational materials committed to equity and to the vision that public education is central to the creation of a humane, caring, multiracial democracy.

**2:30-4 p.m.:** Conversations with committee members

# A CLOSER LOOK *monthly highlights*



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.

September is National Library Card Sign-up Month and Banned Books Week runs from September 28 through October 4. To survey the broad selection of show segments “Classroom Close-up NJ” has produced about libraries and how to encourage a love of reading, visit [classroomcloseup.org](http://classroomcloseup.org), click on drop-down menu under “Categories” and select among the multiple subject areas.

## watch

### BOOKS AND BEYOND

Teaching children 21st-century technology skills in a new, interactive media center that fosters independence and social communication is the goal of Walnut Ridge Primary School media teacher Benjamin Joseph. With the help of a giant tree in the middle of the library, the children can hide in a protected space to read books, explore technology and conduct research

### CUB'S CLUB

A family literacy preschool program at Montague School is designed to encourage students and their families to read at home. Each month, parents from both sessions of preschool are invited to attend a morning session and brunch. The children perform songs and skits and visit different educational centers in the classroom. Students increase their collection of reading materials to build a home library.

### REAL MEN READ

Statistics show that boys in grades four through six are more interested in sports than books, so basic skills teacher Marilu Bicknell came up with a plan. Boys at Thomas E. Bowe Elementary School in Glassboro take part in the Real Men Read Literacy Project. Male role models in the school and community participate in a kick off breakfast, pose for posters that are displayed at the school and the local library, and serve as examples of strong men who love books.



### WATCH CCU ON NJTV



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

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.

# MEET NEW JERSEY'S 2019-20 COUNTY TEACHERS OF THE YEAR

NJEA is proud to join with students, school employees, parents and others in congratulating the 2019-20 New Jersey County Teachers of the Year. "What an achievement to be named one of our County Teachers of the Year, and one that recognizes not the accomplishments as a cumulative, but as a promise of continued dedication to a profession, that is as much a calling as a career," said NJEA President Marie Blistan.

"This incredible honor recognizes the work of our amazing educators and the impact they have on our students and communities," said NJEA Vice President Sean M. Spiller. "They are the face of public education, and the personal face that students, parents and communities can identify with."

"It is no wonder that New Jersey is number two in the nation when we have such quality educators represented here by our County Teachers of the Year. They have chosen to serve in this most honorable profession of teaching our students, and I am so proud," said NJEA Secretary-Treasurer Steve Beatty.

**Atlantic:** Leslie Kronmeyer  
Mainland Regional HS

**Essex:** Yanelis Cabaleiro  
Belleville

**Middlesex:** Jennifer Olawski  
New Brunswick

**Somerset:** Suzanne Updegrove  
Branchburg

**Bergen:** Leah Jerome  
Pascack Valley HS

**Gloucester:** Brittany Mason  
Washington Township

**Morris:** Sarah Guza  
Lincoln Park

**Sussex:** Jennifer Caputo  
Sparta

**Burlington:** Michelle-Anne Spring  
Willingboro

**Hudson:** Martha Garcia  
Jersey City

**Ocean:** Kelly Cerbone  
Brick

**Union:** Brian Lowe  
Clark

**Camden:** Kimberly Dickstein  
Haddonfield

**Hunterdon:** Therese Squicciarini  
Flemington-Raritan

**Passaic:** Patrick Slater  
Wayne

**Warren:** Debra Koch  
Belvidere

**Cape May:** Thomas Belasco  
Lower Cape May Reg. HS

**Mercer:** Helen Corveleyn  
Hopewell Valley

**Salem:** Tracy Demarest  
Woodstown-Pilesgrove

**Cumberland:** Amanda McCloskey  
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# Beyond State Lines

## NJEA members make national impact

In July, roughly 6,000 National Education Association (NEA) members assembled in Houston, Texas to debate, determine and enact policy that will guide the national union and its nearly 3.2 million members during the upcoming school year. The assembly, known as the NEA's Representative Assembly (NEA RA), is one of the union's most consequential events. Every state affiliate of NEA, including NJEA, sends a delegation of its members to represent its respective statewide union.

### STRONG PUBLIC SCHOOLS 2020

The theme of this year's NEA RA "Our Democracy, Our Responsibility, Our time!" was especially appropriate as eight Democratic candidates for president visited the RA. Vice President Joe Biden, Sen. Elizabeth Warren, Sen. Bernie Sanders, Sen. Kamala Harris, Mayor Bill DeBlasio, Gov. Jay Inslee, Rep. Tim Ryan, Sen. Amy Klobuchar, and Secretary Julian Castro answered questions directly from delegates.

While the opinions of the candidates varied, every candidate made it clear that public schools in United States deserve more funding and educators deserve to more respect. They spoke of policies that would seek to bring these two ideas to life. Each candidate spoke about the value that educators bring to their schools' communities and of the importance of increasing the federal government's investment in public education.

## NJ delegates elected for national seats



(l-r) Anita Kober, Christine Sampson-Clark, Katharine Chao and Barbara James.

### Clark elected to NEA Executive Committee

Christine Sampson-Clark, a delegate from Mercer County and a teacher in the Trenton Public Schools, was elected to a three-year term on the NEA Executive Committee.

"I'm honored to join NEA's Executive Committee and look forward to representing the voices of my fellow education professionals in this role," said Sampson-Clark. "I believe it is my duty to promote education excellence for our students and our educators."

As an educator, advocate, and community activist, Sampson-Clark is dedicated to raising issues on the national agenda that are important to students and NEA members. She also is committed to quality and equity in public education and inspiring members to work collectively.

Sampson-Clark had served on the NEA Board of Directors. Previously, she served as chair of a number of NEA boards and committees, including the NEA Board's Black Caucus and the NEA Friends of Education Committee. She is passionate about her community involvement with the Not in My Neighborhood community advocacy group and the Rising Over Sexual Abuse (ROSA) Warriors.



### Rankin elected to NEA Board of Directors

Ashanti Rankin, a delegate from Atlantic County, won a one-year term on NEA's Board of Directors, representing educational support professionals from across the nation. Rankin vowed to advance NJEA's and NEA's missions as they push for more inclusive schools that are safe for all children.

New Jersey's RA delegates played a game-changing role in ensuring Clark and Rankin were elected. They made signs, coordinated with delegations from other states and provided campaign materials. They organized to make their voices heard, and their hard work paid off.

Jessica Quijano and Ashanti Rankin

# Frazier declares candidacy for national office



(l-r) Steve Beatty, Sean M. Spiller, James Frazier, Marie Blistan, Richard D'Avanzo and Ann Margaret Shannon.

Before the RA ended, NJEA member James Frazier declared his candidacy for NEA secretary-treasurer. Frazier, a member of the Union Township Education Association (UTEA), has been an advocate for the advancement of public education for more than 20 years.

A school security officer in Union Township, Frazier has served nearly every leadership role in his local association. He was the first educational support professional (ESP) to serve as president of the the UTEA, which represents ESPs as well as teachers. If elected as NEA secretary-treasurer, he will be the first ESP in NEA's more than 150-year history to hold national office.

"The leadership of NEA has always been certificated staff members," said Frazier. "They've been courageous and inclusive of all voices within our union, but I think it's time for our ESP members to hold these same leadership roles. As a former president of an all-inclusive local, I will fairly and justly represent all NEA members."

Frazier, who has previously served as an NEA Director, believes that NEA must continue to fight for equity in public education, and social, racial and economic justice for all members and all children who attend the nation's public schools.

"If we want our schools to truly be number one in the world, we must address the economic, social and racial divides in our schools and communities," said Frazier. "I want to enhance what NJEA is doing and I want to bring it to the national level."

Frazier will campaign around the country during the 2019-20 school year. Delegates of the 2020 NEA RA, which takes place in Atlanta, will have the chance to vote for Frazier.

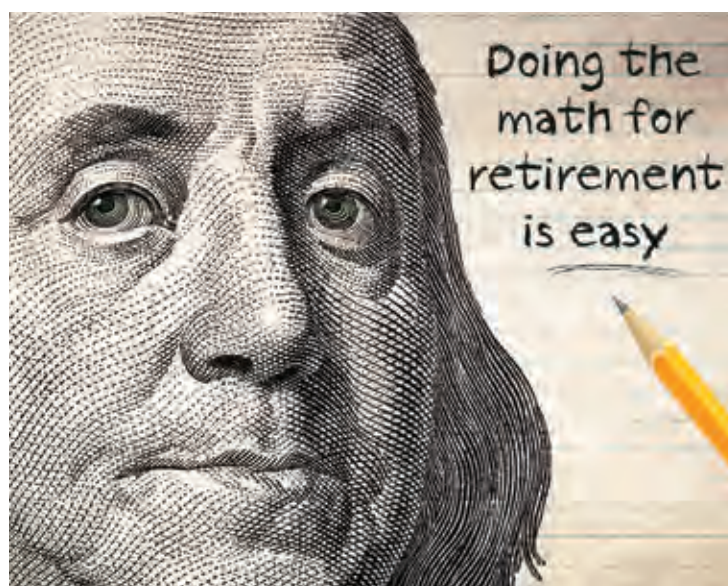
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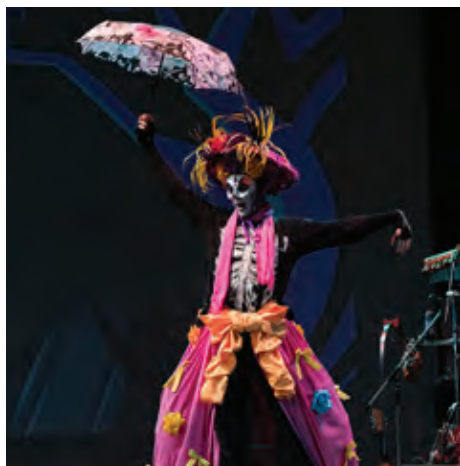
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# CELEBRATE LITERACY

## WITH READ ACROSS NEW JERSEY



To request a visit from  
the Cat in the Hat for  
your celebration, visit  
[njea.org/ranj](http://njea.org/ranj)

Reading is a year-round priority for New Jersey educators and their students, but early March is another story entirely. The excitement is in the air as schools from Bergen to Cape May come together each year to celebrate Read Across America (RAA).

This year, however, NJEA is bringing the excitement to new heights by launching Read Across New Jersey. Read Across-NJ continues the tradition of past RAA celebrations while also encouraging students to explore their ever-changing world through books.

Historically, Read Across America is an annual celebration of reading on or around March 2, which, in 2020, is the 116th anniversary of Theodor Seuss Geisel's birth. The RAA project was originated by the National Education Association (NEA) in 1999. While early March will still be a time to celebrate literacy across the nation, NEA is expanding its effort beyond the books of Dr. Seuss and embracing stories that include all age groups and cultures.

Each year in schools, libraries, and other venues across New Jersey, students and eager adults will participate in various events organized by local school employees, demonstrating their commitment to childhood literacy.

Need ideas for your celebration? Visit [nea.org/readacross](http://nea.org/readacross) and click on "Plan a Reading Event."

### INVITE THE CAT TO VISIT YOUR SCHOOL

For the 20th consecutive year, NJEA continues to spotlight reading and family literacy by providing the opportunity for NJEA members and their schools to win a visit from the Cat in the Hat.

NJEA sends four costumed "cats" to visit nearly 300 schools across New Jersey in February and early March. Each year, the cats—retired educators who dress up in seven-foot-tall professional Cat in the Hat costumes—bring the literacy message to thousands of students.

If you would like to invite the Cat to visit your school, fill out the online request form found at [njea.org/ranj](http://njea.org/ranj). Completing the form does not guarantee a visit, but it is the only way to be considered for one. The first 50 members to sign up will receive a gift, courtesy of NJEA.

The deadline for inviting the Cat is Friday, Nov. 8.

Visits will begin in February and continue through mid-March. Depending on when the Cat is available, the visit may be the kick-off or the finale of your ongoing Read Across NJ celebration. NJEA cannot accommodate requests for specific dates but will advise you in early January of the Cat's availability to visit your school.

If you are selected, please keep in mind that while these "Cats" are a highlight, they should be just a piece of the bigger celebration you have planned.

To learn more about NJEA's Read Across NJ celebration, visit [njea.org/ranj](http://njea.org/ranj).





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# The Myth of Writing

## Some tricks & some treats

BY LILLIAN STULICH

### STUDENT INSPIRATION

More than an autumn wind came to our region of New Jersey in October of 2012; it was Superstorm Sandy. While the storm may have cancelled the tradition of “trick or treat” in Toms River and the surrounding areas, this storm was no match for our Halloween spirit!

There was no candy given out or costumes donned, instead children and their parents and neighbors rallied together and brought out the best of the best of their own characters. Schools were transformed from educational facilities into storm shelters. Grown-ups and children served as volunteers in multiple capacities, including getting food and supplies to those in need.

My colleague Kevin McCormick and I did not know it at that time, but those events and these students would inspire us to write a story.

*Lillian Stulich, a teacher at Toms River Intermediate School East, has a love of writing and a passion for teaching. She, along with fellow Toms River teacher Kevin McCormick, created a method of teaching writing and illustration based on their collaborative children's book, *Host A Little Ghost and the Story of the Mystical Mums*. Toms River High School East art teacher, Bill Dishon, illustrated the book. Stulich can be reached at [littleghostpublishing@gmail.com](mailto:littleghostpublishing@gmail.com).*

When we finally returned to Toms River Intermediate East, one of the many schools in our district that served as a shelter and volunteer site, Kevin and I felt that there was a renewed feeling of community among the students and staff. We wanted to capture the fortitude, survivorship, caring and sharing that our students went through during those recovery weeks. We wove the happy feelings from Halloweens past into our story as well as the reinforcement of remembering to stop and smell the flowers or—to go along with the myth of our book—plant and smell the mums.

Writing literature for children has led Kevin and me to teach children's literature in a unique way and to offer writing presentations for students at school assemblies around the state. We encourage teachers and students to read our book prior to our student presentations so that they are familiar with our characters. We also created a plush glow in the dark Little Ghost that is used as a reading and “glow to sleep” buddy. The characters from our book are our co-teachers in engaging students.

### WRITING PRESENTATION FOR STUDENTS WITH LITTLE GHOST

When we visit a school, it's not just Kevin and me presenting. We like to display our characters and book to make the presentation visually appealing to the students. We take our characters out of the

book in the form of 3-D wooden cut-outs. We also have a large 3-D wooden version of our book.

We introduce Little Ghost, Tommy and Suzie to the children. Once we begin the slide presentation, they know that Little Ghost, along with characters Tommy and Suzie, will be encouraging them to learn and apply any of the three styles of writing in the story.

We consciously chose to use three different styles of writing in our book: acrostic poetry, rhyme and prose. Besides having the creative control to incorporate the three styles of writing, the goal was to make the story more engaging by varying the style.

“Most books only have one style of writing, but our book has three,” we tell the students. “And, why not? After all, we are the authors!”

The end of our presentation highlights skills for young artists who aspire to become illustrators. Students see the development of the characters from the illustrator's original drafts. Students come to realize that art and writing are each a process, not something you can do in one shot. Editing is a big part in the process to create a book or an illustration.

### ACROSTIC POETRY

I often use acrostic poetry in my classroom. I chose that style of poetry to introduce *Host a*

*Little Ghost* with a myth: the “Myth of the Mums.” This type of writing includes choosing a word and writing it vertically on paper to create a word association poem rather than a rhyming poem. Acrostic poetry encourages students to brainstorm words. In autumn, students tend to employ words such as “ghost” or “pumpkin” to create their own acrostic poems.

## PROSE

Writing in prose gives students the opportunity to express themselves in a more conventional way. Those students familiar with realistic fiction can use events from the book, such as when the characters Tommy and Suzie plant the mystical fall mums. Students can also reflect on their own experiences and activities as a springboard to writing a short story or paragraph. Prose allows concrete thinkers to write in a more traditional way. More creative writer can go in a host of different directions.

## RHYME

Prose writing introduces the basic story and gives way to character development. Once the *Little Ghost* appears as a fully developed character the story is told through rhyme. This introduces an element of whimsy as well as taking the story from “real to surreal.” Students usually need little encouragement to then tell a story, or part of a story, in rhyme.

## FIVE SENSES

When developing *Host a Little Ghost*, we thought of other basic elements with which students are most familiar: their five senses. Children are great observers. Once students have chosen a theme for their stories, we encourage them to reflect on what they would see, hear, taste, touch and smell. We remind students to rely on their five senses and incorporate each one—or as many as possible—in their writing. Students might not always remember every writing “trick” we demonstrate as teachers, but they will always remember how things feel, look, smell, sound and taste.

## CHARACTER ILLUSTRATION AND STORYBOARDING

We were careful to include young artists in our program. Even if you’re not the best artist (myself included) sometimes if you see the character on paper, it may help to develop your story. We encourage students and aspiring writers alike to use doodles, sketches, and clip art.

“When developing the illustrations for *Host a Little Ghost*, I drew from my previous experience as an elementary school art teacher,” says our illustrator Bill Dishon. “I used bright colors, repeated patterns, textures and whimsical friendly characters that I felt children would respond to and connect with. My hope was that the patterns representing grass, tree bark, wind and other

elements would help students solve the problems of creating textures in their artwork, but also add interest to drawings.”

As Bill began his illustrations, *Little Ghost* first looked like a squiggle holding flowers. Showing students the early stages of illustration helps them understand that even professional illustrators, just like writers, need to revise and edit. There is a progression. In both writing and illustration, you begin with an idea, make rough sketches, and finally produce a fully developed character.

## “TRICK AND TREATS” OF WRITING FOR TEACHERS

*Host a Little Ghost* and the *Story of the Mystical Mums* is a Halloween book as well as an educational vehicle. Vocabulary extension activities, reading comprehension questions, writing skills, and so much more seemed to mystically and magically develop from the text.

