

REVIEW

DECEMBER
2020
njea.org



an education and advocacy resource



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BRANCHBURG

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CONVENTION



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NEW! ALL-ONLINE DOCTORATE IN HIGHER EDUCATION ADMINISTRATION (EdD)

The **South Brunswick Association of Paraprofessionals** (Middlesex) held its first Pride project—a donation to a community food bank—just in time to help local families get ready for the holidays.



The **Dunellen Education Association** (Middlesex) held its first Pride event at the 8th Annual Dunellen Harvest Fest on Sunday, Oct. 11. The festival took place in Dunellen's Washington Park. DEA packed its booth with educational information and 300 Rubik's Cube giveaways for festival attendees. Many students of all ages visited the table and were excited to see their teachers and educational support professionals at the event.

The **Irvington Education Association** (Essex) held its first ever food distribution for the community. Over 100 families were provided with fresh produce, a frozen chicken, a dozen eggs, paper towels, toilet paper and assorted groceries. IEA offered special thanks to Laurino Farm, Village ShopRite of Newark, and the IEA members who worked to make sure everything was given out.



The teachers, secretaries, custodians, and paraprofessionals of the **Chatham Education Association** (Morris) used Pride funding to support the Chatham United Methodist Church Food Bank. The food bank distributes fresh food on Wednesday afternoons and operates a 24-hour pantry behind the church, serving more than 50 Chatham families each week. In addition to the \$1,000 donation, CEA donated 250 reusable grocery bags that were slated for a Fishawack Festival giveaway. Candace Hull (right) wrote the grant and presented the check to Pastor Jeff Markay and his volunteers.

FEATURES



18 | FUTURE SCIENTISTS IN BRANCHBURG

The staff at Branchburg Central Middle School use resources in the community to bring authenticity to their lessons. Having Johnson & Johnson nearby provides an opportunity to bring scientists into the schools who not only break stereotypes, but actually graduated from the school district.

BY KATHRYN COULIBALY



26 | APPLY FOR A HIPP GRANT

The NJEA Frederick L. Hipp Foundation for Excellence in Education makes it possible for public school employees to receive grants that will help them bring creative ideas to life. The only foundation of its kind in New Jersey, the Hipp Foundation supports initiatives to promote excellence in education.

BY LAURIE DERRINGER

22 | REMOTE LEARNING AND COUNSELING

Learning and counseling are possible, even with remote online tools. Educators across New Jersey are finding creative ways to build social-emotional skills that help students understand that their feelings, and how they name and process them, matter to their teachers and school counselors.

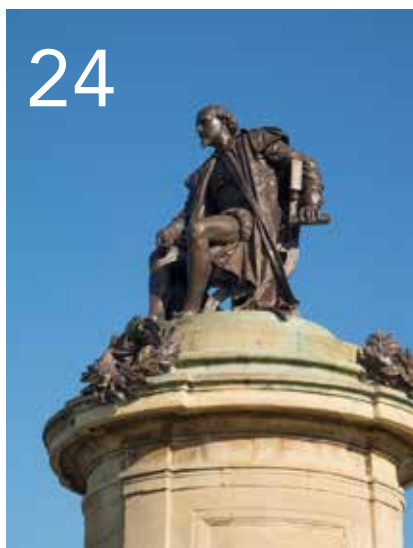
BY MAURICE ELIAS, PH.D.



28 | RUBY BRIDGES HEADLINES NJEA CONVENTION

In a typical school year, thousands of members converge on Atlantic City every November to take advantage of the opportunities the NJEA Convention provides for educators of every job description. But this year was anything but typical as NJEA members gathered "Together From Home" in record numbers for the 2020 NJEA Convention. A major highlight of the two-day conference was an interview of Ruby Bridges, who in 1960 inspired the nation as the first student to desegregate a New Orleans elementary school.

BY PATRICK RUMAKER



24 | SHAKESPEARE IN SCHOOLS

William Shakespeare is regarded as one of the greatest playwrights in the history of British literature. The author of 37 plays, 154 sonnets and five poems, Shakespeare wrote for the people in a way no other author had before. While on the surface his works may seem too difficult for young students to grasp, Shakespeare can be understood and mastered with the guidance of a great teacher.

BY SACHEL S. BISE

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The learning continues

110,000

The estimated gap between the number of qualified teachers needed in the nation's K-12 schools and the number available in the 2020-21 school year. The estimate was calculated prior to the pandemic.

Source: Sutchter, Leib, Linda Darling-Hammond, and Desiree Carver-Thomas. 2016. A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S. Learning Policy Institute, September 2016. learningpolicyinstitute.org/product/coming-crisis-teaching



On the cover

Pictured are two students, prior to the pandemic, from the Hamilton Township School District (Atlantic County) who have benefited from an NJEA Frederick L. Hipp Foundation for Excellence in Education grant. Preschool master teacher Laurie Derringer writes about her experience applying for and receiving a Hipp grant. See Page 26.



PHOTO BY
Elizabeth Steelman



GOOD NEWS

Reading Scores Are at Highest Level Ever

No other state in the nation has a statistically higher percent of public school fourth graders scoring at the highest two levels in reading in the National Assessment of Educational Progress (NAEP).

Source: National Center for Education Statistics. 2019 NAEP Reading: Nation's Report Card. 2019. (bit.ly/naepnj2019)



VOLUME 94 NUMBER 05

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

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Send address changes to:

New Jersey Education Association Review
Attn: Membership Processing
180 W. State St., P.O. Box 1211
Trenton, NJ 08607-1211

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THE ONLY CONSTANT IS CHANGE



NJEA's officers and Gov. Phil Murphy open the 2020 NJEA Convention, which this year was held on virtual platform to slow the spread of COVID-19. Clockwise from top left: Murphy, NJEA President Marie Blistan, NJEA Secretary-Treasurer Steve Beatty, and NJEA Vice President Sean M. Spiller.

The Greek philosopher Heraclitus wrote, "the only constant is change." No year better reaffirms that statement than 2020, a wild year that has pushed each of us to our limits of patience, resilience and creativity.

With all the intense, painful, bizarre and, yes, joyful things that have happened this year, I think that you, like me, are regarding the arrival of December with some sense of relief. We know that these intense changes are not tied to a traditional calendar, but I think most of us will celebrate on January 1, 2021, in a way that we have rarely, if ever, done before!

But here we are, the last month of the year. As winter overtakes New Jersey, we traditionally have been in the habit of reexamining our lives to consider what is working and what we'd like to change.

There is no denying that change is difficult, especially in a year when so much that we'd like to change seems beyond anyone's control. But I believe we are headed toward a brighter future for having gone through a year like this one.

One thing we know for sure: we must be united as colleagues and community members in order to ride out this intense time and arrive at a better tomorrow for ourselves, our families and the students and communities we serve.

I am eternally hopeful that the work we do today will pay off in the end. We have already seen that come to pass. In 2020, after years of hard work, lobbying, communicating, and demonstrating, we achieved Ch. 78 relief for all members and Job Justice for educational support professionals. At the same time, we were named the best in the nation for public education for the second year in a row by *Education Week*.

I'm proud of the work that we are doing together and our accomplishments. It has taken years of hard work and dedication, and navigating intense periods of change, but we have stood together and we have come out ahead. I am inspired by that, and I believe that better days lie ahead for each of us, our students and our world.

Marie Blistan

OFFICERS ONLINE

MARIE BLISTAN

Facebook

@Marie.Blistan: OUR NJEA CONVENTION keynote guest, Ms. Ruby Bridges, shared her story as a 6-year-old child in 1960 who forced integration in Louisiana after Brown vs BOE in 1954. I am an educator, a parent, grandparent, and activist, and her experiences spoke to our minds, our consciences, our very souls of humanity. She is an educator's educator, and it was an honor to meet, speak, and LEARN from her!

On Nov. 6, Marie Blistan shared her thoughts on Ruby Bridges' inspirational keynote address at this year's virtual NJEA Convention. With the post, Blistan shared a photo of the keynote address, which featured a photo of her and Bridges discussing the important role that educators play in fighting for racial justice.

SEAN M. SPILLER

Facebook

@SpillerforNJEA: Congratulations Mr. President-elect & Madam Vice President-elect.

On Nov. 7, Sean M. Spiller celebrated the election of NJEA/NEA-endorsed candidates Joe Biden and Kamala Harris on their election to president and vice president of the United States. Along with the text above, Spiller shared an image of the two newly elected national leaders, who defeated President Donald Trump on a historic Election Day that was the culmination of an election season.

STEVE BEATTY

Facebook

@Steve BeattyNJEA: Have to work it to the finish and leave no votes uncounted! Our collective futures are at stake and we must get all of our New Jersey Education Association, member-endorsed candidates elected!! Congressman Andy Kim is someone who has earned our trust and unequivocal support! Proud to be to out again working for his campaign along with Governor Phil Murphy and fellow NJEA members and local leaders, Tamara Beatty, Kia Collier, and Christine Hewitt as well as Burlington County Education Association President, Anthony Rizzo! #gotv until there is are no more V to GO!

On Nov. 3, Steve Beatty spent Election Day working with NJEA members to get out the vote for NJEA-endorsed candidate, Congressman Andy Kim, who went on to win reelection in Congressional District 3. Beatty shared photos of himself with NJEA members and Gov. Murphy as they joined Kim for an Election Day rally.

KNOW. LEAD. ACT.

ADVOCACY TOOLS FOR FAIR EVALUATION AND SGOS

Panel discussion video on NJDOE's guidance

On Oct. 20, NJEA hosted a panel discussion on educator evaluation in 2020. Panelists included Dr. Peter Mazzagatti of the New Jersey Department of Education (NJDOE); Dr. Stefani Arzonetti Hite; Dr. Dana Zimbicki, president of the East Brunswick Education Association; David Yastremski of the Bernards Township Education Association, and Elisabeth Yucis, an associate director in the NJEA Professional Development and Instructional Issues (PDII) Division. The panel was moderated by Dr. Christine Miles, also an associate director in the PDII Division.

This video is a powerful advocacy tool for members. Educators can hear the NJDOE's positions directly from department staff, while simultaneously accessing links to relevant resources, such as the NJDOE's Educator Evaluation Guidance for 2020-21.

Evaluation FAQ

Nearly 130-member questions and comments were submitted either in advance or during the educator evaluation panel discussion. For clarity, a consolidated version of the questions and answers is available on the NJEA website.

Members with follow-up questions should reach out to their local association leadership; locals will connect with UniServ field representatives and NJEA staff as needed to discuss resolutions and next steps. Circumstances in each local are unique, so it is important to address issues via existing channels of communication. Additionally, please note that this document is provided as a reference for members, and it is not intended to be taken as legal advice.

Both the video and FAQ can be found at learning.njea.org. Once there, click on "Advocacy Tools for Fair Evaluation and SGOS."

AWARDS FOR EXCELLENCE: NOMINATE AN OUTSTANDING N.J. PUBLIC SCHOOL GRADUATE

Since 1984, NJEA has presented Awards for Excellence at the NJEA Convention to New Jersey public school graduates who have demonstrated exceptional leadership in their fields of expertise. Awardees have come from all fields including—but not limited to—education, entertainment, government, media, and the fine arts.

To be eligible, the nominees must have graduated from a New Jersey public high school, be well-known, considered highly successful in their fields, and have a pro-union point of view.

If you would like to make an Awards for Excellence nomination, send the information described below to Janet L. Royal at jroyal@njea.org by Jan. 29. You can also mail the nomination to Janet Royal, NJEA Awards for Excellence, PO Box 1211, Trenton, NJ 08607-1211.

Include the nominee's name, mailing address, phone number, public high school from which he or she graduated, and a brief description of his or her achievement.

Also include your name, mailing address, phone number, and email address.

Nominations received after the Jan. 29 deadline will be considered for subsequent conventions.

INTERESTED IN PRESENTING AT THE 2021 NJEA CONVENTION?

Presenting at convention

The Professional Development and Instructional Issues Division of NJEA is now accepting presenter proposals for the 2021 NJEA Convention to be held Nov. 4-5, 2021. All proposals to present at the NJEA Convention and at Digital Boulevard must be submitted electronically. The deadline for submission is Feb. 26, 2021.

Please review your proposal carefully before submission. Once you click on the submit button, you will not be able to make any changes.

Here are a few things to keep in mind:

- Your request for audiovisual equipment must accompany your proposal submission. NJEA may not be able to provide equipment requested at a later date.
- NJEA does not provide computers.
- NJEA does not reproduce any program materials and will not reimburse you for reproductions costs.
- If you are a member, please have your PIN and password ready.

Presenting on Digital Boulevard

The Professional Development and Instructional Issues division of NJEA is also accepting proposals for Digital Boulevard at the 2021 NJEA Convention. This is your opportunity to demonstrate how you use state-of-the-art technology to enhance classroom instruction.

NJEA members can apply to present in the Teacher to Teacher Learning Area. This is an informal demonstration area for educators to network with other educators. Programs are two 50-minute sessions.

To submit a proposal, visit njea.org/conventionproposal.

Please contact Janet L. Royal at jroyal@njea.org or 609-310-4322 with questions.

THINKING OF RETIRING?

NJEA and the New Jersey Division of Pensions and Benefits (NJDPB) both provide many resources to help members with their retirement planning. You will find these resources on the NJEA website that connect you to webinars and other online resources from both NJEA and the NJDPB.

NJEA's popular workshop, The XYZs of Retirement, enables members to explore the general aspects of retirement. During COVID-19 restrictions the workshop is being offered virtually. NJEA's one-on-one retirement consultations continue to be available—albeit virtually—for members who have already chosen their retirement date and are within 18 months of that date. The NJDPB offers consultations to anyone in a public pension system, regardless of their retirement timeframe, but these are currently not being scheduled because of the pandemic.

NJEA's retirement web page also offers guidance on the rules regarding the restrictions on working in a public school after retirement.

Go to njea.org/retirement for more access to the resources summarized above.

NJEA ELECTIONS: VOTING REGISTRATION FOR NON-CLASSROOM TEACHERS

All NJEA members who are not classroom teachers or active supportive (ESP) members must identify themselves in order to vote in the appropriate unit in NJEA's spring elections. A "non-classroom teacher" is any person who is certified, where required, and a major part of whose time is spent in direct contact with students or who performs allied work that places that person on a local salary schedule for teachers.

NJEA members who were considered classroom teachers in last year's elections, and who now consider themselves non-classroom teachers must complete and return a registration form in order to be included in the non-classroom teacher unit of representation for the spring 2021 and future elections.

Go to njea.org/NJEAelections to download the form; it must be received at the address provided on the form by Jan. 15. New members who joined in the non-classroom teacher unit do not need to complete this form.

NEA MARKETPLACE

Save money while you shop online through our newest member benefit!

Many of us will be doing more online shopping than ever before to tackle our holiday gift lists.

Do your online shopping through the NEA Marketplace powered by Rakuten and get cash back on top of exclusive deals for NEA Members!

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COOL STUFF



ARTS ED NJ PRESENTS THE NJ STATE SOLO & ENSEMBLE FESTIVAL

Arts Ed NJ, the statewide arts education policy and advocacy organization, is proud to announce the inaugural New Jersey State Solo and Ensemble Festival.

The inaugural New Jersey State Solo & Ensemble Festival (NJSEF) is being launched for the 2020-21 school year to recognize student achievement in music education across the state.

The NJSEF Festival has five primary goals: improve students' music performance; increase students' understanding of music literature and music concepts; motivate students to continue their study of music; establish standards of excellence in music performance; provide opportunities for students to understand the relationship of music experiences to other life experiences.

Open to all public or private middle school and high school students, the Inaugural New Jersey State Solo & Ensemble Festival will be held virtually in 2021 with both regional and state festivals, to provide opportunities for scholastic music students to showcase their talents either individually or in an ensemble.

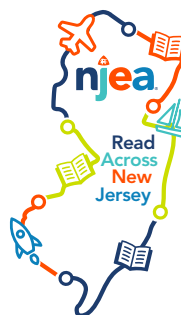
For more information, including important deadlines, visit bit.ly/artsednjfestival20.

BREAKING BIAS: LESSONS FROM THE AMISTAD

New Jersey's Amistad legislation requires K-12 educators to teach African American history as American history and not just relegate the learning of this history to Black History Month. Breaking Bias: Lessons from the Amistad looks at this history through an anti-bias lens and highlights the contributions that African Americans have made to the United States as well as the lessons our country has learned from African American history.

The legislation also established New Jersey's Amistad Commission, which created a valuable online curriculum and resources. The NJSBF's guide is intended to complement the commission's curriculum. Where the commission's curriculum is focused on the history of African Americans from the times of ancient Africa to the present, the foundation's curriculum serves as a tool that ties the law to the lessons of the Amistad. By taking a deeper look at the overt and covert impact of racism and empathy, equity and equality, class and justice, educators and students will come to understand the systemic themes which arise from African American history in this country.

You can download Breaking Bias: Lessons from the Amistad at bit.ly/njsbfbreakingbias.



CELEBRATE READ ACROSS NEW JERSEY!

It's time to gather your favorite books and join the nationwide celebration of reading with a Garden State twist: Read Across-New Jersey. For the 21st consecutive year running, NJEA is promoting reading and literacy through this annual event as we work to build a nation of diverse readers.

NJEA members are urged to take part and entice children, teens and young adults to explore new adventures through books. In previous years, schools around the country celebrated the day with reading fairs, assemblies and other literacy-related events. This year, many of those events are likely to be reconfigured to ensure that all who participate—students, staff and invited community members—remain safe and healthy.

Because of the ongoing pandemic, NJEA has made the difficult decision not to schedule Cat visits for this upcoming season. NJEA encourages you to continue to find ways to celebrate the importance of reading. Be sure to check njea.org/ranj and NEA's readacrossamerica.org for some suggestions on how to make your celebration the best it can be.

TOUGH TIMES? AID-NJEA CAN HELP

The AID-NJEA helpline has served NJEA members and their families for over 10 years. NJEA members and their families have access to this free and confidential service 24 hours a day and seven days a week. Educators and school counselors are on the line from noon until 8 p.m. Monday through Thursday, and until 6 p.m. on Fridays to provide peer-to-peer support and information to callers. In addition, University Behavioral Health Care provides mental health professionals who answer the helpline during all other hours for 24/7 coverage.

Callers seeking help from AID-NJEA can count on:

- Help from a staff of Education Support Specialists experienced in education and trained in behavioral health.
- Immediate personal response — a “real voice” with no buttons to push.
- Access to thousands of resources from the AID-NJEA Information Directory.
- High quality help by telephone with personal, family and school-related demands.

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

AID-NJEA is a program or partnership between the New Jersey Education Association and Rutgers University Behavioral Health Care.



How to *write* for the NJEA Review

WHAT CAN I SUBMIT FOR PUBLICATION?

Feature article

The *Review* feature articles address areas of interest to NJEA members. This is an opportunity to help your colleagues improve their skills by describing a successful approach or strategy. A feature article should range between 1,400 and 2,000 words. Remember to use subheads to break up sections; consider listing resources or tips as a separate sidebar.

Letter to the editor

Respond to content that has appeared in the *Review* by submitting a letter to the editor that is about 250 words or less. A letter/email must be received by the 10th of the month in order for it to appear in the subsequent issue (e.g., Sept. 10 for the October *Review*).

Quick tip

Do you have a great idea regarding classroom management? A better way to complete a mundane task? A favorite website? An app you and your students can't live without? The *Review's* "Bulletin Board" column includes quick tips from experts like you. Submissions should be 250 words or less.

Speak out

This occasional column lets members opine about a hot topic in education. If you have strong feelings about a current issue that would be of interest to other members, speak out in an essay of 650 words or less.

I Am NJEA

Are you involved in a local, county or state association activity such as a workshop, a rally, a meeting, a protest or other event? Consider snapping a few photos to be considered for this page, which consists primarily of photos and captions of members engaged in association activities. Make sure your local president is informed if you are sending photos from local association events and activities.

Proud moments

Has your local association used Pride funds to promote our great public schools? Send a brief description and your best photo to ProudMoments@njea.org.

Toolbox

If you have a great way to incorporate technology to boost student learning, consider writing about it in the "Toolbox" column. Share your expertise in 1,000 words or less.

HOW DO I SUBMIT FOR PUBLICATION?

Submitting content

Email submissions to njeareview@njea.org. Be sure to include your name and contact information, the name of your district and what you do there, the name of your local association, as well as the name and contact information of your local association president. Submissions for the Proud Moments page can be sent to proudmoments@njea.org.

The review process

You will receive an email acknowledging receipt of your submission, but the review process can take several weeks. Please be patient; the editor will get back to you and let you know if we will use your submission. You may be asked to revise the piece but will be given specific suggestions on what needs to be changed.

If your submission is not accepted for publication in the *Review*, don't be discouraged! While your article may not be right for the *Review*, it may be appropriate for another publication. All submissions, even letters to the editor, may be edited for length, style and content.

NJEA Report

Clinton Township wins bargaining award

The Clinton Township Education Association (CTEA) is the recipient of the 2020 NJEA Jim George Collective Bargaining Award. The award was conferred at the NJEA Jim George Collective Bargaining Summit on Oct. 24. The annual summit was held remotely.

CTEA President Kelly Hill, Negotiations Chairs Jayson Hill and Penny Perez McFadden, NJEA UniServ Field Rep Fred Skirbst were on hand to accept the award.

CTEA's collective bargaining journey was featured in the June 2020 edition of the NJEA Review.

"This year's winner is as much about a deal as it about the purpose of a fair contract: to unite a union's members," said NJEA President Marie Blistan as she introduced CTEA at the conference. "A new president saw a need and addressed it."

That new president was Kelly Hill, who established a member engagement committee and activated the association representatives to begin intentional conversations with every member.

"No one was left out," Blistan said.

Before CTEA could achieve a new contract, it first had to change its school district's power dynamics. The dynamics at the time had resulted in a school district that had gone through four superintendents and five business administrators in just five years. Unstable district leadership and a challenging board of education were not conducive to successful contract negotiations. CTEA had been working under an expired contract for seven of the previous nine years, with the last one being expired for over 1,000 days.

CTEA endorsed and campaigned for candidates to the Clinton Township Board of Education. That 2019 campaign included door knocking, social media outreach, and a series of community meetings to talk about the issues. Their efforts paid off when four pro-labor, pro-public education candidates were overwhelmingly elected to the board.

"After spending eight of nine years without a contract, they had two things they didn't have before: power and the board's attention," Blistan said. "They used both."

CTEA went on to win higher settlement rates than the county average. The paraprofessionals settled for a slightly higher rate than the certificated staff. They won hard-fought chapter 78 relief, including additional tiers that would lessen the blow of Chapter 78 on newer staff members. They also capped the percentage of healthcare premium that any member could pay at 22%.

CTEA also won on significant quality-of-life issues, such as language

requiring more notification before changing assignments. They clarified and expanded their access to professional development. They earned more compensation for secretaries when they were assigned tasks that extended beyond their workday, and they added additional allowances for custodial staff.

"This contract was about everyone," Blistan said. "The members of the Clinton Township Education Association transformed their union, and, after doing so, earned the best agreement they had in years for their members. It takes every one of us to make a difference, and the CTEA lived this difference."

As she accepted the award on behalf of her association, CTEA President Kelly Hill reflected on the transformation of her local union.

"Looking back, it's overwhelming to see how much we accomplished in less than one year, but the result was more than worth it," Hill said. Our association is truly much stronger and more united. We have established a respectful working relationship with both the board of education and the administration. Our community members have connected with us and have been tremendously supportive. In short, we became the union we wanted and deserved."

For the full story of CTEA's road to transformation, read "The Phoenix Rising" at njea.org/the-phoenix-rising.

Jim George Collective Bargaining Award finalists

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

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

This year, after reviewing the nominations, five finalists were selected. They were:

- Burlington County Institute of Technology Education Association and Burlington County Special Services Education Association
- Central Regional Education Association
- Clinton Township Education Association
- Franklin Lakes Education Association
- Mercer County Special Services Educational and Therapeutic Association



From left: CTEA President Kelly Hill and CTEA Negotiations Co-Chairs Jayson Hill and Penny Perez-McFadden.

NJEA PAC endorses Gov. Phil Murphy in 2021 Democratic primary

On Oct. 28, the 125-member NJEA PAC Operating Committee voted overwhelmingly to endorse Gov. Phil Murphy in the 2021 Democratic Primary.

The committee, which met via Zoom, was acting upon the recommendation of the NJEA PAC Screening Committee. The governor, who is the only declared candidate in the Democratic primary, completed a questionnaire on NJEA's issues and was interviewed by a panel of members and NJEA officers.

"Gov. Murphy has demonstrated time and time again that he keeps his promises," said NJEA President Marie Blistan. "It is so vital to the success of our students and our members that we have a governor who listens to education experts and works with us to develop solutions that work for all of us. He has shown that, regardless of job description, he respects the contributions of every school employee, and he has signed legislation to ensure fairer working conditions."

"We are at a tipping point in our society and the question is, who will lead our state to a future that works for everyone?" said NJEA Vice President Sean M. Spiller. "Gov. Murphy shares our commitment to social justice. He knows there is much work to be done and he is eager to work with us and other partners to diversify our workforce and our curricula. That's the kind of leadership we need in order to make long-lasting change that benefits everyone."

"There is no governor in the nation who has worked as closely and collaboratively with public employee unions as Gov. Murphy," said NJEA Secretary-Treasurer Steve Beatty. "Gov. Murphy is committed to putting New Jersey on a strong financial footing, and he has done that by addressing inequality and the exploitation of working families. He shares our vision of a New Jersey that respects and supports the people who make this state run and make our public schools the very best in the nation."

The NJEA PAC cited Gov. Murphy's strong record on the issues that matter most to NJEA members, their students, and their families. These include:

- Ch. 78 relief, which reduced health care premium costs for members while saving the state millions of dollars.
- Protecting educational support professionals whose jobs were at-risk because of COVID-19 school closings.
- Working with NJEA to improve health and safety conditions and to hold districts accountable when they fall short.
- Due process rights for educational support professionals.
- Subcontracting protections for educational support professional positions.
- Three of the largest consecutive pension payments in New Jersey history.
- Education funding that supports the unique needs of school districts, even in a pandemic.
- Making college more affordable through the Community College Opportunity Grant program.
- Working to diversify the curriculum, including implementation of the Amistad curriculum.
- Diversifying the workforce in our public schools and providing the funding to do so.
- Appointing New Jersey educators to serve as commissioner of education.
- Expanding Pre-K programs, a key indicator of lifelong success.
- Signing legislation that pays workers equally, regardless of gender.

The NJEA PAC Operating Committee enthusiastically endorsed Murphy's nomination as the Democratic candidate in the 2021 primary because of his strong support for NJEA, our students, working families, public education, and organized labor.

NJEA members push pro-education candidates to victory

Nov. 3 was the last day of voting in the longest, strangest and most consequential election in memory. But we know this for sure: NJEA members made a difference. For months, members worked on behalf of NJEA-PAC endorsed, pro-education candidates up and down the ballot, and we are already seeing the benefits of that hard work.

NJEA's officers, President Marie Blistan, Vice President Sean M. Spiller and Secretary-Treasurer Steve Beatty congratulated President-elect Joe Biden and Vice President-elect Kamala Harris on their decisive election victory.

"Today we are celebrating a victory for students, educators, working families and public schools," the officers said. "After a long campaign, America has spoken clearly and has overwhelmingly chosen these two friends of public education to lead our nation. Their vision for public education, as well as for the students and families who rely on public schools as their gateway to the American Dream, is a large part of what drove them to their historic victory."

President-elect Biden rose from humble beginnings and overcame unspeakable personal tragedy to become a United States Senator, a vice president and now the 46th President of the United States," they said. "Vice President-elect Harris is the first woman and the first woman of color elected to one of America's highest offices. The child of immigrants, she epitomizes the American Dream and will inspire women and girls, as well as the children

of immigrants, to reach for their highest aspirations."

In other federal races here in New Jersey, Sen. Cory Booker was easily reelected, along with 10 of NJEA PAC's 11 endorsed congressional candidates: Donald Norcross, Andy Kim, Josh Gottheimer, Frank Pallone, Tom Malinowski, Albio Sires, Bill Pascrell, Donald Payne, Mikie Sherrill and Bonnie Watson Coleman. Amy Kennedy, running in Congressional District (CD) 2, lost a very tight race that was not called in favor of her opponent, Jeff Van Drew, until Nov. 6.

New Jersey also had a special legislative election in LD-25 where NJEA PAC-endorsed candidates, Sen. Anthony Bucco and Assemblywoman Aura Dunn, retained their seats.

Local and county associations throughout New Jersey made endorsements in in 59 races for county and local offices with, as of press time, 56% of these endorsed candidates winning their seats. NJEA is also tracking results for 250 NJEA members who ran for local office across the state. These members will bring the voices of educators into positions of influence throughout New Jersey.

ETEA protects members' health benefits

On Oct. 22, the Evesham Township Education Association (ETEA) saved its paraprofessionals' health benefits. Earlier in the month, the Evesham Township School District informed the paraprofessionals that their hours were being reduced by one hour. The switch lowered the hours of the paraprofessionals below the threshold to earn health benefits.

Before ETEA stepped in on behalf of its members, the Evesham Township Board of Education planned to implement the change to strip the school employees' health benefits in December. The local association noted the decision was particularly callous given the on-going COVID-19 pandemic, which has left many schools, including those in Evesham, operating on altered schedules to ensure staff and student safety.

"As COVID-19 cases increase in our state, so too should our sense of community," said ETEA President Debbie VanCuren as she addressed the board. "We cannot and should not strip our paraprofessionals of their dignity. Yes, you aim to remove only one hour of work from these individuals, but you will be taking so much more. You will be taking their sense of security. We understand that all decisions have their reasons, but, as far as we can tell, this decision lacks any tangible purpose at all."

Before the reduction was finalized, ETEA led a fast-paced organizing effort to win community support for their members. Hundreds of ETEA members, community members and students rallied before the board meeting, wearing red and bearing signs that read "No Healthcare Cuts During COVID. We Stand with the Evesham Paras." The board could not ignore the power and, ultimately, reversed its decision to reduce the hours of the paraprofessionals.

UniServ Field Representative Angel McDermott led a staff team to support ETEA against this move. Greg Yordy, from NJEA's Research Division, provided an analysis of the Evesham Township budget. From the Communications Division, Matt Stagliano helped create the yard signs distributed to ETEA members and parents. Angel McDermott also assisted the ETEA with organizing the ETEA members' rally before the BOE meeting.

At the end of the night, the BOE decided to ensure that the ETEA paraprofessionals do not lose their health benefits. This win saved the paraprofessionals' health benefits while demonstrating the power of collective action during times of crisis.

