

REVIEW



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NJEA PAC-endorsed candidate for governor



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ABOVE: Trenton Education Association President Naomi Johnson-Lafleur speaks at a rally outside the offices of the Trenton Board of Education. TEA is protesting changes in school board procedures that seek to limit public participation at board meetings through changes in how speaking time is allotted and by narrowing the window of opportunity to sign up to speak.



LEFT: At the induction ceremony for NJEA's new officer team, Princeton Regional Educational Support Staff Association President Olive Giles, Atlantic County Council of Education Associations President Gary Melton and East Orange Education Association President Jacqui Greadington led the Delegate Assembly in singing "Lift Every Voice and Sing."

ABOVE: Paterson EA 2nd Vice President Lakresha Hodge and Paterson EA Delegate Nikki Baker practice member-to-member meaningful conversations during the NJEA Organizing Institute held during the NJEA Summer Leadership Conference.

RIGHT: Parents, students and other Collingswood residents rolled out the red carpet for their teachers the first day of school, complete with a real red carpet, a photo-shoot backdrop, and music. The names of staff members were announced as they walked like stars into the first-day in-service.



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

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



The NJEA Convention features the George M. Adams Boardwalk Run and Fun Walk. Last year's 5K runners and walkers spanned in age from six-year-old Ava Johnson (#937) who clocked in at 22:04 to 76 year-old runner Alex Dobrowolski (not pictured), who clocked in at 29:40.

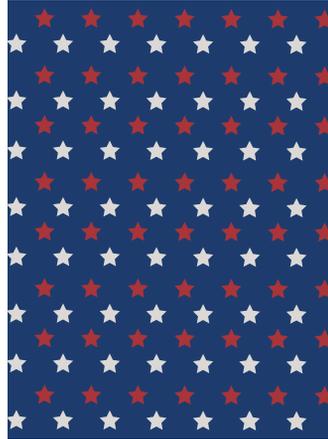
You'll find a registration form for this year's run in the NJEA Convention Program, arriving in your mailbox this month. One was also printed in the September edition of the *NJEA Review*. On-site registration is also available.

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NJEA's endorsed candidate for governor sat down with the editor of the NJEA Review for an interview. Read why Ambassador Murphy earned the endorsement of educators in his run for governor.



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Every endorsed legislative candidate submitted a brief statement to NJEA members. Check out what those in your legislative district had to say. On Page 24 You'll also how NJEA members determine who will be endorsed.



36 | BRIDGE OF BOOKS

Abby Daly of the Bridge of Books Foundation knows that low-income families are often book-poor as well. Read how she and you can make a difference for literacy outside the classroom.

BY AMANDA ADAMS AND
DOROTHY KOHRHERR



38 | ENHANCING STUDENT CHOICE

Giving students choices in how and where they learn, stimulates their minds and makes them better students. See how one Randolph teacher makes the most of student choice in her classroom.

BY BOBBIE SOBEL

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Connect with colleagues statewide
NJEA is affiliated with over 40 professional associations. Find out how you can become involved in the ones most suited to your work.



ON THE COVER:

Phil Murphy, the NJEA PAC-endorsed candidate for governor, visited NJEA headquarters on Aug. 30 for the interview featured in this month's Review.

PHOTO BY
TARA M. BUCK

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NEW JERSEY EDUCATION ASSOCIATION

REVIEW



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Annual membership dues are: Active professional: \$897 (full time); \$448.50 (part time) \$448.50 (on leave). Active supportive \$438 (full time) \$219 (part time) \$219 (on leave). Retired: \$84; \$985 (retired life). Retired ESP: \$59; \$610 (retired ESP life); Preservice \$32. General professional (outside N.J. public education employment): \$250. Subscribing \$250. Only those in education positions in N.J. public schools and colleges are eligible for active membership. Payment of annual dues entitles a member to receive the *Review* for one year, from January through December. Dues include \$5 for the *NJEA Review*.



Activism that matches our values

As union members and advocates for public education and public school students, we have a responsibility to speak out on behalf of our values. There are few opportunities that have a greater impact than political action, and that is why we spend so much time educating our members about candidates and their positions and encouraging our members to become as involved as possible in the political process.

As we edge ever closer to Election Day, you will be able to read our interview on Page 18 with Ambassador Phil Murphy, the NJEA PAC-endorsed candidate for governor, and hear his vision for the future of our state and public education.

In addition, Pages 24-33 provide photos and statements from each of NJEA PAC's endorsed candidates for the Senate and the Assembly, to help you make an informed decision about the candidates who share your commitment to public education in New Jersey.

As educators, we know the value of reading in children's lives. But too many children have limited access to age-appropriate books. On Page 36, you will learn about this year's NJEA Convention charity, Bridge of Books, which

has distributed more than half a million books across the state, and the charity's relationship with the NJEA Priority Schools Initiative (PSI).

Page 38 has the story of the Learner Active Technology Infused (LATI) program, and how educators across grade levels can provide students with greater autonomy over their learning, while maintaining respectful and engaged learning environments.

Finally, Pages 42-49 provide listings of NJEA-affiliated groups that represent all educators, including educational support professionals, to enable members to network, support each other and improve their practice so that we can continue to maintain public schools that are among the best in the nation!

Thank you for all that you do for public education, your colleagues, and the students we serve. You live your values every day through the excellent work and compassionate environment you build in our schools and at our worksites. I am proud to be your colleague in education and union advocacy.

Marie Blistan



NEA Vice President Becky Pringle congratulates NJEA's new leadership team. From left: NJEA Vice President Sean M. Spiller, NJEA President Marie Blistan, Pringle and NJEA Secretary-Treasurer Steve Beatty.

Officers Online



Marie Blistan

Twitter

@MarieBlistan: Three ways you can help #DEFENDACA. educationvotes.nea.org/daca

On Sept. 3, NJEA President Marie Blistan tweeted links on to the NJEA and NEA website to help members concerned about students affected by DACA and those who care about them. The websites include a video from NEA President Lily Eskelsen García and resources to support Dreamers.



Sean M. Spiller

Twitter

@SpillerForNJEA: How today's unions give workers the power to improve their jobs & unrig the economy | Econ. Policy Institute.

On Labor Day, NJEA Vice President Sean M. Spiller tweeted a link to a comprehensive report from the Economic Policy Institute that lays out the case that unions are essential to a fair economy and a vibrant democracy.

You can read the report at bit.ly/epiunions.



Steve Beatty

Twitter

@SteveBeatty928: Happy Labor Day to everyone! Remember why we celebrate those who have come before us.

On Labor Day, NJEA Secretary-Treasurer Steve Beatty tweeted photos from the South Plainfield Labor Day Parade. The photos included NJEA members, local, county and state NJEA leaders, and elected labor-friendly officials.

Know. Lead. Act.

Engaging members in Camden County

Local presidents and building representatives from across Camden County attended a family friendly event at the Camden Aquarium on Aug. 22 to explore ways to engage members in the work of their respective local associations. While the local leaders explored member engagement, their spouses and children explored life under the sea in an educational class led by aquarium staff.

With an emphasis on one-on-one conversations, the groups discussed how different local associations have begun to change how they communicate.

“Sometimes we’re so focused on the big picture, that we forget about the little things, like conversations,” said Jess Denny, Pine Hill Education Association president. “The feedback we received from hosting intentional, structured conversations was overwhelmingly positive. Our members’ voices were heard.”

The local associations acknowledged that in order to reach their full potential, they must engage their members in organizing activities beyond bargaining. With this as a backdrop, the group committed to engaging in conversations that emphasize making connections.

“If you form a connection with your fellow members, you will be more successful.” Jessica Cook, of the Bellmawr Education Association, told the group. “Our members are tired of being talked at. They are tired of being told what to do. If we want to make a difference, we must make authentic connections that

lead to lasting relationships and eventually to collective action.”

Beyond conversations, the leaders in the room shared various ways to communicate. Members shared the successes and challenges of using Google Docs, traditional paper surveys, and text messages to enhance association communication.

One theme remained clear throughout the event: if local associations are to continue to influence their communities, they must communicate with every member.

As they discussed the start of the academic year, the group was asked to evaluate the effectiveness of their own local associations. Each member had to decide which type of union their local association is right now:

- Dues collector – a union whose sole purpose is to collect dues
- Firefighter – a union that thrive on crisis
- Representative – a union that represents all members
- Movement – a union that is transformative in nature.

“When you get to movement, there are not as many fires to put out,” says Caroline Tantum, NJEA field representative.

“New Jersey has the best public schools in the country. And it’s no coincidence that we also have some of the strongest collective bargaining laws,” Tantum reminded the group. “We face many challenges ahead, but if we want to keep the best schools in the country, we need to keep our unions strong.”

Dates to remember

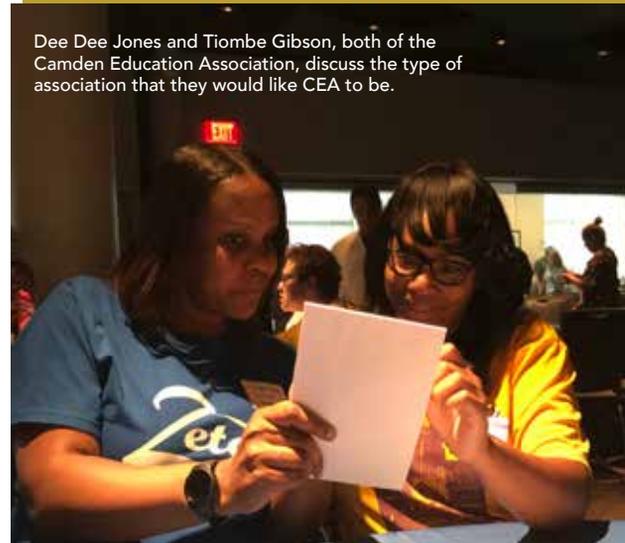
Mark your calendars for the following important dates in the upcoming general & November school board elections:

- Oct. 17** | Voter registration deadline
- Oct. 31** | Vote-by-Mail ballot applications due by postal mail to county clerk for general elections
- Nov. 6** | Deadline for in-person Vote-by-Mail ballot applications for general elections (by 3 p.m.)
- Nov. 7** | General and School Board Elections Day

Reminder: Whether you vote by mail or at the ballot box, remember to be on the lookout for your NJEA/NJREA PAC-endorsed candidates list. You’ll find them starting on Page 24 of the *NJEA Review* and at njea.org/elections.

The October *NJEA Review* will feature statements from each of NJEA’s endorsed legislative candidates and an interview with Ambassador Murphy.

Dee Dee Jones and Tiombe Gibson, both of the Camden Education Association, discuss the type of association that they would like CEA to be.



SELFIE OF THE MONTH

Fans of Fran: NJEA members went door-to-door in Legislative District 3 to talk with members about NJEA PAC-endorsed candidate for senator, Fran Grenier. From left: NJEA Preservice member Alexandria ‘Lexi’ Collier, Washington Township EA members Karen Kirk and Terri Kratz, and Millville Education Association member and NEA Director Ashanti Rankin.

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

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Cool Stuff

NJEA and Eagles Radio honor All-Pro Educators

NJEA and Eagles Radio have partnered to recognize some of the many dedicated teachers, educational support professionals, and higher education faculty and staff who make New Jersey public schools and community colleges great. NJEA members can nominate a fellow member to be the NJEA/Eagles Radio All-Pro Educator of the Week. The eight NJEA members selected as All-Pro Educators will each win one pair of tickets to a Philadelphia Eagles home game and be recognized by Eagles Radio announcer Merrill Reese during the game's radio broadcast. The All-Pro Educators and the person who nominated each of them will be honored at a dinner at Chickie's and Pete's during the WIP Player's shows on Dec. 18 at 6 p.m.

To nominate an NJEA member as the NJEA/Eagles Radio All-Pro Educator of the Week, complete the form on njea.org. Click Community, then Partnerships & Contests. Send to Dawn Hiltner at dhiltner@njea.org. Put the words "All-Pro Educator" on the subject line. Or mail to Dawn Hiltner, NJEA/Jets, P.O. Box 1211, Trenton, NJ 08607-1211. Deadline for entries is Oct. 18.

Win NY Jets tickets! Be an NJEA/NY Jets Educator of the Game

NJEA and the New York Jets have partnered to honor outstanding New Jersey educators, educational support professionals and community college educators and staff. Ten winners will receive four club-level tickets to a Jets home game in November or December and will be recognized during the game day radio broadcast.

To nominate an NJEA member to be the NJEA/NY Jets Educator of the Game, complete the form the form on njea.org. Click community, then Partnerships & Contests. Send to Dawn Hiltner at dhiltner@njea.org. Put the words "NY Jets" on the subject line. Or mail to Dawn Hiltner, NJEA/Jets, P.O. Box 1211, Trenton, NJ 08607-1211. Deadline for entries is Oct. 18.

Are your students college-ready?

NJEA and Rutgers Athletics have partnered to encourage elementary students to think about college early. Tell us how your school is getting students to become college-ready! Do you have career days that emphasize education? Perhaps your staff displays their diplomas and college banners. Share your creative ways to help students plan for the future. One school will enjoy a pep rally with visits from Rutgers student-athletes, cheerleaders and Scarlet Knight mascot, as well as 50 tickets to a Rutgers game.

To enter, email Dawn Hiltner at dhiltner@njea.org and put "Rutgers Pep Rally" in the subject line. The deadline for entries is Nov. 1, 2017.

Educational shows at William Paterson University

To reserve seats for your students and for additional information on any of the shows below, contact Lavene Gass at gassyoumansl@wpunj.edu or 973-720-3178.

All performances take place at William Paterson University, Shea Center for Performing Arts, 300 Pompton Road in Wayne.

Jabber

Feb. 9, 2018, 10:30 a.m.

Tickets: \$10

RSVP by Jan 19, 2018

At Fatima's new high school, she's the only one wearing a hijab. Her parents transferred her after graffiti reading "All Muslims Must Die" was found on the wall of her old school. But there's plenty of ignorance and assumptions at her new school too. It isn't until she begins an unlikely friendship with Jorah, a young man with a troubled reputation, that she starts to feel less like an outsider.

Where Have You Gone, Trayvon?

The Inner City Ensemble

Feb. 15, 2018, 12:30 p.m.

Tickets: \$10

RSVP by Jan. 26, 2018

The Inner City Ensemble (ICE), a non-profit youth arts organization, offers professional arts training and performance opportunities to at-risk Paterson youth. Led by Juilliard graduate and Fulbright Scholar, Nicholas Rodriguez, ICE presents choreography by ICE alumni and award-winning guest-artists from the region. In "Where Have You Gone, Trayvon?" Rodriguez examines law enforcement and race relations in America.



Cool Stuff

101.1 MORE FM's Christmas Choir Competition

101.1 MORE FM, WBEB-FM Philadelphia invites school choir directors to enter their student choirs in its 9th annual Christmas Choir Competition. The competition targets area schools to find the best music choir in the eight-county Philadelphia area.

The contest features two divisions: Kindergarten through eighth grade and ninth through 12th grade. Nine semifinalists are chosen for each division based on submissions collected during the entry period. Winners receive cash prizes and a chance to sing at the Kimmel center with the Philly Pops.

Entries are submitted on the 101.1 MORE FM website at www.morefm-Philly.com from Oct. 9- Nov. 17, 2017.

Join Team NJEA and Race for the Cure

It's a great day to raise funds for a great cause, honor the memory of those we've lost and celebrate breast cancer survivors. NJEA will again participate in the annual Susan G. Komen Central and South Jersey Race for the Cure on Sunday, Nov. 5, at Six Flags Great Adventure in Jackson.

Team NJEA welcomes all runners, walkers, and even sleepers! That's right, you can join Team NJEA and Sleep in for the Cure.

If you join Team NJEA and plan to attend the event, look for our tent. You can leave your belongings there to avoid the long lines at gear check. You also avoid the long lines at registration because we'll have your race bib. You'll get a Team NJEA racing shirt at the booth (make sure we know your size).

To learn more, contact Kathy Byrne at kbyrne@njea.org or Dawn Hiltner at dhiltner@njea.org. To join Team NJEA or to make a donation, go to bit.ly/teamnjea2017 (all lowercase) and scroll down to Team NJEA.

Invite the Cat in the Hat for a visit

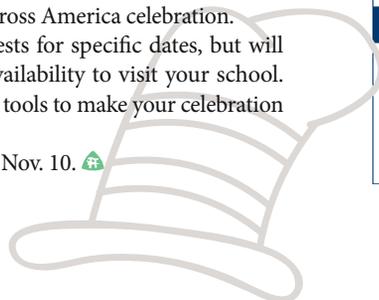
Want a great way to kick off your Read Across America program? Would you like the Cat in the Hat to help your school celebrate? Then consider a visit from the Cat!

NJEA members can request that visit online. It's simple: If you would like to invite the Cat to visit your school, fill out the online request form found on njea.org/raa. Completing the form does not guarantee a visit, but it is the only way to be considered for one.

Visits will begin in February and continue through mid-March. Depending on when the Cat is available, the visit may be the kick-off or the finale of your ongoing Read Across America celebration.

NJEA cannot accommodate requests for specific dates, but will advise you in January of the Cat's availability to visit your school. Visit njea.org/raa often to get tips and tools to make your celebration the best it can be.

The deadline for inviting the Cat is Nov. 10. 🐱



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RTC Academic Director

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**Friday, November 10th
11:30 a.m. - 12:30 p.m. Hall A**



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NJEA Report

NJEA inducts new officers

NJEA President Marie Blistan, Vice President Sean M. Spiller, and Secretary-Treasurer Steve Beatty were formally inducted as NJEA's officers in a ceremony at the Sept. 9 meeting of the Delegate Assembly (DA). NEA Vice President Becky Pringle officiated the induction, which was led off with an inspirational message delivered by Essex County Education Association President Anthony Rosamilia and East Orange Resource Professionals Association Mike Rollins. Dr. Eva Diane Lyle-Smith of the Camden Education Association performed the Star-Spangled Banner on trumpet.

Following the induction, Pringle offered remarks on NJEA's future under its newest leaders.

"Extraordinary leaders have been described as possessing an understanding of the need to honor the past, manage the limitations of their current reality and be able to transcend both to position an organization or a movement for the possibilities that await them in an unknown future," Pringle said. "In Marie and Sean and Steve, you have elected those kinds of exceptional leaders. These three officers will

stand the fire with all of us, and they will do what needs to be done."

Each of the new officers in turn addressed the DA.

"Over a year ago I embarked on this incredible journey," Beatty said. "Being elected your secretary-treasurer isn't the end of that journey, it's just beginning. I'm grateful to be able to extend my reach to continue the work that I care so deeply and so passionately about."

Thanking Blistan and Spiller for their confidence in him he said, "I only hope that I can rise to the level of your expectations and prove to be worthy of your support."

Addressing NJEA members, who elected him from among four candidates, he sought the support of those members who had not voted for him.

Spiller spoke optimistically about NJEA's future and its role and its role in the state and nation's future.

"We are fighting for our children's future and, yes, we are fighting for this nation's future," Spiller said. "Everyone deserves a chance at the American dream. And make no mistake. Those

things are under attack and we are that last line of defense.

It's an awesome responsibility ahead," Spiller continued, "But it's during difficult times that leadership matters most and that's why I'm happy to serve as a leader with all of you."

Blistan reflected on the history of NJEA and its legacy.

"The three of us begin our work in these roles profoundly aware that we inherit a union built over many years by the hard work and relentless determination of generations of advocates and activists," Blistan said. "From the first meeting of this organization in December of 1853, people who cared about the well-being of our profession and the fate of public education have come together here to advance those causes through the power of collective action."

Blistan noted that NJEA was approaching an important milestone: the 50th anniversary of winning the right to collective bargaining for public-sector employees in New Jersey. Legislation enacting collective bargaining became law on Sept. 13, 1968. An important rally on the path to that legislation occurred in Mon-

mouth County one year earlier with an impassioned speech by an NJEA staff member.

"When Jim George spoke at the Asbury Park Rally 50 years ago this fall, rallying members to support the fight to win our collective bargaining rights, he said these inspiring words: 'A new order is at hand. A new generation has been conceived. And we are not afraid!'" Blistan reminded DA members. "And 50 years later, we are not afraid either!"

Blistan also recalled NJEA member and parent Lucy Abbott, for whose son Raymond the school-funding case *Abbott v. Burke* was named. Abbott fought to ensure that her son and her students received an education on par with suburban communities. She tied Abbott's struggle to the fight for justice throughout history.

"We must work tirelessly, not only for our own well-being, but also for the well-being of our students, their families, and of the communities that we all share," Blistan said. "We must work for racial, social and economic justice to make our state and our nation stronger and fairer for everyone."

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NEA Vice President Becky Pringle swears in NJEA's new officer team as supporters assist. From left: Pringle, Marie Blistan, GCEA President Sue Clark, husband Bob Blistan, wife Lauren Spiller, Sean M. Spiller, Steve Beatty and fiancé Tamara Gross.

Charter school staff organizes, advocates, and has every colleague's back

It took two accidents and an unexpected letter from NJEA Organizational Development Representative Marguerite Schroeder to inspire the 11-person staff at Classical Academy Charter School in Clifton to look into their rights as public school employees.

The staff knew that things were not as they should be at the school, but they did not have the information and support they needed to challenge the many personnel, health and safety, and academic issues they faced.

It was not until Barbara Cavelli, now the vice president and membership chair for the Classical Academy Charter School Association (CACSA) was recuperating at home after a car accident that she had a chance to look over a letter sent by Schroeder inviting her and all her charter school colleagues to the 2014 NJEA Convention.

Until that point, Cavelli and her co-workers did not know that by law they were entitled to the two days of the NJEA Convention as professional development days. Nor were they aware that NJEA invites all public school employees, regardless of membership status, to the convention (although they cannot attend the workshops unless they are dues-paying members).

The second accident befell Kathy Weber, now the president of CACSA, who broke her ankle at work but was at first told by the school's founder and lead person that worker's compensation would only cover two-thirds of her salary and would not deduct her pension. This was corrected by the insurance company after a call from Weber, but is an indication of the issues that staff had with the administration.

"When people fell at work, their claims were denied and the founder and lead person told me it was because I was wearing the wrong shoes," Weber recalls, or that "I shouldn't have been in the building after 3:30 p.m.," Cavelli recalls.

Rights under the law

Despite a climate of fear and intimidation, Cavelli and Weber as well as previous employees and with the support of the rest of the staff decided

to look further into their rights under the law. They discovered a string of issues affecting salaries, pension contributions, personal days, sick days, professional development, and much more. In fact, they discovered that the charter had taken sporadic breaks over three years from regular pension contributions.

Prior to meeting Schroeder, the staff had discussed various ways to approach these issues on their own, including each agreeing to contribute money to engage a labor attorney to fight for their rights. But when Weber asked an attorney friend whom they could hire, they were in for a surprise.

"The labor attorney asked us why we would pay to hire our own attorney," Weber said. "He told us we should approach NJEA—they have the best labor attorneys in the state."

So Cavelli and Weber attended NJEA's 2015 spring charter school organizing meeting and began to learn all they could about the benefits of membership.

"I knew the history of labor unions," Weber said, "I'm a history teacher; I've taught about them! But there's so much demonization of unions that it took us a while to get past that. But I should have realized that educators are natural nurturers; why would their union be any different?"

Affiliating with NJEA

Convincing the staff to join was relatively simple, despite the aggressive response by the founder and lead person who went so far as to back one novice teacher against her car and threaten that he could not guarantee her job if she decided to join the union.

Over the years, to break down the relationship between staff and the charter's board, the founder and lead person told the staff they could not attend board meetings; then he told the board the staff did not care enough to attend meetings.

Predictably, the founder and lead person and the charter's school's board dragged their feet and fought them every inch of the way; however, the association was officially incorporated in Fall

2015 and became NJEA members. Since then, the founder and lead person has retired and a new administration is in place. They are still working to negotiate their first contract despite continued resistance, but the staff has already seen the power that NJEA has to force the school to obey the law.

"With a call to our NJEA field representative, we can usually straighten the situation out," Weber said. "If it takes more than that, the staff knows that we have the resources and support at our disposal to make that happen."

Through it all, the staff has held strong, supporting each other through the worst days in their personal and professional lives. Prior to affiliating with NJEA, Cavelli not only battled breast cancer, but also faced a school administrator who unilaterally—and illegally—changed the contract so that he could dock her pay to punish her for taking time off for chemotherapy and radiation.

"If it wasn't for my colleagues I would not have been able to keep going," Cavelli said.

A sense of humor

It's that spirit of camaraderie and support that will see the CACSA continue to be successful in their fight to advocate for themselves and their students. And they continue to do so with a twinkle in their eyes. At the school's 2017 graduation, the staff was tickled to see the members of the board and administration honor each other with several awards and accolades. So they decided to honor each other, although not at graduation, a night they felt should have been devoted to the students' achievements.

They worked to create awards to honor each staff member's unique strengths, skills, and achievements. Weber, in particular, treasures her "Lech Walesa Solidarity" award.

For a staff with their share of horror stories detailing their treatment, CASCA members have chosen to focus on supporting each other, educating themselves about their rights, and ensuring a more stable educational future for the students they serve.

The labor attorney asked us why we would pay to hire our own attorney. He told us we should approach NJEA—they have the best labor attorneys in the state.



CASCA members display the awards they received from each other after enacting a parody of board members and administrators who gave each other awards at a graduation ceremony.