 Tell your students that they are scholars, authors, illustrators or whatever applies.

A major theme of the book is caring for your family and your community. Engaging students in character education lessons can motivate students to become the best they can be. *Little Ghost* doesn’t just say to care and share in the story—expectations are explained and modeled. Children respond better when shown what caring,

sharing, respect, responsibility and trustworthiness look like. This is where students and teachers can apply *Little Ghost* character lessons from the teacher’s guide that accompanies the book.

STEAM lessons developed organically from the story and are explained in the teacher’s guide we created. Science lessons come in the form of investigating one’s senses and technology is applied through Kahoot and Quizlet vocabulary lessons. Art, engineering and math activities based upon the text are explained in the teacher’s guide.

## TEACHERS LEARN FROM STUDENTS

Student engagement is the most rewarding part of our work as we present the writing and illustration processes. My dual identity as a classroom teacher and author has given me tremendous insight to the psyche of elementary children and it is quite simple: you tell them you are an author and they think you are a rock star. I chose to take that insight and make it overt in my classroom.

The converse is also true: tell your students that they are scholars, authors, illustrators or whatever applies, and the students identify themselves with those roles and rise to the occasion. 🍁

## RESOURCES

- Our book: *Host a Little Ghost and the Story of the Mystical Mums*.
- Teacher resources including a teacher’s Guide for language arts, character education, and STEAM activities at [littleghostpublishing.com](http://littleghostpublishing.com)
- Writing presentation: <https://youtu.be/NqDRbBjobhE> (Case sensitive.)
- Author visits available upon request.
- For more information: [littleghostpublishing@gmail.com](mailto:littleghostpublishing@gmail.com)



Toms River teacher Lillian Stulich reads at a Barnes and Noble bookstore.

# BACK TO SCHOOL NIGHT

*Flip It!*

*Have meaningful conversations with  
parents and save the day-to-day  
routine talk for an email*

**BY JENNIFER CAPUTO**

The thought of another typical Back-to-School Night pained me. I remembered all the previous times I've stood in front of a classroom filled with tired parents staring back at me as they waited to be passively entertained with the daily routines of their children for the new school year.

I couldn't bear another year of standing in front of the room going over the curriculum, running through daily routines, talking about activities and field trips we'd be going on during the school year. I wanted more from the one night I would see these parents together during this school year. I had to make it count for me and for them.

Just like teachers, parents have busy lives and their time is to be respected. Parents are tired from working all day. They need to get home, prepare dinner, make sure assignments are completed, get the kids to bed, get lunches made and take time for themselves to wind down.

In addition, my time is to be respected also, and I wanted to take more control of my time with the parents. Because the parent/teacher relationship is so important, I wanted to know as much as I could about their expectations for the upcoming school year.

It was important for me to know what they wanted for their children. What were their expectations of me? What about the learning process was important to them? How did they view classwork and homework assignments? Was the student/teacher relationship important to them? How did they feel about working as a team with me to support the learning style of their child? What was their own personal history with school? Do standardized test results matter to them and, if so, how much?

It made no sense to go the traditional route, sharing information that can easily be relayed in an email. As educators, don't we feel the same way about faculty meetings?

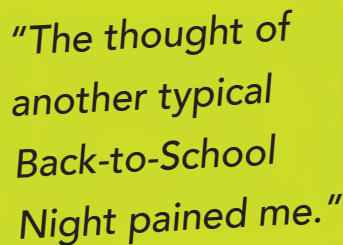
I wanted to meet the parents where they were, just as I do with the learning styles of their own children. It was also important for me to let the parents know my responses to the questions I asked of them. I wanted to allow parent voices to be heard.

#### PREVIOUS ATTEMPTS TO ENLIVEN BACK-TO-SCHOOL NIGHT

In previous years, I tried my best to work in some humor within the ten minutes I had my captives. I'd share funny stories here and there while parents would giggle, certain I was making them up.

*Jennifer Caputo is the 2019-20 Sussex County Teacher of the Year. She is a fifth-grade teacher at Helen Morgan Elementary School in Sparta. Caputo can be reached at [jennifer.caputo@sparta.org](mailto:jennifer.caputo@sparta.org).*

Adding a raffle to Back-to-School Night was a brainstorm I had years ago. One lucky parent goes home with the latest nonfiction best-seller as a gift from me. At the beginning of the night, when I announce that all of their names have been submitted for the raffle, they all sit up a little straighter waiting to see who will be called as I showcase the beautifully colored gift bags with ribbon and tissue paper to match.



*"The thought of another typical Back-to-School Night pained me."*

#### FLIPPING THE NIGHT

So how could I make this night be different?

I knew there were many questions I wanted answers to, so before the start of school one September, I created a list of these questions and embedded them in a Google Form. I also created a Google Slides presentation of the year's routines and schedules. I emailed the questions and the slides to my students' parents.

In the welcome message that accompanied the email, I let parents know I would not be going over any of the information found in the Google Slides presentation except for the results from the questions. I encouraged them to contact me via email if they had any questions or concerns.

Once I received all of the parents' responses, I took a screenshot of each graph Google Forms produced from the results of each question. I added each graph to the Google Slides presentation. It would be these results that would drive the conversation for the evening. I was excited about my new Back-to-School Night strategy.

#### NOT WHAT I EXPECTED

What happened that night after parents filed into the classroom was not exactly what I was hoping for.

I welcomed everyone with a friendly hello and introduced the book that some lucky parents would go home with that evening; and because we are creatures of habit, parents then sat, smiled, looked at me and waited to be entertained. This, after all, was all they knew from attending Back-to-School Nights year after year after year.

I reminded the group of our plan for the evening and how it mirrored the flipped learning done in class with writing and grammar lessons. Next, I pulled up the graph results and began to share

their responses along with my own.

I asked for input, elaborations, questions, or concerns after each question and got nothing in return. Crickets.

It went like this slide after slide. No one added any information, asked any questions, or elaborated on their thoughts. I was beginning to think my plan was a failure. A complete bust. At one point, I even said, "This evening was about all of us having one big conversation, but I'm the only one talking here. Are you sure none of you would like to add anything?"

As the night wrapped up and parents began to file out of the classroom, I received plenty of positive feedback about the way the evening was handled. Complimentary emails flooded my inbox the following day, and it was then that I realized there was more than one way to have a conversation. The conversation at Back-to-School Night I was hoping for had already taken place within the graph results that were created weeks before I even met the new parents.

The idea of a flipped Back-to-School Night is foreign to parents who are used to being passively led through the daily events of their children's school day year after year. This new format requires a kind of forward thinking on the part of the parents and needs time to be digested. They've never been asked to voice their opinions on this night.

Most teachers are hoping to get through the night unscathed, let alone ask a group of parents for their thoughts and opinions for the upcoming school year. For some, that's like throwing yourself to the wolves. In that respect, I must admit I am more of an outlier. I tend to venture outside the norm by nature. I find the idea to be more exciting than scary.

#### FLIP NOT A FLOP

Most parents found the flipped approach much more beneficial than the traditional presentation of daily events that can be easily shared through an email. Parents were happy to hear my responses to their questions that evening. Seventy-five percent reported they appreciated having their own voices represented in the graph format. Ninety-one percent appreciated having the Google Slides presentation in hand before the start of the school year. The flip wasn't a flop after all.

This idea of flipping Back-to-School Night could work to build stronger relationships between teachers and parents; setting the groundwork for true teaming throughout the year, not just saying so, but doing so. At the root of those relationships lies the well-being of the kids and helping them through their school year with as much support as possible.

Don't all relationships begin with a conversation? Let's allow them to happen more often. 🌱

# Embracing a Common Vision

## for Strengthening Teaching, Leading, and Learning

BY PATRICIA WRIGHT

*Editor's note: The Connected Action Roadmap (CAR) has been endorsed by the New Jersey Department of Education (NJDOE) and the Partnership for Collaborative Professional Learning, which consists of the New Jersey Principals and Supervisors Association/Foundation for Educational Administration (NJPSA/FEA), the New Jersey Association of School Administrators (NJASA), the New Jersey School Boards Association (NJSBA), Learning Forward NJ, the NJASCD, the Educational Information and Resource Center (ERIC), the New Jersey Association of Colleges for Teacher Education and NJEA. CAR has been implemented in several schools and districts in New Jersey that have been participating in a four-year pilot.*



Professional learning communities are a key component in the Connected Action Roadmap.

*We hope we can send educators a different message—not about reform but refocus—a refocus on the practice of education.*

*Patricia Wright is the executive director of the New Jersey Principals and Supervisors Association. She has been a teacher, reading specialist, assistant principal, principal and superintendent. She also served as the chair of the New Jersey Anti-Bullying Task Force and co-authored the New Jersey Bar Foundation's Anti-Bullying Curriculum. She is the developer of the Connected Action Roadmap (CAR) which she writes about here. A recipient of the Dr. Ernest L. Boyer Outstanding Educator Award by the New Jersey Association for Supervision and Curriculum Development (NJASCD) in 2018, Wright can be reached at [pwright@njpsa.org](mailto:pwright@njpsa.org).*

### AN OVERVIEW OF THE CAR FRAMEWORK

The Connected Action Roadmap (CAR) framework represents a systemic approach to building the capacity of educators by developing professional learning community (PLC) teams that are focused on curriculum, instruction and assessment. It puts the ownership for instructional decisions back where it belongs—in the hands of the educators who teach our students.

CAR uses an easy-to-remember and easy-to-follow metaphor of a journey. Student learning as the destination, a collaboratively developed, viable curriculum as the map, PLCs as the vehicle, assessments as the guideposts, teacher/principal effectiveness as the drivers and climate and culture as the terrain.

CAR is not a program. It is a process for building the key components of effective schools. The process will look different in every school and every district depending on decisions made at the local level.

CAR is not a step-by-step process that says if you just do “this,” you will see student improvement. We have been sold that bill of goods throughout our careers, and it has resulted in an unproductive trend to outsource our professional practice. CAR represents the structures and processes needed to improve schools from within. It is an opportunity for schools to shift from a focus on compliance to a focus on practice and to set the foundation for a strong system of curriculum, instruction and assessment.

### UNDERSTANDING THE VISION

Let's use the analogy of a journey to understand the CAR vision.

### The Destination

Every school starts from a different location; however, every school is focused on the same destination: student learning. The CAR framework uses a set of guiding questions to establish a schoolwide focus on student learning:

1. What do we want students to know?
2. What strategies do students need in order to master the student learning objectives?
3. What instructional activities will help teach students the content, skills, and strategies they need to master the student learning objectives?
4. How do we know when they know them?
5. What do we do if they don't or already do?
6. How can we best address these questions in order to build knowledge, skills, and strategies effectively and consistently across grade levels and content areas?

### The vehicle

If we are to reach our destination, we need a vehicle to get us there. That vehicle is the PLC. It is the job of collaborative teams to answer guiding questions. The CAR framework outlines 10 conversations that PLC teams must have to provide the most effective answers to the guiding questions. (See sidebar PLC Conversations list.)

### A map or GPS

The next tool required for the journey is a map or GPS. The answers to the guiding questions make up the curriculum map. This map must include the standards, the agreed-upon specific student learning objectives unpacked from those standards, and the effective instructional plan that will ensure that all students reach the destination by mastering those objectives. Curriculum must be directly related to daily lessons in order to

The Connected Action Roadmap can provide a coherent process for school improvement, rather than isolated "reforms."



truly drive instructional decisions. This must mean more than just simply putting the standard number on lesson plans and calling it alignment. True alignment comes through PLC discussions regarding the connection between standards, student learning objectives, instruction and assessment.

#### The guideposts

Even if we have a viable map, we also need some guideposts along the way like the gas station on the right or the shopping mall on the left. Common formative and summative assessments are educators' guideposts. They allow us to determine daily if students are getting closer to the destination or if they have veered off in the wrong direction. The elements represented by the circles inside the framework (see illustration) represent the practice of education—PLC teams collaboratively use guiding questions to develop, implement, reflect on and revise curriculum based on student data.

#### The terrain

In the illustration, notice the perimeter of the framework—the terrain on which each school travels—the culture of the school. The culture is made up of three components: the climate, the degree of shared leadership and the effective communication of connections. A school's culture can be the greatest asset or the greatest barrier to the collaborative process of enhancing teacher practice and student learning.

#### The drivers

Finally, the knowledge, skills and abilities of teachers and principals are drivers on this journey. The more educators engage in conversations related to curriculum, instruction and assessment, the more effective they become. The more effective they become, the more effective the collaborative process becomes, creating a true cycle of continuous school improvement. Evaluation systems will only be effective in improving learning if both teachers

and administrators are engaged in meaningful, ongoing and focused conversations about their practice and student learning.

*CAR puts the ownership for instructional decisions back where it belongs—in the hands of the educators who teach our students.*

#### TAKING ACTION TOWARD THE VISION

Earlier this year, talented teams of educators from across the state worked with the NJDOE Office of Standards and Assessment to unpack the English language arts (ELA) and math standards into clear specific learning goals and place them into suggested units of study—the first two conversations of the CAR process.

These units are available on the NJDOE website, [nj.gov/education](http://nj.gov/education). Districts can now have teams of teachers build out the units of study by engaging in the rest of the CAR conversations, which are focused on implementing, reflecting on, and revising the curriculum.

Why unpack the standards into clear student learning objectives? What are the potential outcomes of shared student learning objectives and shared units of study?

1. **Alignment:** In many schools, every teacher creates their own student learning objectives for their daily lessons. How does this ensure that every teacher's objective is well-aligned to the standard? If every teacher in one grade level and/or content area uses different student learning objectives, how can they collaboratively collect and analyze assessment data?

## PLC Conversations: Developing, Delivering, Reflecting on, and Revisiting a Viable Curriculum

The CAR framework uses a set of guiding questions, listed in this article, to establish a schoolwide focus on student learning. The CAR framework outlines 10 conversations that PLC teams must have to provide the most effective answers to the guiding questions. They are:

1. Unpack the standards into clear, specific, student-friendly learning objectives.
2. Cluster the student learning objectives into units of study.
3. Create essential questions.
4. Create summative assessments including rubrics, exemplars and non-exemplars.
5. Design pre-assessments to establish the readiness of each student to learn.
6. Design learning experiences including instructional activities, student learning strategies and formative assessments – **ALIGNMENT IS KEY.**
7. Analyze formative assessment data throughout the unit to drive instructional planning, differentiation and timely interventions.
8. Analyze summative assessment data to monitor student progress, revise unit learning experiences, revise unit assessments, seek targeted professional learning, set goals.
9. Discuss the Career Ready Practices and Social Emotional Learning Competencies and embed them in units of study.
10. Discuss grading philosophy, policies and procedures. Strive for consistency.

## *The instructional units will not be mandated. This is not an exercise in compliance.*

2. **Equity:** For years, many people have looked at our statewide assessments through the lens of creating equity. We cannot assess our way to equity; we teach our way to equity. If every teacher has their own interpretation of a standard, how do we know that students in every district are being taught lesson goals that will support their mastery of a standard? How do we ensure that we have equitable instruction in every classroom in a school building, never mind in every district across the state?
3. **Capacity:** PLC teams that have regular conversations focused on curriculum, instruction and assessment can enhance the practice of every team member and support the learning of all students in one grade level and or content area. Imagine ELA or math grade level teams coming together to share best practices related to instruction and assessment of specific student learning objectives in specific units of study. Imagine having a statewide online platform to share instructional strategies and resources, common formative or summative assessments, successful intervention strategies and more.

The DOE Instructional Units will not be mandated. This is not an effort in compliance. This is a joint effort to create systemwide change and enhance the potential of every educator in the state to support every student in the state in reaching their greatest potential.

### **FINAL THOUGHTS**

In closing, I want to thank the DOE and the educational organizations in New Jersey for believing in this vision and for coming together to model collaboration on behalf of our students.

We hope we can send educators a different message—not about reform but refocus—a refocus on the practice of education. Our message is one of process and practice, not programs and compliance. It is my hope that we can continue to work together and to support educators who want to explore the possibilities the CAR vision can have for their own schools and districts. 🏡

# Why a common vision?

The Connected Action Roadmap (CAR) is a framework for school improvement that has been embraced by educational organizations in New Jersey for several years. These organizations saw the need for a common language and a coherent vision related to the practice of education.

But why now?

Over the past several years the actions of educators have been reform-driven. Reforms are not in and of themselves bad things. However, as Michael Fullan, points out in his article, “Choosing the Wrong Drivers for Whole System Reform,” some policy and strategy levers should not be used as the first step in creating systemwide improvements.

Of course, we should share accountability and ensure we have effective teachers in every classroom and effective leaders in every school. But let’s look at Fullan’s thoughts on how that approach to making system reform happen across the state could in fact lead to an emphasis on poor drivers of change and a more productive alternative:

### **Poor driver: Accountability**

In the past several years, New Jersey has seen new standards and a new statewide assessment—potentially powerful tools to move student learning forward. However, policies can’t emphasize new standards and assessments as tools for accountability without supporting schools in making meaningful changes to curriculum, instruction and assessment. If we do so, we ignore the very process that could ensure the accountability for student learning we seek.

### **Productive alternative: Capacity building**

We need to spend time building the capacity of educators to develop, implement, reflect on and revise the curriculum, instruction and assessments they are using every day to ensure students meet the new standards.

### **Poor driver: Individual educator quality**

Teacher and leader evaluation reform that is focused on labeling individual educators on a 4-point scale. Of course, evaluation is necessary, but is a label a driver for change in teacher practice?

### **Productive alternative: Teamwork**

It makes sense that when a group of teachers can collaborate in effective professional learning communities (PLCs) and share best practices related to curriculum, instruction and assessment on a regular basis, we not only impact the practice of one teacher, but enhance the instructional capacity of every teacher on the team.

### **Poor driver: Technology drives pedagogy**

Providing technology tools to educators is fine, but their use alone does not ensure higher levels of student achievement.