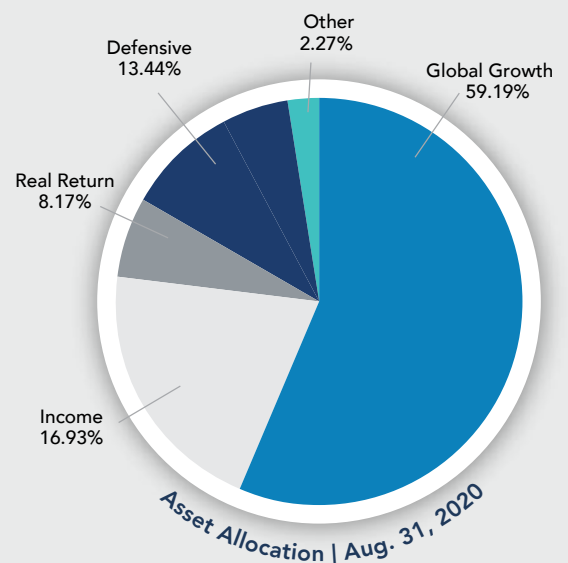


PENSION UPDATE

TOTAL PENSION FUND: \$80.30 BILLION

The totals below reflect market values as of Aug. 31, 2020, and for comparison, May 31, 2020. 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.

	Aug. 31, 2020		May 31, 2020	
	Market Value (\$ billions)	Asset Allocation	Market Value (\$ billions)	Asset Allocation
Global Growth	\$47.53	59.19%	\$42.40	56.29%
Income	\$13.60	16.93%	\$13.20	17.52%
Real Return	\$6.56	8.17%	\$6.36	8.44%
Defensive	\$10.79	13.44%	\$11.61	15.41%
Other	\$1.82	2.27%	\$1.76	2.34%
Total	\$80.30	100%	\$75.33	100%



Murphy nominates Bridges as secretary of higher education

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I have a deep and abiding faith in the power of colleges and universities to not only provide life-changing educational experiences, but to also serve as economic engines and hubs of innovation and intellectual discovery.

Dr. Brian Bridges speaking in New Brunswick upon his nomination by Gov. Phil Murphy as Secretary of Higher Education. (Edwin J. Torres, Governor's Office.)



Gov. Phil Murphy announced his nomination of Dr. Brian Bridges, Ph.D., as the next secretary of higher education on Oct. 30 in New Brunswick.

“Making college more affordable and accessible has been a hallmark of our mission to build a stronger and fairer New Jersey for all,” Murphy said. “After conducting a nationwide search for a new secretary of higher education, we’ve found just the right leader to build upon our progress. Dr. Brian Bridges has the vision and experience needed to put a college education within reach for more students, including continuing our highly successful Community College Opportunity Grant (CCOG) program.”

Bridges previously served as vice president of research and member engagement at the United Negro College Fund (UNCF) in Washington, D.C., where he led UNCF’s Frederick D. Patterson Research Institute (FDPRI) and the Institute for Capacity Building (ICB).

Prior to joining UNCF, Bridges was vice provost for Diversity, Access, and Equity at Ohio University. Previously, he was associate director of the Center for Advancement of Racial and Ethnic Equity at the American Council on Education. Bridges is a former adjunct assistant professor of Higher Education

Administration at George Washington University.

Throughout his career, Dr. Bridges has served on numerous panels and advisory committees on issues related to student engagement, historically Black colleges and universities (HBCUs), learning environments at minority-serving institutions, and success factors for African American college students at predominantly white institutions.

Dr. Bridges earned his doctorate in higher education administration from Indiana University-Bloomington, a master’s degree in public administration from the University of North Carolina-Charlotte, and a bachelor’s degree in English language and literature from Francis Marion University.

“I am humbled but invigorated by the confidence of Gov. Murphy to serve as the next secretary of higher education for the great state of New Jersey,” Bridges said. “I have a deep and abiding faith in the power of colleges and universities to not only provide life-changing educational experiences, but to also serve as economic engines and hubs of innovation and intellectual discovery.”

SHOP LOCAL AND SAVE THROUGH NJEA

Check out our Member Discount Program for local retailers who give NJEA members a special discount.

Visit memberbenefits.njea.org.



Murphy nominates Allen-McMillan as commissioner of education

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I am a proud product of New Jersey's magnificent public education system, and I have dedicated my career to ensuring that the children of this state continue to get the type of education I received.

Dr. Angelica Allen-McMillan speaking in South Orange following Gov. Phil Murphy's nomination of her as the next commissioner of education. (Edwin J. Torres, Governor's Office.)



Gov. Phil Murphy announced his nomination of Dr. Angelica Allen-McMillan, Ed.D., as the next commissioner of education on Oct. 20 in South Orange.

“From day one, I pledged to select a commissioner of education with experience in public education,” Murphy said. “We fulfilled that promise through the nomination of Dr. Repollet and maintain that promise today. A product of New Jersey’s public schools, Angelica has worked at all levels of education and knows exactly what our teachers and students need to succeed.”

Since 2018, Allen-McMillan had served as interim executive county superintendent for Morris County, where she supported and oversaw school districts in the county.

For over 25 years, Allen-McMillan has worked as a teacher and administrator in various school communities throughout New Jersey. From 2017 to 2018, she served as assistant superintendent for secondary education for Newark Public Schools. Prior to holding that position, she served as assistant superintendent for curriculum and instruction in the Irvington School District.

She also served as a middle school life and physical science teacher in the East Orange School District, the executive director of the Marion P. Thomas Charter School in Newark, assistant principal of Clinton Elementary School in Maplewood, and principal of the Marshall School in South Orange.

Allen-McMillan replaced Interim Commissioner Kevin Dehmer, who has held the position since the appointment of former Commissioner Dr. Lamont

Repollet as the president of Kean University in July 2020. She will serve as acting commissioner until she is confirmed by the state Senate.

“I am a proud product of New Jersey’s magnificent public education system, and I have dedicated my career to ensuring that the children of this state continue to get the type of education I received,” said Allen-McMillan. “I am extremely proud the governor has put his faith in me to continue New Jersey’s tradition of educational excellence.”

Allen-McMillan is a graduate of Cornell University, where she received a bachelor’s degree in industrial and labor relations. In addition, she received a master’s and a doctorate in education, leadership, management, and policy from Seton Hall University.

“We look forward to working closely with Dr. Allen-McMillan in her new role,” said NJEAs officers, President Marie Blistan, Vice President Sean M. Spiller and Secretary-Treasurer Steve Beatty. “Strong leadership is more important than ever as New Jersey’s public schools continue to navigate this challenging school year. We are committed to working with the new commissioner to ensure that our students are safe, healthy and learning and we look forward to bringing the voices of working educators to the table to ensure that happens.”

State Board of Education and acting commissioner field questions at convention

Three members of the New Jersey State Board of Education and acting Commissioner of Education Dr. Angelica Allen-McMillan were hosted by NJEA Vice President Sean M. Spiller for their annual panel discussion at the NJEA Convention. With the acting commissioner, State Board President Kathy Goldenberg and board members Joseph Ricca and Mary Beth Berry fielded questions from members as Spiller moderated the panel.

Allen-McMillan set the stage in her opening remarks for the sort of questions that would dominate the panel.

“The coronavirus pandemic has put all of us in the unfamiliar territory of virtual learning and hybrid teaching, making social and emotional learning more important than ever,” Allen-McMillan said. “While we know this, too, shall pass, we recognize the need to redefine what education looks like in New Jersey so that our teachers, educational support professionals, and students can be their best even in these uncharted waters.”

Appointed acting commissioner just 13 days prior to the NJEA Convention, Allen-McMillan said that she was still in the learning and assessing mode as she set her major goals for the New Jersey Department of Education.

Goldenberg was asked what the board could have been done differently in the summer to prepare for this year.

“Most important to me is that the digital divide be rectified so that all students have the opportunity to receive the bandwidth and the computer or tablets they need,” Goldenberg said. “I think we should be concentrating on more professional development geared toward remote learning.”

Goldenberg also expects more guidance from the state’s Department of Health so that the State Board and the greater education community know sooner how best to proceed.

“Everybody was learning as we went along,” Goldenberg said. “The best thing now is to be forward thinking.”

Asked about why all schools were not once again closed as the number of positive COVID test results spiked, both Allen-McMillan and Goldenberg pointed to the variance of test results in different regions of the state and the premise that local control should guide such decisions.

SGOS, SGPS, STANDARDIZED TESTS, SPECIAL EDUCATION, AND EDTPA

Multiple questions called for the suspension this year of student growth objectives (SGOs), student growth percentiles (SGPs), the New Jersey Student Learning Assessments, and various aspects of teacher evaluation. Ricca, a resident of Morris County and the superintendent of schools in White Plains, New York, called for a moratorium on SGOs and high-takes standardized tests.

“It breaks my heart to look into the Q and A here and see my colleagues fretting over things that are related to compliance and paperwork,” Ricca said. “When we get back in the classroom we can fill those gaps. Right now, we just need to make sure that our students are connected and engaged in schooling and loving learning.”

Allen-McMillan said that she is gathering information from all stakeholders to make informed recommendations on all of these matters to the board and to the governor’s office.

The commissioner and the board members noted that under current Secretary Betsy DeVos’ Department of Education (USDOE), waivers from federal testing requirements are not being considered. Under a Biden administration, the USDOE may well take a more thoughtful and realistic approach to this and other related issues during this pandemic-affected year.



Clockwise from top left: State Board member Joe Ricca, State Board President Kathy Goldenberg, NJEA Vice President Sean M. Spiller and acting Commissioner of Education Angelica Allen-McMillan, along with State Board member Mary Beth Berry (not pictured), participated in the panel discussion.

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Everybody was learning as we went along. The best thing now is to be forward thinking.

Asked about the requirement for preservice educators to complete the performance assessment portion of edTPA, Allen-McMillan noted that its waiver expired on Sept. 1. She said that she has been hearing from educator preparation programs that are voicing concerns about the practicability of candidates completing their edTPA requirements.

“We are reviewing their concerns,” McMillan said.

Berry, a former special education teacher, addressed questions about compliance with special education regulations. She acknowledged the tremendous challenges teachers and school districts face in educating students with special needs in remote or hybrid settings. Allen-McMillan noted that she is gathering information in order to make the appropriate recommendations.

SUSTAINING THE CURRENT PACE

When the board was asked about the sustainability of the pace at which educators are working in the current environment, Ricca was quick to remind educators that they cannot help others if they aren’t taking care of themselves.

“Making sure there is a beginning and an end to the workday is so important,” Ricca said. “It becomes really easy to just allow emails and correspondence and Zoom to permeate every waking hour of your day. That will assuredly lead to higher anxiety levels and lead to the feeling of burnout. Take care of yourself and your loved ones first.”

GROWING FUTURE SCIENTISTS IN BRANCHBURG

BY KATHRYN COULIBALY

On a brisk February day, Branchburg Central Middle School was buzzing. Actual scientists and engineers from the nearby Johnson & Johnson campus were visiting to give sixth grade students a peek into what it's like to work in STEM and help them with a fun—but not necessarily tasty—genetics experiment.

At a morning assembly, students heard from Johnson & Johnson engineers, including one who was an alumna of Branchburg Central Middle School, Allison Williams. She shared photos of her childhood soccer team and memories of her teachers, earning laughs and nods of recognition from the students.

The scientists talked about their daily work life and the kinds of projects they were working on—everything from first aid products and cosmetics to chemical compounds—and they answered questions about what inspired them to pursue careers in science.

For Danielle Puglisi, an instructional coach at Branchburg Central Middle School who coordinated the day's events, hearing from scientists who shared a background with students really helped them connect the idea of a career in science with what that could look like on a practical level.

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

“It's important for students to have experiences with real-life scientists because sometimes it can be hard for them to picture what that might look like as an actual career path,” said Puglisi. “When students see scientists with whom they can relate, it helps them to aspire to practicing science in the future.”

Most Branchburg students are familiar with Johnson & Johnson, which has a strong presence in the area. The company was founded in 1886 in New Brunswick and continues to be a major employer in the state.

In addition, Johnson & Johnson products are ubiquitous in most homes. The company produces Tylenol, Johnson's baby products, the Neutrogena skin care and beauty lines, and Acuvue contact lenses, to name a few. Johnson & Johnson scientists also work on research and development of new health care-related products.

In fact, Johnson & Johnson scientists are currently working on one of the many COVID-19 vaccines that are being pursued.

THE GENETICS OF TASTE

Following the assembly, the students returned to their homerooms for a project on the genetics of taste. Students were asked to complete a bingo card naming different foods for four different categories: vegetable, salty, fruit and sweet. Students then walked around and found a buddy in the class who had written the same food, or a very similar food. One purpose of the icebreaker activity was to demonstrate that if you like or disliked similar food, it might be that you shared similar genetics.



From left: Johnson & Johnson engineers Olajompo Moloye-Olabisi, Yesha Sanji, and Amit Joshi joined their colleagues to sit on a panel to answer the questions of curious sixth-grade students.

Johnson & Johnson scientists assisted in the activity, which mostly consisted of watching the sixth graders network like professionals as they tried to make connections with their classmates.

After the bingo exercise came the big thrill of the day when students participated in an experiment on the genetics of bitter taste.

Students had learned that the way we taste things can vary depending on our genetic makeup. About 25% of the population has a set of genes that cause an intense dislike to a taste receptor gene, known as TAS2R38.

Some people taste certain foods such as asparagus, kale, and brussels sprouts, among others, as more bitter than others. This can lead them to avoid these foods and, in fact, can reduce their consumption of vegetables overall, according to a 2014 study conducted by the University of Connecticut. The difference was significant—those with the greater sensitivity consumed 200 fewer servings of vegetables over the course of a year.

Knowing this about yourself could help you overcome your natural aversion and seek out other vegetables that are more palatable or research different ways to prepare these green vegetables to enhance their sweetness.



Johnson & Johnson engineer Olajompo Moloye-Olabisi speaks to the sixth-grade class about her life experiences that inspired her to pursue a career in STEM.



“ Students who had mild or no facial response were mystified by the responses of the taster group, while the taster group could not believe that everyone didn’t have the same reaction. ”

Sixth-grade students, Pari M. (left) and Lavanya S. prepare to test their genetics with PTC paper for bitter taste.

In small groups, students were given a piece of litmus paper with a nontoxic, bitter taste simulator called phenylthiocarbamide (PTC). Students stood with their backs to each other so that they would not influence each other’s responses to the PTC. At the count of three, the students put the paper in their mouths and tasted the bitterness.

The facial responses ranged from hilarious to anticlimactic. Students who had mild or no facial response were mystified by the responses of the taster group, while the taster group could not believe that everyone didn’t have the same reaction.

“Depending on the students’ genetics, they may have exhibited an unpleasant facial response and really not liked it, a mild response, or no response at all. We then follow up with more about the genetics behind it,” said sixth grade science teacher Shannon Heaney.

Students then divided themselves into the three groups, providing a visual

representation of the breakdown. The Johnson & Johnson scientists assisted students as they completed a worksheet on the genetic experiment.

BRINGING SCIENCE TO LIFE

At the end of the day, all of the sixth-grade students were brought back together in the gymnasium where they viewed the schoolwide results graphically and had an opportunity to hear from more Johnson & Johnson scientists.

“Before today’s program, I think students had some knowledge of what scientists and engineers do but hearing them talk about the different branches of science and engineering and what they do each day really gave the students greater context,” Puglisi said. “These kinds of connections between schools and companies can really help to build students’ excitement about pursuing careers in science.”

Branchburg Central Middle School Principal Matthew Barbosa agrees.



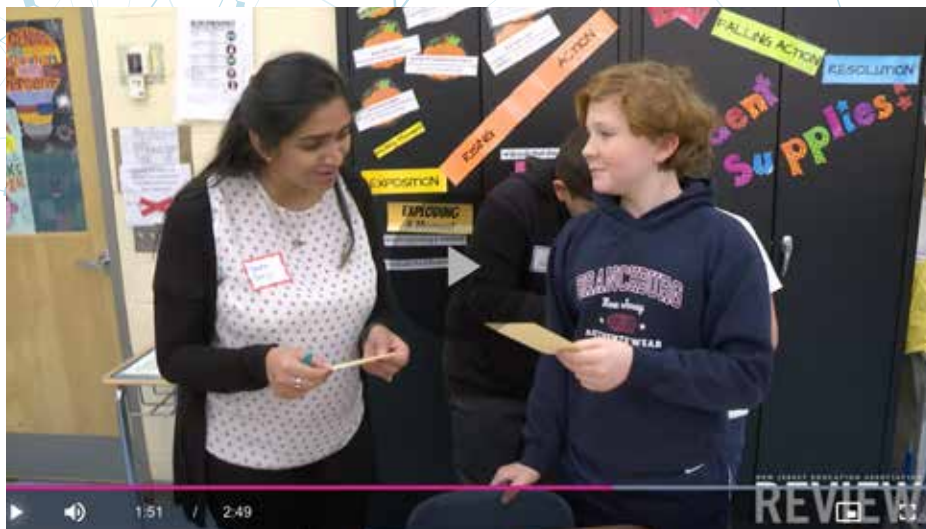
Allison Elik, a sixth-grade science teacher, shows students how to determine their own type of taste.

“We started this collaboration a few years ago when one of our former STEM coaches, Maggi Emmons, made a connection with Robert Miller, a Johnson & Johnson supply chain senior manager,” Barbosa said. “Ever since, Johnson & Johnson professionals have been coming to the school to bring science to life in authentic ways.”

Authentic learning is very important to Barbosa and the staff. All of the eighth-grade students participate in a social change project, and the school hosts an annual enrichment day where students and staff choose a topic and learn about it together, connecting educators and students as learners.

Bringing outside organizations, such as Johnson & Johnson, into the school community to collaborate on projects together is more than just an exercise in authentic learning, it’s also a way to build connection among shared values.

“One of the great things about Johnson & Johnson is that they are focused on having



Johnson & Johnson scientists helped 6th graders at Branchburg Central Middle School with a pre-pandemic genetics project. Watch them in action at njea.org/BranchburgGenetics.



women in STEM and having a diverse workforce,” Barbosa said. “Those are goals that we have, as well. We want all our students to feel comfortable and confident with who they are and to accept and celebrate the diversity that is all around us.”

While this event, which was held pre-pandemic, cannot be replicated in the same way this year, thanks to technology, there are still many opportunities to bring in subject area experts. Puglisi encourages other districts to develop relationships with practitioners to help enrich students’ learning.

“Learning experiences like this can really spark students’ love of science because they’re learning in a different way, and they’re getting to talk to real-life professionals who can share with them what they were doing in middle school,” Puglisi said. “Maybe the scientists and engineers weren’t interested in science in sixth grade, but then something happened and there was a switch that turned.”

In preparation for a game of “Taste Bingo” with her classmates, sixth-grader Thea P. fills out her game board with foods she likes that fall into the four different taste categories.

SUCCESSFUL REMOTE LEARNING AND COUNSELING IS POSSIBLE!

BY MAURICE J. ELIAS, PH.D., RUTGERS SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT LAB

Remote learning and counseling: the term sounds contradictory. Counseling and learning should be up close and personal, not distant. Some say effective remote counseling and learning is impossible.

Well, not so fast. Counseling and learning must be able to touch the mind, heart, and soul even if the educator cannot. Learning should be face to face, even if those faces are distant. While it may not be ideal, remote counseling—counseling via the internet through a platform like Zoom or Google Hangouts—can indeed be effective. And educators in New Jersey are meeting the challenge with caring and creativity.

One strategy used by most educators in New Jersey involves building up students' social-emotional learning competencies (SEL) and character. The five SEL skills identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL.org)—self-awareness, social awareness, empathy, working effectively in groups, and responsible, ethical problem solving—are at the core of most of their interventions, as you will see in the examples to follow.

THE COUNSELORS ARE IN

Step into Grace Rivetti's virtual office. Rivetti is a counselor in Cranford. She shares her "office" with teachers, students and parents so they know that she is available and so students will feel her concern for them. Among some of her activities are reaching out to parents/guardians via emails and phone calls, practicing breathing exercises as grounding with groups of students using videos on YouTube, placing Mindful Minute Mondays one-minute videos on the school's Instagram account every week and prerecord minilessons on the CASEL 5 skills for teachers to show to their students.

For those not inclined to create their own materials, videos exist and can

be provided to teachers, along with support in putting them to use. There is a great selection at Edutopia's YouTube channel, youtube.com/c/edutopia/videos. There is even a video on how to make effective instructional videos found at youtube.com/watch?v=8Swzhq9Pnr0.

Among many concerns of Andrea Sadow, a school counselor in Summit, is the need to manage transitions with care, support, and forethought. The transition to remote learning demands focus and creativity. Andrea and her counselor colleagues begin with outreach to the teachers, arranging to be present in their Google Classroom online meetings with students so students (and parents) become familiar with them. They then reach out to teachers to ask if there are students for whom they have concerns and would appreciate follow up. All this sets the stage for proactive teaching of SEL to help build students' skills at emotion recognition, perspective taking, and problem solving.

Recognizing that the transition is no less challenging for parents, Sadow and the Summit elementary counselors created a remote presentation for parents of first graders, to help orient them to their children's school, introduce them to the counselors, and provide reassurance about what their children would be experiencing. The presentation serves as a model that other schools can adapt (bit.ly/382uLyS).

SET EXPECTATIONS AT THE OUTSET

Barry Saide, principal of Roosevelt School in Manville, believes that schools must take "an active approach to guiding students in expectations for how they carry themselves at all times." This means inviting students to create the online etiquette and rules for how they will work as pairs, teams and classmates while online.

Set norms about how to respond to one another, how to prepare for the school day—most experts, for example, feel that having kids wear pajamas will lead to sleepy learners—and how to communicate confusion and difficulty. Setting clear, shared norms that are mutually agreed upon and revisited daily during the early portion of the school year will be important in establishing and sustaining the learning culture we're looking to create in our classrooms.

Vicki Poedubicky is a former school counselor and the current program administrator and lead instructor for the Academy for Social-Emotional Learning in Schools (SELinSchools.org). She has long advocated the use of feelings check-ins, and these are no less important in the remote environment. This conveys to



Cranford counselor Grace Rivetti shares her "office" with teachers, students and parents so they know that she is available and so students will feel her concern for them.

students that their feelings matter and that the class or counseling session will start with a check-in and end with a check-out.

The check-in starts with showing students a picture of feelings faces at the beginning of class or a counseling session and asking them to indicate which one or two feelings they are having at the moment. The picture can be presented as a screen-share or sent to the students individually as a worksheet they can download and view.

Follow up by asking students to share their words for those feelings. This gives educators a chance to build up students' feelings vocabulary. For individual or small group sessions with students, you can ask, "What happened that led you to have those feelings?" This is not something that many students initially can answer, but you are seeding the idea that their feelings occur in relationship to experiences they have. Thank students for sharing and then proceed with your activity.

At the end of the meeting, reintroduce the feelings picture and ask students to once again select one or two feelings they are experiencing now. Ask them what happened to help them feel differently or, if their feelings have not changed, what might have happened to help them feel more positively.

"The feelings check-in and check-out allow the educator to see growth in the student's ability to identify, express, and then ultimately regulate various emotions in given situations," Poedubicky notes.

Students learn that putting feelings first is a priority for their teachers and counselors.

REACH OUT TO THE HOME

Highland Park Superintendent of Schools Scott Taylor recognized that a successful weekly parent program based in Highland Park Middle School designed to promote students' SEL skills needed to be adapted for COVID-19. Dean of Restorative Practices Julianna Luksa and math teacher Jenn Andren decided to bring a modified program to some of the families by placing "SEL at your Doorstep."

Luksa and Andren delivered a pizza, two-liter bottle of iced tea, an SEL choice board of activities, and an SEL Kit—a reusable bag full of mindfulness items, games and other SEL gear. SEL is developed by having all family members use the tools in the SEL kit to complete the SEL choice board, and by reducing adult stress by having one less meal to prepare for. For more details email the superintendent at taylor@hpschools.net.

See the sidebar "Making Science Soar" for another story of reaching out to students at their homes.

ADDRESSING SPECIAL NEEDS

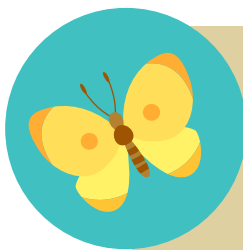
There is perhaps no greater challenge in remote education than accommodating to students with special needs. Much falls on the shoulders of the parents. It is essential to take a supportive stance with parents.

Try to take their perspective and imagine yourself in their home. Phone calls are essential in establishing or deepening relationships and communicating caring. Take a problem-solving perspective and assume parents/guardians are trying their best. Ask the parents:

1. What are the routines set up around being ready for school and doing assignments?
2. What obstacles are parents/guardians facing?
3. What can they use help with, including technology, food, other basic needs?
4. Who might support their child as a learning coach? Older sibling? Cousin? Aunt or Uncle? Other relative or friend?

Sometimes parents believe that they have to be the sole helpers, but that's not true. They just have to do their best to help children get help. And schools have to be proactive in helping families do that. A useful resource for parents is schoolvirtually.org/parents/families.

The not-so-secret secret is to recognize that all learning and counseling—remote or not—builds on and builds up caring relationships and social-emotional and character competencies. New Jersey educators have a lot to share in that regard, and a lot to be proud of. 🧡



Making science soar

by Stephanie Kandel

As a kindergarten teacher at Moss School in Metuchen, I bring science to my students. While it's not possible for every teacher to do this, I hope my experience can inspire out-of-the-box thinking—or in this case, out of the caterpillar box—to bring learning home to students.

Parents were notified days in advance of the time of my visit to the outside of their homes. Before I rang the doorbell or texted the parent that I was in front of their residence, I removed a caterpillar from a container and placed it a foot or two from the front door. Then I positioned myself at least six feet from the front door. When my students appeared at their doorways, I greeted them and pointed to the caterpillar.

I provided some facts about the caterpillar, then asked the children how they thought the caterpillar is feeling. If a child said scared or nervous, I asked what advice they could give to the caterpillar. Some said "take deep breaths," and "visualize eating a big green leaf."

Some children asked me if they were allowed to touch the caterpillar, and I instructed them to ask their parents. Usually a parent agreed, so I described to the child how to gently touch the caterpillar. For those who wanted to pick it up, I explained how to safely handle it. After a couple of minutes, I requested that the child to put the caterpillar back in the container and asked the child to step back while I came up to seal container.

Two weeks later I visited again with the butterflies. I followed same protocol, placing butterfly net near front door before the student came out. I explained to students that they would not be able to hold them since the oil from human hands can damage butterfly wings.

I provided facts about the butterflies, and then like the caterpillars, I asked the students how they thought the butterflies were feeling. Every student replied "happy" or "excited." It's interesting to note more students said "scared" or "nervous" about caterpillars' feelings. At the end of the visit, I told the students after they went inside, I would retrieve the butterfly net.

I videotaped the butterfly release in my backyard and posted video for students to view. The next day at a class Zoom, many of the students commented they were so happy to have had the chance to see the butterflies in real life. "They look prettier instead of on the screen," one student said. "I was so happy because I got to see two of my favorite things—butterflies and you, Mrs. Kandel."

*Maurice J. Elias, Ph.D., is a professor of psychology at Rutgers University, where he is the director of the Rutgers Social-Emotional and Character Development Lab (secdlab.org) and co-director of both The Collaborative Center for Community-Based Research and Service (engage.rutgers.edu) and the Academy for Social-Emotional Learning in Schools (SELinSchools.org). He is the co-author of *The Joys and Oys of Parenting: Boost Emotional Intelligence in Students: 30 Flexible, Research-Based Activities to Build EQ Skills*, and the just-published *Nurturing Students' Character*. He can be reached at melias@psych.rutgers.edu.*

SHAKESPEARE

needs to stay in schools

By Sachel S. Bise

William Shakespeare is regarded as one of the greatest playwrights in the history of British literature. The author of 37 plays, 154 sonnets and five poems, Shakespeare wrote for the people in a way no other author had before. While on the surface his works may seem too difficult for young students to grasp, Shakespeare can be understood and mastered with the guidance of a great teacher. Mastery of Shakespeare comes with a battery of skills that can be applicable and useful for anything from mathematics to history.

This article is not the first of its kind, by any means. There are teachers, researchers, scientists and scholars who argue in favor of the need for Shakespeare to remain in schools, as well as those who believe the Bard's works do not belong. Those who argue to keep Shakespeare out of schools contend that his content is too mature, complicated or irrelevant, while those who argue to keep Shakespeare in schools conduct studies to prove the importance of his texts.

Studies demonstrating the positive effect of Shakespeare's use of language on the brain were conducted by the University of Liverpool. The positive impact of Shakespeare on young persons with autism were supported by research at the Ohio State University Wexner Medical Center. Research on Shakespeare's value for all

students was conducted by the Royal Shakespeare Company, a theater company based in Stratford-upon-Avon. Shakespeare's work needs to remain a part of public education because of its unique language, character relatability and interdisciplinary applications.

IDENTIFYING WITH THE CHARACTERS

While it is true that the works may not be interesting to everyone, there is most certainly a character in every play that could connect to every reader. That connection to characters is what keeps readers coming back for more, along with the complex language and consistent subplots that drive entertainment and humor in his comedies, as well as the intrigue and wonder in his tragedies and histories.

Shakespeare is clever in his composition as he makes sure to include nobles and common people in his plays. Nobles were included because the plays were most often written for the royal families, but the inclusion of common people makes them more relatable to contemporary and modern audiences.

Consider Queen Elizabeth, who reigned during the time Shakespeare wrote. Elizabeth influenced many of the female characters in the plays, such as Titania in "A Midsummer Night's Dream" and Viola in "Twelfth Night." The queen's love of Shakespeare's plays drove his contemporary popularity, leading other writers of the time to borrow from his works and weave his ideas into their pieces. This leads some people to believe that Shakespeare was not really Shakespeare, although that is a story for another day.

Shakespeare grew up in poverty as the son of a shoemaker and a previously noble woman. His childhood experiences influenced the inclusion of common people in his plays, such as the mechanicals Bottom and Quince in "A Midsummer Night's Dream" and Rosencrantz and Guildenstern in "Hamlet." Students recognize the humorous antics of the mechanicals, and the fear

of Hamlet's trustworthy friends and relate to those emotions. If students can connect themselves to specific characters, the text becomes important to them. Shakespeare's inclusion of multiple types of people ensures that.

MAKING THE BRAIN WORK HARDER

Shakespeare's language is undoubtedly complex. Considering that Shakespeare created approximately 7,000 new words for his works, there is no shock that his writing would be difficult to read. However, it is what Shakespeare did with his words that makes his texts appealing to readers and so much more important for students to read.

According to researchers at the University of Liverpool, Shakespeare "uses a linguistic technique known as functional shift," which is when one element of grammar is intentionally altered. Shakespeare used functional shift frequently, especially when using nouns as verbs. When the brain sees this, there is "a sudden peak in brain activity and [it] forces the brain to work backwards in order to fully understand what Shakespeare is trying to say." (See study reference in sidebar.)