New NJEA ad campaign highlights immigrant educator

Statue of Liberty inspires ESL students

NJEA member Julia Crompton is a middle-school English as a second language (ESL) teacher in Parsippany-Troy Hills. An immigrant herself, she came to teaching as a second career to give her students the opportunities she was given as a child. Julia's story is powerful, but it is not unique. Across New Jersey, committed teachers and school employees dedicate themselves daily to protecting and educating every child in every public school, regardless of that child's background.

New Jersey's schools are among the most diverse in the nation because our state attracts people from around the world who are seeking opportunity for themselves and their children. Our schools are also among

the nation's most successful, in part because NJEA members welcome all students and strive to give each of them the opportunities to reach their full potential.

"The Statue of Liberty is there to remind me, I don't care where they come from, I don't care if they have money or not, I welcome them, just as the Statue of Liberty does," Crompton says in the ad.

NJEA is telling the story of Crompton and her students in a series of TV, radio and online ads in English and Spanish that will air beginning Aug. 15 across New Jersey as part of NJEA's Pride in Public Education campaign. Watch the ads at www.njea.org/liberty.



NJEA member Julia Crompton, a teacher in Parsippany-Troy Hills, shares her pride in America's immigrant heritage with her students.

427

The number of school districts in New Jersey with a starting salary of \$50,000. That's nearly three of every four districts in the state thanks to the hard work of local association bargaining teams.

The 2016-17 median BA starting salary has risen to \$51,412. The increase in starting salary pushed the 2016-17 New Jersey teacher average salary to \$70,023.

Classroom Close-up nominated for four Emmy awards

"Classroom Close-up NJ" received four nominations from the Mid-Atlantic Chapter of the National Academy of Television Arts and Sciences (NATAS). While the show did not win at the Sept. 9 ceremony held in Hershey Park, Pennsylvania, it still boasts 15 Emmy Awards over its 23-year broadcast run.

The nominations included two segments and two full shows.

Category: Education/Schools – News Single Story or Series – Autism Awareness Month at Howell High School.

Category: Education/Schools Program Feature or Segment – Comic Relief at Dr. Michael Conti School in Jersey City.

Category: Education/Schools – Program Special – Show #5 that featured Musical Theater at Teaneck Community Charter School, Books & Beyond at Vernon Township's Walnut Ridge Primary School, Shamong Day at Indian Mills Elementary School in Shamong, and Change at North Main at North Main St. Elementary School in Pleasantville.

Category: Public/Current/Community Affairs Program – Show #20 that featured STEM PALS at Robert R. Lazar Middle School in Montville and Intervale Elementary School in Parsippany Troy-Hills, 21st Century School Nurse at Van Sciver Elementary School in Haddon Township, NaNoWriMo at Bridgewater-Raritan Middle School, and 2017 Milken Educator Lindsay Frevert of Fan Derveer Elementary in Somerville.

Watch the nominated videos and submit your own story idea by visiting classroomcloseup.org.

ICYMI Check out these stories on njea.org.

Meet New Jersey's 2017-18 County Teachers of the Year
Published Sept. 12

NJEA honors first responders
Published Sept. 11

NJEA: "Don't deport our Dreamers!"
Published Sept. 5

Labor Day: Pausing to remember
Published Sept. 4

Save the date

Exceptional Children Conference

April 21, 2018

Long Branch, N.J.

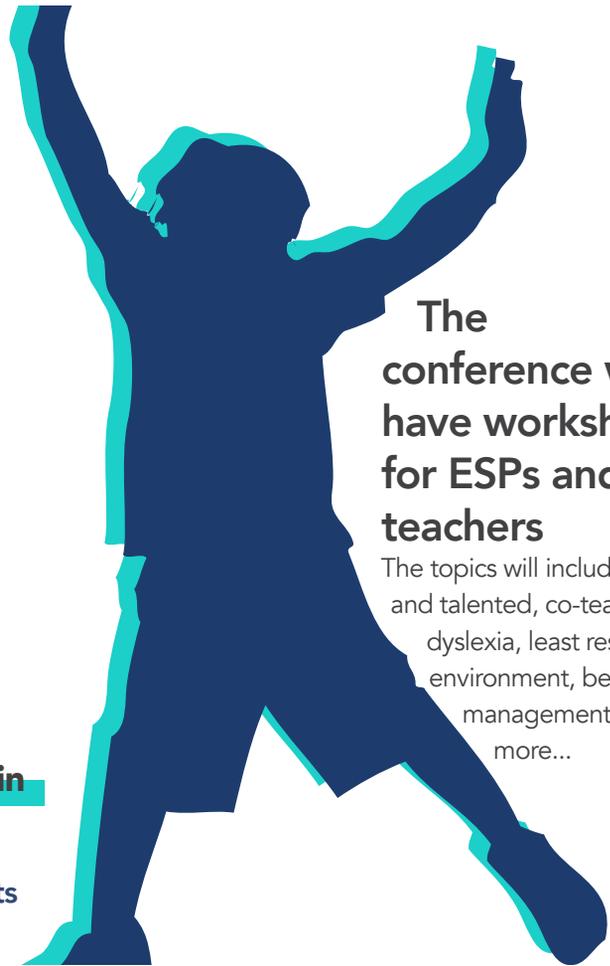
Keynote speaker:

Dr. Temple Grandin

Creating learning environments for ALL students

The
conference will
have workshops
for ESPs and
teachers

The topics will include gifted
and talented, co-teaching,
dyslexia, least restrictive
environment, behavior
management and
more...



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California Casualty
Thomas R. Brown Athletics Grant

Give your athletes a sporting chance with a
Thomas R. Brown Athletics Grant. Apply to receive
\$1,000 to \$3,000 for your middle or high school's team.

The Thomas R. Brown Athletics Grant was established to provide support to public middle and high school sports programs impacted by reduced budgets.

As an employee of the school and a member of the National Education Association (NEA), you can apply for a grant award for your school's sports program.

Applications received through January 12, 2018 will qualify for
2018 consideration. Recipients will be announced in April 2018.

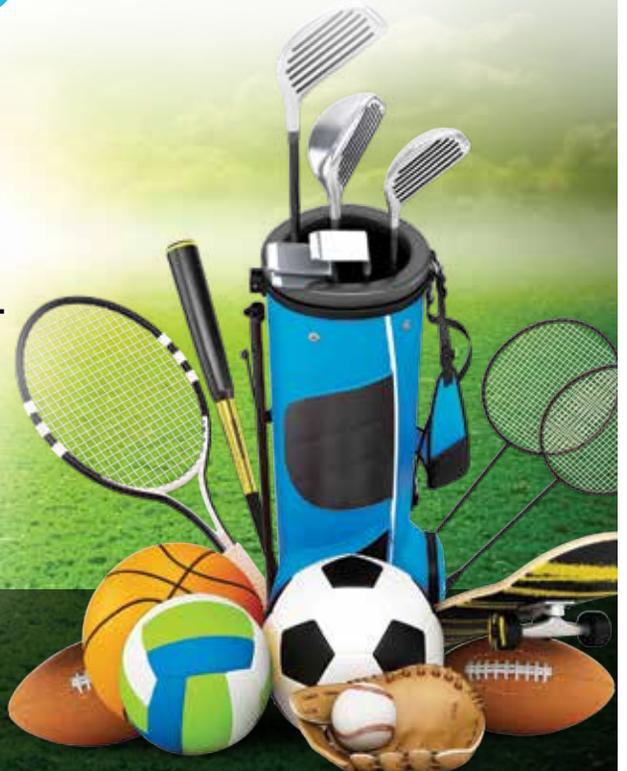
To apply for a grant, go to:
CalCasAthleticsGrant.com

Grants not available in AK, HI, MA, MI, NY and WI. Please visit CalCasAthleticsGrant.com for full program rules. ©2017 California Casualty CA Lic 0041343

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Advocates go hands-on at 2017 Summer Leadership Conference

Hundreds of NJEA members tackled a different kind of organizing project at the 2017 Jack Bertolino Summer Leadership Conference in East Brunswick, Aug. 4-11.

Under the guidance of renowned Lambertville artist Kelly Sullivan, members used their fingers to paint in a sketch of NJEA images and text created by Sullivan. FingerSmear™ projects are large-scale commemorative paintings that use dabs of paint from hundreds of people on one canvas to create a cohesive piece.

FingerSmear projects have been held around the world, primarily in support of

girls' education and empowerment.

NJEA is sponsoring five projects for NJEA members to conduct at their schools. The program is geared toward students in Grades 5-8. For more information, and to enter to win, go to www.njea.org/mightyfingers.

The FingerSmear created at Summer Leadership has been hung at NJEA headquarters Trenton. On the cover of this month's Review, Ambassador Phil Murphy, NJEA PAC-endorsed candidate for governor, stands in front of the artwork. Watch for your opportunity to participate in another FingerSmear project at the NJEA Convention in November.



Lambertville artist Kelly Sullivan (l) assists Lisa Mangione, president of the East Hanover EA, fill in a portion of the FingerSmear at the Summer Leadership Conference.

Your convention badge | It's not in the mail.

It's October and you may be thinking, "Hey! Shouldn't I have gotten my admission badge for the NJEA Convention by now? Where is it?" Before you start searching the couch cushions and casting sidelong glances at your mail carrier, read this:

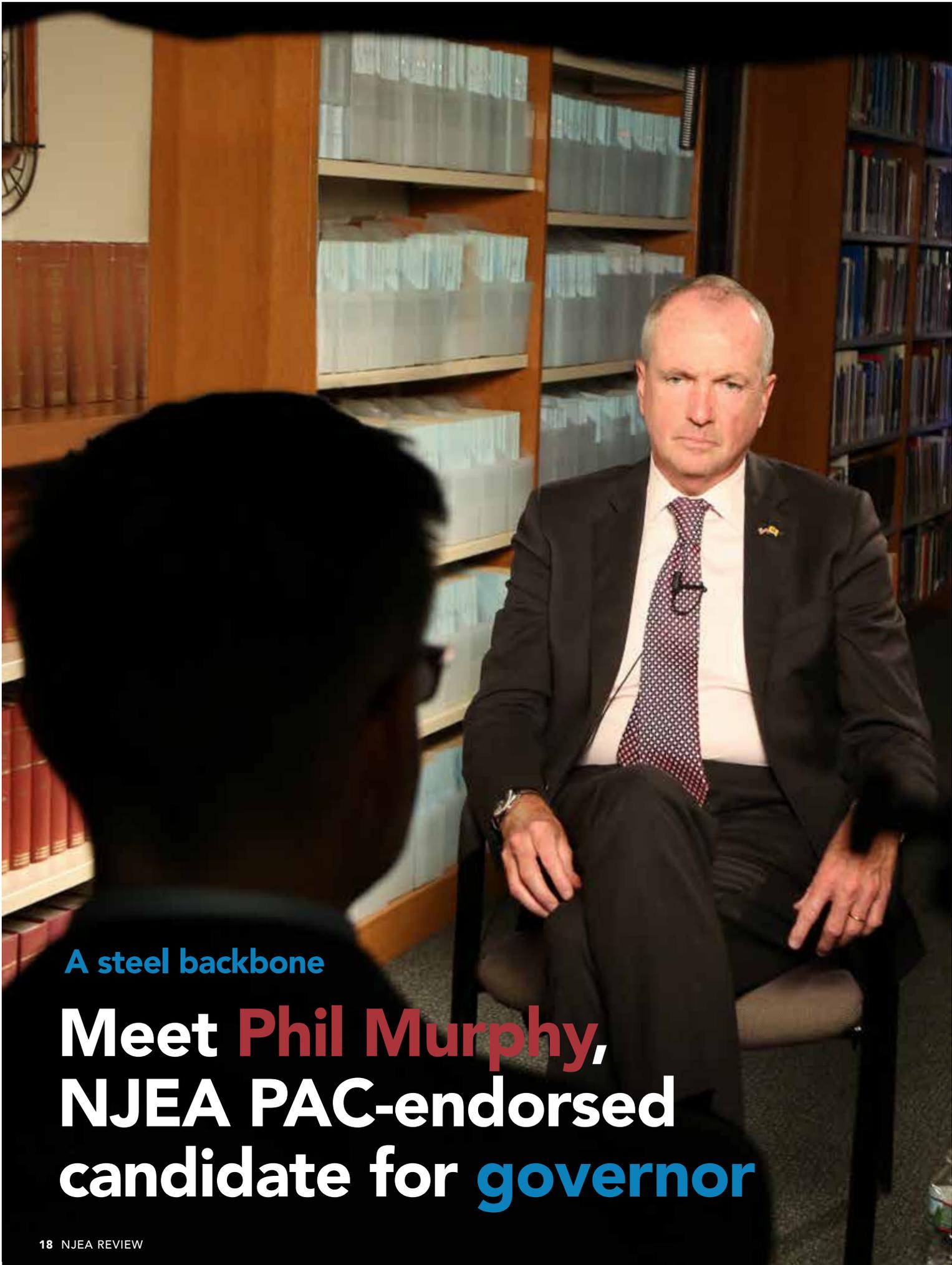
Convention admission badges are not being mailed this year. For the 2017 NJEA Convention, all members will pick up their badges at the convention center.

To gain admission, any one of the methods below will work.

- Your membership card. On it, you'll find a QR code. Scan that at the available badge kiosks and your admission badge will be printed.
- You can also use the electronic version of your membership card found on our website. Log on to njea.org and go to

MyNJEA. Tap on Profile. Scroll down to your membership card. Then, just scan QR code.

- You can also use the electronic version of your membership card that will be included in an email you'll receive a week prior to the NJEA Convention.
- Your driver's license. If you can't find your membership card, staff on-site can access NJEA's membership records and verify your membership to print your admission badge.
- If you are a new member who has not yet been processed through NJEA's membership system, bring a copy of your membership application or a paystub showing your dues deduction. Also bring photo ID. 📷



A steel backbone

Meet **Phil Murphy**, NJEA PAC-endorsed candidate for **governor**

Over the course of his interview for the *NJEA Review*, Ambassador Phil Murphy used the phrase “a steel backbone” several times to describe a trait the next governor of New Jersey will need, particularly in response to the anti-public education and anti-immigration policies coming out of Washington.

But the next governor will also need a steel backbone to do battle with the forces arrayed against full and fair funding for the state’s public schools, full funding of the pension system, and to repair the damage done over the last eight years by the Christie-Guadagno administration.

One thing became clear during the interview: NJEA’s PAC-endorsed candidate for governor, Ambassador Phil Murphy, is up to the challenge.

A product of public education, Murphy is a 1975 graduate of Needham High School outside, of Boston, Massachusetts. The youngest of a family of four, the future businessman and ambassador to Germany describes the working-class family in which he grew up as “middle class on a good day.” With loans and part-time jobs, Murphy earned a degree in economics from Harvard and an MBA from the Wharton School of the University of Pennsylvania.

With his wife, Tammy, Murphy went on to raise his own family of four in Monmouth County. Together, the Murphys have been engaged in a variety of civic and charitable enterprises.

Murphy is no stranger to the financial issues that plague the state. In 2005, Gov. Richard Codey tapped him to chair the New Jersey Benefits Task Force—an experience that has given him a deep understanding of the pension and benefits issues and the burdens borne by NJEA members and all state and local public employees.

Last month, Murphy sat down with *NJEA Review* editor, Patrick Rumaker, at NJEA headquarters in Trenton to have a conversation about the issues that matter to

teachers and educational support professionals. The questions and answers follow.

Can you talk about a particularly memorable experience from your school days?

In high school, I had Mr. Allen for an English course in critical writing. I was viewed to be a good student. I got a paper returned from Mr. Allen that I thought I’d done a really good job on, but it looked like someone had bled on the paper—there were so many marks. He wrote on the bottom and repeated in a conversation that “there are a lot of teachers, in this school and maybe in the college you’ll go to, who would have let you get away with this, but I won’t because I know you can do better.”

I thought, “Man, that is a powerful statement.” It’s one that frankly as a dad I’ve tried to figure out when can you play that card and say, “I’m glad you got this grade, but let’s be honest, you can do better than this.”

With educational support professionals (ESPs), one of the things I remember from my time as a student is that every person I came into contact with during the school day—whether he or she was bus driver, someone who served me lunch, or a custodian—was an educator in one form or another. I believe that every adult a student comes in contact with during the school day is an educator in the eyes of that child. That student is not making a distinction, and neither should we.

What do you believe are the essential components of a great public education?

It starts with educators and real resources. Educators are the heroes who go in every day with a laser focus on learning and getting the most out of our precious kids, regardless of their circumstances.

And schools need to be funded. As good as educators

might be, if we don’t put resources behind them to support them, they will not achieve their maximum potential.

We’re going to have to move as fast as we can to full funding for SFRA (the School Funding Reform Act), which, at the time it was passed, was viewed to be a national landmark school funding formula because it was a bottom-up approach—it asked the tough questions that you have to ask when you recognize that not every child is born with the same luck or the same set of circumstances.

It won’t be easy. We’re going to have to re-order our priorities, but if we’re not putting our kids and their education first, who are we as a government?

What would you say to a member who says “Phil Murphy’s just another Wall Street guy?”

I would invite them to read the whole “book” of my life. Like any of us, my life is a book filled with many chapters. Working in financial services is one of them. I would argue that some skills that I learned in that chapter of my life are quite relevant to a state with a broken economy—an economy that must be stronger and more fair and work for everyone. Whether it’s having seen countless models—good and bad—of how jobs are created, or dealing with rating agencies in a state that has been downgraded 11 straight times, those skills matter.

But more broadly, there are a lot of other chapters. I chaired the board of one of the premier domestic violence organizations in this state, I recently stepped down from the board of the NAACP, I chaired the original commission on pension and health care benefits for public sector employees, and I’m a dad of four: ages 20, 18, 16, and 14.

But I think “Chapter 1” of my book is the most relevant in terms of why I’m running for governor. I grew up in a family, the youngest of four, with a dad

who didn’t graduate high school and a mom who did. She made sure we were educated. He made sure we cared about the community—politics and service. We were working poor.

I could go on, but before you assess me on one chapter of my life—although read that chapter carefully and see if there’s relevance to New Jersey’s economy right now—read the whole book.

How will you balance New Jersey’s concern about taxes with the need for additional revenues to pay for critical public services?

A budget screams out your priorities, and we’ve had almost eight years of priorities that are not consistent with funding public education in this state. We have an economy that’s among the weakest in the country. It’s profoundly unfair, and it works for very few of us.

The current administration has made questionable choices. They’ve funded tax breaks for big corporations—about \$8 billion—to either stay in New Jersey or to come here. But they have underfunded the one school funding formula—the only one that’s ever been blessed by the Supreme Court of this state—by nearly that same amount, about \$9 billion.

People rightfully complain about their property taxes, and a big share of most communities’ property tax is the education piece. If you take that \$8 billion in tax breaks and spread it around to the communities in our state, our property tax reality would be a lot different and in a better place than it is today.

Teachers and ESPs have not felt respected by the current governor either as professionals or as members of a union. What would be different under a Murphy administration?

The tone of the relationship between the governor and educators, including ESPs, if we’re fortunate enough to be elected, changes like a light switch the minute we take office. We have

We will need, more than ever before, a governor who has a steel backbone, who is prepared to stand up and say, “No, Secretary DeVos” or “No, Attorney General Sessions,” or “No, President Trump, you will not do that in the great state of New Jersey.”

substantive challenges to work through. Some of the big challenges—pensions, standardized testing, school funding, to pick three big ones—those are hard, but we’ll be at the same table with our sleeves rolled up, working on that stuff together.

Why would we need, on top of that, the vilification, the name-calling, the shut-up-and-sit-down that the Christie-Guadagno administration has embodied for the past seven years? I don’t know what it’s gotten us. It certainly hasn’t helped to change the substance of the challenges that we’re dealing with.

Is there a policy issue that is near and dear to your heart—not necessarily related to public education—that you hope will be something you accomplish as governor?

One idea I love is a public bank. Instead of putting all of our revenues in Wall Street banks or foreign banks or big corporations that operate elsewhere, let’s start a bank that the citizens of this state own and that does all of its business in New Jersey. The bank could offer student loans at much more reasonable rates and lend to small businesses and to small-scale infrastructure projects.

Another policy area is our vision for a 100 percent clean energy future in New Jersey by the year 2050. This includes ideas such as reigniting solar, rejoining the Regional Greenhouse Gas Initiative, and rewarding utilities not just for building big 300-megawatt plants, but for leading conservation efforts that save us 300 megawatts.

We have the potential to generate an enormous amount of our energy needs through offshore wind. We think we can get to 3,500 megawatts of offshore wind power by the year 2030. That’s enough to power a million-and-a-half homes.

And we need to focus on environmental justice—getting at the environmental challenges that are in our urban communities where you’ve got high rates of asthma among our kids in places like Newark because of all the truck traffic and other traffic in the ports.

of educational support professionals. Could you expand on why you hold this view?

Privatization has, from time to time, been one of those bright, shiny things that look really alluring. And I found myself in the



Ambassador Phil Murphy meets with NJEA members in Ocean County on May 12.

You have spoken publicly of your opposition to privatization of public-sector jobs, including those

distant past even being sucked into that—saying, boy, that looks like that might be appealing.

The fact of the matter is that privatization unambiguously ends in tears for everybody:

certainly in this case for the educator—the employee of any kind. Certainly, as well, for the public-sector provider, whatever that might be—a school system or a municipality—and, thirdly, the end user of whatever that service was, is almost always underserved. In this case, kids.

I'm opposed to it because it doesn't achieve the results that it promises.

Charter schools are a complex issue. On the one hand, NJEA opposes the unchecked expansion

On the other hand, we are concerned about the working conditions of the public school teachers and other public employees working in those schools, so we are organizing the staffs of charter schools as

it comes to charters. But I have been “hell no” in the way they've been promulgated too often in this state. There are too many open questions, there are too many inequities, there are too many consequences—including some I'd say in fairness that are unintended.

Let's make sure we understand what the consequences are. What's the right funding formula? And what are the consequences of that? What are the standards that we're holding educators to? Are they similar standards? Is there consistency in the certifications of the schools and in the regularity of review? What are the demographic impacts? That's a very different debate in Newark than it is in Red Bank.

I live across the river from Red Bank, which has a growing Latino community. If you look at the demographics in the charter school there—the school wanted to expand but there was no local appetite for it and it was beaten back. The demographics of the charter school versus the demographics of the district system—it's a highly skewed reality. That's not what folks have signed up for.

U.S. Secretary of Education Betsy DeVos is a staunch proponent of vouchers and for-profit, unregulated charter schools. Federal education policy may tie federal grants to the enactment of private school voucher schemes and a drastic relaxation of charter school regulations. How will you protect New Jersey's public schools?

I am exceedingly overwhelmed and disheartened by Betsy DeVos' leadership. I can extend that to President Trump's leadership, but hers is a good example of wrong-headed leadership that doesn't care about the facts, certainly hasn't read



So you've got a lose-lose-lose situation. The kid loses, the ESP individual loses, and the school district loses. I'm not an opponent of privatization because I'm a bleeding-heart sympathizer;

of charter schools and we are deeply concerned about the fiscal impact of a charter school on the local school district's budget.

members of NJEA. What is your view of the role of charter schools in public education?

I've never been “hell no” when

American history, and doesn't look at the reality on the ground.

I think you can have a robust district/charter discussion, but there's no robust discussion when you start taking money out of the system for vouchers, so I'm a big opponent of vouchers. I am against reducing regulations for charters, reducing charter governance standards, and for-profit charters. We need accountability. We need a system and a balance that works and is sensible.

This is a good example—unfortunately there are many—of why governors will have never mattered more. We will need, more than ever before, a governor who has a steel backbone, who is prepared to stand up and say, “No, Secretary DeVos” or “No, Attorney General Sessions,” or “No, President Trump, you will not do that in the great state of New Jersey.”

I believe, and I hope I'm right, that there's enough support even across the aisle, whether it's in New Jersey or at the federal level, that sees this discussion in a much more moderate, reasonable light, than the sort of right-wing, agenda-driven policies that are being put forward.

We need leaders who have an open mind, who are willing to look at all sides of an issue. Unfortunately, in DeVos' case, that's not the leadership that we have.

As governor, what will you do to ensure more funding in our pension system so that the state's obligation is met?

My experience with the pension crisis dates back 12 years. I chaired the original commission on pension and health care benefits for public-sector employees in this state. I learned then that this problem began in the '90s. And over 20 years later, we have continued, in too many respects across generations of leadership, to kick the can down the road.

One could certainly argue that we've left public-sector employees at the altar time and

We have an overwhelming number of public-sector employees and educators, whether they are classroom or ESP, who are taking home less pay today than they did seven years ago. And in those seven years, we've had a complete failure of leadership to do anything about it.

time again. Often “deals” were jammed down the throats of the public-sector employees, including educators. Collective bargaining rights were trampled. The lines that distinguished what one could do as a legislative matter versus as a collectively bargained matter were too many times completely ignored.

We have, as a result, not only disappointed educators, police, fire, other public sector employees, but we've become—not just because of this, but largely because of this—a state the people don't trust.

We must become a state that is trusted again.

Because of Chapter 78's increasing health care contributions and increasing employee pension contributions, NJEA members have seen annual decreases in their take-home pay. And on top of that, retirees have lost the cost of living adjustment (COLA). What can you do to reverse this trend so that teachers and ESP are able to keep what they earn?

We have an overwhelming number of public-sector employees and educators, whether they be classroom or ESP, who are taking home less pay today than they did seven years ago. And in those seven years, we've had a complete failure of leadership to do anything about it. The governor and lieutenant governor have been completely tone deaf about the health care premium reality and show a lack of acknowledgement, a lack of willingness to work with the unions on creative solutions here, that would allow us to limit this.