### **Productive alternative: Standards and student learning practices**

Standards and student learning objectives drive deliberate choices in how educators use technology to positively impact student learning. Available technology does not determine learning goals; learning goals determine the choice of technology.

### **Poor driver: Fragmented strategies**

“Reforms” are often rolled out for implementation in isolation, thus creating a sense of being overwhelmed with “things to do or address.”

### **Productive alternative: A coherent vision**

Starting with a coherent vision encourages practitioners to consider the processes and structures that will support continuous growth rather than encouraging the implementation of a myriad of seemingly unrelated initiatives that foster a sense of chaos and confusion.



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# OLD BRIDGE PARAPROFESSIONALS BUILD COMMUNITY RELATIONSHIPS TO FEND OFF PRIVATIZATION

BY KATHRYN COULIBALY

Eight years ago, Nancy Cogland, a special education paraprofessional in Old Bridge Township, lost family medical benefits, as did all of her paraprofessional colleagues. The previous governor had cut funding and the district was four years into a five-year capital project. They had to find the money somewhere, and they took it from the paraprofessionals.

"This is what happens with every election when a new governor comes in and decides your district has too much money," Cogland said. "Education is always the first place they cut and it makes no sense. Why would you want to take money away from students? They are your future."

In theory, the paraprofessionals were given a choice. With one day's notice, they were informed that the board would be voting to privatize all the paraprofessionals unless they conceded their family benefits.

With no time at all to organize, the paraprofessionals voted to lose their family medical benefits and keep their jobs.

At the time, the board promised it would just be for one year—until they could close the budget shortfall imposed upon them by the state. This eroded morale among the paraprofessionals. They felt undervalued and sold out by their district, their community and the board.

Living without those benefits caused major economic issues. After paying for her family's health benefits, Cogland made \$300 a month. Another paraprofessional's family medical benefits outstripped her income from the district and she had to pay the district to continue to work there.

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Working as a paraprofessional with a special needs population is challenging. The physical aspects of the job are daunting.

"Our staff is devoted to the children we serve, we truly believe in their potential," Cogland said. "We accept the low salary and withstand the job hazards in order to provide benefits for our families. While the paycheck of the heart is terrific, benefits are a necessity and it's the benefits that keep employees in the district."

## UNION ACTIVISM GROWS AMONG OLD BRIDGE PARAPROFESSIONALS

Mercifully, the negotiations team was able to restore family benefits to the paraprofessionals in the next round of bargaining, but the experience had changed people. It motivated Cogland to step up and play a greater role in her union. Cogland began her journey by attending the 2011 NJEA Jack L. Bertolino Summer Leadership Conference. Her unit director encouraged her to attend by telling her, "You take a few workshops, and they feed you really well."

Cogland, who had no real knowledge of the union at that time, attended the workshops geared toward educational support professionals (ESP). She found herself in a group of 25 ESPs led by NJEA ESP Field Representative Bob Antonelli.

"It opened my eyes to value of the union," Cogland said. "I learned so much by the end of the workshop, my head was spinning."

In particular, the Making Connections workshop convinced Cogland that the paraprofessionals needed to reach out to the community.

Cogland approached Antonelli and asked him to come to her district to work with her and the Old Bridge Education Association (OBEA)

leadership to develop a strategy to educate the community about the value of paraprofessionals.

## BUILDING RELATIONSHIPS

All of the Old Bridge paraprofessionals work with special education students. Cogland, like many of her colleagues, had developed strong relationships with the parents of their students.

“We attend the Special Education PTA meetings and since 85% of the paraprofessionals live in the community, we constantly see the children with their families,” Cogland said.

The parents of special education students often need help navigating a confusing system to ensure that their children have the resources and support they need to succeed. Paraprofessionals are an excellent bridge between home and school for all parents.

“There is not a parent who will fight harder than the parent of a special education student,” Cogland said. “They feel that their child’s education is the first one affected by any kind of budget cut. They will fight for you once they understand the importance of your role in their child’s life.”

Cogland approached the president of the special education parents’ group and asked if they needed anything for their annual field day—a day open just to special education students and their families that allows the children to play and participate in appropriate activities while the parents network, learn about individualized education programs (IEPs), share their experiences with other parents who understand their unique issues and enjoy a day in the sunshine with their families.

Cogland offered to write an NJEA PRIDE in Public Education grant to pay for inflatables for the field day, and the president of the parents’ group was overwhelmed.

“She felt like the heavens had been given to her, and we were so happy to help,” Cogland remembers.

The field day has grown over time, thanks, in part, to the NJEA PRIDE grant and the enthusiastic support of OBEA members, particularly the paraprofessionals. (See sidebar on last year’s event.)

## READY WHEN A PRIVATIZATION THREAT LOOMS

While it was worth it to the paraprofessionals to make these connections simply to improve communications with parents, it also meant that when board members began exploring privatization earlier this year, they were ready to confront head-on the false promises subcontractors made.

“We made two phone calls when we heard that privatization was on the board’s agenda and more than 300 people showed up and spoke out against privatization for more than 90 minutes,” Cogland said. “People shared their stories, and that really educated the board about what we do and why you will never get the same level of service from a privatized workforce.”

*While the paycheck of the heart is terrific, benefits are a necessity and it’s the benefits that keep employees in the district.*

Parents shared stories about the profound disabilities their children face, and how the close relationship they have with the paraprofessionals gives them the peace of mind they need. One parent spoke about her son, who is nonverbal and has a feeding tube. She was able to drop him off for the first day of preschool without looking back because of the trust she has in the paraprofessionals and teaching staff.

Old Bridge paraprofessionals at Family Fun Day at Lombardi Field in Old Bridge. Seated: Lisa Rifkin. Standing (l-r): Tania Fugaro, Laura Gula, Ascencion Reyes and Nancy Cogland.



“To give that peace of mind to a parent who faces so many challenges, you simply can’t replace that with a privatized staff,” Cogland said.

In between board meetings, the paraprofessionals reached out to businesses in their community. They created a flier about the value of the work paraprofessionals do and visited business owners to talk about the impact privatization would have.

They also launched a video series. They filmed every paraprofessional who wanted to participate and had them talk about why and how they became a paraprofessional; what their role is in the classroom; and what they are most proud of in their work.

These videos showcased the paraprofessionals in a positive light, educated the community about the work they do, reminded them that they know these essential employees—they are neighbors, family, and friends, and kept the momentum going between board meetings.

OBEA released a new video every three days using Facebook and Twitter. Each video was seen over 5,000 times.

They also shared the videos on the Old Bridge parents Facebook page, which has 15,000 members, the special education PTAs pages, and the Diverse Learners page.

“If you were a board member, wherever you looked, we were there,” Cogland said. “Whether it was a store you frequented in the neighborhood, or a social media page or even their own pages. They could not avoid us.”

# OLD BRIDGE PARAPROFESSIONALS AND SPECIAL EDUCATION PARENTS: ONE FAMILY

The Old Bridge Education Association (OBEA) and the Special Education Parent Teachers Association (SEPTA) of Old Bridge joined together on June 9 for a Family Fun Day at Lombardi Field in Old Bridge. The day provided an afternoon of activities and entertainment for the students and families of Old Bridge's special education community. OBEA paraprofessionals and teachers were on-site to welcome the students and to help them through many of the attractions.

Pride Chair and OBEA Unit Director for Paraprofessionals Nancy Cogland discussed the importance of this annual event for the Old Bridge special needs students and their families.

"This is an event where we can all come together to provide our children an opportunity to engage, to socialize, and to play," Cogland said.

SEPTA is a nonprofit organization committed to bringing parents and guardians current and vital information on issues that face children with special needs and their families. SEPTA President Allison Vass noted that many parents work tirelessly for their children while balancing their work and family responsibilities.

"When parents can come to events like this, they can talk and network with one another," Vass said. "We all share in the fun seeing our children riding the train, enjoying the inflatables, and playing games."

SEPTA member Stefanie Babits acknowledged the impact of the

paraprofessionals, in particular, on students' educational programs.

"Our paras really are valued members of the children's IEP teams," Babits said. "We are in constant contact with one another, whether it's about successes or struggles."

Vass commented on the bond between the parents and the educators.

"We couldn't survive without them," she said. "Our paras and teachers are our lifeline. We have such an amazing relationship," Vass stated. "It's great to have an event where the parents, paras, teachers, administrators, board members, and even town council members, can come together for our children."

Last year, OBEA applied for an NJEA PRIDE grant for the inflatables, the games and the train.

"The grant pays back ten-fold," Cogland stated. "Beyond helping to provide a wonderful day for our children, it helps us establish a strong partnership with our parents and the community that will allow all of us to advocate for the best interest of our special education program."

Babits discussed how the event provides a safe environment for the children to be themselves.

"These children are some of the hardest working kids," Babits said. "Here, they get to take a break from their therapies, come outside, and have the freedom to play. They are developing confidence in their social skills. Each child is a winner here."

At the next board meeting, one of the florists in town donated a flower to every paraprofessional so each employee marked for termination was identified. At another meeting, the parents made pretzels for each paraprofessional. The support from the parents and the community was overwhelming.

"I don't believe the board really wanted to privatize our paraprofessionals," Cogland said. "They were faced with steep budget cuts from the state and privatization is the trend. Exploring the option is their prerogative, at some point they would need to defend to the community every cut and every keep. I'm not sure they expected the backlash from parents or for the businesses to rally behind us. They were flooded with emails and videos that demonstrated the value of our paraprofessionals as part of the student's educational team. Everywhere they turned, they were faced with the question of why they would want to privatize the paraprofessionals."

The board ultimately decided at a private meeting not to privatize the paraprofessionals. The board understood, Cogland believes, that the parents and community supported the paraprofessionals and privatizing them would not be in the best interest of our students.

"When this happened before, we were caught off-guard," Cogland said. "We weren't going to let that happen again. By taking the time and building these relationships over years, we demonstrated the positive impact that we have in the community and in our schools, and that has also really boosted morale among the paraprofessional staff."

## A KNOWN FACE IN THE COMMUNITY

"Now, when we go into the pizza place, they know and recognize us as paraprofessionals in the schools. If I go into the bagel shop to get a treat for my students for getting their work done, the cashier asks me if it's for my students or my own children. They've seen how much we contribute to this community, and it's respected and appreciated."

"I am truly grateful that we came out on the right side of this," Cogland said. "I hope it's not something we will have to face again, but if it does happen, I know that we can rely on the bond we have with the community and the parents."

Cogland credits her NJEA training with helping her to fight privatization and become a stronger leader.





Family Fun Day in Old Bridge was the result of a collaboration between the Old Bridge Education Association and the Special Education Parent Teachers Association.

## *Local associations lucky enough not to be facing privatization right now need to be making connections in their community*

“Everything I could possibly need or want, I have had it supplied by NJEA,” Cogland said. “I used everything I learned over the years from NJEA to fight privatization. I relied on Bob Antonelli for his expertise and guidance on how to approach the board, the questions to ask and more.”

“This entire experience has made me a stronger leader. When I first started, I would have collapsed in fear before I could address 300 people at a board meeting. But at that meeting, I knew that I could do it.”

Cogland has advice for other ESPs and union leaders who are not facing an immediate privatization threat.

“The time to prepare is now,” Cogland said. “Local associations lucky enough not to be facing privatization right now need to be making connections in their community. When privatization is threatened, you don’t get much notice and you have to have already established these relationships. And, ultimately, these relationships make our associations and our schools stronger. So it’s win-win.” 🤝

Members of the Old Bridge Education Association made sure every child had a great time at Family Fun Day.



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# NJEA

## EQUITY ALLIANCE

# FIGHTS

## FOR UNDERSERVED

# STUDENTS

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**BY GARY MELTON SR.**

*Gary Melton Sr. is an associate director in the NJEA Executive Office. He is the staff contact to the NJEA Equity Alliance Cadre, the NJEA Human and Civil Rights Committee, the NJEA Minority Leadership and Recruitment Committee, and the Amistad Advisory Board. Prior to joining NJEA staff, he was a teacher at the Pennsylvania Avenue School in Atlantic City. There, Melton taught the Responsible Thinking class, which was designed to fight the school-to-prison pipeline. He can be reached at [gmelton@njea.org](mailto:gmelton@njea.org).*

*"While NorthJersey.com listed these five districts, they are not necessarily the districts with the widest gaps and certainly not the only ones."*

In July, a black ten-year-old boy in Michigan faced aggravated assault charges after a white classmate was hit in the head during a game of dodge ball at school.

In Florida, a black eleven-year-old boy was arrested for not standing and saying the Pledge of Allegiance, even though students were permitted to opt out of participating.

In New Jersey, there have been several well-publicized incidents of racial discrimination against students of color in school and at sporting events.

These are anecdotes, and it's easy for some people to dismiss them with a "well, actually" and some information that may or may not be true to discredit them. So here are some facts.

A 2018 report by the Government Accountability Office (GAO), Congress's nonpartisan research arm, found that black students in K-12 schools are far more likely to be disciplined—whether through suspension or referral to law enforcement—than their counterparts of other races.

#### RACIAL DISCIPLINE GAPS IN NEW JERSEY

ProPublica, a nonprofit news organization, found that New Jersey has one of the widest racial gaps in the nation. Using ProPublica's data, *NorthJersey.com* and *USA Today* found many instances of racial disparity in student discipline. For example:

- In Garfield, black students were 7.2 times as likely to be suspended as white students, while Hispanic students were 1.9 times as likely.
- In Paramus, black students were 12.4 times more likely to be suspended, while Hispanic students were two times as likely.
- In Cherry Hill, black students were 4.3 times as likely to be suspended, while Hispanic students were 3.1 times as likely.
- In Brick Township, black students were 5.9 times more likely to be suspended as white students, while Hispanic students were 2.4 times as likely.
- In the Morris School District, black students were 8.3 times as likely to be suspended as white students. Hispanic students were 3.8 times as likely.



The NJEA Equity Alliance Cadre has carried out more than 30 trainings over the past year, including this one in August 2018 in New Brunswick.

While *NorthJersey.com* listed these five districts, they are not necessarily the districts with the widest gaps and certainly not the only ones. Similar statistics can be found across the state in districts with a statistically significant number of African American or Hispanic students. In fact, in the school district where I recently taught, Atlantic City, black students were 5.5 times as likely to be suspended as white students, and Hispanic students are 1.8 times as likely to be suspended as white students.

If you are curious about racial discipline gaps in your own district, visit [projects.propublica.org/miseducation/state/NJ](https://projects.propublica.org/miseducation/state/NJ). If you happen to live in Pennsylvania, Delaware or New York, and wonder how the district where you live compares, simply change the last two letters of the web address to your state's postal abbreviation.

## SEGREGATION IN NEW JERSEY

In May 2018, on the 64th anniversary of *Brown v. Board of Education*, a coalition of parents, students and civil rights groups sued the state of New Jersey in an effort to desegregate our public schools. More than 270,000 black and Latinx students in New Jersey attend schools that are more than 90 percent nonwhite. “Latinx” is a gender-neutral alternative to Latino. According to research done by UCLA, New Jersey is the sixth most-segregated state in the nation.

NJEA's mission is to advance and protect the rights, benefits, and interests of members, and promote a quality system of public education for all students. There can be no quality system of public education that punishes some children more harshly for the same infractions because of their race.

As educators, we have a responsibility to meet the needs of every child, but the fact is, we are falling short when it comes to children of color. We cannot improve the situation and address the failings in our system until we acknowledge them and work together to address them.

## WHAT EDUCATORS CAN DO NOW

In spring 2013, *Teaching Tolerance* published a report on the school-to-prison pipeline and offered educators some strategies for ending the cycle. The report recommends:

1. Increase the use of positive behavior interventions and supports.
2. Compile annual reports on the total number of disciplinary actions that push students out of the classroom based on gender, race and ability.
3. Create agreements with police departments and court systems to limit arrests at school and the use of restraints, such as mace and handcuffs.
4. Provide simple explanations of infractions and prescribed responses in the student code of conduct to ensure fairness.
5. Create appropriate limits on the use of law enforcement in public schools.
6. Provide more training and support for teachers on the use of positive behavior supports for students.

While we have so much to be proud of in New Jersey—our schools consistently rank first or second in the nation in almost every indicator—we have a responsibility to support every child in their educational careers to ensure they consistently have what they need to reach their full potential.

## THE NJEA EQUITY ALLIANCE SUPPORTS EDUCATORS AND STUDENTS

NJEA has been working to support educators and students in reaching their full potential through the Equity Alliance. For decades, NJEA has had committees dedicated to minority leadership and recruitment, sexual orientation and gender identity, exceptional children, urban education, women in education, and human and civil rights.

In 2018, NJEA combined these groups under the umbrella of the Equity Alliance and launched the first-ever joint conference in 2019.

In addition, the Equity Alliance created a cadre of members trained in restorative justice practices such as peace circles, conflict circles and other trainings. These trainers are available to work in school districts, with local and county associations, and have trained at NJEA's Winter Leadership and Summer Leadership conferences. In November, they will be at the NJEA Convention.

## EQUITY ALLIANCE OFFERS TRAININGS, FACILITATES CONVERSATIONS

Currently, there are 12 members of the Equity Alliance cadre, and they have carried out more than 30 trainings over the course of the past year.

The goal of the cadre is to build an understanding among NJEA members and the public of the importance of racial and social justice, and to incorporate that knowledge and these practices into the classroom and in their relationships with colleagues. The cadre seeks to facilitate conversations in our neighborhoods that take on state and national issues.

Once people begin talking, you begin to build understanding, and after that trust. That is the critical groundwork we need to begin the hard work of breaking down these systems that unfairly target certain demographics of students.

At a cadre training, which can be held over multiple sessions, you begin with a peace circle. Peace circles have long roots in indigenous cultures. The peace circle opens the door for people to understand the goals and what the Equity Alliance is working to accomplish. While the issues that are behind the goals are widely discussed by many Americans, people have varying understandings of racial inequities.

