

REVIEW
SEPTEMBER 2018

NEW JERSEY EDUCATION ASSOCIATION

REVIEW

SEPTEMBER
2018
njea.org



an education and advocacy resource

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EDUCATION
ASSOCIATION
CELEBRATES
CONTRACT
VICTORY

UNIONISM
CANNOT BE
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ABOVE: On July 11, West Windsor Plainsboro EA member Rebecca McLelland-Crawley leads an outdoor workshop titled "Mindfulness for Stressed Out Students and Teachers." The workshop was part of the NJEA Summer Professional Learning Institute.



ABOVE: At Stockton University, Lori Lalama leads a workshop on working with Prezi Video at Techstock, an annual technology event co-sponsored by NJEA, SRI&ETTC, and Stockton University. Lalama is a teacher in Clifton, a member of the NJEA Technology Committee, and chair of the Legislative and PRIDE committees for the Clifton Teachers Association.

RIGHT: On June 25, and many other days over the summer, NJEA, NJREA and NJEA Preservice members descended on the Statehouse to lobby for a public education budget, including, from foreground, Warren REA members Barbara Esposito and Patricia Kollar and Passaic REA President Susan Deile.



RIGHT: At the NJEA Summer Leadership Conference workshop, "Social Media for Local Associations," (l-r) Stacie Wardyn of Winslow Twp. EA, Camille of North Plainfield EA, and Shannon Pizzuta of Deptford Twp. EA share their generously hashtagged tweet expressing how social media has affected classrooms and communities. The NJEA Summer Leadership Conference is an annual, weeklong advocacy training program providing workshops for local and county association members. It is held the first full week of August.



Deptford Education Association member and paraprofessional Anna Marie Cooney at a Mediation Rally on March 2, 2017 to pressure the board to agree to a fair contract.

28 | IT'S SETTLED.

After three years of dogged negotiations, ceaseless organizing and activism, and effective community outreach the Deptford Education Association ratified a new contract in June.

BY KEVIN PARKER

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30 | UNIONISM CANNOT BE A SPECTATOR SPORT

The victories won by unionism were not given to us, but rather fought for by those who came before. We must look forward and envision what we want our union to stand for moving forward.

BY ROBERT MANGEL



32 | THE LEADER IN ME

Jefferson Elementary School in Union Township receives international recognition for its Leader in Me program. The Leader in Me teaches 21st-century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

BY KATHRYN COULIBALY



35 | NJEA MEMBERSHIP PAYS

Many public school educators know and appreciate that NJEA membership provides contract and job protection. You may be surprised to learn that your NJEA membership can also save you significant cash on services, items and products that are required for everyday living.

BY KIMBERLY CRANE



38 | YOU DON'T NEED A "LICENSE TO ORGANIZE"

Most public school employees would not describe their workplace as having elements of international intrigue. But if members of the newly affiliated Community Charter Education Association (CCEA) made that claim, they would not be far from the truth.

BY KIMBERLY CRANE

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It's going to be an action-packed year

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ON THE COVER:

In Union Township, a Jefferson Elementary School student has plans to be a leader in the culinary world. See Page 28.

PHOTO BY KATHRYN COULIBALY

VOLUME 92
NUMBER 01

NEW JERSEY EDUCATION ASSOCIATION

REVIEW



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Annual membership dues are: Active professional: \$928 (full time); \$464 (part time) \$464 (on leave). Active supportive \$451 (full time) \$225.50 (part time) \$225.50 (on leave). Retired: \$85; \$1,000 (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*.



GET READY | IT'S GOING TO BE AN ACTION-PACKED YEAR

A lot can change in one year.

This time last year, Chris Christie—no friend of teachers and educational support professionals—was still governor. The election for a new governor had yet to take place. Any reasonable chance to overturn Chapter 78, to increase the job security of educational support professionals (ESPs), and to bring some sanity back to student assessment and teacher evaluation, depended on the outcome of that election.

This year, we know the outcome of that election, and we know that Gov. Phil Murphy is the right person to lead the state.

At last we have a governor who understands that our schools are the best in the nation because of the men and women who dedicate their lives to the students who attend them. We have a governor who understands that to maintain that level of excellence, teachers' and ESPs' salary and benefits must be attractive when compared with job opportunities outside the profession. We have a governor who understands that our working conditions are our students' learning conditions. We have a governor who understands that tests don't teach—teachers and ESPs do.

So this year, we have the opportunity to undo the damage done by the

previous governor and his allies in both parties, and we have ambitious but achievable goals: stop the years-long bleeding caused by Chapter 78, protect the job security of our ESP colleagues, block any attempts to reduce pensions and benefits even further, and eliminate PARCC once and for all.

When Ch. 78 was passed in 2011, it set a four-year schedule of increasing mandatory premium sharing based on the premium itself. The percentage of the premium you paid increased as your gross salary increased. As a result, many members' paychecks decreased year after year.

It's time to get off that treadmill, and a bill sponsored by Sen. Joe Cryan does exactly that. S-2606 caps premium sharing at a percentage of salary, instead of the cost of the premium. If it becomes law, it would reduce the amount most NJEA members pay toward their health insurance. The law also allows districts to exempt increased health care costs—including those resulting from a lowered employee premium share—from the 2 percent property tax cap. Most important, under S-2606, members would finally see their take-home pay moving in the right direction.

Seeing S-2606 become law won't be easy. In the middle of August, Senate President Steve Sweeney, who with

Christie was an architect of Ch. 78, released a task force report that calls for even deeper reductions in, and higher costs for, pensions and benefits while continuing to protect millionaires. But a task force report that that consists largely of rehashed and rejected proposals will not stop us.

On Sept. 20, NJEA is holding a statewide meeting with all local and county association presidents to discuss a comprehensive strategy to make sure S-2606 becomes law. That comprehensive strategy will require every member's participation. Your local president, your county president, your fellow members and I are counting on you to be a part of the plan. Together, we will put an end to the damage of Ch. 78.

In the meantime, please visit actioncenter.njea.org to send a letter to your senator, asking him or her to co-sponsor S-2606—and better yet, follow up that letter with a phone call to your senator. You can find the phone number by going to actioncenter.njea.org/lat and clicking on "2018 Legislative Roster" in the "Resources" column.

Of course, there's much more work to be done. Several times in the past eight years, the Senate and Assembly have passed legislation that limits a school district's ability to privatize the work of our ESP members—only to have the previous governor

veto it. The Legislature has also several times passed legislation to extend just-cause job protections to ESP staff—only to have the previous governor veto it.

We now have a governor who would sign those bills, which are once again moving through the Senate and Assembly. We finally have a chance to see these vital protections for ESP staff become law. I ask you to call your senators and Assembly members asking them to co-sponsor these bills: S-296, A-3185, A-3395, and A-3664. Their phone numbers can also be found at actioncenter.njea.org/lat.

Finally, we are already seeing action to dismantle the PARCC regime. The New Jersey Department of Education, under the leadership of Commissioner of Education Lamont Repollet, has proposed regulatory changes that eliminate PARCC and put a stop to the overuse of high-stakes standardized tests for student assessment. See Page 18 for more about these developments.

By this time next year, with your participation, we can once again say "a lot can change in one year." Together, we can be sure that change will be for the better.

Marie Blistan



NJEA's officers:
President Marie Blistan,
Vice President Sean M. Spiller
(l) and Secretary-Treasurer
Steve Beatty (r).

KNOW. LEAD. ACT.

HIGHER EDUCATION AT THE NJEA CONVENTION

The NJEA Convention is not for K-12 members only. It is for every member, including NJEA members in higher education. NJEA has a full day of programming designed for its higher education members.

FRIDAY, NOVEMBER 9

9:30 – 11 a.m.

NEW JERSEY COUNTY COLLEGE ASSOCIATION (NJCCA)

Sheraton Atlantic City Convention Center Hotel

Pearl Ballroom 4, 5

This is an annual breakfast meeting for all NJCCA members. All higher education members are encouraged to attend. There is a fee of \$20 for non-NJCCA members. Current community college issues will be discussed.

To pre-register, please contact Maureen Behr at moseynj@yahoo.com by Oct. 26.

11:15 a.m. – 12:30 p.m.

ROUNDTABLE DISCUSSION GROUPS FOR HIGHER EDUCATION MEMBERS

Atlantic City Convention Center

Room 321 (front) – Higher Education-Sharing Strategies – Using Communica-

tion Strategies for Maintaining High Levels of Membership Involvement

ROOM 321 (REAR) – HIGHER EDUCATION-SHARING STRATEGIES – FOR STRESS MANAGEMENT

Join your colleagues for in-depth conversations concerning current issues of New Jersey community colleges. Preregistration is encouraged by calling 609-689-9580.

1 – 3 p.m.

NJEA HIGHER EDUCATION CONVENTION LUNCHEON

Sheraton Atlantic City Convention Center Hotel

Pearl Ballroom 1, 2, 3

Keynote Speaker: Zakiya Smith Ellis, Secretary of Higher Education, State of New Jersey

Reservations are required. To make a reservation, send a check for \$29 payable to NJEA/HE, c/o Beneficial Bank, P.O. Box 13661, Philadelphia, PA 19101-3661, or contact Karen “Skip” Perry at kperry@njea.org or 609-689-9580, by Oct. 26.

For information regarding the discussion groups or luncheon, please call NJEA’s Higher Education office at 609-689-9580.

NOMINATE A LOCAL ASSOCIATION FOR BARGAINING EXCELLENCE

A local association that has demonstrated excellence in collective bargaining will be honored at the summit with the 2018 Jim George Collective Bargaining Award at the NJEA Jim George Collective Bargaining Summit on Oct. 26-27 at the Doubletree Somerset. Those nominated will also be recognized.

CRITERIA

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

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

NOMINATION

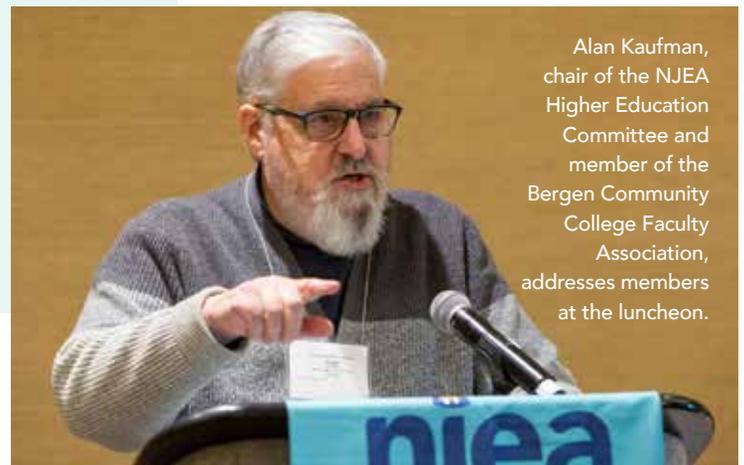
Local associations can be nominated by any NJEA member or NJEA staff member.

To nominate a local, visit njea.org/cbaward.

To be considered for the 2018 Jim George Collective Bargaining Award, settlements must be ratified by both parties between July 1, 2017 and June 30, 2018. Nominations are due Sept. 14, 2018.



Phyllis Shafer, a member of the Brookdale Community College Faculty Association, listens to the keynote speaker at the 2017 Higher Education Luncheon.



Alan Kaufman, chair of the NJEA Higher Education Committee and member of the Bergen Community College Faculty Association, addresses members at the luncheon.

NOMINATIONS OPEN FOR AWARDS TO BE CONFERRED AT NJEA EQUITY ALLIANCE CONFERENCE

Nominations are now open for four awards that will recognize advocacy and achievement in equity and justice. The awards will be presented at NJEA's first-ever Equity Alliance Conference, to be held on Jan. 11-12, just prior to the holiday observing Dr. Martin Luther King Jr.'s birthday.

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

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

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

Nomination forms and documentation for any of these four awards are due Dec. 1, 2018.

For awards criteria and to make a nomination, go to njea.org/equitynominations. For more information call 609-599-4561, ext. 2290.

STATE OFFICER PETITIONS AVAILABLE

Elections for NJEA state officer positions (president, vice president, and secretary-treasurer) will be held during the upcoming school year for the 2019-21 term.

All nominations for these positions may be made only by petition on forms prescribed by the NJEA Elections Committee.

Petitions for state officers must contain at least 300 signatures of NJEA active members (including active professional and ESP, as well as life members and retired members who are eligible to vote) with at least 10 such signatures from each of 11 counties. Persons who are retired are considered to be from the county in which they last held employment prior to retirement. No more than one nomination may be proposed on any one petition.

Petitions will be available on Sept. 4, 2018. They may be obtained from NJEA Headquarters in Trenton, or from a county or unit representative on the NJEA Elections Committee.

All signed petitions must reach NJEA Headquarters at 180 W. State St., Trenton, or an NJEA-NEA UniServ office no later than 5 p.m. on Oct. 15, 2018.

These procedures and the deadlines are for state officer positions only and do not affect nominations for other NJEA positions.

Balloting for contested positions will take place in the regular 2019 NJEA spring elections.

SELFIE OF THE MONTH

The Watchung Hills Regional Education Association proudly congratulated its graduating students and their families, holding up a banner as graduates walked past during graduation. In the selfie: WHREA President Ken Karnas, Dorian Papianni, Eliana Azar, Leigh Brodsky, James Granuzzo, Greg O'Reilly, Patricia Godon, Kristin Mannion Spenser Brenn, Ryan

Murray, Evan Oftedal, Lynn Raimondo, Annmarie Vander Fliet, Courtney Griffith, Heather Farrington, Erin Hodge, Gwen Blake, Amita Lluveres, Nicole Kelly, Matt Dellibovi, and Pat O'Halloran.

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.



NOMINATIONS FOR ESP AWARDS OPEN

ESP OF THE YEAR AWARD

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

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

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

Local associations are encouraged to select a nominee and submit his/her name to their county association no later than Friday, Sept. 21, 2018. If you have a nominee in mind, visit njea.org/esp for a nomination form and immediately talk to your local or county association president about the nomination.

CAREER ACHIEVEMENT AND FRIEND OF ESP AWARDS

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

If so, consider making a nomination for an NJEA ESP Career Achievement Award or an NJEA Friend of ESP Award. Nominations are accepted through Nov. 23. For details and nomination forms, visit njea.org/esp.

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NJEA JIM GEORGE COLLECTIVE BARGAINING SUMMIT

Oct. 26-27

Doubletree Hotel and Conference Center
Somerset, NJ

See your local president or negotiations chair before Oct. 14 to let them know you're interested in attending.

The annual Jim George Collective Bargaining Summit is an opportunity for local associations to come together for training opportunities that benefit members at the bargaining table. The NJEA Jim George Collective Bargaining Award is presented at the conference and all nominated associations are recognized as well. To nomination a local association, see details on Page 8.

SAFEGUARDING OUR SCHOOL STAFF AND CHILDREN:

A comprehensive approach to violence prevention in school

Oct. 20

9 a.m. – 3 p.m.

NJEA Contemporary Building
176 W. State St., Trenton

To register, visit bit.ly/njeasafeguard.

Join noted school safety experts, educators, and policymakers on Oct. 20 for the Healthy Schools Now Coalition's inaugural groundbreaking "Safeguarding Our School Staff and Children" conference. At this full-day conference, participants will hear best practices from state and nationally known school safety through leaders and security experts on how best to address the

myriad causes of violence in schools as well as provide prudent and practical solutions on how stakeholders can prevent repeats of tragic school shootings in Florida and Texas.

LGBTIQA+ MINI CONFERENCE

Oct. 6

8 a.m. – 2 p.m.

NJEA Headquarters

180 W. State St., Trenton

3 hours of PD credit offered

To register, email vlepore@njea.org

Session 1: Enhancing LGBTIQA+ - Positive School Climate – In this workshop, we will be exploring best practices for establishing/sustaining a high-functioning GSA club in your school and enhancing teacher-to-teacher and student-to-student peer leadership.

Session 2: Beyond the Rainbow: Supporting LGBTQ+ Students, Staff, and Exploring Intersectionality of Identity – In this session, participants will explore the various sexual orientations and gender identities that make up the LGBTQ+ community. Participants will also explore the concept and implications of social privilege and oppression. There will also be an emphasis on transgender, queer, intersex, and "plus" identities, as this content is often under-represented, and thus, less understood. A large emphasis of the workshop will explore moving beyond simply one's LGBTQ+ identity and also examining Kimberle Crenshaw's concept of "intersectionality," which incorporates how one's various identities (race, gender, sexual orientation, etc.) together affect their experience.

NJEA PAC ANNOUNCES ENDORSEMENTS

At its August meeting, NJEA's 125-member political action operating committee (NJEA PAC) voted to recommend to the National Education Association (NEA) Fund for Children and Public Education Sen. Bob Menendez for re-election to the U.S. Senate and three candidates for the U.S. House in Congressional Districts (CD) 2, 3 and 11. Two districts, four and seven, were recommended as a voters' choices. The endorsements of the friendly incumbents in the seven remaining congressional districts had been approved in May.

NJEA PAC votes on the recommendations of local interview teams of members from each congressional district. The 2018 NJEA PAC-endorsed candidates are:

- U.S. Senate: Bob Menendez
- CD-1: Donald Norcross (D)
- CD-2: Jeff Van Drew (D)
- CD-3: Andy Kim (D)
- CD-4: YOUR CHOICE of Chris Smith (R) or Josh Welle (D)
- CD-5: Joshua S. Gottheimer (D)
- CD-6: Frank Pallone Jr. (D)
- CD-7: YOUR CHOICE of Leonard Lance (R) or Tom Malinowski (D)
- CD-8: Albio Sires (D)
- CD-9: William Pascrell (D)
- CD-10: Donald Payne Jr. (D)
- CD-11: Mikie Sherrill (D)
- CD-12: Bonnie Watson Coleman (D)

Statements from the candidates will appear in the October *NJEA Review*.

VOTER DATES TO REMEMBER

ELECTION DAY IS NOV. 6 – POLLS OPEN 6 A.M. TO 8 P.M.

Last day to register to vote: Oct. 16

Vote by Mail application due: Oct. 30

Last day to apply in person for a Vote by Mail ballot: Nov. 5 (up to 3 p.m.)

VOTER REGISTRATION

Is every eligible voter in your household registered? A voter registration form can be obtained at njelections.org. Click on "Voter Registration and Voting" in the left-hand sidebar. Forms are available in English and Spanish and by

county of residence. Because the application needs a valid signature, you cannot register online. Select the form for your county, fill it out on screen, then print it and sign it. The form already includes your county clerk's address and is mail-ready. If you can print it double-sided, all you need to do is fold it, tape it, and mail it. It doesn't even need a stamp.

VOTE BY MAIL

You do not need a reason to vote by mail. Simply request a Vote by Mail ballot. In New Jersey, any voter can vote by mail in any election. To apply for a Vote by Mail ballot, go to njelections.org, click on "Vote by Mail" and scroll down to the form your county of residence. Print it, complete it, and sign it. Like the voter registration form, the application already includes your county clerk's address and is mail-ready. As long as you can print it double-sided, all you need to do is fold it, tape it, and mail it. But for this application, you'll need a stamp.