Shakespeare's language forces readers to develop stronger skills in order to understand what the text means. Those skills are vital to becoming a strong analyzer in math, science, history, and English. It can also help with social skills when adolescents are trying to figure out what their peers mean in the confusing and complex situations in which teenagers often find themselves. Students also develop stronger language skills that can be used in social interactions when peers use sarcasm or metaphors without realizing it.

SHAKESPEARE AS ART THERAPY

While Shakespeare is literature, it first and foremost is art. Children learn from art therapies, and Shakespeare can play a part in such therapies.

Sachel Bise was the 2019-20 publications chair for NJEA Preservice and served on the NJEA Editorial Committee representing preservice members. Bise is currently a long-term substitute for English and special education at Edison High School and a tutor at the JEI Learning Center in Mount Olive. She can be reached at achelbise@gmail.com.

The Royal Shakespeare Company conducted a study to understand how Shakespeare affects youth of all ages. The students used “rehearsal room approaches to studying Shakespeare,” exploring the text through physically acting and working through the play as actors, or as Shakespeare might say, players. The studies showed a range of results from an improvement of test scores to a positive change in behaviors. (See study reference in sidebar.)

An Ohio State University study was conducted with a group of students with autism spectrum disorder used rhythm-based language and gestures to understand Shakespeare’s language in a “social skills intervention known as Hunter Heartbeat Method.”

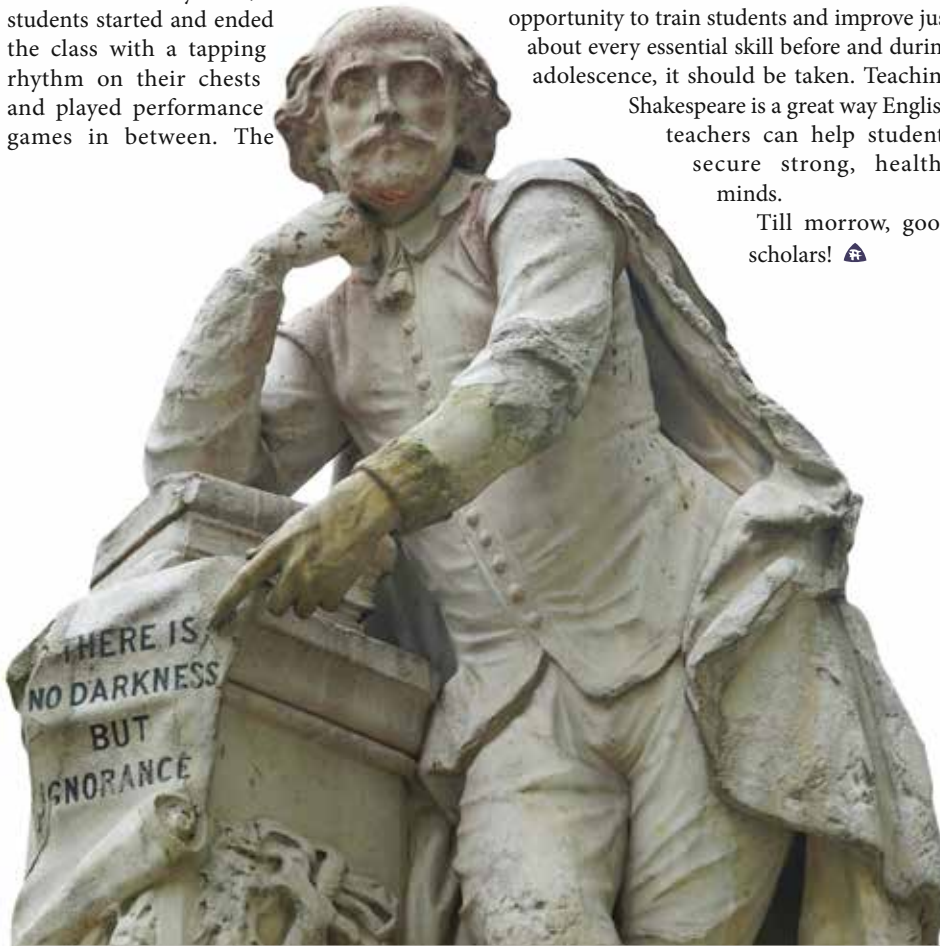
For one hour every week, the students started and ended the class with a tapping rhythm on their chests and played performance games in between. The

students worked on essential skills “such as facial emotion recognition, eye contact, gross motor imitation, affective imitation, pragmatics of dialogue exchange” and more during the class. After ten weeks, the students showed improvement in these skills. Shakespeare not only evinces joy from students but drives children of all ages to improve academically and socially. (See study reference in sidebar.)

Shakespeare is essential to everyday life beyond its use as literature. Shakespeare is not only relatable to readers, but it improves brain function, test scores and social skills. When Shakespeare programs remain in schools, students gain the best advantages.

Teachers want students to succeed. If there is an opportunity to train students and improve just about every essential skill before and during adolescence, it should be taken. Teaching Shakespeare is a great way English teachers can help students secure strong, healthy minds.

Till tomorrow, good scholars! 📖



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Margaret H. Mehling, Marc J. Tassé & Robin Root (2017) Shakespeare and autism: an exploratory evaluation of the Hunter Heartbeat Method, Research and Practice in Intellectual and Developmental Disabilities, 4:2, 107-120, DOI: bit.ly/osuhunterheartbeat See also: nisonger.osu.edu/clinics-services/child/shakespeare-autism

Resources for teaching Shakespeare

Shakespeare Week

I love this website because it is specifically designed for multiple grade levels and offers options for all kinds of learners. shakespeareweek.org.uk/resources

Shakespeare’s Globe

You can never go wrong with teaching resources from the Globe. There are videos, tours and more. There are even professional development opportunities. shakespearesglobe.com/learn/teaching-resources

British Shakespeare Association

This website has tons of different links to great resources for teaching Shakespeare. britishshakespeare.ws/education/teaching-resources

Royal Shakespeare Company

The Royal Shakespeare Company’s website has many amazing activities and ideas, as well as videos that can make learning Shakespeare fun and multisensory. rsc.org.uk/education

Cambridge School Shakespeare

This is probably one of the best Shakespeare teaching resources I can share. I love these books and grab them whenever I can because of the information they contain as well as their interpretations and ideas. cambridgeschoolshakespeare.com

Shakespeare Birthplace Trust

The Shakespeare Birthplace Trust has plenty of great resources that are downloadable ranging from language to text to history. shakespeare.org.uk/education/teaching-resources

Folger Shakespeare Library

The Folger Shakespeare Library has podcasts, audio, text-specific guides, and so much more. There’s a membership fee, but I think it’s worth it. folger.edu/classroom-resources

BBC

The BBC offers videos for teaching Shakespeare organized by grade level. The videos offer stories and biographic information. bbc.in/2UpA6Zb



HIPP GRANT SUPPORTS EARLY CHILDHOOD STEM PROGRAM

BY LAURIE DERRINGER

For as long as I can remember, each month the *NJEA Review* has arrived at my door bringing me news of the latest happenings in New Jersey's public schools. For many years, I read about the wonderful Hipp grants that were funded by the NJEA Frederick L. Hipp Foundation for Excellence in Education.

During the winter of 2019, I asked my friend Debra Carmody, a kindergarten teacher, to consider helping me to write a Hipp grant for STEM materials for preschool and kindergarten classrooms. She quickly agreed, and we set to the task of filling out the Hipp application. To my surprise, we received notice in May of 2019 that our project, titled STEM in the Early Childhood Classroom, was funded to the tune of \$6,344. We were overjoyed with this wonderful news.

In the fall of 2018, I had the opportunity to go to the National Association for the Education of Young Children (NAEYC) Conference, which was being held in Washington D.C. While attending this conference, I walked around the convention floor and look at the latest products available in early childhood learning. I played with TEGU blocks and LEGO Education sets designed for early learning. These materials were perfect for promoting STEM learning for young children. They were durable, open-ended and would be an excellent addition to any early childhood classroom.



In addition to math and science skills, STEM materials improve problem solving skills and peer interaction.

Fortunately, our local Hamilton Township PTA, which was recognized as a "Friend of Education" by the Atlantic County Council of Education Associations in 2019, was kind enough to purchase four LEGO Education sets for our preschool program in 2018. These sets were moved around from classroom to classroom. The preschool students of Hamilton Township enjoyed countless hours using these materials to build and create. We could certainly use more sets!

As the preschool master teacher, I am always thinking about the classroom environment and the materials that are accessible to our students. Having interest areas set up with a variety of materials accessible to children during choice time is essential to any high-quality early childhood program. I have also read about the importance of having materials that promote STEM.

The Hipp grant came about as a result of seeing how the addition of high quality STEM materials can promote the learning of young children. The grant included the five preschool classrooms and five kindergarten classrooms at the Joseph C. Shaner School in Mays Landing. I was thrilled to learn that the Hipp grant was fully funded. This allowed for the purchase of LEGO education sets and TEGU blocks for all 10 early childhood classrooms listed in the grant. These materials were available for student use during choice time each day. The teachers reported that the students enjoyed these new materials and that they not only fostered science and math learning, but also helped with improving cognitive skills and social emotional development.

GOING BEYOND STEM

Our teachers currently use the Teaching Strategies GOLD online assessment student to track student progress. The observations recorded in GOLD quickly showed that these STEM materials not only helped the children to develop science and math skills, but they also improved in areas such as their ability to solve problems and interact with peers. Allowing the children the opportunity to use these STEM materials in an open-ended way has had benefits beyond STEM learning.

At the 2019 NJEA Convention, I attended the NJEA Celebration of Excellence, which shines a light on all of the Hipp grant award winners and the important work they are doing in their schools and districts. At this celebration, all of the county teachers of the year were recognized, as well as the 2020 New Jersey Teacher of



The NJEA Hipp grant provided \$6,344 to fund high-quality STEM materials for kindergarteners in Hamilton Township.

the Year Kimberly Dickstein Hughes. Dickstein Hughes used her speech to celebrate and recognize all of her fellow teachers, who do amazing work for New Jersey public school students every day. Her passion for teaching and her desire to celebrate teachers across the state is more than evident.

I am grateful to Mrs. Carmody and the excellent teachers at the Shaner School who took the time to implement this grant in their classrooms. My colleagues are doing amazing things for their students every day. I thank the Hipp Foundation for funding this grant and allowing our students access to these materials. I also would encourage other NJEA members to apply for a HIPPA grant and bring their ideas to life. 🌟

Apply for a Hipp Grant

The NJEA Frederick L. Hipp Foundation for Excellence in Education makes it possible for public school employees to receive grants that will help them bring creative ideas to life.

The only foundation of its kind in New Jersey, the Hipp Foundation supports initiatives to promote excellence in education. More than \$2.1 million in grants for innovative educational projects that represent a bold, fresh approach by public school employees has already been awarded.

To apply for a Hipp grant, go to njea.org/hipp, and create an account that will allow you to begin, save, and edit a grant proposal online. When completed, you can print and submit the proposal with a few clicks. Grant writers still have to mail in a signature page.

The deadline to apply is March 1, 2021.

Laurie Derringer is the preschool master teacher for Hamilton Township Public Schools, working at the George L. Hess Educational Complex in Mays Landing. She can be reached at DerringerL@hamiltonschools.org.

RUBY BRIDGES

HEADLINES NJEA CONVENTION

Civil rights pioneer still working to integrate schools

BY PATRICK RUMAKER

On Nov. 14, 1960, six-year-old Ruby Bridges crossed the threshold of William Frantz Elementary School and single-handedly initiated the desegregation of New Orleans Public Schools. An angry mob greeted Bridges on her first day, and it remained there for months. Federal marshals escorted her to school.

NJEA President Marie Blistan, NJEA Vice President Sean M. Spiller, and NJEA Secretary-Treasurer Steve Beatty sat down with Ruby Bridges across a virtual meeting space at the NJEA Convention to discuss her experience as that six-year-old girl and the insights she's gained in her life's work to end racism and prejudice.

Ruby Bridges' parents, Abon and Lucille Bridges, were not activists when they decided to send their daughter to the all-white William Frantz Elementary School in New Orleans. They only wanted a better education for their children. They had grown up as sharecroppers in Tylertown, Mississippi, where Bridges herself was born before the family moved to New Orleans for a better life.

For Ruby's parents, school was a luxury to which they had only limited access as children. When the crops came in they would see white children going to school while they worked in the fields. But sending their daughter to Frantz Elementary was not an easy decision for the couple.

"My father was definitely against it," Bridges recalled. "He had fought in the Korean War and he would say, 'You could be in the same foxhole with a white soldier fighting for the same country, but if you lived, at the end of the day you couldn't go back to the same barracks together and you couldn't eat in the same mess hall.'"

Abon Bridges believed if things couldn't change in the midst of combat, they wouldn't change by sending his daughter to a white school. Her father was concerned for her safety, but Bridges' mother was determined to send her to the school.

"Women are very, very strong, and she persuaded him," Bridges said.

The six-year-old Bridges was unaware of all that it took to enroll her at Frantz Elementary School.

"My parents didn't try to explain what was happening outside," Bridges said. "The only thing I knew was that I was going to a new school. I was probably—like any six-year-old child—excited about a new school, but a little bit nervous: wondering if I would make new friends, if I was going to like my teacher or my teacher like me, and that was the extent of it."

The only thing they told Bridges was that she was going to a new school and she'd better behave.

Bridges rode to the school with four federal marshals who escorted her into the school building. Living in New Orleans, Bridges mistook the angry mob outside the school for Mardi Gras revelers. She didn't meet her teacher that day. She spent her first day in the principal's office as white parents came into the building to remove their own children to protest her enrollment.

"The whole day I sat down until the bell rang and watched over 500 kids walk out of school, and it was because I was there," Bridges said.

On the second day, again greeted by an angry mob, Bridges was escorted through a school emptied of other students and met her teacher, Barbara Henry, the only teacher in the school who did not refuse to teach Black children. Henry's husband was stationed on a military base in nearby Mississippi. Originally from Boston, Henry had been accustomed to teaching diverse groups of children on a military base in France.

"It didn't take very long to realize that even though she looked like the people in the mob outside, she wasn't like them at all," Bridges said. "She showed me her heart. She made school fun. I loved school because of her. And every day that I passed that mob and got into the school and into that classroom, I knew I was going to have a good day and it was because of her."

Patrick Rumaker is the editor of the NJEA Review. He can be reached at prumaker@njea.org.

THE WORST PART WAS THE LONELINESS

While the six-year-old Bridges was protected from fully understanding the gravity of what was going on around her, she couldn't help but notice that she was the only child in her classroom and her school. Later when some parents began to cross the picket line and bring their children to the school—facing, the same angry mob, Bridges noted, without the protection of federal marshals—the principal who supported the boycott made sure that these children never interacted with Bridges.

“The worst part of that year was the loneliness,” Bridges said.

Bridges was not allowed to have lunch in the cafeteria or go to the playground. She would occasionally hear other children, but never saw them. Ultimately, Henry confronted the principal threatening to report to the superintendent her illegal separation of Bridges from the other children. That finally led to Bridges being with other children on the playground, and that is what led to her finally understanding what was really going on.

“A little boy said to me, ‘I can't play with you because my mom said not to play with you,’” Bridges recalled. The boy then quoted a racial epithet from his mother to explain why he wasn't allowed to play with her.

“That was my first encounter with racism,” Bridges said. “I then understood that all of those people were out there in front of the school because of me. I realized that the school was empty because of me and because of the color of my skin.”

“*Even the very school that I integrated in 1960 is now an all-Black school—that totally goes against what I believe in.*”

THE IMPORTANCE OF TEACHING HISTORY'S FULL STORY

Bridges discussed the importance of telling the full story of American history and her role and the role of educators in teaching history.

“When you teach history from one perspective or if you leave part of the story out, then you're changing history,” Bridges said. “I've been in schools across the country for 25 years, and I am always amazed at how interested the kids are in my story. I'm a firm believer that if we want to get past our racial differences, it will come from our young people.”

Bridges said all children come into the world with a clean heart and a fresh start in life. If we are still dealing with racial issues today, she contended, it is because of adults.

“Come Nov. 14, it will be 60 years since I experienced what I experienced at six years old, and look at where we are today,” Bridges said. “I believe that as educators it is our responsibility to teach the truth. Every person needs to understand the contributions that their ancestors made—good, bad or ugly—to this country.”

Bridges knows that children are ready to hear the truth. As part of her work, Bridges makes two-hour presentations to students from grades 2 to 12 in schools across the country. She notes that even the second-graders will sit still and listen to her presentation.

“We are underestimating our kids,” Bridges said. “We can teach history the way history happened, and they will be fascinated by it. And in the long run I think that will teach them that they, too, can make a difference in the world.”

SEGREGATION PERSISTS, EVEN IN NEW JERSEY

NJEA's officers discussed with Bridges the continuing segregation of schools, particularly in New Jersey. Bridges lamented the lack of racial diversity in the school she famously entered 60 years ago.

“Even the very school that I integrated in 1960 is now an all-Black school,” Bridges said. That totally goes against what I believe in, the work that I do, and the message that I carry across the country,” Bridges said.

Protesting the lack of diversity in her former elementary school, Bridges was told that nothing could be done because, “There are laws in place where you can't solicit kids based on race—in other words, ‘No, we can't integrate a school.’”

“And I thought to myself, ‘How can you look me in the face and tell me that you can't integrate a school. I mean, I'm Ruby Bridges! I did it, and I believe that we can do it again,’” Bridges recalled.

Bridges said that laws and systems that interfere with the integration of schools need to change.

THIS IS YOUR TIME

Describing it as her calling to help young children understand that racism makes no sense, Bridges knew she had to reach out to young people following the murder of George Floyd.

“I watched what everybody else watched and couldn't believe that it was happening on national television, and I couldn't believe that a human being would do that to another human being,” Bridges said. “I thought about the kids that I've been working with over these 25 years, I really felt like that they were probably sitting there thinking ‘what would Ruby Bridges say about this?’ I needed to come up with a way to be able to address that.”

Ultimately, she chose to write a letter addressed, “To the young peacemakers of America.” The letter is delivered in the form of a book titled *This Is Your Time*. The book retells her story and links it to today's protests for justice.

“I tried very, very hard in this letter to explain to them that I understood what was happening and that they didn't need to be afraid,” Bridges said. “That I'm very hopeful because in my 25-year journey talking to them, I've always seen hope and love in their eyes and in their hearts. That they didn't need to be afraid. That they needed to get involved.”

“It is a very dark time in this country, but I am hopeful that this is just growing pains, and we are going to come out better for it—united, together,” Bridges added. “And I believe that you as educators play a role in that.”



NJEA President Marie Blistan, NJEA Vice President Sean M. Spiller, and NJEA Secretary-Treasurer Steve Beatty sat down with Ruby Bridges across a virtual meeting space at the NJEA Convention to discuss her life's work to end racism and prejudice.

NJEA BUDGET SUMMARY

FISCAL YEAR
ENDING AUGUST 31

PROPOSED INCOME AND EXPENDITURES (EXCLUSIVE OF PRIDE)

	2019 Actual	2020 Budget	2021 Prop Budget	Budget Variance
INCOME				
NJEA Membership Dues	\$ 120,786,922	\$ 116,726,805	\$ 120,308,385	3.07%
NEA Funds	6,360,304	7,489,800	6,973,100	-6.90%
General Funds	4,293,935	2,007,495	1,521,215	-24.22%
Publications	231,535	250,000	225,000	-10.00%
TOTAL INCOME	131,672,697	126,474,100	129,027,700	2.02%
EXPENDITURES				
PROGRAM SERVICES				
Governance	5,622,553	6,533,300	6,764,900	3.54%
Legal Services	13,613,104	13,939,900	13,913,600	-0.19%
Organizational Projects	3,113,584	18,500,000	18,500,000	0.00%
Communications	5,037,017	5,588,400	5,314,800	-4.90%
Government Relations	3,172,824	3,651,900	3,599,300	-1.44%
UniServ Regional Offices	19,398,343	20,781,900	20,289,000	-2.37%
UniServ Field Office	6,947,234	7,278,000	7,806,600	7.26%
Exec Organizational Development	6,164,323	19,089,900	19,018,700	-0.37%
Prof Development	3,887,523	4,470,200	4,615,500	3.25%
Research & Economic Services	4,685,899	5,158,300	5,028,600	-2.51%
Conventions	2,792,314	3,026,000	3,213,000	6.18%
Organizational Mgmt	6,981,073	7,722,900	7,859,200	1.76%
ADMINISTRATIVE & GENERAL				
Executive Office	4,037,539	4,589,500	5,479,100	19.38%
Business and Finance	10,908,147	12,556,900	12,625,400	0.55%
TOTAL PROGRAM, ADMINISTRATIVE & GENERAL EXPENDITURES	96,361,478	132,887,100	134,027,700	0.86%
NET INCOME (EXPENSE) BEFORE USE OF FUNDS	35,311,219	(6,413,000)	(5,000,000)	-22.03%
USE OF FUNDS				
Current Postretirement	654,897	1,365,000	500,000	-63.37%
Contribution - VEBA	14,986,116	15,000,000	15,000,000	0.00%
Pension - Cash Funding Adj	3,550,886	2,500,000	4,500,000	80.00%
	19,191,899	18,865,000	20,000,000	6.02%
NET INCOME (EXP) CASH BUDGET	16,119,320	(25,278,000)	(25,000,000)	-1.10%
ADJ BACK TO ACCR'L REPORTING				
Accrued Postretirement	5,289,453	10,000,000	10,000,000	0.00%
Contribution - VEBA	(14,986,116)	(15,000,000)	(15,000,000)	0.00%
Pension - Cash Funding Adj	(3,550,886)	(2,500,000)	(4,500,000)	80.00%
	(13,247,549)	(7,500,000)	(9,500,000)	26.67%
NET INCOME (EXP) ACCR'L BASIS	29,366,869	(17,778,000)	(15,500,000)	-12.81%

NJEA OTHER FUNDS: PRIDE DUES

	2019 Actual	2020 Budget	2021 Prop Budget	Budget Variance
REVENUE				
Dues	\$ 12,096,813	\$ 11,664,600	\$ 12,078,600	3.55%
Other Pride Income	\$-	\$-	\$-	0.00%
TOTAL REVENUE	12,096,813	11,664,600	12,078,600	3.55%
EXPENDITURES				
Advertising 3635	3,396,752			0.00%
Radio Advertising 3636	180,000			0.00%
Web/Billboard Adv 3637	3,384,863			0.00%
TV Magazine Program 3639	191,917			0.00%
Polls/Focus Groups 3641	25,210			0.00%
Special Projects 3644	260,186			0.00%
Communication 3650		8,137,500	8,281,300	1.77%
Organizing 3907	3,561,436	3,527,100	3,797,300	7.66%
TOTAL EXPENDITURES	11,000,365	11,664,600	12,078,600	3.55%
INCR/(DECR) IN NET ASSETS	1,096,449	0	0	0.00%

COMPARATIVE INCOME (EXCLUSIVE OF PRIDE)

	2019 Actual	2020 Budget	2021 Prop Budget	Budget Variance
DUES INCOME				
Active Professional	\$ 103,861,575	\$ 99,819,600	\$ 103,540,800	3.73%
Active Supportive	16,119,635	16,178,400	16,037,900	-0.87%
Retired Members	788,337	712,630	713,510	0.12%
General Members	4,000	2,500	2,500	0.00%
Subscribing Members	1,000	500	500	0.00%
Preservice Members	12,376	13,175	13,175	0.00%
TOTAL MEMBERSHIP DUES	120,786,922	116,726,805	120,308,385	3.07%
NEA FUNDS				
Uniserv Grant	2,527,622	2,862,700	3,128,500	9.28%
Uniserv Option Program	347,862	392,200	404,600	3.16%
Legal Defense (DuShane)	3,035,520	3,500,000	3,250,000	-7.14%
Legal Fee Reimbursements	100,454	100,000	100,000	0.00%
Member Benefits Grant	82,447	100,000	90,000	-10.00%
Cooperative Projects	266,000	534,900	0	-100.00%
Travel Expense Reimb	400	0	0	0.00%
TOTAL NEA FUNDS	6,360,304	7,489,800	6,973,100	-6.90%
GENERAL INCOME				
Convention Exhibits & Fees	539,792	482,000	482,000	-0.00%
Interest & Investments	2,832,513	500,000	0	-100.00%
Conference & Workshop Fees	762,931	782,500	755,000	-3.51%
Teacher Leader Academy	0	175,000	215,000	22.86%
Member Benefits Income	80,543	30,000	30,000	0.00%
Miscellaneous	78,156	37,995	39,215	3.21%
TOTAL GENERAL INCOME	4,293,935	2,007,495	1,521,215	-24.22%
PUBLICATIONS INCOME	231,535	250,000	250,000	-10.00%
TOTAL INCOME PROJECTION	131,672,697	126,474,100	129,027,700	2.02%

NJEA OTHER FUNDS: CAPITAL ASSETS

	2019 Actual	2020 Budget	2021 Prop Budget	Budget Variance
REVENUE				
Investment Income	\$ 297,922	\$ 500,000	\$ 0	-100.00%
TOTAL REVENUE	297,922	500,000	0	-100.00%
EXPENDITURES				
Capital Assets	3,355,833	5,209,700	2,986,700	-42.67%
TOTAL EXPENDITURES	3,355,833	5,209,700	2,986,700	-42.67%
INCR/(DECR) IN NET ASSETS	(3,057,911)	(4,709,700)	(2,986,700)	-36.58%

NJEA OTHER FUNDS: DISASTER RELIEF FUND

	2019 Actual	2020 Budget	2021 Prop Budget	Budget Variance
REVENUE				
Contributions	\$ -	\$ 325,000	\$ 325,000	0.00%
Contrib from Member Benef Fund	14,000	0	0	0.00%
TOTAL REVENUE	14,000	325,000	325,000	0.00%
EXPENDITURES				
Relief Fund Expenditures	2,130	325,000	325,000	0.00%
Direct Financial Assistance	14,000			0.00%
TOTAL EXPENDITURES	16,130	325,000	325,000	0.00%
INCR/(DECR) IN NET ASSETS	(2,130)	0	0	0.00%

PROPOSED EXPENDITURES (EXCLUSIVE OF PRIDE)

	2019 Actual	2020 Budget	2021 Prop Budget	Budget Variance
GOVERNANCE				
Executive Committee 0400	\$ 2,777,931	\$ 3,050,000	\$ 3,150,000	3.28%
Delegate Assembly 0410	253,114	229,500	283,500	23.53%
Elections 0430	305,606	292,000	335,000	14.73%
Officers 0440	1,367,756	1,398,400	1,429,000	2.19%
Organizational Activities 0470	529,478	1,151,500	1,103,500	-4.17%
Committees 1400	388,669	411,900	463,900	12.62%
TOTAL	5,622,553	6,533,300	6,764,900	3.54%
LEGAL SERVICES PROG 0465	13,613,104	13,939,900	13,913,600	-0.19%
ORGANIZATIONAL PROJ 0471	3,113,584	18,500,000	18,500,000	0.00%
ORGANIZATIONAL MGMT 0565	6,981,073	7,722,900	7,859,200	1.76%
COMMUNICATIONS				
Communications Office 0600	3,467,251	3,554,600	3,488,100	-1.87%
Other Services 0605	19,874	41,000	97,000	136.59%
A/V Programs 0610	1,465	5,500		-100.00%
Consultants 0615	150,873	172,000	206,400	20.00%
Media Relations 0620	110,479	190,000	165,000	-13.16%
Public Relations 0630	48,264	291,500	32,500	-88.85%
Electronic Communications 0645	8,144	8,000		-100.00%
Review 0660	1,185,840	1,325,800	1,325,800	0.00%
Convention Program 0670	44,828			0.00%
TOTAL	5,037,017	5,588,400	5,314,800	-4.90%
EXEC ORGANIZATIONAL DEVEL				
Exec Org Dev Office 0900	2,526,755	2,686,000	2,644,500	-1.55%
Exec Org Dev Program 0905	321,780	506,000	395,000	-21.94%
Active Supportive 0910	326,174	349,500	349,500	0.00%
FAST Program 0915	45,994	80,000	80,000	0.00%
Conference Expenses 0920	288,881	337,000	353,800	4.99%
Min Ldrshp & Recruit 0925	1,742			0.00%
ESP & Inclusive Org 0930	12,861	21,200	51,200	141.51%
Strategic Organizing 0935	1,354,703	13,543,500	13,452,500	-0.67%
NJEA Preservice 0945	82,942	90,000	98,000	8.89%
Summer Leadership Conf 0955	816,017	911,200	961,200	5.49%
Leadership Operations 0965	23,589	27,000	37,000	37.04%
New Member Orientation 0975	108,794	210,000	205,000	-2.38%
Membership Recruitment 0977	25,252	75,000	50,000	-33.33%
Membership Promotion 0980	228,839	253,500	231,000	-8.88%
Members of Color Initiative 0985			110,000	0.00%
TOTAL	6,164,323	19,089,900	19,018,700	-0.37%
UNISERV PROGRAM REGIONAL OFFICES				
Regional Offices 0899	17,226,705	18,517,500	17,848,400	-3.61%
01 Galloway Twp 0800	223,593	166,000	167,600	0.96%
02 Mullica Hill 0805	123,677	215,200	189,000	-12.17%
03 Voorhees 0810	145,710	140,800	147,200	4.55%
05 Moorestown 0815	65,158	64,500	71,000	10.08%
07 Toms River 0820	129,714	128,000	128,700	0.55%
08 Trenton 0823	54,954	10,800	12,100	12.04%
09 Wall Twp 0825	160,783	168,200	166,600	-0.95%
11 Edison 0830	195,474	201,900	204,100	1.09%
13 Flemington 0835	114,599	119,700	129,100	7.85%
15 Cranford 0840	64,278	78,700	240,400	205.46%
17 Parsippany 0845	55,277	64,400	67,300	4.50%
19 W. New York 0850	83,055	86,600	85,500	-1.27%
20 Jersey City 0852	141,730	146,200	147,800	1.09%
21 Livingston 0855	175,600	182,500	185,600	1.70%
23 Emerson 0860	67,372	57,300	36,000	-37.17%
25 Hasbrouck Hgts 0865	108,195	185,900	209,600	12.75%
27 Wayne 0870	107,725	114,800	119,100	3.75%
28 Stanhope 0873	114,207	124,100	123,300	-0.64%
29 Higher Ed 0875	40,536	8,800	10,600	20.45%
TOTAL	19,398,343	20,781,900	20,289,000	-2.37%

	2019 Actual	2020 Budget	2021 Prop Budget	Budget Variance
UNISERV FIELD				
Uniserv Field Directors 1200	2,008,073	2,108,000	2,128,800	0.99%
Uniserv - South 1201	5,552	3,300	9,200	178.79%
Uniserv - Central 1202	4,711	3,800	4,000	5.26%
Uniserv - Northwest 1203	6,637	4,700	10,900	131.91%
Uniserv - Northeast 1204	11,048	4,700	14,500	208.51%
Uniserv Field Program 1205	393,055	507,200	581,200	14.59%
Field Conferences 1220	156,577	150,000	175,000	16.67%
Field Consultants 1240	2,460,152	2,300,000	2,590,600	12.63%
Strengthening Locals 1250	633,841	1,053,900	970,000	-7.96%
Higher Education 1260	60,296	102,400	102,400	0.00%
Leadership Operations 1265	1,207,293	1,040,000	1,220,000	17.31%
TOTAL	6,947,234	7,278,000	7,806,600	7.26%

PROFESSIONAL DEVELOPMENT				
Prof Develop Office 1000	2,393,834	2,737,200	2,747,500	0.38%
PD Learning 1005	192,964	267,000	272,000	1.87%
PD Capacity Bldg 1010	91,757	165,000	125,000	-24.24%
Training Consultants 1075	842,821	786,000	786,000	0.00%
Priority Schools 1080	228,417	200,000	210,000	5.00%
Teacher Leader Academy 1085		175,000	215,000	22.86%
Best Practices Conf 1097	137,728	140,000	260,000	85.71%
TOTAL	3,887,523	4,470,200	4,615,500	3.25%

RESEARCH & ECONOMIC SERVICES				
Research Office 1100	4,137,803	4,346,800	4,236,600	-2.54%
Research Services 1105	218,069	325,000	335,500	3.23%
Member Benefits 1110	326,437	471,000	441,000	-6.37%
Research Library 1120	3,591	15,500	15,500	-0.00%
TOTAL	4,685,899	5,158,300	5,028,600	-2.51%

GOVERNMENT RELATIONS				
Gov Relations Office 0700	2,565,526	2,799,400	2,744,300	-1.97%
Legislative Field Proj 0720	574,082	824,000	824,000	0.00%
Legislative Publications 0730	33,217	28,500	31,000	8.77%
TOTAL	3,172,824	3,651,900	3,599,300	-1.44%

CONVENTIONS				
NJEA 1095	1,770,688	1,847,000	2,026,000	9.69%
NEA 0475	1,021,625	1,179,000	1,187,000	0.68%
TOTAL	2,792,314	3,026,000	3,213,000	6.18%

ADMINISTRATIVE & GENERAL				
Executive Office 0435	2,107,938	2,716,000	3,286,100	20.99%
Human/Civil Rights & Equity 0450			175,000	0.00%
Conference Expenses 0455	176,824	210,000	230,000	9.52%
Administration 0460	1,589,566	1,479,500	1,588,500	7.37%
Personnel 0480	163,211	184,000	199,500	8.42%
TOTAL	4,037,539	4,589,500	5,479,100	19.38%

BUSINESS & FINANCE				
Business Office 0500	5,746,843	6,616,300	6,628,600	0.19%
Accounting 0510	5,511	6,000	6,000	0.00%
Contract Obligations 0515	631,922	1,105,000	800,000	-27.60%
Computer Center 0520	1,629,471	1,863,800	2,044,000	9.67%
Membership Processing 0530	299,380	309,800	309,800	0.00%
Headquarters Operation 0540	2,026,930	2,030,000	2,140,000	5.42%
Mail Room & Production 0550	89,301	145,000	182,000	25.52%
Conference Facility 0575	22,425			0.00%
Financial Admin Fees 0580	151,116	155,000	160,000	3.23%
Insurances 0585	305,248	326,000	355,000	8.90%
TOTAL	10,908,147	12,556,900	12,625,400	0.55%

POSTRETIREMENT COSTS				
Current Postretirement	654,897	1,365,000	500,000	-63.37%
Accrued Postretirement	5,289,453	10,000,000	10,000,000	0.00%

TOTAL	5,944,350	11,365,000	10,500,000	-7.61%
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CONTRIBUTION - VEBA	14,986,116	15,000,000	15,000,000	0.00%
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ALL IN THIS TOGETHER?