No peace circle is the same, but what comes out of a circle can be a greater interest in minority leadership recruitment, restorative practices, the school-to-prison pipeline and cultural proficiency.

One of the things that can come out of Equity Alliance trainings is a deeper look at cultural proficiency—being conscious of the language we use and how it may affect people differently. For example, calling an African American male “boy” or tapping him on the head. Or how and why we separate students by gender and what we may unconsciously be signaling when we do that.

Another outcome is an improved understanding of cultural diversity. In these circles, we talk about the need for all students to have access to educators from diverse backgrounds. While it is well-documented, and of vital importance that children of color see themselves reflected in people with positions of authority in their lives, it is also critical, but far less discussed, that white children see people of color holding positions of authority.

Restorative practices have been covered in the October 2018 issue of the NJEA Review, which took a closer look at how Highland Park was implementing them. These strategies have been proven effective in reviewing district's discipline policies to ensure that the outcome is not simply punitive but that both sides in a conflict emerge restored and can move forward in a positive way. Traditional disciplinary approaches often traumatize the perpetrator and the victim.

The school-to-prison pipeline is a system in which schools suspend



students of color at a higher rate, leading them to expect punishment, detention, suspension, and eventually, prison. Many schools and educators, often unconsciously, perceive black male students as more threatening at a younger age, and treat them more harshly. Restorative practices can help address and end this crisis.

The goal of the Equity Alliance is to be intentional with how we achieve our goal of serving historically underserved students.

To build capacity, NJEA is encouraging these cadre members to accept any and every opportunity to train the community on these practices, including religious and community groups and other private organizations.

In June, NJEA staff began training on these issues with Nilka Julio from the National Education Association's (NEA) Human and Civil Rights division.

#### **NJ LEGISLATURE IS TAKING ACTION**

In May 2018, Senator Shirley Turner (D-Mercer) and Senator Troy Singleton (D-Burlington) introduced S-2564. This bill establishes a three-year restorative justice program in the Department of Education that includes a trauma-informed approach. The goal of this pilot is to improve student outcomes and create a shift in school culture to ensure that the needs of students who have experienced trauma are met.

Using restorative justice practices in schools is an approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. While the trauma-informed approach focuses on the same principle, it also brings in neuroscience to understand the behaviors that restorative justice is looking to repair and the psychological intervention tools to prevent them.

Estimates show that over half of the students in our schools, regardless of socioeconomic status and background, have experienced adverse childhood

*"One of the things that can come out of Equity Alliance trainings is a deeper look at cultural proficiency—being conscious of the language we use and how it may affect people differently."*

experiences (ACES) and/or trauma, which is often unknown by the adults in schools. These experiences negatively affect a child's ability to learn and can even have a permanently impact on their brain development. Looking at behavior as a symptom rather than the problem, combined with restorative justice disciplinary practices, breaks the cycle of trauma. This empowers students to help themselves and improves school climate and culture, which should lead to better outcomes in schools and in life.

A trauma-informed approach to restorative justice is a paradigm shift for schools. NJEA supports S-2564 and is eager to work with the Department of Education and the Legislature on this pilot program.

The bill was passed in the Senate on May 13 with 36 yes votes and four abstentions. As of press time, it awaits a floor vote in the Assembly, where it was introduced by Assemblypersons Daniel Benson (D-Mercer), Angela McKnight (D-Hudson) and Mila Jasey (D-Essex) as A-3519.

#### **JOIN THE EQUITY ALLIANCE**

NJEA provides training to members who are interested in joining the Equity Alliance cadre. To learn more about the cadre, contact Gary Melton, at [gmelton@njea.org](mailto:gmelton@njea.org).



From a "Classroom Close-up NJ" visit Gary Melton's classroom at Pennsylvania Avenue School Atlantic City in 2017. From left: Teacher Monica McQueen, NJEA UniServ Director-South Patrick Manahan, then-ACEA President Marcia Genova, NJEA President Marie Blistan, then-teacher Gary Melton, and teacher Shaylin Neal.



Students at Pennsylvania Avenue School in Atlantic City.



# Cleaning Schools Without Making People Sick

## *Avoiding toxic products*

BY DOROTHY WIGMORE

Clean schools are important. So are healthy schools. Yet the chemicals used to clean, sanitize and disinfect (see the box for definitions) to prevent illness in schools can have serious health effects, especially for children.

### CLEANERS HAVE SHORT- AND LONGER-TERM EFFECTS

Cleaning product chemicals can have short-term effects, such as:

- Irritating, itchy or burning eyes.
- Skin rashes, allergies and burns.
- Dizziness and headaches.
- Nose bleeds.
- Sore throat, coughing, wheezing, shortness of breath.

Longer-term effects linked to cleaning chemicals include:

- Skin disorders.
- Respiratory diseases (especially asthma).
- Allergies.
- Harm to the brain, nervous system, reproductive organs, kidneys and liver.

A 2009 Environmental Working Group (EWG) study found 21 cleaning products released 457 different contaminants to indoor air in 13 California school districts. The study also found many fewer toxic chemicals in certified “green” cleaning products.

Cleaning workers have the highest rates of work-related asthma, nearly double other workers. Ingredients that cause or trigger asthma—asthmagens—include chlorine bleach, quaternary

ammonium compounds (aka quats, substances with names like benzalkonium chloride), glutaraldehyde, peracetic acid (aka peroxyacetic acid). Air “fresheners” are common hazardous products that lead to asthma reactions.

Just last year, Norwegian scientists published an alarming study showing that the lung function of women regularly using cleaning sprays was similar to smoking a pack of cigarettes a day; they also had higher asthma rates. This followed a 2017 study showing nurses using disinfectants at least once a week had a 24 to 32% increased chance of developing chronic obstructive pulmonary disease (COPD) over eight years, compared to nurses using the products less often.

These chemicals don’t affect just cleaning staff. Data from the California Department of Public Health show that only 20% of those with work-related asthma reactions from cleaning products were a cleaner. Eighty percent were in the space while the cleaning was done or just afterward. The chemicals also affect indoor air quality, causing overall absenteeism to increase while productivity goes down.

### IS IT NECESSARY? WHAT’S THE BEST ALTERNATIVE?

“Is it necessary?” is an important question to ask about health and safety hazards. Before deciding what’s needed to protect workers, first ask if what’s being done or used is necessary. For example, before using a cleaning product that requires protective gear or ventilation, ask for alternatives that don’t need the often-expensive protective solutions.

The International Sanitary Supply Association (ISSA) defines green cleaning as “cleaning to protect health without harming the environment.” That approach answers the key question, “Is it necessary to use toxic cleaning products?” Finding a truly less toxic method or product, known as “informed substitution” avoids greenwashing, or fake “green” solutions.

Truly green products are certified by independent third parties to meet human and environmental health criteria. The two main U.S. certificates are Green Seal and Ecologo. (For short cuts, use the San Francisco Environment Department or New York State lists; see resources.)

Schools are increasingly going this route. ISSA worked with the Healthy Schools Campaign in Chicago to survey green cleaning practices at U.S. educational institutions in 2018. Results included:

- Almost all had some type of green cleaning program.
- Most worry about the costs of cleaning and maintenance and health and safety.
- Seventy-five percent of those schools with green cleaning programs said two key results were reduced absenteeism/improved health and reduced costs.
- Less than half have a formal green cleaning policy.
- About 40% of schools with a policy used only green cleaning products for all tasks, compared to just 6% without a policy.

Most schools in the survey have gone beyond chemicals. Floor scrubbers and microfiber cloths were two top choices.

Microfiber products are a great informed substitute for toxic chemical cleaners. They act like dust magnets, collecting more dust and germs than string mops. They need to be laundered and dried separately to be effective. The cloths or mops:

- Used dry, are very effective for dusting.
- With plain water, can get rid of 99% of bacteria (so they’re great for disinfecting and sanitizing).
- Require 95% less water and cleaning chemicals (especially if a chemical is sprayed directly onto the cloth).
- Clean 10% more in the same time.
- Last five to 10 times longer and cost less.
- Cause fewer worker injuries than traditional methods (since custodians don’t have to lift heavy mop buckets).

*Dorothy Wigmore is a long-time health and safety specialist, trained in occupational hygiene, ergonomics, work organization/stress and education. A Canadian, she has worked also in the U.S. and Mozambique, and been involved in efforts to prevent and deal with job-related hazards for many years.*

The other key to green cleaning is to integrate health and safety activities with those of purchasing staff. Environmentally preferable, sustainable, or green purchasing is not effective unless it really pays attention to workers' health too. (See "Resources" sidebar.)

#### WHAT'S A LOCAL ASSOCIATION TO DO?

Local associations can play a key role in making sure that school district staff and students are protected from toxic cleaning products. Build on existing Sustainable Jersey for Schools activities by working with the district to make, use and evaluate a green cleaning program that uses third-party certified products or non-toxic methods in an "informed substitution" framework.

Get the local association's health and safety committee and district purchasing staff involved in developing, using, and evaluating the program.

Visit [sustainablejerseyschools.com](http://sustainablejerseyschools.com) for more information.

Local association should advocate for purchasing policies that avoid:

- Asthmagens/sensitizers, carcinogens, mutagens, reproductive toxins (CMRs), endocrine disruptors, and environmental toxins.
- Enzymes (allowed by Green Seal), quats (allowed by Ecologo), and fragrances.
- Spray products.
- Disinfectants, unless really needed for high-touch surfaces such as doorknobs, and then use the least toxic product (Visit [bit.ly/cdphhowto](http://bit.ly/cdphhowto) and scroll to Appendix A in "Healthy Cleaning and Asthma-Safer Schools: A How-To Guide.")
- Stripping floors more than once a year (unless really needed).

## What's "cleaning"?

### CLEANER:

Removes germs, dirt, and impurities from surfaces or objects. Works by using soap/detergent, water and friction to physically remove dirt and germs from surfaces. Cleaning before disinfecting reduces spreading infection more than disinfecting alone.

### SANITIZER:

Reduces germs on surfaces to levels considered safe for public health (usually 99.99%). Products must be EPA registered.

### DISINFECTANT:

Destroys almost all infectious germs, when used as the label directs on a surface. No effect on dirt, soil, or dust. Should be used where required by law, in high-risk and high-touch areas, or in case of infectious disease. Products must be EPA registered.



## RESOURCES

Note: Bit.ly website links are case-sensitive.

### GENERAL

"Greening at the Grass Roots: Green Cleaning," American Federation of Teachers. [bit.ly/2H4G8bB](http://bit.ly/2H4G8bB)

Work-related Asthma Prevention Program (materials in various languages), California Department of Public Health. [bit.ly/2YOCUi](http://bit.ly/2YOCUi)

"Fragrances and work-related asthma: Information for workers," California Department of Public Health. [bit.ly/2MbDO7](http://bit.ly/2MbDO7)

"Disinfectants can cause asthma," California Department of Public Health. [bit.ly/2GP7B0M](http://bit.ly/2GP7B0M)

Green Clean Schools program (including the "Quick + Easy Guide to Green Cleaning in Schools"), Healthy Schools Campaign. [bit.ly/2GNN50b](http://bit.ly/2GNN50b)

Informed Green Solutions. [informedgreensolutions.org](http://informedgreensolutions.org)  
"Green cleaning policy and plan," Sustainable Jersey for Schools, [bit.ly/2YN8dho](http://bit.ly/2YN8dho)

"Tools for informed substitution: How do you find safer chemicals for the workplace?" Wigmorising. [bit.ly/2GQZLU9](http://bit.ly/2GQZLU9)

### GREEN CLEANING PRODUCTS (CERTIFIED, THIRD-PARTY) AND METHODS

"Cleaning with microfiber makes classrooms asthma-safer for all," California Work-Related Asthma Prevention Program (WRAPP) [bit.ly/2ZIY3vK](http://bit.ly/2ZIY3vK)

Green Seal. [greenseal.org](http://greenseal.org)

Green cleaning program (for products, cost calculator), New York State. [greencleaning.ny.gov/Products.asp](http://greencleaning.ny.gov/Products.asp)

"SF Approved," San Francisco Department of Environment. [sfapproved.org](http://sfapproved.org)

UL, Ecologo and other certifications: [spot.ul.com](http://spot.ul.com) (You must register, for free.)

### PURCHASING HELP

"Healthy Purchasing for Healthy Schools," Healthy Schools Network. [bit.ly/2KrF1Dy](http://bit.ly/2KrF1Dy)

"Responsible purchasing guide: Cleaners, 2nd edition," Responsible Purchasing Network. [bit.ly/2KtLOg2](http://bit.ly/2KtLOg2)

### FOR HOMES

"EWG's Guide to Healthy Cleaning," Environmental Working Group (EWG), [ewg.org/guides/cleaners](http://ewg.org/guides/cleaners)

"Safe cleaning products," Women's Voices for the Earth. [womensvoices.org/safe-cleaning-products](http://womensvoices.org/safe-cleaning-products)

Local associations should ensure that their school districts use only disinfectants with hydrogen peroxide, citric acid, lactic acid, or caprylic acid. Procedures for cleaning, sanitizing and disinfecting should be clarified (See “What’s cleaning?” sidebar.)

If necessary, insist on a change in the frequency, technique or time when cleaning is done. Some green cleaners, for example, need a bit more time to work. For large quantities of cleaning products, use concentrates with automatic closed loop dilution systems that prevent exposure to hazardous concentrates.

Local associations should ensure that only authorized and trained staff clean the school. Parents and staff should not be bringing in their own disinfectants to use in schools. The association should ensure that the district trains custodial staff about application, mixing, dilution and disposal and educate other staff about the green cleaning plan.

A local association health and safety committee can find and check third-party certified products (See “Resources” sidebar). Noting that 80% of dirt, pesticides and debris come into a school building on footwear, insist on the placement of walk-off mats at entrances.

To find out more about the role of the local association, attend the NJEA Health and Safety Conference at the Somerset Doubletree on Oct. 4 - 5. See details on Page 9.

You may also wish to attend a workshop at the NJEA Convention on this topic. Look for “Cleaning Our Schools: Getting Products Good for Our Health,” at the NJEA Convention on Friday, Nov. 8, 3:15 – 4:45 p.m., in Room 406 of the Atlantic City Convention Center. [📍](#)

## NO SMELL IS A GOOD SMELL

Green cleaning products are often color and fragrance free. Traditional cleaning products have added color and fragrances that can cause throat irritation and breathing difficulty. For this reason, green cleaning products do not always have strong scents.

(Source: “General Green Cleaning,” San Francisco Environment Fact Sheet: Module 1 Introduction. [bit.ly/sfemod1](http://bit.ly/sfemod1))

## AVOID USING BLEACH – IT CAN HARM

Like many disinfectants, bleach is often used unnecessarily as a daily cleaner. Bleach is an asthmagen, which means it may cause asthma, and can make existing asthma worse. It also is corrosive and can damage eyes and skin. Bleach can be fatal if swallowed, gives off a potent vapor, and if mixed with ammonia or acids, can create gases that cause lung damage and death.

(Source: “Healthy Cleaning and Asthma-Safe Schools: A How-To Guide,” California Work-related Asthma Prevention Program, 2014. [bit.ly/cdphasthmaschool](http://bit.ly/cdphasthmaschool))

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TEACHER  
YOU KNOW  
YOU CAN BE—  
AFFORDABLY.**

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# Boardwalk Run & Fun Walk

FRIDAY, NOV. 8, 2019 | 9 A.M. | RUN AND WALK

Clip, complete and mail to:

**NJEA Boardwalk Run**  
c/o Beneficial Bank  
PO Box 13661  
Philadelphia, PA 19101-3661

**Deadline for pre-entries Oct. 25**  
Make checks payable to "NJEA"

## 41th Annual George M. Adams

5,000-meter race (3.1 miles)  
USATF sanctioned

Course: Traffic-free scenic  
boardwalk in front of Atlantic  
City Convention Hall

First NJEA male and first  
NJEA female runner will  
receive awards.

Awards ceremony  
immediately following race at  
Boardwalk Convention Hall.

Please pick up number  
on Thursday, if possible,  
at the Boardwalk Run  
Booth in the Atrium.

### Age group awards to top three in these categories (male and female):

Junior up to age 19  
Age 20-29  
Age 30-39  
Age 40-49  
Age 50-59  
Age 60-69  
Age 70-79  
Age 80+

### Entry Fees:

\$25 Pre-entry includes  
running shirt  
\$15 No T-shirt  
\$30 Thursday & Friday  
(includes shirt)

Name \_\_\_\_\_ Age \_\_\_\_\_  
(as of 11/9/2019)

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Local Association \_\_\_\_\_

Phone # \_\_\_\_\_ County \_\_\_\_\_

Email \_\_\_\_\_

Shirt size (Circle):    XXL   XL   L   M

This entry is for:

Please choose one:   ☐ NJEA Member   ☐ Non-member   ☐ Female   ☐ Male   ☐ Run   ☐ Walk

Pre-entry runners may pick up their numbers—and post-entry competitors may register for the race—at special Race Booth in the Convention Center on Thursday, Nov. 7 all day or at Registration Table at Boardwalk Convention Hall lobby at 8 a.m. on Friday, Nov. 8. Registration for the 5,000-meter Run closes at 8:30 a.m. on Friday Nov. 9. Shirts must be picked up prior to the race or after the race on Friday, Nov. 8.