The county clerk cannot accept faxed or emailed copies of an Application for Vote by Mail, unless you are a military or overseas voter, because an original signature is required. 🇺🇸

COOL STUFF

A+ EFFORT

MORRIS COUNTY EDUCATOR NAMED NJAGC TEACHER OF THE YEAR

Each year, the New Jersey Association for Gifted Children (NJAGC) recognizes individuals who have made outstanding contributions in the field of Gifted Education. Among those honorees is **LYNNE HENWOOD**, a teacher in Washington Township, Morris County, who was named the 2018 NJAGC Teacher of the Year.

Henwood teaches gifted and talented learners at Flocktown-Kossmann Elementary School. She and her team developed and implemented a research-based, multipronged elementary school identification process for the district that has identified and enabled underserved gifted students to have their educational needs met. Advocating for twice-exceptional learners is Henwood's passion and has made a difference for many children in the district, as well as helped educators and administrators better understand these students and how to meet their unique needs. Inspired by Dr. George Betts' Autonomous Learner Model, Lynne designed a unit titled "Great Minds/Night of the Notables", where fifth-grade students use 21st-Century skills such as choice, collaboration, creativity, critical thinking, rigor, growth mindset principles, and technology. The event was featured on the Verizon Fios Network program called This Is Jersey with Gary Gellman, and was also on local radio station, WRNJ 1050 AM.



Lynne Henwood is the 2018 NJAGC Teacher of the Year.

CLARK TEACHER WINS POWER OF ONE AWARD

FRANK STEBBINS, a social studies teacher at Arthur L. Johnson High School in Clark, was awarded the Gina Lanceter Power of One Award. Established by the family of Gina Lanceter and the New Jersey Commission on the Holocaust, the award recognizes an individual who conveys the lessons of the Holocaust, genocides, and other acts of prejudice and hate and works to ensure that future generations learn the lessons and understand how they can be implemented to make the world a better place where all can live in peace and harmony.

Lanceter is a survivor of the Holocaust who has discussed her experiences with children and adults for over 20 years and always emphasizes the importance of being an "upstander" and how one person can make a difference.

During the 2017-18 school year, Stebbins participated in a variety of programs that allowed students to become upstanders in their local and extended communities. Stebbins and his students were selected to participate in the inaugural year of Civics Unplugged, a program that creates student-facilitated sessions discussing current issues shaping today's headlines including voting rights, infrastructure, immigration, the press, affordable housing and expression of one's beliefs. The program included 12 schools, 11 from New York City, with Arthur L. Johnson representing the only New Jersey school. Students participated in monthly sessions dedicating a Sunday a month to learning crucial skills such as session facilitation, engaging in dialogue, and understanding diverse viewpoints.

Stebbins also brought three students and was a regional group lead at this year's Lemkin Summit to End Mass Atrocities. During the three days in Washington D.C., Stebbins and his students attending panels, participated in breakout sessions, and lobbied at five New Jersey Congressional offices in favor of the Elie Wiesel Genocide and Atrocities Prevention Act of 2018.

Additionally, Stebbins works closely with the Kean University Holocaust Resource Center and Human Rights Institute to have his students attend various programming and lectures as well as the Seton Hall University Sister Rose Thering Program.

PASCACK VALLEY EA MEMBER EARNS FULBRIGHT, MILKEN AWARDS

ARGINE SAFARI, a music teacher at Pascack Valley High School, has been awarded two of the most prestigious awards in American education, a Fulbright Distinguished Awards in Teaching grant and a Lowell Milken Center for Unsung Heroes fellowship.

Safari is one of 35 recipients of the 2018-19 Fulbright Distinguished Awards in Teaching. She will travel to Finland in January 2019 to develop a global collaborative project with the University of the Arts Helsinki, Sibelius Academy, several Finnish schools, and the Pascack Valley Regional High School District.

On June 17, Safari arrived in Fort Scott, Kansas for a week of collaboration with Lowell Milken Center staff as part of her Milken fellowship.

According to the Milken Center, "Her passion, expertise and innovative ideas have raised the awareness of the arts within her district and nationally. Thirteen years ago, she came to Pascack Valley High School where she developed a nationally recognized vocal program, establishing new vocal groups as well as interdisciplinary district courses, and founding and advising the Tri-M Music Honor Society chapters in both district schools. Under Mrs. Safari's direction, Pascack Valley choirs earned top awards and accolades, traveling nationally from Washington, D.C. to Los Angeles, CA and internationally to Montreal, Canada and Dublin, Ireland.

"More importantly, Argine's students learn the value of true citizenship through their volunteer community work and by raising thousands of dollars for numerous charities."

Prior to working in Pascack Valley, Safari was the conductor at the Grammy award-winning Brooklyn Youth Chorus. In 2013, Argine co-founded a nonprofit youth theater arts company, Stage Scene and Song Performing Arts (3sPA), and has since been serving as its artistic director. 3sPA transforms, enlightens and empowers its participants, fostering mutual respect for peers, a tremendous sense of community and camaraderie, and an appreciation for contribution.

Safari is a Grammy-nominated educator who is the 2018 New Jersey Art Educator of the Year, the 2017 New Jersey State Teacher of the Year, the 2017 Evangelina Menendez Trailblazer, the 2018 NEA Foundation Teaching Excellence Award recipient, and the 2010 Princeton University Distinguished Scholar. Safari is pursuing her Ph.D. in Learning, Instruction and Innovation from Walden University.



From left:
Gina Lanceter,
Stebbins, Director
of New Jersey
Commission
on Holocaust
Education
Lawrence Glaser
and Clark
Public Schools
Superintendent
Edward Grande



Argine Safari, the
2016-17 State
Teacher of the
Year recently
earned Fulbright
and Milken
awards.

4 TIPS FOR NEW EDUCATORS

BY CARLO GONZALEZ

I remember my first day as a new teacher as though it were yesterday: I walked into my classroom on a hot September day thinking, “Man, it’s hot in here” and then, “Who do I call if my air conditioner doesn’t work?”

Eventually, I figured out my room didn’t have AC—problem solved!

First-year teachers don’t have the luxury of knowing the school’s maintenance worker or Betty in Human Resources. They are, rightfully, focused on teaching and starting a career. Therefore, this article isn’t about best teaching practices or the newest theory in learning; it’s about those incidental things that make a new teacher’s life a little easier.

I’d like to share with you some tips that have helped me on my journey. I hope that as you engage your new colleagues in conversation, you can give them this advice, or your own, to make their first year as smooth as possible.

TIP 1: GET TO KNOW EVERYBODY’S NAME.

It’s important to know not only your student’s names, but also the janitor, the secretaries, and bus drivers too. Using a first name lets the person know you value and respect him or her. It can help cultivate meaningful relationships.

TIP 2: DON’T BE AFRAID TO ASK QUESTIONS.

As a first year teacher, you aren’t only new to the profession, but new to the district and building, as well. Who do you go to if you need 1,000 stapled, color copies? What if you need to

make a change to your health insurance? Asking questions is the only way to find out an answer. Ask away! I’d rather ask 100 questions to make sure I understood something, rather than get it wrong or miss a deadline.

TIP 3: KNOW WHO YOUR GO-TO PEOPLE ARE.

Who can you go to with a question about IEPs or special education? Cultivate relationships with people on the child study team. Who can you ask if you need advice about a lesson or classroom management? Talk to your colleague whose classroom management is on point. Have a question about your contract or your rights? Get to know your association rep. Not sure about your paycheck? Get to know someone in the benefits department. Having a few trusted contacts can make your life a little easier when you are unsure about something.

TIP 4: MAKE FRIENDS WITH YOUR NEIGHBORS.

Get to know the teachers and paraprofessionals around you. Teaching can be a lonely profession, and it helps to have a colleague you can talk to. Experienced neighbors are a good resource for ideas. I got to know my neighbors well enough that I sent student over when they (or I) needed a break. It’s good to have friends.

As you welcome new teachers into your schools, share with them some tips that have made your life easier. Does the copier jam if you use colored paper in Tray 2? Let them know! The night janitor likes when your chairs are put on the desks on Friday? Tell somebody! Things like these aren’t common knowledge to a new teacher, so make sure they know the nuances of your school. Here’s to a new school year full of knowledge and friendships!

Carlo Gonzalez is a school counselor at Whitehall Elementary School in Monroe Township, Gloucester County.

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. In an effort to provide a supportive, autism-friendly environment for audience members, production lights and sounds will be adjusted and various calming areas will be stationed throughout the theater’s lobby, in case any guest needs to leave during the performance. Also, a social narrative packet and study guide will be emailed to teachers once tickets have been reserved.

PETE THE CAT

Dec. 5, 2018, 10:30 – 11:30 a.m.

Tickets: \$10

RSVP by Nov 14.

Join Jimmy and Pete on an adventure of friendship, all the way to Paris and back in a Volkswagen bus! This production is presented by Theaterwork-sUSA.

EINSTEIN!

Oct. 24, 10:30 a.m.

Tickets: \$10

RSVP by Oct. 9.

Jack Fry’s new solo show “Einstein!” explores Einstein’s earlier years in Berlin as he struggles to prove this theory of relativity and prove his relativity as a father. Based on new information recently released, this play highlights the trials we all face as individuals in a world that at times doesn’t want us to succeed. This production is appropriate for Grades 5-12.

A SALUTE TO VETERANS

Oct. 30, 12:30 p.m.

Tickets: Free

RSVP by Oct. 9

Join us for a special pre-Veteran’s Week celebration as we present excerpts from six plays that highlight on the experience of women in the military. This production is appropriate for Grades 5-12.

ARM OF THE SEA THEATER PRESENTS THE REJUVENARY RIVER CIRCUS

Dec. 4, 10:30 a.m.

Tickets: \$10

RSVP by Nov. 16.

A Story About the Life of a River: This allegorical tale features over three dozen masks and puppet characters, great live music, and a gorgeous hand-printed bio-morphic set design. Along this fantastic voyage, a host of creatures offer insight into their particular role in a watershed’s ecosystem. The performance combines art, ecology and social action. This production is appropriate for ages 8 and above.

WIN A GRANT FOR SUSTAINABILITY

Sustainable Jersey for Schools is a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time. Launched in fall 2014, it is a nonprofit organization that provides tools, training and financial incentives to support and reward schools as they pursue sustainability programs.

NJEA, as a Sustainable Jersey for Schools program underwriter, is contributing \$180,000 to support a Sustainable Jersey for Schools Grants Program cycle. With this contribution, NJEA has provided \$1,000,000 to support a sustainable future for children across the state.

The 2018 NJEA Schools Small Grants Program cycle will award:

- Ten \$10,000 project grants to school districts and schools.
- Forty \$2,000 grants to support school green teams.

Only New Jersey public school districts or schools that are registered with the Sustainable Jersey for Schools program with an NJEA local association are eligible. Schools or districts must also have appointed a Green Team that meets the Green Team action standard.

APPLYING FOR A GRANT

To download the 2018 Application Information Packet—a necessary step in applying for the grant—visit sustainablejerseyschools.com, click on “Grants and Resources” and scroll down to “NJEA Grant Cycle.”

You may also wish to participate in an information webinar to review the application process, eligibility requirements, eligible projects, and tips for a successful application on Friday, Sept. 14, from 3 to 4 p.m. The link to register for the webinar can be found on the website as described in the paragraph above.

The online application deadline is Wednesday, Oct. 31, 2018 at 11:59 p.m.

ART PROJECT SEEKS STUDENT SUBMISSIONS EXPLORING THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Central Jersey Arts Council invites you to participate in an art initiative called Art in the Right, which will raise awareness of human rights through sculpture. The 30 articles of the Universal Declaration of Human Rights, adopted by the United Nations on Dec. 10, 1948, will be explored through a series of sculptures created by students across New Jersey in Grades 2-12. Sculptures can be made from almost anything, including, but not limited to, wire, plaster, paper, ceramic and found objects.

Student work from the project will be included in a student exhibition May 18, 2019, at the Central Jersey Arts Council.

If you are interested in participating, send an email to East Brunswick art teacher Angella Karakoglou at akarakoglou@ebnet.org.

HAVE YOUR SCHOOL JOIN THE 2018 STUDENTS CHANGE HUNGER CHALLENGE

The New Jersey Federation of Food Banks invites your school to join Students Change Hunger, a statewide initiative to engage and mobilize students to address hunger in their local communities and throughout the state.

Last fall, 193 schools participated in the program's sixth year—144,234 pounds of food and \$59,164 were donated to the food banks.

This year the campaign will run from Sept. 17 through Dec. 10. Schools within the respective service areas of the state's five food banks will compete with each other, based on the size of the student population, to collect as much food as possible for their local food bank. The schools that bring in the most food in their division are given special awards at the end of the competition. In addition, schools have the opportunity to be considered for the Governor's Cup, a statewide recognition given to the school that achieves the best results through school spirit, advocacy and active participation.

Visit studentschangehunger.org to learn more about the challenge, download helpful materials, and register your school for the competition. Who knows? Your school could be the next Governor's Cup champion!

SAVE THE DATE FOR THE 2018 NJ GSA FORUM

For LGBTQ advisers, supporters, parents, and students won't want to miss the 2018 New Jersey GSA Forum. Co-sponsored by GLSEN Central New Jersey and The Bayard Rustin Center for Social Justice, the forum will feature a keynote presentation by Gavin Grimm, student activist and the plaintiff in *Gavin Grimm v. Gloucester County (Virginia) School Board*, which challenged the school board's decision to deny Grimm use of the boy's bathroom.

This student-centered event also offers informative sessions for educators with certificates of attendance available.

The forum will take place on Nov. 17 at Middletown High School South.

To learn more visit RustinCenter.org/gsaforum or email centralnj@chapters.glsen.org.

APPLY FOR THE GOVERNOR'S ENVIRONMENTAL EXCELLENCE AWARDS

The Governor's Environmental Excellence Awards Program is New Jersey's premier awards program for recognizing outstanding environmental performance, programs and projects throughout the state. These awards recognize individuals, businesses, institutions, communities, organizations, educators, youth and others who have made significant contributions to environmental protection in New Jersey.

Since the awards program was established in 2000, 170 winners have been recognized. Nominations can be submitted for the following categories: Clean Air; Healthy Ecosystems and Habitats; Water Resources; Land Conservation; Healthy and Sustainable Communities; Healthy and Sustainable Businesses; and Innovative Technology.

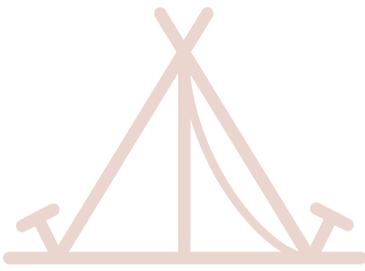
In addition, the category for “Environmental Education” has been divided into two awards: one for educator-led initiatives and one for projects that are student-led or have succeeded because of a high level of student involvement.

The program is sponsored by the New Jersey Department of Environmental Protection (DEP), the New Jersey Infrastructure Bank and the New Jersey Corporation for Advanced Technology, in partnership with the New Jersey State League of Municipalities.

Award winners will be honored at a ceremony in December, to be held in or near Trenton.

The 2018 application and awards information can be found at www.nj.gov/dep/awards. Completed applications must be received at DEP by 5 p.m. on Friday, October 5.

For questions about the application or awards program call Tanya Oznowich at (609) 984-9802 or email Tanya.Oznowich@dep.nj.gov.



EDCAMPNEWARK: A DAY OF TEACHING AND LEARNING LIKE NO OTHER

SATURDAY SEPT. 22
8 A.M. - 1:30 P.M.

EdCamp's Un-Conference style professional development is back in hip and historic Newark. EdCampNewark celebrates teacher leadership, connectedness, collaboration and sharing of best equitable practices for responsive instruction for all students. EdCampNewark will be a day of teaching and learning like no other.

Visit smore.com/wa27k for more information and register. Follow EdCampNewark on Twitter at @edcampnewark and on Instagram @edcampnewarknj for all of the latest news and updates.

ENTER YOUR STUDENTS IN A SCENARIO WRITING COMPETITION

The New Jersey Future Problem Solving Program (NJFPS) invites you to enter your students in a scenario writing contest. Scenario Writing is a competition in which individuals develop short stories related to one of five FPS topics for the year. The story is set at least 20 years in the future and is an imagined, but logical, outcome of actions or events taking place in the world today.

Scenario Writing gives fledgling writers guidelines and parameters. The story can be no more than 1,500 words and incorporate a futuristic topic from the current FPS year. This year's topics include "Mission to Moon, Mars, and Beyond;" "Drones; Food Loss and Waste;" and "Coping with Stress." The story must define a problem and address how it will be solved.

Four divisions are offered: Junior (Grades 4-6), Middle (Grades 7-9), and Senior (Grades 10-12).

NJFPS guides you and your students through the process. NJFPS will read, critique, offer suggestions, and encourage revisions. There's no need for the teacher to grade the writing. The final product is read by multiple judges who provide feedback through a rubric.

Scenario writers begin the process in the fall. Scenarios are submitted on line by Feb. 1. First, second and third place awards are given in the Junior, Middle, and Senior divisions. The first-place winning scenarios are submitted to the International Competition where awards are given. Materials and resources are available for teachers free or at a low cost.

For more information go to njfps.org.

USE THESE FREE LAW- RELATED EDUCATION PROGRAMS AND RESOURCES WITH YOUR STUDENTS

FREE PROFESSIONAL DEVELOPMENT FOR TEACHERS ALSO AVAILABLE

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

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

These are just some of NJSBF services. All are available free of charge.

For more information, download the PDF below and visit the NJSBF online at njsbf.org or call 1-800-FREE-LAW.

You can follow the NJSBF on social media—@NJStateBarFdn can be found on Facebook, Twitter and Instagram, and YouTube videos.



FREE GALLERY TOUR EXHIBITS AT WILLIAM PATERSON UNIVERSITY

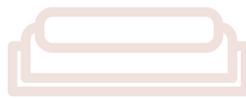
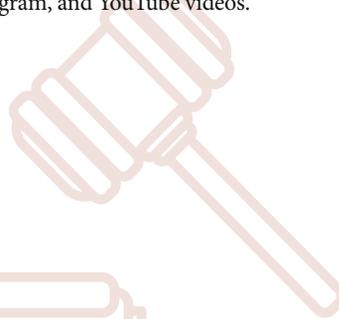
All exhibits will be presented at William Paterson University, Shea Center for Performing Arts, 300 Pompton Road in Wayne. Contact Lavene Gass at gassyoumansl@wpunj.edu or 973-720-3178.

WOMEN'S RIGHTS ARE HUMAN RIGHTS Sept. 10 – Dec. 7

This tour must be booked 4-6 weeks in advance. It will feature posters created by both men and women and challenges gender inequality and stereotypes, advocates for reproductive and sexual rights, and promotes women's empowerment and equal participation in society. This exhibit is organized and curated by Professor Elizabeth Resnick, Massachusetts College of Art and Design. During the tour, students view, interpret, and discuss original works of art. This experience is followed by a hands-on art making workshop exploring techniques and themes related to the exhibition on view.

SPEAK YOUR PIECE Sept. 10 – Dec. 7

Four Freedoms, which was conceived by artists Hank Willis Thomas and Eric Gottesman, is a non-partisan, nationwide campaign to use art to inspire civic participation and respond to President Franklin D. Roosevelt's Four Freedoms speech: affirming the rights of freedom of speech, freedom of worship, freedom from want, and freedom from fear. William Paterson's exhibit will showcase New Jersey-based artists who give voice to marginal and underrepresented communities and individuals. As part of simultaneous art exhibitions on college campuses in all 50 United States and in Puerto Rico, this project endeavors to broaden civic participation and deepen local and national public discourse in the lead-up to the 2018 midterm elections. During the tour, students view, interpret, and discuss original works of art. This experience is followed by a hands-on art making workshop exploring techniques and themes related to the exhibition on view. 🎨



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The Law and You

THE DIANE B. ALLEN EQUAL PAY ACT AND LOCAL ASSOCIATIONS

BY SAMUEL WENOCUR, ESQ.