Public school employees should not continue to see their take-home pay decrease. I will work with all stakeholders to address the impact of Chapter 78.

There's another point I want to emphasize. Collective bargaining is the “Intel chip” inside

organized labor. When you open your laptop there's a little logo that says “Intel inside”—it's the semiconductor chip at its heart that makes that laptop hum.

In my humble opinion, collective bargaining is the chip inside the notion of organized labor. Adults, going into a room, yelling at each other, maybe taking days, weeks, months, but coming out with deals that were compromised and agreed upon. And you know, I may not like everything about the deal, you may not like everything about the deal, but that's the deal. And we did it ourselves, we're going to recommend it to both sides and go forward.

That's the essence of organized labor. Chapter 78, in addition to all the harm it did to take-home pay and the COLA, the concept of organized labor was shattered. And so we need leadership that not only understands the economic reality that individuals are up against, that understands this broader trust reality, but also restores that chip, that essential element, that is the essence of organized labor.

What protections should be in place in our public schools for students whose parents are undocumented, or who themselves might be undocumented?

I was in a town hall recently in Elizabeth, New Jersey, and one of the questions came from a Dreamer who had great courage and who said, “I gave my DACA data over, and now I'm worried that this president is going to come after me and use it against me.”

Before I ever thought Donald Trump would be president, we were talking about things like statewide identification cards for everybody and access to a driver's license regardless of status. For Dreamers, we want not just access to in-state tuition in higher education, but to in-state financial aid.

I will be a governor who stands up to this president with a steel backbone, with an

attorney general alongside of me with a steel backbone. We will tell the president, “You won’t use our state and local police to unlawfully frisk our residents. You will not use DACA data, which was given so willingly by our Dreamers—our American future—against them and threaten deportation. You will not threaten more broadly, breaking up families or deporting members of families as a general matter.”

I would say to anybody who’s in this state and is peaceful and law-abiding, our doors are open. Our arms are open. You are welcome, and we will do all that we can to stand up to this president.

We need, more than ever before, comprehensive federal immigration reform. I think it has to come from Republican courage, not just our side of the aisle. President George W. Bush wanted to see comprehensive immigration reform. But for the time being, we’re going to stand by the promises that were made as a policy matter and stand up to this president.

We’re going to establish an Office of Immigrant Protection or Immigrant Defense at the state level. It will be a single point of contact where folks can call up regardless of status and ask their questions and get the best advice possible.

Tell me how you arrived at Assembly Speaker Sheila Oliver as your choice and the role you see her playing in your administration.

I’m so honored to be on the ticket with Sheila Oliver. Both my wife and I have gotten to know Sheila over the past several years. We instantly had chemistry with her. We realized we were born under similar stars. We both come from hard-scrabble backgrounds. We see issues in a similar light.

In addition to her spirit, her intellect, her educational background, her compassion and her understanding of the issues, her experience is jaw-dropping.

Sheila has been in and around government at the community, county, and statewide level.

Somebody said this to me, it was not my term, but someone said to me it was a Joe Biden pick. And I thought that had a ring to it. That somebody like Biden who had 30-odd years of experience, in his case in Washington, Sheila has that 30-odd years of experience in the New Jersey scene.

New Jersey’s community colleges were founded on the basic funding principle of one-third funding from the state, one-third from the local counties, and one-third from student tuition and fees. State and county contributions are far from that ideal—leaving students to pay increasing higher tuition and fees. How will you address community college funding?

On community college funding, our first step ought to be to get the state’s role back up to the 33 percent. That’s the deal, and it needs to get there.

I’d like to have a more heroic objective. Only three states, I believe, in the nation have universal pre-K and three other states have free community college. I’d like to be on both of those lists. I can’t promise you that we can do that overnight, but we’ve got to find the money, and I’ll admit to you that’s not going to be easy.

But as a first step, let’s get the state back to meeting its end of the bargain.

What about student loan debt?

I’ve already mentioned the creation of public bank with more reasonable student loan terms, but let’s be more creative. We’ve got several challenges: college is unaffordable, too many of our high school seniors leave for colleges in other states, and we’re falling behind in the STEAM (science, technology,

engineering, the arts, mathematics) economy.

So how about this? If the student stays in New Jersey to go to school, majors in a STEAM field, graduates, and stays in a job in the STEAM field for five years, that we have a state program that in Year 6, 7, 8, 9, and 10 forgives “X” thousands of dollars right off the top of their outstanding student loans. Look what we would have done: kept the student in the state, unburdened a big piece of the college-affordability question, and directed folks into the part of the economy that you want to put policy and muscle behind to grow.

What are your views on standardized testing?

I believe that we want to know how our students are doing, but the way that we’re assessing student learning in this state, makes little sense.

I have been a vocal critic of PARCC. High-stakes, high-stress standardized tests in New Jersey must end, and I will see that they do. We must get back to the simple premise of letting teachers use classroom time to teach to their students’ needs, and not to a test. Too much emphasis is being put on a single test.

I’m all for assessments, but how about more nimble, more regular assessments with shorter feedback loops? How about that testing being administered and directed by the folks who should be administering and directing it: the educators in the classroom who are the closest to our kids.

While I think you have to meet standards to graduate—let there be no doubt about that—a high-stakes test such as PARCC to me is not the way to do it. I think we can be much smarter about high school graduation requirements. 🇺🇸

Phil Murphy is NJEA’s endorsed candidate for governor. That election, along with elections for all members of the Legislature, will take place on Nov. 7.

If we’re not putting our kids and their education first, who are we as a government?



Understanding NJEA PAC's endorsement process



On Nov. 7, New Jersey voters will head to the polls to elect a new governor and 120 state legislators. State government has a profound impact on what happens in New Jersey's schools. That's why the NJEA Political Action Committee (PAC) carefully screens all candidates for statewide public office.

NJEA PAC prides itself on having a sound, fair, and democratic process leading up to the endorsement of a candidate. The purpose of the process is to identify the candidate most supportive of NJEA's legislative program. Endorsing and electing candidates who support NJEA's goals significantly increases the association's ability to pass favorable legislation and stop negative legislation.



The screening process

Establishing a screening committee

PAC screening committees are established for each legislative district (LD). Each committee includes members of the NJEA PAC Operating Committee who represent their respective counties and the New Jersey Retirees' Education Association (NJREA) legislative county chairperson.

Screening committees also include NJEA Government Relations Committee and Congressional Contact Committee members from counties involved, the county president, and NJEA Executive Committee members from the counties involved.

Evaluating the candidates

For November elections, screening committees generally invite candidates for an interview in July. Prior to meeting the candidate, the committee reviews completed NJEA questionnaires

submitted by the candidate and if he or she is an incumbent, the candidate's voting record.

Each candidate screening session lasts up to an hour, allowing time for candidates to make a presentation and answer screening committee questions. Questions are based upon the issues described above and concerns within the county membership.

When evaluating the candidates, screening committees consider candidates' positions on issues and electability. For incumbents, committees also consider legislative voting records, committee assignments, leadership positions, sponsorship of pro-public education legislation, and accessibility to NJEA members.

Endorsing the candidates

The screening committee does not make the final endorsement. Rather, it recommends a position to be considered by the NJEA PAC Operating Committee.

To make its recommendation, the county screening committee discusses the merits of each

candidate. The committee may recommend the endorsement of one candidate in a race, recommend no endorsement, or recommend a "your choice" option, which indicates that both candidates are in agreement with NJEA's goals and positions.

The 125-member NJEA PAC Operating Committee consists of NJEA's officers, the NJEA Executive Committee, the county association presidents, the NJEA Government Relations Committee, the Congressional Contact Committee, the president of New Jersey Preservice Education Association, the NJREA legislative chairperson, and two NJREA regional legislative chairs.

For the November general election, the committee usually meets in August. It reviews the recommendations of the screening committees and brings votes to determine who will become NJEA PAC-endorsed candidates.

On the pages that follow are photos and statements from the legislative candidates who upon completion of the process were endorsed by NJEA PAC.

Note: There were no endorsements in Legislative Districts (LDs) 17, 26, and 29. Candidates are screened on their records and on their agreement with NJEA's goals and positions.

Candidates marked with an asterisk indicate a "your choice" endorsement. In those districts you may find more candidates are listed than there are positions up for election. "Your choice" indicates that each of the candidates listed meet NJEA's standards for endorsement.



LD 1
Senate

Jeff Van Drew (D)

I greatly appreciate NJEA's endorsement. I will continue to support needed resources for our public schools to ensure that our children can compete in a global economy. In recognizing the challenges facing our education professionals, I will continue to fight for fair working conditions for all public school employees.

Assembly

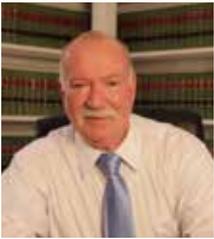
Robert Andrzejczak (D)

As a policymaker, my job is to ensure that our public schools have the resources they need, while not standing in the way of our educators' primary objective to teach. I appreciate the endorsement of the NJEA and will continue to support the work of teachers and education support professionals.



R. Bruce Land (D)

As a retired captain from the New Jersey Department of Corrections and a Vietnam veteran, I know the value of public service. I understand the importance of having the resources you need to fulfill your mission and the promise of a secure retirement at the end of your service. Public education is vital to the future of this nation, and I will always fight for it.



LD 2

Senate

Chris Brown (R)

I believe in New Jersey's public education system and have approached my legislative responsibilities with improving the opportunities of our children through our public schools. On behalf of our working families, I put aside party affiliation to stand up to Gov. Christie and defended the work of all public school employees.



Assembly

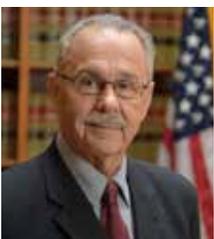
Vince Mazzeo (D)

I've taken the time to visit schools to talk about the issues facing public education. We need to focus on what's happening in the classroom – improving educational opportunities by putting off costly testing that isn't proven, focusing on curriculum that we know works, and taking care of our teachers and education support professionals.



***John Armato (D)**

New Jersey has always been known as a leader in quality public education. As an assemblyman, I will fight every day to ensure that teachers and support staff have access to the tools they need to succeed, full funding for our schools, and a curriculum that's proven and works.



***Vince Sera (R)**

As a teacher for the past 11 years, I understand and appreciate the hard work and dedication of all our teachers and educational support professionals. I am committed to making sure our pensions are fully funded and that we bring an end to excessive high stakes testing. I am honored to have NJEA's endorsement and am looking forward to being your voice in Trenton.



***Brenda Taube (R)**

I feel honored to be among candidates who are aligned with NJEA goals and positions. Our teachers and educational support professional team provide a vital role in our society—educating our future.

LD 3

Senate

Fran Grenier (R)

I want to thank the NJEA for their endorsement and the members in Gloucester, Salem and Cumberland counties for everything they are doing to get me across the finish line on Nov. 7. The education of our children is one of the most important things we do as a society and supporting teachers and educational support professionals is deeply important to me.



LD 4

Senate

Fred Madden (D)

I am deeply appreciative of the support and confidence of teachers and educational support professionals in the Fourth Legislative District and beyond. I look forward to working in partnership with the education community to ensure that we are collectively providing the children of this state with the best education possible.



Assembly

Paul D. Moriarty (D)

I appreciate the contributions of NJEA members to the education and development of our children and the future of our state. I look forward to working with you to find fair solutions to our most pressing issues: adequate school funding and fulfilling pension obligations. Thanks for your endorsement and support.



Gabriela Mosquera (D)

Educators and educational support staff are instrumental in molding the minds and transforming the lives of young people. They serve as role models, motivators, and life coaches. They continuously encourage students to achieve their highest potential. Their passion for education and their commitment to a student's future is inspiring. I am honored to receive this endorsement.





LD 5**Senate****Nilsa Cruz-Perez (D)**

I remain committed to working in partnership with our teachers, educational support professionals, and NJEA to craft sound policies that protect them, preserve the high quality of public education this state has to offer, and ensure the thorough and efficient education our students deserve regardless of where they live.

**Assembly****Patricia Egan Jones (D)**

I am proud to receive the support of teachers and support staff. The work you do is priceless, and I look forward to working each and every day to ensure that your hard work and sacrifice are not in vain. Thank you so much for your endorsement.

**Arthur Barclay (D)**

I am honored to be endorsed by the hard working men and women who teach and support our students. I have dedicated much of my professional life to supporting and mentoring youth and know how important, and at times difficult, it can be.

LD 6**Senate****James Beach (D)**

As a former educator and member of the Senate Education Committee, I am honored to receive your endorsement. I have tirelessly advocated for the state to meet its fiscal obligations to the children of New Jersey, improve safety and security in our schools and ensure that every district's transportation needs are addressed. We owe it to children, parents and educators alike to make these issues a top priority.

**Assembly****Louis Greenwald (D)**

Strong public education is the backbone of our society. I have proudly supported increased school funding, placing a moratorium on the implementation of PARCC testing, and fully funding our pension obligation. We must honor the promises made to all educators that we will invest in them and their students.

**Pamela R. Lampitt (D)**

Our children deserve the highest quality education, and I will continue to be a strong advocate for our public schools and educators by supporting measures to provide necessary funding for public schools, reduce the emphasis placed on standardized testing in teacher evaluations, and fully funding the pension system. I am proud to stand with the NJEA to fight for our public schools and educators.



LD 7**Senate****Troy Singleton (D)**

As a union member, I am honored to be endorsed by NJEA. Investing in our children's education, in our educators, and in our schools is critical for a brighter future. Our children deserve a high-quality education no matter where they grow up. As an assemblyman, I have worked hard to support those dedicating their lives our children, and I will continue that work as your Senator.

Assembly**Herb Conaway (D)**

As the son of a history teacher, I know the hard work and dedication our teachers bring to the classroom every day. Our educators and public schools are the backbone of our state. I have fought every day to ensure all our schools are fully funded and pensions are protected. I look forward to continuing this work so we can ensure our children have the incredible education they deserve.

**Carol Murphy (D)**

I was taught to give back to the community, which spurred my involvement volunteering to improve our parks and work to build and modernize public schools. I'm proud to lead the efforts to fully fund



LD 8**Senate****George Youngkin (D)**

These are difficult times for unions, labor, educators, and their support teams have been under attack. Good public educators are imperative for our future, and need the support of State Legislators. We cannot continue to have rights eroded away. I will fight to ensure public and school funding are fair again.



LD 9**Senate****Christopher Connors (R)**

Consistently, I've remained a strong supporter of New Jersey's public education system and education professionals in representing the interests of my constituents. These constituents include not only parents who want their children to receive the best education possible, but also dedicated teachers committed to excellence in our public school system.

**Assembly****Jill Dobrowsky (D)**

I am a public school administrator who spent years as an elementary school teacher. I have dedicated my career to protecting public education, special education, LGBTQ rights, female rights, and the environment. I



will work to fund our pensions and bring back the respect that everyone who works with our children deserves.



Brian Rumpf (R)

An effective public education system is even more vital in the increasing competitive global economy. Accordingly, I remain a steadfast supporter of prioritizing public education as a means of providing our teachers and educational professionals with the resources necessary to ensure our children receive a world class education.

LD 10
Senate



***Emma L. Mamano (D)**

I can think of no more vital role than caring for the intellectual, social, and emotional needs of children. Our education policies must reflect a deep respect for school personnel. Our state budget must make educating children, and fairly compensating those who do so, a top priority. Our communities will thrive when education is fully supported.



***Jim Holzapfel (R)**

I am a product of the public schools of Ocean County. I oppose vouchers and have successfully fought to regain funding for Ocean County schools after the implementation of the Democratic school funding plan. My son, daughter and daughter-in-law are teachers. For over 20 years, the 10th Legislative District has awarded "Teacher of the Year"—Teachers Affect Eternity.

Assembly



Gregory P. McGuckin (R)

Education of our students is one of our most important issues. My wife is a teacher and I know firsthand how hard teachers and school staff work to educate our youth. The problems they face today are much different than when we were young. If I am re-elected, I will continue to work with NJEA on issues affecting our students and teachers.



David Wolfe (R)

As a past chairman and current member of the Assembly Education Committee, I have always made education, teachers, and school staff my top priority. If re-elected, I will continue to work with NJEA to ensure New Jersey's teachers and students are given the resources they rightfully deserve.

LD 11
Senate



Vin Gopal (D)

Investing in our children's education means investing in a brighter future for New Jersey. I am proud to receive the endorsement of the NJEA and vow to fight for our strong public schools,

our educators, and our children if elected. New Jersey children deserve the best education possible and as State Senator I will fight to make that a reality.

Assembly



Joann Downey (D)

As a mother of two daughters, the sister of a special education teacher, and the wife of a history teacher, I know what incredible work our educators do. As Assemblywoman, I have fought for our educators, our schools, and our children. I am honored to receive this endorsement and look forward to continue to fight for these values.



Eric Houghtaling (D)

I am honored to receive the NJEA endorsement. My mother worked for over 30 years in the Neptune School system and today, I am proud to be able to stand up and fight for our public school employees. I will continue to work tirelessly to improve our schools and ensure our children have the great education they deserve.

LD 12
Senate



David H. Lande (D)

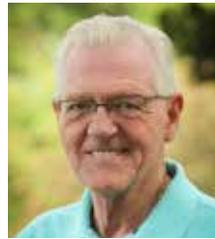
As a person who was educated in New Jersey's public schools, I have intimate knowledge of the outstanding work of New Jersey's educators and educational support professionals whom I fully support. In the Senate, I intend to work with NJEA to ensure that all children have access to the same high quality education.

Assembly



Ronald S. Dancer (R)

I have a consistent voting record as an advocate for the collective bargaining process. My voting record has earned NJEA PAC support in past years by voting in favor of quarterly pension payments, the School Funding Reform Act of 2008, and ending PARCC. I support protections for jobs of support staff (ESP) and helped defeat a charter school application in Old Bridge that residents and NJEA opposed.



***Gene Davis (D)**

As a proud union member, I stand by all members of the NJEA in the fight for fair pay and working conditions. I am a product of New Jersey public schools and I will fight side by side with the NJEA as the next Assemblyman from the 12th Legislative District.



***Robert D. Clifton (R)**

Since joining the Legislature in 2012, I have proudly stood with New Jersey's teachers. We have one of the best public school systems in the nation and much of that is owed to the men and women who work tirelessly to ensure every child receive a world class education.

LD 13**Senate****Sean Byrnes (D)**

I am honored to receive the NJEA's endorsement. My experience in a diverse public education environment shaped my beliefs and provided me with an educational foundation that anchors me as an attorney and business owner. More than ever, we need to support and protect our incredible public education system and all the teachers and professionals who educate our children.

Assembly**Tom Giaimo (D)**

As the son of public school teachers, I am proud of this endorsement. As an assemblyman, I pledge to advocate and protect the rights of teachers and ESP to collectively bargain. My mission is to work with educators and parents to develop a curriculum focused on providing children with the skills necessary to deal with the challenges they face in their everyday lives.

**Serena DiMaso (R)**

Maintaining the high quality of education in New Jersey is of paramount importance to our residents. Supporting our schools, educators and children will be my highest priority as a member of the Legislature. Our residents deserve nothing less.

LD 14**Senate****Linda Greenstein (D)**

I am proud of NJEA's endorsement and will continue to fight for additional school funding. Through my service on the Senate Budget and Appropriations Committee I will continue to be a voice for public education.

Assembly**Daniel Benson (D)**

This is an important time to stand up for public education and the staff that have delivered educational excellence for our children. I'm proud to have the support of NJEA, its members, and will always be ready to fight for them and for a strong public education system for our children.

LD 15**Senate****Shirley K. Turner (D)**

Our family of educators has the awesome responsibility of cultivating our future and they deserve the support and security necessary to be effective in helping our children to reach their full potential. I remain committed to our public schools, educators, and staff and will continue to do all that I can to ensure that they have the tools they need for success.

Assembly**Reed Gusciora (D)**

Fundamentally, I believe that the quality of your education, and your well-being, shouldn't be determined by your ZIP code. Since I joined the General Assembly, I have worked to ensure that all schools provide a healthy, safe environment for students to learn, and for our dedicated educational professionals to work.

**Elizabeth Maher Muoio (D)**

While some schools in New Jersey are state-of-the-art institutions, others lack the resources necessary to prepare students with the skills they need for college or employment. I am committed to providing our teachers with the equipment and support staff they need to effectively teach vital skills to children of all abilities.

LD 16**Assembly****Andrew Zwicker (D)**

Everything I've accomplished is due to my own New Jersey public school education. As a scientist, I bring an evidence-based approach to policy-making. As a father married to a public school educator, I strive to ensure that our children have the tools they need to succeed. I support full payment of pensions, proper funding of schools, and minimizing the impact of standardized testing.

**Roy Freiman (D)**

The unwavering commitment of NJEA members helps New Jersey schools earn top rankings year after year. I am honored to be associated with you and will proudly advocate on your behalf as you continue to provide quality education to our children.

LD 18**Senate****Patrick Diegnan (D)**

I stand with the professional women and men standing tall in front of classrooms in all corners of our state to entrust our daughters and sons with the ever expanding skills needed to compete in a global economy and to inspire them to dream big and bold. I value your service and appreciate all that you do for our children and your local communities.

Assembly**Nancy J. Pinkin (D)**

I thank you for your support. By representing educators, NJEA stands for great schools, which make New Jersey a leader in the nation for education and a great place to raise a family. I stand with you to improve the pension system and to make changes to standardized testing. Class time should be spent teaching, not administering tests.



Robert Karabinchak (D)

As a product of public schools, I know firsthand the importance of public education. We need to make public education a state priority and improve it so that our teachers and support staff can prepare our children for the jobs of the future.

LD 19

Senate

Joseph Vitale (D)

If granted another term as District 19's senator, I will continue the work we have started in fighting the opioid crisis, move reform of out-of-network, surprise medical bills across the finish line, and work with my caucus to create sustainable solutions for school funding and our pension obligations.

Assembly

Craig J. Coughlin (D)

As a product of public schools, I am a staunch believer that public education is the "great equalizer." Our system provides an efficient, free and thorough education to all students regardless of any demographic and our society has the moral obligation to provide and protect this aim at all costs.

Yvonne Lopez (D)

Thank you for your endorsement. I am ready and willing to advocate for increased school aid and resources for our teachers, educational support professionals, and most importantly, students. Education is the cornerstone of advancement and our teachers are the masons. It is imperative to make sure they have the tools necessary to build.

LD 20

Senate

Joseph P. Cryan (D)

I've always had the interests of working men and women in the forefront during every decision. In my last speech on the Assembly floor in 2013, I urged my colleagues to remember that educators make a difference, and that they should consider them throughout the process. I will bring that same mindset to the Senate if I am lucky enough to return to the Legislature.

Assembly

Annette Quijano (D)

I am a steadfast supporter of public education and am well-known for my support of educators, including educational support professionals. I am a proud product of the public school system and believe that education is the key that opens the doors to success for everybody.



Jamel C. Holley (D)

I am honored to serve the constituents of Elizabeth, Union, Hillside and Roselle. As a product of a New Jersey public education, I feel compelled to advocate for enhanced working conditions, job security and pensions for our teachers. I have been a strong advocate of the state fulfilling its obligation to schools, along with being emphatic on a fair, established and constitutionally sound school funding formula.

LD 21

Assembly

Lacey Rzeszowski (D)

As a community leader and coalition-builder, I will bring people together to find solutions to put New Jersey on sound economic footing so that our children can follow their dreams here at home.

LD 22

Senate

Nicholas P. Scutari (D)

I am a former member of the Linden School Board and have a master's degree in education from Rutgers. I have a great appreciation for our public schools and the work NJEA members do. I look forward to continuing my strong relationship with the NJEA over the next four years in the Senate.

Assembly

Gerald Green (D)

After several years in the Assembly, I continue my commitment to support our state constitution that all children are entitled to a thorough and efficient education. Our school employees are the backbone of this great state, who take on the responsibility of shaping our young people for the future.

James J. Kennedy (D)

As a longtime supporter of the NJEA and spouse to a former Rahway public school kindergarten teacher, I hope to make sure New Jersey remains one of the top states for education. I will be an advocate in the Legislature for school funding, pension and health benefits, and ensuring we provide the proper support for teachers and students at all public schools.

LD 23

Senate

Christine Lui Chen (D)

Government is broken and we need everyday people to fight for much-needed reform. I'm not a politician. Born and raised in New Jersey, I'm a mom, neuroscientist and healthcare executive committed to fight for our educational support professionals and quality NJ public schools.



Assembly

Laura Shaw (D)



I am a retired engineering executive and entrepreneur who knows how to solve complex problems like stimulating New Jersey's economy and eliminating waste. I'm proud that my four highly accomplished daughters are products of our public schools. I support fully funding public schools and pensions while restricting unproven standardized tests.

Charles Boddy (D)



It is a moral obligation to ensure that all of our children have access to a high quality education. My three daughters are products of New Jersey's public education system and its universities. The high quality education they received has led to opportunities which have enriched their lives and livelihoods. I am and will always remain a strong advocate for New Jersey's public schools.

LD 24

Senate

Jennifer Hamilton (D)



Fair funding for all the schools in the 24th district is a priority of my campaign. It's imperative that our schools receive the quality resources they need so that our students and teachers can flourish. We must also fix and fund the state's pension system so that all of education professionals can retire knowing that their future is secure.

Assembly

Kate Mateson (D)



It is more important than ever that we have representatives who will support relief from Chapter 78, provide a strong voice for handling the pension crisis, and make sure our students receive the best New Jersey education they can get. I also pledge to maintain and strengthen education infrastructure that attracts people to live and raise their families in Northwestern New Jersey.