In consideration for accepting my entry, I, for myself, my heirs, and administrators, waive and release forever any and all rights and claims for damages I may have against NJEA, its agents and employees, the City of Atlantic City, and any and all participating sponsors and supporters. I also release the above named for all claims of damages, demands, and actions in any actions in any manner due to any personal injuries, property damage, or death sustained as a result of my traveling to and from and my participation in said race. I attest and certify that I am physically fit and have sufficiently trained for the completion of this event. Further, I hereby grant full permission to any and all of the foregoing to use my likeness for any purpose whatsoever.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's signature (if under age 18) \_\_\_\_\_ Date \_\_\_\_\_

FOR NJEA USE ONLY    ☐ Cash    ☐ Check    ☐ Number

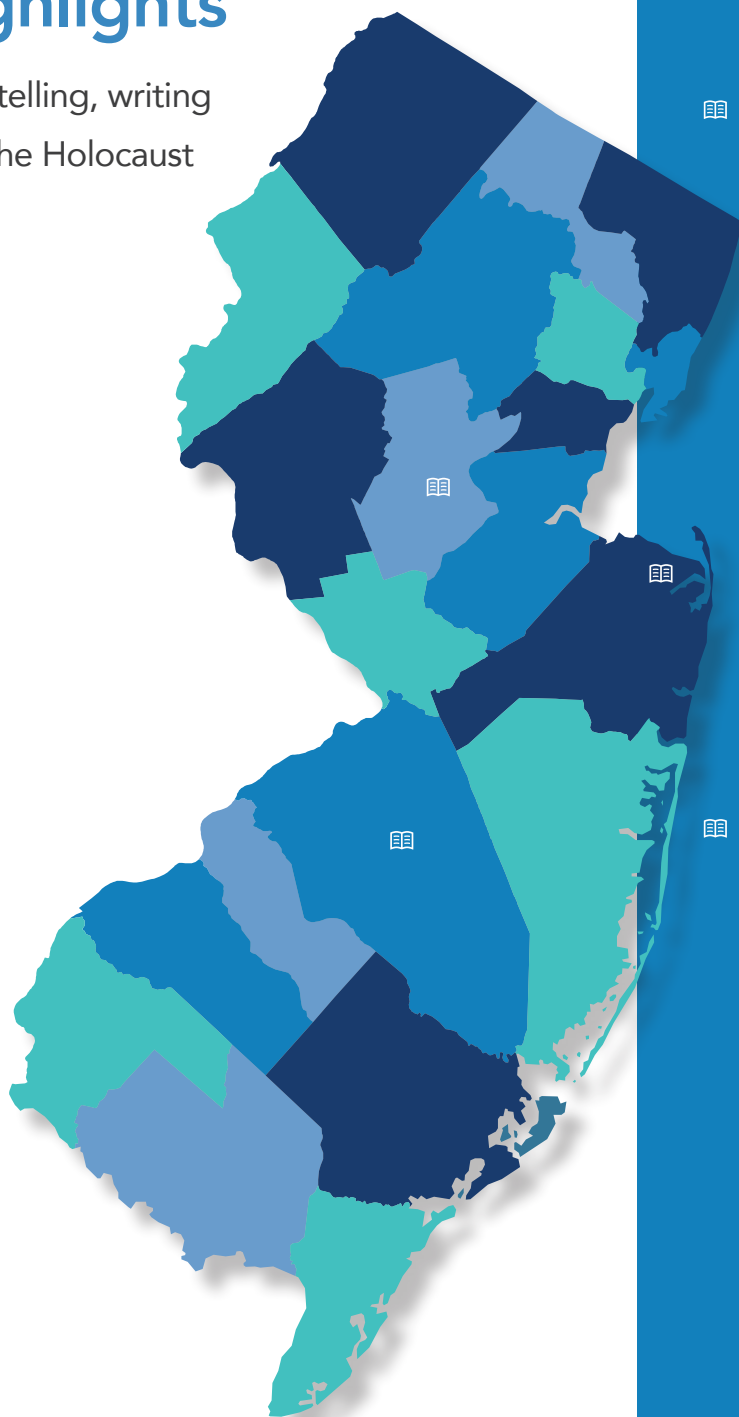


# SUSSEX TO CAPE MAY:

Workshops and  
conferences

## highlights

Storytelling, writing  
and the Holocaust



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

### **SAVING OUR PLANET, ONE STORY AT A TIME**

The 27th annual New Jersey Storytelling Festival will take place on Saturday, Sept. 14 at Howell Living History Farm in Lambertville. As part of the event, renowned storyteller Judith Black will lead participants in an interactive workshop titled *Saving Our Planet, One Story at a Time*.

Focusing on environmental and climate crises, Black will assist participants in creating original stories that will inform and motivate. Using a variety of teaching techniques (such as guided imagery) Black will show participants how to use storytelling to communicate important lessons.

Educators of all grades will learn how to mine personal stories and observations to address concerns about our stressed bio-sphere, create original stories that will inform and motivate and finally develop skills at story shaping and presentation.

This free and open to the public workshop is made possible by the Friends of the Howell Living History Farm and the New Jersey Storytelling Network. For more information, please contact Ken Karnas at [kkar495@hotmail.com](mailto:kkar495@hotmail.com), 862-268-2019 or visit [www.njstorynet.org](http://www.njstorynet.org) to register.

### **NJCTE FALL CONFERENCE: APPROACHES TO WRITING**

The New Jersey Council of Teachers of English (NJCTE) will be sponsoring its 2019 conference, *A Vision for the Future: Practices Designed for Success*, on Sept. 21 at Kenneth R. Olson Middle School in Tabernacle.

Dynamic and interactive sessions on approaches to writing will be offered to educators of all grade levels. The conference will kick off with a keynote from Dr. Kristen Turner of the Drew University Digital Literacies Collaborative. Multiple sessions will be offered on a range of ELA topics.

The cost to attend is \$35 for NJCTE members, which includes a light breakfast, boxed lunch and membership to NJCTE. \$60 for non-members (includes membership to NJCTE). For information, please contact Denise Weintraut at 856-261-2633 or [njctemembership@gmail.com](mailto:njctemembership@gmail.com). You may also visit [www.njcte.com](http://www.njcte.com).

## **DAMNED AND DETERMINED: IMMIGRATION AND REFUGEES DURING THE HOLOCAUST**

The United States Holocaust Memorial Museum (USHMM), in cooperation with the Center for Holocaust, Human Rights and Genocide Education (Chhange), invites you to attend a one-day professional development workshop being held

at Brookdale Community College on Oct. 24 from 9 a.m. to 3 p.m.

Focused on contextualizing the voyage of the St. Louis within the larger conversation of global refugees and immigrants during the Holocaust, the workshop is open to middle school and high school educators and includes the opportunity to meet Eva Wiener, a survivor of the St. Louis, and hear her testimony of the voyage. Educators will participate in sessions and receive books and resources from the USHMM and Chhange for teaching the history of immigration and refugees

of World War II and today. There will also be the opportunity to tour Journeys Beyond Genocide: The Human Experience, Chhange's core exhibit created to preserve and share the life stories of local Holocaust and genocide survivors with future generations.

The cost to attend is \$40. Contact Nicole Rizzuto at 732-224-2616 or [nicole.rizzuto@chhange.org](mailto:nicole.rizzuto@chhange.org) for more information. Visit [chhange.org](http://chhange.org) to register. Five hours of professional development, breakfast and lunch will be provided.

# MORE TO LEARN ACROSS THE STATE

## **MASTER TEACHER INSTITUTE IN HOLOCAUST EDUCATION: REFUGEES DURING THE NAZI ERA**

Debates about the "Refugee Question" shaped government policies and people's lives across the continent of Europe throughout the 1930s and 1940s. This mini-course will explore the impact of these debates on the lives of individual asylum seekers. What were the national and international responses to communists, anti-Nazi intellectuals, and Jews targeted by Hitler's Third Reich? How did people manage to flee? What were their lives like when they reached their host country? And how does this history help us understand the news we hear today?

Distinguished Research Scholar Debórah Dwork will teach the mini-course. Dwork is the Founding director of the Strassler Center for Holocaust and Genocide Studies and the inaugural Rose Professor of Holocaust History at Clark University in Worcester, Massachusetts. Pathbreaking in her early oral recording of Holocaust survivors, Dwork weaves their narratives into the history she writes.

This free minicourse for middle and high school teachers will be offered at the Allen and Joan Bildner Center for the Study of Jewish Life at Rutgers University over five Thursdays: Sept. 26; Oct. 3, 10, 17, 24 from 4:30 p.m. to 7:30 p.m. Educational materials, professional development credits, and dinner are provided.

Advance registration is required at [BildnerCenter.rutgers.edu](http://BildnerCenter.rutgers.edu).

To register, one must be a current 6-12 grade teacher with three years teaching experience and one year teaching the Holocaust. For questions about eligibility, email Sarah Portilla at [sarah.portilla@rutgers.edu](mailto:sarah.portilla@rutgers.edu).

## **STATE BAR FOUNDATION OFFERS FREE MOCK TRIAL WORKSHOPS**

The New Jersey State Bar Foundation will sponsor free mock trial workshops for elementary,

middle and high school teachers in October at the New Jersey Law Center in New Brunswick. Teachers attending the workshops will receive professional development hours.

The Foundation's Law Fair/Law Adventure Workshop for teachers of grades 3 through 8 will be held on Oct. 17 from 8:30 a.m. to 1:15 p.m. Teachers will learn about the elements of a mock trial, and will find out how to enter the foundation's Law Fair Competition for grades 3 through 6 and Law Adventure Competition for grades 7 and 8. This year's workshop will feature a lively mock trial performance by 2019 winning third-graders. The entire audience will serve as jurors.

The New Jersey State Bar Foundation's High School Mock Trial Workshop for Teacher coaches and Attorney coaches will be conducted on Oct. 24 from 9 a.m. to 1:15 p.m. Speakers will explain the contest structure and judging process. Last year's championship teams will enact the new case for 2019-20.

High school art educators are invited to a workshop on Oct. 16 from 9:30 a.m. to 1 p.m., where they will learn about the history of courtroom art, the skills and techniques required, as well as the rules and procedures for the fifth annual student contest that takes place in conjunction with the 2019-20 Vincent J. Apruzzese High School Mock Trial Competition.

To register or for more information, please contact Sheila Boro at 732-937-7519 or [sboro@njsbf.org](mailto:sboro@njsbf.org) or visit [www.njsbf.org](http://www.njsbf.org).

## **1,300 EXPECTED AT AUTISM NEW JERSEY'S ANNUAL CONFERENCE**

Join Autism New Jersey for 81 workshop options, 100+ exhibitors, and opportunities for networking and support on Oct. 17-18 at Harrah's Waterfront Conference Center in Atlantic City. Evidence-based information and resources will reflect students of all ages and support needs and benefit school personnel new to autism spectrum disorder (ASD) or seeking more advanced content. Learn best practice from respected leaders in the

field, including strategies for addressing behavior, communication, and social, vocational, and life skills. APA, ASHA, BACB, and social work continuing education credits will be available.

Highlighted topics for 2019 include collaboration, promoting generalization of skills, reducing restraint/seclusion, teaching students who use augmentative and alternative communication (AAC), and avoiding burnout. A teacher who has ASD will discuss his own recommendations for the classroom.

Administrators, special and general education teachers, child study team members, related service providers, ESPs, and parents should all find specialized information to enhance their skills and understanding. Please let your students' parents know about the conference; caregiver scholarships are available as funds allow.

Contact Elizabeth Neumann, M.A., BCaBA at [conference@autismnj.org](mailto:conference@autismnj.org) or 609-588-8200, ext. 10045 with any questions. See the full brochure and additional details in the event platform at [www.autismnj.org/conference](http://www.autismnj.org/conference).

## **NGSS PROFESSIONAL DEVELOPMENT WORKSHOP SERIES 2019-20**

The Science Education Institute at Raritan Valley Community College will offer a series of one-day workshops designed to support teachers and supervisors with the implementation of the Next Generation Science Standards (NGSS). Each workshop focuses on critical aspects of successful NGSS-implementation. Participants engage in NGSS-aligned investigations that are driven by natural phenomena in a variety of science content areas. They experience how Practices, Crosscutting Concepts, and Core Ideas are meaningfully integrated in instruction and assessments and apply this experience as they plan NGSS-aligned investigations. This workshop series is supported by a grant from the New Jersey Space Grant Consortium.

## NGSS Workshops for Grades K-5

### Making Crosscutting Concepts Explicit

Nov. 12

### Using Systems and System Models to Make Sense of Phenomena

Dec. 10

### Constructing Explanations Supported by Arguments

Feb. 4

### Planning NGSS-Aligned Lessons and Assessments

March 10

## NGSS Workshops for Grades 6-12

### Using Crosscutting Concepts to Investigate Natural Phenomena

Nov. 13.

### Developing and Using Models to Make Sense of Natural Phenomena

Dec. 11.

### Constructing Explanations Supported by Arguments

Feb. 5.

### Planning NGSS-Aligned Lessons and Assessments

March 11.

All workshops are held at RVCC in Branchburg, N.J. Workshops begin promptly at 9 a.m. and end by 3:30 p.m. Light breakfast and lunch will be provided.

The workshops are led by Dr. Wil van der Veen, a nationally recognized expert in science education and a member of the New Jersey State Leadership Team for the NGSS. Participants will work in small groups that are facilitated by experienced classroom teachers from our NGSS Teacher Leader Program.

The fee is \$125 per workshop.

Register early! Workshops often fill up weeks in advance.

For more information and to register visit our website at [www.raritanval.edu/ngss](http://www.raritanval.edu/ngss) or contact Tina Gandarillas at [tina.gandarillas@raritanval.edu](mailto:tina.gandarillas@raritanval.edu) or 908-526-1200 Ext 8942.

To discuss long-term NGSS professional development plans, contact Dr. Wil van der Veen at [wil.vanderveen@raritanval.edu](mailto:wil.vanderveen@raritanval.edu).

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Starlab is the perfect tool to make science come to life for students. It helps teachers prepare for the Next Generation Science Standards (NGSS) by allowing students to make observations, collect and analyze data, and construct explanations for natural phenomena in astronomy, earth science, and biology. Astronomical phenomena such as the daily and yearly motions of the sun, moon, planets, stars, and constellations are easily observed with Starlab. Data from these observations present students with the evidence to develop models and construct explanations for these phenomena. Starlab also includes projection cylinders related to earth science concepts such as ocean currents, weather and climate, and plate tectonics, and biology concepts such as the cell. At the training, participants will learn how to set up, maintain, and repack the Starlab system.

The Starlab Training will be held at Raritan Valley Community College in Branchburg on Nov. 20 and will begin promptly at 9 a.m. and end by 4 p.m. Light breakfast and lunch will be provided.

The Starlab training is led by Mariel O'Brien, an astronomy educator who has used Starlab extensively with K-12 students and is co-facilitated by K-12 educators from the NGSS Teacher Leader Program.

The fee is \$150. Teachers who complete the training are eligible to rent Starlab for a fee of \$375/week.

For more information and to register visit [www.raritanval.edu/ngss](http://www.raritanval.edu/ngss) or contact Tina Gandarillas at [tina.gandarillas@raritanval.edu](mailto:tina.gandarillas@raritanval.edu) or 908-526-1200 Ext 8942.

## CAMDEN COUNTY COLLEGE OFFERS MINI-COURSES, FREE 15-WEEK COURSE, AND FREE LECTURE SERIES

The Camden County College Center for Civic Leadership and Responsibility (CCLR) is offering five-week mini-courses starting in September. Each course costs \$45. For \$100, you may take unlimited mini-courses through August 2020. In addition, the CCLR offers a free lecture series, special events, and a free 15-week course.

For more information, call 856-227-7200, ext. 4333 or visit [www.camdencc.edu/civcenter](http://www.camdencc.edu/civcenter).

### Free 15 Week Course

- Sept. 4-Dec. 11 Topics in History: Russia and America

## Free lecture series at Blackwood Campus

### Russia lectures

- Sept. 18 – Vladimir Lenin: From Revolutionary Outcast to Secular Saint
- Sept. 25 – Krushchev and Gorbachev: Could Soviet Russia Have Been Reformed
- Oct. 2 – Election 2016: What Did Russia Do, and Why?
- Oct. 30 – Joseph Stalin: The Lifecycle of a Revolutionary and the Fate of Revolution
- Nov. 6 – The Putin Effect and Russia's Hybrid War on the West

### Middle East lectures

- Sept. 19 – No Deal: Where Does the Myth of a US-Saudi Special Relationship Come From and Why Do We Believe It?
- Oct. 3 – Where Do We Go Now? Film Screening and Syrian Food Tasting
- Oct. 10 – Algeria's Long Transition: The Struggle for Accountable Government in a Wide-Awake Petro State
- Nov. 7 – The Iranian Nuclear Issue: A View from History
- Dec. 5 – Women in Islamic History: The Warrior, The Princess, and the Mystic

### Autism Awareness lectures

- Sept. 24 – A Basic Introduction to Autism Spectrum Disorders
- Oct. 1 – Positive Reinforcement: What is it? How do we use it?
- Oct. 8 – History of Intensive Instruction and Future Outlook
- Oct. 15 – How to Approach an IEP Meeting to Get the Services Your Child Needs (NJ and PA)
- Oct. 22 – Choosing Functional IEP Goals

## Free lectures at Haddon Fortnightly, Haddonfield

### Tales and Truths: Defining Artists of the Early Republic

- Sept. 19 – Benjamin West
- Sept. 24 – Charles Willson Peale
- Oct. 15 – John Lewis Krimmel
- Oct. 22 – Thomas Birch
- Oct. 29 – Samuel F.B. Morse

## Addiction Awareness Series at Blackwood Campus

- Sept. 19 – Get Your Loved One Sober: Alternatives to Nagging, Pleading, and Threatening. Community Reinforcement and Family Training (CRAFT).

- Oct. 16 – So, You're in Recovery: Now What? How to get a JOB, Stay Productive, Busy, and Sober!
- Nov. 6 – Evidence-Based MAT in a Behavioral Health World: How Does It Integrate?