Gov. Phil Murphy signed the Diane B. Allen Equal Pay Act (EPA) into law on April 24. Effective as of July 1, the EPA amended the New Jersey Law Against Discrimination (LAD) making it illegal for an employer to discriminate in compensation and other financial terms of employment based upon a person's inclusion in any protected category, such as but not limited to race, sex, gender identity, religious affiliation or sexual orientation.

A violation of the EPA occurs each time an employer pays an employee a discriminatorily differential wage, and the employee "may obtain relief" for the entire period of the discriminatory pay up to six years. The EPA also amends the LAD to protect employees from retaliation by an employer for sharing information with legal counsel or a government agency, and prohibits employers from preventing employees from sharing with each other their terms of employment.

The EPA's amendments to the LAD include a provision specifically enunciating the circumstances under which an employer may pay a different rate of compensation to an employee and still comply with the act. For example, a pay differential will not violate the law if the employer can demonstrate that the difference results from a seniority or merit system or if the employer can show the following affirmative defenses:

- That the differential is based on one or more legitimate, bona fide factors other than the characteristics of members of the protected class, such as training, education or experience, or the quantify or quality of production.
- That the factor or factors are not based on, and do not perpetuate, a differential in compensation based on sex or any other characteristic of members of a protected class.
- That each of the factors is applied reasonably.
- That one or more of the factors account for the entire wage differential.
- That the factors are job-related with respect to the position in question and based on a legitimate business necessity. A factor based on business necessity shall not apply if it is demonstrated that there are alternative business practices that would serve the same business purpose without producing the wage differential.

If successful at trial, the judge shall award the aggrieved plaintiff(s) three times the economic damages suffered by the plaintiff(s) by the unlawful treatment. If such claims are pursued administratively rather than judicially, the director of the New Jersey Division on Civil Rights (DCR) also has the authority to award triple damages.

Under the EPA, employers who contract with a public body, such as a school district, to provide certain services must identify, in writing, to the state the compensation and hours of its employees broken down by gender, race, ethnicity and job category. This information will be made available to the DCR and, upon request, to any employee of the employer during the relevant timeframe of the contracts or any employee's authorized representative.

If an employee can demonstrate a difference in pay between members and nonmembers of protected categories performing substantially similar work, the employer now has the burden to meet the five-factor test or else the employer will face the potential for liability for violating the EPA and, if found so liable be responsible for paying triple damages consisting of the difference between the two differential salaries for up to six years. Because of these changes, the EPA has been hailed as the gold standard for wage discrimination laws and the strongest protections in the nation.

EPA, SCHOOL DISTRICTS AND THE LOCAL ASSOCIATION

The most obvious potential application of the EPA within school districts is with an employee's initial placement on the salary guide. As intent is not a necessary element for an EPA claim, a school district will have to demonstrate an affirmative defense if two employees performing substantially similar work are placed at different levels of the same salary guide. An employee's subsequent movement up a salary guide would not necessarily serve as an affirmative defense since it would not cure the defect of the lower salary caused by the lower initial placement.

In addition to initial placements on the salary guide, the EPA's application in school district may be significantly further reaching due to the law's expansive language. As the EPA is breaking new ground nationally in pay discrimination, there is no obvious comparative statute elsewhere in the county to study how it will be used. But with the EPA's low burden of proof and the high threshold for establishing an affirmative defense, all parties must take the EPA into account when negotiating either individual contracts or broader, unit-wide agreements. 📄

Samuel Wenocur is an NJEA network attorney and a partner at Oxfeld Cohen, PC, which specializes in all aspects of labor law, employment law and workers' compensation law.



Littman Holocaust
Resource Center

**Free Professional
Development
for Teachers**

**Individuals Matter:
Personal Narratives
in Response to the
Nazi Threat**

Speaker:

Dr. Rebecca Erbelding
U.S. Holocaust Memorial Museum

October 10, 2018
9:00–3:30 p.m.

Rutgers–New Brunswick

Advance registration by 9/20
BildnerCenter.Rutgers.edu
sarah.portilla@rutgers.edu

*Participants eligible for free trip to
U.S. Holocaust Memorial Museum*

The Allen and Joan Bildner Center
for the Study of Jewish Life

RUTGERS
School of Arts and Sciences

NJEA REPORT

NJEA COMMENDS PROPOSED CHANGES TO TESTING

The New Jersey State Board of Education heard testimony Aug. 1 on proposed amendments to the Standards and Assessment chapter of the state's education regulations (N.J.A.C. 6A:8). The amendments, which were recommended to the board by the New Jersey Department of Education (NJDOE) under the leadership of Commissioner of Education Lamont Repollet, were introduced at the July 11 State Board meeting. NJEA Vice President Sean M. Spiller and NJEA Associate Director for Professional Development Dr. Christine Miles were among nearly two dozen public education stakeholders who testified on the proposed amendments.

Spiller and Miles praised the proposed changes by NJDOE as a progressive step, and they expressed the need for a further, more complete transition from PARCC.

"PARCC tests create unneeded stress for students, they take time away from teaching, they constrain the curriculum, and they fail to provide teachers or parents with data that is timely and actionable" said NJEA Vice President Sean M. Spiller as he addressed the board. "When our young learners view PARCC as a hindrance to success—as one fourth grade student noted, 'The PARCC may make it so that I don't become as successful as others or go to a good college' — then we need a new normal."

According to the NJDOE, the amended standards would maintain high expectations for all New Jersey public school students, while seeking to simplify graduation requirements and clarify assessment requirements for English language learner (ELL) students and students with disabilities.

Miles presented the Stakeholders Perceptions on PARCC report developed by NJEA, and completed in collaboration with the NJDOE, NJPSA, Save Our Schools New Jersey and other stakeholder groups, detailing public perceptions regarding the assessment.

"A remarkable and disturbing finding from our sessions, which was highlighted most frequently by students, was the evidence of mental health implications that the current statewide assessment system has upon them," Miles testified. "Participants shared noticeable shifts in student dispositions, citing heightened

anxiety, frustration, and exhaustion evident in students leading up to and during PARCC administration. Participants even shared frequent anecdotes about students 'breaking down' from the pressures of testing. The high-stakes of PARCC as a graduation requirement is one more onerous and unnecessary burden negatively impacting our students' mental health."

Prior to the public testimony, the state board spent several hours debating recommendations.

Those proposals include:

- Eliminating the term "PARCC" throughout rule text.
- Allowing students in their first year in the S. to substitute an ELA assessment with a language proficiency test (i.e. Access for ELLs).
- Clarifying that a student's IEP or 504 plan establishes the individualized accommodations, instructional adaptations, and/or modifications that must be provided.
- Reducing number of days (60 to 45) superintendents have to report their assessment results to their boards of education.
- Ensuring applicable student results are provided to students, parents, and teachers within 45 days of receiving final reports.
- Maintaining current graduation assessment requirements that students pass an Algebra I and ELA 10 state assessment, but allow students who do not pass the state assessments to, following remediation, extra support and/or additional retakes, be able to meet the graduation assessment requirement through a menu of options, currently afforded Class of 2019.
- Removing state end-of-course assessments required for Geometry, Algebra II, ELA 9, and ELA 11 and by doing so, remove the requirement that students must take these assessments prior to being afforded alternative pathways to meeting the assessment requirement.

These recommendations are not yet regulations. They will be published in the N.J. Register and the State Board will be taking additional testimony prior to final adoption. A vote is not expected until early in 2019.



NJEA Vice President Sean M. Spiller (top) and Dr. Christine Miles, NJEA associate director for Professional Development, testified on proposed changes to the administration of statewide standardized tests.

WARETOWN SCIENCE PROJECTS ARE OUT OF THIS WORLD

Brent Cunningham, a sixth-grade teacher at the Frederic A. Priff Elementary School in Waretown, Ocean County, was surfing the internet in January looking for some ideas for his students when he came across Cubes in Space.

The program encourages middle and high school students around the world to create experiments that will be launched into space on a NASA rocket, or near-space on a zero-pressure scientific balloon.

“I was looking for ways to motivate my students and show them the connections among different sections in science,” Cunningham said. “This seemed like the perfect project for our after-school science club.”

Competing against students across the United States as well as 12 other countries, Cunningham’s students proposed four projects for consideration; three were accepted. Two were launched into space on June 21 and one was launched later in the summer.

The two rocket-bound experiments were launched aboard a NASA sounding rocket from Wallop’s Flight Facility in Virginia.

Sounding rockets carry scientific instruments into space along a parabolic trajectory. Their overall time in space is brief, typically 5-20 minutes, and at lower vehicle speeds for a well-placed scientific experiment.

Several of the students attended the early morning launch and excitedly watched as the rocket containing their experiments raced into the sky and out of sight. The rocket went just over 97 miles high and resulted in velocities greater than 3,200 miles per hour. The rocket then returned and ended its trip about 50 miles offshore in the Atlantic Ocean where it was recovered. The students’ cube containing the experiments has been shipped back to Cunningham and his students for the next phase of the program.

The projects launched on the rocket focus primarily on the impact of radiation on seeds. Students wrapped lima bean seeds and Wisconsin fast plant seeds in different materials such as gold foil and aluminum before placing them in small plastic cubes that were housed in the nosecone of the rocket. Once the seeds are returned, students will grow them and study the differences

between the differently wrapped seeds and the control seeds that remained in the classroom.

The lima bean seeds project will look only at the first generation of plants following the exposure to radiation but since the Wisconsin fast plant reproduces so rapidly, students will be able to examine the impact on subsequent generations.

The later project, which was launched on the balloon, looks at the impact of radiation on lithium ion batteries.

“Science is such a great way to motivate students,” Cunningham said. “I’m so impressed and proud of my students for getting three projects accepted. It’s a huge confidence boost for them that I hope will inspire a lifelong curiosity about science.”

Cubes in Space is a project of Idoodleu, Inc., in collaboration with NASA Goddard Space Flight Center’s Wallops Flight Facility, NASA Langley Research Center, and the Colorado Space Grant Consortium. For more information, go to cubesinspace.com.



Sixth-grade teacher Brent Cunningham looks for ways to show students connections across scientific disciplines.



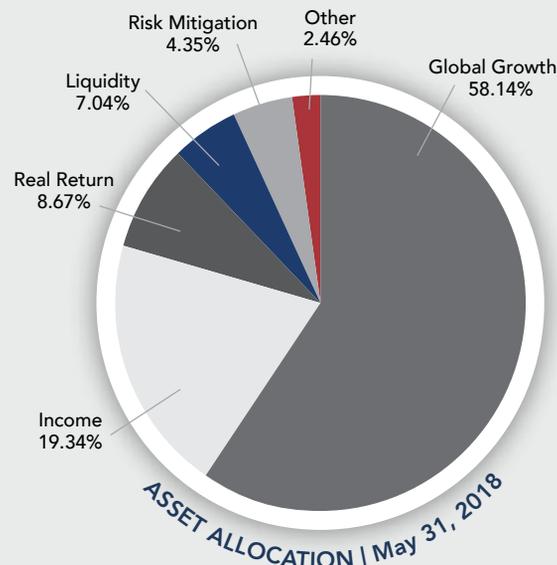
Three projects proposed by Waretown students were accepted for NASA’s Cubes in Space program

PENSION UPDATE

TOTAL PENSION FUND: \$78.60 BILLION

The totals below reflect market values as of May 31, 2018, and for comparison, Feb. 28, 2018. The figures, which are rounded, may not reflect the current market values of some alternative investments through the period noted, because of lags in reporting under industry standards.

	May 31, 2018		Feb 28, 2018	
	Market Value (\$ billions)	Asset Allocation	Market Value (\$ billions)	Asset Allocation
Global Growth	\$45.70	58.14%	\$46.49	59.71%
Income	\$15.20	19.34%	\$15.37	19.74%
Real Return	\$6.82	8.67%	\$6.50	8.35%
Liquidity	\$5.53	7.04%	\$4.16	5.34%
Risk Mitigation/Capital Preservation	\$3.43	4.35%	\$3.65	4.69%
Other	\$1.93	2.46%	\$1.68	2.16%
Total	\$78.60	100%	\$77.85	100%



All reports and financial statements are posted on the Division of Investments’ website at www.nj.gov/treasury/doinvest/index.shtml.

NJEA, NJDOE ELICIT STAKEHOLDER PERSPECTIVES ON PARCC

NJEA RELEASE REPORT ON DATA FROM PARENTS, STUDENTS, EDUCATORS AND OTHERS

Last April, New Jersey Commissioner of Education Dr. Lamont Repollet and the New Jersey Department of Education (NJDOE) called for public input to inform New Jersey's next generation of statewide assessments. This was first step of the transition away from PARCC, or Partnership for Assessment of Readiness for College and Careers, as promised by Gov. Phil Murphy.

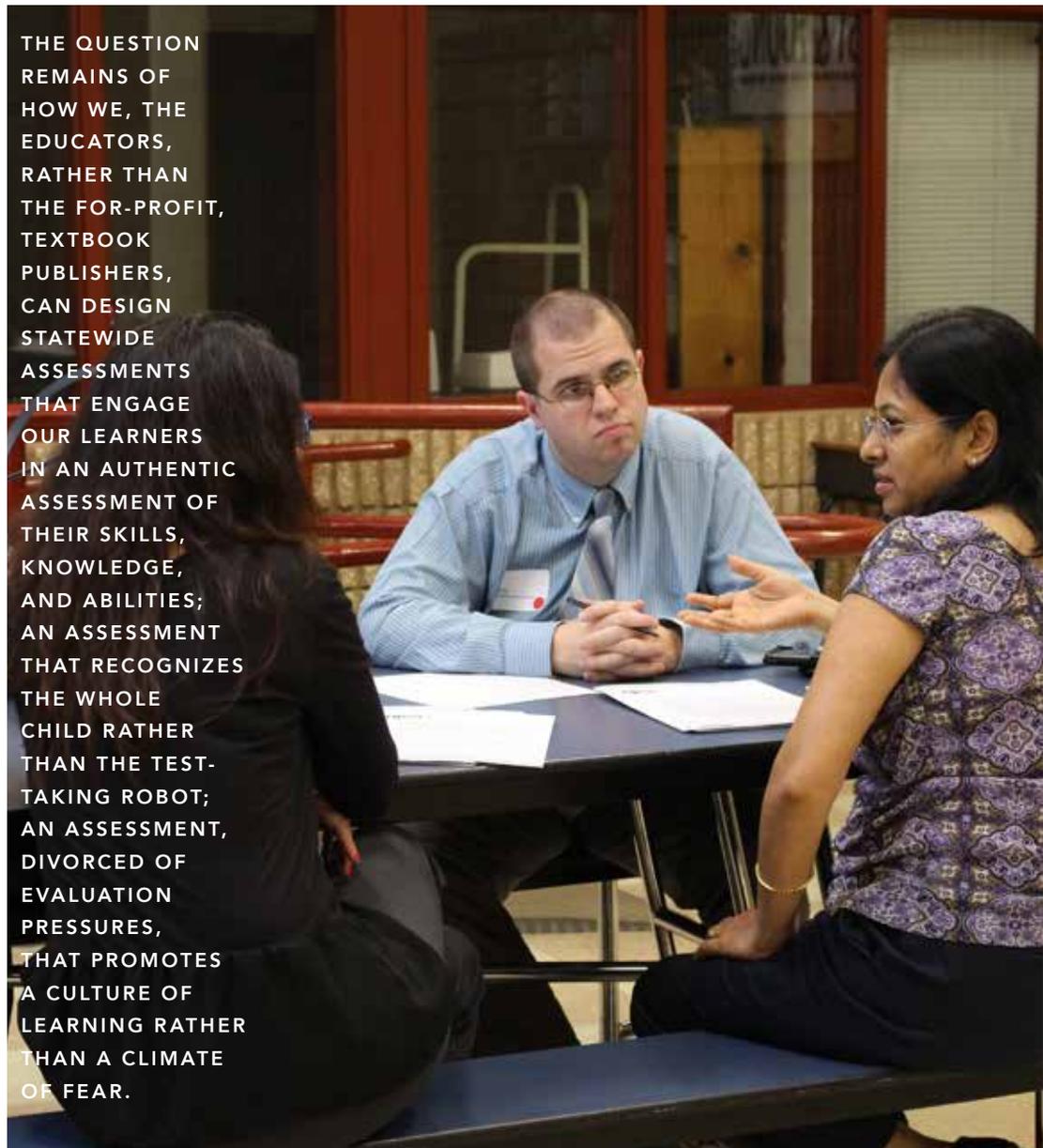
The NJDOE subsequently scheduled approximately 70 events designed to capture public input throughout the state and via webinar. NJEA partnered with the NJDOE to design, host, and facilitate four community meetings with NJEA members, educators, parents/caregivers, students, and other interested stakeholders.

NJEA and the NJDOE also collaborated on two in-school sessions with high school students to ensure that diverse experiences with PARCC were not merely represented, but influential to the future of statewide assessment.

From these sessions, NJEA issued a report, Stakeholder Perspectives on PARCC, which presents the findings and key takeaways from these six events. That report can be downloaded at njea.org/stakeholder-perspectives-on-parcc.

David Yastremksi, a Language Arts teacher at Ridge High School in Bernards Township, served as one of the data collectors at these roundtable discussions. What appear here are his reflections on his experience of the conversations at these events.

THE QUESTION REMAINS OF HOW WE, THE EDUCATORS, RATHER THAN THE FOR-PROFIT, TEXTBOOK PUBLISHERS, CAN DESIGN STATEWIDE ASSESSMENTS THAT ENGAGE OUR LEARNERS IN AN AUTHENTIC ASSESSMENT OF THEIR SKILLS, KNOWLEDGE, AND ABILITIES; AN ASSESSMENT THAT RECOGNIZES THE WHOLE CHILD RATHER THAN THE TEST-TAKING ROBOT; AN ASSESSMENT, DIVORCED OF EVALUATION PRESSURES, THAT PROMOTES A CULTURE OF LEARNING RATHER THAN A CLIMATE OF FEAR.



Josh Eckersley, a teacher at Central Regional High School in Bayville, listens as parents discuss standardized testing in New Jersey.

WHERE DO WE GO FROM HERE? | A REFLECTION ON THE PARCC ROUNDTABLES

In 1967, Martin Luther King penned what became his last book, *Where Do We Go From Here: Chaos or Community?* In it, he addresses a variety of topics including the labor movement, politics and education.

When discussing education he writes, “Education is too important today to be left to professional fads...” He goes on to say, “Education without social action is a one-sided value because it has no true power potential. Social action without education is a weak expression of pure energy. Deeds uninformed by educated thought can take false directions.”

So when reflecting upon our four years of experience with the PARCC tests and with the promise of Gov. Phil Murphy to reduce PARCC’s influence as a tool of student assessment and teacher evaluation, I was excited when I heard that NJEA would be joining the NJDOE and Commissioner Repollet’s listening tour to elicit feedback on the tests and their impact on our students and our classrooms. It would provide all of the stakeholders—the educators, students, parents, and others—an opportunity to participate in social action regarding the direction of testing in our state.