Gina Trish (D)



As a legislator and a teacher, I will fight for the highest rate education that incorporates the best technology in the classroom, and puts an end to the underfunding. I will advocate for updated infrastructure to improve quality of life and stimulate local economies and job growth to encourage families to come and stay in our district.

LD 25

Senate

Lisa Bhimani (D)



I am honored to have the endorsement of the NJEA. I come from a family full of educators, and the ones in Morris and Somerset counties deserve better than these last eight years of

Christie's raw deal. Let's build a brighter future for our public schools.

Assembly

Thomas Moran (D)



Few factors are as crucial as quality public education in driving New Jersey's future. In Trenton, I will fight to ensure educators and students have the resources they need to succeed. NJEA's endorsement gets us one step closer.

Richard Corcoran (D)



"Thank you to the NJEA for your endorsement of my candidacy. Let's work together to end PARCC testing as well as the systematic underfunding of the teachers' pension fund. Our public schools are too important to let these problems get worse."

LD 27

Senate

Richard Codey (D)



The NJEA members are the bedrock of our state as they are the ones who teach, nurture and support our children to help them succeed in life. As the husband of a recently retired teacher, I know the passion and effort put into preparing lesson plans, teaching and being there for the children far beyond the hours of the school day. I am proud to support teachers and educational support professionals.

Assembly

Mila Jasey (D)



Teachers and support professionals deserve respect and resources as they guide our children, the state's most valuable asset, into engaged and productive citizenship. I continue to be committed to preschool expansion, adequate funding, reduced high stakes testing, pathways to career and affordable college access.

John F. McKeon (D)



No school district can succeed absent outstanding teachers and support staff professionals. Teachers are integral to every community. We have an obligation to support them, empower them, and to protect their hard-earned salaries and benefits.

LD 28

Senate

Ron Rice (D)



I thank NJEA for the organization's endorsement of my candidacy for the state Senate. I am honored to have received this endorsement and support from NJEA's leadership, teachers, and educational support professionals who work so hard, under very difficult circumstances to provide a quality, thorough and efficient education to the children in New Jersey's public schools.



Assembly

Cleopatra G. Tucker (D)

I support NJEA. I very much appreciate teachers for their hard work in educating our children. With parents, they play a valuable role in children's lives. I have always supported the right to collective bargaining. I support a fully funded pension and am hopeful that we will find a solution to pension funding in the near future.



Ralph R. Caputo (D)

I have been a supporter of public education for my entire professional life. My record shows my support for fully funding SFRA and pensions, collective bargaining, and opposition to the over-the-top PARCC testing current mandated. I oppose using student standardized test scores in teacher evaluation. I am committed to promoting educational initiatives that result in the improvement of public education.

LD 30

Assembly

Sean T. Kean (R)

I would like to thank NJEA for your endorsement. It is an honor to know that I have the backing of teachers and educational support professionals. Please know that I plan to continue my efforts to make New Jersey a more affordable place to live and work, help to maintain the high-quality education that New Jersey offers, and ensure that teachers are treated fairly.



Eliot Arlo Colon (D)

During my seven-year tenure with my local board of education, and now president, I have viewed firsthand how state rules involving the 2 percent cap, Chapter 78, reduced pension funding, standardized testing and expansion of charter schools wreak havoc on school communities in our district. I promise to fight for fairness, respect and investment for our educators and support staff.

LD 31

Senate

Sandra B. Cunningham (D)

I look forward to continuing a productive relationship with the NJEA. As chairperson of the Senate Higher Education Committee, I am aware of the need to support our teachers and our educational support professionals. We all need to work together to provide a solid education for our New Jersey students.



Assembly

Nicholas Chiaravalloti (D)

I am proud to be endorsed by the NJEA. As an assemblyman, I have fought for fully funding our schools. We need long-term solutions that improve our public education system. High-quality free public education is the foundation for any future progress.

LD 32

Senate

Nicholas J. Sacco (D)

As a former teacher and school administrator and NJEA member for over 40 years, I'm proud to be an advocate for public education, fair school funding and keeping promises made to public employees. I have strongly opposed many Christie administration policies that hurt teachers and slashed school aid. I will continue to be a voice for public schools and against vouchers, for-profit schools and all attempts to gut tenure.



Assembly

Vincent Prieto (D)

I am one of the state's strongest supporters of fully funding the pension system. I know that we must keep the promises we made to hard-working teachers and educational support professionals. I am a product of a great public education and will continue to work to dedicate more funding to vocational and career-focused education.



Angelica Jimenez (D)

I am very thankful for the endorsement from NJEA and its members. I will continue to fight for the pension to be funded. I will also continue the fight against PARCC to ensure its reform is beneficial to both students and teachers.



LD 33

Assembly

Raj Mukherji (D)

I am humbled to receive the NJEA endorsement. I stand in solidarity with our public educators and New Jersey school children and will continue, as I have for four years, to fight for a budget that adequately supports our urban families, socioeconomically disadvantaged districts, and public schools that enable our kids to realize their full potential.



Annette Chaparro (D)

As a legislator, supporting New Jersey teachers and educational support professionals is one of the most important and personal jobs I have. You work tirelessly to educate our students and shape our children's futures. Their hard work needs to be recognized and supported, and I am proud to stand with the NJEA to continue fighting for New Jersey's public schools.



LD 34

Senate

Nia H. Gill (D)

Public schools are the cornerstone of our communities. I believe that the best way to provide a quality education to all of our children is through supporting our local public schools and giving children the opportunity to succeed.



I look forward to continuing to work with the NJEA and its members to make sure we provide our children with excellent public education.

Assembly

Shelia Oliver (D)

I became civically involved and an activist as a high school student, recognizing the social, educational, and economic injustices that existed within the political system. I understood the political system could influence the quality of life for people. An ardent education advocate continuing to stand up for our public school systems, as well as advocating for access to higher education, I believe that education changes lives.



Thomas P. Giblin (D)

As a first generation American born, I and my family have been the beneficiaries of all this great country and state have to offer. New Jersey's education system has always provided superior opportunities. I have always been and will continue to be a supporter of New Jersey's teachers and NJEA. Teachers and education support professionals are all too often unheralded and not shown the appreciation that they deserve.



LD 35

Senate

Nellie Pou (D)

Quality education for all students is only possible when schools are fully and properly funded. Proper funding protects fair wages, pension benefits for teachers and resource staff, and safe, clean and updated facilities. I will continue to hold Trenton responsible for its statutory obligations to your benefits.



Assembly

Shavonda Sumter (D)

I work diligently to promote the values of the Democratic Party that puts the poor, middle class, children and seniors first. I am opposed to any reduction in aid to school districts and any formula that would negatively impact at risk, English language learners or special education students. It is our duty to ensure that our students are prepared to compete in the global job market.



Benjie Wimberly (D)

I have been an educator in the Paterson Public School District for 26 years. My wife is also a teacher in the district. I will continue the fight to fully fund public education and our pensions. I have always been an advocate for our youth. You can count on me to continue to fight for them, and us, in the next legislative session.



LD 36

Senate

Paul Sarlo (D)

I oppose outsourcing our educational support professionals (ESPs) and would support legislation prohibiting school districts from subcontracting services during an existing contract. Outsourcing provides only minimal cost savings to our taxpayers, the real answer is providing the required state funding under the school funding formula. ESPs provide an invaluable service by building bonds with our children. They should have good and safe working conditions, quality healthcare and fair wages.



Assembly

Gary Schae (R)

It is our fundamental responsibility to ensure that our children have access to unequalled educational opportunities, a top-notch curriculum and a secure learning environment where they can gain the skills and knowledge needed to succeed in the 21st century workforce. I have continually supported fully funding public school education as well as efforts to fully fund our pension obligations in order to attract and retain high-quality teachers.



Marlene Caride (D)

Our children are our future and their education is critical. Teachers and staff invaluable serve as their instructors, motivators, mentors, and guides, to name a few of their many roles. I hope to be afforded the opportunity to continue to work closely with NJEA on issues that impact education.



LD 37

Senate

Loretta Weinberg (D)

I hope to continue initiatives that support working families: controlling property taxes by increasing state funding for public schools, working toward full funding of the pension obligation, working for genuine pay equity and a livable minimum wage, expanding access to higher education and for increased Pre-K and after-school programs, and expanding access to health care for families and women's health.



Assembly

Gordon M. Johnson (D)

I am asking for your support to continue my service in the Assembly. If elected, I will continue to fight for the middle class and ensure that all children have access to a quality public education. The future shows great promise of reversing the damage caused by the governor for the past eight years.





Valerie Vainieri Huttle (D)

New Jersey has an excellent public school system thanks to NJEA, teachers, and educational support professionals. A strong public school system is the key to a vibrant, creative, and productive society. We must ensure that all schools have the resources to provide an environment that will nurture the students' minds. When we invest in our students, we invest in the future of our state.

LD 38

Senate

Bob Gordon (D)

I am the product of public schools, and I was blessed with superb teachers who shaped my life. I am proud to stand with NJEA in defense of your pensions and benefits, and look forward to our continued collaboration in support of proper funding of schools, appropriate use of standardized testing and equitable treatment of ESPs.



Assembly

Timothy Eustace (D)

Thank you to the NJEA for endorsing my candidacy for re-election! During my last three terms I've been honored to represent the interest of students and educators in Trenton. I look forward to working with NJEA to right the wrongs of the Christie administration. Let's get to work.



Joseph A. Lagana (D)

As a parent of public school students and as an Assemblyman elected to represent thousands of New Jersey families, I am very thankful that New Jersey has NJEA members to help our children achieve their dreams. It is a privilege to work with your organization to achieve our shared goals.



LD 39

Senate

Linda H. Schwager (D)

The 200,000 teachers, educational support professionals and retired public employees of NJEA fight every day to improve the Garden State. I'm honored to have their endorsement.



Assembly

Jannie Chung (D)

Bergen and Passaic counties have some of the best schools in our state thanks to the men and women of NJEA. We'll fight for you each and every day in Trenton.



Annie Hausman (D)

People move to our district because of our fantastic schools. I'm running because investment in education is an investment in our future.

LD 40

Senate

Kristin M. Corrado (R)

Teachers are the most vital public servants needed to ensure a bright future for New Jersey. Their dedication ensures our children are equipped with the knowledge and skills to succeed. As the proud sister of teachers, I will work closely with the NJEA to lead our students to boundless opportunities.



Assembly

Paul Vagianos (D)

New Jersey teachers and educational support professionals are among the finest public servants in the nation. As the father of two girls who went through Ridgewood's public school system, I cannot thank public educators enough. We must ensure Trenton does all it can to care for teachers and support staff who work tirelessly to prepare the future of New Jersey.



Christine Ordway (D)

Our schools consistently rank among the top in the nation because of NJEA's members. I'm ready to fight in Trenton for our educators who have made New Jersey the model to follow. We must protect and strengthen our public education system with full funding, and carry through on pension promises made to our professional educators. 🏠



Convention features exciting keynote speakers



Ilyasah Shabazz

will speak at the NJEA Convention at 9:30 a.m. on Thursday, Nov. 9.

Shabazz is an inspirational role model and advocate for women and girl empowerment. Her lifework is devoted to helping others find inner strength and purpose. While she is frequently asked to speak about the legacy of Malcolm X, she shares that it is her mother Dr. Betty Shabazz's wisdom, courage and compassion that guide her. She is an educator, activist, motivational speaker, and author of three award-winning publications

Learn more at www.ilyasahshabazz.com.

Mike Kuczala will speak at the NJEA Convention at 11:30 a.m. on Friday, Nov. 10.

Mike Kuczala is a leading authority on using movement and understanding the brain/body connection in both educational and corporate settings. His keynotes, workshops and professional development programs have been enjoyed by tens of thousands



of teachers, administrators, parents, trainers, and corporate executives across the United States.

Book your hotel room today for the 2017 NJEA Convention

To book a room, go to njea.org/hotelblocks. You'll need to log in as a member using the on-screen instructions.

Guaranteed shuttle service will be available to these hotels only.

Hotel	Wed-Thurs.	Fri.	Deadline	Group Code
Bally's	\$98	\$160	Oct. 9	SB11NJ7
Borgata	\$119	\$119	Oct. 16	GBNJK17
Caesars	\$105	N/A	Oct. 6	SC11MEM
Golden Nugget	\$59	\$159	Oct. 25	ANJEA17
Harrahs	\$74	\$164	Oct. 9	SH11NJ7
Tropicana	\$84	\$174	Oct. 20	HNEA17
Resorts	\$75	\$105	Oct. 17	VNJEA7

Rules and restrictions:

Membership verification required—one room reservation per member. A credit card will be required to hold your reservation. All room rates subject to N.J. sales tax, \$3 Atlantic City occupancy tax, and up to \$13 resort fee per room, per night. Room type (double/single) subject to availability at check-in. Additional fees for third and fourth occupants of room may be applicable. No changes or cancellations after the registration deadline.

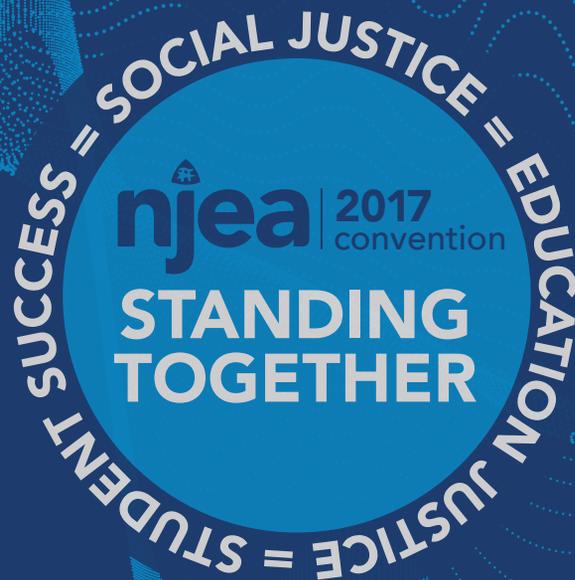
Higher education speaker to address academic freedom

NJEA's members who work in the state 19 community colleges won't want to miss the Higher Education Luncheon on Friday, Nov. 10 at 1 p.m. The keynote speaker will be NJEA network attorney Steven R. Cohen. He will address the topic "Academic Freedom and Freedom of Speech—Do You Have It?" The luncheon will take place at the Pearl Ballroom in the Sheraton Atlantic City Convention Center.

Cohen has more than 40 years of experience in both public and private sector labor and employment law, including all phases of practice before the trial and appellate courts, the National Labor Relations Board, the Public Employment Relations Commission, the Civil Service Commission, the Office of Administrative Law, the Equal Employment Opportunity Commission, and the Division on Civil Rights.

Join your fellow higher education members at this annual lunch. Reservations are required. To make a reservation, send a check for \$29 to NJEA/HE, c/o Beneficial Bank, P.O. Box 13661, Philadelphia, PA 19101-3661, or call NJEA's Higher Education office at 609-689-9580.

CONVENTION DOESN'T END WHEN THE SUN GOES DOWN



NJEA members can enjoy free admission to events all over Atlantic City, with your guests. You'll need your EventBrite ticket (printed or mobile), NJEA membership card or Convention badge to take advantage of the free admission and member specials at most venues. For more information, check the NJEA Events app, visit njeaconvention.org or preregister at afterdark2017.eventbrite.com. **Must be 21+ with proper valid ID.**

Going out at night? **Rooms as low as \$59.** Learn more at njeaconvention.org/hotels to book before it's too late.

WEDNESDAY NIGHT

Borgata

Gypsy Bar

Live band: Kicking Sunrise from 9 p.m. - 12:30 a.m. | Doors open at 6 p.m. | NJEA Member specials

Golden Nugget

Rush Lounge

Live band | Extended Happy Hour | NJEA Member specials

Harrah's

The Pool - Wet n' Wild Wednesday*

DJ | 10:00 p.m. | Free admission for NJEA members (and up to one guest) before midnight

Resorts Casino

Bar One (NJEA sponsored)

DJ from 7 - 11 p.m. | Free admission

Tropicana

Tango Lounge

Live band from 8 p.m. - 12 a.m. | Free admission

Bally's

Wild Wild West (NJEA sponsored)

Live band: From Jersey with Love from 8 - 11 p.m. | Free admission

Borgata

Gypsy Bar

Live band: Lost in Paris from 10 p.m. - 1 a.m. | Doors open at 6 p.m. | NJEA Member specials

Golden Nugget

Rush Lounge

Live band | Extended Happy Hour | NJEA Member specials

Haven

DJ | Free admission for NJEA members (and up to one guest) after 10 p.m.

Harrah's

The Pool - Adult Swim*

10:00 p.m. | Free admission for NJEA members (and up to one guest) before midnight

Resorts Casino

Bar One (NJEA sponsored)

DJ from 7 - 11 p.m. | Free admission

Tropicana

Boogie Nights* (NJEA sponsored)

NJEA Member specials | Free admission for NJEA members (and up to one guest) before midnight

Tango Lounge

Live band from 8 p.m. - 12 a.m. | Free admission

Bally's

Wild Wild West (NJEA sponsored)

Live country band: Dirty Jersey | Free admission

THURSDAY NIGHT

COMEDY

25th Annual Putnam County Spelling Bee

Dante Hall Theater Presents

a JRL Production

Wednesday, Thursday, Friday

In this musical comedy, the inner personalities of six spellers are revealed as they compete at the annual spelling bee.

Some adult humor and audience interaction | Tickets: \$25 GA; \$18 NJEA Members

www.dantehallstockton.org



FRIDAY NIGHT

Harrah's

The Pool - Aqua Friday*

DJ | 10:00 p.m. | Free admission for NJEA members (and up to one guest) before midnight

*Pssst... keep an eye on our social media. We'll be running exclusive Facebook and Instagram giveaways for VIP cabana services from now until the end of Convention.



@njeaconvention



Bridge of Books delivers reading at home to low-income families

By Amanda Adams and Dorothy Kohrherr

In the 19th century, John A. Roebling was New Jersey's best-known bridge builder. At its dedication in 1883, the Brooklyn Bridge was hailed as the eighth wonder of the world. It was called the "people's bridge," uniting Brooklyn and Manhattan. Roebling's vision, innovation and tenacity led to the bridge's construction and today, it still inspires engineers, writers and artists.

In the 21st-century, Abby Daly's vision, innovation and tenacity bring books into the homes of children living in low-income communities. A bridge builder in her own right, Daly is the founder and executive director of the Bridge of Books Foundation. Its mission is to "to provide an ongoing source of books to underserved children throughout New Jersey in order to support the development of literacy skills and to encourage a love of reading."

Teachers, indeed all who work in schools, know that books have the power to change lives. Children can hold a book in their hands and turn the pages to navigate the world, better understand themselves and feel safe. They can learn determination from *The Little Engine That Could*. They can learn about truth and justice in *To Kill a Mockingbird*. They can learn what it means to be a free spirit from *Maniac Magee*.

Having books in school is not enough. Children need books at home that they can call their own: books that create wide-eyed excitement and turn an ordinary place into a magical one. They need books that build self-esteem and pride of ownership. They need books to read and reread while tucked in a quiet corner, sprawled across the couch or curled up in a chair. They want books that make them smile, warm their hearts, and make their minds sing.

The new "people's bridge"

The Bridge of Books Foundation is the 21st-century "people's bridge." It is the bridge that "book poor" children can walk across on their journey to literacy.

Daly is driven by such research as she found in *Family Scholarly Culture and Educational Success: Books and Schooling in 27 nations*, by Mariah Evans, Jonathan Kelley, Joanna Sikora, and Donald J. Treiman. Their research confirms that access to books is key to reading skills and that the number of books in the home directly predicts reading achievement.

Tragically, the price of books is a barrier for poor families. In the *Handbook of Early Literacy Research*, the University of Michigan's Susan B. Newman and David K. Dickerson reported that in middle income neighborhoods,



Children in a Pre-K class at the Thomas H. Dudley Family School in Camden couldn't wait to read the books they had just received, so they sat down in the hallway and dug in. Their teacher is Patricia Lexa.



In middle income neighborhoods, the ratio of books to children is 13 books for every child. But in low-income neighborhoods, the ratio is one book for every 300 children.

the ratio of books to children is 13 books for every child. But in low-income neighborhoods, the ratio is one book for every 300 children.

“We don’t assume that children in poverty have enough food,” Daly pointed out in her 2015 TED talk in Navesink. “We don’t assume that children in poverty have enough clothes. We regularly do food drives and clothing drives to ensure that they have enough to get through their days. Here’s a crazy idea. How about we add books into the mix?”

Previously a New Jersey deputy attorney general and long-time advocate for underserved children, Daly created the nonprofit Bridge of Books Foundation in 2003, while a stay-at-home mom, doing so “in between the diapers, the feedings and the playdates,” as she recalls. Since its creation, the Bridge of Books Foundation has distributed more than half a million books to young people in all 21 New Jersey counties. Books have traveled the New Jersey Turnpike, the Garden State Parkway, and all roads in between to children who need books to call their own in Newark, Trenton, Camden and Asbury Park.

From toddlers to teens, young people can run their hands across a book’s smooth cover, fan the pages, and inhale the paper’s faint hint of vanilla. At the same time, they can experience a sense of wonder from the words, ideas and stories that transport them to a wider world.

A million book goal

Where Roebling’s raw materials were steel cable wire and pneumatic caissons to construct a suspension bridge, Daly works with volunteers to collect, sort and distribute books. The foundation sponsors fundraisers and book drives. Teachers and volunteers participate in literacy nights, World Book Night and Read Across America.

Children and teens are equally excited to receive books. Andre, a student at Bridgeton High School, received a copy of Sun Tzu’s *The Art of War*, for his home library after participating in “Teens Talk Books.”

“I never thought I’d see this book in real life,” Andre said. “I’ve only read excerpts.”

New Jersey is home to thousands of students like Andre. Bridge of Books has set a goal to distribute one million books to them by 2020.

Daly has created programs at the Bridge of Books Foundation that include placing books in inner-city barbershops in a program called Books and Barbers, working with the New Jersey Youth Corp in 11 cities, donating bags of books to children on National Adoption Day, partnering with over 100 community agencies, including schools, after-school programs, shelters, food banks and juvenile/adult detention facilities. The foundation also works with Rutgers Law School and school librarians.

The foundation has created projects such as Books 365, which aims to distribute books 365 days a year. Bridge of Books sponsors Teens Talk Books and My Little Library and has a bank of Spanish and bilingual resources.

For her work with the foundation, Daly was hon-

ored as a New Jersey Hero in 2014 and later received the 2017 Innovative Partnership Award.

NJEA and Bridge of Books

NJEA’s Priority Schools Initiative (PSI) has developed a partnership with the Bridge of Books Foundation over the last six years. The students that attend the schools that PSI serves have benefited from their books at back-to-school nights, Read Across America, and summer reading programs. Daly assured the PSI program that schools in the program can request books several times a year to ensure that all of the students get a chance to choose books to take home and keep as their own.

Some schools in the NJEA Priority Schools Initiative have become creative with how they give the books away to advance student achievement in literacy.

Katherine Chrusz, a teacher at Joyce Kilmer Middle School in Trenton, developed a Stamina Series program to close the achievement gap and increase her students’ love of literacy. Through research about Kilmer students’ reading habits, Chrusz learned that 75 percent of Kilmer’s students spent no time reading at home. Although there were many reasons why reading doesn’t happen at home, the most common was that the students don’t have books to read.

The Bridge of Books Foundation supplied Kilmer students with over 1,000 new and used books for them to select and call their own. Chrusz learned that when students can choose what books they are reading their interest level goes up and so does their reading stamina.

How can NJEA members help?

In schools where students have books at home, a book drive for new and gently used books can become donations to the Bridge of Books Foundation. In book-poor areas’ teachers and librarians can request books from Bridge of Books. Teachers can partner with Bridge of Books to bring books “home” to students who do not have the privilege of owning their own books.

To learn more go to the Bridge of Books website at bridgeofbooksfoundation.org. You can Watch Daly’s five-minute TED Talk at bit.ly/tedbridgeofbooks.

In addition, Bridge of Books is the designated charity for the 2017 NJEA Convention. Check your *NJEA Convention Program*, which should arrive in your mailbox in the second week of October, for details. 📧

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. Dorothy Kohrherr is a consultant with the NJEA PSI working with schools in Mercer County she can be reached at dkohrherr@njea.org.

You can reach out directly to Abby Daly at info@bridgeofbooksfoundation.org.

Learner Active Technology Infused classroom approach enhances student choice

By Bobbie Sobel

Imagine walking into my classroom and finding students lying on the carpet, sitting under the sink, or even on the window sill, all doing different kinds of work. Some of them are working independently, while others are working in partnerships or groups. They are playing games, reading, writing and doing math work. Trying to find me in my class can take some time because I blend in with the students as I work with them.

In my classroom, I give students choices in how and where they learn. This stimulates their minds and makes them better students. However, my students also understand that with freedom in the classroom comes responsibility.

When teaching with a Learner Active Technology Infused (LATI) philosophy, developed by Nancy Sulla of IDE Corporation, students work on learning from a felt need and real-life problems. They are presented with meaningful higher order activities that create the desire to learn. Students schedule their own time to accomplish daily work, decide how they want to learn a concept, and who they want to work with. This fosters collaborative work and the ability to work independently in a timely manner. They become aware of their own strengths and weakness to make them better people in and out of the classroom.