Pandemic widens inequities

BY DOROTHY WIGMORE

“We’re all in this together,” was the message in March.

But it soon became clear the pandemic ocean has different boats. Some people are on yachts. Others are in leaky rowboats. Others are just trying to hang onto anything that floats.

Public health officials warn about “close contact” and crowded, enclosed spaces. That’s everyday life for some workers, including school staff, who are not on “essential” worker lists. Nonteaching staff are often invisible to decision-makers and researchers.

Many essential workers are in the leaky boats or worse.

The pandemic has exposed long-standing systemic racial, economic, gender, health, social and class inequities in the United States and increased record wealth and income inequality levels. These social or corporate “determinants of health” are interconnected and make people more vulnerable to job-related and other health problems.

These inequities are revealed in numerous ways, including:

- “Essential workers” are likely to be low-income, Black, Indigenous, People of Color (BIPOC), rely on public transportation, live in dense housing, have underlying disabilities, no benefits and less access to health care.
- Women hold one in three “essential” jobs, many low-income. BIPOC women fare worse than whites. Younger workers also bear the brunt of unemployment and low-wage essential jobs.
- Black, Latinx, Asian-American, Native American, migrant, and low-income Americans—including children—are most affected by COVID-19. Inequities in COVID-19 death rates are increasing, especially among young Latinx and American Indian/Alaska Natives.
- Without government action, workers have little or no protection from the virus, many fear asking questions, and whistleblowers face retaliation and firing.
- Workers’ OSHA complaints are “canary in the coal mine” warnings. Between April and

August, the more than 350% rise in pandemic-related complaints preceded increased cases and deaths by about two weeks.

- It’s a two-way street: community infections get into schools and other workplaces, and people infected at work take the virus home.

WHAT’S HAPPENED TO NJEA MEMBERS?

NJEA members fought for things such as income for paraprofessionals and bus drivers, multiple food pick-up sites, fair grading and internet access.

“I saw the sobering reality of people’s lives,” says NJEA member and special education teacher Andrea Levine. “I was in my students’ homes for the first time (virtually). I could see some of what they were dealing with, and I often heard ‘My cousin/brother/sister needed the computer, so I couldn’t do my work.’”

“It takes communication, relationship-building and respect for each other.”

“I feel really impacted by the wealth disparity,” she says. “Like, how Jeff Bezos made \$113 billion while my students who were home had to walk to their bus stop at 5:30 a.m. so the bus driver or aide could deliver their crisis food boxes.”

Like most support staff, those bus drivers cannot work remotely. That’s why Chrissy Kosar worked on NJ 21 United’s #NotUntilItsSafe campaign.

“IT (information technology) staff have to ensure people can stay online, secretaries were putting packets together for those who aren’t online, custodians came in to clean,” she says. “We’re the lowest paid and the lowest everything on the totem pole. We can’t protect ourselves

adequately, but we have to go to work.”

“If I decide to take time off because of not feeling safe, it’s an unpaid leave of absence,” says the bus driver and vice president of the Washington Township Schools Supportive Services Personnel Association. “For FMLA, you have to work a certain number of hours. Districts are very good at keeping their support staff under these parameters so they’re not eligible.” (In October, South Jersey NJEA members successfully helped oppose the Evesham Township district’s attempt to reduce paraprofessionals’ workdays—and their eligibility for health benefits. See Page 14.)

Many people Kosar talks with are “scared but quiet. They don’t want to be the one who rattles the cage.” She also noticed that staff in more affluent districts have better protective equipment.

She only has a district-supplied reusable cloth mask and a very thick, expensive plastic shower curtain for behind her seat. The district also gave bus drivers garden sprayers to disinfect her bus twice a day—illegal under New Jersey rules.

“It’s worrying. You don’t know the long-term effects of the virus itself or the products we’re using,” she says.

It’s the same for many school staff. They are expected to clean and disinfect without knowing the hazards of what’s used or how it should be applied (e.g., cleaning before disinfecting). Assured toxic products are “safe,” they have no respirators. The “botanical” disinfectant Kosar uses has several toxic ingredients.

HOW CAN INEQUITIES BE FOUGHT?

Levine has been active through Maplewood South Orange’s (MapSO’s) “Teaching for Black Lives” Working Group, NJ21 United, and her local association’s health and safety committee.

“Ask questions. Be persistent. Find your

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



In August, Lakewood EA member Andrea Levine, joined other members of NJ21United, a coalition of educators and New Jersey residents, outside the governor's office in Trenton to advocate for financial relief for families that would enable students to remain safely at home during the pandemic.

'marigold' teachers and staff," Levine says. "Make space and uplift Black, Indigenous, People of Color (BIPOC) racialized voices, queer voices, people with disabilities. Fumble through your words. Apologize. Try again. Start an online book club with co-workers. Read racial justice and equity books like Imbram X. Kendi's *How to Be an Anti-Racist*. Reflect."

"Marigold" teachers and staff are those who offer positive energy and support to their colleagues, much as gardeners often plant marigolds to protect other plants in their gardens.

"We need time and space to get all staff on the same page," she adds. "It takes communication, relationship-building and respect for each other. We need to make this a community effort."

Other possibilities include:

- Develop "equity lenses" for union and health and safety activities (e.g., the OHS Vulnerability Measure—see the sidebar.)
- Look for and support community efforts tackling inequities, particularly for schools.
- Support effective use of the mandated Amistad and LGBTQ curricula.
- Use and share NJEA materials about cleaning, disinfecting and workers' rights. [🏠](#)

Resources

NEW – Disinfecting can be hazardous to all staff and students

- assets.njea.org/njea-media/Disinfecting.pdf

Abolitionist Teaching Network

- abolitionistteachingnetwork.org

Garden State Equality, Make it Better for Youth (free lesson plans and resources):

- www.teach.lgbt

MapSO Freedom School

- mapsofreedom.school.org

NJEA Equity Alliance

- real.njea.org/equity-alliance

OHS Vulnerability Measure

- iwh.on.ca/tools-and-guides/ohs-vulnerability-measure

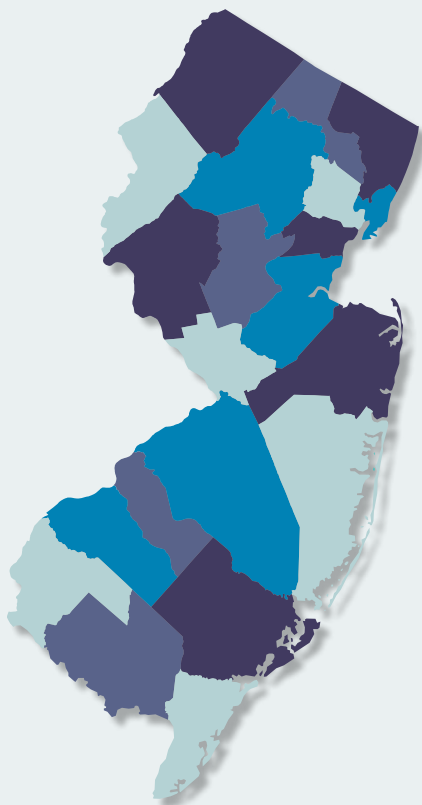
Amistad Curriculum materials

- njamistadcurriculum.net

New Jersey school stats

About one-third of educational support staff (ESP) staff in NJEA are not white. BIPOC and Latinx ESP members outnumber whites members who are ESP in many large local unions such as Atlantic City, Camden, Elizabeth, Irvington, Montclair, New Brunswick, Orange, Passaic, Paterson, Plainfield, Pleasantville, East Orange Maintenance Association, Jersey City Para-professional Association, Paterson Food Service Association, and some smaller locals such as Asbury Park Education Association, Bridgeton School Education Association, North Bergen, Passaic County Community College Admin Association, and Roselle Education Association.

When it comes to racial and ethnic demographics among educators, the state only keeps detailed track of "certificated" staff—all overwhelmingly white. Only 6.6% of teachers statewide are Black. More than 270,000 Black and Latinx students attend schools that are more than 90% nonwhite.



SUSSEX TO CAPE MAY

PROFESSIONAL DEVELOPMENT AT [LEARNING.NJEA.ORG](https://learning.njea.org)

The NJEA Professional Development and Instructional Issues Division has developed guidance on a number of issues and has recorded a series of webinars addressing a wide variety of issues being brought forth by our members.

The webinars address a variety of topics, including but not limited to:

- Conversations on equity and inclusivity
- Professional growth
- Health and safety
- Tools for working remotely
- Information management
- Working safely and maintaining privacy in a remote environment
- Online pedagogy

All topic areas have webinars designed for educational support professionals (ESPs), certificated staff, or both. Live presentations are recorded and stored at learning.njea.org as a professional development resource.

Members seeking to earn a certificate of attendance for participating in a live webinar, should log on to njea.org to ensure that their profiles are up-to-date, especially your email address. Certificates will be automatically added to your “My PD Transcript.”

Later, when signing into the webinar, provide your full name and email address matching the information in your NJEA profile. Remain for the duration of the event. For certificated staff, be sure to work with your district administrator/supervisor to update your Professional Development Plan (PDP) to include webinar content.

To access the webinars and resources, and for more information, visit learning.njea.org.



JOIN US AT THE NJEA TEACHER LEADER ACADEMY

Teacher leadership is more important than ever

The NJEA Teacher Leader Academy is a one-year, 12-credit program* for candidates seeking to earn the teacher leader endorsement. A new cohort is scheduled to begin in March 2021.

Teacher leaders create new models of professional learning, develop new systems to monitor student progress, connect with families and communities and advocate for the profession.

Join our program and collaborate with fellow educators who are finding ways to lead from the classroom as they share ideas, support their colleagues, and work with school and district leaders to create systemic change that will support high-quality teaching and learning.

*12 credits are offered through Thomas Edison State College



WEB: <https://www.njea.org/tla/>
EMAIL: teacherleader@njea.org



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EQUITY ALLIANCE CONFERENCE



NJEA'S PREMIER SOCIAL JUSTICE EVENT



FRIDAY, JANUARY 15

- 5:30 - 6:45 p.m.:** Welcome Session and Keynote Speaker – "Fireside Chat" with Nikole Hanna-Jones
- 7:00 - 8:15 p.m.:** WORKSHOP SESSION 1
- 8:30 - 9:30 p.m.:** Unity Jam Session with The Burnsiders

Dr. Martin Luther King Jr. Human and Civil Rights Celebration Awards:

- Dr. Martin Luther King Jr. Human and Civil Rights Award
- Elizabeth A. Allen Women in Education Award
 - Equality Champion Award
 - Judith Owens Spirit Award



SATURDAY, JANUARY 16

- 9:00 - 10:15 a.m.:** WORKSHOP SESSION 2
- 10:30 - 11:45 a.m.:** WORKSHOP SESSION 3
- 12:00 - 1:30 p.m.:** HCR CELEBRATION & AWARDS CEREMONY with Keynote Speaker Baruti Kafele



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WORKING TOGETHER TOWARD AN EQUITABLE VISION FOR NEW JERSEY SCHOOLS

*State teachers of the year take
on brave conversations*

On Oct. 5, the New Jersey Council of State Teachers of the year released the following statement.

In the middle of a global pandemic, people all across this nation and world took to the streets to stand against systemic racism, xenophobia, and the violent oppression of Black and brown people. The brutal killings of George Floyd, Breonna Taylor, and countless others at the hands of police have emphasized the systemic racism and xenophobia that persists in our schools and communities. As educators, it saddens us that the very students whose hopes and dreams we have nurtured, may leave our schools to face disproportionate imprisonment, death, or harm at the hands of a system that should be there to support them, but that so often is not. We are left to wonder how our role as educators may help our students script brighter, more equitable futures free of the intrinsic bias we have inherited from darker times in our nation's history.

As New Jersey State Teachers of the Year, we recognize that in order to create schools and communities characterized by equity and racial justice, we need to come together in critical reflection to examine our policies, practices, curriculum, and methodologies through an anti-racist lens. As educators recognized and celebrated for epitomizing the very best instructional practices, we have a specific obligation to ensure that a strong academic focus includes a recognition of white privilege and an effort to fundamentally change the systems that inherently advantage some and disadvantage others. Furthermore, we are called to examine the pervasive Eurocentric curriculum that regularly ignores the contributions of people of color. As we learn and grow, we can work together to use culturally responsive teaching methods that includes a greater awareness of our students' backgrounds, languages and cultures as well to make a commitment to dismantle our own bias so that we can better support all of our students.

We cannot remain silent at a time in history when we are called to think and act. As educators, we call upon ourselves and our colleagues in schools and communities to:

- Ensure that all students have access to the internet as a human right and that all students have the devices they need, including a laptop, so they can fully participate in 21st-century learning experiences.
- Prioritize professional learning and implementation of P-12 culturally responsive pedagogy.
- Include sustainable social justice frameworks.
- Create spaces where teachers can learn to create and support meaningful conversations about racial justice.
- Analyze district data that directs students to receive advanced learning opportunities and entrance into gifted/enrichment programs to find ways to remove obstacles to ensure equitable participation and experiences.
- Examine disciplinary data to ensure that students are given the same consequences for the same actions, regardless of race.
- Allocate funding for wraparound services such as counseling, health and wellness and to address community concerns and issues.
- Recognize childhood trauma and create systems of support.
- Integrate school staff by recruiting and retaining educators of color in urban, suburban, and rural districts.
- Listen deeply to brown and Black educators when they notice racist practices and policies.
- Commit as schools and districts to racial justice work as a core value.

While the novel coronavirus is new, racism, systemic racism and racial injustice are a plague that has ailed this nation even before its founding. A nation does not heal from a pandemic or racial injustice overnight. As citizens, during a pandemic, we have learned to slip on a mask to protect our neighbors' health. As educators, we recognize that we need to engage in new ways of thinking and working to rebuild systems that truly support all of our students. 🏡

New Jersey State Teachers of the Year

Amy T. Andersen, 2018

Kathy Assini, 2014

Katherine Bassett, 2000

Diane Cummins, 2004

Jeanne DelColle, 2012

Kimberly Dickstein Hughes, 2020

Danielle Kovach, 2011

Barbara LaSaracina, 2001

Jeanne Muzi, 2009

Argine Safari, 2017

Angel Santiago, 2021

Peggy Stewart, 2005

Jan Wilson, 2002

Maryann Woods-Murphy, 2010

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Attend "Holiday Shopping Hacks with NJEA Member Benefits" on Dec. 8, 2020, at 7 p.m.
Register at njea.org/mbwebinars.

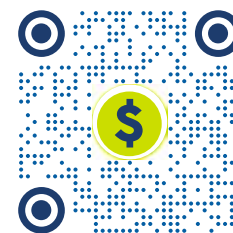


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2020-21 TEACHER SALARY SURVEY

Salary guides are reported only after the guides are agreed to by the local school board and the association and ratified by both parties. Contracts that had delayed settlements may not have been received in time for this publication. Current information can be requested by contacting your regional UniServ office or the NJEA Research and Economic Services Division.

Your local association's collective bargaining agreement—including your salary guide—can be found on njea.org. Log in and click on "my association" to view yours.

Minimum and maximum salaries, the number of steps for various levels of education, and average district increases are listed. The existence of longevity is indicated by a + on the maximum levels.

SUMMARY OF TEACHER SETTLEMENT INFORMATION

	Average \$ Increase	Average Settlement Rate (includes increment)
2020-21 average teacher settlements – newly bargained plus previously bargained/275 settlements	\$2,229	3.09%
Newly bargained 2019-20 teacher settlements – 44 districts	\$2,231	3.17%
Contracts to date covering 2020-21 – 131 districts	\$2,309	3.12%

2019-20 average teacher's salary-full time = \$75,478

2019-20 average years of experience = 12.41 years

KEY

DISTRICT GROUPING

Number...Enrollment
1 Elementary districts
2 K-12, below 3,000
3 K-12, 3,000-5,999
4 K-12, 6,000 & over
5 Secondary districts

DEGREE

B Bachelors
B+ Bachelors +30/32
B++ Bachelors +60/64
M Masters
M+ Masters + 30/32

ATLANTIC

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Estell Manor City	B	59,459	85,892	13	B+	60,959	87,392	13	M	62,459	88,892	13	M+	63,459	89,892	13				
1 Folsom Boro	B	51,000	80,732	18					M	53,750	83,482	18	M+	55,750	85,482	18				
5 Mainland Regional	B	52,993	87,093 +	12	B+	55,493	89,593 +	12	M	56,993	91,093 +	12	M+	59,493	93,593 +	12				
1 Northfield City	B	51,518	82,560 +	16	B+	53,661	85,994 +	16	M	55,191	88,447 +	16	M+	57,788	92,608 +	16				
3 Pleasantville City	B	60,896	90,939 +	17	B+	62,624	92,667 +	17	M	63,487	93,530 +	17	M+	65,215	95,258 +	17				3,021
1 Somers Point City	B	50,325	83,825	14					M	53,425	86,925	14	M+	55,925	89,425	14				2,219

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BERGEN

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Alpine Boro	B	53,721	84,812 +	17	B+	54,704	85,795 +	17	M	58,999	90,091 +	17	M+	63,139	94,231 +	17	
3 Bergenfield Boro	B	53,459	86,374 +	20					M	59,459	94,124 +	20	M+	65,459	101,654 +	20	
1 Carlstadt Boro	B	53,404	94,328 +	16					M	60,281	104,562 +	16	M+	68,535	115,281 +	16	2,120
5 Carlstadt-East Rutherford	B	50,000	103,894	17	B+	52,405	108,906	17	M	53,366	113,334	17	M+	57,214	119,956	17	
2 Cliffside Park Boro	B	50,690	96,795 +	18					M	56,190	105,595 +	18	M+	59,190	109,995 +	18	
2 Cresskill Boro	B	53,100	89,266	16	B+	54,100	90,266	16	M	63,100	106,624	16	M+	67,100	111,680	16	
1 Demarest Boro	B	50,880	79,670	16	B+	54,830	84,161	16	M	57,883	87,281	16	M+	61,920	92,990	16	2,120
2 Elmwood Park	B	50,403	89,778 +	18	B+	52,653	93,278 +	18	M	54,153	94,278 +	18	M+	57,153	99,178 +	18	
2 Emerson Boro	B	50,700	87,700 +	19					M	54,450	98,000 +	19	M+	58,450	101,500 +	19	
3 Englewood City	B	57,355	90,630	14					M	61,105	97,186	14	M+	72,355	107,808	14	
1 Englewood Cliffs Boro	B	56,227	77,852	16	B+	59,977	81,602	16	M	63,727	85,352	16	M+	67,477	89,102	16	2,177
1 Fairview Boro	B	53,945	83,970	18	B+	55,145	85,170	18	M	56,345	86,370	18	M+	57,545	87,570	18	
2 Glen Rock Boro	B	51,615	90,138	16					M	55,982	99,507	18	M+	60,836	106,952	18	
3 Hackensack City	B	57,550	91,560	14					M	65,345	104,325	14	M+	75,065	117,090	14	1,154
1 Harrington Park Boro	B	54,524	88,004 +	18	B+	58,524	92,004 +	18	M	60,524	98,223 +	19	M+	64,524	102,223 +	19	
2 Hasbrouck Heights Boro	B	52,215	89,725 +	14					M	58,335	95,845 +	14	M+	65,815	103,325 +	14	
1 Haworth Boro	B	52,244	89,744 +	17	B+	54,675	95,857 +	17	M	55,890	99,366 +	17	M+	59,840	106,939 +	17	
1 Montvale Boro	B	55,364	88,244	19					M	61,427	94,307	19	M+	66,277	99,157	19	
1 Moonachie Boro	B	50,195	92,040 +	17					M	55,100	101,055 +	17	M+	60,005	111,125 +	17	
2 North Arlington Boro	B	50,600	84,700	15	B+	52,250	86,350	15	M	55,250	89,350	15	M+	58,650	92,750	15	
5 Northern Highlands Reg	B	59,495	80,985	13					M	64,175	103,820	16	M+	68,855	109,440	16	
1 Old Tappan Boro	B	52,020	75,466	14					M	57,348	90,223	15	M+	64,176	97,853	16	2,359
5 Ramapo-Indian Hill Reg	B	54,447	85,962 +	18					M	55,978	97,504 +	18	M+	59,968	104,061 +	18	
2 Ridgefield Park Twp	B	59,446	92,321 +	18					M	65,421	99,766 +	18	M+	71,346	104,341 +	18	
3 Ridgewood Village	B	60,518	92,542 +	15	B+	64,068	100,612 +	16	M	67,618	103,932 +	16	M+	71,168	110,262 +	16	
5 River Dell Regional	B	49,636	89,973 +	15					M	54,854	98,904 +	16	M+	59,972	107,840 +	17	
1 River Vale Twp	B	54,895	93,170 +	14	B+	59,520	97,795 +	14	M	63,565	101,840 +	14	M+	69,905	108,180 +	14	2,653
2 Rutherford Boro	B	51,549	81,096 +	17					M	57,284	92,219 +	18	M+	64,824	102,203 +	18	2,181
2 Saddle Brook Twp	B	49,290	102,125 +	24					M	51,790	104,625 +	24	M+	55,290	108,125 +	24	
1 South Bergen Jointure Com	B	53,210	72,385 +	16					M	58,410	78,030 +	16	M+	64,210	83,385 +	16	
3 Tenafly Boro	B	56,029	87,109	14					M	60,229	95,209	14	M+	63,329	103,209	14	
2 Wood Ridge Boro	B	52,065	84,200 +	15					M	56,565	90,950 +	15	M+	60,065	102,800 +	15	2,161

BURLINGTON

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Bass River Twp	B	54,417	82,817 +	17	B+	56,917	85,317 +	17	M	57,667	86,067 +	17	M+	59,167	87,567 +	17	725
2 Bordentown Regional	B	51,852	83,932 +	16	B+	53,990	86,070 +	16	M	54,905	86,985 +	16	M+	57,769	89,849 +	16	2,334
3 Burlington Twp	B	54,210	80,041	13	B+	55,689	81,520	13	M	57,780	83,611	13	M+	59,886	85,717	13	2,475
1 Chesterfield Twp	B	54,936	88,297 +	13					M	56,936	90,297 +	13					2,499
2 Delran Twp	B	55,235	80,849 +	16					M	57,735	83,349 +	16	M+	59,135	84,749 +	16	2,328
1 Eastampton Twp	B	53,899	80,139 +	14	B+	55,099	81,339 +	14	M	56,299	82,539 +	14	M+	57,499	83,739 +	14	2,056
1 Edgewater Park Twp	B	52,853	87,147 +	13					M	54,853	89,147 +	13					2,222
1 Evesham Twp	B	53,081	88,402 +	15	B+	55,081	90,402 +	15	M	58,081	93,402 +	15	M+	59,581	94,902 +	15	2,413
1 Hainesport Twp	B	50,615	88,739 +	17					M	53,888	92,364 +	17					2,196
5 Lenape Regional	B	58,904	98,369 +	18	B+	61,304	100,769 +	18	M	63,704	103,169 +	18	M+	66,104	105,569 +	18	2,951
1 Medford Twp	B	55,077	93,432 +	16	B+	58,898	97,253 +	16	M	61,163	99,518 +	16	M+	64,559	102,914 +	16	2,572
3 Moorestown Twp	B	50,000	88,986 +	13	B+	52,153	93,994 +	13	M	53,770	96,495 +	13	M+	57,001	101,557 +	13	3,077
1 Mount Holly Twp	B	53,727	86,241 +	12	B+	56,077	88,591 +	12	M	57,252	89,766 +	12					2,320
1 North Hanover Twp	B	58,232	86,165 +	18	B+	61,722	89,655 +	18	M	63,467	91,400 +	18	M+	66,957	94,890 +	18	2,256
5 Northern Burlington Reg	B	53,000	90,878 +	17	B+	54,542	92,420 +	17	M	56,085	93,963 +	17	M+	57,627	95,505 +	17	2,541
3 Pemberton Twp	B	58,735	89,273 +	12	B+	61,702	92,240 +	12	M	63,184	93,722 +	12	M+	66,150	96,688 +	12	2,234
5 Rancocas Valley Regional	B	54,163	92,186 +	19					M	57,935	95,958 +	19	M+	59,013	97,036 +	19	
1 Southampton Twp	B	54,935	81,000	16	B+	56,185	82,250	16	M	56,810	82,875	16	M+	58,060	84,125	16	2,395

CAMDEN

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Audubon Boro	B	52,000	89,000 +	16	B+	53,800	90,800 +	16	M	55,400	92,400 +	16	M+	56,000	93,000 +	16	
1 Berlin Boro	B	54,725	87,052	14	B+	57,143	89,470	14	M	58,351	90,678	14	M+	60,768	93,095	14	2,220
5 Black Horse Pike Regional	B	54,097	89,401	15	B+	55,047	90,351	15	M	55,597	91,301	15	M+	57,597	92,901	15	1,946
1 Brooklawn Boro	B	53,459	84,309	18	B+	55,859	86,709	18	M	56,459	87,309	18	M+	58,459	89,309	18	2,543
1 Camden Co Ed Serv Comm	B	60,199	80,792	13					M	61,199	81,792	13					2,197
1 Clementon Boro	B	52,954	81,230	17	B+	55,034	83,310	17	M	56,404	84,680	17	M+	58,754	87,030	17	2,021
2 Collingswood Boro	B	51,300	84,700 +	16	B+	52,750	86,150 +	16	M	53,550	86,950 +	16	M+	54,550	87,950 +	16	2,229
1 Gibbsboro Boro	B	58,755	80,833	15	B+	60,255	82,333	15	M	61,755	83,833	15	M+	63,255	85,333	15	1,716
1 Gloucester Twp	B	52,482	93,590	16	B+	54,907	96,015	16	M	56,407	97,515	16	M+	58,232	99,340	16	2,830
2 Haddon Heights Boro	B	52,334	86,961	16					M	56,104	90,731	16	M+	57,104	91,731	16	2,059
3 Pennsauken Twp	B	58,374	86,524	16	B+	59,849	88,924	16	M	61,149	91,524	16	M+	64,524	95,899	16	2,453
1 Somerdale Boro	B	53,540	83,214 +	16	B+	54,823	84,497 +	16	M	56,108	85,782 +	16	M+	57,393	87,067 +	16	2,010
5 Sterling High School Dist	B	54,559	88,899	16	B+	56,059	90,423	16	M	57,659	92,068	16	M+	59,359	93,805	16	2,486
1 Woodlynne Boro	B	51,443	85,363 +	17	B+	53,043	86,963 +	17	M	53,843	87,763 +	17	M+	54,643	88,563 +	17	

CAPE MAY

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
5 Lower Cape May Regional	B	57,256	100,401	30	B+	59,256	102,401	30	M	60,256	103,401	30	M+	62,256	105,401	30	2,098
2 Middle Twp	B	56,692	86,090	20	B+	57,808	87,206	20	M	58,366	87,764	20	M+	59,482	88,880	20	2,015
1 Upper Twp	B	55,879	92,566	22	B+	58,188	94,875	22	M	59,350	96,037	22	M+	61,675	98,362	22	1,964
1 West Cape May Boro	B	54,943	71,708	14	B+	55,635	72,400	14	M	56,453	73,218	14					1,134