I joined two of the recent PARCC roundtable meetings designed to elicit feedback from stakeholders on the past, the present, and the future of PARCC and standardized testing. As an NJEA member-facilitator, I was tasked with asking questions and generating discussion among a group of educators, parents, students, and other stakeholders. We recorded their responses to questions regarding the impact of testing on our students, their parents, and our colleagues. Our task was to collect as much narrative data as possible to help understand how the PARCC has affected their lives over the four years of its implementation.

I expected to hear many of the same concerns as I had been hearing over the past four years: why standardized tests shouldn’t be tied to a teacher’s evaluation; how much time is spent testing; why parents choose

to opt their children out of testing; how the PARCC is an unfair and unreasonable form of assessment.

But, I also looked forward to hearing about possible resolutions to the assessment dilemma. We must have some form of state and standards-based assessment—what should that look like and how do we proceed from here?

During the interview portion of the meeting, I quickly realized many of my assumptions were correct with very clear agreement among the participants. Stakeholders questioned the overall purpose and relevance of the PARCC test as a means of testing student achievement and voiced a desire for a more authentic assessment to reveal student strengths and needs. Regarding the logistics of administering the PARCC, many resented the amount of class time sacrificed for testing along with student struggles managing the web-based TestNav system. Many other comments were offered, which are further detailed in *The Stakeholder Perspectives on PARCC* report.

However, as one of the hosts of parent conversations during the Journey Mapping portions of the evening, I heard perspectives that I had never heard directly before: the stress the PARCC caused the child at home.

Some parents mentioned how they hesitated sending their child to school knowing the stress and anxiety their child would feel taking the exam. Typically, parents try to help their child through difficult situations, however, in this case, one parent felt like she was knowingly sending her child into a threatening environment that left her feeling greatly conflicted. Other parents resented how other classes, such as physical education and the arts, were suspended in the weeks leading to testing dates. Some voiced confusion regarding the graduation requirements.

As an educator, I found myself nodding my head and acknowledging the “false directions” that PARCC has taken over the past several years. But I found myself thinking, “Then

what?” Do we return to the NJASK and HSPA? Do we maintain the computer-administered format or go back to paper-and-pencil tests? Can’t we just use the PSAT, SAT, ACT, or AP for the high school students? How often should students be assessed? How early should they be assessed? We discuss the power of authentic assessments, but how does that look at a state level? Can the current portfolio alternative be expanded in scope and opportunity? I worked with my own students over the years to complete the portfolio requirements and can attest, at least for high school seniors, the process appeared less time-consuming, less stressful, and less mundane than those students I proctored taking the PARCC. What if?

I remember the days when the New Jersey state assessments featured more engaging opportunities including public speaking tasks, where students were provided a prompt and asked to develop a speech, create a visual aid, and deliver it to the class. I remembered when writing prompts required students to use their imagination and writing skills with narrative tasks and picture-based prompts while still maintaining the traditional informational and persuasive tasks.

I remember hearing students mention that some of the tasks were even fun and engaging.

So after these last four years, the question remains of how we, the educators, rather than the for-profit, textbook publishers, can design statewide assessments that engage our learners in an authentic assessment of their skills, knowledge, and abilities; an assessment that recognizes the whole child rather than the test-taking robot; an assessment, divorced of evaluation pressures, that promotes a culture of learning rather than a climate of fear.

It was also refreshing to gather at a communal table of dialogue where students, parents, administrators, school board members, NJDOE staff and NJEA members could reflect, share and envision a new day when we can assess our students without

so much collateral damage. I hope NJEA and NJDOE provide more opportunities where, together, we can elicit the feedback to manage and direct our student’s educational experiences with clear purpose, sincerity, and respect.

In *Where Do We Go From Here: Chaos or Community?*, Martin Luther King acknowledged the initial benefits of forming alliances; however, he also acknowledged that in order for alliances to be effective with “loyal commitment,” each of the participants must have a goal from which they benefit, and none must have an outlook in basic conflict with the others.

Through these meetings, it is obvious that all the stakeholders wish for an assessment method that provides educators and parents with accurate information regarding students’ knowledge, skill and understanding and the NJDOE with the necessary information to assess how districts are performing in the state. Together, we must commit to one another that we will work to redefine and repurpose our assessment system so all of us can benefit.

When considering Dr. King’s title, *Where Do We Go From Here: Chaos or Community?*, after the past years of PARCC chaos, it is refreshing to hear our new governor and our new commissioner discuss the promise for change and the potential for progress. I appreciate NJEA and the NJDOE for providing an opportunity for all the stakeholders, the educators, the parents, and most importantly, the students, to contribute to a new vision for how students and schools are assessed in New Jersey. We are a community, and we will do all we can to bring this chaos to an end.

David Yastremski is a Language Arts teacher at Ridge High School in Bernards Township. He serves on the State Professional Learning Committee for the NJDOE, represents Somerset County on the NJEA Professional Development Committee and is an NJEA Communications Consultant

CELEBRATE LITERACY WITH THE CAT IN THE HAT

Reading is a year-round priority for New Jersey educators and their students, but early March is, well, another story entirely. Excitement is in the air as schools from Sussex to Cape May come together each year to celebrate Read Across America Day.

However, did you know that you can take that celebration up a notch and invite the Cat in the Hat to visit your school? That's right: For the 19th consecutive year NJEA continues to spotlight reading and family literacy through its annual Read Across America-NJ program, which includes the opportunity for NJEA members and their schools to win a visit from the Cat in the Hat.

Read Across America is an annual celebration of reading on or around March 2, which, in 2019, the 115th anniversary of the birth of Theodor Seuss Geisel, better known to generations of young readers as Dr. Seuss. The Read Across America project was originated by NEA in 1999.

NJEA builds excitement for this annual event by sending four costumed "Cats" to visit nearly 300 schools across New Jersey in February and early March. The "Cats"—retired educators who dress up in seven-foot-tall professional Cat in the Hat costumes—bring the literacy message to thousands of students.

As an NJEA member, you can request a chance for a 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. The first 50 members to sign up will receive a red-and-white striped stovepipe hat, courtesy of NJEA.

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 early January of the Cat's availability to visit your school.

If you are selected, please keep in mind that while these "Cats" are definitely a highlight, they should be just a piece of the bigger celebration you have planned. Each year in schools, libraries, and other venues across New Jersey, students and eager adults will participate in various events organized by local school employees, demonstrating their commitment to childhood literacy. Not sure what to do? Visit nea.org/grants/plan-a-reading-event.htm to learn about ways you can create a memorable event for your students, your school, and your community.

To learn more about NJEA's Read Across America celebration or to sign up for a chance to have the Cat at your school, visit njea.org/raa. The deadline for inviting the Cat is Friday, Nov. 9.

TIPS FOR A SUCCESSFUL CAT VISIT

If you are selected to receive a Cat visit, you will be considered the visit coordinator responsible for overseeing the event. Follow these simple suggestions to make the most of your day.

- Loop in your principal and school secretary on the day and time the visit will occur to avoid any confusion upon arrival.
- Invite your colleagues to brainstorm ways to ensure multiple classes, grade levels and school employees can join in on the fun.
- Plan an RAA event where the Cat can appear. Use the free, downloadable materials found on NEA's website to help organize a brief assembly where the Cat can join the fun.
- Make arrangements for a special area for the Cat to get set up and ready to perform that day, as well as provide parking suggestions for the Cat to follow.
- Be sure to check your school and personal email often before the visit to get more tips, insight, and last-minute advice from the Cats themselves.
- Enjoy the day!



The Cat in the Hat visits Triangle Elementary School in Hillsborough.

RELENTLESS NJEA ADVOCACY HELPS DELIVER PRO-PUBLIC EDUCATION STATE BUDGET

Thanks to the relentless advocacy of NJEA members and staff, the Fiscal Year 2019 state budget is a huge victory for public education and public school employees. The budget:

- Makes a \$3.2 billion pension payment. This pension payment is larger than all of the payments made in the previous administration's first term.
- Fully funds NJEA members' post-retirement medical premiums.
- Provides the largest increase in public education funding in state history.
- Expands access to preschool.
- Increases funding for county colleges and makes college more affordable.
- Raises the revenue we need to meet the state's obligations and increases tax fairness. It does this by:
 - o Raising the tax rate on those earning more than \$5 million per year to 10.75 percent, up from the current 8.97 percent.
 - o Including a four-year increase in the corporate business tax, imposing a surcharge on all companies earning more than \$1 million per year.

In addition, any district notified of a reduction in state aid that was able to demonstrate fiscal distress, had the opportunity to apply for additional state assistance. However, that action must have been taken by Aug. 1, 2018, a very tight timeline for many districts. NJEA Research acted quickly to inform UniServ field representatives and provided guidance and resources to assist district administrators to apply to the New Jersey Department of Education for resources.

Through advocacy, expertise and strong political relationships, NJEA members and staff helped deliver a state budget that puts the needs of students and educators first. Following the successful resolution of an at-times contentious state budget cycle, NJEA publicly thanked Gov. Phil Murphy, Senate President Steve Sweeney, and Assembly Speaker Craig Coughlin for their commitment to public education and public school employees.

\$30,790

The average amount of debt per college student loan borrower in New Jersey for the Class of 2017.

Only 11 states have a higher average level of student debt per borrower, including Pennsylvania, New York, and Delaware.

The nationwide average is \$28,288.

Source: lendedu.com/blog/average-student-loan-debt-statistics



Anne Doyle, an NJREA member who retired from Burlington County, speaks about school funding with Sen. Ron Rice (D-Essex.)

ICYMI

Sweeney chooses millionaires over the middle class, again
Aug. 9, 2018

Stand up for public education: oppose the Kavanaugh nomination to the Supreme Court
July 26, 2018

Gov. Murphy keeps pledge to scale back testing
July 5, 2018



NEW LAW EXPANDS BREAKFAST AFTER THE BELL PROGRAM

Gov. Phil Murphy signed into law two bills last spring that will increase the number of students receiving meals through school breakfast and lunch programs. The law requires districts with more than 70 percent of students eligible for free and reduced meals to establish Breakfast After the Bell programs and expand summer meal programs.

NJEA Associate Director for Communications Dawn Hiltner has served for nearly a decade on the statewide “Food for Thought Coalition,” working on student anti-hunger initiatives. The coalition is led by Advocates for Children in New Jersey (ACNJ) but also includes the New Jersey departments of Agriculture, Education, and Health; the

New Jersey State School Nurses Association; New Jersey School Boards Association; the New Jersey PTA; the American Dairy Council; the Food Research Action Center and many others.

“Before I joined the coalition, members were too often left out of the discussion—many still are—when it came to in-school breakfast implementation,” Hiltner said. “Recently I was able to connect [NJEA UniServ Field Rep] John Williams and Dover Education Association President Jon Coniglio with the breakfast program to help better meet the needs of students and build community connections.”

Hiltner notes that many districts are leaving federal dollars on the

table because of low participation in breakfast programs.

“In a Gloucester County local, I worked with [UniServ Field Rep] Al Beaver to bring the breakfast program into the district as a means to successfully fight back a privatization attempt,” Hiltner noted.

The Breakfast After the Bell approach has demonstrated that serving school breakfast significantly increases student participation in this critical child nutrition program.

Districts that implement Breakfast After the Bell report:

- Better academic performance.
- Less disruptive student behavior.
- Fewer trips to the school nurse.
- Increased attendance.
- Reduced tardiness.

Depending on the school and the age of students, these breakfasts can be served in the classroom, done as a “grab and go” breakfast at the beginning of the day, or served after first period either during a nutrition break period or as an on-the-go meal.

“The logistics of implementing Breakfast After the Bell can be challenging,” Hiltner said. “That’s why it is important that NJEA members have a seat at the table from the beginning.”

Local associations seeking technical assistance and support from the “Food for Thought Coalition” or who have questions about Breakfast After the Bell, may email Hiltner at dhiltner@njea.org.

SOMERSET COUNTY EA HOSTS ITS FIRST FAMILY FUNFEST

The lemonade flowed and the bouncy house generators hummed during its first Somerset County Education Association (SCEA) Family Funfest on June 9 at TD Bank Ballpark—Home of the Somerset Patriots.

Approximately 700 community members joined SCEA at the event for a day of activities, food and fun in the sun.

Guests enjoyed mini amusement park rides and a complimentary meal while visiting booths set up by the local associations who came out to support the event.

Cotton candy, popcorn, face painting, caricatures, and a can toss were a few of the offerings found at various association tables. Save Our Schools NJ was also represented with a display of public education literature and materials complemented by a ring toss.

As the South Bound Brook Fire Department directed a fire truck tour, Sparkee, the Patriot’s mascot, treated the crowd to some dance moves and gave handshakes and hugs to the youngsters.

The festival, funded through an NJEA PRIDE in Public Education grant, was the inspiration of SCEA

President Dan Epstein.

“We wanted to do something meaningful and relaxing for the greater community in Somerset County,” said Epstein. “It’s our way of giving back and showing our families how much teachers and school employees value them.”

Epstein has been hoping to hold an event of this sort for several years now. He credits SCEA’s 2nd Vice President, Kristina Fallon-Tomaino, with organizing and launching the festival. Fallon-Tomaino said the event took a full year to plan. Once a date was chosen and vendors were booked, it became a question of how many people would be interested in attending.

Epstein set a promotional campaign in motion that included posting fliers, social media posts, a massive email blast and a radio interview. The response from the community was more than encouraging.

“We had to close the event invitation when we reached 700 people who signed up,” said Epstein, “We were thrilled to reach that number and are planning an even bigger party for next year.”



Over 700 community members joined SCEA for a day of fun and food. SCEA officers clockwise from upper left: 2nd VP Kristina Fallon Tomaino, 1st VP Henry Goodhue, Recording Secretary Mary MacRae, President Dan Epstein and Treasurer David Yastremski

YORKSHIP FAMILY SCHOOL IN KEEPS CAMDEN'S SHIPBUILDING HISTORY ALIVE

Students, teachers, parents and volunteers gathered at the Camden County Boathouse on the Cooper River on June 9 to launch a series of hand-built boats. After a celebratory chant of “I built a boat!” students took turns launching and paddling their own handiwork on Cooper River. Students and teachers from the Yorkship Family School of Camden were there, celebrating the launch of their first-ever boat.

When Sue Bowen, a teacher at Yorkship, initially decided to take her students on a trip to the Camden Shipyard and Maritime Museum, the connection was historical. The Fairview neighborhood of Camden—also called Yorkship Village—had been a neighborhood of shipbuilders, adjacent to the Camden shipyards. The connection, however, soon became literal. During that trip, Bowen discovered the Urban Boatworks program and watched as volunteers guided students in crafting boats.

“I saw the charter schools and the private schools doing it and I wondered why our public school couldn’t,” Bowen said.

Taking advantage of Yorkship’s status as a community school, Bowen realized that Yorkship could participate. She first learned of the Maritime Museum through the Fairview Neighbors, an organization she joined in order to further connect the school to the surrounding community. Bowen also credits Yorkship’s other partners—the NJEA Priority Schools Initiative, Urban BoatWorks, and the Camden City Department of Human Services, which provided transportation for the students. The Delaware Valley Fairness Project also contributed funding for students’ individual photo albums and a school album commemorating the experience.

With their assistance, Yorkship began its own chapter of boat builders in the fall of 2017 with seven seventh- and eighth-graders working alongside volunteers to transform slabs of wood into a functional, single-person kayak. For students, this was a unique, tactile experience that offered them the opportunity to apply practical skills.

“I thought it was interesting,” said seventh-grader Raul Tolentino. “It’s something I’ve never done, and I might grow up to be a carpenter.”

Beyond the hands-on experience, Bowen cited the benefit of students shepherding a long-term project from an abstract drawing to a concrete product.

“This was something I’ve never done, but that I learned how to do, said eighth-grader Jabneel Santana, speaking of the satisfaction of seeing her own boat floating on the river. “It was especially fun at the end.”

Bowen also noted the team-building and positive relationships with peers and adults that come from their weekly sessions. Eighth-grader Zykia Peace agreed.

“I wanted to know how it felt to build a boat, and it felt good,” Peace said. “I liked the experience.”

As the Yorkship School and Yorkship Village celebrate their 100th birthdays, Bowen is already looking to expand the program for next year. Again, thanks to Yorkship’s community school status, Bowen was able to form a special bond with students’ families and will have boat builders’ siblings participating next year with even greater teacher and student involvement.

In September, she intends to begin with an excursion on the Cooper River, in hand-built boats, of course.

TOP RIGHT: Sue Bowen, second from right, with Yorkship Family School students and their boat on Cooper River.

RIGHT: A Yorkship Family School student navigates Cooper River.





Heidi Olson, with her fellow members of the Internal Editing Committee of the NEA Resolutions Committee by her side, presents the Resolution Committee report to the NEA RA in Minneapolis. From left: Theresa Dudley of Michigan, Rachel Stafford of Arizona, Olson, Miles Carey of Virginia, and Cindy Hoyt of North Carolina.

DRIVING CHANGE AT THE NEA-RA

HISTORIC VOTE CHANGES TRAJECTORY OF NATIONAL UNION

Thousands of National Education Association (NEA) members descended upon Minneapolis, Minnesota for the annual NEA Representative Assembly (NEA RA), which is the highest governing body of NEA. Each NEA state-level affiliate, including NJEA, elects delegates to represent fellow members back home on the national level. More than 500 delegates attended the NEA RA from New Jersey.

NEA RA delegates debate association policies, legislative position statements, resolutions and New Business Items (NBIs) that govern the actions of the nation's largest union. They also elect the association's leadership, which this year included three three-year seats and one one-year seat on the NEA Executive Committee.

In an increasingly polarized political environment, President Donald Trump's words, actions and education policies and appointments, particularly of Secretary of Education Besty DeVos, led to long

discussions about the role educators and their unions play in protecting the rights of all students and preserving the future of public education.

New Jersey delegates introduced many NBIs ensuring the voices of NJEA members were represented. Naomi Johnson-Lafleur, Robert Myers, Evelyn Ayum, Lateefah Scott, Carrie Odgers Lax and Marie Waldron are just a few of the delegates from New Jersey who introduced NBIs to the entire delegation. Some passed, some were referred to committee and others served as a learning experience for next year's NEA RA.

At its conclusion, the assembly passed more than 130 NBIs, which will determine the direction of NEA for the next year. Biology teacher Eric Brown of Illinois, English and drama teacher Shelley Moore Krajacic of Wisconsin, and network administrator (ESP) Hasheen Wilson of Ohio were re-elected to three-year terms on the NEA Executive Committee. Special education teacher Robert

Rodriguez of California was elected to a one-year term.

NEA RESOLUTIONS COMMITTEE ADOPTION REPORT GUIDED BY NJEA MEMBER

This year's NEA RA marked the first time in the union's 160-year history that it acknowledged, and vowed to fight against, white supremacy culture. And it happened under the leadership and guidance of NJEA's Heidi Olson, who is chair of the NEA Resolutions Committee. Olson represents Mercer County on the NJEA Executive Committee and is the former president of the Mercer County and Hopewell Valley education associations.