Flexible seating and learning options

Using flexible seating around the room helps create an atmosphere in which students thrive. They love the chance to find their spot in the classroom to work. Sometimes they move around as students learn with whom they work best. Each week, students are given an activity sheet for each subject. This sheet gives them the opportunity to choose how they want to learn the concepts for the week. There are standard workbook pages, but there are also games, puzzles, videos and research by which to learn.

In an LATI environment, students learn from whole-group benchmark lessons,

mini-lessons in small groups, and one-on-one with the teacher or other students. Students have the option to sign up for mini-lessons when they realize they aren't 100 percent sure of a topic. The topics are generated by pre-assessments as well as a help board, which students write on to let me know what they need help with. If most of the students don't know a concept then a benchmark lesson is taught that lasts about 20 minutes.

If a mini lesson is scheduled during the day, students sign up and decide how long they need to work with me. I never tell students they have to attend a mini-lesson, I might strongly suggest it but it is their choice whether they need the extra help.

There is an expert board as well, where I put names of students who have shown an understanding for the concept. These students then become teachers for other students if needed. All materials for the day are kept on the resource table. The students decide where that table should be in the classroom. Giving the students the freedom to choose where tables should be, where they want to sit and how they want to work, gives them ownership of the classroom and their work.

Freedom, self-control and self-organization

When deciding what students want to do each day, executive function is involved. Students must look at their activity sheets, pick their work for the day, schedule their time with other students and even include their extracurricular activities such as instrumental music or art enrichment.

With freedom in the classroom, students need to adjust their self-control. This takes time as this is usually the first class where they can sit with their friends and work. Many students realize that sitting with their best friends isn't always the best choice because they end up socializing! Because of this, students change who they want to work with or sit by. New friendships blossom in my room regularly.

Since students have freedom, organizational skills are also improved through the year. Students do not have desks, they only have a seat sack, so keeping a lot of books and papers isn't possible. Colored folders are kept by subject so students can easily see what they need to work on.

Tasks and rubrics

In their folders, activity sheets, complete and incomplete work, tasks and rubrics are kept. Each activity sheet corresponds to a task and rubric. The task and rubric are given in the beginning of the unit, and guide the lessons. All tasks originate from a felt need and give the students a chance to see that what they do matters in the world.

Rubrics, which include the concepts for the unit, match the task so the students know whether they are novices, practitioners or experts. Learning how to use a rubric is one of the first lessons of the school year. Students keep the tasks and rubrics in their folders so they can use them throughout the unit to see what they need to accomplish. My tasks have involved making a miniature golf hole that requires an understanding of area, perimeter and volume. Understanding these concepts enables students to put all the holes together to create The Shongum School Mini Golf Course.

Using fractions, students learn about measuring ingredients and baking. The task is Brownie Day. The students bring in brownies they've baked at home but have changed the serving size from the original recipe, which requires mathematical operations involving fractions.

Students have also written their own picture books, which are bound and taken home. They have also written magazine articles that are compiled into one magazine, The Sobel Times. Each student gets to take home his or her own copy to keep for years to come.

My students always want to know what the next task will be.



Bobbie Sobel and a student share an aha moment.



Partners learning together



Asking each other for help



One-on-one is always an option with Sobel.

Time management

Each day, students come into the classroom, read the front board for messages and then complete their daily schedule. On the resource table, they can find the day's schedule sheet with blank lines to fill in. If they have a music lesson or want to attend a mini-lesson, they write it on their schedules. The activity sheet plays a big part in their scheduling. The students must decide what they want to accomplish, how long each item will take, and who they might want to work with.

Time management is something the students work on all year long. I start with the students just scheduling a one-hour block. As the year goes on, they schedule all three hours of their language arts and math time. Science and social studies are shared with another teacher.

Students learn, as they schedule, that they may need more time for language arts. They adjust their schedules accordingly. They don't have to follow a set time period for these subjects, however, they must take into consideration that the benchmarks and mini-lessons are scheduled during language arts and math periods.

Do students prefer to learn this way?

You may wonder what the students think and feel about this approach to learning. At the end of every year, I have the students fill out a survey to help me better understand how they feel about the change in their learning and what they have learned about themselves.

In the four years I have had a LATI room, only two students didn't like it. They liked being told what to do and sometimes having a quieter classroom. A LATI classroom isn't quiet all the time, as most people are working on different items at different times with different people.

One student surveyed wrote, "This year I learned better by working out of order. I work better in the afternoon and that I tend to work better when I can choose where I sit and with whom."

Another student wrote, "I learned that I can be really efficient and hard-working if I want to. I also learned how much I love independence, and can't imagine it any other way."

When asked if they liked LATI, one

student responded, "In LATI, I liked the task, rubrics, activity sheets and mini-lessons. I liked all of them because it gave me independence. For example, I can do the activity sheets in any order I like! Rubrics can make it so I am in control of my grade. I can reach for any goal. LATI sparked my learning."

Lessons for life

In a LATI classroom, students love how they have the power to learn new ideas, concepts and all about themselves as a learner. Giving students this power teaches them how to be an active participant in any area of life. It teaches them self-control, motivation, time management and cooperative learning. All of these help students become better students as well as better people in life.

I cannot imagine going back and teaching the way I used to teach. Students today need a challenge. With technology at their fingertips, they are used to finding any answer quickly. Having a real life task or problem, however, isn't something that can be done quickly. Finding different ways to solve a problem or working with different people to solve a problem will help my students in the future as they become adults in the real world.

There are days I am amazed at what happens in my classroom. I love to watch all of my students working on different tasks, in different places in the classroom, with different people, and they are all engaged. It's a beautiful sight! 🌟

Bobbie Sobel is a fifth-grade teacher at Shon-gum Elementary School in Randolph. She can be reached at bandhsobel@optonline.net.

In a LATI classroom, students love how they have the power to learn new ideas, concepts and all about themselves as a learner.



2018

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CENTRAL

JAN 5-6, 2018
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NORTH

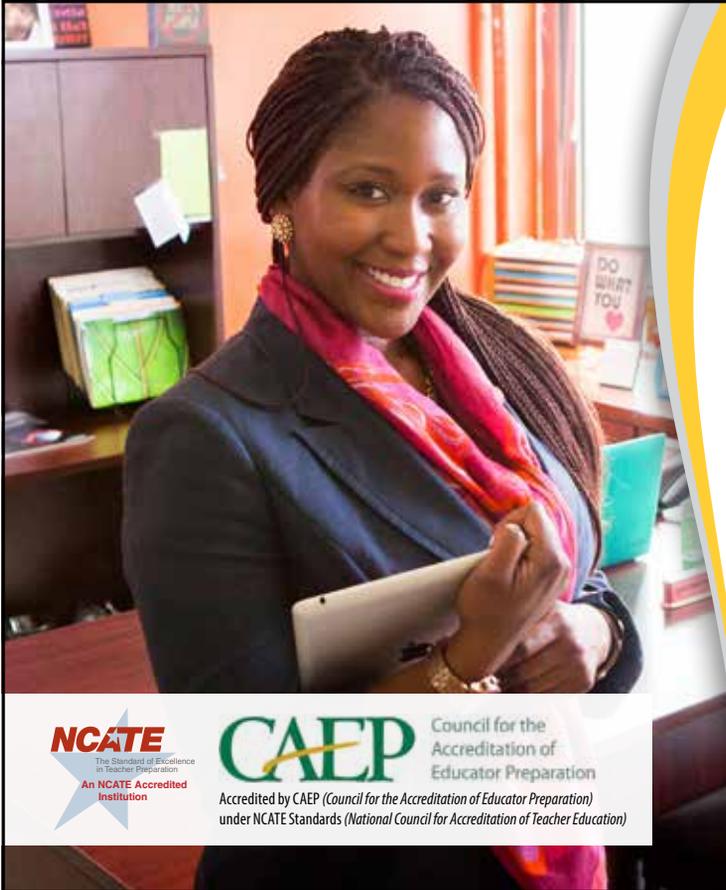
MARCH 2-3, 2018
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SEMINAR TOPICS

1. The Role of Local Presidents in Preparing for an Uncertain Future
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6. Bargaining Health Benefits
7. Effective Political Advocacy Through Your Legislative Action Team
8. Leader Development 101—A Beginner's Guide for Association Leaders
9. Engaging All Members
10. Stay Silent or Get Involved? Endorsing in Local Board of Education Races
11. FAST and PRIDE as Effective Organizing Tools for Your Local
12. How to Demand Healthier Schools
13. Economic Inequality—Understanding the Common Cause of Threats to Public Education

 njea.org/advocacytraining

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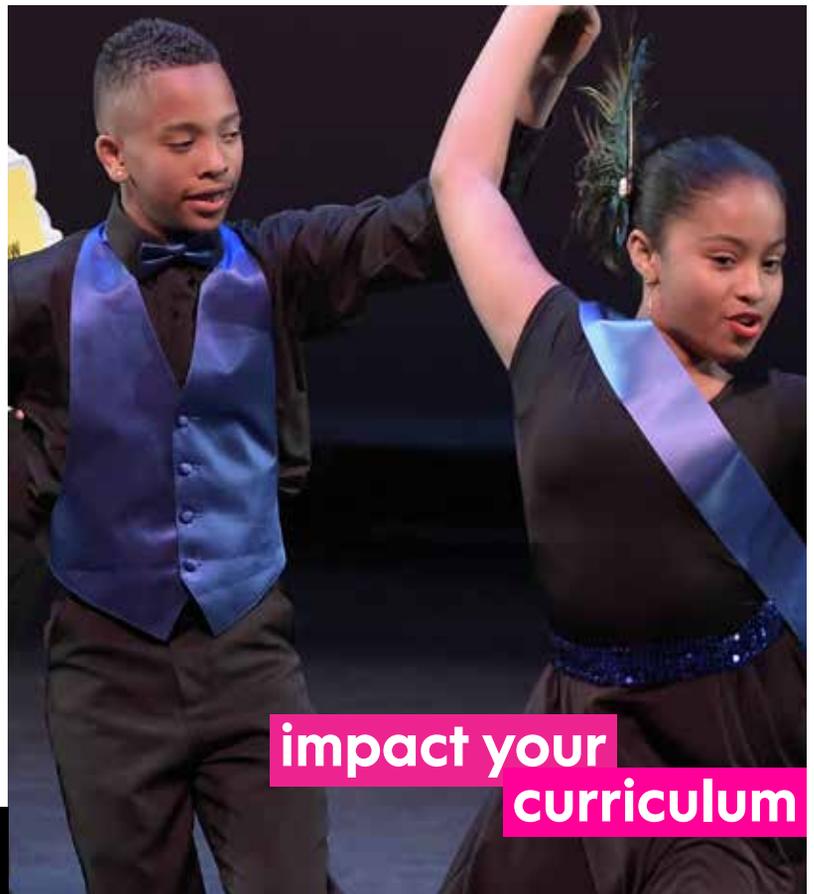


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Did you know that NJEA has affiliated groups representing educators and educational support professionals in specific fields, including all content and curricular areas and other job titles such as guidance, world languages, library and media, technology, school psychologists, teachers of the gifted, office professionals, Holocaust education, and many others?

In many small districts, and at your school building, you may be the only one tasked with a special area of expertise. Especially if others don't understand what you do, it is wonderful to share strategies and meet educators from other districts who are doing the same job.

Joining one or more of these groups may provide you special opportunities through a newsletter, website or social media groups. You may also find discounts at workshops and conferences, and webinars. You'll discover recognition opportunities and sharing sessions.

Through these organizations you can advocate for your students and your position in Trenton and in Washington. Numbers count when addressing elected officials. So when a politician asks, "How many educators belong to this group?" you can help show your support by being a member.

Several times a year, each NJEA Affiliated Group sends a representative to NJEA headquarters to meet with other groups' representatives to discuss key issues impacting public education, as well as for sharing ideas and services. Many workshops at the annual NJEA convention in Atlantic City are hosted by NJEA affiliated groups and offer up-to-the-minute research and practices for you to use in your classroom or work setting.

Connect with colleagues who "get it" and do what you do, by joining an Affiliated Group of NJEA. It is a professional responsibility and service that will benefit you, not only on your annual evaluation, but in your classroom.

Titles, descriptions and contact information for NJEA's many affiliated groups follow.

Roberta Braverman, the vice president for advocacy at the New Jersey Association for Gifted Children, provided this introduction.



Connect with others in your job description



Join your professional association



While every effort has been made to produce an accurate listing, we recognize that some descriptions or contact information may have changed. In those instances, please contact Liz Murphy, Communications Division at lmurphy@njea.org so that the information may be updated.

Alternative Education

Alternative Education Association of N.J. (AEANJ)

www.the-naea.org

AEANJ supports a full range of education options for students whose needs are not being met in the traditional school setting. Membership is open to those working in alternative education or those interested in the development of alternative education options.

AEANJ disseminates information relating to research, publication, and programs in alternative education and holds a spring conference. Members receive workshop announcements, consulting services and resource materials.

Dues/Contact: No dues or contact information provided

Art

Art Educators (AENJ)

aenj.org

The Art Educators of New Jersey (AENJ) is the state's professional association for visual arts educators teaching in public, private, parochial and charter schools, colleges/universities, museums and art centers.

AENJ provides quality professional development and advocates for visual arts educators throughout the year. This includes: an annual conference, lectures and workshops, publications, member and student exhibition opportunities, scholarships and grants to arts educators and their students.

Dues: \$50; \$20 for retired, first-year professional and student members

Contact: Barbara Calvo; bcalvo@aenj.org

Business Technology

N.J. Business/Technology Education Association (NJBTEA)

njbtea.org

NJBTEA advocates for business/technology education and provides opportunities for professional growth leading to quality business/technology education programs.

NJBTEA offers many avenues to fulfill

these purposes including, but not limited to a fall convention; conferences, workshops, tours and seminars; newsletters; award programs for students and professionals; and professional opportunities.

Dues: \$40 for professionals and associate members; \$20 for retired professional or associate members; \$10 for undergraduate students enrolled in a business/technology education program

Contact: Robert Carson;
njbtea@comcast.net

N.J. Association for Educational Technology (NJAET)

njaet.org

NJAET is dedicated to helping teachers use technology to improve learning. Membership provides newsletters from NJAET and Big Deal Media, professional development activities, technology project mini-grants for teachers, and the Six Sounds student contest.

Dues: membership is free

Contact: Sharon Julien; sjulien@njaet.org

N.J. Marketing Education Association (NJMEA)

Formerly the N.J. Association of Marketing Education Teachers/Coordinators, NJMEA promotes professional leadership among marketing education personnel, provides a forum for discussing developments in marketing education, promotes the concepts of DECA, and works within the American Vocational Association and the Vocational Education Association of N.J. Membership is open to individuals certified to teach marketing education, and N.J. Department of Education staff. Associate membership is available to post-secondary marketing education students, teacher educators, professional business people and retired coordinators of marketing education.

Dues/Contact: No dues or contact information provided

N.J. Technology and Engineering Educators Association (NJTEEA)

njteea.org

NJTEEA is a professional organization for K-12 design, technology, engineering, and other STEM educators that promotes the goals and objectives of technology education and technological literacy as well as STEM initiatives.

NJTEEA provides various high-impact, hands-on professional development opportunities at model schools as well as at supportive industry locations. It also provides email updates to members three to four times a month, a STEM Boot Camp in the beginning of the academic year and an annual spring conference and expo.

Dues: \$50; \$12 for undergraduate or retired members

Contact: Matthew Emmett;
njteea@njteea.org

Certified Athletic Trainers

Athletic Trainers' Society of N.J. (ATSNJ)

atsnj.org

ATSNJ is dedicated to the advancement and improvement of the athletic training profession. It continually strives to ensure that physically active persons receive the best possible health care.

ATSNJ members receive discounted rates for the annual athletic training conference and have access to free CEU opportunities via regional meetings. ATSNJ continues to be active legislatively to ensure appropriate health care for active persons and to ensure proper protections for the profession of athletic training. Members also receive newsletters and electronic postings about athletic training and have membership only access to various areas of the ATSNJ website.

Dues: \$65; \$15 for students

Contact: Jaime Dickerson;
jaimed@atsnj.org; 609-828-5458

Classical Studies

New Jersey Classical Association (NJCA)

njclassics.org

NJCA is an organization for educators working to advance the cause of classical studies, the Latin and Greek languages and the study of Greco-Roman mythology. Members are teachers from elementary grades through college in public, private and parochial schools.

Members benefits include fall and spring meetings, scholarship offerings, materials, resources, mentoring and a placement service.

Dues: \$20; \$10 for retired and student members

Contact: Marlene Weiner;
marweiner@aol.com

English Language Learners

N.J. Teachers of English to Speakers of Other Languages/N.J. Bilingual Educators (NJTESOL/NJBE)

njtesol-njbe.org

NJTESOL/NJBE is the professional organization of English as a Second Language (ESL) and bilingual education teachers for all levels. Membership is open to all educators interested in current information on educating bilingual and English language learners (ESL students).

NJTESOL/NJBE sponsors several conferences throughout the year and keeps members informed through newsletters and online discussion of hot topics in ESL/bilingual education. The organization is very involved in advocacy/political action and collaborative activities with other professional organizations.

Dues: \$35/year; \$59/two years.

Contact: Joyce Farr; *jfarr@njtesol-njbe.org*

Family and Consumer Science

Educators of Family and Consumer Sciences-N.J. (EFACS-NJ)

EFACS-NJ is dedicated to networking with K-12 family and consumer science teachers and keeping them apprised of philosophies and technologies related to Career and Technical Education,

Career Readiness Practices, and STEAM curricula. The organization supports Family, Career and Community Leaders of America (FCCLA) and provides professional development workshops for FCS teachers.

Dues: \$20

Contact: Carol Otis; *carolotis1@aol.com*; 201-923-0898; or Patricia Digioia-Laird; *fcclanj@gmail.com*; 908-791-9906 or 732-452-2862 (school)

Gifted Children

N.J. Association for Gifted Children (NJAGC)

njagc.org

The New Jersey Association for Gifted Children (NJAGC) is a champion for gifted children. Its members are passionate advocates promoting programs, networks, and legislative actions to meet the needs of these students statewide. NJAGC believes that a strong and supportive partnership between parents and educators increases understanding and expands opportunities for gifted children. Its educator division serves the needs of all educators, guidance counselors and administrators and provides regional events, an annual conference and other small workshops. NJAGC also offers a quarterly e-newsletter, News-Net, and a website with outstanding resources.

Dues: \$40; \$25 for full-time college students

Contact: Carol Rogaski;
president@njagc.org

Guidance

N.J. Cooperative Education Association (NJCEA)

NJCEA provides professional programs, services and opportunities to cooperative education coordinators and structured learning coordinators. NJCEA is at the forefront of workforce education issues, working in concert with the N.J. Department of Education, the N.J. Department of Labor and Workforce Development and the Occupational Safety and Health Administration.

NJCEA provides three membership meetings in various New Jersey locations

annually, offering relevant presentations and professional development.

Dues: \$30

Contact: Dr. Siobhan Kelly, *skelly@ccts.net*; 856-767-7000, ext 5265; or Rob Carson; *rcarson@burltwpsch.org*; 609-387-1713, ext. 6069

N.J. Cooperative Education Coordinators Association (NJCECA)

njceca.org

NJCECA is an organization for instructors involved in student job placement. NJCECA membership provides guidance, resources and outreach for teachers to enhance their work-study and transition programs and collaborate in program planning.

Meetings are held at sponsor sites the third Thursday of each month. Presentations are given by guest speakers to provide two hours of professional development. The meetings are fun and informative and offer an environment of camaraderie and professionalism.

Dues: \$25

Contact: Gerry Caroll; *gercar@bergen.org*; 201-343-6000, ext. 4603

New Jersey School Counselor Association, Inc. (NJSCA)

njsca.org

NJCSA works to advance the school counseling profession in order to maximize the personal, social, educational, academic and college career readiness of each student, elementary through post secondary. It is a division of the American School Counselor Association.

NJCSA provides a bimonthly electronic newsletter, annual fall and spring professional development conferences, student and counselor recognition programs and advocacy for school counselors.

Dues: \$40; \$30 for students enrolled in a counseling program; \$15 for retirees

Contact: Jim Lukach;
jjmlukach@msn.com; 732-846-6468

Higher Education

New Jersey County College Association (NJCCA)

The New Jersey College Association (NJCCA) is an interactive networking, political action, and lobbying group. The goals of NJCCA are: to create a forum where public higher education is promoted, advocate for exceptional standards of professional excellence, and serve as a liaison among the multiple local associations in the county colleges. The association advocates for all NJEA county college members.

Quarterly meetings are held to discuss and take action on issues affecting higher education and to support affordable higher education.

We seek members who can contribute time and ideas for meaningful contributions and projects that will bring a spotlight to the collective impactful work of the community college community. Association membership is open to full time, employed community college NJEA members.

Dues: Annual local association dues range from \$50 to \$250 (based on number of members); individual memberships at \$20

Contact: Maureen Behr, President at moseynj@yahoo.com or Lucy Deane at ldane@bergen.edu

Holocaust Education

The Council of Holocaust Educators (CHE)

CHE is a professional development organization for educators who teach about the Holocaust, genocide and human rights. CHE grew out of a long-standing need for educators to organize as professionals and to become a voice for teachers and students participating in Holocaust/genocide education. CHE is committed to the effort to instill in our students a sense of the importance of recognizing and respecting the value of each individual human life and the human dignity of all people as a deterrent to future genocide and to foster a peaceful world. CHE provides its members with the opportunity to find mutual support from colleagues in their educational efforts and to further the instructional program and goals of

Holocaust education through ongoing professional development.

CHE provides opportunities for networking and professional development designed by teachers for teachers. On Facebook search for Council of Holocaust Educators.

Dues: None

Contact: Colleen Tambuscio;
ctambuscio@aol.com; 609-292-9274

Kindergarten

N.J. Association of Kindergarten Educators (NJAKE)

njake.net

NJAKE is an organization of kindergarten and early childhood educators. It promotes strategies to strengthen communication with the public regarding the intellectual, emotional, physical and social values achieved through developmentally appropriate kindergarten programs.

Membership provides opportunities for networking on issues and questions pertaining to early childhood education through newsletters and workshops.

Dues: \$25 for unified county/state memberships; \$10 for retired and student members

Contact: Bonnie Gentesse;
BGentesse@verizon.net; 908-377-4344

Language Arts

N.J. Council of Teachers of English (NJCTE)

njcte.com

NJCTE is the state affiliate of the National Council of Teachers of English. Membership is open to teachers, administrators and friends of English language and literature.

NJCTE organizes regional and statewide conferences, sponsors an annual writing contest, maintains social media networking presences, and produces a newsletter, journal and anthology of winning student writing.

Dues: \$25; \$15 for students and retirees for NJCTE (not NCTE) membership

Contact: Joyce Washington;
jwashington59@hotmail.com

N.J. Literacy Association (NJLA) (formerly Reading Association (NJRA))

NJLA is a professional network of educators and individuals (prekindergarten to adult levels) interested in advancing literacy, promoting effective practices and encouraging appropriate assessment through advocacy, collaboration, and professional development.

NJLA provides annual conferences, workshops and opportunities for communication among educators who share common interests in literacy education.

Dues: Free

Contact: njliteracy@gmail.com

Library/Media

N.J. Association of School Librarians (NJASL)

njasl.org

NJASL is a professional organization of school librarians teaching in public, private and parochial schools, prekindergarten to college level. It advocates high standards for librarianship and library programs to ensure that students and staff become effective users of information.

NJASL inspires excellence in the school library program by providing school librarians with educational opportunities and current information through workshops and a conference.

As allies and partners in teaching students, NJASL encourages teachers, administrators and other educational colleagues to join, with benefits including professional development and collegial networking.

Dues: \$65

Contact: Leigh Woznick;
membership@njasl.org

Mathematics

Association of Mathematics Teachers of N.J. (AMTNJ)

amtnj.org

AMTNJ is a professional membership organization that celebrated 100 years of service in 2014. AMTNJ encourages and promotes the growth of quality instruction in mathematics.

Annual events include a special educa-

tion conference, a winter conference, a tech conference, a periodic supervisors' conference and a two-day annual conference. Membership is open to persons engaged or interested in the teaching of mathematics (prekindergarten through college) in educational institutions, public, private and parochial.

AMTNJ provides periodic newsletters and journals, online professional development, summer institutes, student activities and contests, mini-grant opportunities, mailings and e-blasts. AMTNJ will bring professional development tailored to your specific needs directly to your location.

Dues: \$30/year for professionals (\$50/two years); \$15/year for retirees and preservice teachers

Contact: Marie Rey; amtnj@juno.com; 732-788-1257

Music

N.J. Music Educators Association (NJMEA)

nafme.org

NJMEA is an organization of general, choral, and instrumental music educators, prekindergarten through college in public, private and parochial schools.

The organization sponsors a variety of professional development opportunities and advocacy efforts that focus on emerging trends and issues in music education. Members' students may audition for region ensembles, as well as All-State Chorus, Orchestra, Band and Jazz Ensemble. Members may also choose to participate in other NJMEA-sponsored performance activities as applicable.

Dues: \$120; \$56 for retirees; \$32 for college students. These dues include membership in the National Association for Music Education (NAFME)

Contact: Patrick O'Keefe; patrickaokeefe@gmail.com

Nurses

N.J. State School Nurses Association (NJSSNA)

njssna.org

NJSSNA provides direction for leadership and advocacy in the specialty

practice of school nursing. It promotes professional and ethical standards and guidelines through research, education and communication. Members of NJSSNA include certified school nurses, faculty at New Jersey's universities charged with preparing certified school nurses, and registered nurses working in early childhood programs or in New Jersey's private and parochial schools.