CUMBERLAND

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
3 Bridgeton City	B	53,662	82,868	15	B+	54,362	83,568	15	M	55,162	84,368	15	M+	56,062	85,268	15	2,243
1 Commercial Twp	B	54,577	85,960 +	17					M	55,577	86,960 +	17	M+	55,877	87,260 +	17	2,018
5 Cumberland Co Voc-Tech	B	61,864	83,654	18					M	62,964	84,754	18					1,972
5 Cumberland Regional	B	56,416	82,328	16					M	60,616	86,528	16					2,160
4 Vineland City	B	56,701	86,899	20	B+	57,301	87,499	20	M	58,201	88,399	20	M+	59,201	89,399	20	238

ESSEX

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Caldwell-West Caldwell	B	51,500	66,241	14					M	56,000	74,090	14	M+	61,500	77,816	14	2,219
1 Essex Fells Boro	B	56,168	87,200	18	B+	60,455	91,801	18	M	61,409	92,999	18	M+	64,742	96,719	18	1,997

GLOUCESTER

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Clayton Boro	B	50,986	80,499	13	B+	52,868	82,381	13	M	53,705	83,218	13	M+	55,378	84,891	13	
3 Deptford Twp	B	57,860	88,736 +	15	B+	59,460	90,336 +	15	M	60,360	91,236 +	15	M+	61,860	92,736 +	15	2,530
1 Elk Twp	B	48,068	80,129	18	B+	49,178	81,239	18	M	49,733	81,794	18	M+	50,843	82,904	18	1,890
1 Franklin Twp	B	50,023	81,603	18	B+	51,023	82,603	18	M	52,023	83,603	18	M+	53,023	84,603	18	1,622
2 Gloucester Co Spec Serv	B	57,026	75,747	17	B+	58,526	77,247	17	M	59,326	78,047	17	M+	60,946	79,667	17	2,043
5 Kingsway Regional	B	52,000	84,500	15	B+	53,303	85,803	15	M	54,605	87,105	15	M+	55,907	88,407	15	2,124
2 Paulsboro Boro	B	48,257	82,894	15	B+	49,457	84,094	15	M	50,657	85,294	15	M+	51,857	86,494	15	2,729
5 Delsea Regional	B	52,646	87,334 +	13	B+	53,566	88,254 +	13	M	54,396	89,084 +	13	M+	55,646	90,334 +	13	2,213
1 Wenonah Boro	B	51,386	75,546 +	16					M	53,986	78,146 +	16	M+	55,086	79,246 +	16	2,013

HUDSON

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Harrison Town	B	55,704	93,259	17	B+	58,429	95,984	17	M	61,329	98,884	17	M+	67,079	104,634	17	2,577

HUNTERDON

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
5 Delaware Valley Regional	B	52,490	83,825	15	B+	55,110	86,445	15	M	56,455	87,790	15	M+	59,225	90,560	15	1,998
3 South Hunterdon Reg SD	B	57,010	85,590	22	B+	59,260	87,840	22	M	61,510	90,090	22	M+	64,510	93,090	22	
1 Flemington-Raritan Reg	B	56,535	83,760	15					M	59,835	87,060	15	M+	60,935	88,160	15	
1 Hampton Boro	B	48,000	48,000	1					M	51,500	51,500	1					
1 High Bridge Boro	B	59,055	84,005 +	17	B+	61,655	86,605 +	17	M	62,955	87,905 +	17	M+	8,705	90,505 +	17	
1 Holland Twp	B	52,780	82,495 +	18	B+	55,480	85,195 +	18	M	57,843	87,558 +	18	M+	60,205	89,920 +	18	
5 Hunterdon Central Reg	B	58,137	84,982 +	16	B+	61,625	90,080 +	16	M	63,370	92,630 +	16	M+	66,860	97,730 +	16	2,319
5 Hunterdon Co Polytech	B	55,090	81,300	21	B+	58,815	86,800	21	M	62,540	92,295	21	M+	64,400	95,045	21	
5 N Hunt/Voorhees Reg	B	54,865	80,480	15	B+	58,865	88,100	15	M	60,865	90,370	15	M+	64,865	95,800	15	2,339
1 Tewksbury Twp	B	54,793	85,603 +	15	B+	56,993	87,803 +	15	M	59,193	90,003 +	15	M+	61,393	92,203 +	15	
1 Union Twp	B	49,900	77,975	14	B+	52,400	80,475	14	M	54,900	82,975	14	M+	59,900	87,975	14	

MERCER

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
3 Ewing Twp	B	49,400	94,860	21	B+	51,200	96,660	21	M	53,300	98,760	21	M+	54,800	100,260	21	
3 Hopewell Valley Regional	B	53,697	92,862 +	18	B+	54,760	93,925 +	18	M	57,417	96,583 +	18					

MIDDLESEX

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
4 East Brunswick Twp	B	55,625	90,200	13					M	59,367	93,942	13	M+	62,238	96,813	13	2,710
1 Jamesburg Boro	B	52,025	82,538 +	20	B+	52,775	83,288 +	20	M	53,525	84,038 +	20	M+	54,275	84,788 +	20	2,274
5 Middlesex Co Voc-Tech	B	54,157	85,507 +	16	B+	55,157	86,507 +	16	M	56,157	87,507 +	16	M+	58,157	89,507 +	16	2,233
1 Milltown Boro	B	49,125	77,000 +	15					M	50,175	78,050 +	15	M+	51,175	79,050 +	15	2,041
4 New Brunswick City	B	53,681	88,981 +	13	B+	55,782	91,082 +	13	M	56,607	91,907 +	13	M+	60,866	96,166 +	13	2,467
3 Sayreville Boro	B	47,000	85,003 +	13	B+	48,500	86,503 +	13	M	49,500	87,503 +	13	M+	50,500	88,503 +	13	2,703
4 South Brunswick Twp	B	58,160	87,720 +	15	B+	60,640	90,200 +	15	M	61,280	90,840 +	15	M+	64,620	94,180 +	15	2,418
2 Spotswood Boro	B	49,000	87,500	18					M	50,000	88,500	18	M+	50,500	89,000	18	
4 Woodbridge Twp	B	55,000	101,906	17	B+	57,300	104,206	17	M	59,000	105,906	17	M+	60,900	107,806	17	2,477

MONMOUTH

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Atlantic Highlands Boro	B	60,015	87,070 +	20	B+	62,095	89,150 +	20					M+	64,175	91,230 +	20	2,473
2 Bayshore Jointure Comm	B	52,140	63,250	13	B+	53,540	64,650	13	M	57,750	68,860	13	M+	59,790	70,900	13	1,948
1 Belmar Boro	B	54,165	85,800 +	17					M	55,165	87,500 +	17	M+	56,165	89,000 +	17	2,034
1 Bradley Beach Boro	B	52,185	87,975 +	17					M	54,885	90,675 +	17	M+	57,585	93,375 +	17	2,125
1 Eatontown Boro	B	57,814	93,564	18					M	61,819	97,569	18	M+	65,824	101,574	18	2,399
1 Fair Haven Boro	B	52,478	91,368 +	18	B+	53,678	92,568 +	18	M	54,878	93,768 +	18	M+	56,078	94,968 +	18	2,191
1 Farmingdale Boro	B	49,000	79,200 +	18					M	53,000	83,200 +	18	M+	55,000	85,200 +	18	1,801
5 Henry Hudson Regional	B	54,825	81,256	18	B+	57,425	83,856	18	M	58,625	85,056	18	M+	60,825	87,256	18	2,531
1 Highlands Boro	B	54,925	85,835 +	16	B+	56,225	87,135 +	16	M	57,525	88,435 +	16	M+	58,825	89,735 +	16	
1 Howell Twp	B	55,000	101,750+	21	B+	56,000	102,750+	21	M	56,500	103,250+	21	M+	57,500	104,250 +	21	2,570
2 Manasquan Boro	B	54,000	91,375 +	17					M	56,000	93,375 +	17					2,969
1 Matawan-Aberdeen Reg	B	51,675	84,325 +	11	B+	56,500	89,225 +	11	M	58,700	91,374 +	11	M+	60,975	93,725 +	11	2,320
1 Millstone Twp	B	59,115	86,640	18	B+	61,115	88,640	18	M	62,615	90,140	18	M+	66,015	93,540	18	2,256
5 Monmouth Co Voc-Tech	B	52,500	88,020	15					M	54,730	90,250	15	M+	57,050	92,570	15	
3 Ocean Twp	B	57,075	89,850	17	B+	59,025	91,800	17	M	60,975	93,750	17	M+	62,925	95,700	17	2,345
1 Oceanport Boro	B	52,616	82,185 +	18	B+	53,816	83,385 +	18	M	55,016	84,585 +	18	M+	56,216	85,785 +	18	
5 Rumson-Fair Haven Reg	B	59,375	97,345	20	B+	60,730	98,700	20					B++	62,085	100,055	20	2,357
1 Spring Lake Boro	B	59,545	87,345	16					M	61,545	89,345	16					2,299
3 Wall Twp	B	56,550	89,200 +	18	B+	57,950	90,600 +	18	M	58,650	91,300 +	18	M+	60,050	92,700 +	18	2,208

MORRIS

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Boonton Town	B	57,204	87,272	+ 15					M	62,004	92,072	+ 15	M+	67,404	97,472	+ 15	2,289
1 Boonton Twp	B	53,559	87,316	+ 17	B+	56,759	91,968	+ 17	M	58,359	94,291	+ 17	M+	61,559	99,329	+ 17	2,452
1 East Hanover Twp	B	56,910	95,360	+ 20	B+	59,460	97,910	+ 20	M	60,735	99,185	+ 20	M+	63,795	102,245	+ 20	2,169
1 Florham Park Boro	B	53,435	89,560	+ 19	B+	58,035	94,160	+ 19	M	60,835	96,960	+ 19	M+	63,435	99,560	+ 19	2,256
3 Jefferson Twp	B	54,170	82,570	16					M	56,370	90,359	16	M+	58,570	98,676	16	2,034
1 Mendham Boro	B	55,880	86,985	18	B+	59,580	90,685	18	M	61,380	92,805	18	M+	63,980	95,165	18	2,428
1 Mendham Twp	B	52,695	79,870	19	B+	56,095	87,470	19	M	57,795	92,370	19	M+	61,195	95,170	19	2,265
3 Montville Twp	B	54,405	85,060	+ 17	B+	57,760	90,955	+ 17	M	61,106	95,735	+ 17	M+	64,470	103,935	+ 17	2,351
5 Morris Co Voc-Tech	B	60,331	97,534	+ 18	B+	61,481	98,684	+ 18	M	64,331	101,534	+ 18	M+	67,681	104,884	+ 18	2,354
5 Morris Hills Regional	B	62,035	93,865	+ 15	B+	64,535	96,365	+ 15	M	67,035	98,865	+ 15	M+	74,535	106,363	+ 15	
3 Morris School District	B	55,277	100,812	23					M	58,877	104,412	23	M+	61,777	107,312	23	2,339
1 Mount Arlington Boro	B	54,795	89,695	+ 18	B+	58,195	93,095	+ 18	M	59,825	94,725	+ 18	M+	63,225	98,125	+ 18	2,176
2 Mountain Lakes Boro	B	60,070	82,505	15	B+	62,670	85,827	15	M	67,870	90,305	15	M+	70,470	94,924	15	2,630
1 Long Hill Twp	B	52,400	88,995	+ 16					M	55,200	91,795	+ 16	M+	58,000	94,595	+ 16	2,264
3 Randolph Twp	B	56,458	84,675	15	B+	62,358	91,475	15	M	68,258	98,535	15					2,424
1 Rockaway Twp	B	58,085	94,460	19	B+	59,335	95,710	19	M	62,150	98,525	19	M+	63,400	99,775	19	2,120
1 Wharton Boro	B	54,651	83,810	17	B+	57,151	86,310	17	M	58,401	87,560	17	M+	60,901	90,060	17	2,200

OCEAN

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Bay Head Boro	B	60,555	84,695	15	B+	62,123	86,263	15	M	62,459	86,599	15	M+	63,467	87,607	15	2,586
1 Beach Haven Boro	B	48,625	64,050	+ 15	B+	50,425	65,850	+ 15	M	51,425	66,850	+ 15	M+	53,225	68,650	+ 15	
4 Brick Twp	B	53,360	94,010	+ 21	B+	54,175	95,335	+ 21	M	55,175	96,485	+ 21	M+	56,275	98,185	+ 21	2,465
1 Eagleswood Twp	B	53,095	68,570	+ 17	B+	53,595	69,070	+ 17	M	53,845	69,320	+ 17	M+	54,345	69,820	+ 17	2,132
3 Lakewood Twp	B	51,071	88,346	28	B+	53,071	90,346	28	M	54,071	91,346	28	M+	56,071	93,346	28	2,276
1 Lavallette Boro	B	56,648	86,573	+ 18	B+	57,748	87,673	+ 18	M	59,048	88,973	+ 18	M+	59,848	89,773	+ 18	
1 Little Egg Harbor Twp	B	61,499	81,649	17	B+	63,074	83,224	17	M	63,474	83,624	17	M+	65,199	85,349	17	2,687
3 Manchester Twp	B	55,241	91,601	18	B+	56,107	92,569	18	M	56,484	93,919	18	M+	57,448	94,419	18	2,548
1 Ocean Gate Boro	B	53,645	81,970	16	B+	54,645	82,970	16	M	55,145	83,470	16	M+	55,645	83,970	16	2,000
1 Ocean Twp	B	52,652	78,952	17					M	54,152	80,452	17	M+	55,552	81,852	17	1,932
5 Pinelands Regional	B	50,000	75,500	+ 18					M	51,200	76,700	+ 18	M+	52,500	78,000	+ 18	
2 Plumsted Twp	B	56,482	85,378	19	B+	57,638	86,534	19	M	58,360	87,256	19	M+	59,082	87,978	19	2,433
5 Southern Regional	B	60,875	102,209	21	B+	61,875	103,209	21	M	63,875	105,209	21	M+	65,875	107,209	21	

PASSAIC

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Bloomingdale Boro	B	56,965	85,115	+ 16	B+	61,665	89,815	+ 16	M	64,015	92,165	+ 16	M+	68,715	96,865	+ 16	808
2 Hawthorne Boro	B	54,450	85,965	+ 14					M	57,550	89,065	+ 14	M+	62,200	93,715	+ 14	
1 Little Falls Twp	B	51,670	77,790	+ 13					M	58,670	85,264	+ 13	M+	63,170	89,928	+ 13	2,227
1 North Haledon Boro	B	52,019	83,519	15					M	55,769	87,269	15	M+	59,519	91,019	15	1,953
5 Passaic Valley Regional	B	54,020	100,350	+ 19	B+	57,542	108,077	+ 19	M	61,720	118,735	+ 19	M+	63,720	122,361	+ 19	
4 Paterson City	B	50,713	93,147	+ 10	B+	53,162	95,652	+ 10	M	55,442	97,967	+ 10	M+	56,973	99,533	+ 10	
2 Pompton Lakes Boro	B	58,555	82,855	14					M	61,705	86,895	14	M+	68,005	92,305	14	2,240
1 Totowa Boro	B	52,860	87,590	+ 14	B+	55,485	90,326	+ 14	M	57,235	92,149	+ 14	M+	62,410	97,567	+ 14	
1 Wanaque Boro	B	58,295	87,120	+ 14					M	64,130	93,620	+ 14	M+	70,130	99,620	+ 14	2,203
4 Wayne Twp	B	53,830	95,280	21					M	58,530	105,280	21	M+	64,630	119,480	21	
3 West Milford Twp	B	54,500	87,820	19	B+	60,570	94,070	19	M	58,500	96,470	19	M+	63,000	105,750	19	2,184
1 Woodland Park Boro	B	57,080	81,440	+ 12					M	63,530	87,890	+ 12	M+	68,080	92,440	+ 12	

SALEM

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Salem Co Special Service	B	54,767	66,485	+ 13	B+	56,377	68,095	+ 13	M	57,987	69,705	+ 13	M+	59,597	71,315	+ 13	
5 Salem Co Voc-Tech	B	55,067	74,099	+ 17					M	56,267	75,299	+ 17	M+	56,867	75,899	+ 17	
1 Upper Pittsgrove Twp	B	59,339	73,018	+ 18	B+	61,289	74,968	+ 18	M	62,039	75,718	+ 18	M+	63,539	77,218	+ 18	2,049

SOMERSET

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Somerset Hills Regional	B	60,075	94,060	+ 18					M	64,575	100,400+	18	M+	69,075	105,618	+ 18	
1 South Bound Brook	B	56,040	86,345	+ 16					M	58,845	89,150	+ 16	M+	61,905	92,210	+ 16	1,998

SUSSEX

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
1 Franklin Boro	B	56,075	85,085	18	B+	58,225	87,235	18	M	60,375	89,385	18	M+	62,585	91,605	18	2,207
1 Fredon Twp	B	57,480	86,865	17	B+	58,880	88,265	17	M	60,280	89,665	17					2,476
1 Green Twp	B	58,477	80,477	+ 12	B+	61,477	83,477	+ 12	M	64,477	86,477	+ 12	M+	67,477	89,477	+ 12	1,667
1 Hamburg Boro	B	59,440	81,920	+ 17					M	62,760	85,240	+ 17					2,192
1 Hampton Twp	B	51,155	97,003	28	B+	52,831	99,231	28	M	53,773	100,147	28	M+	55,764	102,079	28	1,908
5 Kittatinny Regional	B	58,655	89,855	+ 14					M	63,355	94,555	+ 14	M+	67,055	98,255	+ 14	
1 Lafayette Twp	B	55,345	84,670	+ 18	B+	58,345	87,670	+ 18					B++	61,345	90,670	+ 18	1,817
1 Montague Twp	B	57,751	81,041	+ 16					M	59,951	83,241	+ 16	M+	62,151	85,441	+ 16	1,750
1 Ogdensburg Boro	B	51,625	81,635	+ 17	B+	53,625	83,635	+ 17	M	55,625	85,635	+ 17	M+	57,625	87,635	+ 17	1,788
1 Sandyston-Walpack Twp	B	53,865	82,640	+ 16	B+	55,865	84,640	+ 16	M	57,500	86,275	+ 16					1,884
3 Sparta Twp	B	60,380	89,995	+ 15	B+	62,480	92,095	+ 15	M	65,630	95,245	+ 15	M+	69,830	99,445	+ 15	2,380
1 Stillwater Twp	B	56,290	77,300	16	B+	67,745	80,450	16	M	60,490	81,500	16	M+	61,540	82,550	16	1,952
1 Sussex Co Ed Serv Comm	B	52,450	71,000	15					M	56,450	75,250	15					
5 Sussex Co Voc-Tech	B	60,473	97,558	+ 20					M	64,273	101,358+	20	M+	64,473	101,558	+ 20	2,320

UNION

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
2 Berkeley Heights Twp	B	57,174	100,270+	19	B+	60,859	101,480+	19	M	63,492	104,504+	19	B++	67,440	109,077+	19	
													M+	69,283	110,927	+ 19	
2 Clark Twp	B	54,120	96,505	18					M	57,920	103,805	18	M+	61,320	107,605	18	2,189
4 Linden City	B	53,551	90,874	+ 16					M	58,700	99,374	+ 16	M+	63,341	103,578	+ 16	
2 New Providence Boro	B	56,774	89,029	+ 16	B+	60,190	95,023	+ 16									2,346
2 Roselle Park Boro	B	58,278	77,366	19					M	62,529	87,070	19	M+	67,239	89,715	19	2,096

WARREN

DISTRICT GROUPING	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	DEGREE	MIN	MAX	STEPS	AVG INCR
Alpha Boro	B	50,130	83,350	20	B+	53,730	86,950	20	M	55,530	88,750	20	M+	59,130	92,350	20	1,976
Belvidere Town	B	48,654	86,524	20					M	51,154	89,024	20	M+	53,154	91,024	20	2,270
Frelinghuysen Twp	B	50,214	77,154	14	B+	52,514	79,454	14	M	53,664	80,604	14	M+	55,964	82,904	14	1,849
Great Meadows Regional	B	56,115	78,475	+ 15	B+	58,715	81,075	+ 15	M	60,015	82,375	+ 15	M+	62,615	84,975	+ 15	1,854
Greenwich Twp	B	51,665	64,398	+ 14	B+	55,165	67,898	+ 14	M	56,915	69,648	+ 14	M+	58,665	71,398	+ 14	1,180
Hackettstown Town	B	60,715	82,305	+ 19	B+	65,415	87,005	+ 19	M	67,765	89,355	+ 19	M+	70,115	91,705	+ 19	2,731
Harmony Twp	B	51,790	79,925	18	B+	54,290	82,425	18	M	56,390	84,525	18	M+	58,790	86,925	18	
Hope Twp	B	54,663	81,193	+ 17	B+	56,463	82,993	+ 17	M	58,263	84,793	+ 17					1,797
Knowlton Twp	B	54,925	78,720	+ 15					M	57,745	81,540	+ 15	M+	60,195	83,990	+ 15	2,087
Lopatcong Twp	B	53,168	92,662	38	B+	57,691	97,185	38	M	59,952	99,446	38	M+	64,475	103,969	38	2,146
Mansfield Twp	B	56,051	56,051	+ 1	B+	57,563	57,563	+ 1	M	58,639	58,639	+ 1	M+	60,530	60,530	+ 1	1,731
Oxford Twp	B	50,015	71,470	+ 15	B+	51,590	73,045	+ 15	M	52,490	73,945	+ 15	M+	54,290	75,745	+ 15	1,424
Pohatcong Twp	B	53,716	79,611	17	B+	54,616	80,511	17	M	55,516	81,411	17	M+	57,316	83,211	17	1,921
Warren Hills Regional	B	55,470	82,370	16	B+	59,520	86,420	16	M	61,545	88,445	16	M+	65,595	92,495	16	1,991
White Twp	B	52,360	80,870	19	B+	56,360	84,870	19	M	58,360	86,870	19	M+	62,360	90,870	19	2,107

2020-21 EDUCATIONAL SUPPORT PROFESSIONAL SALARY SURVEY

Salary guides are reported only after the guides are agreed to by the local school board and the association and ratified by both parties. Contracts that had delayed settlements may not have been received in time for this publication. Current information can be requested by contacting your regional UniServ office or the NJEA Research and Economic Services Division.

Your local association's collective bargaining agreement—including your salary guide—can be found on njea.org. Log in and click on "my association" to view yours.

Due to space limitations, only the highest guide for each of the categories listed below has been reported here. Minimum and maximum salaries and number of steps on the guide are indicated. Please note that annual guides do not necessarily represent a full-time work schedule.

SUMMARY OF EDUCATIONAL SUPPORT PROFESSIONAL SETTLEMENT INFORMATION

	Average \$ Increase	Average settlement rate (Includes increment)
2020-21 average educational support professional settlements – newly bargained plus previously bargained/440 settlements	\$1,300	3.17%
Newly bargained 2020-21 educational support professionals contracts – 81 settlements	\$1,382	3.23%
Contracts to date covering 2021-22 – 225 settlements	\$1,324	3.13%

2019-20 ESP average salary (full time) = \$39,419
2019-20 average years of experience = 13.1 years

KEY

DISTRICT GROUPING

Number....Enrollment
1 Elementary districts
2 K-12, below 3,000
3 K-12, 3,000-5,999
4 K-12, 6,000 & over
5 Secondary districts

POSITION KEY

SEC..... Secretary
PARA Paraprofessional
CUST..... Custodian
MAINT... Maintenance

RATE

10m 10 month
10.5m 10.5 month
11m 11 month
11.5m 11.5 month
12m 12 month
D daily
Hrly hourly

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Here's the good news: You don't have to!

In as little as 12-18 months, you can earn your certification through NJEXCEL, the Foundation for Educational Administration's school leadership certification program.

All Courses Now Online Until We Can Safely Return



ATLANTIC

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 Atl Co Sp Sv	Bus Aide	Hrly	12.85	22.51+	16
2 Atl Co Sp Sv	Bus Driver	Hrly	13.96	23.59+	16
1 Northfield	Custodian	12m	25,514	44,17+	15
1 Northfield	Custodian - Night Spv	12m	26,514	45,170	14
1 Northfield	Maintenance	12m	30,255	38,355+	12
1 Northfield	Paraprofessional	Hrly	14.20	18.85+	12
1 Northfield	Paraprof. - 60 Credits	Hrly	15.97	21.25+	12
1 Northfield	Paraprofessional - BA	Hrly	19.13	26.68+	12
1 Northfield	Secretary	12m	55,145	61,140+	12
3 Pleasantville	Computer Technician	12m	52,636	60,952	10
3 Pleasantville	Custodian	12m	33,200	48,937	15
3 Pleasantville	Maintenance	12m	46,421	61,486	15
3 Pleasantville	Paraprofessional	10m	30,845	44,213	15
3 Pleasantville	Secretary	12m	34,182	49,692	15
3 Pleasantville	Secretary - Child Study Team	12m	36,564	52,074	15
3 Pleasantville	Secretary - Executive	12m	37,518	55,832	15
3 Pleasantville	Secretary - Principal	12m	35,373	50,883	15
3 Pleasantville	Secretary - Superintendent	12m	39,155	58,369	15
3 Pleasantville	Security Officer	10m	31,479	45,246	15
3 Pleasantville	Security Officer	12m	37,775	54,650	15
1 Somers Point	Paraprofessional	Hrly	11.67	12.72	8
1 Somers Point	Paraprof. - Instructional	10m	21,252	24,844	14
1 Somers Point	Secretary	12m	43,171	46,771	13

BERGEN

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 Bergen Co Sp Sr	Custodian	12m	39,740	61,585+	17
2 Bergen Co Sp Sr	Custodian - 2nd Shift	12m	40,657	62,502+	17
2 Bergen Co Sp Sr	Custodian - Black Seal	12m	40,840	62,685+	17
2 Bergen Co Sp Sr	Custodian - CDL	12m	40,840	62,685+	17
2 Bergen Co Sp Sr	Custodian - Head	12m	56,837	63,587+	10
2 Bergen Co Sp Sr	Custodian - Night Shift	12m	40,956	62,801+	17
2 Bergen Co Sp Sr	Maintenance	12m	49,140	70,065+	16
2 Bergen Co Sp Sr	Maintenance - Black Seal	12m	50,240	71,165+	16
2 Bergen Co Sp Sr	Maint. - Carpenter License	12m	50,255	71,180+	16
2 Bergen Co Sp Sr	Maintenance - CDL License	12m	50,240	71,165+	16
2 Bergen Co Sp Sr	Maint. - Electrician License	12m	50,255	71,180+	16
2 Bergen Co Sp Sr	Maintenance - HVAC	12m	50,255	71,180+	16
2 Bergen Co Sp Sr	Maintenance - Night Shift	12m	50,356	71,281+	16
2 Bergen Co Sp Sr	Maint. - Plumbing License	12m	50,255	71,180+	16
2 Bergen Co Sp Sr	Maintenance 2nd Shift	12m	50,057	70,982+	16
5 Bergen Co Voc	Secretary	12m	43,736	73,746+	18
1 Carlstadt	Custodian	12m	58,155	68,593	5
1 Carlstadt	Custodian - 2nd Shift	12m	59,055	69,493	5
1 Carlstadt	Custodian - Night Shift	12m	59,955	70,393	5
1 Carlstadt	Paraprofessional	10m	26,488	34,994	8
1 Carlstadt	Paraprofessional - Certified	10m	26,988	34,494	8
5 Crlsdt-E Rthf R	Attendance Officer	10m	28,716	33,829+	5
5 Crlsdt-E Rthf R	Attendance Officer	12m	34,919	43,656+	5
5 Crlsdt-E Rthf R	Bus Driver	12m	34,289	70,173+	10
5 Crlsdt-E Rthf R	Clerk	10m	28,716	33,829+	5
5 Crlsdt-E Rthf R	Clerk	12m	34,919	43,656+	5
5 Crlsdt-E Rthf R	Custodian	12m	34,289	70,173+	10
2 Elmwood Park	Administrative Assistant	10m	34,927	51,156+	13
2 Elmwood Park	Administrative Assistant	12m	41,767	56,525+	13
2 Elmwood Park	Bookkeeper	12m	43,633	57,191+	13
2 Elmwood Park	Clerk	10m	29,647	44,913+	13
2 Elmwood Park	Clerk	12m	36,279	50,913+	13
2 Elmwood Park	Custodian	12m	44,645	57,522+	11
2 Elmwood Park	Custodian - Night Shift	12m	44,645	57,522+	11
2 Elmwood Park	Maintenance	12m	49,994	63,303+	11
2 Elmwood Park	Secretary	10m	28,249	44,665+	13
2 Elmwood Park	Secretary	12m	37,458	51,881+	13
2 Emerson	Secretary	10m	21,600	30,900+	8
2 Emerson	Secretary	12m	24,500	35,600+	8
2 Emerson	Secretary - HS Principal	12m	25,500	38,500+	8