NEA Resolutions are formal expressions of the association's opinions, intent, beliefs or positions. They are vital to the direction of NEA. No association activity is funded if it is inconsistent with any resolution. Every year, the NEA Resolutions Committee presents a report that

typically includes amendments to NEA Resolutions for adoption by the NEA RA.

On July 4, Olson commanded the attention of the more than 7,000 delegates to the NEA RA. The body was debating whether or not to accept the NEA Resolutions Committee's report, which included historic language acknowledging "white supremacy culture." While individual delegates may vote as they choose, every state delegation, including NJEA, recommended that their delegates vote to accept the report of the Resolutions Committee.

Delegates to the NEA RA, in turn, voted overwhelmingly to accept the report, which means NEA may use its resources to fight against the damage caused by institutional racism, white supremacy culture and white privilege.

A COLLECTIVE EFFORT BUILT ON UNDERSTANDING

Olson had spent six years as a member of the NEA Resolutions

**THIS IS WHO WE ARE, THIS IS
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Committee where she worked with educators from around the country fine-tuning the governing language of the union. She was then appointed by NEA President Lily Eskelsen García to the leadership team of the Resolutions Committee, known as the Internal Editing Committee (IEC). She has since served on the IEC for the past six years. She described the passage of this year's report as a defining moment in her career. Olson emphasized the hard work of the committee and NEA members along the long road to passage.

While the report was vigorously debated on the floor of the NEA RA, it was also strongly debated during its three-year journey through the Resolutions Committee.

"I realized I needed to break down everything traditional within the Resolutions Committee, yet remain within the confines of the NEA Constitution," Olson said.

As the Resolutions Committee debated any issue that caused tempers to rise, Olson held herself and her committee members to her "big three" standards.

- Listen with respect
- Speak with respect
- Find the patience to understand one another

"We can't let walls go up because then we can never accomplish anything," Olson reminded her committee.

Determined to push the union forward, Olson sees this report's passage as a representation of the value that every member's voice brings to

the union. To Olson, the passage of this historic document was not driven by one person or a few determined people, rather it was a collective effort built on understanding, respect and a commitment to improving public education across the nation. By adopting the committee's report, the assembly took steps to address problems that have long been ignored in official governing documents.

"This is who we are, this is what we believe in, and this is what we're going to do to make sure the progress that we want to achieve in this lifetime begins with the understanding that white supremacy, institutional racism and white privilege are real," said Brenda Brathwaite, NJEA member from Atlantic County, as the New Jersey delegation voted to recommend that its delegates accept the report.

In the end, the Report of the Resolutions Committee, including the new language, was unanimously adopted. As it was adopted, Olson became the first NEA Committee Chair to receive a standing ovation from the entire assembly. They clapped as Olson gestured her heartfelt thanks to her fellow union members. As soon as the assembly returned to order and everyone began to take their seats, the delegates from across the country stood up again. It was a thank you that fit the importance of the document they had just accepted.

"The report's passage is about the integrity of every NEA member, and it's about honoring every member's voice," Olson concluded. 🇺🇸

Taj'a T. Board of Cumberland County serves on the NJEA NEA Activities Committee.

Among the committees many responsibilities at the NEA RA is reminding New Jersey delegates how they voted in an earlier caucus meeting on matters to come before the NEA RA. The reverse side of the sign Taj'a Board is holding aloft contains that information.



It's settled.

DEPTFORD EDUCATION ASSOCIATION RATIFIES NEW CONTRACT FOLLOWING THREE YEARS OF BARGAINING By Kevin Parker

"A lot of us are Deptford born, bred. I graduated from Deptford. My kids go to Deptford. I love Deptford schools."

— Charlie Hargrove, DEA member.

It was an indication of the changed climate in the Deptford Public School District when both the outgoing interim superintendent and the incoming superintendent spoke to members of the Deptford Education Association (DEA) prior to their ratification meeting on Wednesday, June 19. The former assured members of their legacy in the lives of students; the latter thanked them for their professionalism while working without a contract. When negotiations started more than three years before, it would have been difficult to imagine such an ending.

However extraordinary it may be, the ending was neither luck nor accident. Instead, it was the culmination of years of dogged negotiations, ceaseless organizing and activism, and effective community outreach.

Engaging members

As soon as it became apparent there would be no quick resolution to negotiations, DEA set about organizing members. In addition to specific job actions aimed at the administration, DEA was intent on raising the visibility of its contract dispute. There were signs for lawns, signs for cars and T-shirts for everyone. In both March and November of 2017, DEA held large rallies prior to negotiation sessions. DEA was not alone. Gloucester County Education Association President Sue Clark called upon other NJEA members in the county to show solidarity.

While the obvious purpose of all of these actions was to demonstrate the association's resolve, there was a more direct purpose for the association itself: gauging member participation. DEA President Lou Randazzo explained that strategy at the ratification meeting.

"Yes, those things show solidarity to the board and the superintendent, but to us they show how many members are committed," Randazzo said.

This helped the association determine what job actions to take as well as how

firmly to hold to its negotiating positions. Without them, it would have been impossible to conduct effective job actions or secure such a settlement.

Organizing for negotiations becomes fighting against privatization

In March of 2017, DEA suddenly faced a privatization threat to classroom aides. As NJEA UniServ representatives set about challenging the district's bidding process, DEA mobilized members and parents to attend and, more importantly, speak at the March 16 board of education meeting. For more than two hours, member after member, parent after parent, and even student after student, told of the importance of classroom aides and their indispensable place in Deptford's schools.

Redirecting the communication methods and social media network established for negotiations, DEA generated an imposing turnout. The association also produced a video of board members' anti-privatization statements from Meet the Candidate Forums hosted by DEA when board members were running for a seat on the board. This video was spread through social media in advance of the meeting. By the time board members sat in front of a packed auditorium at Blackwood Terrace School, they were already under intense pressure.

After the exhaustive testimony, the board tabled action on privatization until the following Monday where, as the meeting continued into the early hours of Tuesday, the board voted against it.

"The DEA brought out many, many reasons to oppose privatization, and we spoke individually with each of the Board members," said DEA member Ann Marie Cooney. "We had a rally that showed we meant business. We proved (that) people who are local care, that it's from the heart. Our union did that."

"We are thrilled the board recognizes the harms posed by privatization. In rejecting this, they put their priorities exactly where they should be— with the kids of Deptford schools."

— Lou Randazzo, DEA president



TOP: DEA members and middle school teachers Kellie Madden (l) Angela Topalidis at the "Take Back Our Schools" rally at the Deptford Township Municipal building before a township council meeting on Oct. 2, 2017.



BELOW: DEA members and elementary school teachers Lois Stewart (l) Melinda Howell, at the Mediation Rally on March 2, 2017 to pressure the board to agree to a fair contract.



Reaching beyond the schools

Looking to expand their outreach even further into the local community and beyond the board office, DEA members targeted the Deptford Township Council. Picketing preceded the council meeting. Once the meeting began, members testified on their concerns. As DEA member Lee Henry put it, "We just need your help." DEA member and Deptford parent, Michelle Fisler stated bluntly, "We do not feel supported by the district we so humbly serve."

In response, Mayor Paul Medany acknowledged the primacy of public schools in Deptford's future prosperity: "Nobody wants this township to do better than [those of us on council], and the schools drive the township."

He also exhorted the audience to act, "Don't think we don't know what's going on," he concluded. "Do your part and go to the polls. If you think things are being mismanaged, you need to go out and vote."

A means and an end

DEA members and parents followed the mayor's advice, and following board elections in November 2017, things did indeed begin to change. Several key administrative positions—most notably the business administrator and the superintendent—have been replaced. The district made no attempt to privatize its aides in this year's budget deliberations, and in June, the board of education and DEA settled their contract. None of this would have been possible without the benefits of organizing for negotiations.

"DEA members approached their contract as the means and organizing as the end. In doing so, they not only secured a fair contract, but also won community support by successfully staving off privatization and forcing needed change in administration," said Tony Cappello, a Region 2 UniServ consultant who assisted DEA in their negotiations.

With new support from the Murphy administration in Trenton and new leadership in the district, DEA members can now look forward to the process of rebuilding. 🏡

"It's been very disheartening these last few years with no contract. We've seen class sizes increase. They've cut positions. We've had a lot of really good staff members who have left the district—to go to other districts—because they're so frustrated with the situation here." - Christina Fox, DEA Member

Kevin Parker is an NJEA Communications Consultant and an English teacher at Washington Township High School in Gloucester County. He can be reached at kparker@njea.org.

Unionism cannot be a spectator sport

By Robert Mangel



In 2016, NJEA members rallied at the Statehouse to demand that SCR 2 be posted for a Senate vote. The resolution would have placed a constitutional amendment on the New Jersey ballot to require full funding of the state's pension systems.



At a rally in the early 1980s, NJEA members showed up in force to protest school funding cuts, while making connections to the labor movement in Eastern Europe—particularly Solidarity in Poland.

This past June, the U.S. Supreme Court issued a decision that is the culmination of years of effort by anti-labor interests to permanently hobble organized labor in the United States. The argument made by the plaintiff in *Janus v. AFSCME*, Mark Janus, was that since he did not agree with the union's political stances, he should not have to pay "agency fees," the money collected by the union from nonmembers who still benefit from union work.

In the 5-4 ruling, the Supreme Court eliminated the ability of unions to collect agency fees from nonmembers on the grounds that these fees represented an infringement upon on nonmembers' First Amendment rights.

The decision in this case is the work of anti-labor interests across the United States. Corporations, such as Koch Industries, have bankrolled anti-labor groups including, The National Right to Work Foundation and the Freedom Foundation, in an effort to undermine workers' rights in the U.S. These businesses have made no effort to hide their allegiances: the goal of business is to make a larger profit and the easiest way to save money is to pay your workers less.

MOVING BEYOND JANUS

Data from the U.S. Bureau of Labor Statistics ([bls.gov](https://www.bls.gov)) continue to show that in nonunionized workplaces, employees make substantially less money and receive fewer benefits from employers. Prior to the *Janus* decision in June of 2018, anti-labor interests were slowly whittling away workers' rights state by state, but this decision marked the first nationwide victory for these anti-worker groups.

In the wake of the decision, there have been articles and essays about what the labor movement needs to do to survive this decision. I would argue that the best answer to this question is to look back at where we've come from. We need to draw inspiration from the women and men who have led our movement. We must remind ourselves that the victories won by unionism were not given to us, but rather fought for by those who came before. Once we do that, we must look forward and envision what we want our union to stand for.

LESSONS FROM LABOR HISTORY

Please forgive the following foray into U.S. labor history. I am a history teacher by trade and a firm believer that some of the most important lessons can be learned by looking to our past.

Workers unions in the U.S. were not born in one particular place or at one particular time, but perhaps one of the most important moments of the early labor movement was the Pullman Strike of 1894, led by the American Railroad Union (ARU) and Eugene V. Debs. In response to mas-

sive layoffs and wage cuts, the ARU helped to organize a nationwide boycott and strike by railroad workers, many of whom were people of color. The strike was not popular among many in the country. President Grover Cleveland was pressured to end the strike. He called in federal troops to it put down.

In the aftermath of the strike, and in an effort to appease organized labor, Cleveland pushed a bill through Congress that created Labor Day. While the Pullman Strike has been deemed unsuccessful by the history books, it helped to convince workers that organizing is beneficial to them and their communities and helped to spur a wave of organizing throughout the early 20th century.

Union membership grew during and immediately after World War II when almost 35 percent of American workers were unionized. Groups such as the American Federation of Labor and the Congress of Industrial Workers championed organized labor and its benefits. Throughout the country, workers of all trades began to organize and work to secure better pay, better working conditions, and a wide variety of other benefits for not just their members, but all workers in the industries. Their victories affected all Americans, from the advent of the five-day work week and the eight-hour work day to the inclusion of health insurance as a benefit of employment. These victories were not given, but won through countless hours of negotiations, organized protest, and public pressure on employers.

With the advent of anti-worker sentiment in board rooms and the U.S. political machine, the number of American workers who were unionized began to drop in the 1970s and 1980s to a decades-low percentage now. Anti-labor interests have found ways to reach American workers and convince them that the benefits of organized labor can be had without the actual organizations who fight for workers.

In fact, the opposite is true. Unionized workers command a higher wage and better benefits than nonunionized workers. This has put the American labor movement in a more difficult position, but in order to maintain these victories, we must learn from the examples of leadership and organizing that got us this far.

LESSONS FROM NJEA'S HISTORY

Luckily for us as NJEA members, we have a wealth of examples to look back on and draw inspiration from. NJEA was founded in 1853 with the intent of improving not just the lives of its members, but to improve

the state of public education in New Jersey. Throughout our 165-year history, we have been able to accomplish just that. From the establishment of public education for all in 1874 to the enacting of the first minimum salary law in 1919, NJEA has a long history of advocating for members and those we serve.

This work has been done in a multitude of ways: state leaders have successfully advocated on a state level for collective bargaining rights in 1968 and sick leave banks in 2007, while local leaders have fought for their members and students each and every day.

To this day, the work of the NJEA affects its members in noticeable ways. In New Jersey, the minimum starting salary for a teacher is \$18,500, but through collective bargaining and public pressure, there are no school districts in the state that offer compensation that low for teachers.

Like the larger labor movement, these victories were hard-fought. It was through political and social organizing that these gains were able to happen. To paraphrase an old adage, victories are won by those who show up. The reason why the NJEA has been as successful as it has in advocating for our membership and our communities is that the folks who make up the movement—all of us—have historically been some of our best advocates. However, in the wake of the *Janus* decision we need to continue the good work of those who came before us and look for new ways to advocate for members and our communities.

As we look through the history of organized labor both nationwide and in the NJEA, one thing is clear: in order to have a strong union, there must be members willing to give their time and energy to the union. All of the best examples of effective organizing required the effort of large numbers of union members. However, it would be wildly unreasonable to assume that every member of the NJEA can give everything to the movement on any given day. All of us live full lives outside of our careers. But we can undoubtedly do something small each day to improve the worklives of fellow members.

With that in mind I would like to advocate for an expanded idea of what unionism is and what NJEA membership looks like. This idea is built from my understanding that NJEA is more than just an advocacy and organizing tool for its members. NJEA and its membership are some of the last places that school employees can find each other and build spaces entirely for themselves.

While organized labor has been under

attack over the past few decades, it has been especially difficult to work in public schools. We have been used a political punching bag by a number of state and federal administrations, and we have been used as a piggy bank for our boards of education. Nevertheless, we persisted.

THE SCHOOL AND THE UNION

Those who work in schools know that it is a unique working environment. The stories that NJEA members share with each other are unlike stories from any other occupation and the union is one of the last remaining places that we can go to feel heard and understood. With this in mind, my reimagining of active NJEA membership includes small gestures like checking in on a colleague or offering a fellow member a helping hand. In these small ways, we can remind each other that union membership means knowing someone has your back.

While small gestures should be one of the pieces of union membership, we must not forget that we are our own best advocates. NJEA, as an organizing and advocacy force, is only as strong as its members. Advocacy and organizing can take many forms and as members we can, and should, participate in any way we can. Over the past decade local associations have organized using tools such as letter writing campaigns, member speakers at board of education meetings, and as a last resort, teacher strikes.

However, it's important to remember that these efforts only work with participation from membership. If we want to create a better learning environment for our students or advocate for a change in how we pay for health insurance, we need to participate in organizing activities. As I noted earlier, the anti-union forces have been organizing and showing up for years. While the NJEA has a strong history of advocacy and organizing, this should be a prescient reminder that we need to redouble our efforts.

Unionism can no longer be a spectator sport. 🏆

Robert Mangel is a social studies teacher at Linden High School and a member of the Linden Education Association. He is also a member of the NJEA Early Career Network leadership team. Robert can be reached at robmangel@gmail.com.

Leader in Me program showcases students' dreams, goals, character

JEFFERSON SCHOOL IN UNION TOWNSHIP RECOGNIZED INTERNATIONALLY

By Kathryn Coulibaly, NJEA staff

On June 1, visitors to Jefferson School in Union Township, Union County were greeted at the door by the smiling face of a future graphic designer.

Inside, guests were escorted by future chefs, doctors, veterinarians and actors to the cafeteria for a delicious breakfast. They mingled with current police officers, teachers, administrators, writers, politicians, firefighters and more, who had been invited to participate in a day celebrating The Leader in Me, a multiyear program that highlights the importance of problem-solving skills, positive thinking, creativity and innovation, multitasking, initiative, cultural sensitivity, teamwork, empathy, accepting responsibility, communication, and professional manners.

Along the way, students and staff transformed their school and saw fewer discipline problems, improved academic achievement, a culture of respect and appreciation, and improved student responsibility, accountability, and leadership skills.

"Leadership Day is an annual event where Jefferson School opens its doors to the community for one

day to showcase the amazing transformation that takes place within our building for students and staff," said Kelly Piano, the Leader In Me facilitator for the school. "Students demonstrate their leadership skills, staff share the students' successes, and the leadership philosophy driving the culture of the school is evident. We have always had a positive school climate, but embracing this program allowed us to transform into something that is really special."

Jefferson Elementary School's principal, Laura Damato, attended a Leadership Day at a school in Elizabeth, and was motivated to adopt the Leader In Me program at Jefferson.

"The staff and students continue to impress me every day," Damato said. "The Leader in Me has given us a system by which to empower the children. This was only possible because the entire staff trusted and embraced the process. Empowered teachers and empowered students are what give me "Principal Goosebumps" everyday as I walk around the building. The empowerment of our staff and students is the true success."



Mutual trust, respect and encouragement

Damato and Piano have worked closely to lead the process, which is evident in the climate of the building and the mutual trust, respect, and encouragement found among students and staff. The school has a core Lighthouse Team that facilitates the various committees and the teachers are part of subcommittees. They all lead side by side as they work toward the schoolwide vision of empowering leaders.

Jefferson is a one-year school for all fifth-grade students in Union Township. Each year, educators teach a new group of students the “Seven Habits of Highly Effective People” and instill lifelong leadership skills into their daily lives. With support from Damato, the teachers start off slowly, building to the end of the year program that showcases all that the students have learned. This process gives the teachers a chance to prepare the students to be responsible, motivated, creative, and problem solvers.

Those seven habits are:

- Be proactive: you're in charge.
- Begin with the end in mind: have a plan.
- Put first things first: work first, then play.
- Think win-win: everyone can win.
- Seek first to understand, then to be understood: listen before you talk.
- Synergize: together is better.
- Sharpen the saw: balance feels best.

Student clubs reinforce program goals

Following breakfast and a video presentation highlighting some of the year's activities, the day's young hosts led guests to a club and activity fair. Every one of the clubs is student-led, and students were on hand to provide thoughtful explanations of the work they had done, their goals for the club or activity, and how the club ties in to the seven habits the Leader in Me program emphasizes.

Following the activity fair, groups were escorted to classrooms where they visited with students and observed them as they worked on projects. The students have obviously internalized the seven habits and often referred to them in order to successfully accomplish their group tasks.

The culminating activity showcased students' artistic skills. Two talented masters of ceremony introduced performances by a drum circle, ukulele and violin band, the full school chorus, and a remarkable pianist, songwriter, and singer who will no doubt one day be the owner of several Grammy Awards.

Local and global recognition

Ann-Margaret Shannon, the president of the Union Township Education Association, was an enthusiastic participant in the day's activities.

“It's powerful to see how motivated, engaged, and confident Jefferson's students are,” Shannon said. “The students and staff have worked together to create a truly remarkable school climate.”