#### Free special events at Blackwood Campus

- Sept. 10 – Civil War Presentation: Following the Ghost of Corporal George Garman
- Sept. 16 – Constitution Day Lecture: The Electoral College—Fair or Foul

### Mini-courses

#### Weekly evenings at Blackwood campus

- Sept. 9-Oct. 14 – The Stories of the Top Ten Inventions of the 20th Century
- Sept. 9-Oct. 14 – Opera: Passion, Politics and Power
- Sept. 10-Oct. 15 – The Power Behind the Throne
- Sept. 11-Oct. 16 – Artistry on Film: The Classic Film Musicals of Vincente Minnelli
- Sept. 11-Oct. 16 – Global Climate Change
- Sept. 12-Oct. 10 – Frida Kahlo: The Tortured Artist
- Sept. 12-Oct. 10 – Visiting the Middle East During a Time of Terror

#### Weekly evenings at Rohrer Center in Cherry Hill

- Sept. 9-Oct. 14 – Conspiracy Theories: What They Don't Want You to Know
- Sept. 9-Oct. 14 – The Barnes Foundation: Beyond the Mainstream
- Sept. 11-Oct. 16 – The Emergence of Flight in America & NJ
- Sept. 11-Oct. 16 – Influential Women in Music
- Sept. 12-Oct. 10 – The History of Criminal Forensics
- Sept. 13-Oct. 11 – History Mysteries: The Things They Didn't Teach You in High School
- Oct. 25-Nov. 22 – Contemporary Issues in Biomedical Ethics
- Oct. 25-Nov. 22 – Adoration of Music: Pop and Emotion Post-Early 2000

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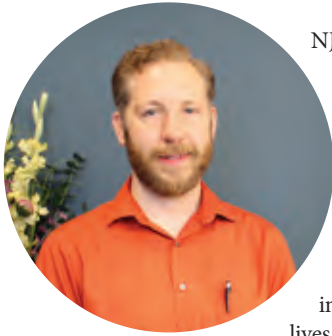
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NJEA welcomed **BRIAN ROCK** on July 16 as a UniServ field representative in the Region 13 office in Flemington. Rock was a high school social studies teacher in the East Orange Public Schools. As an educator, he has taught all high school grade levels and a variety of readiness levels including special education, limited English proficiency and Advanced Placement. Rock had also worked as a part-time UniServ consultant in Region 13 Flemington since 2017. He holds a bachelor's degree in political science and a master's degree in social studies education, both from Rutgers University. Rock lives in West Orange with his wife Marie and their three children.

NJEA welcomed **KAITLYN DUNPHY** on Aug. 1 as an associate director in the NJEA Legal Services/Member Rights division of the Executive Office. Dunphy was previously employed as an associate at the law firm of Zazzali, Fagella, Nowak, Kleinbaum and Friedman. The firm provides network attorney services for NJEA members. At the firm, her practice had been dedicated almost exclusively to representing NJEA members, local associations and supporting NJEA's statewide and corporate needs. Prior to Zazzali, she clerked in the Appellate Division, Superior Court of New Jersey for the Hon. Susan L. Reisner in New Brunswick. Dunphy received her bachelor's degree in history with a minor in legal studies from Ithaca College in New York, and her Juris Doctor degree from the Brooklyn Law School in New York. She lives in Lawrence Township with her fiancé Paul.



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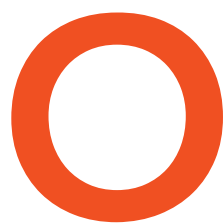
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# What Would Feeny Do?

BY LEONARD APA



kay, so yeah, I am a fairly new teacher. I've only been on the job for about three years, and most of that

time has been spent as a long-term substitute trying to figure out what I'm doing. I have been contracted for just over a year and, while I am more comfortable with my position now, I'm still figuring out what I'm doing.

I mention this because maybe I am naïve, and maybe I have a romantic vision of teaching that stems from watching Mr. Feeny on "Boy Meets World." He always knew what to say. He always knew how to help, and despite moments of exasperation at his young charges, he always cared. So, who wouldn't want to be Mr. Feeny? Or if the Feeny comparison doesn't work for you, how about Mr. Kotter from "Welcome Back Kotter"? Kotter and Feeny made a connection with their students, and that is what enabled them to teach them.

Here's the thing: while my idealistic vision of teaching may sometimes feel impossible to reach, does that mean we shouldn't strive for it anyway?

I'm sure you've heard before to stay out of the faculty room because that is where the most negativity lies. But in my school the faculty room is unavoidable because that is where the savior and bane of a teacher's existence is housed: it is home to the copy machines. More and more I'm hearing teachers complain about the students, about teaching and about the job. More and more I'm seeing that some teachers seem burned out.

*Leonard Apa is a member of the Jackson Education Association. He is an English and journalism teacher at Jackson Memorial High School in Ocean County. He can be reached at apa.leonard@gmail.com.*

If, as a teacher, you feel yourself slipping into that mindset, or if you want to avoid it, then why not seek out other teachers who can help rekindle the passion for teaching you once had. The students feel it when you're not in it, and so do your co-workers.

I am excited to walk into the classroom every day and discuss Odysseus's journey home, or Scout and Jem's path to maturity, or the jaded, cynical voice of Holden Caulfield. I get excited to see the recognition of these characters in the eyes of my students. Sure, they have no experience reading the text, but they know the characters; in some cases, they are the characters. Every day, I put on a show for my students, and every day I get a response. Is it always positive? No. But I show my students that I care about the material, and I care if they understand it or not.

Isn't that the point to teaching? Isn't it just as important as giving students the means to succeed? Isn't caring the whole reason to get into this profession? As a teacher we must care about the job. We must care about the student. Think about it: we get no other reward, no bigger reward than that moment when the student "gets it."

I guess if there is any point I'm trying to make, it's this: students aren't dumb. They are disengaged. They wonder, as they always have, as I did when I was in high school, what is the point of spending seven hours in school and another two to three on homework. It's up to us to show them the point. It is part of our job to get them excited to learn the material.

A teacher who managed to reach me in high school, told me recently that every job gets old. We go through waves, and we go through ups and downs, but it is up to us to find that spark again. Start caring about the job. Show these students that you care about them. Remember the only thing we can truly count on in life is change. There is a scene in "The Breakfast Club" where Vernon is sitting with the custodian Carl and Vernon says, "...each year these kids get more and more arrogant," and Carl responds, "...the kids haven't changed. You have."

Well, maybe it's time we changed again.



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# NJREA CONVENTION: A MUST-DO

Mark your calendar for NJREA's 2019 Convention in Atlantic City on Nov. 6-7 at the Resorts Casino-Hotel in Atlantic City. The theme of this year's event remains a timely "Standing Together: Student Justice = Social Justice = Education Justice."

The room rate for NJREA members is just \$65 per night plus applicable taxes and fees. To reserve your room, call 888-797-7700, identify yourself as an NJREA member, and mention this code: VNJR19.

Reservations accepted until Oct. 23. Rooms sell out quickly, be sure to reserve your room as soon as possible.

## WEDNESDAY'S HIGHLIGHTS

NJREA's popular "Member information Session" will kick off this year's convention on Nov. 6. This segment focuses on public education, legislative and retiree issues with time for questions and answers.

The annual Elizabeth Allen Luncheon will follow the session. Reservations are required. Any member wishing to sit with their county must indicate that interest on the coupon form insert found in the September *NJREA Newsletter* or on the NJREA webpage at [njea.org/njrea](http://njea.org/njrea).

This year's breakout sessions will include guest speakers who will focus on ways to maximize your Social Security benefits and how to age with knowledge and grace. At the Member Benefits Fair attendees can browse the great deals and discounts NJREA/NJEA membership has to offer. The day will conclude with a dessert reception.

## THURSDAY'S ACTIVITIES

On Nov. 7, NJREA will host its annual breakfast buffet. Reservations are required. After breakfast, NJEA Research will present a session on health benefits. Hear the latest on retirees' health benefits and what you can do to protect them.

Later that day, NJREA will host an afternoon session for active NJEA members in the Atlantic City Convention Center, where a panel of retirees will present "Getting Ready for Retirement: What You Need to Know." If you know someone who is planning to retire soon, encourage them to attend this worthwhile session.

The annual two-day conference will be held on Floor D of the Resorts Hotel, and badges are required for admittance to all NJREA events.

Before you leave, plan to visit NJEA's annual convention to see the exciting exhibits and visit NJREA's booth in Convention Hall.

*Save  
the  
Date*

for the  
100th Anniversary Celebration of the  
New Jersey Retirees'  
Education Association

Sunday, May 3, 2020 • 1-5 p.m.



# Around the counties

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

**ATLANTIC COUNTY** REA's next meeting/luncheon will be held on Tuesday, Oct. 1 at the Grete Bay Country Club in Somers Point. The cost is \$27. To attend, call Linda Young at 609-226-6202.

**BURLINGTON COUNTY** REA invites you to its upcoming meeting/luncheon on Thursday, Oct. 17 at Marco's at the Indian Spring Country Club in Marlton. The cost is \$20. To make a reservation, call Doriann Swern at 856-722-8952.

**CAMDEN COUNTY** REA's fall meeting/luncheon will be held on Friday, Oct. 25 at the Tavistock Country Club. The cost is \$27. To attend, call Barbara Haase at 856-627-3391.

The REA of **CAPE MAY'S** next meeting/luncheon will be held on Wednesday, Oct. 16 at the Avalon Links Restaurant in Cape May Court House. The cost is \$25. To attend, call Sharon Popper at 609-602-0046.

**CUMBERLAND COUNTY** REA will hold its next meeting/breakfast on Wednesday, Oct. 2 at the Greenview Inn at Eastlyn Golf Club in Vineland. The cost is \$30. Installation of officers will take place at the meeting. To attend, call Irene Savicky at 856-863-8424.

**ESSEX COUNTY** REA's next meeting/luncheon will be held on Wednesday, Oct. 23 at the Hanover Manor in East Hanover. The cost is \$27. To attend, call Beverly Johnson-Showers at 862-955-4133.

**GLOUCESTER COUNTY** REA welcomes you to its fall meeting/luncheon on Tuesday, Oct. 8 at Nicolosi Catering in Woodbury. The cost is \$25. To attend, call Candy Zachowski at 856-228-6854.

**MERCER COUNTY** REA's fall meeting/luncheon will be held on Thursday, Oct. 17 at the Mercer Oaks Country Club in West Windsor. NJEA staff will be the guest speakers. The cost is \$27. Registration form found in the MCREA newsletter. For questions, call Susan Karalkjewicz at 609-223-2570.

## MIDDLESEX COUNTY

REA invites you to its upcoming meeting/luncheon on Thursday, Oct. 24 at the Grand Marquis in Old Bridge. NJEA updates will be provided and local Middlesex County legislators will be the guest speakers. The cost is \$32. To attend, call Anne Chomko at 732-675-1734.

**MONMOUTH COUNTY** REA welcomes you to its fall meeting/luncheon on Tuesday, Oct. 15 at the Radisson Hotel in Freehold. A meet and greet with legislators will be held. The cost is \$30. To attend, call Sue Shrott at 732-995-7754.

Join **MORRIS COUNTY** REA for its fall meeting/luncheon on Thursday, Oct. 10 at the Zeris Inn in Mountain Lakes. A member benefit fair will be held, and NJEA staff member Fran Pfeffer will be the guest speaker. The cost is \$35. To attend, call John Beekman at 973-936-2242.

**OCEAN COUNTY** REA's next meeting/luncheon will be held on Thursday, Oct. 10 at the Clarion Hotel in Toms River. The cost is \$28. To attend, call Janice Sovinee at 732-477-1711.

**PASSAIC COUNTY** REA welcomes you to its meeting/luncheon on Wednesday, Sept. 18 at the Brownstone House in Paterson. To attend, call Kitty Sausa at 201-445-7577.

**THE SALEM COUNTY** REA will hold its fall meeting/luncheon on Monday, Oct. 21 at the Alloway Municipal Building. Salem County Freeholder Ben Laury will be the guest speaker. The cost is \$17. To attend, call Rosemma Ward at 856-467-4796.

**SOMERSET COUNTY** REA invites you to its upcoming meeting/luncheon on Wednesday, Oct. 2 at The Elks Lodge in Bridgewater. A presentation on a history of Broadway shows, presented by WRSU radio host Don Buzney, will be held. The cost is \$25. To attend, call Diane Lebbing at 908-359-2870.

**SUSSEX COUNTY** REA will hold its fall meeting/luncheon on Monday, Sept. 16 at the Lafayette House in Lafayette. NJREA Secretary-Treasurer Steve Beatty will install the new SCREA officers. The cost is \$28. To attend, call Linda Adams at 973-714-1646.

Join **UNION COUNTY** REA for its fall meeting/luncheon on Tuesday, Oct. 22 at The Westwood in Garwood. The cost is \$25. To attend, call Donna Mertz-Burkhardt at 908-686-2390.

**NJRE-CENTRAL FLORIDA** will hold its next meeting on Wednesday, Nov. 6 at Chesapeake Bay Grille at Arlington Ridge Golf Club in Leesburg. A discussion of the latest pensions and benefits news will be the focus. To attend, call Steve Mockus at 352-638-2609.

The next meeting/luncheon of **NJRE-SOUTHWEST FLORIDA** is scheduled for Monday, Oct. 21 at DeRomo's Gourmet Market in Bonita Springs. For details, contact Ron Winsett at [ronmarfl@comcast.net](mailto:ronmarfl@comcast.net) or call 239-948-2982.

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# NJEA Teacher Leader Academy applications available in September

*Program leads to teacher leader endorsement*

BY RICHARD WILSON

Since legislation was passed in 2015, NJEA has been in the lead at working with the New Jersey Department of Education (NJDOE) to create a teacher leader endorsement to be attached to an instructional certificate. After four years of study and the writing of regulations, we are on the precipice of the endorsement becoming reality. Currently, the NJDOE is reviewing applications for programs of study to lead teachers to eligibility for the endorsement.

Teacher leadership offers a paradigm shift that not only allows teachers to support their peers from a nonevaluative position, but also to influence the entire system. Teacher leadership gives educators a voice at the decision-making table on instructional issues at the school and/or district level.

At its core, the work of teacher leaders is to build the capacity of their peers. With that being true, what if there were a program to prepare teacher leaders in which the participants in the program were actually the faculty? That is the question at the center of the design of the NJEA Teacher Leader Academy, which will prepare NJEA members for the New Jersey Teacher Leader Endorsement.

*What if there were a  
program to prepare teacher  
leaders in which the  
participants in the program  
were actually the faculty?*

Meeting weekly over the course of a year, and occasionally on Saturdays, the core of the program will focus on regional study groups in which candidates for the endorsement will identify their own strengths and areas where they want to challenge themselves.

With those areas identified, each candidate will lead the learning of groups of seven or eight other teachers working with them on the endorsement. With the support of a group facilitator supplied by the NJEA Teacher Leader Academy, the study groups are designed to use feedback from other participants to create an incubator for leadership.

There will be an emphasis on candidates developing the ability to walk the challenging line of acting as both peer and expert with their colleagues. Other components of the program will include occasional meetings of the full cohort of 35 participants in Trenton, as well as a clinical experience designed to meet the individual goals of each candidate.

At press time, the NJDOE was reviewing applications for the approval of programs of study, including the NJEA Teacher Leader Academy. Once the NJEA Teacher Leader Academy receives initial approval, we will release an application for those interested in applying to be part of the initial cohort. With a limited number of seats available in the first pilot year, the competitive application process will include an application, an interview, and collegial references who can attest to the candidate's leadership skills. We anticipate the application will be available in the beginning of September. It will be posted on [njea.org](http://njea.org). The application deadline is Oct. 31.

The tuition for the program is \$5,000, which can be paid in installments over the course of the program. While language in your local collective bargaining agreement might place a limit on tuition reimbursement, schools can also use Title II funds from the Every Student Succeeds Act (ESSA) to fund professional development activities that build capacity for teacher leadership. The NJEA Teacher Leader Academy would be eligible for such funding.

If you are one of those teachers who others look to for guidance on instructional matters, or if your school looks to you for counsel in moving initiatives forward, and if you are ready to spend a year learning new approaches while examining your own leadership skills, consider applying for the NJEA Teacher Leader Academy.

*Richard Wilson is an associate director in the NJEA Professional Development and Instructional Issues Division. He is currently on special assignment to assist in the development of the NJEA Teacher Leader Academy. He can be reached at [rwilson@njea.org](mailto:rwilson@njea.org).*

# NJEA PRESERVICE LEADERSHIP MATTERS

BY SACHEL BISE, CENTENARY UNIVERSITY

How do you define leadership? How can preservice teachers define leadership?

As aspiring educators, preservice teachers are responsible for setting a good example in the classroom, while guiding students through their academic careers. Preservice teachers are students too, though, and they are learning how to be good leaders while in the classroom. It is no easy task, but it is one that, when mastered, is a powerful tool.

Students deserve role models and strong leaders. Teachers should take on and embrace these roles, so they can provide students with the best possible school experience.

To instill the importance of these roles in student teachers, NJEA organized a leadership retreat for the officers of NJEA Preservice this past June. It consisted of seminars and group activities focused on the importance of leadership. Going forward, NJEA Preservice is dedicated to meeting the goals developed there to help members learn how to be better educators.

An educator is dedicated to providing students with a well-rounded education and inspiring them to lead an informed life. Teachers help students open doors and take advantage of opportunities. The development of teachers who can provide such an atmosphere is important to NJEA and is a major focus of preservice professional development this year. More specifically, NJEA Preservice is homing in on the three R's: relevancy, revamping and relationships.

- **Relevancy:** Social justice-based curricula, philanthropy and practical professional development.
- **Revamping:** Increase membership by sparking individual fires, the ambassador/mentorship program, and revamping the organization by means of communication.
- **Relationships:** Building connections between preservice chapters and re-establishing regional meetings.

These three R's will improve the organization, but more importantly, they are the product of collaboration among preservice teachers who are on the same mission. They are future leaders who have the power to make a difference.

For teachers being a good leader is part of the job. NJEA is working hard to help members become great leaders and develop valuable skills. Members have opportunities to get involved,

whether it be by participating in professional development and by putting a stop to the Pearson-created edTPA performance assessment that preservice members endure. The goal is to learn to be the best and most informed educator possible.