BERGEN (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 Glen Rock	Computer Technician	10m	30,000	60,000	RG
2 Glen Rock	Custodian	12m	45,229	64,823+	12
2 Glen Rock	Custodian - 2nd Shift	12m	46,221	65,815+	12
2 Glen Rock	Custodian - Black Seal	12m	46,256	65,850+	12
2 Glen Rock	Custodian - Head	12m	49,066	67,900+	12
2 Glen Rock	Custodian - Night Shift	12m	46,697	66,291+	12
2 Glen Rock	Custodian - Pesticide Lic.	12m	45,499	65,093+	12
2 Glen Rock	Health Assistant	10m	29,408	29,931+	2
2 Glen Rock	Maintenance	11.5m	50,707	69,643+	12
2 Glen Rock	Maintenance - Black Seal	12m	51,734	70,670+	12
2 Glen Rock	Maintenance - Night Shift	12m	52,175	71,111+	12
2 Glen Rock	Maintenance - Pesticide Lic.	12m	50,977	69,913+	12
2 Glen Rock	Maintenance 2nd Shift	12m	51,699	70,635+	12
2 Glen Rock	Paraprofessional	10m	27,084	27,607+	2
2 Glen Rock	Secretary - Child Study Team	12m	39,687	55,909+	11
2 Glen Rock	Secretary - Elem.Principal	12m	44,115	60,614+	11
2 Glen Rock	Secretary - HS Principal	12m	44,115	60,614+	11
2 Glen Rock	Secretary - MS Principal	12m	44,115	60,614+	11
3 Hackensack	Carpenters	12m	55,292	77,697	16
3 Hackensack	Custodian	12m	48,196	66,356	16
3 Hackensack	Custodian - Electrician Lic.	12m	62,130	88,852	16
3 Hackensack	Custodian - Head Elem.	12m	56,516	79,033	16
3 Hackensack	Custodian - Head HS	12m	62,130	88,852	16
3 Hackensack	Custodian - Head MS	12m	62,130	88,852	16
3 Hackensack	Custodian - Plumbing Sp.	12m	62,130	88,852	16
3 Hackensack	Driver	12m	50,760	71,161	16
3 Hackensack	Grounds	12m	54,075	76,360	16
3 Hackensack	Maintenance	12m	55,292	77,697	16
3 Hackensack	Paraprofessional	10m	38,740	41,685	5
3 Hackensack	Paraprofessional - BA	10m	43,140	46,085	5
3 Hackensack	Paraprofessional - Certified	10m	40,940	43,885	5
3 Hackensack	Secretary	12m	48,155	70,279	11
1 Harrington Park	Paraprofessional	Hrly	17.06	17.06	1
1 Harrington Park	Paraprofessional - BA	Hrly	21.01	21.01	1
1 Harrington Park	Secretary	12m	26,625	50,152	RG
2 Hasbrouck Hgts	Custodian	12m	42,652	50,152+	8
2 Hasbrouck Hgts	Maintenance	12m	43,652	48,652+	8
2 Hasbrouck Hgts	Maintenance - Head	12m	46,152	53,652+	8
2 Hasbrouck Hgts	Paraprofessional	10m	22,787	22,787	1
2 Hasbrouck Hgts	Paraprofessional - Inst.	10m	24,033	24,033	1
2 Hasbrouck Hgts	Secretary	12m	47,208	56,083+	6
2 Hasbrouck Hgts	Systems Administrator	12m	51,283	60,158+	6
1 Montvale	Administrative Assistant	12m	47,330	60,157	14
1 Montvale	Custodian	12m	39,505	55,040	14
1 Montvale	Custodian - Black Seal	12m	40,305	55,840	14
1 Montvale	Custodian - Head	12m	40,705	56,240	14
1 Montvale	Custodian - Night Shift	12m	40,905	56,440	14
1 Montvale	Secretary	12m	39,210	51,465	14
1 Montvale	Secretary	12m	35,505	46,625	14
5 N Highlands Reg	Administrative Assistant	12m	47,749	71,455	12
5 N Highlands Reg	Custodian	12m	45,337	86,978	17
5 N Highlands Reg	Custodian - Black Seal	12m	46,185	87,826	17
5 N Highlands Reg	Custodian - Carpenter Lic.	12m	48,208	89,849	17
5 N Highlands Reg	Custodian - CDL	12m	45,775	87,416	17
5 N Highlands Reg	Custodian - Electrician Lic.	12m	48,208	89,849	17
5 N Highlands Reg	Custodian - For. Night Shift	12m	48,208	89,849	17
5 N Highlands Reg	Custodian - Head	12m	48,208	89,849	17
5 N Highlands Reg	Custodian - HVAC	12m	48,208	89,849	17
5 N Highlands Reg	Custodian - Plumbing Sp.	12m	48,208	89,849	17
5 N Highlands Reg	Grounds	12m	48,208	89,849	17
5 N Highlands Reg	Secretary	12m	43,424	65,949	12
2 North Arlington	Custodian	12m	40,000	63,440+	9
2 North Arlington	Custodian - High School	12m	43,815	67,255+	9
2 North Arlington	Maintenance	12m	40,000	63,440+	9
2 North Arlington	Maintenance - High School	12m	43,815	67,255+	9
2 North Arlington	RN	10m	35,000	56,801	RG
2 North Arlington	Secretary	10m	33,000	47,753+	RG
2 North Arlington	Secretary	12m	33,000	73,794+	RG
2 North Arlington	Transportation	Hrly	17.11	17.11+	1

BERGEN (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 Old Tappan	Library Assistant	Hrly	21.11	21.11	1
1 Old Tappan	Maintenance	12m	64,197	64,197	1
1 Old Tappan	Secretary	Hrly	21.11	21.11	1
1 Old Tappan	Secretary - Child Study Team	12m	45,524	45,524	1
1 Old Tappan	Secretary - Elementary	12m	50,602	50,602	1
1 Old Tappan	Secretary - Middle School	12m	45,536	45,536	1
2 Ridgefield	Custodian	12m	34,500	49,617+	12
2 Ridgefield	Custodian - Black Seal	12m	35,600	50,717+	12
2 Ridgefield	Custodian - Head	12m	39,456	54,826+	12
2 Ridgefield	Custodian - Night Shift	12m	35,583	50,700+	12
2 Ridgefield	Paraprofessional - Instr.	10m	21,069	35,699+	17
2 Ridgefield	Paraprofessional - Instr.	12m	24,195	41,020+	17
2 Ridgefield Park	Custodian	12m	39,000	39,000+	RG
2 Ridgefield Park	Custodian - 2nd Shift	12m	41,025	41,025+	RG
2 Ridgefield Park	Custodian - For. Night Shift	12m	42,672	42,672+	RG
2 Ridgefield Park	Maintenance	12m	44,000	44,000+	RG
2 Ridgefield Park	Paraprofessional	10m	24,205	24,205	RG
2 Ridgefield Park	Secretary	12m	45,523	54,623+	8
2 Ridgefield Park	Secretary - AA	12m	48,023	57,123+	8
2 Ridgefield Park	Secretary - Child Study Team	12m	48,523	57,623+	8
2 Ridgefield Park	Secretary - Principal	12m	52,023	61,123+	8
3 Ridgewood	Administrative Assistant	10m	39,833	52,245	12
3 Ridgewood	Administrative Assistant	11m	43,568	57,222	12
3 Ridgewood	Administrative Assistant	12m	47,299	62,194	12
3 Ridgewood	Clerk	10m	36,333	48,745	12
3 Ridgewood	Clerk	11m	39,718	53,372	12
3 Ridgewood	Clerk	12m	43,099	57,994	12
3 Ridgewood	Secretary	10m	38,083	50,495	12
3 Ridgewood	Secretary	11m	41,643	55,297	12
3 Ridgewood	Secretary	12m	45,199	60,094	12
3 Ridgewood	Secretary - Executive	10m	41,583	53,995	12
3 Ridgewood	Secretary - Executive	11m	45,493	59,147	12
3 Ridgewood	Secretary - Executive	12m	49,399	64,294	12
5 River Dell Reg	Custodian	12m	30,000	30,000	1
5 River Dell Reg	Custodian - Asbestos Lic.	12m	30,500	30,500	1
5 River Dell Reg	Custodian - Black Seal	12m	31,150	31,150	1
5 River Dell Reg	Custodian - Electrician Lic.	12m	31,000	31,000	1
5 River Dell Reg	Custodian - HVAC	12m	30,750	30,750	1
5 River Dell Reg	Custodian - Night Supv.	12m	33,500	33,500	1
5 River Dell Reg	Custodian - Pesticide Lic.	12m	30,500	30,500	1
5 River Dell Reg	Custodian - Plumbing Sp.	12m	31,000	31,000	1
1 River Vale	Secretary	12m	41,194	63,239+	10
1 River Vale	Secretary - AA	12m	43,994	64,739+	10
1 River Vale	Secretary - BA	12m	43,194	65,239+	10
5 Rmpo Ind Hls Rg	Accounts Payable Clerk	12m	54,356	70,570+	10
5 Rmpo Ind Hls Rg	Administrative Assistant	12m	54,356	70,570+	10
5 Rmpo Ind Hls Rg	Attendance Officer	10m	42,971	54,500+	10
5 Rmpo Ind Hls Rg	Attendance Officer	12m	48,416	64,375+	10
5 Rmpo Ind Hls Rg	Bookkeeper	12m	54,356	70,570+	10
5 Rmpo Ind Hls Rg	Bus Driver	10m	40,459	53,616+	9
5 Rmpo Ind Hls Rg	Bus Driver	12m	48,551	64,342+	9
5 Rmpo Ind Hls Rg	Clerk	10m	41,073	51,823+	10
5 Rmpo Ind Hls Rg	Clerk	12m	47,641	61,095+	10
5 Rmpo Ind Hls Rg	Custodian	10m	40,459	53,616+	9
5 Rmpo Ind Hls Rg	Custodian	12m	48,551	64,342+	9
5 Rmpo Ind Hls Rg	Custodian - 2nd Shift	10m	40,709	53,868+	9
5 Rmpo Ind Hls Rg	Custodian - 2nd Shift	12m	48,801	64,592+	9
5 Rmpo Ind Hls Rg	Custodian - Black Seal	10m	40,959	54,118+	9
5 Rmpo Ind Hls Rg	Custodian - Black Seal	12m	49,051	64,842+	9
5 Rmpo Ind Hls Rg	Custodian - Night Shift	10m	40,959	54,118+	9
5 Rmpo Ind Hls Rg	Custodian - Night Shift	12m	49,051	64,842+	9
5 Rmpo Ind Hls Rg	Grounds	10m	46,912	62,170+	9
5 Rmpo Ind Hls Rg	Grounds	12m	52,556	69,650+	9
5 Rmpo Ind Hls Rg	Library Assistant	10m	42,971	54,500+	10
5 Rmpo Ind Hls Rg	Library Assistant	12m	48,416	64,375+	10
5 Rmpo Ind Hls Rg	Maintenance	10m	47,580	63,055+	9
5 Rmpo Ind Hls Rg	Maintenance	12m	55,206	73,162+	9
5 Rmpo Ind Hls Rg	Maintenance - Black Seal	10m	48,080	63,555+	9
5 Rmpo Ind Hls Rg	Maintenance - Black Seal	12m	55,706	73,662+	9
5 Rmpo Ind Hls Rg	Maintenance - Night Shift	10m	48,080	63,555+	9
5 Rmpo Ind Hls Rg	Maintenance - Night Shift	12m	55,706	73,662+	9
5 Rmpo Ind Hls Rg	Maintenance 2nd Shift	10m	47,830	63,305+	9
5 Rmpo Ind Hls Rg	Maintenance 2nd Shift	12m	55,206	73,162+	9
5 Rmpo Ind Hls Rg	Paraprofessional - Instr.	10m	27,601	30,151+	4
5 Rmpo Ind Hls Rg	Paraprofessional - Sp Ed.	10m	42,971	54,500+	10
5 Rmpo Ind Hls Rg	Paraprofessional - Sp Ed.	12m	48,416	64,375+	10
5 Rmpo Ind Hls Rg	Secretary	10m	42,971	54,500+	10
5 Rmpo Ind Hls Rg	Secretary	12m	48,416	64,375+	10
5 Rmpo Ind Hls Rg	Security Officer	10m	25,966	28,216+	4
5 Rmpo Ind Hls Rg	Technology	10m	42,123	56,898+	11
5 Rmpo Ind Hls Rg	Technology	12m	52,654	71,123+	11
5 Rmpo Ind Hls Rg	Transportation	10m	42,971	54,500+	10
5 Rmpo Ind Hls Rg	Transportation	12m	48,416	64,375+	10
3 Tenafly	Cafeteria/Lunch Aide	Hrly	22.65	22.65+	1
3 Tenafly	Custodian	12m	45,635	60,635+	6
3 Tenafly	Custodian - 2nd Shift	12m	46,835	61,835+	6
3 Tenafly	Custodian - Head Elem.	12m	47,335	62,335+	6
3 Tenafly	Custodian - Head HS	12m	47,335	62,335+	6
3 Tenafly	Custodian - Head MS	12m	47,335	62,335+	6
3 Tenafly	Grounds	12m	45,635	60,635+	6
3 Tenafly	Grounds - Head	12m	46,835	61,835+	6
3 Tenafly	Maintenance	12m	50,935	65,935+	6
3 Tenafly	Mechanic	12m	64,035	79,035+	6
3 Tenafly	Paraprofessional	Hrly	23.63	23.63+	1
3 Tenafly	Secretary	12m	54,490	68,240+	6
2 Wood-Ridge	Custodian	12m	50,470	57,970+	6
2 Wood-Ridge	Library Assistant	Hrly	20.75	20.75	1
2 Wood-Ridge	Maintenance	12m	54,250	61,750+	6
2 Wood-Ridge	Paraprofessional	10m	23,115	27,815	11
2 Wood-Ridge	Secretary	12m	46,500	63,250+	13
2 Wood-Ridge	Secretary	Hrly	19.68	19.68	1

BERGEN (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
5 Rmpo Ind Hls Rg	Custodian - Night Shift	10m	40,959	54,118+	9
5 Rmpo Ind Hls Rg	Custodian - Night Shift	12m	49,051	64,842+	9
5 Rmpo Ind Hls Rg	Grounds	10m	46,912	62,170+	9
5 Rmpo Ind Hls Rg	Grounds	12m	52,556	69,650+	9
5 Rmpo Ind Hls Rg	Library Assistant	10m	42,971	54,500+	10
5 Rmpo Ind Hls Rg	Library Assistant	12m	48,416	64,375+	10
5 Rmpo Ind Hls Rg	Maintenance	10m	47,580	63,055+	9
5 Rmpo Ind Hls Rg	Maintenance	12m	55,206	73,162+	9
5 Rmpo Ind Hls Rg	Maintenance - Black Seal	10m	48,080	63,555+	9
5 Rmpo Ind Hls Rg	Maintenance - Black Seal	12m	55,706	73,662+	9
5 Rmpo Ind Hls Rg	Maintenance - Night Shift	10m	48,080	63,555+	9
5 Rmpo Ind Hls Rg	Maintenance - Night Shift	12m	55,706	73,662+	9
5 Rmpo Ind Hls Rg	Maintenance 2nd Shift	10m	47,830	63,305+	9
5 Rmpo Ind Hls Rg	Maintenance 2nd Shift	12m	55,206	73,162+	9
5 Rmpo Ind Hls Rg	Paraprofessional - Instr.	10m	27,601	30,151+	4
5 Rmpo Ind Hls Rg	Paraprofessional - Sp Ed.	10m	42,971	54,500+	10
5 Rmpo Ind Hls Rg	Paraprofessional - Sp Ed.	12m	48,416	64,375+	10
5 Rmpo Ind Hls Rg	Secretary	10m	42,971	54,500+	10
5 Rmpo Ind Hls Rg	Secretary	12m	48,416	64,375+	10
5 Rmpo Ind Hls Rg	Security Officer	10m	25,966	28,216+	4
5 Rmpo Ind Hls Rg	Technology	10m	42,123	56,898+	11
5 Rmpo Ind Hls Rg	Technology	12m	52,654	71,123+	11
5 Rmpo Ind Hls Rg	Transportation	10m	42,971	54,500+	10
5 Rmpo Ind Hls Rg	Transportation	12m	48,416	64,375+	10
3 Tenafly	Cafeteria/Lunch Aide	Hrly	22.65	22.65+	1
3 Tenafly	Custodian	12m	45,635	60,635+	6
3 Tenafly	Custodian - 2nd Shift	12m	46,835	61,835+	6
3 Tenafly	Custodian - Head Elem.	12m	47,335	62,335+	6
3 Tenafly	Custodian - Head HS	12m	47,335	62,335+	6
3 Tenafly	Custodian - Head MS	12m	47,335	62,335+	6
3 Tenafly	Grounds	12m	45,635	60,635+	6
3 Tenafly	Grounds - Head	12m	46,835	61,835+	6
3 Tenafly	Maintenance	12m	50,935	65,935+	6
3 Tenafly	Mechanic	12m	64,035	79,035+	6
3 Tenafly	Paraprofessional	Hrly	23.63	23.63+	1
3 Tenafly	Secretary	12m	54,490	68,240+	6
2 Wood-Ridge	Custodian	12m	50,470	57,970+	6
2 Wood-Ridge	Library Assistant	Hrly	20.75	20.75	1
2 Wood-Ridge	Maintenance	12m	54,250	61,750+	6
2 Wood-Ridge	Paraprofessional	10m	23,115	27,815	11
2 Wood-Ridge	Secretary	12m	46,500	63,250+	13
2 Wood-Ridge	Secretary	Hrly	19.68	19.68	1

BURLINGTON

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 Bass River	Custodian	12m	34,824	35,624+	5
1 Bass River	Paraprofessional	10m	15,391	21,960+	12
5 Burl Co Ins Tec	Secretary	12m	43,736	73,746+	18
2 Burl Co Sp Sv	Custodian	12m	40,885	62,153	18
2 Burl Co Sp Sv	Custodian - Black Seal	12m	42,242	63,510	18
2 Burl Co Sp Sv	Custodian - Electrician Lic.	12m	42,603	63,871	18
2 Burl Co Sp Sv	Custodian - HVAC	12m	42,242	63,510	18
2 Burl Co Sp Sv	Custodian - Plumbing Sp.	12m	42,603	63,871	18
1 Eastampton	Custodian	12m	39,610	54,410+	14
1 Eastampton	Secretary	12m	30,562	41,573+	11
1 Edgewater Park	Secretary	12m	41,310	51,302+	16
1 Hainesport	Clerk	10m	19,942	24,942	11
1 Hainesport	Custodian	12m	26,973	35,473	10
1 Hainesport	Maintenance	12m	38,473	46,973	10
1 Hainesport	Paraprofessional	Hrly	12.64	17.02	8
1 Hainesport	Secretary	12m	35,408	44,159	11
5 Lenape Reg	Administrative Assistant	12m	40,805	59,864+	16
5 Lenape Reg	Health Assistant	10m	41,378	49,800+	10
5 Lenape Reg	Interpreter	10m	41,378	49,800+	10
5 Lenape Reg	Paraprofessional	10m	29,778	38,100+	10
5 Lenape Reg	Secretary	12m	33,405	54,164+	15

BURLINGTON (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 Medford Twp	Accounts Rec./Accounts Pay.	12m	43,586	60,314+	16
1 Medford Twp	Bookkeeper	12m	43,586	60,314+	16
1 Medford Twp	Clerk	Hrly	14.94	20.36+	16
1 Medford Twp	Custodian	12m	35,557	54,670	16
1 Medford Twp	Custodian - Black Seal	12m	36,457	55,570+	16
1 Medford Twp	Custodian - Head	12m	36,557	55,670+	16
1 Medford Twp	Custodian Head - Black Seal	12m	39,457	58,570+	16
1 Medford Twp	Maintenance - Head	12m	69,248	69,248+	1
1 Medford Twp	Mechanic	12m	61,825	61,825+	1
1 Medford Twp	Secretary	12m	42,685	59,414+	16
1 Medford Twp	Secretary - Principal	12m	43,586	60,314+	16
1 Medford Twp	Transportation	12m	15,305	25,481+	16
1 Mount Holly	Attendance Officer	Hrly	26.30	27.80+	4
1 Mount Holly	Cafeteria/Lunch Aide	10m	4,956	11,288+	9
1 Mount Holly	Clerk	10m	17,635	20,263	8
1 Mount Holly	Custodian	12m	39,616	56,854+	13
1 Mount Holly	Paraprofessional	10m	15,520	26,820	9
1 Mount Holly	Paraprofessional - Cert. Sub.	10m	15,920	27,220	9
1 Mount Holly	Paraprof. - Teacher Cert.	10m	16,720	28,020	9
1 Mount Holly	Secretary	12m	39,616	56,854+	13
5 Rancocas Vly Rg	Custodian	12m	31,915	50,491	19
5 Rancocas Vly Rg	Custodian - Black Seal	12m	32,415	50,991	19
5 Rancocas Vly Rg	Maintenance	12m	41,915	60,491	19
5 Rancocas Vly Rg	Maintenance - Black Seal	12m	42,415	60,991	19
5 Rancocas Vly Rg	Secretary	12m	33,370	58,563	18
5 Rancocas Vly Rg	Secretary - AA	12m	34,072	59,265	18
5 Rancocas Vly Rg	Secretary - BA	12m	34,120	59,313	18

CAMDEN

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 Brooklawn	Paraprofessional	10m	27,910	34,360	5
2 Collingswood	Paraprofessional	10m	17,890	32,250	12
2 Collingswood	Secretary	10m	26,500	41,900	12
2 Collingswood	Secretary	12m	30,500	49,750	12
2 Haddon Heights	Accounts Rec./Accounts Pay.	12m	36,593	61,790+	17
2 Haddon Heights	Bus Driver	Hrly	20.65	26.81+	9
2 Haddon Heights	Computer Technician	10m	28,742	35,983+	11
2 Haddon Heights	Custodian	12m	29,509	48,487+	20
2 Haddon Heights	Custodian - Black Seal	11.5m	30,309	49,287+	20
2 Haddon Heights	Grounds	12m	29,509	48,487+	20
2 Haddon Heights	Maintenance	12m	33,577	54,962+	20
2 Haddon Heights	Maintenance - Black Seal	12m	34,377	55,762+	20
2 Haddon Heights	Paraprofessional	10m	17,197	27,032+	16
2 Haddon Heights	Payroll	12m	36,593	61,790+	17
2 Haddon Heights	Secretary	10m	27,854	41,989+	17
2 Haddon Heights	Secretary	12m	33,406	54,586+	18
1 Somerdale	Paraprofessional	10m	14,249	18,226	10
1 Somerdale	Paraprofessional - Certified	10m	15,249	19,226	10
1 Somerdale	Paraprof. - Cert. Sp. Ed.	10m	18,104	22,081	10
1 Somerdale	Paraprofessional - Sp. Ed.	10m	17,104	21,081	10
5 Sterling Reg	Custodian	12m	32,269	44,229+	10
5 Sterling Reg	Custodian - 2nd Shift	12m	32,529	44,801+	10
5 Sterling Reg	Custodian - Black Seal	12m	32,519	44,791+	10
5 Sterling Reg	Custodian - Night Shift	12m	32,581	44,541+	10
5 Sterling Reg	Grounds	12m	38,569	50,067+	10
5 Sterling Reg	Maintenance	12m	49,154	58,307+	10
5 Sterling Reg	Maintenance - Black Seal	12m	49,404	58,557+	10
5 Sterling Reg	Maintenance - Night Shift	12m	49,466	58,619+	10
5 Sterling Reg	Maintenance - Pesticide Lic.	12m	49,404	58,557+	10
5 Sterling Reg	Maintenance 2nd Shift	12m	49,414	58,567+	10
5 Sterling Reg	Media Assistant	12m	24,081	32,856+	10
5 Sterling Reg	Paraprofessional - Instr.	10m	26,615	31,763+	10
5 Sterling Reg	Secretary	10m	36,586	40,336+	10
5 Sterling Reg	Secretary	12m	43,903	48,403+	10
1 Woodlynne	Paraprofessional	10m	22,577	23,561	5

CAPE MAY

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 Middle Twp	Accounts Rec./Accounts Pay.	12m	37,654	37,654+	1
2 Middle Twp	Bus Aide	Hrly	18.08	18.08+	1
2 Middle Twp	Bus Driver	Hrly	25.31	25.31+	1
2 Middle Twp	Clerk	12m	27,259	32,458+	7
2 Middle Twp	Custodian	12m	30,550	38,289+	8
2 Middle Twp	Custodian - Head	12m	32,643	40,560+	8
2 Middle Twp	Grounds	12m	30,550	38,289+	8
2 Middle Twp	Library Assistant	10m	22,753	27,166+	7
2 Middle Twp	Maintenance	12m	34,472	43,136+	8
2 Middle Twp	Maintenance - HVAC	12m	59,537	59,537+	1
2 Middle Twp	Mechanic	12m	59,653	59,653+	1
2 Middle Twp	Mechanic - Lead	12m	62,159	62,159+	1
2 Middle Twp	Paraprofessional	10m	15,518	18,418+	7
2 Middle Twp	Payroll	12m	47,359	47,359+	1
2 Middle Twp	Secretary - Child Study Team	12m	43,553	43,553+	1
2 Middle Twp	Security Officer	Hrly	13.57	13.57+	1
2 Ocean City	Cafeteria/Lunch Aide	Hrly	14.61	18.13	14
2 Ocean City	Custodian	12m	40,341	46,792	14
2 Ocean City	Custodian - Black Seal	12m	40,841	47,292	14
2 Ocean City	Grounds	12m	48,549	54,655	14
2 Ocean City	Grounds - Black Seal	12m	49,049	55,155	14
2 Ocean City	LPN	10m	35,024	38,390	14
2 Ocean City	Maintenance	12m	42,460	48,911	14
2 Ocean City	Maintenance - Black Seal	12m	42,960	49,411	14
2 Ocean City	Paraprofessional	Hrly	16.04	19.91	14
2 Ocean City	Secretary	10m	35,957	40,579	14
2 Ocean City	Secretary	12m	43,150	48,697	14
2 Ocean City	Secretary - Principal	12m	45,150	50,697	14
2 Ocean City	Security Officer	12m	40,341	46,792	14
1 Upper Twp	Bus Aide	Hrly	12.47	13.16	5
1 Upper Twp	Bus Driver	Hrly	15.03	15.83	5
1 Upper Twp	Custodian	Hrly	16.08	18.18	7
1 Upper Twp	Custodian - Night Shift	Hrly	13.64	15.20	7
1 Upper Twp	Maintenance	Hrly	20.49	21.89	5
1 Upper Twp	Paraprofessional	Hrly	13.83	17.10	14
1 Upper Twp	Secretary	10m	30,223	40,583	14
1 Upper Twp	Secretary	12m	36,268	48,700	14

CUMBERLAND

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
5 Cumberland Reg	Custodian	12m	31,221	48,211	12
5 Cumberland Reg	Custodian - 2nd Shift	12m	32,121	49,111	12
5 Cumberland Reg	Custodian - Fore. Night Shift	12m	48,996	54,361	6
5 Cumberland Reg	Custodian - Head	12m	47,466	53,211	6
5 Cumberland Reg	Custodian - Night Shift	12m	48,996	54,361	12
5 Cumberland Reg	Grounds	12m	36,571	44,101	10
5 Cumberland Reg	Grounds - 2nd shift	12m	37,471	45,001	10
5 Cumberland Reg	Grounds - 3rd shift	12m	37,721	42,251	10
5 Cumberland Reg	Maintenance	12m	48,611	61,286	10
5 Cumberland Reg	Maintenance - Night Shift	12m	49,761	62,436	10
5 Cumberland Reg	Maintenance 2nd Shift	12m	49,511	62,186	10
1 Deerfield	Paraprofessional	10m	24,815	29,214	6
1 Deerfield	Paraprof. - 100 Credits	10m	25,815	30,214	6
1 Deerfield	Paraprof. - 30 Credits	10m	25,065	29,464	6
1 Deerfield	Paraprof. - 60 Credits	10m	25,315	29,714	6
1 Deerfield	Paraprof. - 90 Credits	10m	25,565	29,964	6
4 Vineland	Clerk	10m	21,725	38,395	25
4 Vineland	Clerk	12m	26,070	46,074	25
4 Vineland	Computer Operator	10m	21,725	38,395	25
4 Vineland	Computer Operator	12m	26,070	46,074	25
4 Vineland	Payroll	10m	21,725	38,395	25
4 Vineland	Payroll	12m	26,070	46,074	25

GLOUCESTER

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
5 Delsea Reg	Paraprofessional	Hrly	15.28	16.09	2
5 Delsea Reg	Paraprof. - 60 Credits	Hrly	16.37	17.18	2
5 Delsea Reg	Paraprofessional - BA	Hrly	19.37	20.18	2
5 Kingsway Reg	Bus Aide	Hrly	13.23	20.64	12
5 Kingsway Reg	Bus Driver	Hrly	18.73	18.73	1
5 Kingsway Reg	Custodian	12m	32,000	44,350	11
5 Kingsway Reg	Custodian - Black Seal	12m	32,600	44,950	11
5 Kingsway Reg	Food Service	Hrly	13.41	17.77	5
5 Kingsway Reg	Food Service - Cook	Hrly	15.81	20.17	5
5 Kingsway Reg	Maintenance	12m	45,100	52,090	8
5 Kingsway Reg	Maintenance - Black Seal	12m	45,700	51,490	8
5 Kingsway Reg	Paraprofessional	10m	22,000	25,265	6
5 Kingsway Reg	Secretary	12m	35,052	48,999	12
2 Paulsboro	Bus Aide	Hrly	12.97	13.03	2
2 Paulsboro	Bus Driver	Hrly	25.49	25.66	3
2 Paulsboro	Computer Technician	10m	53,353	53,353	1
2 Paulsboro	Custodian	12m	30,728	37,811	9
2 Paulsboro	Custodian - Black Seal	12m	31,422	38,505	9
2 Paulsboro	Custodian - Pesticide Lic.	12m	31,422	38,505	9
2 Paulsboro	Food Service	Hrly	16.58	18.53	9
2 Paulsboro	Grounds	12m	30,728	38,391	9
2 Paulsboro	Maintenance	12m	34,846	40,334	6
2 Paulsboro	Maintenance - Black Seal	12m	35,540	41,028	6
2 Paulsboro	Maintenance - Pesticide Lic.	12m	35,540	41,028	6
2 Paulsboro	Paraprofessional	10m	13,955	19,773+	12
2 Paulsboro	Paraprof. - 60 Credits	10m	25,381	25,502	3
2 Paulsboro	Secretary	10m	34,740	41,678	10
2 Paulsboro	Secretary	12m	41,688	50,014	10

HUNTERDON

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
5 Delaware Vly Rg	Custodian	12m	39,620	51,370	13
5 Delaware Vly Rg	Custodian	Hrly	19.05	24.70	13
5 Delaware Vly Rg	Custodian - Black Seal	12m	40,620	52,370	13
5 Delaware Vly Rg	Custodian - Carpenter Lic.	12m	41,620	53,370	13
5 Delaware Vly Rg	Custodian - Electrician Lic.	12m	41,620	53,370	13
5 Delaware Vly Rg	Custodian - HVAC	12m	41,620	53,370	13
5 Delaware Vly Rg	Custodian - Pesticide Lic.	12m	40,620	52,370	13
5 Delaware Vly Rg	Custodian - Plumbing Sp.	12m	41,620	53,370	13
5 Delaware Vly Rg	Paraprofessional	Hrly	15.17	17.39	5
5 Delaware Vly Rg	Paraprofessional - Instr.	Hrly	20.35	21.83	5
5 Delaware Vly Rg	RN - Non-Certified	10m	48,087	48,087	1
5 Delaware Vly Rg	Secretary	10m	34,592	43,380	12
5 Delaware Vly Rg	Secretary	12m	41,510	52,055	12
1 Flmgton-Rtan Rg	Administrative Assistant	12m	61,560	68,160	6
1 Flmgton-Rtan Rg	Cafeteria/Lunch Aide	Hrly	17.19	18.24	4
1 Flmgton-Rtan Rg	Library Assistant	10m	31,539	35,388	6
1 Flmgton-Rtan Rg	Secretary	10m	46,637	51,637	6
1 Flmgton-Rtan Rg	Secretary	12m	55,964	61,964	6
1 Holland	Clerk	Hrly	24.65	26.75+	4
1 Holland	Custodian	12m	39,640	54,555+	15
1 Holland	Mechanic	12m	41,140	56,055+	15
1 Holland	Paraprofessional	Hrly	24.65	26.75+	4
1 Holland	Secretary	12m	32,425	43,275+	15
5 Huntrdn Cen Reg	Custodian	12m	37,300	58,075	18
5 Huntrdn Cen Reg	Custodian - Black Seal	12m	38,600	59,375	18
5 Huntrdn Cen Reg	Custodian - Electrician Lic.	12m	38,600	59,375	18
5 Huntrdn Cen Reg	Custodian - Plumbing Sp.	12m	38,600	59,375	18
5 Huntrdn Cen Reg	Head Mechanic	Hrly	32.83	42.83	11
5 Huntrdn Cen Reg	Maintenance	12m	48,745	67,020	14
5 Huntrdn Cen Reg	Maintenance - Black Seal	12m	50,045	68,320	14
5 Huntrdn Cen Reg	Maint. - Electrician Lic.	12m	50,045	68,320	14
5 Huntrdn Cen Reg	Maint. - Plumbing Lic.	12m	50,045	68,320	14
5 Huntrdn Cen Reg	Mechanic	Hrly	31.58	41.58	11
5 Huntrdn Cen Reg	Paraprofessional	10m	23,855	32,065	