Union Township Mayor Suzette Cavadas was one of the invited guests.

“I am very impressed with the leadership program at Jefferson,” Cavadas said. “It is so much more than teaching the children to be leaders. It teaches them the importance of making the right decisions, how to make the right decisions, to be respectful and the importance of kindness. These are skills that will help them throughout their entire lifetime. Next year, my son will be attending Jefferson, and I look forward to him learning some of these characteristics, which will help him throughout his life.”

NJEA staff, including NJEA Professional Development and Instructional Issues Director Michael Cohan, a resident of Union Township, was impressed by the work the students and staff had put in.

“With so much emphasis on what's wrong in education, people lose sight of all that is going right,” Cohan said. “Union Township should be a statewide model. They have empowered staff to unlock students' innate leadership skills through character education and respect. You cannot argue with their results.”

Jefferson Elementary School has been part of the Leader in Me process for three years. This past June, the school was recognized globally as reaching Lighthouse status. Although there are 3,681 schools in the Leader in Me process, only 424 in the world are Lighthouse Schools.

“We are so proud of all of our students and staff for their dedication and hard work, and are excited to be recognized globally for our accomplishment,” Kelly Piano said.

The Leader in Me teaches 21st-century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

For more information about The Leader in Me, go to www.theleaderinme.org. 📍

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



Jordyn Heath and Emily O'Donohue explain the Student Kindness Committee. They have monthly activities for students to show each other kindness.



From left: Julie Melchor, Janet Whitehouse, Principal Laura Damato, Kelly Piano and Deanna Kovacs were key staff who coordinated Leadership Day.



Christina Latkovich presented her robotic hand from the student-led science fair.



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NJEA membership pays

GET \$\$\$ BACK WITH THE NJEA MEMBER BENEFITS PROGRAM

BY KIMBERLY CRANE

MEMBERSHIP = SAVINGS

Many public school educators know and appreciate that NJEA membership provides contract and job protection. You may be surprised to learn that your NJEA membership can also save you significant cash on services, items and products that are required for everyday living.

The NJEA Member Benefits program makes it possible to recoup every single NJEA dues dollar that you contribute. There is no additional cost to use this program. After following a few simple steps on njea.org, you will be on your way to discounts that can reduce or eliminate the cost of dues in your personal budget.

THE MAN BEHIND THE PLAN

No one knows savings like NJEA Associate Director of Member Benefits Phil Lomonico.

Lomonico came to work for NJEA full time after 30 years as a middle school science teacher in the Northvale school district. He spent 20 of those years as the association president. He also served as the NJEA Member Benefits Chair during that time.

Lomonico knows firsthand how difficult it is to raise a family and make ends meet on an educator's salary.

"In Sept 1985, legislation was passed to raise the minimum annual compensation for public educators to \$18,500," Lomonico recalled. "My salary had not caught up with the law yet. It was so low that my three kids qualified for the free milk program at the time."

Those hard times preserved Lomonico's passion for sustaining and increasing savings for NJEA members. Sixteen years ago, he played a major role in the development and expansion of the Member Benefits program.

"We only had a handful of sponsored programs such as disability and auto insurance," he said. "We added, and continue to add, businesses and companies to our partner list that offer our members discounts in exchange for free advertising."

The California Casualty Insurance company has saved members hundreds, sometimes thousands, of dollars on auto and homeowners insurance premium costs. NJEA members often report receiving more complete coverage than they were getting with their past provider.

Optical Academy is an example of a company that offers deep discounts to NJEA members. They have a traveling optical lab that offers an abundance of eyeglass frame styles and lens options. Local associations have the opportunity to schedule an Optical Academy visit to their school or association office for member convenience.

NATIONAL REPRESENTATION

National Education Association (NEA) Member Benefits Affiliate Regional Specialist Steve Eugene is a VIP on the Member Benefits team. He represents NEA in both New Jersey and Pennsylvania. Eugene is responsible for maintaining and monitoring the NEA sponsored Member Benefits partnerships and relationships in the two states.

Eugene and Lomonico collaborate regularly to ensure that members are getting the best deals. They can often be found at Member Benefits fairs across the state, or at local association events, answering questions or providing other assistance.

Member Benefits sponsored by NEA can be found at neamb.com.

DISABILITY INSURANCE: MEMBERS TELL THEIR STORIES

Educators often carry their family's entire financial burden. One of the most widely used member benefits is the disability insurance coverage that NJEA crafted to best serve the needs of members. The testimonials that follow are real examples—with names changed—of NJEA members that were able to continue to provide for their families while experiencing health issues.

Nylawni, a 38-year-old teacher, sustained injuries from a car accident in Sep-



“EDUCATORS OFTEN CARRY THEIR FAMILY'S ENTIRE FINANCIAL BURDEN. ONE OF THE MOST WIDELY USED MEMBER BENEFITS IS THE DISABILITY INSURANCE COVERAGE THAT NJEA CRAFTED TO BEST SERVE THE NEEDS OF MEMBERS.”



DUES, DOLLARS AND DONUTS

**"MEMBERSHIP IS THE MEAL.
MEMBER BENEFITS ARE THE DESSERT!"**

– Diane Barry, NJEA webmaster

The NJEA Mid-Career Network is currently scheduling Dues, Dollars, and Desserts (DDD) for many locals across New Jersey. The purpose of DDD is to familiarize members with logging on to njea.org and individually assist them with exploring the discounts that suit their needs.

DDD provides participants with a personalized approach to their savings. The events are held after the school day or on weekends. Light refreshments and sweets are available during an open-house style time frame that accommodates most schedules.

Please join the NJEA Mid-Career Facebook page for continuing updates on DDD events being held near you.

Email Kimberly Crane at kcrane@njea.org or Carolyn Schultz at cschultz@njea.org to schedule a Dues, Dollars, and Desserts event for your local.



tember 2017. She required an immediate lumbar fusion and a repeat surgery in March 2018. Nylawni was enrolled in PruProtect Plus with a 14-day elimination period and monthly benefit of \$4,000. She received a disability income of \$35,000 and returned to work in May 2018.

Bob, a 54-year-old science teacher, experienced major depression in February 2017 because of a death in his family. Bob was enrolled in PruProtect Plus with a 30-day elimination period and monthly benefit of \$4,500. Following intensive treatment, Bob was able to return to work in December 2017 after receiving \$40,000 in disability income.

Lidia, a 29-year-old physical education teacher, developed post-partum complications in February 2018 after her son's delivery. She was enrolled in PruProtect Plus with a 14-day elimination period and monthly benefit of \$2,000. Her disability benefits were extended through August 2018. Lidia will return to work this September after receiving \$12,500 in disability payments.

Anita, a 24-year-old math teacher, was diagnosed with bladder cancer in May 2017. She was enrolled in PruProtect Plus with a 90-day elimination period and monthly benefit of \$2,000. Anita underwent chemotherapy and reconstructive bladder surgery. She has received \$24,000 in disability income. Her payments are continuing on a monthly basis.

THE BUYER'S EDGE

Purchasing costly items such as furniture, appliances and vehicles can be a stressful and confusing process. Assistance is just a phone call away with Buyer's Edge, Inc.—a service that saves you money on many major purchases by getting direct quotes from businesses or manufacturers.

The Buyer's Edge, Inc. has the purchasing power of four million members in the multi-state area of New Jersey, New York, Connecticut, and the greater Philadelphia region. Some discounts are available nationally such as cars, furniture and kitchens: whereas appliances and TVs are available in the multi-state area.

Members who use this service have saved thousands of dollars on appliances, granite counter tops, cabinets, fixtures, televisions, automobiles and more.

ACCESS

Access is a national program that allows members to find location-specific

discounts on services by entering a preferred ZIP code. From local restaurants to nail salons or car rentals, Access provides members with service discounts that are close to home or travel inspired.

Access also offers My Deals, a mobile app that connects members with discounts on the go throughout the country.

START SAVING!

Membership dues do not have to affect your bottom line. You can get all of your dues dollars back—and more—through NJEA Member Benefits program discounts and savings.

Make sure to attend the Member Benefits fairs and other events offered by your county and local associations. A complete calendar of events can be found on njea.org.

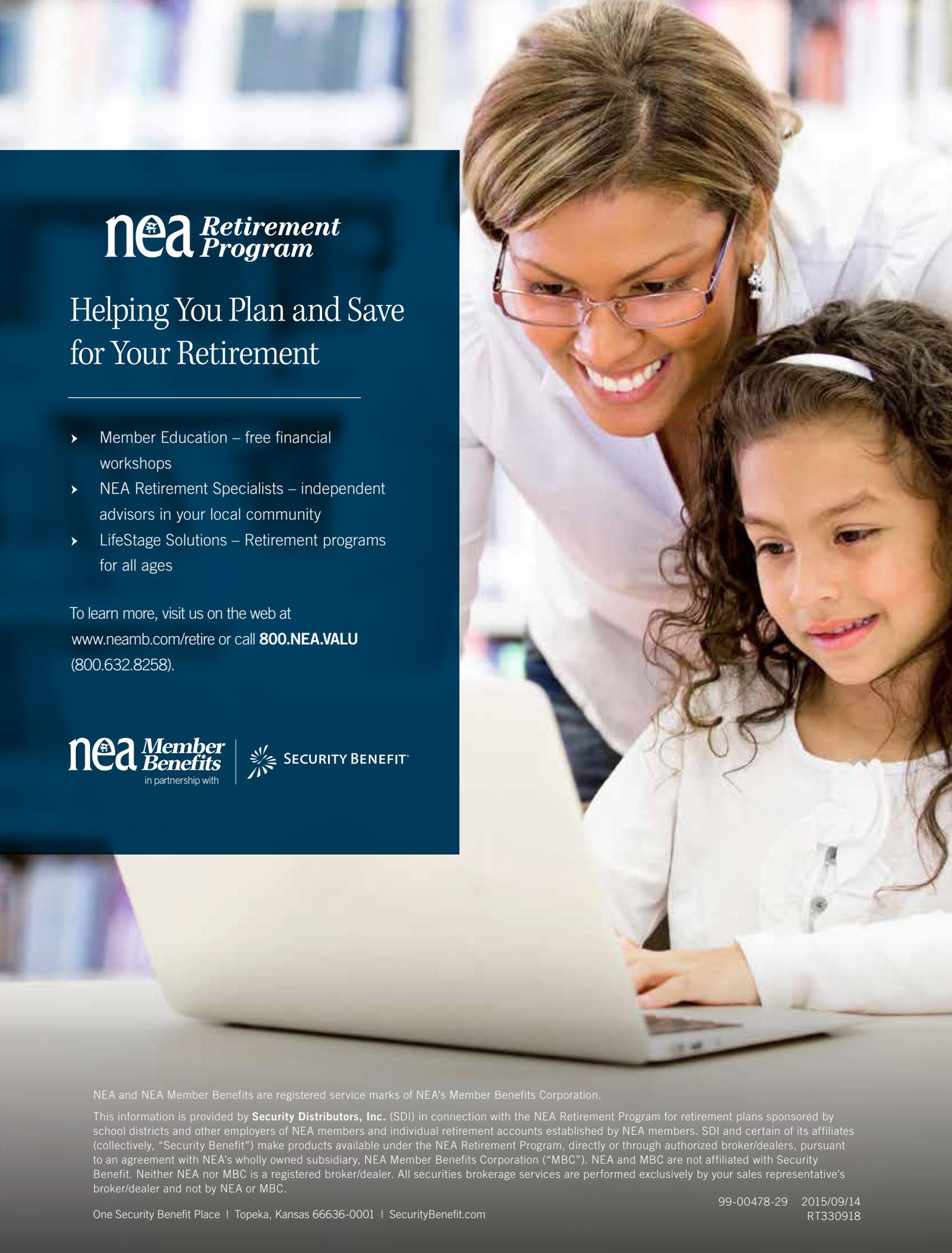
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1. Log on to njea.org. Your username is your email address or your NJEA PIN, which is on your membership card. Your Password is the last four digits of your Social Security number unless you've changed it.
2. Click on the Membership tab at the top of the page. A dropdown menu will appear. Select Member Benefits.
3. Navigate through the options for saving and explore the website.
4. Contact Lorraine Jones at LJones@njea.org with any questions.

Note: Many businesses and companies offer standing discounts to educators and will accept your NJEA membership card as documentation of your profession. Keep your card close by and don't forget to ask if an educator discount is available whenever you make a purchase.

For NEA Member Benefits questions or assistance contact Steve Eugene at SEugene@neamb.com. 

Kimberly Crane is an NJEA Communications Consultant and a former president and current vice president of the Highland Park Education Association. As a teacher and a mom, she knows how to stretch a dollar. She can be reached at kcrane@njea.org.



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You don't need a "license to organize"

CORPORATE CHARTER SCHOOL EMPLOYEES UNITE

NEVER SAY NEVER AGAIN

Most public school employees would not describe their workplace as having elements of international intrigue. But if members of the newly affiliated Community Charter Education Association (CCEA) made that claim, they would not be far from the truth.

CCEA members work in the Paterson Charter School for Science and Technology (PCSST)—a corporate charter run by the Gülen Movement.

PCSST is the largest charter school in Passaic County with approximately 1,000 students.

Gülen-managed charter schools are difficult to unionize because of several factors. Employees are often tied to the Gülen Movement through their religious beliefs or cultural affiliations. Former employees report

that the movement does not encourage the organization of their charter school employees. Retaliation for such activity is reported to be consistent and swift, ending with the job termination of potential activists.

Fighting fear of reprisal, CCEA members began the affiliation process in 2015 after a majority of school employees signed union cards requesting to organize as a bargaining unit.

Region 27 UniServ Field Representative Sasha Wolfe organized the local.

"Because of an immense fear of retaliation, they organized without management knowing," said Wolf. "People thought it couldn't be done. They did it. They stood up for themselves, and they won."

MEETINGS ARE FOREVER

Shawn Ziem stepped up to become the president of PCEA. He has worked as a PCSST physical education and driver's education teacher for the last 11 years. Ziem cited several factors—particularly regarding poor working conditions—that moved PCSST staff to unionize.

"People were uneasy about things," said Ziem. "A well-respected colleague was fired and people were concerned about that. Administration, however, seemed comfortable with the way things were run."

According to reports from a few vocal PCEA members, administrators became agitated when questioned about past practices in the district prior to unionization.

Adding to the discontent were home visits with students' parents that were perceived as manda-

tory—the results of which were included in employee evaluations. Staff meetings were long, and there was little transparency in how the school was run.

After a majority of employees signed their green cards, some administrators continued to speak negatively about having a union in their school. There were reports of closed-door meetings with employees who were not on board with being part of a union. A policy was developed that did not allow PCEA members to wear association supportive pins or logos. The anti-union employees were not held to the same standard and at times displayed anti-union propaganda.

Ziem reports that the school climate and relationship with administration has improved since 2015.

"We talk more now and they are

making attempts to work with us for the betterment of our school,” Ziem said. “We all have the same goal—to make PCSST the best school it can possibly be for students.”

This year the local association ratified its first contract. Now members are looking forward to expanding their PRIDE program and reaching out to the community to promote public education initiatives.

“PCEA members were overjoyed and experienced a great sense of fulfillment,” Ziem said of the contract ratification vote. “After all they have gone through, they had finally made a difference in their workplace.”

QUANTUM OF LOCAL CONTROL

Charter schools are not created equal. If you are considering applying for employment in a charter, it is important to know which of New Jersey’s charter schools are union-

ized, who manages the institution, and whether the board of trustees is elected through an open transparent process involving a broad spectrum of stakeholders or appointed by the founders.

The missions of charters with local founders and accountable boards often hold true to the original ideology behind the charter movement—to play an important role as laboratories of innovation that provide choices for students and their parents in addition to the offerings of the traditional district.

Unfortunately, there is no shortage of corporate, nonprofit and for-profit, charter management companies that are disconnected from their schools’ communities. The climate in these institutions is often hierarchal and noncollaborative. Most have boards of trustees or chairpersons appointed by the founders and solicit very little input

from taxpayers or staff.

An increase in the misuse of funds, unacceptable working conditions, and lack of appropriate materials for students is seen more often under the direction of companies that are disconnected from the local community.

Many times, these corporations oversee the management and finances of their charter schools from headquarters that are located in other states or countries overseas. Some are inseparably intertwined with religious groups or political movements that are favorably, or unfavorably, viewed in their country of origin.

LIVE AND LET TEACH

NJEA Organizational Development Representative Marguerite Schroeder noted the power that comes from educators organizing themselves into a union.

“Their hard work provides their colleagues with collective bargaining, representation, protection, and perhaps most importantly, a voice,” Schroeder said. “I congratulate the Paterson Charter Education Association’s members and leaders on their affiliation and continuing advocacy for the betterment of their school.”

To find out more about charter schools represented by NJEA visit njea.org/charters.

To get information on how you can become an NJEA Public Charter School Member contact Marguerite Schroeder mschroeder@njea.org.

Kimberly Crane is an NJEA Communications Consultant and a former president and current vice president of the Highland Park Education Association. She can be reached at kcrane@njea.org.

**“BECAUSE OF AN IMMENSE
FEAR OF RETALIATION,
THEY ORGANIZED WITHOUT
MANAGEMENT KNOWING.
PEOPLE THOUGHT IT COULDN’T
BE DONE. THEY DID IT. THEY
STOOD UP FOR THEMSELVES,
AND THEY WON.”**

**– NJEA UNISERV FIELD REP
SASHA WOLF**

Nonviolent communication—

A TOOL TO PREVENT OR REDUCE WORKPLACE VIOLENCE

By Dorothy Wigmore

You've heard it said in a very loud voice or sarcastically: "What are you doing?" "Can't you do anything right?" and "Shut up. I don't care what you say!" Even something as simple as "You're late" can trigger a reaction when words hurt.

This judging/verbal abuse is on the violence spectrum. Sometimes it's racist. Sometimes it's sexual harassment. Sometimes it's bullying or other kinds of harassment. And sometimes it leads to physical assaults or serious injury.

More and more unions representing education workers have said "enough is enough" when it comes to violence. Tired of just responding to incidents, they want tools to prevent and reduce all types of violence.

Effective prevention comes from examining the sometimes complex root causes that require employer action and support: programs, policies and commitment. Putting theories, recommendations, and lessons learned into practice takes time, training, discussions, evaluations, money and buy-in. The practices—focused on everyone in schools, not just students—must be integrated into the natural ebb and flow of activities.

Nonviolent communication: A tool for listening, understanding, empathy

One useful tool is nonviolent communication (NVC). It describes a method using active listening and discovering "needs," leading to empathy and understanding, while sharing "power with others" rather than "over others." The 1960s brainchild of Marshall Rosenberg, it now is promoted by the Center for Nonviolent Communication.

"You see or hear something, interpret it, triggering feelings—met or unmet needs," says Marty Epstein, a New York City NVC practitioner. "Say a student or colleague is speaking violently/judgementally to you. If you meet them with resistance and anger, the possibilities for understanding and communication are gone. The place to begin is to notice what's going on, what's triggering you. Take a break: pause to notice and understand that. Once we understand what needs are met or not met in any situation, it's a chance for understanding."

"The most important piece is really listening,"

he adds. Figure out what the person is upset about by listening and reflecting back what you hear, trying to connect with them.