Successful leaders pay attention to the world around them and take others into consideration. They also allow the world to educate them and keep them focused on everyone's best interests. A great teacher will do these things as well, and a great teacher will be a great leader.

John C. Maxwell of Purdue University has published *21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Some of these qualities are commitment, communication, relationships, character and listening. These are also some of the essential characteristics of a strong, powerful, and capable teacher.

Teachers must be leaders for all the students they encounter in the classroom. Every child deserves a powerful leader and a positive role model. After all, don't we all have someone we admire who helped transform us into the extraordinary people we are today? Be that for someone else, embrace your inner leader. You never know what good could come from it. 🙌

## DOES YOUR SCHOOL HOST STUDENT TEACHERS AND PRACTICUM STUDENTS?

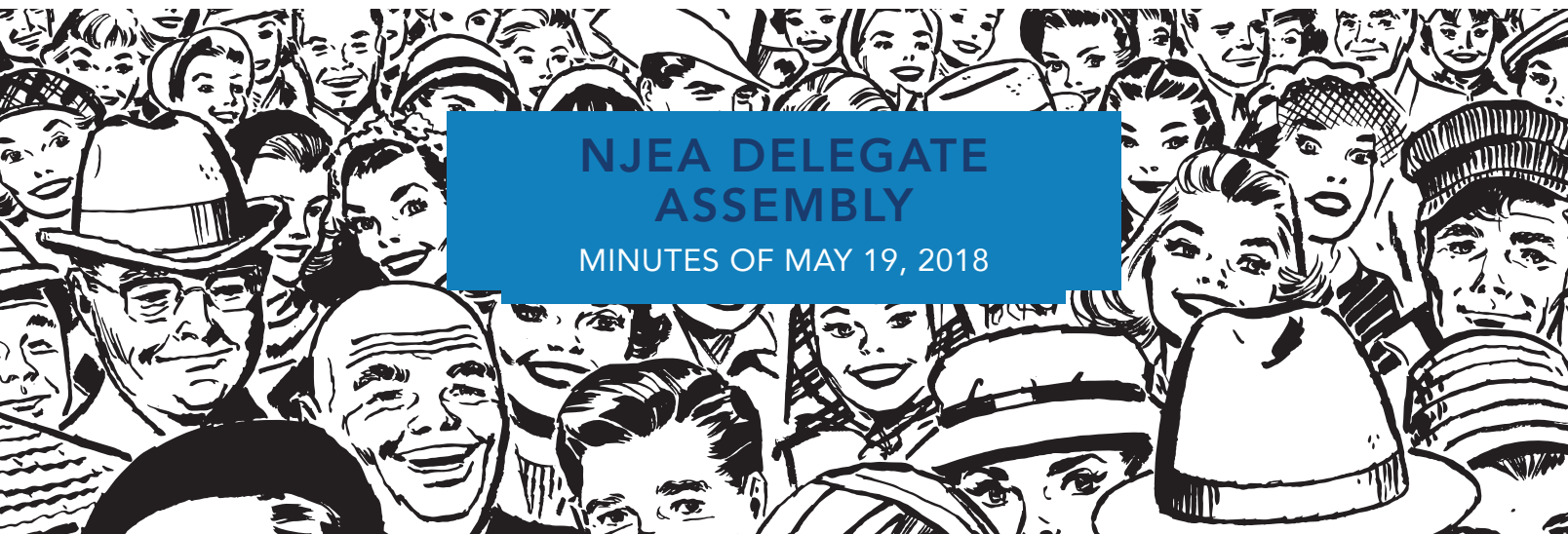
Students who are preparing to become teachers are the future of our profession and NJEA leadership. That's why it's vital that you encourage preservice educators in your school to join NJEA Preservice.

A part of NJEA, the preservice organization offers professional development opportunities. NJEA Preservice members host their own conference and attend the NJEA Convention along with NJEA members.

NJEA Preservice members lead the profession on their respective campuses and go on to become local association leaders after graduation. To sign up for membership, visit [njea.org/preservice](http://njea.org/preservice).



NJEA Preservice offers a conference every spring. Katharine Stypinski, Alexandrea Byron, Lauren Adams, Jessica Dorta and Ahna Marie Lafferty all attended.



## NJEA DELEGATE ASSEMBLY

MINUTES OF MAY 19, 2018

The NJEA Delegate Assembly met on May 19, 2018, at the Marriott Forrestal, Princeton, NJ, at 9:30 a.m. President Marie Blistan presided.

Roll call was taken. There were 110 out of 127 delegates present. Alternates were seated as follows: Fletcher for Frangiosa (Bergen); Giannotti for Cannella and Knight for McCormick (Essex); Griffin for Dare (Gloucester); Crawford for Middlebrooks (Hudson); Hicks for D'Angelo (Mercer); Presty for Simonitis (Middlesex); Maher for Eschelbach (Monmouth); Finnen for Farrell (Morris); Griffin for Fox (Ocean); Tomaszewski for Ferrante (Passaic); Prior for Hall and Sharp for Zurka (Union); and Jones-Brown for Kruczek (Warren).

Absent were representatives Innis (Essex), Rodrick and Lawler (Union).

Susan Butterfield (Passaic) delivered the inspirational message and led the body in the flag salute.

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

### AT-LARGE ELECTION

Blistan opened nominations for two ethnic-minority at-large positions on the Executive Committee for Sept. 1, 2018 through Aug. 31, 2019. Michael Frank (Higher Ed.) nominated Laurie Hodge (Higher Ed.); Erland Chau (Atlantic) nominated Brenda Brathwaite (Atlantic); Laurie Shorno (Morris) nominated Robin Holcombe (Passaic); Dennis Carroll (Passaic) nominated Javier Fresse (Passaic). Blistan called three times for additional nominations; there were none. The body then heard speeches from each of the nominees, and the Rules Committee conducted paper balloting.

### PRESIDENT'S REPORT

Blistan addressed the following topics in her report:

- Tragic school bus accident in which a Paramus educator was killed, observing a moment of silence;

- MLR/SOGI joint conference and awards program, thanking the chairs, members and staff of both committees;
- Political Leadership Academy, thanking the Government Relations staff for training provided to 19 members on running for office;
- Legislative issues, including Sen. Joseph Cryan's introduction of NJEA's Chapter 78 relief bill, NJEA's partnership with the DOE to gather input on replacing PARCC, the signing by Gov. Murphy of the Workplace Democracy Act, and pending legislation to cap sick leave payouts to retiring public employees.
- Lobbying in Washington, D.C., by the Congressional Contact Committee on prevention of gun violence and other priorities;
- Expectation the U.S. Supreme Court will issue a decision in the Janus v AFSCME case in the coming weeks;
- The upcoming screening of candidates for U.S. Senate;
- An advisory of a recent State Superior Court decision concerning the bidding state prescription benefits;
- The victories of endorsed mayoral and/or council candidates in Newark, Paterson and Trenton.
- The ranking by U.S. News of 500 top high schools including 23 in New Jersey;
- Gabe Tanglao (Bergen) being named a finalist for NEA Social Justice Activist of the Year;
- Kim Scott (Essex) being selected for NEA's Micro-Credentials Blended Learning Writing event;
- Four members and a staff member joining NEA's New Educator Outreach campaign;
- Seven members participating in the See Educators Run program;
- The recent release of videos by Project Veritas depicting two local affiliate leaders, and NJEA's responses.

Blistan called on Patricia Bland, Rules Committee, to report the results of the at-large election. Bland announced that Brathwaite and Holcombe were elected to the two ethnic-minority at-large positions on the Executive Committee.

Blistan then opened nominations for two alternate ethnic-minority at-large positions on the Executive Committee. Christine Sampson-Clark (Mercer) nominated James Frazier (Union); Rose Casey (Camden) nominated Danielle Clark (Camden); Frank (Higher Ed.) nominated Alvin Williams (Higher Ed.). Blistan asked three times if there were additional nominations; there were none. The body then heard speeches from each of the nominees, and the Rules Committee conducted paper balloting.

Following speeches by Frazier and Clark, Frank informed the chair that Williams declined nomination; Frank withdrew the nomination of Williams. Blistan declare the remaining two candidates elected to the two alternate ethnic-minority at-large positions on the Executive Committee.

### EXECUTIVE DIRECTOR'S REPORT

Ed Richardson elaborated on NJEA's responses to the Project Veritas videos, including steps to prevent other members from becoming victims of the organization's secret recordings. He also reported on successful litigation to allow voters in Camden to choose an elected board of education, and separate successful litigation on the improper handling of mental health claims by the School Employees Health Benefits Plan. Finally, he noted that a response to a pending motion on charter schools was not complete, and that a more complete report would be forthcoming.

Richardson then presented service awards to staff.

Communications Director Steve Baker reviewed local association security procedures, which were distributed to delegates at the meeting.

Information Systems Manager John Cottone

reviewed the process for authorizing NJEA to use automated calls and texts to have secure dialog with delegates.

### NON-DELEGATE SPEAKERS

The following non-delegate members were provided an opportunity to address the body:

John Coniglio (Morris) thanked Blistan for visiting his local association (Dover) and discussed the need for Chapter 78 relief for members and efforts to improve the public image of members.

Lori Lalama (Passaic) thanked NJEA for the Pride program and described the activities of her local association (Clifton).

Heather Sorge (Hunterdon) urged NJEA to continue the Summer Organizing Fellows Program and spoke in opposition to a proposed dues freeze.

Cindy Matute-Brown (Hudson) spoke about the need to continue affiliating charter schools.

Jennifer Johnson (Middlesex) urged NJEA to continue the Summer Organizing Fellows Program.

Barbara Peabody (Middlesex) urged NJEA to continue the Summer Organizing Fellows Program.

Catherine Miller (Passaic) spoke about the need to attain Chapter 78 relief.

Yvette Skaff (Bergen) spoke about the need to continue affiliating charter schools.

Debra Brandimarte (Mercer) asked NJEA to continue supporting the International Academy Charter School in Trenton.

Noell Tabor (Hudson) spoke about the need to continue affiliating charter schools.

Maria Aurora-Enriquez (Hudson) spoke about the impact of charter school funding on her school district (Jersey City).

Ariel Fernandez (Middlesex) spoke about the need to continue affiliating charter schools.

James Ennis (Middlesex) spoke about the need to continue affiliating charter schools.

Diane MacKay (Hudson) spoke about the need to attain Chapter 78 relief.

Carolyn O'Connell (Essex) urged NJEA to enact policies that are more child-friendly for members attending NJEA events.

Nikki Baker (Passaic) urged NJEA to continue the Summer Organizing Fellows Program.

Naomi Johnson-Lafleur (Mercer) asked if she could speak for 15 minutes on behalf of several other members who all signed up to speak on the same topic. Blistan explained that the body would have to suspend the rules to do that. Janice Williams (Mercer) moved that suspension of the rules to allow one speaker to speak for 15 minutes on behalf of the remaining speakers. The motion was seconded and adopted.

Johnson-Lafleur spoke about the impact of charter schools on host school districts, focusing on the International Academy Charter School in her local association (Trenton). She criticized

NJEA for opposing the closure of that school.

Maria Parelis (Essex) spoke about the need to continue affiliating charter schools.

Shari Mendelson (Bergen) thanked NJEA for its support during the recent tragedy in which a member and student were killed in a school bus accident.

Following non-delegate speakers, Carrie Odgers-Lax moved to suspend the rules and consider the report from the Constitution Review Committee immediately. The motion was seconded and defeated.

### VICE PRESIDENT'S REPORT

Spiller reported on NJEA's efforts to encourage and train members to run for public office at all levels, including county committee seats of both political parties.

He also gave an update on the State Board of Education meeting, including the state's transition of Paterson back to local control, and recent litigation filed by several groups challenging school segregation in New Jersey.

### COMMITTEE REPORTS

The body received reports without recommendations from the following:

- Executive Director (Annual Goals);
- Editorial Committee;
- Member Benefits Committee;
- Public Relations Committee; and
- Technology Committee.

Secretary-Treasurer Steve Beatty presented the Budget Committee report with recommendations, including the proposed 2018-19 NJEA Budget. Ann-Margaret Shannon (Union) moved the adoption of Recommendations 1-6. The motion was properly seconded. Following debate, the motion carried. Brenda Brathwaite (Atlantic) moved the adoption of the Recommendations 7-8. The motion was properly seconded. Following debate, the motion carried.

Constitution Review Committee Chair Chris Carpenter presented the committee's report on a proposed bylaw amendment, referred to the committee under a new business item adopted at the January 2018 meeting, which would freeze dues for two years. Representatives from the Mellman Group and Novak Francella also presented relevant information regarding member opinions on NJEA's dues and the proposed dues freeze and the financial impact of a freeze. Larry Zhan (Camden) moved to approve the recommendation of the Constitution and Bylaws Committee not to accept the dues freeze amendment at this time. The motion was duly seconded. Following debate, Rhonda Sherbin (Hunterdon) moved to close debate, and the motion was duly seconded. The motion to close debate carried. The chair called for a vote on the main motion. Ms. Odgers-Lax moved for a roll-call vote, and the motion was duly seconded. The motion for a roll-call vote

was approved. Mr. Beatty called the vote on the main motion. The motion carried, with 74 votes in favor to 36 votes in opposition.

Membership Committee Chair Anita Kober presented the committee's report with one recommendation. Amal Hussein (Morris) moved approval of the recommendation, and the motion was duly seconded. The motion carried.

Pension Policy Committee Chair Howard Li-poff (Bergen) presented the committee's report, and moved the recommendation. The motion was duly seconded. The motion carried.

Working Conditions Committee Chair Barbara Rheault (Atlantic) presented the committee's report, and moved Recommendations 1 through 7. The motion was duly seconded. The motion carried. Ms. Rheault moved Recommendations 8 and 9. The motion was duly seconded. The motion carried.

The chair conducted recognition for delegates who are concluding their service on the Delegate Assembly, with the other members of the Leadership Team presenting each with a framed certificate.

### FOR THE GOOD OF THE ORDER

Ms. Holcombe (Passaic) thanked the body for electing her, Ms. Brathwaite and Ms. Clark as Ethnic Minority at-large members and alternate of the Executive Committee.

Donna Mirabelli (Non-Classroom) wished Karen Berry a Happy Birthday.

Anne Marie Finnen (Morris) asked about an upcoming townhall phone conference Blistan had mentioned, and the chair responded to her question.

Patricia Bland (Burlington) asked to suspend the rules for the purpose to increase the RA stipend from \$850 to \$1,000. The chair ruled this out of order.

Marie Corfield (Hunterdon) requested information on the circumstances in Trenton described by some of the non-delegate speakers. Blistan agreed to discuss it with anyone who was seeking additional information.

At 4:42 p.m., Ryan Griffin (Gloucester), moved to adjourn. The motion was duly seconded. The motion carried.

Submitted by:  
**Edward Richardson**  
Executive Director

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school supplies for their students.  
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# GET YOUR MONEY'S WORTH

**MEMBERBENEFITS.NJEA.ORG**

*Get the most for your money! NJEA Member Benefits seeks to enrich the lives of all members and their families by offering programs designed to save you money and increase your buying power. Whether you are looking for insurance, big-ticket items, or special deals on hundreds of everyday purchases, you will find valuable consumer offers.*

## OPEN ENROLLMENT FOR INCOME PROTECTION AT THE NJEA CONVENTION

What would you do if you suddenly became disabled? NJEA recognizes how devastating this could be on your finances and how important your income is. This is why we spent two years designing a program based on members' unique needs.

Our program, from Prudential\*\*, provides benefits lasting for up to six months, two years, or to age 65. There is also a choice of elimination periods to help members customize the plan to their needs. The program also offers Critical Illness benefits to help members and their families receive a lump sum to cover the additional expenses incurred during a critical illness.

You may apply for this valuable coverage at any time; however, during specified open enrollments members are able to enroll in the program without requiring medical information. Please contact an account executive at Educators Insurance Services, our ambassadors of member benefits, who work exclusively with our members. They can be reached at 800-704-1365.

In addition to open enrollments offered every three years at your school, anyone who physically attends the NJEA Convention in Atlantic City on Nov. 7 or 8 may submit

## WIN A \$2,500 ACADEMIC AWARD FROM CALIFORNIA CASUALTY

*California Casualty's\*\* \$2,500 Academic Award is back. NEA members can enter at [teachersacademicaward.com](http://teachersacademicaward.com).*

What could you do with \$2,500? Previous winners have purchased important chemistry lab equipment, acquired new books, funded electronic learning systems, and paid for cultural and historical learning field trips. California Casualty, provider of the NEA Auto and Home Insurance Program since 2000, is ready to add you to the list of Academic Award recipients.

"What a wonderful blessing and opportunity," said Lexi C., a Kansas kindergarten teacher who was able to procure interactive learning tablets to supplement reading activities. "I cannot thank you enough and cannot wait to better support my students with this amazing gift. This award means that I can get more resources for reading into my students' hands without the financial restraints due to spending money out of my own pocket."

California special day class teacher, Elizabeth T., was extremely excited when she won the award, allowing her to buy a learning rug, iPads and a stockpile of snacks for her students. "This helps out so much," she said. "I teach because I want to make a difference in each child's life. I can now do things that I couldn't do before."

"One of my students asked why California Casualty would do this for us," said another winner, Jennifer C. "I told him it's because they believe in education and it is important to them," said the Oregon first-grade teacher. She purchased books for the school's reading room, guaranteeing appropriate reading material for all grades and reading levels.

The \$2,500 Academic Award from California Casualty was created in 2012 to give public K-12 educators, who use an average of \$500 to \$1,000 of their own funds each year, financial assistance in buying necessities for students, schools and learning projects.

"Working with educators for almost 70 years, we've heard over and over how much they spend preparing their classrooms and helping students," said California Casualty Senior Vice President Mike McCormick. "This award is one of the many ways we show support and give thanks for what they do."