NJSSNA communicates frequently with members, sponsors an annual statewide conference featuring nationally known speakers and provides timely educational programs at the NJEA Convention and throughout the year.

Dues: For a dues schedule go to www.NASN.org. Membership in NJSSNA is included

Contact: Judith Woop; njssnaexecutive-director@gmail.com; 609-233-2466

Office Professionals

N.J. Association of Educational Office Professionals (NJAEOP)

NJAEOP is New Jersey's only professional organization for educational office professionals. Under a mission of "Service, Integrity, Skill," NJAEOP provides professional development and promotes the expertise and contributions of educational office professionals. Membership is open to clerks, business office personnel, central office personnel, secretaries, administrative assistants, executive assistants and others who work in public and private schools as well as colleges. NJAEOP publishes a periodic newsletter.

Dues: \$15; \$10 for associate membership

Contact: Judi Schwenger, Pres. at geojud222@gmail.com or (609) 965-4181; Dawn Leek, VP at jeffdawnleek@gmail.com

Physical Education/Health

N.J. Association for Health, Physical Education, Recreation and Dance (NJAPERD)

njahperd.org

NJAPERD promotes healthy active lifestyles for New Jersey's students, educators and community members. Its

advocacy campaign, "Every Child Stronger, Every Life Longer," aims to improve the quality of health and physical education programs.

NJAPERD's annual events include a four-day convention, elementary, high school, adapted, health and dance conferences, a future professionals' workshop and regional workshops. Members may apply for mini-grants and awards and receive the FYI, a biweekly e-newsletter.

Dues: \$50/year for professionals (\$90/two years, \$130/three years); \$15 retired; \$25 future professional (four years); \$50 new professional (two years)

Contact: Jackie Malaska; njahperd@verizon.net; 732-918-9999

Preservice Educators

NJEA Preservice

njea.org/membership/preservice

NJEA Preservice is organized on the college level and provides those services necessary to ensure preservice members are well prepared and ready to enter the teaching profession.

Dues: \$32

Contact: Marguerite Schroeder; mschroeder@njea.org

Psychologists

N.J. Association of School Psychologists (NJASP)

njasp.org

NJASP is dedicated to serving and advocating for the mental health and educational growth and development of all children, the maintenance of high standards for school psychologists and the advancement of the profession.

NJASP offers two professional development conferences (winter and spring), regional workshops, a quarterly newsletter and updates on political and current trends.

Dues: \$75; \$25 for student affiliate members; \$45 for retirees; \$55 for affiliate members

Contact: Stephanie Frasier; stephfrasier@yahoo.com

in an educational setting and actively promotes the interests of members. Those certified as speech language specialists or speech correctionists, retirees, students, as well as anyone interested in the field of communication disorders are invited to join.

NJASLS offers professional and educational meetings at the NJEA convention.

Dues: \$35; \$12 for retired and student members (must be matriculated)

Contact: Denise Cleary;
decspk@comcast.net

N.J. Association for Middle Level Education (NJAMLE)

njamle.org

The New Jersey Association for Middle Level Education (NJAMLE) is a professional membership organization focused on meeting the needs of young adolescents. As an affiliate of the Association for Middle Level Education (AMLE), formerly the National Middle School Association, NJAMLE serves as a voice for middle level educators, students, parents, and other stakeholders committed to excellence in middle level education. NJAMLE provides leadership, professional learning and advocacy in support of its belief that all young adolescents must be academically challenged in an educational environment that meets their unique cognitive, social, emotional and physical needs.

Dues: Individual annual membership is \$20. Institutional or school annual membership is \$99. Individuals also have the opportunity for dual membership in both NJAMLE and AMLE. This dual membership is only \$69.99 for the year. Visit njamle.org for a membership application and more information.

Contacts: Reginald Davenport, president, at rdavenport@njamle.org or Christine Torre, administrative secretary, at ctorre@njamle.org. Follow NJAMLE on Twitter at @njamle, and like NJAMLE at [facebook.com/njamle](https://www.facebook.com/njamle).

N.J. Council for Exceptional Children (NJCEC)

njcec.org

NJCEC promotes the education of exceptional children and professional

development for educators working with exceptional children.

NJCEC offers an annual conference, a professional publication that keeps members aware of national issues and current teaching strategies, professional and student recognition programs including scholarships for high school seniors with special needs and selection of a teacher of the year.

Dues: Premier membership \$205; Full \$115; Basic \$65 a year through International CEC

Contact: Julie Norflus-Good at
jandcgood@msn.com

Speech and Theatre

Speech and Theatre Association of N.J. (STANJ)

stanj.org

STANJ is a network of middle school and high school teachers of speech and theater courses and co-curricular activities such as forensics and productions of stage plays and musicals.

STANJ is a registered professional development provider in New Jersey. Members may attend two PD workshops per year as well as presentations at the NJEA Convention. Their students may participate in the Governor's Awards Theatre competition in the areas of comic and dramatic monologues, scenes and improvisation. First-place winners are honored at a ceremony held in Trenton. A college theater scholarship is offered. STANJ publishes a quarterly newsletter.

Dues: \$30

Contact: Sandi Van Dyke;
svandyke@woboe.org

Student Assistance

Association of Student Assistance Professionals of N.J. (ASAP-NJ)

asapnj.org

ASAP-NJ is an organization of individuals employed in schools, agencies or school-based programs whose functions include advocating and developing a school-based student assistance/substance awareness program. The group meets the needs of youth in the education, prevention, intervention, and

referral services for high-risk behaviors, including substance abuse and violence issues. A major portion of ASAP-NJ's work in schools involves mental health issues—emotional, psychological support services, crisis intervention and referrals to mental health facilities.

Members can attend a state conference, county monthly meetings and workshops. ASAP-NJ provides specialized training on student assistance programs, a newsletter and access to legal counsel.

Dues: \$50

Contact: Lori Todd, President;
execbd@asapnj.org

Teachers

N.J. Organization of Teachers (NJOT)

NJOT was organized in 1915 and provides activities for members at study centers, such as educational trips, plays, church programs, musical, and art festivals.

Dues: \$5

Contact: Dr. Mamie Philpart-Baldwin;
732-774-6782

Technical Education

Career and Technical Education Association of N.J. (CTEANJ)

CTEANJ works to upgrade the quality and expand the quantity of career and technical education courses and programs offered by schools. The association provides and/or sponsors professional development activities related to career and technical issues and trends.

CTEANJ hosts an annual scholarship program and members may nominate deserving career and technical education students. Thanks to unification with the Association for Career and Technical Education (ACTE), members receive additional benefits for grade and public-educational, national advocacy for career and technical education, legislative updates and the opportunity to attend national CTE conventions.

Dues: Membership is united with ACTE and costs \$80; \$31 for retirees

Contact: John Hillard;
jhillard@pemb.org; 609-893-8141

World Languages

Foreign Language Educators of N.J. (FLENJ)

flenj.org

FLENJ represents world language teachers (kindergarten through college). It advances and promotes the teaching of world languages, literatures and cultures.

FLENJ offers professional development workshops as well as statewide meetings in the spring on topics of current interest to the profession and latest developments in methodology, materials and technology. It also offers mini-grants for teachers, a student video contest, an education abroad program scholarships, teacher and student award as well as senior scholarships.

Dues: \$40/year (\$70/two years); \$20 for student members; \$5 for retirees

Contact: membership@flenj.org
FLENJ, P.O. Box 385, Fanwood, N.J. 07023

N.J. Chapters of the American Association of Teachers of Spanish and Portuguese (NJAATSP)

njaatsp.org

NJAATSP promotes the teaching of Spanish and Portuguese languages, culture and literature at all educational levels. It offers workshops and seminars, coordinates the National Spanish Examination and Honor Societies for middle and high school students, and holds an annual Spanish essay contest for high school seniors. Many student and teacher scholarships are available. Members receive Hispania, the official journal of AATSP, four times a year.

Dues: \$65 for both national and state memberships; \$25 for students

Contact: Jay Duhl;
webmaster@njaatsp.org;
973-263-7001, ext. 3359 ☎



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Negotiate for modern cleaning equipment

By Eileen Senn

Clean schools, relatively free of dust and germs, are vital for staff and student health. Unfortunately, many districts' cleaning methods are frozen in time, not having changed in decades. Custodial staff must use outdated equipment such as cotton mops and cumbersome mop buckets; cleaning products that contain harsh chemicals that can cause immediate or long-term health harm in students and staff; and dust cloths, dust mops, brooms, and vacuum cleaners that release dust into the air, degrading air quality. This is bad for the health of custodians and all school occupants.

Local associations should advocate and negotiate not only for clean schools but also for modern equipment that makes cleaning more effective yet safer for custodial workers. First among these are microfiber mops, cloths, and dusters; backpack high efficiency particulate arrestor (HEPA) vacuum cleaners; and walk-off floor mats for entryways.

Schools that adopt ergonomic, chemical-free, and dust-free cleaning methods reduce custodians' risk for repetitive strain injuries to their backs, shoulders, arms and hands. They also help reduce high work-related asthma rates among custodians and chemical burns that represent 20 percent of reported injuries to custodial workers. Custodial staff should be involved in evaluating and selecting materials and products.

Walk-off floor mats keep dirt out

It is easier and less expensive to keep dirt out of a school than to remove it. Walk-off floor mats prevent dirt, mud, water, and debris from being tracked into the school building. There should be mats inside and outside every entryway. They should be as wide as the doorway, 15 feet long, and HEPA vacuumed daily. Also, sidewalks outside doorways should be swept daily. A regular cleaning and replacement schedule should be in place.

Microfiber cleans better

Microfiber used for cleaning cloths, mops and dusters is a synthetic fiber that is split 16

times thinner than a human hair. The small fibers can penetrate cracks and crevasses that cotton cloths or paper towels are not able to reach. The increased surface area of the fibers and their star shape enable them to absorb up to seven to eight times their weight in liquid. Microfiber mops are flat-surfaced and have easy to remove microfiber heads. They are far lighter than their cotton counterparts, helping reduce injuries from heavy, water-soaked cotton mops. Once pre-moistened, microfiber mop heads can often be used without any additional chemicals or water.

Microfibers have a static electric charge so they act like dust magnets. They hold dust much better than cotton mops; 95 percent versus 68 percent in a U.S. EPA case study. Microfiber is durable, reusable, and affordable. A microfiber mop head can be washed at least 500 times, compared to 55 for a conventional mop, so the microfiber mop has a comparatively low lifetime cost even if the initial cost is higher.

Microfiber products clean more effectively and with less effort than traditional methods. The University of California, Davis Medical Center compared the bacteria picked up by a cotton mop and by a microfiber mop. The cotton mop reduced bacteria on the floors by 30 percent, whereas the microfiber mop reduced bacteria by 99 percent. A microfiber mop used with detergent removed bacteria as effectively as a cotton mop used with a disinfectant.

Microfiber cloths and mops are available in different colors so that a color-coding system can be implemented for specific uses, preventing cross-contamination. For example, in bathrooms, pink cloths can be used for toilets and yellow cloths for sinks. Green cloths can be used for classroom cleaning.

HEPA vacuum cleaners don't spew dust

HEPA vacuum cleaners are designed with a high efficiency filter on the exhaust air. HEPA vacuums do not put fine dust into the air like ordinary vacuums do. Backpack HEPA vacuums have been shown to be 50 to 80 percent faster to

use than upright vacuums, are more maneuverable, lighter in weight, and last longer. Models with comfort straps and cushioned belts should be selected.

Local association action plan

Local associations should work with their UniServ field representatives to ensure that districts put safer, more modern cleaning equipment policies in place. Locals should try to negotiate the following items into their contracts:

- Enough custodians: One full-time custodian for every 15,000 square feet of school floor area is a good goal. If there are harder to clean classrooms such as art and science, the number of square feet must be reduced.
- No privatizing of custodians because that results in zero control over cleaning equipment, protocols, staffing levels, and more.
- Microfiber cleaning equipment, backpack HEPA vacuums, and walk-off mats.
- Written job descriptions for custodians.
- Written cleaning protocols describing what surfaces to clean with what equipment, using what procedures, and how often.
- Formal training of custodial workers in the benefits and proper use of new equipment.
- Use of least-toxic cleaning products. No products brought in by staff or donated.
- No aerosol cans. Pump bottles used on stream setting, not spray, so there will be less airborne exposure to cleaning staff.
- Ventilation systems operating during cleaning. Heavy-duty cleaning such as floor stripping only when schools are not occupied. 🚫

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

Proper laundrying of microfiber essential

Microfiber can be laundered at least 500 times before losing its effectiveness but washing and drying must be done properly. A laundering program can include washing mops and cloths by hand, by machine, or by using a laundering service.

Fabric softener and self-softening detergents must not be used because their oils will clog up the fibers and make them less effective until the oils are washed out. Bleach must not be used. Microfiber must be washed and dried separately from other laundry so that it doesn't attract dirt, hair, and lint from the other laundry. Microfiber dries very fast so it can be hung to dry or put through a short drying cycle.

For more information

Cleaning for Healthy Schools Toolkit

Free online toolkit sponsored by the Collaborative on Green Cleaning in Schools.

www.cleaningforhealthyschools.org

Toxic chemicals not needed for cleaning, NJEA

Reporter, February 2011, page 7.

www.njea.org/category/reporter-articles/health-and-safety-articles/cleaning/

Disinfectants can cause asthma,

California Dept. Health, May 2017

bit.ly/disinfectantsasthma

ESP Careers: Custodial and Maintenance Services,

National Education Association

www.nea.org/home/64514.htm

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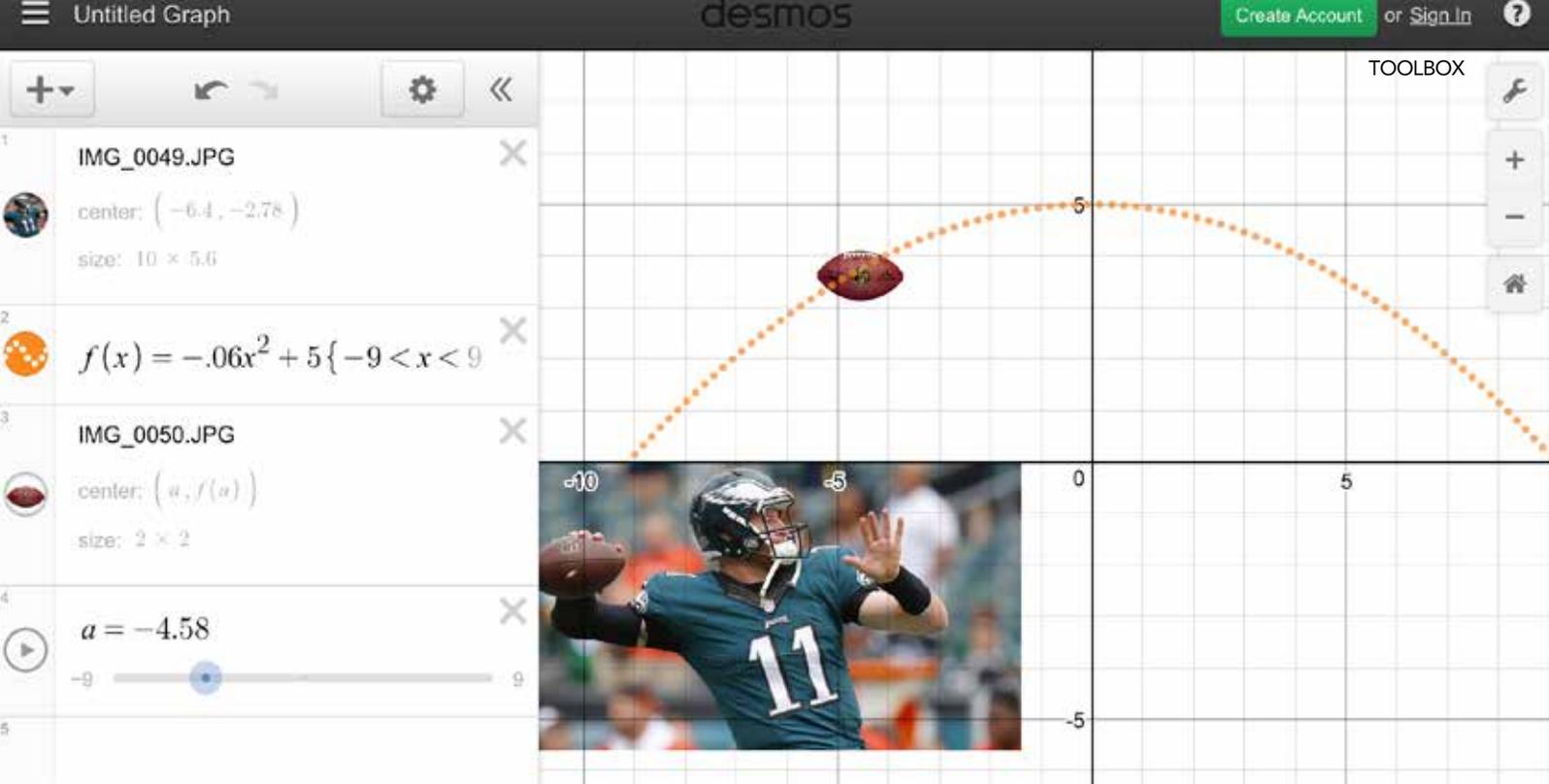
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Desmos graphing calculator enhances your math instruction

By Nick Corley

When I first starting using [desmos.com](https://www.desmos.com) in the classroom, I liked it because it was colorful and I could quickly graph any equation I wanted to. I also liked that it was free. Desmos got me away from picking points and using line drawing tools which can be tedious. As time went on, and I starting using Desmos more regularly, I started to understand how powerful of a tool it really was.

You have several options in Desmos to edit the actual coordinate plane. You can label each axis, which is great for word problems and real-life applications. You can turn the grid marks on and off. You can also turn each axis on and off. Turning off the y-axis and the grid marks makes a nice number line. In addition, you can modify the range of values for each axis, and change between degrees and radians. You can also share the graphs you create, which allows you to share the web URL, print the image, export the graph, or embed the graph. I have used this to create assessments for my students. You or your students can also use it to create presentations.

As an Algebra I teacher, most of my year is spent exploring linear and quadratic functions and their graphs. If I input an equation into one of the expression lines of Desmos, I have several options about what can be done with the equation: change the color, change the line style, and even create a table of values for the equation. This is all done on the same screen, which allows me to connect representations of function, their graphs and their solutions. Not only will Desmos do this for virtually all types

of equations, it will also do this for inequalities with the correct half-plane shaded.

Another tool I love is the ability to make notes in the expression lines. If you want to share a graph with students you can write an explanation to go with it. Desmos also allows you to insert a table of values, which can help you identify patterns visually. You can also perform a regression of that data, which can help find the best model for those values, such as a line of best fit.

My students enjoy uploading and using images on Desmos. Once the image has been uploaded to Desmos you can edit its location and its size. As a teacher, I can upload an image of a football and have it travel the path of a parabola. I have directed my students to upload an image and recreate the image using all the different types of functions they have learned, which is a great end of the year project.

My favorite Desmos tools are sliders. Not the tasty little sandwiches, sliders are variables or constants (other than x or y) that you can change the value of or animate. When you type a variable other than x or y into an expression line, the Desmos calculator asks if you want to add a slider. When you say yes, you can choose a range of values, a step size, and a speed at which you want it to change. As the values for this slider change, the graph of the function containing this variable changes in real time along with it. This feature allows you to explore many graphs in a short period of time, which is a more efficient way of learning new functions.

Sliders can help students quickly understand why something like “b” in slope-intercept form ($y = mx + b$) is the y-intercept and affects the height of the line. Sliders can also be used in the football example previously mention to make the football fly through the air. (See the image above.)

For math teachers at higher levels, Desmos can also graph implicit functions, find derivatives and integrals, graph parametric equations, and graph using polar coordinates. Teachers at the middle school level can use Desmos to teach about the coordinate plane and its parts, or to practice plotting ordered pairs.

The Desmos graphing calculator is online at [desmos.com](https://www.desmos.com), and it is also a free app that can be found on most devices. In addition to the free graphing calculator, Desmos has a new geometry tool that can be found at [desmos.com/geometry](https://www.desmos.com/geometry) and an activity site that can be found at [teacher.desmos.com](https://www.desmos.com/teacher).

These tools have made me a more effective and efficient teacher, and I know they can do the same for you. To find out more about all of the Desmos tools go to [learn.desmos.com](https://www.learn.desmos.com). 📱

Nick Corley is an eighth-grade mathematics teacher at Northfield Middle School in Atlantic County. He can be reached at ncorley@ncs-nj.org. You can follow him on Twitter at [@MrCorleyMath](https://twitter.com/MrCorleyMath) and read his blog at mrcorleymath.wordpress.com.

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A CLOSER LOOK

monthly highlights

Entering its 24th season, "Classroom Close-up NJ" kicks off the season premier with powerful stories about perseverance, creativity and compassion. The first four shows feature public schools in Mt. Olive, Ocean City, Camden, Holland, Glassboro, Piscataway, Hoboken, Hamilton, Montville and Sterling.

watch

OCTOBER 1

Most Americans have never attended a naturalization ceremony, but fourth graders from Marlton Elementary School have the opportunity each year to witness this moving and emotional event. They see firsthand how immigrants from other countries are grateful for the opportunity to pledge allegiance to the United States of America.



OCT. 01

OCTOBER 5

Durban Avenue fourth graders are learning how to be successful in today's rapidly changing society. Both regular and special education students are immersed in a functioning classroom economy that is similar to the town's economy. Each student role plays a community figure and learns how to pay bills, taxes and manage his or her finances.



OCT. 05

OCTOBER 22

Sean M. Spiller takes on new duties as NJEA Vice President, but he also serves as the "Classroom Close-up NJ" host. During one of his visits, he spoke with students from Northern Highlands Regional High School about their Global Service Projects. The Bergen County students from are learning about globalization and how to make a difference in the lives of others in faraway countries.



OCT. 22

AIR TIMES

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



classroomcloseup.org

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

How ESSA can empower you to advocate for your students

By Amy Fratz, NJEA staff

The challenges facing African-American, Latino, Asian-American, Native American students, students with disabilities, English language learners, or those from low-income families are different than they were in 1965 when the Elementary and Secondary Education Act was first enacted, but the stakes are just as high. Its latest reauthorization, the Every Student Succeeds Act (ESSA), provides educators the opportunity to advocate for educational equity and equal opportunity for all students and the protections to which they are entitled under federal law.

The enactment of ESSA has brought changes in education policy at the federal, state, local and school level. Although the law has fewer specific requirements than No Child Left Behind, it still includes important requirements that can leverage change for low-income students, students of color, English language learners, students with disabilities and other marginalized students.

Four areas of the law that will help ensure greater equity in schools are accountability for the achievement of all students, equity of resources, accessible and user-friendly data, and on-going consultation with families and other stakeholders.

Accountability for the achievement of all students

ESSA requires a statewide accountability system that provides for support and improvement in schools where all students or any group of students are not on track to college and career readiness. This is critical to ensure that schools are working for all their students. The accountability system should help to determine whether our students are being provided the academic skills they need to succeed in the 21st century. ESSA's requirements for school identification and improvement will help provide an opportunity for the persistent problems in schools to be addressed and for underperforming students to get the supports they need.

Equity of resources

Although the funding provided in ESSA is directed to serve disadvantaged students, the amount of federal funding is only a small part of all of the money spent in public education. Most of the funding comes from the state and

local government. Often, they do not provide educational resources equitably. As a result, high-impact resources such as effective and experienced teachers, school climates that respect students and keep them in class, and challenging courses that prepare students for success after high school are often not available to disadvantaged students. ESSA's requirements to report access to resources and supports will help provide resources that are aligned to student needs and afford all students an equal opportunity to learn.

Accessible and user-friendly data

User-friendly data about individual students offers educators and parents important information about how well children are doing in school and whether they need to be challenged or supported. Data about classrooms, schools, districts, and states coupled with data about student subgroups can provide valuable information as to where the educational systems are excelling and where they may need more support. ESSA's requirement to make educational data easily accessible and user-friendly provides an opportunity to examine inequalities in education and determine the tools necessary to advocate for changes.

Ongoing consultation with families and other stakeholders

A family's values, priorities, perspectives, beliefs and knowledge are essential when making critical decisions that will impact the education of students. Students' families are an integral part of the community and need to be recognized as stakeholders in the ongoing conversations that will shape the educational system. ESSA requires parent and family engagement and ongoing consultation with them and their communities throughout the decision-making processes that impact all children. This requirement provides opportunities for families to be responsive and accountable for their children in the school.

The Every Student Succeeds Act creates an opportunity for educators to advocate for educational equity and equal opportunities for all students. However, without thoughtful and knowledgeable implementation of the law, we may miss the chance for meaningful positive changes for students.

As ESSA is implemented educators can help

shape the conversations and decision-making to ensure that our schools are responsive, inclusive, and challenging for all children. By leveraging accountability for the achievement of all students, equity of resources, accessible and user-friendly data, and ongoing consultation with families and other stakeholders, we can provide our students with an education system that pushes schools, districts, and the state to identify and address the needs that will improve student achievement and provide the education that all children deserve. 🙌

Richard Wilson is an associate director in the NJEA Professional Development and Instructional Issues Division. He is currently on special assignment to assist in the development of NJEA's teacher leader academy. He can be reached at rwilson@njea.org.