"Any kind of violence is an unmet need," he says. "At the bottom of it is fear. Usually when people feel heard and respected, they calm down."

Needs can apply to the person in front of you or yourself, Epstein explains. Meeting needs—to be heard, respected or taken seriously, to have a problem fixed, having input, getting support—can be an individual thing or work for a group.

Empathy is key. It allows us to understand what is happening to another person.

"It's the quality of listening with understanding," he says. "For me, it's understanding something from my own experience so that when you talk to me about not being heard, although I may not have that experience with that particular person, I can join you in that, understand how you feel."

The four-step NVC process starts with observations or statements about how you are (what you see, hear, remember, imagine, etc., and how it affects you). It leads to expressing feelings, saying what you need or value and requesting specific actions, such as a statement beginning with "Would you be willing to..." in a way that does not blame or criticize. It's telling another person how to meet your needs, if they are willing.

While NVC is about what individuals do and say, the Center for Nonviolent Communication says the training and practice "Helps teachers, administrators, students and parents to make school a place where students love to learn, teachers love to teach, and where parents feel confident that their children's needs—for safety, respect, and learning—can be met."

According to the center, schools using NVC in different countries reported:

- Fewer conflicts and increased skill in mediating those that occur.
- More listening to one another.
- Mutual respect among all school members.
- More engaged learning.
- Less resistance and more cooperation.
- A feeling of safety at school for students and teachers.
- More fun for everyone.

Evaluations show teachers practicing NVC usually feel "more secure when it comes to handling conflicts and difficult conversations," Marianne Gothlin wrote on the center website. "More time was allocated to planning, agreements and discussions, while students have better test results. Teachers report that they feel less alone and vulnerable in their work and it is allowed to share difficulties at work openly."

Bay Area practitioner Miki Kashtan writes about transforming power relations. For her, teachers have a "particularly painful dual role" of authority and control over students while being "remarkably isolated and often strikingly powerless" dealing with school districts and administrators. She states, "Learning to have power with our students means empowering them to say NO to us. Only then can we experience the magical beauty of hearing a YES that comes from true choice instead of a 'should.'"

Like some others, she links practicing NVC and restorative justice (see next month's Review), and to living a vision that can lead to social change.

NVC also fits into state rules designed to prevent or reduce violence in and related to schools. New Jersey's anti-bullying statute requires school districts to observe "School Violence Awareness Week" which annually begins the third Monday in October. Anti-bullying and related regulations require staff training and reporting and investigating incidents.

Local association action plan

Learn more about NVC. It's the subject of a workshop at the Safeguarding Our School Staff and Children: A Comprehensive Approach to Violence Prevention conference on Saturday, Oct. 20 from 10 a.m. to 3:30 p.m. The conference is sponsored by NJEA, Healthy Schools Now and the New Jersey Work Environment Council and will be held at the NJEA Contemporary Building, 176 West State Street in Trenton. To register, go to bit.ly/safeguardingschool.

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



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If “**violent**” means acting in ways that result in hurt or harm, then much of how we communicate—judging others, bullying, having racial bias, blaming, finger pointing, discriminating, speaking without listening, criticizing others or ourselves, name-calling, reacting when angry, using political rhetoric, being defensive or judging who’s “good/bad” or what’s “right/wrong” with people—could indeed be called “violent communication”.

Source: *Key facts about nonviolent communication (NVC)*, produced by PuddleDancer Press and the Center for Nonviolent Communication, May, 2018. 📄

For more information

Center for Nonviolent Communication: cnvc.org, and materials for schools at bit.ly/cnvcmaterials.

Marty Epstein’s website is effectiveconversation.com.

Miki Kashtan, a Bay Area practitioner, discusses empathy in a YouTube video at bit.ly/kashtanempathy and bullying in schools at bit.ly/kashtanbullying.

NJEA has “Ten steps to reduce violence” at njea.org/ten-steps-reduce-violence and information about bullying at njea.org/issues/anti-bullying.

PuddleDancer Press at nonviolentcommunication.com, has NVC materials to download and buy.

Anti-bullying/harassment resources at “Resources” listed on the New Jersey Department of Education website at bit.ly/njdoehib.

If we have to grade students, should it not be on their growth?

By Arielle Goldstein

Teachers are always looking to improve teaching and learning. Formative assessment occurs during the learning process to check student understanding and gain valuable data. Assessing students throughout the learning process guides a teacher's instruction so he or she can assist students at individual levels.

Digital tools provide reports quickly and make it easy to use results to inform instruction. There are many different tools a teacher can use for formative assessment; here are some of the favorites. The best thing about these resources is they're all free. 🆓

Arielle Goldstein is a technology facilitator at Millburn Public Schools in Essex County. She can be reached at arielleg@gmail.com.

GAME-SHOW STYLE TOOLS

Game-show formats encourage friendly competition among students while they assess knowledge. These resources are fun and engaging while providing the teacher with useful data.

TOOL	WEBSITE	GRADES REC.
Quizizz	quizizz.com	K-12
Kahoot	kahoot.com	K-12
Quizlet Live	quizlet.com/features/live	6-12

INTERACTIVE LESSONS

Interactive lessons allow students become active participants in their education. Using slideshow-style presentations students can respond to questions or create their content while teachers get valuable feedback on student learning.

TOOL	WEBSITE	GRADES REC.
Nearpod	nearpod.com	K-12
Seesaw	web.seesaw.me	K-8
Pear Deck	peardeck.com	4-12

QUIZZES AND POLLING

Quiz and Polling resources allow for more a traditional style of assessing with some added digital features.

Teachers can incorporate multimedia, differentiate content and personalize feedback when using these resources.

TOOL	WEBSITE	GRADES REC.
Formative	goformative.com	3-12
Socrative	socrative.com	3-12
Poll Everywhere	polleverywhere.com	7-12
Plickers	plickers.com	K-12

(no student devices needed)

CLASSROOM BACKCHANNEL

Classroom Backchannel provides students a space to ask questions, leave comments, record reactions and discuss what is going in the classroom. Backchanneling can occur during lectures, videos, presentations, at home, or at any point during the learning process. It takes away the need for students to raise their hands and wait to be called on while enabling more students to ask questions.

TOOL	WEBSITE	GRADES REC.
Back Channel Chat	backchannelchat.com	7-12
Chatzy	chatzy.com	7-12

VIDEO ASSESSMENT TOOLS

These tools allow teachers to use videos to assess students. One allows teachers to edit and remix videos to incorporate questions to layer more learning and create interactive videos. The other allows students to record their videos to reflect on their learning, show what they know, or spark discussion.

TOOL	WEBSITE	GRADES REC.
EdPuzzle	edpuzzle.com	3-12
FlipGrid	flipgrid.com	K-12

PROFESSIONAL DEVELOPMENT REDEFINED:

Building the schools we all deserve through unionism

By Mike Ritzius

Professional development suffers from two challenges: an identity crisis and an overly narrow focus. Professional development has an identity crisis because people use the phrase interchangeably with professional learning and believe that both sound better than “training.” Professional development and professional learning have unfortunately come to mean “any learning for adults” without any nuance.

Professional development generally focuses upon what administration thinks are the important skills for the faculty to learn. It usually neglects educational support professional (ESP) members altogether. It is too often designed around fixing what professional development planners assume faculty members don’t know or can’t do well. AchieveNJ, the educator evaluation and support system that was implemented throughout New Jersey in 2013-14, reinforces this notion when it demands the primary item on a teacher’s professional development plan be an area of need identified in her or his evaluation.

These two challenges make it difficult to design professional development that truly makes a difference for students and educators. If the system is not designed for the results we want, then no level of competence of the participants will overcome that. The result is professional dissonance, not professional development. To quote my former high school English teacher, Sam Tropiano, “I can practice and become great at hitting a baseball while holding the bat upside-down. That will never make me a great batter, though.” In other words, no level of competence can overcome a bad approach.

When seen from the perspective of developing the profession, professional development shifts to become the heart of unionism. It becomes so much larger than individuals.

FOCUS ON THE WHOLE SYSTEM

One solution is to orient professional development away from a focus on the individual educator and toward the school system as a whole. Operating from this new perspective requires better definitions for training, professional learning, and professional development from this broader perspective.

Training and professional learning can be differentiated from each other based upon who decides what the necessary learning is. Training is driven by the demands of system and should be designed around the minimum competencies required for someone to be an effective participant in the school community. Most of what is called professional development today is really training, but it is training that is not aligned to the demands of the system. It is also why most people resent sitting through district professional development assuming “this too shall pass.”

Professional learning, by contrast, is driven by the individual professionals. Professional learning is done in the pursuit of our best professional selves and it is always a personal experience. Professional learning is what individuals seek at convention, conferences and workshops outside the district.

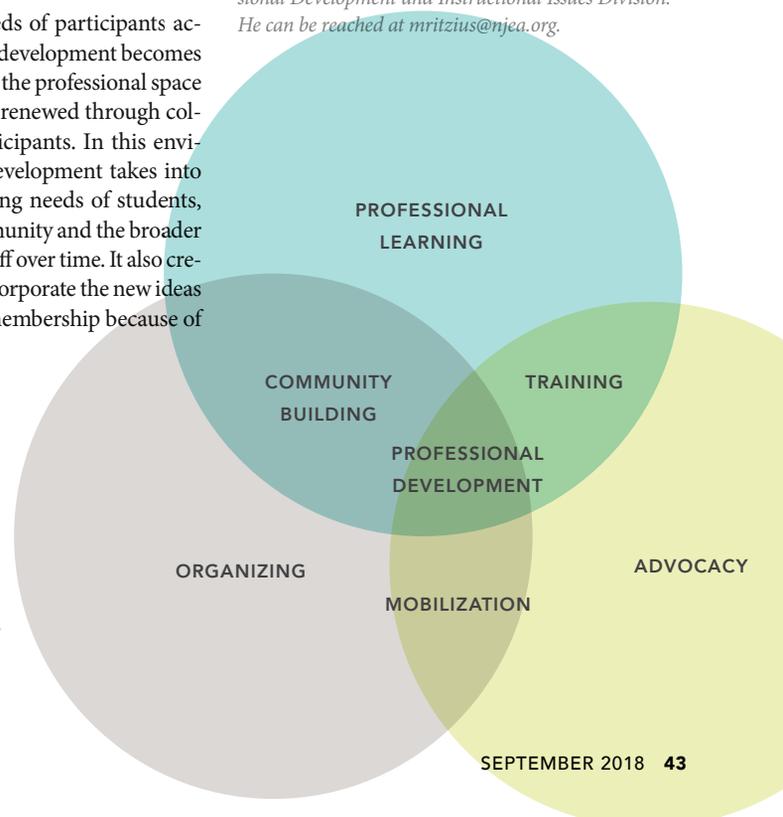
With the learning needs of participants accounted for, professional development becomes the mechanism by which the professional space in a district is constantly renewed through collective action of all participants. In this environment, professional development takes into account the ever-changing needs of students, the demands of the community and the broader society, and changes in staff over time. It also creates an opportunity to incorporate the new ideas that emerge within the membership because of

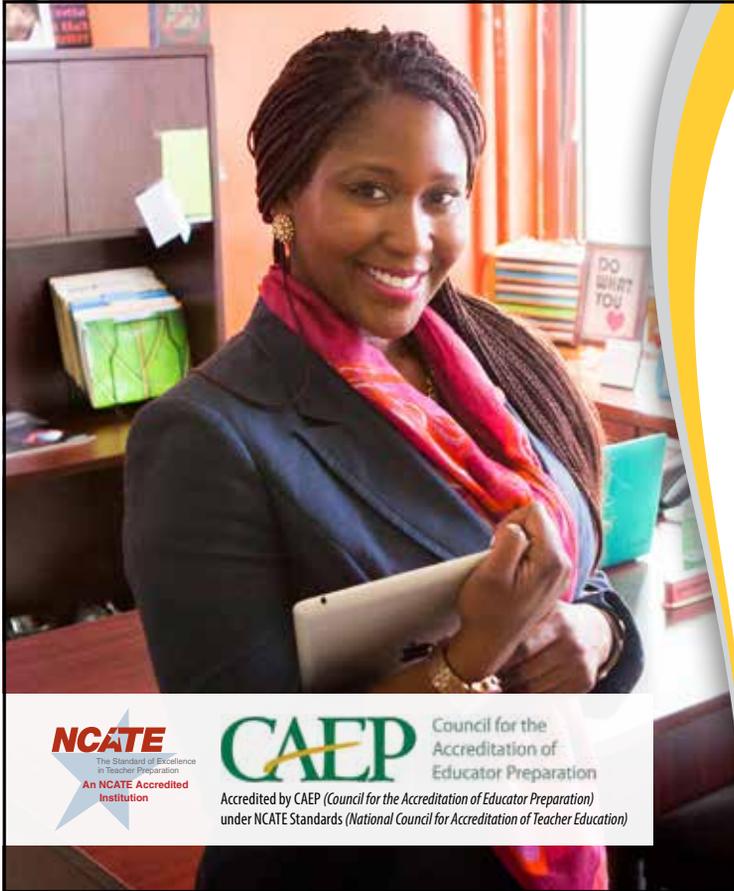
formal and informal professional learning and experiences.

Approaching professional development as a collective action requires structure. Luckily, this structure already exists within our local unions. The local has a leadership structure and the ability to adapt it to emerging needs. It has access to resources to provide professional learning opportunities for members and facilitators to help move that learning towards collective action. It can engage the community through programs such as NJEA PRIDE in Public Education.

Most importantly, the local has the legal authority to bargain for a greater voice in leadership decisions by contractually mandating the return of Local Professional Development Committees and making the District Evaluation Advisory Committee contractually permanent. When seen from the perspective of developing the profession, professional development shifts to become the heart of unionism. It becomes so much larger than individuals. It is how members harness their collective skill and intelligence to build schools that we all deserve. 🏡

Mike Ritzius is an associate director in the NJEA Professional Development and Instructional Issues Division. He can be reached at mritzius@njea.org.





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A CLOSER LOOK

monthly highlights

Entering into our 25th season, "Classroom Close-up NJ" was nominated for six Emmys®. The award-nominated stories cover a historical crime scene, an immigration ceremony conducted in a grade school, stories about the Holocaust and civil rights issues, teen driving safety, and more. For details, go to classroomcloseup.org. Be sure to tune in on Sept. 16 when the new season starts with more exciting stories from our great public schools.



SEPT. 16



SEPT. 23

watch

SEPTEMBER 16

Students from Intervale Elementary School in Parsippany and Robert R. Lazr Middle School in Montville team up to bridge the gap between elementary and middle schools and between boys and girls when it comes to STEM (science, technology, engineering and mathematics). They are testing vehicles made from pasta!

SEPTEMBER 23

Pine Hill Middle School teachers are capturing student interest in alternative forms of gardening through the study of aquaponics. Students are learning the importance of alternative farming methods to create a self-sustaining home, of eating and preparing healthy foods, and of successful ways to run a business.

SEPTEMBER 30

Dr. Seuss is on the loose at Triangle Elementary School in Hillsborough. Nearly 400 students celebrate Read Across America by emphasizing school-wide reading and writing projects. From a school-wide assembly featuring the Cat in the Hat, to guest readers and small group lessons, the school community inspires a love for literature.



SEPT. 30



classroomcloseup.org

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.

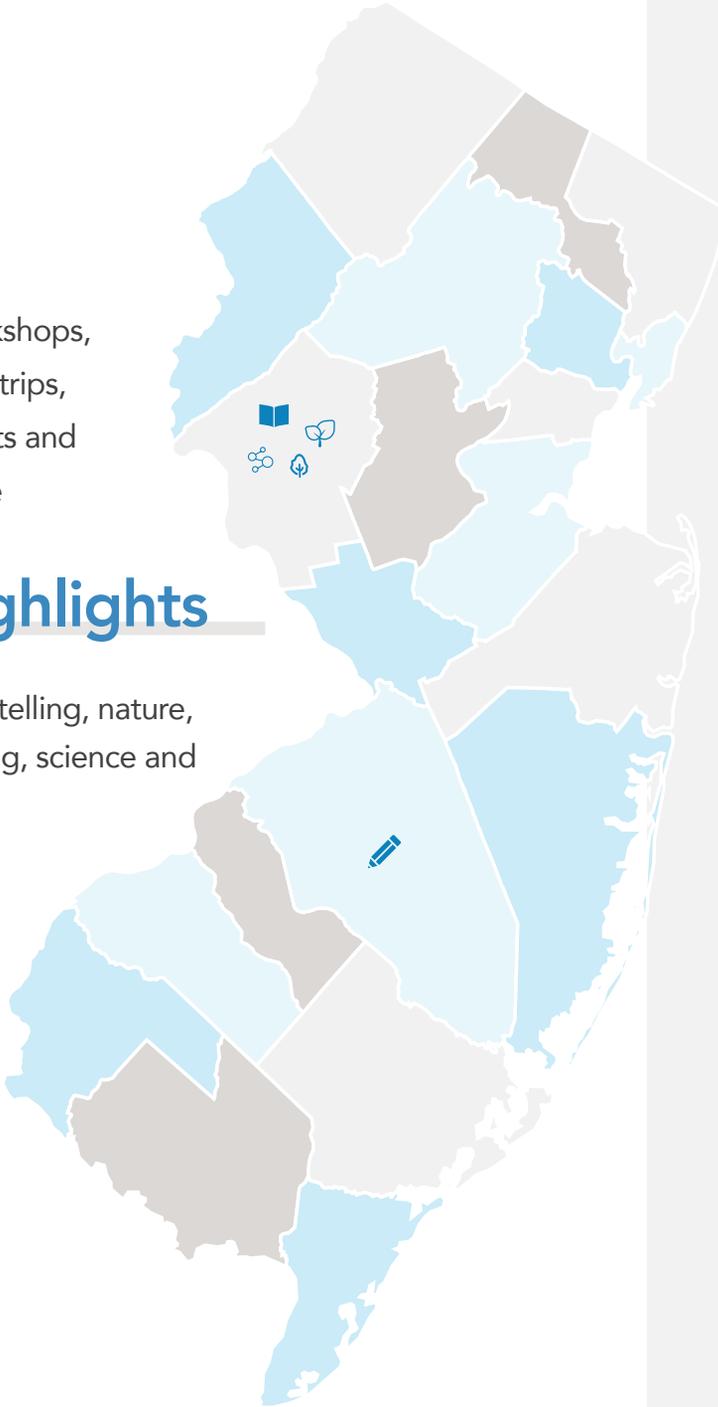
Visit classroomcloseup.org to watch individual segments, the entire show, or to see what's coming up. On Twitter, follow @CCUNJ and "like" the show at [facebook.com/crcunj](https://www.facebook.com/crcunj). The show continues to gain fans, especially since it is available online and can be downloaded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

SUSSEX TO CAPE MAY:

Workshops,
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grants and
more

highlights

Storytelling, nature,
writing, science and
more



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

SHOWCASE

ANJEE AUTUMN CONFERENCE: IMAGINE A WORLD OUTDOORS

The Alliance for New Jersey Environmental Education (ANJEE) is excited to present its second annual Autumn Conference on Sept. 28. The daylong conference will be held at historic Duke Farms in Hillsborough, a model of environmental stewardship that inspires visitors to become informed caretakers of the earth.

Educators of all grades are invited to the autumn event that will feature a variety of all-outdoor sessions designed to educate and inspire.