HUNTERDON (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
5 Huntrdn Cen Reg	Secretary	12m	38,975	59,715	18
5 Huntrdn Cen Reg	Technology	12m	51,030	70,630	15
5 N Hunterdon Reg	Administrative Assistant	12m	36,725	49,315	16
5 N Hunterdon Reg	Custodian	12m	35,057	50,062	14
5 N Hunterdon Reg	Custodian - 2nd Shift	12m	37,457	52,462	14
5 N Hunterdon Reg	Custodian - Elem.	12m	38,557	53,562	14
5 N Hunterdon Reg	Custodian - High School	12m	38,557	53,562	14
5 N Hunterdon Reg	Custodian - Middle School	12m	38,557	53,562	14
5 N Hunterdon Reg	Custodian - Night Shift	12m	36,607	51,612	14
5 N Hunterdon Reg	Mechanic	12m	44,857	59,562	14
5 N Hunterdon Reg	Paraprofessional	10m	20,950	26,530	15
5 N Hunterdon Reg	Paraprofessional - Sp. Ed.	10m	26,188	33,964	15
5 N Hunterdon Reg	Secretary	12m	35,725	48,315	16
5 N Hunterdon Reg	Secretary - Executive	12m	38,475	51,065	16
5 S Hunterdon Reg HS	Custodian	12m	40,825	58,690	19
5 S Hunterdon Reg HS	Paraprofessional	10m	17,155	27,000	19
5 S Hunterdon Reg HS	Secretary	12m	41,913	60,058	17
1 Tewksbury	Custodian	11.5m	34,937	45,975+	11
1 Tewksbury	Custodian - Black Seal	12m	36,037	46,075+	11
1 Tewksbury	Paraprofessional	Hrly	15.36	18.24	8
1 Tewksbury	Paraprofessional - Instr.	Hrly	15.95	20.17	13

MIDDLESEX

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
4 Edison	Custodian	12m	40,176	63,526+	11
4 Edison	Custodian - Pesticide Lic.	12m	43,475	67,095+	11
4 Edison	Grounds	12m	41,471	64,821+	11
4 Edison	Grounds - Head	12m	45,040	68,390+	11
4 Edison	Maintenance	12m	41,471	64,821+	11
5 Middlesex Co Vc	Bookkeeper	12m	37,722	54,297+	12
5 Middlesex Co Vc	Clerk	12m	34,387	44,184+	12
5 Middlesex Co Vc	Payroll	12m	37,722	54,297+	12
5 Middlesex Co Vc	Purchasing Agent	12m	37,722	54,297+	12
5 Middlesex Co Vc	Secretary	12m	35,718	48,634+	12
5 Middlesex Co Vc	Secretary - Principal	12m	37,722	54,297+	12
4 New Brunswick	Accounts Rec./Accounts Pay.	12m	48,301	61,101+	13
4 New Brunswick	Computer Technician	10m	50,582	74,287+	13
4 New Brunswick	Custodian	12m	31,665	49,365+	12
4 New Brunswick	Custodian - Black Seal	12m	32,665	58,913+	13
4 New Brunswick	Custodian - Head	12m	36,915	72,115+	12
4 New Brunswick	Driver	10m	29,995	44,975	12
4 New Brunswick	Driver	12m	35,994	53,970	12
4 New Brunswick	Maintenance	12m	44,715	79,915+	12
4 New Brunswick	Paraprofessional	10m	25,067	38,517+	13
4 New Brunswick	Paraprof. - 15 Credits	10m	26,089	39,539+	13
4 New Brunswick	Paraprof. - 30 Credits	10m	26,942	40,392+	13
4 New Brunswick	Paraprof. - 40 credits	10m	28,077	41,527+	13
4 New Brunswick	Paraprof. - 60 Credits	10m	29,213	42,663+	13
4 New Brunswick	RN	10m	43,597	74,477	12
4 New Brunswick	RN - BA	10m	44,597	75,477	12
4 New Brunswick	Secretary	12m	47,601	60,401+	13
4 New Brunswick	Secretary - High School	12m	48,301	61,101+	13
4 New Brunswick	Security Officer	10m	34,956	42,506+	9
4 New Brunswick	Technology	12m	60,774	81,174+	13
4 South Brunswick	Administrative Assistant	10m	41,074	55,854	11
4 South Brunswick	Administrative Assistant	12m	49,289	67,026	11
4 South Brunswick	Bookkeeper	10m	42,444	57,223	11
4 South Brunswick	Bookkeeper	12m	50,932	68,668	11
4 South Brunswick	Bus Driver	Hrly	20.23	25.21+	11
4 South Brunswick	Clerk	10m	38,005	52,785	11
4 South Brunswick	Clerk	12m	45,607	63,342	11
4 South Brunswick	Paraprofessional	Hrly	12.54	21.01+	19
4 South Brunswick	Secretary	10m	39,276	54,055	11
4 South Brunswick	Secretary	12m	47,131	64,867	11

MIDDLESEX (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 Spotswood	Administrative Assistant	10m	42,500	52,076	6
2 Spotswood	Administrative Assistant	12m	45,750	62,700	8
2 Spotswood	Custodian	12m	37,500	57,543	9
2 Spotswood	Grounds	12m	40,000	59,076	6
2 Spotswood	Maintenance	12m	40,500	60,679	10
2 Spotswood	Paraprofessional	Hrly	16.26	20.61	7
2 Spotswood	Secretary	10m	35,750	49,128	9
2 Spotswood	Secretary	12m	42,800	50,333	4
4 Woodbridge	Administrative Assistant	12m	67,445	76,333+	3
4 Woodbridge	Attendance Officer	10m	55,344	79,062+	4
4 Woodbridge	Behavioral Therapist	Hrly	22.67	32.38+	4
4 Woodbridge	Bookkeeper	12m	45,126	64,465+	12
4 Woodbridge	Bus Aide	Hrly	16.55	22.26+	12
4 Woodbridge	Bus Driver	Hrly	22.74	36.58+	12
4 Woodbridge	Health Assistant	Hrly	31.10	31.10+	1
4 Woodbridge	Mechanic	12m	51,947	74,212+	4
4 Woodbridge	Paraprofessional	Hrly	18.73	26.76+	4
4 Woodbridge	Secretary	10m	37,098	52,996+	12
4 Woodbridge	Secretary	12m	44,521	63,601+	12
4 Woodbridge	Secretary - Principal	12m	46,575	66,536+	12
4 Woodbridge	Systems Administrator	12m	83,245	101,959+	5
4 Woodbridge	Technology - Network	12m	52,894	64,800+	5

MONMOUTH

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 Bayshore Joint. Comm.	Paraprofessional	10m	20,781	25,916	13
3 Holmdel	Bus Aide	Hrly	13.98	29.18	14
3 Holmdel	Bus Driver	Hrly	23.29	37.03	12
3 Holmdel	Clerical - Assistant	10m	20,250	43,385	20
3 Holmdel	Custodian	12m	27,190	55,500	16
3 Holmdel	Custodian	Hrly	14.51	14.51	1
3 Holmdel	Custodian - Black Seal	12m	27,190	55,500	16
3 Holmdel	Custodian - Black Seal	12m	27,199	55,500	16
3 Holmdel	Custodian - For. Night Shift	12m	36,650	71,190	20
3 Holmdel	Custodian - Head	12m	35,250	69,790	20
3 Holmdel	Custodian - Pesticide Lic.	12m	27,199	55,500	16
3 Holmdel	Custodian - Pesticide Lic.	12m	27,190	55,500	16
3 Holmdel	Food Service	Hrly	12.36	21.80	13
3 Holmdel	Grounds	12m	30,950	64,750	20
3 Holmdel	Maintenance	12m	42,000	70,500	16
3 Holmdel	Maintenance - Black Seal	12m	42,200	70,700	16
3 Holmdel	Maintenance - Night Shift	12m	43,250	71,750	16
3 Holmdel	Maintenance - Pesticide Lic.	12m	42,200	70,700	16
3 Holmdel	Mechanic	12m	39,000	69,000	17
3 Holmdel	Media Assistant	10m	20,250	43,385	20
3 Holmdel	Paraprofessional - Sp. Ed.	10m	26,750	37,300	10
3 Holmdel	Secretary	12m	36,250	65,915	20
2 Manasquan	Custodian	12m	38,982	53,557+	14
2 Manasquan	Custodian - Black Seal	12m	39,432	54,007+	14
2 Manasquan	Paraprofessional	Hrly	21.80	22.94+	4
2 Manasquan	Secretary	12m	48,620	55,375+	7
3 Matwn-Aber Reg	Administrative Assistant	11.5m	38,920	51,625	15
3 Matwn-Aber Reg	Clerk	12m	22,025	41,160	18
3 Matwn-Aber Reg	Custodian	12m	39,430	60,130	15
3 Matwn-Aber Reg	Custodian	Hrly	18.88	28.80	15
3 Matwn-Aber Reg	Driver	10m	34,173	42,495	9
3 Matwn-Aber Reg	Driver	Hrly	25.83	32.12	9
3 Matwn-Aber Reg	Maintenance	12m	47,110	71,960	15
3 Matwn-Aber Reg	Maintenance	Hrly	22.56	34.46	15
3 Matwn-Aber Reg	Secretary	10.5m	24,105	43,170	18
3 Matwn-Aber Reg	Secretary	12m	29,295	50,860	18
5 Monmouth Reg	Custodian	12m	35,301	58,216	24
5 Monmouth Reg	Custodian - Black Seal	12m	36,176	59,091	24
5 Monmouth Reg	Custodian - Night Sup.	12m	37,801	60,716	24
5 Monmouth Reg	Maintenance	12m	39,918	62,308	24
5 Monmouth Reg	Maintenance - Black Seal	12m	40,793	63,183	24
5 Monmouth Reg	Maintenance - Night Sup.	12m	42,418	64,808	24

MONMOUTH (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 Ocean Twp	Accounts Payable Clerk	12m	48,984	61,319	23
3 Ocean Twp	Accounts Rec./Accounts Pay.	12m	48,984	61,319	23
3 Ocean Twp	Custodian	12m	36,070	45,495	12
3 Ocean Twp	Custodian - Black Seal	12m	37,370	46,795	12
3 Ocean Twp	Custodian - Electrician Lic.	12m	42,270	51,695	12
3 Ocean Twp	Custodian - For. Night Shift	12m	37,970	47,395	12
3 Ocean Twp	Custodian - Head Elem.	12m	39,270	48,695	12
3 Ocean Twp	Custodian - Head HS	12m	39,270	48,695	12
3 Ocean Twp	Custodian - Head MS	12m	39,270	48,695	12
3 Ocean Twp	Custodian - HVAC	12m	42,270	51,695	12
3 Ocean Twp	Custodian - Pesticide Lic.	12m	36,770	46,195	12
3 Ocean Twp	Custodian - Plumbing Sp.	12m	42,270	51,695	12
3 Ocean Twp	Grounds	12m	40,270	49,695	12
3 Ocean Twp	Paraprofessional - Instr.	10m	24,460	33,140	14
3 Ocean Twp	Secretary	10m	27,893	37,268	16
3 Ocean Twp	Secretary	12m	36,179	55,579	22
1 Oceanport	Paraprofessional	Hrly	20.41	26.37+	3
1 Oceanport	Secretary	12m	46,047	52,611+	3

MORRIS

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 Boonton Town	Administrative Assistant	12m	46,664	58,519+	11
2 Boonton Town	Bus Aide	10m	34,176	35,142+	4
2 Boonton Town	Bus Aide	Hrly	26.53	27.28+	4
2 Boonton Town	Bus Driver	Hrly	39.10	41.61+	5
2 Boonton Town	Custodian	12m	37,622	48,952+	7
2 Boonton Town	Maintenance	12m	46,142	57,472+	7
2 Boonton Town	Secretary	12m	42,174	54,029+	11
1 East Hanover	Clerk	12m	38,628	48,128+	11
1 East Hanover	Custodian	12m	43,665	57,985+	12
1 East Hanover	Maintenance	12m	45,165	59,485+	12
1 East Hanover	Secretary	10m	42,498	50,415+	11
1 East Hanover	Secretary	12m	50,998	60,498+	11
1 Florham Park	Bus Aide	10m	20,543	30,278+	12
1 Florham Park	Bus Aide	Hrly	17.18	25.32+	12
1 Florham Park	Custodian	12m	46,745	60,850+	12
1 Florham Park	Custodian - Night Shift	12m	46,845	60,950+	12
1 Florham Park	Maintenance	12m	55,345	69,450+	12
1 Florham Park	Paraprofessional	10m	20,543	30,278+	12
1 Florham Park	Paraprofessional	Hrly	17.18	25.32+	12
1 Florham Park	Secretary	12m	50,555	69,232+	12
3 Jefferson	Accounts Payable Clerk	12m	49,306	67,036	13
3 Jefferson	Bookkeeper	12m	46,206	64,156	13
3 Jefferson	Bus Aide	Hrly	22.37	23.49	5
3 Jefferson	Bus Driver	Hrly	23.86	28.72	9
3 Jefferson	Clerical - Assistant	10m	40,006	57,736	13
3 Jefferson	Courier	Hrly	17.42	17.42	1
3 Jefferson	Custodian	Hrly	23.90	30.81	12
3 Jefferson	Library Assistant	10m	40,006	57,736	13
3 Jefferson	Maintenance	Hrly	26.20	33.11	12
3 Jefferson	Mechanic	Hrly	35.00	37.00	5
3 Jefferson	Paraprofessional - Sp. Ed.	Hrly	22.70	23.82	5
3 Jefferson	Payroll	12m	49,306	67,036	13
3 Jefferson	Secretary	12m	46,206	64,156	13
3 Jefferson	Secretary - Child Study Team	12m	43,106	60,836	13
3 Jefferson	Secretary - Elementary	12m	43,106	60,836	13
3 Jefferson	Secretary - Elem. Principal	12m	49,306	67,036	13
3 Jefferson	Secretary - High School	12m	43,106	60,836	13
3 Jefferson	Secretary - HS Principal	12m	49,306	67,036	13
3 Jefferson	Secretary - Middle School	12m	43,106	60,836	13
3 Jefferson	Secretary - MS Principal	12m	49,306	67,036	13
3 Jefferson	Security Officer	Hrly	22.69	23.89	5
3 Jefferson	Technology	12m	66,540	71,040	4

MORRIS (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 Long Hill	Clerk	10m	40,600	49,180+	12
1 Long Hill	Paraprofessional	10m	37,415	39,165+	6
1 Long Hill	Paraprofessional - Certified	10m	38,915	40,665+	6
1 Long Hill	Secretary	12m	54,000	62,580+	12
3 Montville	Custodian	12m	37,932	48,824+	10
3 Montville	Custodian - Head	12m	46,237	56,324+	10
3 Montville	Custodian - High School	12m	42,837	52,924+	10
3 Montville	Custodian - Middle School	12m	42,237	52,324+	10
3 Montville	Maintenance	12m	42,190	49,884+	7
3 Montville	Maintenance - Asbestos Lic.	12m	42,790	50,384+	7
3 Montville	Maintenance - Black Seal	12m	42,690	50,384+	7
3 Montville	Maint. - Electrician Lic.	12m	42,790	50,384+	7
3 Montville	Maintenance - Head	12m	48,890	56,584+	7
3 Montville	Maintenance - High School	12m	45,490	53,184+	7
3 Montville	Maintenance - HVAC	12m	42,790	50,384+	7
3 Montville	Maintenance - MS	12m	44,890	52,584+	7
3 Montville	Maint. - Plumbing Lic.	12m	42,790	50,384+	7
3 Montville	Paraprofessional	Hrly	18.98	18.98+	1
3 Montville	Paraprofessional - Certified	Hrly	21.53	21.53+	1
3 Montville	Paraprof. - Cert. Sp. Ed.	Hrly	24.05	24.05+	1
3 Montville	Paraprofessional - Sp. Ed.	Hrly	21.53	21.53+	1
3 Montville	Secretary	12m	40,326	55,836+	13
5 Morris Co Voc	Custodian	12m	40,180	54,500	13
5 Morris Co Voc	Custodian - Black Seal	12m	40,980	55,300	13
5 Morris Co Voc	Maintenance	12m	43,795	61,605	13
5 Morris Co Voc	Maintenance - Black Seal	12m	44,595	62,405	13
5 Morris Co Voc	Secretary	12m	42,163	57,308	12
5 Morris Hills Rg	Accounts Payable Clerk	12m	54,695	64,500+	8
5 Morris Hills Rg	Custodian	12m	38,205	58,020+	15
5 Morris Hills Rg	Grounds	12m	47,670	61,535+	12
5 Morris Hills Rg	Maintenance	12m	55,975	69,840+	12
5 Morris Hills Rg	Media Assistant	10m	24,445	36,850+	12
5 Morris Hills Rg	Paraprofessional - Sp. Ed.	10m	24,445	36,850+	12
5 Morris Hills Rg	Payroll	12m	51,875	61,680+	8
5 Morris Hills Rg	Secretary	12m	45,095	54,900+	8
5 Morris Hills Rg	Secretary - Child Study Team	12m	47,245	57,050+	8
5 Morris Hills Rg	Secretary - HS Principal	12m	54,695	64,500+	8
5 Morris Hills Rg	Security Officer	10m	23,245	34,150+	12
3 Morris Sch Dist	Bus Aide	Hrly	12.00	20.00	RG
3 Morris Sch Dist	Computer Operator	10m	38,000	67,000+	RG
3 Morris Sch Dist	Courier	10m	20,000	36,000+	RG
3 Morris Sch Dist	Custodian	12m	35,000	42,000+	RG
3 Morris Sch Dist	Grounds	12m	32,000	52,000+	RG
3 Morris Sch Dist	Maintenance	12m	32,000	52,000+	RG
3 Morris Sch Dist	Mechanic	12m	32,000	52,000+	RG
3 Morris Sch Dist	Paraprofessional	10m	23,355	40,659+	24
3 Morris Sch Dist	Paraprof. - Instructional	10m	24,610	41,914+	24
3 Morris Sch Dist	Secretary	10m	28,285	45,070+	22
3 Morris Sch Dist	Secretary	12m	48,365	77,070+	22
3 Morris Sch Dist	Security Officer	10m	20,000	35,000+	RG
3 Morris Sch Dist	Transportation	Hrly	28.00	35.00+	RG
1 Mount Arlington	Custodian	12m	43,559	50,150+	16
1 Mount Arlington	Custodian - Black Seal	12m	44,545	51,136+	16
1 Mount Arlington	Custodian - Night Shift	12m	44,335	50,886+	16
2 Mountain Lakes	Administrative Assistant	12m	52,845	67,030+	13
2 Mountain Lakes	Custodian	12m	47,900	55,400+	10
2 Mountain Lakes	Custodian - Black Seal	12m	48,600	56,100+	10
2 Mountain Lakes	Cust. - Foreman Ng't. Shift	12m	53,310	60,810+	10
2 Mountain Lakes	Custodian - Head	12m	54,270	61,770+	10
2 Mountain Lakes	Interpreter	10m	56,444	60,934+	10
2 Mountain Lakes	Maintenance	12m	57,875	65,375+	10
2 Mountain Lakes	Maintenance - Black Seal	12m	58,575	64,075+	10
2 Mountain Lakes	Paraprofessional	Hrly	16.23	21.04+	8
2 Mountain Lakes	Secretary	10m	42,360	53,730+	13
2 Mountain Lakes	Technology	12m	68,303	74,703+	5

MORRIS (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 Randolph	Administrative Assistant	12m	53,329	64,566	7
3 Randolph	Computer Technician	12m	65,378	77,065	8
3 Randolph	Custodian	12m	47,808	53,878	7
3 Randolph	Custodian - Black Seal	12m	48,395	54,465	7
3 Randolph	Custodian - Elem. School	12m	48,550	54,620	7
3 Randolph	Custodian - High School	12m	50,151	56,221	7
3 Randolph	Custodian - Middle School	12m	48,548	54,618	7
3 Randolph	Custodian - Middle School	12m	49,289	55,359	7
3 Randolph	Custodian - Pesticide Lic.	12m	48,548	54,618	7
3 Randolph	Grounds	12m	69,071	81,071	7
3 Randolph	Grounds	12m	57,536	67,532	7
3 Randolph	Maintenance	10m	58,161	68,157	7
3 Randolph	Maintenance	12m	69,821	81,821	7
3 Randolph	Paraprof. - Instructional	10m	23,620	28,603	9
3 Randolph	Security Officer	10m	26,000	35,000	10
1 Rockaway Twp	Custodian	12m	39,145	56,845	17
1 Rockaway Twp	Custodian - 2nd Shift	12m	39,945	57,645	17
1 Rockaway Twp	Custodian - Asbestos Lic.	12m	40,145	57,845	17
1 Rockaway Twp	Custodian - Black Seal	12m	40,395	58,095	17
1 Rockaway Twp	Custodian - Head Elem.	12m	41,645	59,345	17
1 Rockaway Twp	Custodian - Head MS	12m	42,345	60,045	17
1 Rockaway Twp	Custodian - HVAC	12m	41,645	59,345	17
1 Rockaway Twp	Maintenance	12m	44,193	64,133	17
1 Rockaway Twp	Maintenance - Asbestos Lic.	12m	45,193	65,133+	17
1 Rockaway Twp	Maintenance - Asbestos Lic.	12m	46,693	66,633	17
1 Rockaway Twp	Maintenance - Black Seal	12m	45,443	64,933	17
1 Rockaway Twp	Maintenance - Head Elem.	12m	46,693	66,633	17
1 Rockaway Twp	Maintenance - Head MS	12m	47,393	67,333	17
1 Rockaway Twp	Maintenance - HVAC	12m	45,443	65,383	17
1 Rockaway Twp	Maintenance - Night Shift	12m	44,993	64,933	17
1 Rockaway Twp	Paraprofessional	10m	19,885	24,765	14
1 Rockaway Twp	Paraprofessional	Hrly	18.93	20.23	4

OCEAN

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 Lacey	Attendance Officer	10m	46,938	46,938	1
3 Lacey	Custodian	12m	39,867	50,970	25
3 Lacey	Driver	Hrly	19.13	23.42	13
3 Lacey	Food Service	10m	20,000	20,000	1
3 Lacey	Food Service - Cook	10m	17,234	20,050	7
3 Lacey	Grounds	12m	39,867	49,956	11
3 Lacey	Health Assistant	10m	19,571	21,642	7
3 Lacey	Interpreter	10m	37,081	37,081	1
3 Lacey	Mechanic	12m	48,642	48,642	1
3 Lacey	Paraprofessional	10m	17,712	32,653	21
3 Lacey	Secretary	12m	29,000	37,757	12
3 Lacey	Secretary - Principal	12m	36,000	44,894	8
3 Lakewood	Administrative Assistant	12m	27,850	50,015	23
3 Lakewood	Paraprofessional	10m	17,949	34,249	24
3 Lakewood	Paraprof. - 30 Credits	10m	19,359	35,659	24
3 Lakewood	Paraprof. - 60 Credits	10m	19,449	35,749	24
3 Lakewood	Paraprof. - 90 Credits	10m	20,149	34,449	24
3 Lakewood	Secretary	12m	26,952	48,402	23
3 Lakewood	Secretary	12m	22,460	40,335	23
3 Manchester	Bus Aide	10m	23,600	29,872	12
3 Manchester	Bus Aide	Hrly	14.75	18.67	12
3 Manchester	Custodian	12m	32,117	50,747	16
3 Manchester	Custodian - Electrician Lic.	12m	38,117	56,747	16
3 Manchester	Custodian - HVAC	12m	36,117	54,747	16
3 Manchester	Custodian - Plumbing Sp.	12m	36,117	54,747	16
3 Manchester	Driver	12m	27,088	46,208	19
3 Manchester	Grounds	12m	37,495	51,790	15
3 Manchester	Maint. - Electrician Lic.	12m	51,675	69,335	12
3 Manchester	Maintenance - HVAC	12m	48,675	67,335	12
3 Manchester	Maint. - Plumbing Lic.	12m	48,675	67,335	12

OCEAN (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
3 Manchester	Mechanic	12m	47,445	60,460	9
3 Manchester	Mechanic	12m	44,675	63,335	12
3 Manchester	Paraprofessional	10m	23,564	39,114	19
3 Manchester	Secretary	10m	32,541	38,341	7
3 Manchester	Secretary	12m	30,712	48,092	16
3 Manchester	Secretary - Principal	12m	44,786	58,336	10
5 Pinelands Reg	Administrative Assistant	12m	35,000	52,000	18
5 Pinelands Reg	Attendance Officer	10m	36,800	53,800	18
5 Pinelands Reg	Custodian	12m	24,300	32,800+	18
5 Pinelands Reg	Custodian - 2nd Shift	12m	25,716	34,216+	18
5 Pinelands Reg	Custodian - Black Seal	12m	25,403	33,903+	18
5 Pinelands Reg	Custodian - Head	12m	27,053	35,553+	18
5 Pinelands Reg	Custodian - Pesticide Lic.	12m	26,300	32,800+	18
5 Pinelands Reg	Maintenance	12m	33,900	47,200+	18
5 Pinelands Reg	Maintenance - Black Seal	12m	35,003	48,303	18
5 Pinelands Reg	Maintenance - Head	12m	36,653	49,953+	18
5 Pinelands Reg	Maintenance - Pesticide Lic.	12m	35,900	49,200+	18
5 Pinelands Reg	Maintenance 2nd Shift	12m	35,124	48,424+	18
5 Pinelands Reg	Paraprofessional - Inst.	10m	21,500	35,100+	18
5 Pinelands Reg	Paraprofessional - Sp. Ed.	10m	23,500	37,100+	18
5 Pinelands Reg	Receiving Clerk	12m	41,300	53,200	18
5 Pinelands Reg	Secretary	10m	25,000	36,900	18
5 Pinelands Reg	Secretary	12m	29,000	47,000	18
2 Plumsted	Paraprofessional	10m	15,735	23,710+	16
2 Plumsted	Secretary	12m	30,917	47,637+	16
4 Toms River	Cafeteria/Lunch Aide	Hrly	11.00	20.23	17
4 Toms River	Food Service - Manager	10m	34,706	39,143	4

PASSAIC (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
4 Wayne	Accounts Payable Clerk	12m	37,730	54,320+	11
4 Wayne	Custodian	12m	45,975	55,270	7
4 Wayne	Custodian - Black Seal	12m	46,575	55,870	7
4 Wayne	Custodian - Electrician Lic.	12m	48,375	57,670	7
4 Wayne	Custodian - Head Elem.	12m	47,275	56,570	7
4 Wayne	Custodian - Head HS	12m	49,575	58,870	7
4 Wayne	Custodian - Head MS	12m	48,425	57,720	7
4 Wayne	Custodian - HVAC	12m	48,375	57,670	7
4 Wayne	Custodian - Plumbing Sp.	12m	48,375	57,670	7
4 Wayne	Grounds	12m	45,975	55,270	7
4 Wayne	Health Assistant	10m	29,567	29,567	1
4 Wayne	LPN	Hrly	29.33	34.07	RG
4 Wayne	Maintenance	12m	49,575	58,870	7
4 Wayne	Maintenance - Black Seal	12m	50,175	59,470	7
4 Wayne	MainT. - Electrician Lic.	12m	51,975	61,270	7
4 Wayne	Maintenance - Head Elem.	12m	50,875	60,170	7
4 Wayne	Maintenance - Head HS	12m	53,175	62,470	7
4 Wayne	Maintenance - Head MS	12m	52,025	61,320	7
4 Wayne	Maintenance - HVAC	12m	51,975	61,270	7
4 Wayne	Maint. - Plumbing Lic.	12m	51,975	61,270	7
4 Wayne	Payroll	12m	40,030	56,620+	11
3 West Milford	Custodian	12m	45,851	62,676	10
3 West Milford	Maintenance	11.5m	53,689	72,013	6
3 West Milford	Mechanic	12m	66,415	89,594	6
3 West Milford	Paraprofessional	10m	13,224	15,469	6
3 West Milford	Paraprofessional - Sp. Ed.	10m	23,682	35,324	14
3 West Milford	Secretary	12m	51,435	56,608	6

PASSAIC

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
4 Clifton	Bus Aide	10m	16,053	16,742+	3
4 Clifton	Bus Aide	Hrly	21.35	22.26+	3
4 Clifton	Cafeteria/Lunch Aide	10m	16,617	16,617+	1
4 Clifton	Cafeteria/Lunch Aide	Hrly	22.83	22.83+	1
4 Clifton	Food Service	10m	29,064	29,064+	1
4 Clifton	Food Service	Hrly	26.04	26.04+	1
4 Clifton	Food Service - Head Cook	10m	40,557	40,557+	1
4 Clifton	Food Service - Head Cook	Hrly	26.26	26.26+	1
1 Little Falls	Paraprofessional	10m	17,345	21,885	11
1 Little Falls	Paraprofessional - Sp. Ed.	10m	20,345	24,885	11
1 Little Falls	Secretary	12m	50,266	50,266	1
5 Passaic Co Voc	Administrative Assistant	12m	60,137	75,922+	9
5 Passaic Co Voc	Bookkeeper	10m	56,437	72,722+	9
5 Passaic Co Voc	Bookkeeper	12m	60,137	75,922+	9
5 Passaic Co Voc	Clerk	12m	46,037	62,322+	9
5 Passaic Co Voc	Secretary	12m	50,037	66,322+	9
4 Paterson	Administrative Assistant	12m	29,144	51,111+	11
4 Paterson	Computer Operator	10m	25,755	53,255+	14
4 Paterson	Computer Technician	10m	34,425	59,026+	15
4 Paterson	Paraprof. - Instructional	10m	24,426	42,696+	14
4 Paterson	Paraprof. - Instr. 60 credits	10m	28,345	47,207+	14
4 Paterson	Paraprof. - Instr. 90 credits	10m	30,522	49,819+	14
4 Paterson	Paraprof. - Instructional BA	10m	31,133	50,479+	14
4 Paterson	Secretary	12m	27,005	49,826+	11
4 Paterson	Secretary - Executive	12m	47,979	75,979+	15
4 Paterson	Security Officer	10m	34,323	52,612+	12
2 Pompton Lakes	Custodian	12m	33,280	57,850	21
2 Pompton Lakes	Custodian - Head	12m	42,810	72,200	19
2 Pompton Lakes	Secretary	12m	35,200	61,500	21
1 Ringwood	Bus Driver	Hrly	20.90	28.75+	10
1 Wanaque	Cafeteria/Lunch Aide	Hrly	18.75	18.75	1
1 Wanaque	Library Assistant	Hrly	18.75	18.75	1
1 Wanaque	Paraprofessional	10m	33,317	33,317	1
1 Wanaque	Paraprof. - Sp. Ed.	10m	33,317	33,317	1
1 Wanaque	Secretary	12m	41,300	49,880	8