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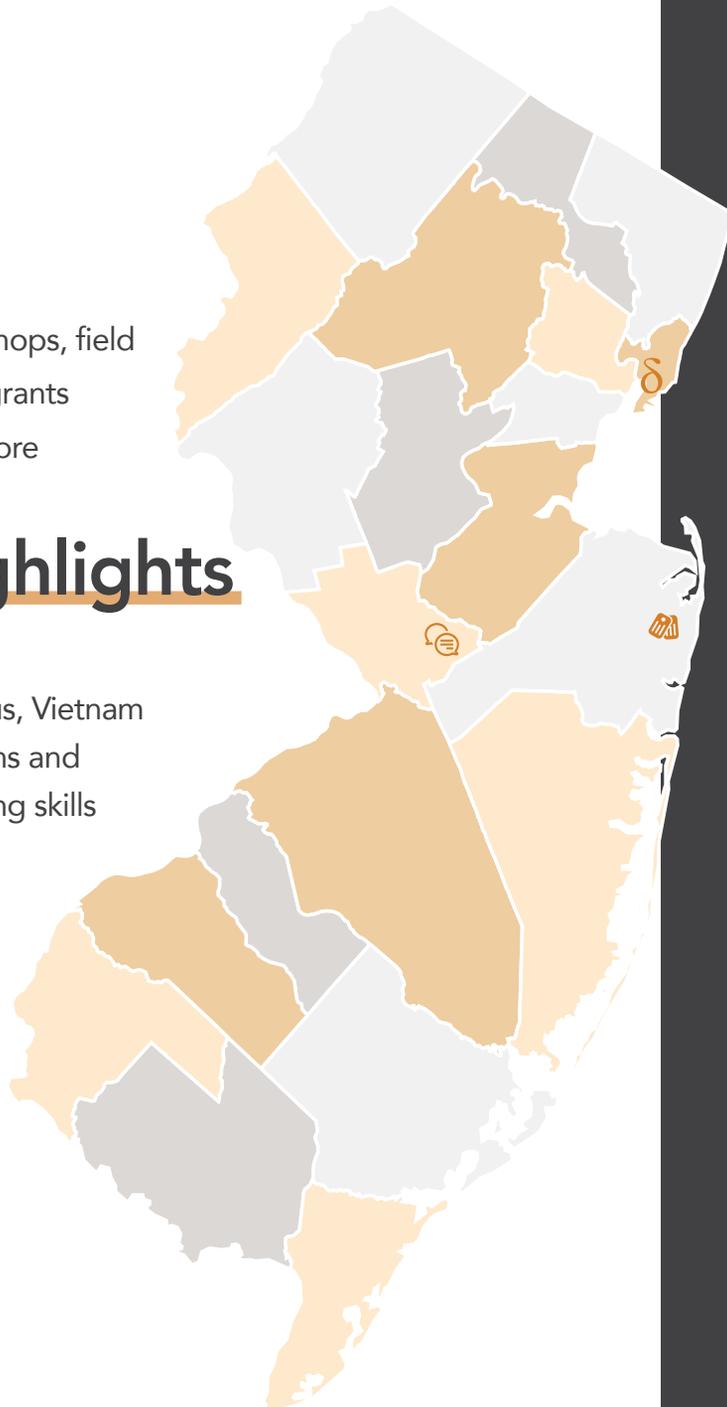
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highlights

Calculus, Vietnam Veterans and debating skills



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showcase

Σ Reimagining Calculus Education

The Stevens Institute of Technology is excited to host its Second Annual Conference on Reimagining Calculus Education on Nov. 3 in Hoboken. Calculus and STEM educators who are interested in ways to more effectively teach calculus are encouraged to attend.

The objective of this conference is to improve the success rate of calculus students through innovative teaching and learning strategies. Attend this conference to:

- Uncover novel classroom teaching strategies.
- Discover how to make the most of online course components.
- Interact with leading experts in STEM education.
- Learn about intelligent tutoring systems.
- Find out how to deliver math content to students in new, effective ways.

The early registration fee is \$100 until Oct. 13. After Oct. 13, the registration fee is \$200. The registration deadline is Nov. 2.

For any questions regarding the conference or sponsorship opportunities email calculus-reimagined@stevens.edu or call 201-216-3565. You may visit the website at www.stevens.edu/calculus-reimagined.

🗣️ Teaching Debate and Argumentation

The English-Speaking Union of the United States invites teachers of students in Grades 5-8 to attend Teaching Debate and Argumentation on Nov. 29. The workshop will take place at Stone Bridge Middle School in Allentown.

Debate is a cornerstone of 21-century literacy. It requires research, analysis, reasoning and evidence. It actively engages young adolescents in critical and complex thinking about both historical and current events.

During the workshop, educators learn how to teach argumentation and refutation, the foundations of debate and skills equally applicable to writing. Workshop leaders include Carol Losos, the director of Education at The English-Speaking Union; Dee Burek, a teacher at Stone Bridge Middle School and president of the Garden State Debate League; and Martin Tansey, a teacher at Barkalow Middle School and president of the Jersey Shore Debate League.

There is no cost to attend this one-day workshop. Six hours of professional development credit is given at the end of the day.

The registration deadline is Nov. 20. Contact Cecily Griesser at 212-818-1200 or cgriesser@esuus.org. You may visit www.esuus.org for more information.

More to learn across the state

Classroom Connections with the N.J. Vietnam Veterans Memorial Foundation

For the 2017-18 School Year, the New Jersey Vietnam Veterans' Memorial Foundation will be hosting Classroom Connections Saturdays. In this monthly series, teachers, educational support professionals and other school employees will hear from Vietnam Veterans among others in a panel presentation on a particular topic.

The fall lineup will include:

Oct. 7 – Enlistment vs. the Draft

The focus will be on the differences between those who were drafted and those who were enlisted. You will hear from four volunteers: a draftee, an enlistee, an officer and one who served in both the Korean and Vietnam wars. The registration deadline is Oct. 6.

Nov. 4 – The Story of the Boat People

You will learn about the Vietnamese refugees who left by sea, enduring difficult conditions to immigrate to the United States after the evacuation of Saigon. There will be a panel of three boat people as well as a second-generation Vietnamese-American. The registration deadline is Nov. 3.

Dec. 2 – Holidays in War

Learn what it was like to celebrate holidays such as Christmas, half a world away and how the Vietnamese violated traditional rules of war when they launched the Tet Offensive (the largest military campaign of the war). You will have the opportunity to stay for a tour and exploration of the museum until the annual Christmas Tree Lighting, hosted by the Vietnam Veteran volunteers. The registration deadline is Dec. 1.

Registration

The cost for each workshop is \$20 and each provides three hours of professional development credit for teachers. All workshops are held on site at the New Jersey Vietnam Veterans' Memorial Foundation in Holmdel from 9 a.m. to noon. Contact Keri Giannotti at 201-694-5501 or kgiannotti@njvvmf.org. You may also visit www.njvvmg.org for additional information.

Math workshops offered at Rutgers

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

High school workshops

- Nov. 29: Tips for Math Coaches, Math Supervisors, and Math Leaders, Grades K-12
 - Nov. 30: Get Smarter! Take the SAT or ACT!, Grades 9-12
- Registration and information: dimacs.rutgers.edu/grades-9-12-workshops

Middle school workshops

- Nov. 7: An Introduction to Technology in the Elementary and Middle School Math Classroom, Grades K-8
 - Nov. 29: Tips for Math Coaches, Math Supervisors, and Math Leaders, Grades K-12
- Registration and information: dimacs.rutgers.edu/grades-6-8-workshops

Elementary school workshops

- Nov. 7: An Introduction to Technology in the Elementary and Middle School Math Classroom, Grades K-8
 - Nov. 29: Tips for Math Coaches, Math Supervisors, and Math Leaders, Grades K-12
- Registration and information: dimacs.rutgers.edu/grades-K-5-workshops

2017 Rutgers Gifted Education Conference

Whether they've been identified or not, every educator works with gifted students. Learn how to identify and address these students, keep current with gifted education, and build a gifted education program from scratch. This year's conference is designed with all K-12 educators in mind: classroom teachers, gifted education specialists/coordinators, principals, and assistant superintendents/superintendents.

An internationally recognized leader in the field of gifted education, Dr. Joyce Van Tassel-Baska, will deliver the keynote address. Workshops will be led by experts drawn from across the country.

The conference will be held on Nov. 17, in Somerset.

Registration and Keynote: Doubletree by Hilton Somerset Hotel and Conference Center, 200 Atrium Dr., Somerset

Concurrent Workshop Sessions and Lunch: Rutgers Continuing Education Center at the Atrium, 300 Atrium Dr. Somerset

The conference fee is \$189.

For more information and to register, visit gifted.rutgers.edu/giftedconference.

You may also reach Liz Beasley, program director, at 848-932-7565 or gifted@docs.rutgers.edu.

More to learn across the state

14th Annual N.J. GSA Forum

The 14th Annual NJ GSA Forum sponsored by GLSEN Central New Jersey and HiTOPS will be held at Montgomery High School, on Nov. 18, 9 a.m. to 4 p.m. Details about the forum are found on www.njgsaforum.com.

Themed “Our voices, Our Stories,” the forum brings together hundreds of LGBTQ youth and their supporters from across New Jersey for a day of celebration, education and networking. The theme focuses on empowering LGBTQ young people and their allies to come together and work with confidence, pride and renewed strength for themselves and their communities.

Forum speakers will tell their stories of standing strong and making change. Workshops will address the needs of middle and high school youth and also offer education for Gay Straight Alliance (GSA) advisors and other school staff. In addition to workshops such as Youth Leadership, Queer Youth of Color, Self-Care, Planning your Future, GLSEN Days

of Action, and Knowing your Rights, there will also be sessions addressing the needs of GSA advisors and supportive educators and for parents. Professional development certificates for teachers will be available.

Registration for the forum is \$35 for adults and \$10 for students. Breakfast and lunch as well as an information packet are provided. No one is turned away for inability to pay.

Register at www.njgsaforum.org. Payment can be made online or by sending a check payable to GLSEN Central New Jersey to P.O. Box 261, Hightstown, NJ 08520. Questions about the NJ GSA Forum can be sent to centralnj@chapters.glsen.org.

Learning Disabilities Conference and Resource Expo

Parents, individuals with learning disabilities, professionals, and students are invited to the annual Learning Disabilities Association of New Jersey (LDANJ) Conference – Navigate

the Maze on Oct. 21.

The keynote, “Don’t Give Up on That Kid,” will be delivered by Nelson Lauver, author, blogger, broadcaster, speaker and dyslexic.

There are 25 sessions to choose from. Topics include information on dyslexia, math, writing, basic rights in special education, assistive technology, transition to college and work, and much more. In addition to breakfast and lunch, time will be provided to visit the Vendor, School and Post-Secondary Resource Expo.

The conference location is Middlesex County College, College Center, 2600 Woodbridge Avenue in Edison. LDA member registration is \$50. Nonmember registration is \$75 (Membership and registration is \$100.) Full time students pay \$25 to register.

Visit www.ldanjOct21.eventbrite.com or www.ldanj.org for conference and registration information. Questions? Contact LDANJ at info@ldanj.org or 732-645-2738.

The registration deadline is Oct. 18. 📅



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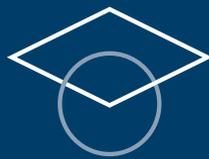
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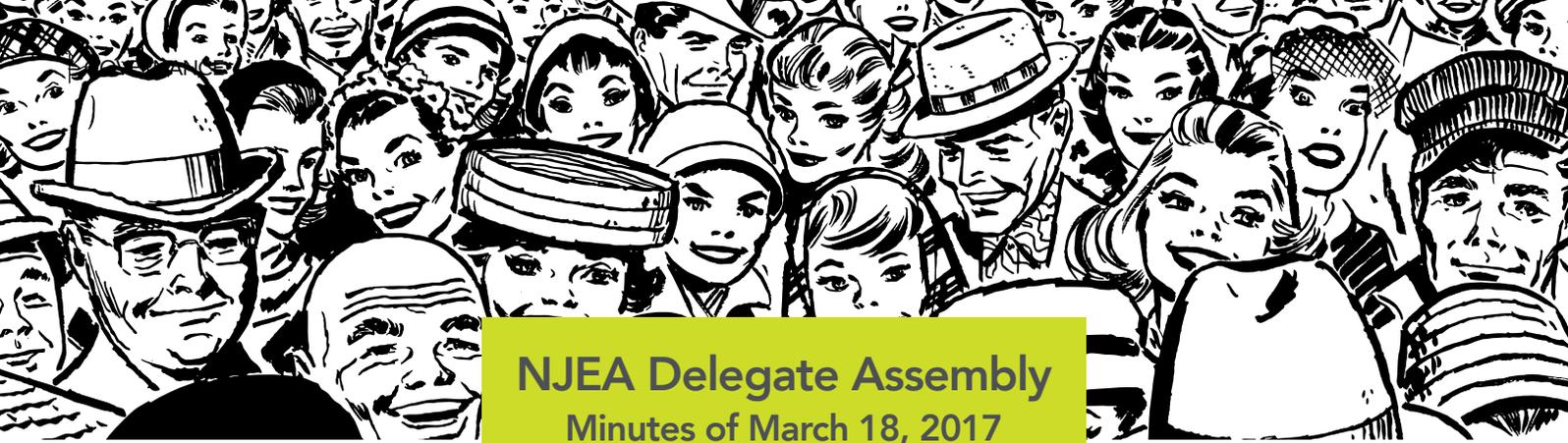
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NJEA Delegate Assembly Minutes of March 18, 2017

The NJEA Delegate Assembly met on March 18, 2017, at the Hyatt Regency Princeton. at 9:30 a.m. President Wendell Steinhauer presided.

There were 109 of 127 delegates present. Alternates were seated as follows: Fletcher for Wulster (Bergen); Pildis for Engelbert (Camden); Mercogliano for Putnam (Gloucester); Yapple for Williams (Mercer); Herrick for Hibell (Middlesex); Collins for Weldon and Marino for Wheeler (Monmouth); Griffin for Eagan and Staples for Hoden (Ocean); Tomaszewski for Kebrdle (Passaic); Sherman for Wichart (Salem).

Absent were representatives Vala (Hunterdon); Paprota (Middlesex); McEntee (Passaic); Kruczek and Reynolds (Warren); Frank (Higher Ed).

President Steinhauer opened the meeting with an inspirational message from Laura Bochner (Somerset – Retired). She quoted the inscription from the base of the Statue of Liberty and reflected on how today's education employees are the one's holding the torch that emits the ray of light for our students, noting that in some cases we are the only light of ray of hope that child sees in a day.

Steinhauer moved directly to the election of NEA Board of Directors (three positions for terms of three years). He announced the NJEA Executive Committee nominated Gary Melton (Atlantic) and Christine Sampson-Clark (Mercer) to continue in their roles. Anita Kober (Hudson) was nominated from the floor; the three nominees were declared elected. The president's report focused on actions of the Legislature, and the State Board regarding proposed funding initiatives, management of the pension funds, and charter school regulations. Each of which would be addressed in more depth by agenda items and committee reports.

Steinhauer introduced Lois Yukna, (Middlesex) the recent recipient of the 2017 ESP of the Year Award at the annual NJEA-ESP Conference held in February.

Yukna expressed gratitude to all those who helped her over her 20-year journey noting that she had encountered many challenges, each of which helped to shape her as an advocate. Noting that educational support professionals are essential to the well-being of our school system, they provide services both in their schools and in their communities. She thanked NJEA for the recognition as well as for the experiences and

opportunities afforded to her, thanks to her association work.

Vice President Marie Blistan thanked Yukna and noted her resume includes 39 committees at the local, county, state and national level. Elected on all levels and recognized for a body of work that continues to serve the members, the students a truly essential member of our association.

Blistan noted that our members do outstanding work every day in every aspect of their duties. Many of whom have been chronicled in the Emmy -winning program, "Classroom Close-up NJ," which recently received its four more Emmy nominations in addition to its current 15 Emmys.

Secretary Treasurer Sean M. Spiller provided an update on the status of Paterson Education Association President John McEntee who is facing baseless charges for advocating for his members and challenging the state takeover district for failing to do their job. He noted that it is at times like these that that demonstrates the value of our unity.

NJEA Executive Direct Ed Richardson's executive director's report was an update on the anti-union climate in Washington. Reporting that NEA has already been notified of two different audits from the IRS and recently NJEA received notice that the IRS, will be visiting. He also noted that Harnett vs. Pennsylvania State Education Association appears to be the next "Friedrich" like case to be heard by U.S. Supreme Court. NJEA is preparing for any negative impact with a broad array of member engagement strategies and contingency budgeting to address possible loss of revenue.

Here in New Jersey, we can still hold our own by insuring success in the gubernatorial and legislative elections to help weather those attacks from the national level. NJEA is also moving to address better communication with our members. The most notable change is *NJEA.org* the completely reformatted association website.

Steve Baker and Diane Barry of the Communications Division and Rick Nachbaur of the IS division provided an overview of the websites new features, apps, capacities, capabilities and tools.

Further, as part of the strategy to enhance communication between members and governance all members of

the Delegate Assembly will have an NJEA email address. Members will also have an enhanced capacity to use their cell phones or other smart devices to display proof of membership with a QR code that will contain their PIN and membership status.

The floor was open to member comment at 11:00 a.m.

Melissa Tomlinson, Buena Regional (Atlantic) opened her remarks with thanks to the staff members who have worked to improve the NJEA website. She said that the eloquent message of the inspirational speaker is in fact the purpose of attending the meeting. That we as educators have a responsibility to stand up for the core values of our profession, the core values of our society and the core values of our union. We must be the torchbearers to protect and defend public education.

NJEA Assistant Director Steve Swetsky gave a report on charter schools organizing, and the legislative agenda to address charter proliferation with the assistance of Ginger Gold-Schnitzer, Director of Government Relations. They gave an in depth report noting that NJEA has often found itself in what on the surface would appear to be mutually exclusive positions, both opposing the proliferation of Charters, while organizing employees who work in those facilities. Indicating that revised policies and positions call for charter schools to be accountable to the communities they serve, the same as any other public school. That they must be transparent in their reporting of revenue, assets, contract commitments and the use of state funds. That funding for charter students not exceed that of the existing per pupil expenditure and not to the detriment of the other 1.4 million public-school children. NJEA will challenge the Governor's funding plan and work with friends in the legislature to provide adequate funding for both our schools and pensions.

Noting that NJEA organizes public school employees, charter employees are public school employees. Today's charter organizing is no different than the public school organizing of a half century ago, and will be the testing ground for the member organizing efforts our union may face in the future.

NJEA has organized over 1,000 charter school employees, because if we do not organize them, the CWA, SEIU or the Teamsters will.

Hussein (Morris) chair of the NEA Activities Com-

mittee presented the report of the committee with four recommendations related to NEA RA policies.

Recommendation 1 establishing the stipend for elected state delegates in accordance with the Jan. 21, 2017 policy change as noted in the appendix to the report was properly moved, and seconded. The recommendation passed.

Recommendation 2 establishing the stipend for elected local delegates in accordance with the Jan. 21, 2017 policy change as noted in the appendix to the report was properly moved, and seconded. The recommendation passed.

Recommendations 3 and 4 delineate the responsibilities of delegates to the RA in accordance with the Jan. 21, 2017 policy change as noted in the appendix to the report was properly moved, and seconded. The recommendation was approved.

President Steinhauer noted that the approved Activities Committee creates a permanent change in NJEA policy and it is important that county and local leaders share this information to insure that NJEA meets all IRS requirements.

Frangiosa, (Bergen) chair of the Affiliation Committee moved the report of the committee to affiliate two new affiliates. (1) The Sussex County Charter Education Association (Sussex) (2) The Hillside Association of Paraprofessionals (Union).

The recommendation was properly moved, and seconded. The recommendation passed.

Christopher Carpenter, (Mercer) chair of the Constitution Review Committee presented a containing two recommendations for amendment to the bylaws.

Policastro (Bergen) moved Recommendation 1 for the charge to Bylaw 1 Sub-section I, change of the dues structure as approved at the Jan. 21, 2017 meeting and delineated in the appendix to the report. The motion was properly moved, and seconded. The recommendation passed.

Policastro (Bergen) moved the Recommendation 2 for the charge of the bylaws by amendment to Bylaw 1 Section D change in the name of the student affiliate to the New Jersey Preservice Education Association. The motion was properly moved, and seconded. The recommendation passed.

O'Malley (Burlington) chair of the ESP Committee presented the report of the committee moving the four recommendations as a block as noted in the report was properly moved, and seconded. The recommendations passed.

Beatty (Somerset) chair of the Government Relations Committee moved nine recommendations as delineated in the report and attached appendix.

Recommendation 1 requires NJEA to vigorously oppose any effort to amend the New Jersey State Constitution to provide for initiative and referendum in New Jersey.

The motion was properly moved, and seconded. The recommendation passed.

Recommendations 2 and 3 were moved as a block which support the current process of appointment for New Jersey Supreme Court and lower court judges. The motion was properly moved, and seconded. The recommendations passed.

Recommendation 4 states that NJEA believes that any public school or public Higher Education employee shall have time off without loss of pay for service as an elected official in the state legislature or at the county or municipal level as delineated in the report. The motion was properly moved, and seconded. The recommendation passed.

Recommendation 5 addressed the misuse of public funds, the retention of a state comptroller to fight waste, fraud in state government as delineated in the report. The motion was properly moved, and seconded. The recommendation passed.

Recommendation 6 calls for NJEA to support the re-establishment of a state public advocate as delineated in the report. The motion was properly moved, and seconded. The recommendation passed.

Recommendation 7 calls for NJEA to support provisions by which school board members by recall, impeachment or other procedures as delineated in the report. The motion was properly moved, and seconded. The recommendation passed.

Recommendation 8 reaffirms that NJEA believes the voting age should be 18 years of age.

The motion was properly moved, and seconded. The recommendation passed.

Recommendation 9 called for the elimination of outdated, irrelevant, duplicious policies as delineated in the report. The motion was properly moved, and seconded. The recommendation passed.

Reagle, (Camden) chair of the Leadership Committee moved the report of the committee recommendation to continue offering 24 first-time attendees to the Jack Bertolino Summer Leadership Conference as delineated in the report. The recommendation was properly moved and seconded. The recommendation passed.

Melton (Atlantic) moved the report of the Strengthening Locals Evaluation Committee with six recommendations as delineated in the report. After extensive debate and questions related to the report, it was noted that each of the recommendations were fully vetted, they are the result of multiple options, and various scenarios from numerous meetings over several years. President Steinhauer reviewed each of the recommendations.

Recommendation 1 addresses LAFAP payments in light of possible negative Supreme Court actions. The recommendation addresses possible diminished revenue, while still providing resources to our affiliate organizations.

Recommendation 2 dealt with release time for Executive Committee Members.

Recommendation 3 supports the first two recommendations by establishing a formula for both increase and decrease in membership.

Recommendation 4 provides an electronic version of the LAFAP form.

Recommendation 5 establishes deadlines and timelines for LAFAP in accordance with the previous recommendations.

Recommendation 6 delineates the process for dealing with late filing of LAFAP.

A motion was made to holdout Recommendations 1 and 3 for full debate.

A motion was made to move Recommendations 2, 4, 5, 6 as a block. The recommendation was properly moved, and seconded. The recommendation passed.

After extensive debate, Spiller provided a budgetary analysis of how a negative Supreme Court case could result in a loss of 30 percent of membership and the need for policies that will establish priorities to protect both the NJEA and its affiliates.

Recommendations 1 and 3 relating to changes in the LAFAP funding based on membership were presented, debated and moved in block. The recommendation was properly moved, and seconded. The recommendation passed.

Rheault (Atlantic) Chair of the Working Conditions Committee moved three recommendations related to seniority based on the review of research resulting from a review of all policies and positions of the association dating back to 1909. The recommendation was properly moved, and seconded. The recommendation passed.

Cannella (Essex) moved New Business Item # 1: that NJEA develop a comprehensive LGBTQ advocacy and training program.

Without objection, the chair moved the recommendation to the appropriate committee for consideration.

McCormick (Essex) moved New Business Item # 2: that NJEA develop an initiative to protect the civil rights of LGBTQ community.

Without objection, the chair moved the recommendation to the appropriate committee for consideration.

Corfield (Hunterdon) moved New Business Item 3 that NJEA take the lead in calling for a statewide day of action on May 1 "International Workers' Day." The motion was properly moved, and seconded. The New Business Item Passed.

Fletcher (Bergen) requested that NJEA investigate the possibility of changing the date of the March DA as it conflicts with St. Patrick's Day.

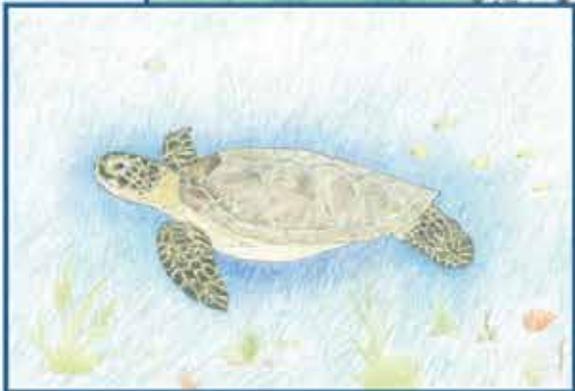
Griffin (Gloucester) moved to adjourn at 2:28 p.m. 🇺🇸

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edTPA: Balancing compliance with contempt

By Ellen Bacon, 2016-17 NJEA Preservice President

To put it lightly, I am not a fan of edTPA. To put it less lightly, edTPA is a deterrent to the profession, unnecessarily time consuming and stressful, is another high-stakes test created by Pearson, is an unfunded mandate, is fiscally discriminatory, undermines New Jersey teacher preparation programs, raises massive and widespread security concerns, further standardizes the profession, is scored by strangers who do not know us or our students, and is not nationally recognized.