The NEA Auto and Home Insurance Program provider, California Casualty, is ready to pick up the cost for your classroom supplies and materials. NEA members hoping to win the next \$2,500 Academic Award can learn all the details and enter at [teachersacademicaward.com](http://teachersacademicaward.com). The entry deadline is July 17, 2020, with a winner announced in August.

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

\*\*Sponsored Vendors: Products and services that are sponsored by NJEA Member Benefits are believed to have broad-based appeal and provide superior quality and value. To the best of NJEA's understanding, these products and services are worthy of sponsorship. However, NJEA cannot be responsible for the quality or performance of these products and services, which ultimately are the responsibility of the vendor.



# DISCOVER YOU

## GRADUATE PROGRAMS FOR EDUCATORS

- 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 Reading Specialist Certification
- Post-Master Superintendent Certification (on campus and online)
- Post-Master Principal Certification (on campus and online)
- Post-Master Supervisor Certification (on campus and online)
- Post-Master English as a Second Language (ESL) Certification (NOW ONLINE!)
- Post-Baccalaureate Teacher Certification
- Special Education Certification

JOIN US AT OUR NEXT  
**INFORMATION SESSION**  
**OCTOBER 19 • 10:00 A.M.**  
 RSVP [caldwell.edu/visit](http://caldwell.edu/visit)



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 UNIVERSITY  
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# PENSION UPDATE

TOTAL PENSION FUND:  
 \$76 BILLION

The totals below reflect market values as of May 31, 2019, and for comparison, February 28, 2019. The figures, which are rounded, may not reflect the current market values of some alternative investments through the period noted, because of lags in reporting under industry standards.

	May 31, 2019	
	Market Value (\$ billions)	Asset Allocation
Global Growth	\$43.55	57.30%
Income	\$15.87	20.87%
Real Return	\$6.69	8.80%
Liquidity	\$4.78	6.29%
Risk Mitigation/ Capital Preservation	\$3.28	4.32%
Other	\$1.84	2.42%
Total	\$76.01	100%

	Feb 28, 2019	
	Market Value (\$ billions)	Asset Allocation
Global Growth	\$44.40	58.31%
Income	\$15.04	19.75%
Real Return	\$6.64	8.72%
Liquidity	\$4.62	6.07%
Risk Mitigation/ Capital Preservation	\$3.67	4.81%
Other	\$1.77	2.34%
Total	\$76.14	100%

All reports and financial statements are posted on the Division of Investments' website at [www.nj.gov/treasury/doinvest/index.shtml](http://www.nj.gov/treasury/doinvest/index.shtml).

# JUNE & beyond

for more information go to [NJEA.org](http://NJEA.org)

**9/13**

Friday

**NJEA Executive Committee and County Presidents' Council Meetings**

**9/14**

Saturday

**NJEA Delegate Assembly Meeting**

**9/20-21**

Fri &amp; Sat

**NJEA Committee Chair Retreat**

**9/26**

Thursday

**NJREA Fall Luncheon Meeting**

**10/4-5**

Fri &amp; Sat

**NJEA Health and Safety Conference**

**10/16**

Wednesday

**NJEA Executive Committee Meeting**

**10/19**

Saturday

**NJEA LGBTQ+ Conference**

**10/25-26**

Fri &amp; Sat

**Jim George Collective Bargaining Summit**

**11/6-7**

Wed &amp; Thurs

**NJREA Convention**

**11/7-8**

Thurs &amp; Fri

**NJEA Convention**

## MEMBER BENEFIT PLAN REPORT AVAILABLE

This is a summary of the annual report for the NJEA Member Benefit Fund, Employer Identification Number 21-0524390, Plan No. 510 for the period from Oct. 1, 2017 to Sept. 30, 2018. The plan provides for group insurance and other welfare benefits. The annual report has been filed with the Employee Benefits Security Administration, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

### INSURANCE INFORMATION

The plan sponsor, NJEA, has a group contract with Prudential Insurance Company of America to pay temporary and long-term disability claims incurred under the terms of the plan. The premiums under this contract are paid by those NJEA members who chose to select coverage under the contract. The total premiums paid for the plan year ending Sept. 30, 2018, were \$37,482,353.

### BASIC FINANCIAL STATEMENTS

The value of plan assets, after subtracting liabilities of the plan was \$2,207,973 as of Sept. 30, 2018, compared to \$2,232,928 as of Oct. 1, 2017. During the plan year, the

plan experienced a decrease in its net assets of (\$24,955). During the plan year, the plan had total income of \$413,173, including earnings from investments of \$16,022 and other income of \$401,092.

Plan expenses were \$438,128. These expenses included \$87,711 in administrative expenses and \$350,417 in membership benefits paid on behalf of participants and beneficiaries.

### YOUR RIGHTS TO ADDITIONAL INFORMATION

You have the right to receive a copy of the full annual report, or any part thereof, on request. The items listed below are included in that report: an accountant's report; financial information and information on payments to service providers; insurance information, including sales commissions paid by insurance carriers; assets held for investment; and transactions in excess of 5% of plan assets.

To obtain a copy of the full annual report, or any part thereof, write or call the office of Lorraine Jones, NJEA, Member Benefit Fund, 180 W. State Street, Trenton, NJ 08607-1211, Phone: 609-599-4561, ext. 2222. The

charge to cover copying costs will be \$5 for the full annual report, or \$0.15 per page for any part thereof.

You also have the right to receive from the plan administrator, on request and at no charge, a statement of the assets and liabilities of the plan and accompanying notes, or both. If you request a copy of the full annual report from the plan administrator, these two statements and accompanying notes will be included as part of that report. The charge to cover the copying costs given above does not include a charge for the copying of these portions of the report because these portions are furnished without charge.

You also have the legally protected right to examine the annual report at the main office of the plan at the address above or at the U.S. Department of Labor in Washington, D.C., or to obtain a copy from the U.S. Department of Labor upon payment of copying costs. Requests to the Department of Labor should be addressed to Public Disclosure Room N 1513, Employee Benefits Security Administration, U.S. Department of Labor, 200 Constitution Ave., N.W., Washington, D.C. 20210.

## deadlines

**9/6**

**Health and Safety Conference**  
Event Date: Oct. 4-5

**9/18**

**NJREA Fall Luncheon**  
Event Date: Sept. 26

**10/11**

**Jim George Collective Bargaining Summit**  
Event Date: Oct. 25-26

**10/12**

**LGBTQIA+ Mini Conference**  
Event Date: Oct. 19

**10/23**

**NJREA Convention Registration**  
Event Date: Nov. 6-7

# CH. 78 AND ESP JOB JUSTICE

## WHERE WE STAND, WHERE WE ARE GOING

The 2019-20 school year is starting off much like last year, with a laser focus on Ch. 78 relief and job justice for educational support professionals (ESP). But there is one major difference: this September, because of the tireless work of thousands of NJEA members, those efforts are much further along—and much closer to ultimate success.

The numbers tell the story of our members' impressive efforts: at the beginning of last school year, our Ch. 78 bill had only one sponsor in the Senate and one in the Assembly. Today, we have 10 and 39, respectively.

The ESP Job Justice bills also had only a small handful of sponsors in both houses a year ago. But after relentless member lobbying, those bills passed the Assembly with overwhelming bipartisan support on May 23. In the Senate, those bills have 17 and 18 sponsors, respectively; nearly enough to ensure their passage based on sponsors alone, if they are posted for a vote.

So, what prompted so many legislators to step up and declare their support for our top priorities? In a word: you! NJEA members held hundreds of meetings with legislators across the state, explaining the need for those bills and making the case that "We Are Worth It!" Those legislators who refused to meet or listen heard from members in other ways: during protests outside their offices, at lobby days in the Statehouse and in thousands of post cards, petition signatures, phone calls and emails. It is safe to say that there is not a single New Jersey lawmaker who does not know where our members stand.

Combined with a statewide TV and online campaign to raise public awareness of these issues, we have reshaped the conversation in Trenton. This year, we need to build on that momentum to finish the job and achieve the Ch. 78 relief and Job Justice that NJEA members deserve.

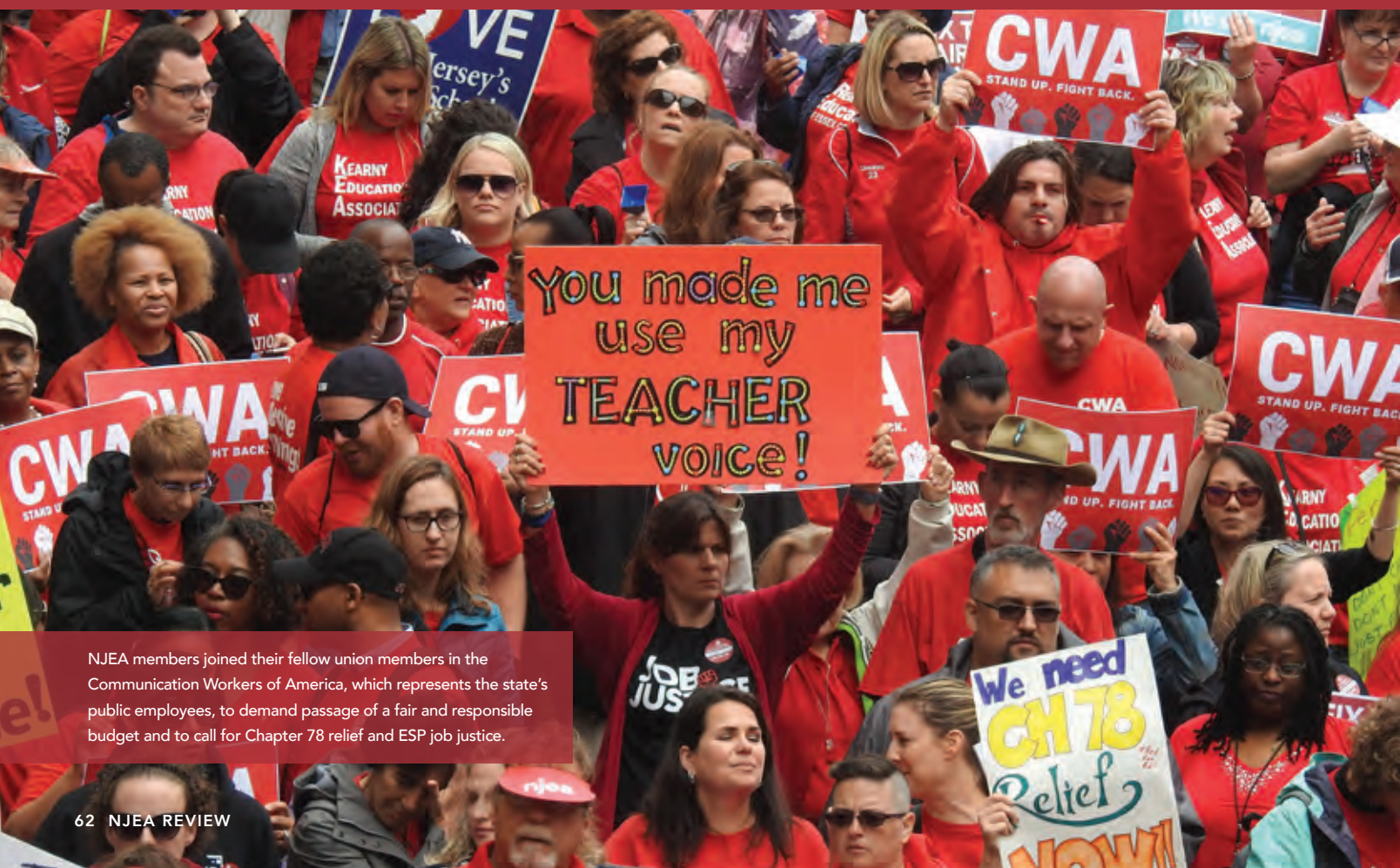
### PROMISING SIGNS OF PROGRESS

There have been promising signs of progress over the summer. As the result of extensive conversations with key legislators, including Assembly Speaker Craig Coughlin, the outlines of a very promising Ch. 78 solution have begun to emerge. While not yet introduced as formal legislation as of press time for the *NJEA Review*, the proposed agreement would provide significant reductions in health care costs for members. More importantly, it would tie those premiums to a percentage of salary, not a percentage of premium. That means members would no longer be subject to contributions that can rise faster than salaries and leave too many taking home less net pay year after year.

The proposed solution would also provide savings for the state and local employers, making it much more appealing to lawmakers and much harder to reject at a time when everyone is concerned about rising health care costs.

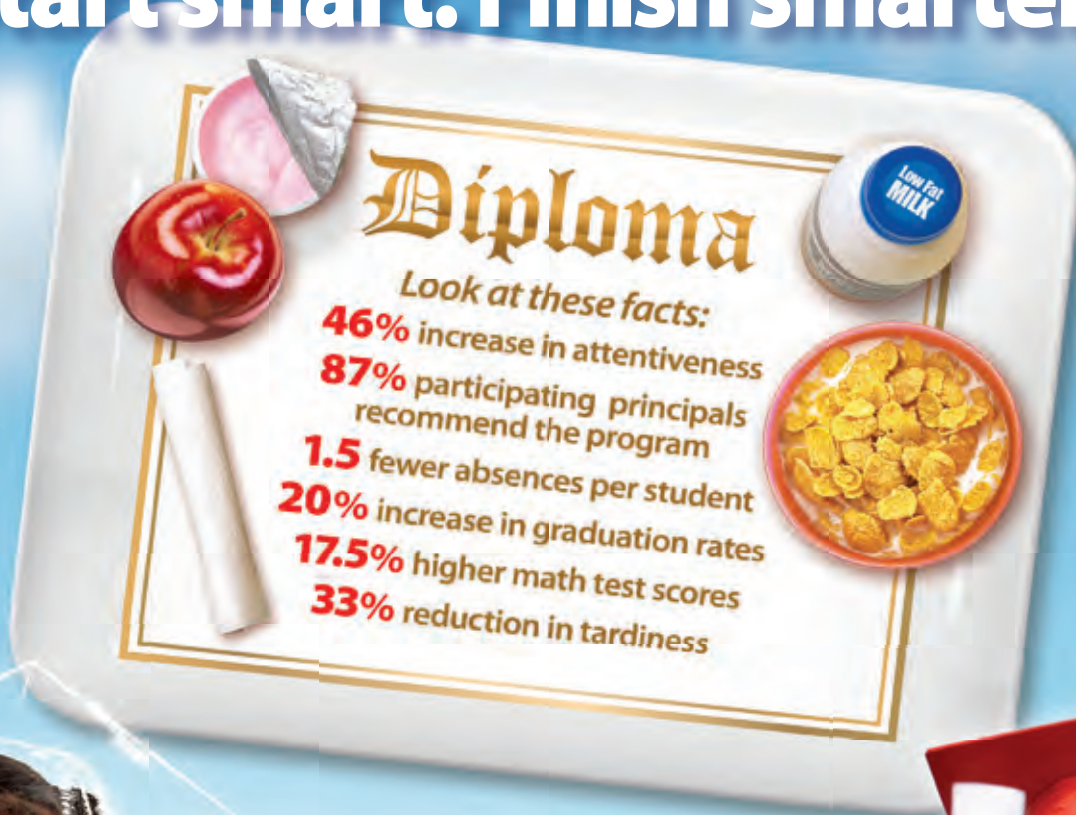
How significant is this development? Significant enough that the NJEA PAC Operating Committee meeting scheduled for early August to consider endorsements for the upcoming election cycle was delayed until late August, after the *Review* went to print, to ensure that legislators would have a chance to take a stand on this proposed bill before members decided whom to endorse.

You can find the results of that PAC meeting, as well as the latest updates on the Ch. 78 and ESP Job Justice campaign, at [njea.org](http://njea.org). You can also find out how you can get involved and help your 200,000 fellow NJEA members achieve these important wins. 🗳️



NJEA members joined their fellow union members in the Communication Workers of America, which represents the state's public employees, to demand passage of a fair and responsible budget and to call for Chapter 78 relief and ESP job justice.

# Breakfast After the Bell: Start smart. Finish smarter.



The first generation of Breakfast After the Bell students have navigated from kindergarten through 12th grade... and the benefits are piling up!  
Bring Breakfast After the Bell to your school today!

*Her future looks bright!*



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

# GET READY TO ROCK AND ROLL AT THE 2019 NJEA CONVENTION

## Book your hotel room today for the 2019 NJEA Convention | Rates as low as \$62

Want to reserve a room in Atlantic City for the NJEA Convention at a great rate? Go to [njea.org/hotelblocks](http://njea.org/hotelblocks). You'll need to log in as a member to continue. Use your member PIN (found on your membership card) or the email address you've previously given NJEA and your password (the last four digits of your Social Security number, unless you've changed it). Guaranteed shuttle service will be available to these hotels only.

Hotel	Wed-Thurs.	Fri.	Deadline	Group Code
Bally's	\$98	\$160	4-Oct	SB11NJ9
Borgata	\$125	\$125	7-Oct	GBNJE19
Caesars	\$105	N/A	4-Oct	SC11NJM
Golden Nugget	\$62	\$162	22-Oct	AED1119
Hard Rock	\$79	\$79	7-Oct	GNJEA19
Harrah's	\$76	\$166	4-Oct	SH11NJ9
Resorts	\$65	\$105	6-Oct	VNJE19
Tropicana	\$88	\$184	18-Oct	HNEA19

### Rules and restrictions:

Membership verification required—one room reservation per member. A credit card will be required to hold your reservation. All room rates subject to 6.875 percent N.J. sales tax, \$3 Atlantic City occupancy tax, and up to \$20 resort fee per room, per night. Room type (double/single) subject to availability at check-in. Additional fees for third and fourth occupants of room may be applicable. No changes or cancellations after the registration deadline. For questions, email [hotelblocks@njea.org](mailto:hotelblocks@njea.org).