SALEM

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 Salem Co Sp Sv	Paraprofessional	10m	18,576	23,033	10
2 Salem Co Sp Sv	Secretary	10m	28,971	32,291	10
2 Salem Co Sp Sv	Secretary	12m	34,551	38,751	10

SOMERSET

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
2 Somer Co Ed S C	Custodian	12m	38,500	48,300	10
2 Somer Co Ed S C	Custodian	Hrly	18.51	23.22	10
2 Somer Co Ed S C	Paraprofessional	Hrly	14.75	22.75	16
2 Somer Co Ed S C	RN	Hrly	29.37	39.76	15
1 South Bound Brk	Clerk	10m	32,236	55,187	RG
1 South Bound Brk	Secretary - Child Study Team	10m	35,160	58,487	RG
1 South Bound Brk	Secretary - Principal	12m	40,912	70,098	RG

SUSSEX

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 Andover Reg	Paraprofessional	10m	22,655	26,975	6
1 Franklin	Paraprofessional	Hrly	14.49	14.49	1
1 Hampton	Paraprofessional	10m	19,450	24,000	14
1 Hampton	Paraprof. - 108 credits	10m	20,250	28,460	14
1 Hampton	Paraprof. - 36 Credits	10m	19,650	25,000	14
1 Hampton	Paraprof. - 72 credits	10m	20,000	26,290	14
1 Lafayette	Paraprofessional	Hrly	11.99	14.51	9
1 Lafayette	Paraprof. - 60 Credits	Hrly	12.49	15.01	9
1 Lafayette	Paraprof. - Instructional	Hrly	13.49	16.01	9

SUSSEX (CON'T)

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 Montague	Cafeteria/Lunch Aide	Hrly	13.00	14.00+	3
1 Montague	Custodian	Hrly	17.02	28.44+	23
1 Montague	Paraprofessional	10m	22,733	38,021+	23
1 Montague	Paraprofessional	Hrly	17.65	29.52+	23
1 Montague	Secretary	Hrly	17.02	28.44+	23
5 Sussex Co Voc	Custodian	12m	34,605	51,825+	19
5 Sussex Co Voc	Custodian - Black Seal	12m	35,505	52,725+	19
5 Sussex Co Voc	Maintenance	12m	36,080	51,685+	17
5 Sussex Co Voc	Maintenance - Black Seal	12m	36,980	52,585+	17
5 Sussex Co Voc	Secretary	12m	41,925	55,925+	15

UNION

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
4 Linden	Attendance Officer	10m	48,576	66,166+	13
4 Linden	Paraprofessional	10m	17,003	25,258+	12
4 Linden	Paraprofessional	Hrly	24.59	24.59+	1
4 Linden	Secretary	12m	47,070	58,723+	13
4 Linden	Technology	12m	52,882	70,765+	13
2 New Providence	Administrative Assistant	12m	44,378	64,403+	19
2 New Providence	Custodian	12m	42,393	72,456+	18
2 New Providence	Custodian - CDL	12m	42,975	73,038+	18
2 New Providence	Custodian - Electrician Lic.	12m	45,576	75,639+	18
2 New Providence	Cust. - Foreman Night Shift	12m	43,948	74,011+	18
2 New Providence	Custodian - Head Elem.	12m	46,266	76,329+	18
2 New Providence	Custodian - Head HS	12m	47,235	77,298+	18
2 New Providence	Custodian - Head MS	12m	47,235	77,298+	18
2 New Providence	Custodian - HVAC	12m	45,576	75,639+	18
2 New Providence	Custodian - Night Shift	12m	42,975	73,038+	18
2 New Providence	Cust. - Plumbing Specialist	12m	45,576	75,639+	18
2 New Providence	Maintenance	12m	43,118	72,849+	18
2 New Providence	Maintenance - CDL License	12m	43,700	73,431+	18
2 New Providence	Maint. - Electrician Lic.	12m	46,301	76,032+	18
2 New Providence	Maintenance - Head Elem.	12m	46,991	76,722+	18
2 New Providence	Maintenance - Head HS	12m	47,960	77,691+	18
2 New Providence	Maintenance - Head MS	12m	47,960	77,691+	18
2 New Providence	Maintenance - HVAC	12m	46,301	76,032+	18
2 New Providence	Maintenance - Night Shift	12m	43,700	73,431+	18
2 New Providence	Maint. - Ngt. Supervisor	12m	44,673	74,404+	18
2 New Providence	Maint. - Plumbing Lic.	12m	46,301	76,032+	18
2 New Providence	Secretary	10.5m	33,665	50,698+	19
2 New Providence	Secretary	12m	41,248	62,517+	19
2 New Providence	Technology	12m	44,783	68,035+	19
2 Roselle Park	Clerical - Assistant	Hrly	16.65	20.54	6
2 Roselle Park	Paraprofessional	Hrly	16.65	20.54	6
2 Roselle Park	Paraprofessional - Sp. Ed.	Hrly	17.65	21.54	6
2 Roselle Park	Secretary	10m	50,992	56,913	13
2 Roselle Park	Secretary	12m	55,881	62,755	13

WARREN

DISTRICT GROUPING	POSITION	RATE	MIN	MAX	STEPS
1 Hope	Custodian	12m	42,590	53,590	10
1 Lopatcong	Cafeteria/Lunch Aide	Hrly	27.77	27.77	1
1 Lopatcong	Custodian	Hrly	32.57	32.57	1
1 Lopatcong	Paraprof. - Instructional	Hrly	29.06	35.68	3
5 Warren Hills Rg	Paraprofessional	10m	28,920	31,020	4
5 Warren Hills Rg	Paraprof. - 60 Credits	10m	31,395	33,495	4
5 Warren Hills Rg	Paraprofessional - BA	10m	33,320	35,420	4
5 Warren Hills Rg	Secretary	10m	31,466	42,462	18
5 Warren Hills Rg	Secretary	12m	37,759	50,954	18
5 Warren Hills Rg	Security Officer	12m	31,525	37,825	10
5 Warren Hills Rg	Technology	12m	46,544	70,631	RG
1 White	Cafeteria/Lunch Aide	Hrly	12.91	17.35	16
1 White	Paraprofessional	Hrly	12.91	17.35	16
1 White	Paraprofessional - BA	Hrly	14.68	19.09	11

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HEALING-CENTERED SCHOOLS

BY AMANDA ADAMS

Imagine pulling into a school parking lot and seeing a garden full of flowers, fruit and vegetables, a spacious playground and well-paved walkways to several building entrances. As you get out of your car and approach the building there is clear signage, in multiple languages, to help you find the main entrance with welcoming and uplifting messages for students and their parents.

When you walk in the building there is soft music playing over the intercom and someone is near the door to welcome you, students and their parents into the building. When you walk into the main office you are greeted with a smile and attended to.

TRAUMA-INFORMED VS. HEALING-CENTERED SCHOOLS

“Trauma-Informed schools” are becoming the new hot topic in education. According to Dr. Shawn Ginwright in *The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement* (2018), “trauma-informed care broadly refers to a set of principles that guide and direct how we view the impact of severe harm on young people’s mental, physical and emotional health.”

Through his research and work with young adult Black men, he learned that trauma-informed care focuses mainly on the harm, injury and trauma of the individual and not on the totality of the experiences of the individual. In much of Ginwright’s writing, he urges us to consider trauma as a collective experience, not an individual one.

Ginwright coined the term “Healing-Centered Engagement” which is “a healing-centered approach that is holistic involving culture, spirituality, civic action and collective healing.”

This model acknowledges that no matter what

experiences someone has lived through, there are qualities within them that they can build on to thrive. They can be “agents in the creation of their own well-being.” Relationship building is at the core of policymaking and rule development. Culture, faith and community values of the individuals within the school community are not just acknowledged but elevated, and woven through the school’s traditions, celebrations, curriculum and discipline practices.

“

This model acknowledges that no matter what experiences someone has lived through, there are qualities within them that they can build on to thrive.

FREEDOM DREAMING FOR HEALING

Let’s continue our journey through a healing-centered school. Imagine a classroom where there is soft music playing, lighting that is calming and possibly a gentle scent that sets the tone for comfort, focus and trust. Every classroom has a special area for students to go when they need a break, to self-regulate or just reflect on the day.

The classroom is the place where problems are solved among students. In a circle, with community agreements in place, support, trust and authenticity build community rather than create an exclusionary and punitive environment in the school disciplinarian’s office. When challenging behaviors arise in classrooms, the school psychologist, the nurse, or the guidance counselor are called to offer support through a trauma-informed lens, supported with healing-

centered strategies for well-being.

Imagine educators with strong enough relationships with each other that systems are in place for adults to take a break when needed, that teachers eat together, take walks together and meet not just to talk about students and work but to regularly celebrate each other. Imagine a school where parents are moving freely through the building to observe, learn, help and support their children and the educators working with them.

A healing-centered school offers the training that educators, students and parents need to build those relationships, develop the tools and skills needed to work together and create mutual systems of support.

Healing-centered engagement, according to Ginwright’s research, acknowledges a shift from clinical work to political work—work that prepares and advocates for the improvement of the root causes of the collective trauma in the community. Protests, community organizing and school walkouts to improve water quality, create community gardens, start school clubs based on student interests or affinity groups, etc. are restorative and promote the well-being of students and the school community.

Healing-centered engagement is also grounded in culture and a sense of belonging through a shared identity such as race, gender and sexual orientation. It focuses on the well-being we want, rather than the adversity we are trying to overcome. And finally, healing-centered engagement supports adult caregivers—educators and parents—in their own healing. As poet and activist Audre Lord said, “Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.”

As minds shift, language changes, and new questions arise, educators and the communities they serve can lead to improving the sense of agency and control, health and well-being of young people. Now imagine that by attending healing centered-schools, the overall health of a community improves because everyone in it is involved in its improvement. 🌱

Amanda Adams is an associate director in the NJEA Professional Development and Instructional Issues Division and a coordinator for the NJEA Priority Schools Initiative (PSI). She can be reached at aadams@njea.org.

BACK TO THE BASICS

STUDENTS JUST WANT YOU TO CARE

BY KARALYN OLSEN, STOCKTON UNIVERSITY, PUBLICATIONS CHAIR OF NJEA PRESERVICE

Since March of 2020, we have gradually adjusted to this new normal. While the phrase “unprecedented events” initially justified the make-do attitude exhibited by teachers and students, I view this time as a turning point for education. It is time to embrace the change.

Back in August, I prepared myself for the semester to come. As a member of Stockton University’s mentorship program, I worked with fellow classmates to give incoming students helpful tips for their academic endeavors. One of those tips included the perception of stress. We urged students to view their stress as excitement, a concept I try to apply to my own life. As many schools transition from fully online learning to a hybrid style, this mindset may prove useful. Change comes with many challenges, but one must not forget the foundations for an engaging classroom environment. It is the personal connections we make that make all the difference.

I have a dual perspective of online learning. Based on my experience as a preservice teacher, my clinical observations, and my mentor teacher’s perspective, online learning poses obstacles for everyone involved. As a college student, I experience online learning from the other side of the desk as well.

I am enrolled in a combination of online asynchronous courses and online synchronous courses. While I find online asynchronous classes valuable for those who have strong intrapersonal intelligence, this variation of online learning neglects the importance of social interaction. As a future teacher, I am constantly looking at learning theories to include in my lesson plans. I understand how important social interactions are for students’ academic progress. Although online synchronous courses allow students to see each other, it is easy to neglect the social aspect of learning in these virtual environments as well.

Luckily, my classes do not require me to stay on a virtual platform every day for four to five hours, but that is a reality for many college students, and it is a reality for the students I observe. They do not get the opportunity to pass a friend in between classes or sit with each other at lunch.

After an interview with my mentor teacher, it is evident that online instruction is just as strenuous as online learning. My mentor teacher

emphasizes the lack of communication as a major hindrance. He also finds it difficult to gauge students’ understanding. Because he shares his screen while he teaches, he cannot view students’ facial expressions.

Since COVID-19 persists, my mentor teacher has learned how to use a variety of web tools for the time being. He admits before the pandemic he did not even use Google Classroom. Now, not only does he use Google Classroom, but he also uses Pear Deck, Jamboard and Loom. While learning how to use these online platforms probably induced stress, he will add these web tools to his pedagogical toolbox even after we return to our schools full time. That is something to be excited about.

After attending the NJEA workshop “Navigating Challenges in Education 2020,” I learned what other educators have been doing to reenergize their online classrooms. Teachers explained the importance of making personal connections with students. For instance, one teacher makes a point to say good morning to each student as they enter the virtual classroom. Another teacher revealed that students use song lyrics to describe how they are feeling. While educators credited the online platform known as Zoom for its versatile nature, many teachers established Pear Deck as their favorite web tool because of its interactive qualities.

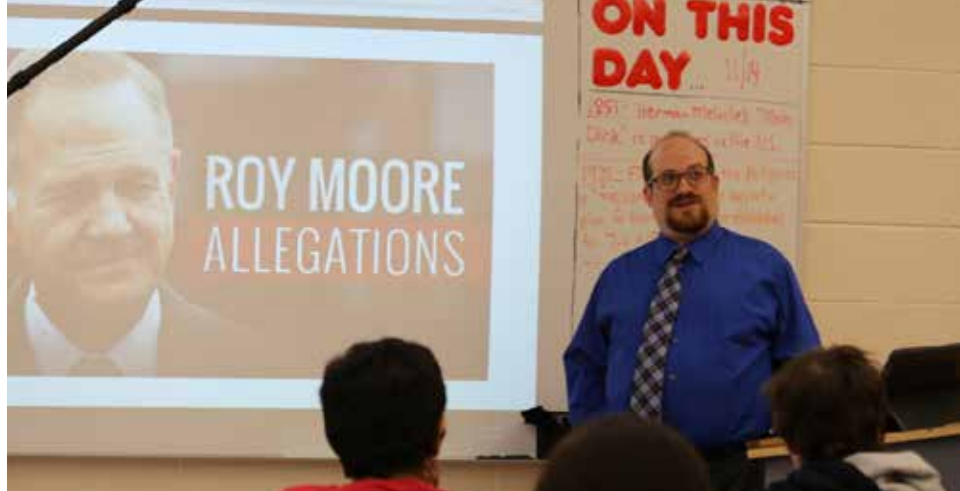
It is worth noting that these teachers did not solely rely on online platforms to engage students. Instead, these teachers highlighted how they greet and interact with their students. They implemented social activities to engage their students.

Early on in my college career I had a professor explain that “students just want you to care.” Now more than ever, these words float around in my head. Overall, this is a stressful time, but we need to turn that stress into excitement. As another beloved teacher of mine would say, we need to “make it happen.”

Educators should take pride in all the web tools they have learned how to use, but they should not let online platforms diminish the importance of social interactions. In my eyes, there is no web tool that can make up for the personal connections we make with other people. 🏠

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Educators should take pride in all the web tools they have learned how to use, but they should not let online platforms diminish the importance of social interactions.

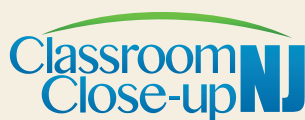


Classroom Close-up NJ looks back at **Civil Rights Cold Case**

Hightstown High School students learn firsthand how laws are made through a memorable civil rights lesson. The Advanced Placement Government and Politics class, under the guidance of teacher and author Stuart Wexler, worked to lobby for a federal law called the Civil Rights Cold Case Records Collection Act.

In an attempt to solve old civil rights cases, the students advocated for the release of documents related to civil rights cold cases. When the bill was signed into law in early 2019, it was the first time high school students had ever successfully lobbied for federal legislation.

In 2018, this segment was part of a show that won a Mid-Atlantic Emmy Award.



Over its 25-year run, NJEA's Classroom Close-up NJ has won 16 Emmy® Awards. While it is no longer producing new episodes, it has a treasure trove of content that inspires and educates the public about the great things happening in New Jersey public schools – and it is a valuable resource for educators.

Watch Classroom Close-up on NJTV. The show airs on Sundays at 7:30 a.m., 12:30 p.m., and 7:30 p.m. Follow @CCUNJ on Twitter and Facebook at facebook.com/crcunj and visit www.classroomcloseup.org.



ENCOURAGE SENIORS TO APPLY FOR AN NJREA SCHOLARSHIP

Do you know a high school senior with high academic accomplishments and active participation in school activities who is community-service minded? NJREA wants to help them continue their education!

Through its annual scholarships, NJREA aims to continue its long-standing tradition to assist well-rounded, high-achieving students embark on successful college or trade-school careers.

All four-year and two-year scholarships are offered to graduating high school seniors, and each is renewable based on the recipient's continued enrollment as a full-time student and a minimum cumulative grade point average at the end of each academic year. Each four-year scholarship has a total value of \$6,000, or \$1,500 per year, and each two-year scholarship has a value of \$2,000, or \$1,000 per year.

Students may apply for only one scholarship, regardless of type. To be eligible, a student must fulfill the following requirements:

Elizabeth A. Allen/Isabelle M. Hickman (IMH) four-year scholarships

- Will graduate from a New Jersey public high school, including vocational-technical and charter schools.
- Have been accepted to a four-year college or university.
- Have a cumulative grade point average of 3.75 or higher.

Fred Aug Memorial two-year scholarship

- Will graduate from a public high school in New Jersey, including vocational-technical and charter schools.
- Have been accepted to a community college.
- Have a cumulative grade point average of 2.75 or higher.

Walter P. Krichling Jr. Trade, Vocational or Career & Technical Education Program two-year scholarship

- Will graduate from a New Jersey public high school, including vocational-technical and charter schools.
- Have been accepted to a trade school/vocational program to earn certification in a vocational field of work.
- Have a cumulative grade point average of 2.3 or higher.

GENERAL REQUIREMENTS FOR ALL ABOVE SCHOLARSHIPS

To be considered for any of the four scholarships, the applicant must submit four copies of the following:

- The completed 2021 scholarship application form.
- Their high school transcript.
- A brief essay, illuminating goals and interests for college and beyond.
- A list of extra-curricular activities, athletics, honors, community services and employment.
- Two letters of recommendation, one of which is from a teacher at their high school.

Encourage a student you know to apply today. To be considered, all applicants must use the 2021 NJREA scholarship form. Applications from previous years will not be accepted.

Both the four-year and two-year applications are available from county REA presidents, on the NJREA webpage, or by calling Cathy Raffaele at 609-599-4594, ext. 2300.

All information must be postmarked on or before March 1, 2021. Late applications will not be accepted.

2021-23 NJREA ELECTION REGULATIONS

This spring NJREA members will elect officers, NJEA Delegate Assembly (DA) members and NJEA DA alternates for the 2021-23 term. In addition, members will elect delegates to the NEA-Retired Conference (NEA-R) and NEA Representative Assembly (NEA-RA) for 2021 and 2022.

To provide voters with candidate information, the March NJREA Newsletter will contain a color 2-by-2-inch passport photo and a statement from each candidate—this applies to both NJREA officer and NJEA DA candidates. As per election policy, candidates must supply the required size and style photograph and a brief statement (50 words or less) before the Jan. 15 deadline.

Please note: Any statement exceeding 50 words will be shortened up to the last complete sentence, and any content following this will be eliminated by the NJREA Editorial Committee. If a candidate does not supply a color 2-by-2-inch passport photo and statement, only the candidate's name and office will be printed. If an office or position is not contested, no biographical information or statements will appear.

OFFICER NOMINATIONS

NJREA's constitution stipulates that a person running for an NJREA office must be a unified member of NJREA (national, state and county) and have actively participated in a county REA and/or the NJREA for a minimum of two years.

In a normal election year, 15 signatures are required on any candidate's nominating petition. However, in light of the ongoing COVID-19 pandemic, NJREA on Sept. 24 adopted the following policy for this election only:

"Until such time as the Officers and Executive Board determine that in-person meetings can be safely held, there shall be no requirement to obtain member signatures on nominating petitions. Candidates may self-nominate by filing the appropriate petition."

Each candidate's signature and PIN number on the petition for NJREA officer, NJEA DA and DA Alternate positions must match the name and PIN number as it appears on their NJEA/NJREA membership card to be valid.

Association officers' terms run from Sept. 1, 2021-Aug. 31, 2023.

Offices include:

President*

First vice president *

Second vice president*

Treasurer*

Secretary*

NJEA DA delegate

NJEA DA alternate

*All NJREA officers, as indicated by the asterisk, are automatically elected as delegates to NEA-R and the NEA- Retired Conference in 2021 and 2022.

NOTE: The constitution permits officers to serve for two consecutive two-year terms.

Completed officer petitions must be received in NJREA's office no later than 5 p.m. on Jan. 15, 2021. Forms may only be mailed to the address on the petition. All forms will be available on the NJREA website after Nov. 4, 2020. Candidates are responsible for verifying that petitions have been received by the deadline.

NATIONAL DELEGATES

Candidates for delegate to the NEA-R and NEA-RA may self-nominate. Individuals may run as a delegate, ethnic minority concerns delegate or both. Petition forms are available on the NJREA website only. ALL forms and photos must be mailed and received in the NJREA's office no later than 5 p.m. on Jan. 15, 2021. All candidates

must submit the correct petition for the NEA-R/NEA-RA. Any incorrect forms will be disqualified.

A candidate's name on self-nominating forms must reflect the name and PIN number as it appears on their NJEA/NJREA membership card.

Those elected will serve as delegates to the 2021 and 2022 NEA-R, held in Denver, Colorado, and Dallas, Texas, respectively. Delegates to NEA-R must also attend the NEA-RA that follows.

Candidates who run for both categories (delegate and minority-concerns delegate) and are elected in both categories when election results are made public but cannot be contacted within 48 hours following the announcement of the results, will be declared elected in the category in which they received the greater number of votes. Successor delegates shall be chosen in order of the number of votes received after delegates determined by NJREA's Elections Committee.

Candidates must mail completed forms to the address provided, and a 2-by-2-inch passport photo must accompany the form. Again, candidates are urged to call to confirm receipt of their petitions before the Jan. 15 deadline.

Balloting commences in March. Watch for candidate statements, photos and balloting details in the March NJREA Newsletter.

For a complete description of officers' duties, a self-nominating form or a petition for NJREA officer, visit the NJREA website at njea.org/njrea. Should you have an issue, contact Cathy Raffaele at 609-599-4561, ext. 2300.

Around the counties

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

MIDDLESEX COUNTY REA'S

winter meeting/luncheon will be held on Thursday, Dec. 10 at the Grand Marquis in Old Bridge. Holiday music will be the entertainment. The cost is \$34. To attend, call Anne Chomko at 732-675-1734.

Join OCEAN COUNTY REA

for its holiday meeting/luncheon on Thursday, Dec. 10 at the Days Hotel in Toms River. The cost is \$28. To attend, contact Janice Sovinee at 732-477-1711.

GRADUATE STUDIES

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Together, we'll do this.

STAFF NEWS

HIRES AND PROMOTIONS



NJEA welcomed **NAOMI JOHNSON-LAFLEUR** to full-time staff on Nov. 2

as a UniServ field representative in the Region 9 office in Wall Township.

Prior to joining NJEA staff, Johnson-Lafleur was employed by the Trenton Public School District for 30 years, where she was an elementary classroom teacher and computer instructor. Beginning in 2008, she

served as a full-time release representative of the Trenton Education Association (TEA), having been TEA president from 2010-18. Since 2010, Johnson-Lafleur was also a part-time NJEA UniServ consultant, first in Region 8 in Mercer County and then in Region 3 in Camden County.

Johnson-Lafleur holds a bachelor's degree in biology from Lincoln University in Pennsylvania. She holds a master's in degree in curriculum and instruction from Houston Baptist University and a master's degree in educational leadership from Grand Canyon University.

Johnson-Lafleur lives in Delran.

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Online Teacher-Facilitated Courses

Learn more at njctl.org/teacher-remote

Contact us at info@njctl.org

New Jersey Center for Teaching and Learning is a nonprofit charitable organization founded by NJEA in 2007.

for more information go to [NJEA.org](https://www.njea.org)

DECEMBER & beyond

Unless otherwise noted, all meetings and events are virtual.

12/9

Wednesday

NJEA Executive Committee meeting

1/8

Friday

NJEA Executive Committee and County Presidents Council meetings

1/9

Saturday

NJEA Delegate Assembly

1/15-16

Fri. & Sat

NJEA Equity Alliance

1/30

Saturday

Winter Leadership Conference I

2/6

Saturday

Educational Support Professionals Conference

2/20

Saturday

Winter Leadership Conference II

3/6

Saturday

Winter Leadership Conference III

3/26

Friday

NJEA Executive Committee and County Presidents Council meetings

3/27

Saturday

NJEA Delegate Assembly

deadlines

1/20 Winter Leadership Conference I
Event date: Jan. 30

2/10 Winter Leadership Conference II
Event date: Feb. 20

2/24 Winter Leadership Conference-Central
Event date: March 6

SAVE THE DATE!

Be Part of the Buzz!

February 6, 2021

NJEA EDUCATIONAL SUPPORT PROFESSIONALS VIRTUAL CONFERENCE

Honor the 2021 NJEA ESP of the Year & county nominees!

Educational support professionals are part of the whole school team, serving as secretaries, paraprofessionals, aides, clerks, bus drivers, custodians, maintenance staff, security, cafeteria staff, and other support staff in the school community.

The NJEA ESP Conference provides professional development opportunities for ESP members working in New Jersey's public schools.



LOOK FOR DETAILS IN THE JANUARY ISSUE OF THE NJEA REVIEW OR AT [NJEA.ORG](https://www.njea.org)



THE LEARNING CONTINUES

Have you checked out learning.njea.org?

NJEA has long worked to meet the challenges of the times to make sure that association members have the resources they need to do their jobs well. The 2020 NJEA Convention, “Together From Home,” is a prime example, delivering high-quality professional learning and an approximation of the convention experience to members across the state as the pandemic made the annual gathering in Atlantic City impossible.

Online meeting platforms enabled thousands upon thousands of members to participate and interact in workshops and meetings in a way that would have been impractical only a few years ago. More members, for example, were able to experience Ruby Bridges’ interview with NJEA’s officers than would have fit in Hall A of the Atlantic City Convention Center.

But this year’s convention was not the first time NJEA found an alternative way to meet its members’ professional learning needs when external circumstances interfered.

In the 1970s, the Energy Crisis, sparked by an embargo of oil exports to the U.S., led to skyrocketing fuel prices, fuel shortages and the rationing of gasoline. Gas stations regularly ran out of gas, and drivers waited in hours-long lines where gas was available. Nearly everyone, including NJEA members, drove their “gas guzzlers” only when absolutely necessary.

In response, NJEA launched a series of what it dubbed “unconferences.” One such unconference promoted in a 1975 edition of the *Review* focused on learning centers. The promotion read, “This unique ‘unconference’ comes to you in your class or home. You don’t need to travel, only mail the coupon below and it will be mailed to you.”

In 1977, President Jimmy Carter put on a

cardigan sweater and gave a nationwide televised address on energy conservation, suggesting, among other things, that we set our thermostats at 65 degrees in the daytime and 55 degrees at night.

To do its part, the NJEA Environmental Education Committee promoted a do-it-yourself at-home environmental conference. “In place of its yearly statewide environmental conference, NJEA’s active Environmental Education Committee, with this article, presents an energy saving ‘At Home and School’ exercise in environmental awareness for everybody,” the promotion read.

The best way to understand the value of learning.njea.org is to pay the site a visit.

But in the 1970s, conference kits mailed home, or a series of workshop exercises printed in a magazine, could in no way come close the value of an in-person program. When the Energy Crisis finally abated, these at-home programs went away.

This past spring, when attending in-person workshops was not only unwise, but prohibited, NJEA launched learning.njea.org. But unlike its 1970s counterparts that served as a stopgap measure during an acute crisis, these online programs will continue even after in-person NJEA

programs resume. That’s because they have an enduring value all their own.

LEARNING.NJEA.ORG IS EASY TO NAVIGATE

The best way to understand the value of learning.njea.org is to pay the site a visit. “Upcoming Webinars,” is a great place to start. If a workshop listed on the calendar, such as “Engaging Students with Autism in the Virtual Space,” is of interest to you, all you need do is click on it to get the details and register.

The tab “Session Recordings” takes you to an archive of workshops that you might have wished you could have attended but missed. If you want to learn more about “Best Practices for Synchronous Online Teaching” or “Professional Growth Continuum for ESP Part 2” you need only click to start the workshop.

The “Resources” section divides its offerings into three broad categories: Classroom Resources, Parent Resources, and Advocacy Resources.” The items found here—from workshops to important guidance and advisories—not only help you in your role as an educator and as a union advocate, but also offer resources you can share with your students’ parents.

What’s more, you can get timely notifications about upcoming webinars. To receive email updates, go to learning.njea.org/about, and click on “Manage Subscriptions.” This will take you to your profile page where you can check the “eLearning” box under “Email Subscriptions.”

While the virtual 2020 NJEA Convention has reached its successful conclusion, the learning continues at learning.njea.org. Be sure to check it out. 📧



2021 Winter Leadership Conference

WORKSHOPS

1. Presidents' Roundtable
2. X's & O's for Local Leaders
3. Basic Treasurer's Training
4. AR—Key to a Strong Organization
5. Legal Issues Affecting School Employees
6. Grieve, Don't Gripe—Contract Enforcement
7. Preparing for Negotiations—Collective Bargaining
8. Salary Guides—What All Members Should Know
9. Bargaining Health Benefits
10. Calling All Policy Wonks!
11. Health and Safety: Are Your Schools Safe? **NEW**
12. Minority Leadership Training
13. Transforming White Privilege **NEW**
14. Critical Conversations Around Race and Privilege: Ensuring Equity and Inclusion in Our Associations **NEW**
15. REAL Action Network: Movement-Building **NEW at WLC**
16. Advocating for Trauma Informed Care in Our Schools **NEW at WLC**
17. Special Education During a Pandemic **NEW**
18. Don't Be a Tool: Organizing Around Authentic School Improvement **NEW**

WLC I

JANUARY 30, 2021

Registration Deadline: Jan. 20

WLC II

FEBRUARY 20, 2021

Registration Deadline: Feb. 10

WLC III

MARCH 6, 2021

Registration Deadline: Feb. 24

*No registrations will be accepted
after the deadlines have passed*

To register, go to
njea.org/wlc2021

Members will need their NJEA pin to register.
Questions? Email wlc@njea.org

The WLCs will be virtual this year, and all NJEA members are eligible to attend. There will be no cost to participate. This year the conferences will not be geographically based since travel is not required. Members will be able to register for one workshop at a conference that best fits their schedules.



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