Nonetheless, I completed the edTPA this past spring.

If you hate it that much, why did you do it?

Frankly, I took the test because I was not required to pay to the \$300 fee to Pearson during the pilot year and so I could apply for licensure in New York, should I need to exercise the option to teach in another state. But with Ch. 78's impact on take-home pay and an underfunded pension, edTPA may be the final insult the leads future teachers to seek colleges and careers in greener pastures.

Was it as bad as you thought it would be?

Yes, and more. First, I was surprised by a required \$50 fee simply to access the website to submit the portfolio. As we began reading the edTPA manuals and rubrics, the language was perplexing to everyone around me—including the faculty who were trained to support us. It was unnecessarily confusing. Pearson should have included a dictionary to explain the words it used within the prompts. Moreover, this test is proprietary. Faculty hired to support us were not allowed to assist us in any aspects of the assessment.

What damage is actually being caused by edTPA?

My personal experience with edTPA was certainly better than other preservice teachers. The requirement that we submit a video of ourselves teaching a class created another set of problems. There were student privacy and security concerns that made filming a lesson disruptive to actual teaching and learning. Many districts, and almost entire counties, are no longer accepting student teachers, breaking relationships fostered over years of professional collaboration.

The Department of Education's "solution" would have us leave our cooperating teacher and students with whom we had a rapport in order to complete the filmed lesson. That contradicts many of the best practices we were taught, such as the significance of building that rapport with our students. It is a recipe for failure.

Additionally, no professional time is granted during school hours to complete the assessment. Teacher candidates are working themselves into the ground. Without sick or personal days granted to clinical interns, my peers and I got to school sick—from stress or germs—because we were overloaded with strict time restrictions and confusing work.

If it is so bad, why is it becoming a certification requirement?

Pearson is developing a tighter grip on the national education, treating it as a market. Between textbooks, PARCC, edTPA, and National Board Certification, Pearson is everywhere. It was only a matter of time before Pearson tried to control aspiring educators, as opposed to those already in K-12 schools.

Additionally, there seems to be distrust between the Department of Education and the state's institutions

of higher education. Our colleges and universities are nationally accredited and already possess assessments sufficient to meet the requirements for accreditation. Why must the NJDOE further micromanage them?

What did you learn?

This assessment is not helping New Jersey create better teachers. We already have great teachers, and are consistently ranked among the top schools in the country. But I took the edTPA when I received my score that is all it was: a score.

Despite edTPA advocates claiming that it encourages teacher candidates to reflect and improve, my classmates and I were not provided any comments—constructive, critical, or encouraging—for improvement. This reflects the experience our students get when they take the PARCC, and now it is where our evaluation systems are heading.

From the preservice #STOPedTPA campaign, I learned that there is power in numbers, and from educating myself in these issues, I know I have acted as a voice for my peers. With any luck, our next elected officials will see this injustice, and remedy the Department of Education's view on public education and compliance with Pearson in all levels of New Jersey education.

With these issues in mind, I am imploring all NJEA members to join together with the preservice members against injustices like edTPA, just as we will continue to fight for full-time and retired issues.

For more information on the preservice leg of the union please reference our Facebook page, [tinyurl.com/PreserviceFB](https://www.facebook.com/tinyurl.com/PreserviceFB), and our blog, powerto-publiceducation.com. 🗣️

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NJREA

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NJREA scholarships support students

Throughout the years, many of New Jersey's public high school students have been the beneficiaries of the generous scholarship awards presented by our county retiree education associations. Below are some of the winners who received scholarships for the 2017-20 school year.

Burlington

Burlington County REA awarded Mariah Laster, a graduate of Pemberton Township High School, the \$3,000 Robert M. Oberholser Scholarship and Lexie Conard, a graduate from Riverside High School, the \$1,000 Harriet DiLeonardo Scholarship. Mariah and Lexie are majoring in education at Monmouth University and Rowan College at Burlington County respectively this fall.

Middlesex

Middlesex County REA awarded four \$1,000 scholarships to local high school seniors this year. The first three recipients were Caitlyn Magee, Breanna Steele and Caroline Waksmunski, all Monroe Township High School graduates. Caitlin is attending Fairleigh Dickinson University as a psychology major. Breanna is attending the University of Delaware as an accounting major. Caroline is attending Cornell University as a biomedical engineer major.

The fourth scholarship was awarded to Erin Wimmer, a Sayreville War Memorial High

School graduate, who is attending Georgian Court University to study physical therapy.

Morris

Morris County REA continues to break records, awarding 15 \$2,000 scholarships for the 2017-18 school year. All recipients of the scholarships plan to or are currently majors in the field of education. The first-year recipients are Laura Boysen of Morristown High School, Kelly Edwards of Madison High School, Lucas Polan of Parsippany- Troy Hills High School, Allison Furman and Lauren Measley of Montville High School, Julia Nixon of Whippany Park High School, Elizabeth Pichowicz of Hanover Park High School, and Heather Santiago of Jefferson High School.

The second-year recipients are Jared Badalamenti of University of Delaware, Victoria Bobinski of Quinnipiac University, Kristen Cefaloni of The College of New Jersey, Leah Cloughley of William Paterson University, Angela Lengner of The College of New Jersey, Jenna Pontrelli of Montclair State University, and Andrew Ziegler of Rider University.

Salem

SCREA awarded its \$1,000 Ernie Henderson/ Arline Fields Memorial Scholarship to Penns Grove High School graduate Nicholette Parente. She will study education at Rutgers University-New Brunswick this fall.



JoAnn Horvath, NJREA's Scholarship Committee chairperson for over 15 years, announces the 2017 scholarship recipients at the NJREA Spring Luncheon in Hamilton last April.

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

BURLINGTON COUNTY REA invites you to its upcoming meeting/luncheon on Thursday, Oct. 19 at Marco's at Indian Spring Country Club in Marlton. The cost is \$10. To make a reservation, call Doriann Dodulik-Swern at 856-722-8952.

CAPE MAY COUNTY REA will hold its winter meeting/luncheon on Wednesday, Dec. 13 at the Avalon Links Restaurant in Swainton. The cost is \$10. To attend, call Diane Church at 609-884-7800.

Join **ESSEX COUNTY REA** for its annual fall meeting/luncheon on Wednesday, Oct. 25 at the Hanover Manor in East Hanover. The cost is \$27. To attend, call Beverly Johnson-Showers at 862-955-4133.

GLOUCESTER COUNTY REA welcomes you to its fall meeting/luncheon on Thursday, Oct. 12, and its annual Holiday Social on Thursday, Dec. 7. The cost for each event is \$25, and both will be held at Nicolosi Catering in Woodbury. To attend either event, call Candy Zachowski at 856-228-6854.

HUDSON COUNTY REA has two upcoming events. The first is its fall meeting/luncheon on Wednesday, Oct. 18 at LaReggia's Ristorante in Secaucus. Wayne Dibofsky, Healthcare Assistance, is the guest speaker. To attend, call Arlene Brown at 732-493-0662.

The second event is the **HCREA** Annual Holiday Party on Wednesday Dec. 6 at the Chandelier Restaurant in Bayonne. To attend, call Maureen O'Neill at 201-795-1645.

HUNTERDON COUNTY REA invites you to its upcoming meeting/luncheon on Tuesday, Oct. 10.

HCREA will also host its winter meeting/holiday brunch on Tuesday, Dec. 5. Both meetings will be held at the Flemington-Raritan Diner in Flemington. To attend either, call Joyce Kucyn at 908-479-6656.

MERCER COUNTY REA's fall meeting/luncheon will be held on Wednesday, Oct. 25 at the Mercer Oaks Country Club in Princeton Junction. NJEA staff will be the guest speakers. The cost is \$26. To attend, call Pat Durastanti at 609-737-7992.

MIDDLESEX COUNTY REA will host two upcoming member events. Its fall meeting/luncheon will be held on Thursday, Oct. 19. A spokesperson from Middlesex County Department of Aging will be the guest.

The **MCREA** winter luncheon/meeting will be held on Thursday, Dec. 7. The cost for each event is \$30, and both will be held at the Grand Marquis in Old Bridge. To attend either event, call Ann Chomko at 732-675-1734.

MONMOUTH COUNTY REA welcomes you to its fall meeting/luncheon held on Tuesday, Oct. 10 at the Doubletree Hotel in Tinton Falls. Local legislators will be the guests. The cost is \$30. To attend, call Sue Shrott at 732-995-7754.

Join **MORRIS COUNTY REA** for its fall meeting/luncheon on Wednesday, Oct. 11 at the Zeris Inn in Mountain Lakes. The cost is \$26. To attend, call Cheryl Doltz at 973-818-1353.

OCEAN COUNTY REA invites you to its upcoming meeting/luncheon on Thursday, Oct. 12 at the Days Hotel in Toms River. A Members' Benefits fair will be held prior to the meeting. Sean Hadley, NJEA Government Relations, and Kara Ward of Ocean County CASA will be the scheduled guest speakers. The cost is \$28.

OCREA will also host its holiday luncheon on Thursday, Dec. 7 at the Clarion Hotel in Toms River. The cost is also \$28. To make a reservation for either event, call Janice Sovinee at 732-477-1711.

PASSAIC COUNTY REA's winter luncheon meeting will be held on Wednesday, Dec. 6 at the Brownstone House in Paterson. To attend, call Kitty Sausa at 201-445-7577.

Join **SALEM COUNTY REA** for its fall meeting/luncheon on Wednesday, Oct. 18 at the St. John's Episcopal Church in Salem. Nicki Burke will be the guest speaker. The cost is \$15.

The **SCREA** holiday luncheon will be held on Wednesday, Dec. 6 at the Woodstown Diner in Woodstown. The cost is \$16. To attend either event, call Peggy Kavanaugh at 856-935-0075.

UNION COUNTY REA will host its fall meeting/luncheon on Tuesday, Oct. 31 at The Westwood in Garwood. The cost is \$25. To attend, call Donna L. Mertz-Burkhardt at 908-686-2390.

WARREN COUNTY REA invites you to its upcoming meeting/luncheon on Wednesday, Dec. 6 at the Hawk Pointe Country Club. To attend, call Vicki Rhinehart at 908-319-1995.

NJRE-CENTRAL FLORIDA will hold its next meeting on Wednesday, Nov. 8 at Chesapeake Bay Grille in Leesburg. A discussion of events in New Jersey affecting NJEA/NJREA members will be the focus. To attend, call Steve Mockus at 352-638-2609.

The next luncheon/meeting of **NJRE-SOUTHWEST FLORIDA** is scheduled for Tuesday, Oct. 17 at the DeRomos Restaurant in Bonita Springs. A spokesperson for Lovers Key State Park will be the guest speaker. For details, call Ron Winsett at 239-948-2982. 🏠

Around the counties



2017 NJREA Convention Program

All activities will take place in the Resorts Casino-Hotel.

WEDNESDAY, NOVEMBER 8

10 a.m. – 2:30 p.m.

Vendors' Fair

11 a.m.

Member Information Session*

12:15 p.m.

Elizabeth Allen Luncheon*

1:30 p.m.

Delegate Council Meeting

2:30 p.m.

Breakout Session 1

3:35 p.m.

Breakout Session 2

8 p.m.

NJREA Cocktail Reception

THURSDAY, NOVEMBER 9

8 a.m.

Buffet Breakfast*

9 a.m.

General Session

Topic: **Health Benefits**

NJEA Staff will present all discussions unless otherwise noted.

* Reservations required in advance

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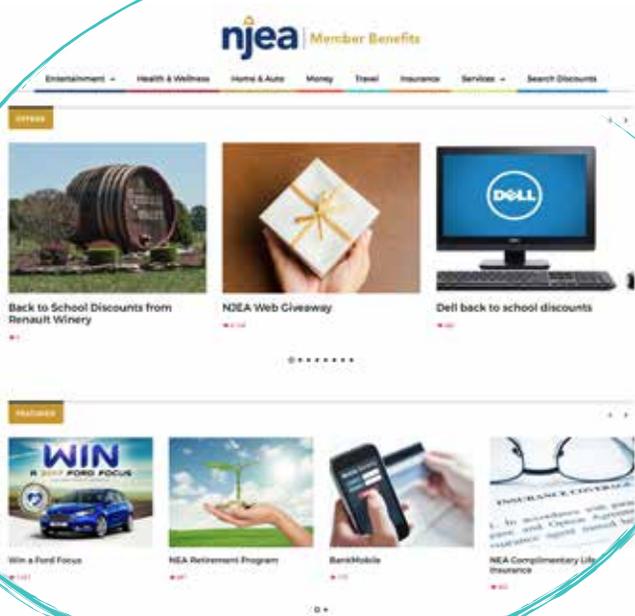
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October web giveaway

One winner will receive the following prize:

A BOSE SoundLink Color Bluetooth Speaker II, (choice of Aquatic Blue, Coral Red or Black). The speaker can be paired with virtually any Bluetooth-enabled device, including phones, tablets and laptops. This prize is being donated by Buyer's Edge, Inc.**

Previous winner

Renee Mengistab from Franklin Township EA won an Epson Pulsense 500 Activity Tracker watch from Ecolink Benefits*.

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Nurses play vital role in student health, academic success

By Sheryl Lapp, RN

Nurses have been involved in school health since the late 1800s. With roots in public health, their role was to identify students with communicable disease needing treatment. School nurse pioneer Lillian Wald graduated from New York Hospital School of Nursing in 1891. She was among a group of nurses working in the tenement sections of New York's East Side. These nurses maintained records on the number of children who were unable to attend school for medical reasons.

Wald met with the chairman of the New York Board of Education to present documentation supporting a recommendation that nurses treat children within their schools. Lina Rogers was appointed to launch this project that started on Oct. 1, 1902.

Four schools were chosen with the greatest number of medical exclusions and the highest absenteeism. Rogers' work entailed the cleaning and dressing of wounds and treating mild cases of conjunctivitis and minor skin infections. As a result of nursing care within the school system 98 percent of students who had previously been excluded for medical reasons were now back in their classrooms.

Today the practice of school nursing has evolved and is recognized as a specialty area clearly defined with standards of practice. In New Jersey, certified school nurses are graduates of a baccalaureate degree program, licensed by the New Jersey Board of Nursing as registered nurses and certified by the Department of Education (DOE) after completing specific education requirements.

The school nursing model has also evolved and focuses on the inclusion of all children in the school setting, ensuring that students have optimal wellness and enter the classroom ready to learn. The school nurse is

Frequently, the school nurse is the sole health professional for students with financial or other burdens to routine medical care.



Students with a full-time school nurse have about half the student illness or injury related early releases from school where no school nurse is present.

often the only health professional within the school system to take leadership on health issues, and frequently the school nurse is the sole health professional for students with financial or other burdens to routine medical care. The school nurse is a member of both the education and the medical/nursing community and acts to connect both communities by collaborating with professionals from both fields.

School nursing services have expanded from the focus on reducing communicable disease-related absenteeism to providing episodic care, managing chronic conditions, taking care of students with disabilities, advocating for student health by planning and leading health care programs and policies, assisting students and their families with the utilization of available health and community resources, tracking communicable diseases and handling medical emergencies.

As a direct benefit of the expansion of these nursing interventions, students with a full-time school nurse have about half the student illness or injury related early releases from school where no school nurse is present.

School nurse/teacher collaboration essential

The classroom teacher is often the first person to recognize signs of illness or imbalance and as such is an integral part of the school health team. The number of students with chronic health conditions and mental health problems continues to rise year after year. It is common to have one or more students in a classroom suffer from a chronic condition such as heart disease, asthma, cancer, diabetes or arthritis.

Teaching staff, oriented to the student's individual health care plan,

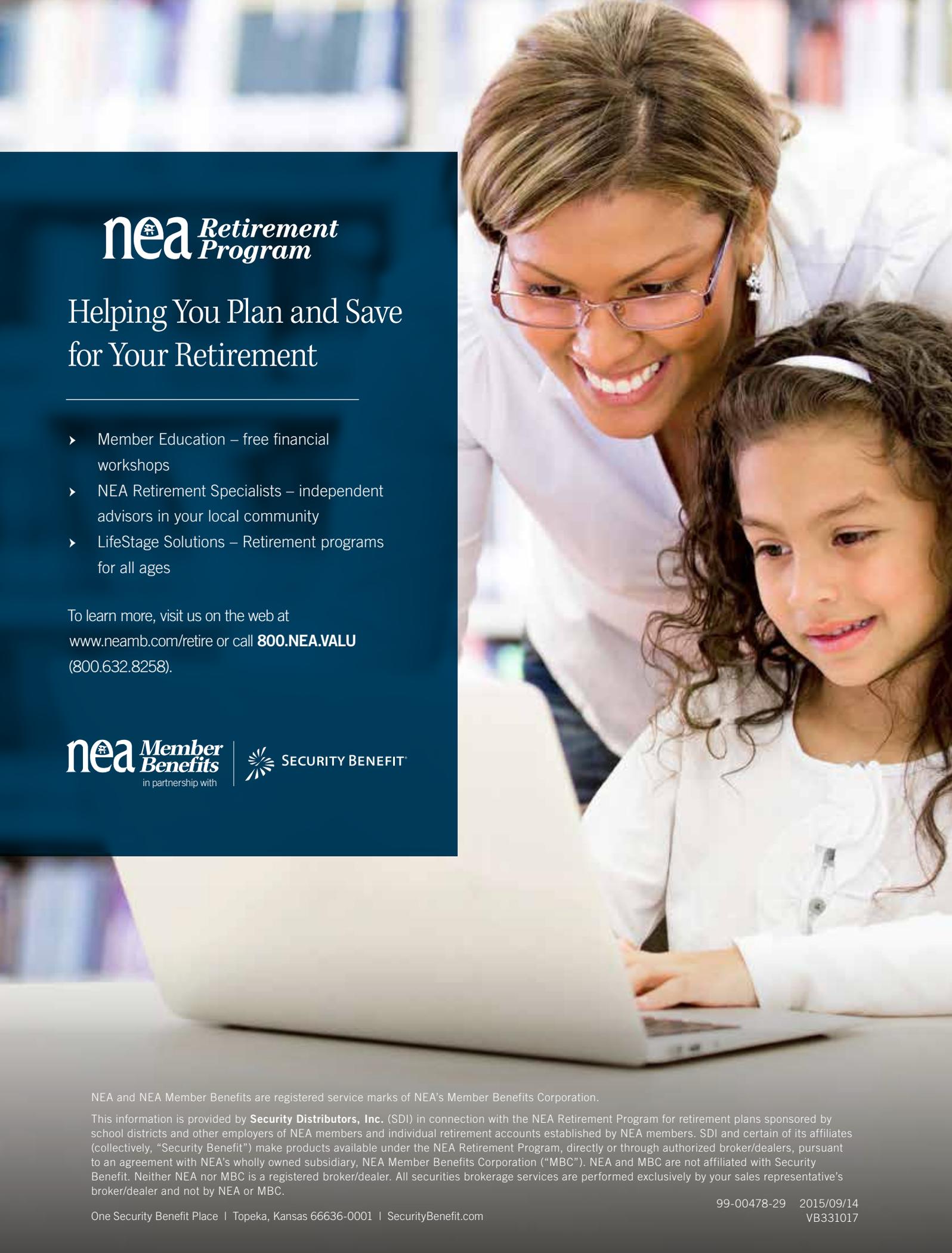
are able to recognize early signs of disease exacerbation and make a timely referral to the school nurse. This early intervention allows the school nurse to make an appropriate assessment of the student's needs and possibly prevent further disease progression. This in turn decreases the amount of school time a student misses.

Teachers are also essential in identifying students with symptoms needing immediate, emergency treatment. School nurses work to educate staff on recognizing early symptoms of many conditions including, but not limited to anaphylaxis in students with severe allergy, hypo/hyperglycemia in students with diabetes and respiratory distress in students with asthma.

This collaboration is essential for students not only with actual health problems, but also for those with undiagnosed, potential health problems. Each day is a teaching opportunity for the school nurse, from formal teaching such as training Epipen delegates to informal training on exclusionary criteria for ill or injured students.

In order to succeed in school every student needs to be healthy, safe, and ready to learn. School nurses are vital in assessing challenges children face that may impact their ability to perform well in school and as such are key members of the education team. School nurses have an important role as health leaders in the community ensuring all children have equal access to health and learning. Healthy students have better attendance records and are thus able to achieve a higher level of academic performance. 📚

Sheryl Lapp is a school nurse at John F. Kennedy Elementary School in South Plainfield. She can be reached at slapp@spboe.org.

A woman with glasses and a young girl are looking at a laptop together. The woman is smiling and pointing at the screen, while the girl looks on with interest. They are in a bright, indoor setting, possibly a library or a classroom.

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10/13

Friday

NJEA Executive Committee and County Presidents' Council Meetings

10/14

Saturday

NJEA Teaching & Learning Symposium

10/20-21

Friday & Saturday

NJEA Urban Education Symposium

10/27-28

Friday & Saturday

NJEA Jim George Collective Bargaining Summit

11/7

Tuesday

Election Day

11/8

Wednesday

NJEA Executive Committee and County Presidents' Council Meetings

11/8-9

Wed. & Thurs.

NJREA Convention

11/9-10

Thurs. & Fri.

NJEA Convention



11/11

Saturday

Delegate Assembly Meeting

deadlines

10/6

NJEA Urban Education Symposium

Event date: Oct. 20-21

10/6

NJEA Jim George Collective Bargaining Summit

Event date: Oct. 27-28

10/17

Voter Registration Deadline for General Election

Event date: Nov. 7

10/6 to 10/25

Hotel Reservations for NJEA Convention
(See Page 34 for hotel specific deadlines.)

Event date: Nov. 9-10

10/27

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An education in the arts is essential

Sometimes the old expression is true: it's not what you say, it's how you say it.

Since its redesign three years ago, the *NJEA Review* has carried a health and safety column. Prior to that, the *NJEA Reporter* included a health and safety column for over a decade. The articles published in these columns, which are part of an NJEA partnership with the New Jersey Work Environment Council, provide an important service to local associations. They represent a body of research and resources that local association health and safety committees can use to advocate for healthier working conditions for their members and healthier learning conditions for students.

The articles have assisted members in addressing mold in the walls and ceilings, fumes from idling school buses, lead in drinking water, expiring chemicals in the laboratory, and poor workplace computer ergonomics that lead to headaches, eye strain, blurred vision, tingling, numbness, and pain.

Last month, the *Review's* health and safety article focused on materials that may be found in the art classroom, indicating that some materials may have toxic components that should be avoided or for which appropriate precautions should be taken. While many of the materials identified would more likely be found—if at all—in a high school classroom, the photograph associated with the article showed a preschool-aged child.

The editor of the *Review* received several messages about this article with this concern: as school districts create budgets with diminishing funds, art and music programs are often among the first to be cut. One caller said, "Our school district keeps buying more and

more computers. To pay for them, they cut my budget. The way that article was presented—and especially its headline [Art hazards: toxic materials abound]—is all some administrators need to cut us more."

It was never the intention of the article to frighten school districts away from comprehensive arts programs any more than an *NJEA Reporter* health and safety article four years ago on chemicals in the lab was published with the intention of doing away with science in the schools. But the callers were correct. Where districts are highly unlikely to seek reasons to cut back on science, technology, engineering and math, they may be less protective of the "A" in STEAM: the arts.

To cut arts in education—under any justification—is misguided.

According to a just-released Rutgers-Eagleton poll, most New Jersey residents believe arts education is important, but nearly half think that school districts do not spend enough on arts education. Highlighting additional data from the poll, Arts Ed NJ noted that "Nine in 10 residents say that receiving an education in the arts—which includes lessons in dance, music, theater, visual arts, media arts, and other forms of creativity—is very or somewhat important in the classroom."

NJEA has partnered with Arts Ed NJ on several initiatives and the organization submitted an article for last May's *Review* titled "Arts Ed Now: Creating a radiant New Jersey."

Apart from the poll, Arts Ed Now makes it clear that an education in the arts is not simply luxury for districts with healthy budgets. The Arts Ed Now website (artsednow.org) provides the statistical data that demonstrate the value of

an arts education. The National Endowment for the Arts found that students in the arts are 55 percent more likely to attend post-secondary schools than students who do not study the arts. Additionally, students in the arts are 29 percent more likely to earn a four-year college degree than students who do not study the arts. Arts Ed Now reports that a study by the Florida Music Education Association found that students who study the arts are 20 percent less likely to drop out of school.

A 21st-century education is about more than science, technology, engineering and mathematics. Science provides the data on some of the greatest challenges of our era, such as global warming. It is the arts that give meaning and perspective to what science is discovering about our planet's rising temperature. It's likely the arts that will lead us to understand the need for meaningful solutions.

In other realms, history and news media confront us with incidents of social, racial and economic injustice, but it is the arts that show us that these are not isolated incidents. The arts give meaning to what we are seeing, cause us to question our roles in perpetuating injustice, and challenge us to be agents of real change.

NJEA will always champion the importance of advocating the health and safety of our members and the students they serve including the use of safer materials and practices in all classrooms. But let there be no mistake, NJEA will always champion a strong arts curriculum.

If an administrator, parent or board member ever uses last month's article to justify a cut to the visual arts budget, tell him or her to call the *Review* editor who published the article. He'll set them straight. 🍷

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