- Explore natural history with local experts in birding, animal tracking, plant identification and more.
- Learn trade secrets from experienced outdoor teachers who will share their methods and techniques.
- Exciting pre- and post-event sessions are available for early risers and night owls.

The cost for this all day event is \$60. To register go to bit.ly/anjeeautumnconference. For additional information, contact Samantha Wolfe at 908-722-3700 or swolfe@dukefarms.org. You may also visit ANJEE's and Duke Farm's websites at www.anjee.org or www.dukefarms.org.

OUR STORY—TELL IT!

Duke Farms and the Monarch Teacher Network are sponsoring a The 26th annual New Jersey Storytelling Festival will take place on Saturday, Sept. 15 at Howell Living History Farm in Lambertville. As part of the event, master storyteller Rona Leventhal will show you how to begin the process of taking a memory or anecdote and turning it into a story fit for an audience.

Educators of Grades K through eight will learn how to use story prompts to add sensory and visual details. They will also learn how to brainstorm sensory information to clarify thinking and build the elements of a story. The workshop activity will include writing for short bursts of time and then sharing with a partner for feedback, with the option to perform the story for the group.

This free and open to the public workshop is made possible by a grant from the Friends of the Howell Living History Farm. For more information, please contact MaryAnn Paterniti at maryann.paterniti@gmail.com or visit www.njstorynet.org to register.

NJCTE FALL CONFERENCE: APPROACHES TO WRITING

The New Jersey Council of Teachers of English (NJCTE) will be sponsoring its 2018 conference Approaches to Writing on Sept. 29 at Kenneth R. Olson Middle School in Tabernacle.

Dynamic and interactive sessions on approaches to writing will be offered to educators of all grade levels. The conference will kick off with a keynote from the president of the National Council of Teachers of English (NCTE), Dr. Jocelyn Chadwick, followed by three breakout sessions. Over 15 different sessions will be offered for elementary, middle school, high school and college level educators.

The cost to attend is \$25, which includes a light breakfast, boxed lunch and membership to NJCTE. For information, please contact Denise Weintraut at 856-261-2633 or njctemembership@gmail.com. You may also visit their website www.njcte.com.

SCIENCE ON THE MOVE

Duke Farms and the Monarch Teacher Network are sponsoring a weekend retreat, Oct. 26-28, for educators of all grades.

Led by experienced naturalists and storytellers from the Monarch Teacher Network, this “Stories from the Land” weekend retreat explores the teaching and healing power of nature when combined with story writing and storytelling.

As creative teams, participants learn how to develop and share their own stories, inspired by materials and stories drawn from nature. Writing, communication and performance skills are integrated in a unique approach that can inspire creativity and build community among people of all ages and backgrounds.

The cost is \$195 and includes six meals, lodging and all materials. To register go to bit.ly/monarchdukefarms. For additional information, contact Samantha Wolfe at 908-722-3700 or swolfe@dukefarms.org. You may also visit www.dukefarms.org.

COLLABORATING WITH NATURE TO WRITE AND TELL STORIES

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MORE TO LEARN ACROSS THE STATE

AUTISM NEW JERSEY TO HOLD 36TH ANNUAL CONFERENCE

Join an expected 1,200 participants for 72 workshop options, 100 exhibitors, and opportunities for networking and support on Oct. 18-19 at the Harrah's Waterfront Conference Center in Atlantic City. Evidence-based information and resources will reflect students of all ages and support needs and benefit school personnel new to ASD or seeking more advanced content. Learn best practice for teaching students with ASD from respected leaders in the field, including strategies for addressing challenging behavior, communication, and social, vocational, and life skills.

Highlighted topics for 2018 include making lessons more engaging, incidental teaching, reducing restraint/seclusion, self-regulation, simplifying data collection, stress management (for students and teachers), and a transition curriculum. Administrators, special and general education teachers, child study team members, related service providers, ESPs, and parents should all find specialized information to enhance their skills and understanding. Resources will be shared by an expected 100 exhibitors representing vendors, schools, agencies, graduate school programs, and more. CEUs will be available from the DOE, APA, ASHA, BACB, and social work collaborative (possibly more to come).

Questions? Contact Elizabeth Neumann, M.A., BCaBA at 609-588-8200, ext. 45; or conference@autismnj.org. See the full brochure and additional details at www.autismnj.org/annual-conference.

MARK YOUR CALENDAR FOR NJAHPERD PROFESSIONAL DEVELOPMENT EVENTS

The New Jersey Association for Health, Physical Education, Recreation and Dance (NJAHPERD) announces its 2018-19 professional development events. For more information, visit njahperd.org.

LAKE CONFERENCE FOR K-12 PE

“It’s the Kids that Count”

Oct. 14-15

Johnsonburg Presbyterian Center
Johnsonburg

ENERGIZING PE

Oct. 19

Sheraton Convention Center
Atlantic City

ADAPTED HEALTH & PE CONFERENCE

Oct. 30
SONJ Sports Complex
Robbinsville

NJEA CONVENTION

Many sponsored NJAHPERD workshops
Nov. 8-9
Atlantic City Convention Center

HEALTH EDUCATION CONFERENCE**K-12**

Dec. 3
The Wardlaw-Hartridge School
Edison

NJAHPERD 100TH ANNUAL CONVENTION

Feb. 24-27
Ocean Place Resort
Long Branch

NATIONAL PHYSICAL EDUCATION AND SPORT WEEK

May 1-7

NJCTE FALL CONFERENCE SLATED FOR SEPT. 29

The New Jersey Council of Teachers of English (NJCTE) will host its fall writing conference, Approaches to Writing, at Kenneth R. Olsen Middle School in Tabernacle on Saturday, Sept. 29 from 8:15 a.m. to 1 p.m. The conference is open to educators from kindergarten through college. Dr. Jocelyn Chadwick, vice president of the National Council of Teachers of English, will deliver the keynote address.

For more information, and to register, visit njcte.com. Questions may be sent to njctemembership@gmail.com.

INDIVIDUALS MATTER: PERSONAL NARRATIVES IN RESPONSE TO THE NAZI THREAT

The Littman Holocaust Resource Center at the Allen and Joan Bildner Center for the Study of Jewish Life at Rutgers University is present-

ing "Individuals Matter: Personal Narratives in Response to the Nazi Threat." Attendees will learn about politicians, public figures, and ordinary Americans who responded to the Nazi threat. Teachers who attend this workshop are eligible to participate in a free trip to the U.S. Holocaust Memorial Museum later this year. Speakers include Rebecca Erbelding, historian and curator, U.S. Holocaust Memorial Museum, and Colleen Tambuscio, pedagogical consultant. The daylong workshop will be held at Rutgers University-New Brunswick on Oct. 10, from 9 a.m. to 3:30 p.m. The workshop is free and lunch is included.

Advance registration is required by Sept. 20. RSVP to Sarah.portilla@rutgers.edu. For more information, visit the Bildner Center website at BildnerCenter.Rutgers.edu.

NGSS PROFESSIONAL DEVELOPMENT WORKSHOP SERIES 2018-19

The Science Education Institute at Raritan Valley Community College will offer a series of one-day workshops designed to support teachers and supervisors of Grades K-5 and Grades 6-12 with the implementation of the Next Generation Science Standards (NGSS). Each workshop will focus on different aspects critical to successful implementation. Participants will engage in NGSS-aligned investigations to experience how Practices, Crosscutting Concepts, and Core Ideas are meaningfully integrated in instruction and assessments. There will be time for reflection and to plan NGSS-aligned lessons. The institute recommends sending leadership teams of three to seven teachers to at least three workshops to develop a solid foundation for the NGSS.

NGSS WORKSHOPS FOR GRADES K-5

- Using Crosscutting Concepts to Investigate Natural Phenomena: Nov. 14.
- Developing and Using Models to Make Sense of Natural Phenomena: Dec. 12.
- Constructing Explanations Supported by Arguments: Feb. 6.
- Planning NGSS-Aligned Lessons and Assessments: March 13.

NGSS WORKSHOPS FOR GRADES**6-12**

- Using Crosscutting Concepts to Investigate Natural Phenomena: Nov. 13.
- Developing and Using Models to Make

Sense of Natural Phenomena: Dec. 11.

- Constructing Explanations Supported by Arguments: Feb. 5.
- Planning NGSS-Aligned Lessons and Assessments: March 12.

All workshops are held at RVCC in Branchburg, NJ. Workshops begin promptly at 9:00 am and end by 3:30 pm. Light breakfast and lunch will be provided.

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

The fee is \$125 per workshop. Register early! Workshops often fill up weeks in advance. For more information and to register visit our website at www.raritanval.edu/ngss. To discuss long-term NGSS professional development plans, contact Dr. Wil van der Veen at wil.vanderveen@raritanval.edu.

GET STARLAB TRAINING TO MAKE SCIENCE COME ALIVE

Starlab is an inflatable dome on which you can project vivid images of the night sky, ancient mythological characters, our solar system and galaxy, Earth's weather patterns and geological features, or the biological cell. Starlab is easily transportable and fits into a small car. It can be set up in fifteen minutes and accommodates up to 30 students. The Starlab dome does require a clean floor space of 20 x 22 feet and a 12 feet high ceiling.

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

The Starlab Training will be held at Raritan Valley Community College in Branchburg on Nov. 28 and will begin promptly at 9 a.m. and end by 4 p.m. Light breakfast and lunch will be provided.

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

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

For more information and to register visit our website at www.raritanval.edu/ngss.

NJCSS ANNUAL CONFERENCE FOR K-12 SOCIAL STUDIES TEACHERS

The New Jersey Council for the Social Studies (NJCSS) announces its annual conference "The Times They Are a-Changin'!" It takes place at Busch Student Center at Rutgers University in Piscataway on Oct. 22 from 7:30 a.m. to 1 p.m.

In addition keynote speakers, the day includes theme-based workshops for K-6 teachers, psychology and economics/financial literacy in addition to sessions relating to world history, U.S. history, geography, and civics.

KEYNOTE SPEAKERS

- Dr. Michael Adas

(Rutgers University)

- Presidential Lies, Working Class War, and A Nation Divided: The Enduring Legacy of the Vietnam Debaacle

- Dr. Gary Lewandowski Jr.

(Monmouth University)

- Psychology: From Hookups to Heartbreak

- Dr. Anne Morrison Piehl

(Rutgers University)

- Economics: Inequality of our Criminal Justice System

- Dr. Michael Hattem

(Knox University)

- Using the Many Lives of Benjamin Franklin to Teach the 18th Century

Registration fee is \$80 before Oct. 10. For more information www.njcss.org. To register online, visit bit.ly/njcss. For more information, or to register by mail, contact: Hank Bitten at hb288@sasmail.rutgers.edu.

STATE BAR FOUNDATION OFFERS FREE MOCK TRIAL WORKSHOPS

The New Jersey State Bar Foundation will sponsor free mock trial workshops for elementary, middle and high school teachers in October at the New Jersey Law Center in New Brunswick. Teachers attending the workshops will receive professional development hours.

The foundation's Law Fair/Law Adventure Workshop for teachers of Grades 3-8 will be held on Oct. 18, 8:30 a.m.-1:15 p.m. Teachers will learn about the elements of a mock trial, and will find out how to enter the foundation's Law Fair Competition for Grades 3-6 and Law Adventure Competition for Grades 7 and 8. This year's workshop will feature a lively mock trial performance by 2018 winning students. The entire audience will serve as jurors.

The New Jersey State Bar Foundation's High School Mock Trial Workshop for Teacher- and Attorney-Coaches will be conducted on October 25, 9 a.m.-1:15 p.m. Speakers will explain the contest structure and judging process. Last year's championship teams will enact the new case for 2018-2019.

To register or for more information, please contact Sheila Boro at 732-937-7519 or sboro@njsbf.org or visit www.njsbf.org.

36th Annual AUTISM CONFERENCE

OCTOBER 18 & 19, 2018

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Atlantic City, NJ

**Attention administrators,
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related service providers,
CST members, or ESPs:**

Learn best practice for addressing challenging behavior, communication, and social, vocational, and life skills for students of all ages

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- Incidental teaching
- Reducing restraint/seclusion
- Self-regulation
- Simplifying data collection
- Stress management (for students and teachers)
- Transition curriculum

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I'M STICKING WITH MY UNION

By Angie Ghaly, NJEA Preservice secretary, Rutgers University, New Brunswick

When I first entered my teaching program at Rutgers, joining the union was the last thing on my mind. In between papers, clinical hours, lesson plans, and learning pedagogy, I never thought about it. I joined NJEA Preservice in order to meet other students like myself who were planning on becoming teachers.

Little did I know how beneficial joining NJEA is. This year I serve as the NJEA Preservice secretary, and my experience so far has been nothing short of amazing.

Joining the NJEA Preservice opened up a door of possibilities and education. I've attended countless conferences that engage college students and give us real-life professional development that can be used in the classroom. I have also met countless people who have turned into lifelong friends, who value the importance of not only educating our youth but of working toward a more just society and doing what is best for our communities.

Beyond allowing me to benefit from professional development sessions, NJEA Preservice has encouraged and strengthened my leadership skills. On a practical level, NJEA protects me as a student

teacher by providing me liability insurance in the classroom during my clinical hours.

When you are a student teacher, nobody really takes the time to teach you about what the union is or what it does. NJEA Preservice allows students the chance to meet leaders from different local and county associations all over New Jersey who are focused on serving their unions as well as protecting the rights of their members. NJEA Preservice allows me, as a student teacher, to get a feel for how I can become a contributing member while becoming comfortable in joining the union.

Now that I am an NJEA member and future educator, NJEA Preservice allows me to look at the big picture and gives me the tools and resources I need to best advocate for my fellow student teachers and my students. By being a contrib-

uting member, I have a voice in my profession. This means making sure that all students to have access to a free public education and the classroom resources they need, fighting for better classroom sizes, and advocating for budgets that afford me and my colleagues the resources to provide the best education we can for our students.

Public schools are required to adhere to collective bargaining agreements as well as protect my rights as a worker and educator. After my years of studying, attaining a bachelor's degree and a master's degree, and passing multiple Praxis Exams, the union has my back by making sure that I am getting paid the salary that I deserve. Sticking with my union ensures that I can afford to stick with my school.

Thanks to NJEA, future educators no longer have to settle for

starting salaries that do not provide a living or that do not reflect their educational background. I value my students and their education, the union values me as an educator by making sure my rights are respected.

When I become a certified and employed teacher, I intend on paying my dues and becoming an NJEA member. My union has supported me thus far; I plan to continue supporting my union.

Standing with my union does not mean just paying dues—it means being an active and contributing member of my union. As I transition into becoming a full-time member, I hope to be a contributing member by recruiting others to join and talking to them about what it means to be a part of the NJEA. Recruiting more NJEA and NJEA Preservice members means having a stronger voice in the association and in the profession. We must remember that we not only advocate for ourselves, but for our future students as well. Having a stronger voice and presence means being able to attain more and do more for ourselves, our fellow teachers, and our future students. 🌟

STANDING
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UNION.

WHEN YOU ARE A STUDENT **TEACHER**, NOBODY REALLY TAKES THE TIME TO TEACH YOU ABOUT WHAT THE UNION IS OR WHAT IT DOES. NJEA PRESERVICE ALLOWS STUDENTS THE CHANCE TO **MEET LEADERS** FROM DIFFERENT LOCAL AND COUNTY ASSOCIATIONS ALL OVER NEW JERSEY WHO ARE FOCUSED ON SERVING THEIR UNIONS AS WELL AS **PROTECTING** THE RIGHTS OF THEIR MEMBERS.

NJREA

PAST, PRESENT
AND FUTURE

NJREA CONFERS SCHOLARSHIPS

West Morris Mendham High School graduate **MARISSA SPLETTER** is NJREA's 2018 Isabelle Hickman Four-Year Scholarship recipient. A resident of Chester, Marissa is attending Boston College this fall.

Putting her passion for exploring the online market and learning new cultures to use, Marissa plans to major in international business where she is sure to continue to polish her business acumen.

In addition to her business interests, Marissa has been on the honor roll at school and has received many awards in basketball and soccer. She is also involved in community and school volunteer work.

SABRINA COSTA of Point Pleasant Beach is the first recipient of the newly established Elizabeth A. Allen Four-Year Scholarship. A graduate of Point Pleasant High School, Sabrina is attending UCLA where she will study to become a noninvasive cardiologist. Living with a congenital heart defect and having spent long periods of time in hospitals as a young child, Sabrina has geared her interests away from competitive sports and toward the

arts and sciences.

In high school, Sabrina was a Renaissance scholar and National Honor Society member. She received awards for academic excellence in English, Italian, biology, chemistry, algebra and fashion technology.

The Fred E. Aug Two-Year Community College Scholarship was awarded to **ELVIS RAMIREZ**. Elvis graduated from Cherry Hill High School West and is attending Camden County College this fall.

Elvis plans to become a defense attorney in order to serve his community. He believes that minorities in this country are not fully represented and wants to use the law to help people who have suffered injustice.

At the age of four, Elvis was diagnosed with autism. That diagnosis did nothing to slow him down, as he has taken all mainstream courses during high school and has made honor roll each year. In addition, Elvis was a member of the National Honor Society and president of many school organizations, all while working part-time as a cashier at Wegman's.



Marissa Spletter



Sabrina Costa



Elvis Ramirez

NJREA CONVENTION: A MUST-DO

Mark your calendar for NJREA's 2018 Convention in Atlantic City on Nov. 7 and 8 at the Resorts Casino-Hotel in Atlantic City. The theme of this year's event is "In Unity: Then, Now and Always."

The room rate for NJREA members is just \$65 per night plus applicable taxes and fees. To make a reservation, call 888-797-7700, identify yourself as an NJREA member, and mention this code: VNJR18. Reservations will be accepted until Oct. 24. Rooms sell out quickly, so be sure to reserve your room as soon as possible.

able; attendees can browse the great deals and discounts NJREA/NJEA membership has to offer.

A candidates' forum will be held in order for NJREA members to meet those running for NJEA officer positions. The day will conclude with the annual NJREA Cocktail Reception. Come enjoy good food, friendship, and music with your NJREA family at this fun event

Thursday's activities

On Nov. 8, NJREA will host its annual breakfast buffet. Reservations are also required for this meal. After breakfast, a health benefits session will be conducted by members of the NJEA Research staff. This is your opportunity to hear the latest on retirees' health benefits and what you can do to protect them.

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

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

Wednesday's highlights

NJREA's popular "Member information Session" will again officially kick off this year's convention on Nov. 7. This segment focuses on public education, legislative and retiree issues with time for questions and answers.

The annual Elizabeth Allen Luncheon will follow the session. Reservations are required. Any member wishing to sit with his or her county must indicate that preference on the coupon form insert found in the September *NJREA Newsletter* or on the NJREA webpage at njea.org/njrea.

This year's breakout sessions will focus on identity theft and cybersecurity awareness, as well as ways to prevent and treat heart disease. A Vendors' Fair will again be avail-



A reception and dance caps the first day of the NJREA Convention in Atlantic City. Last year, Union County REA members joined in the fun, including Dorothy Rossmann (l) and Tauheedah Muhammad (center).

Around the counties

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

ATLANTIC COUNTY REA's next meeting/luncheon will be held on Tuesday, Oct. 2 at the Greate Bay Country Club in Somers Point. The cost is \$27. To attend, call Linda Young at 609-226-6202.

BURLINGTON COUNTY REA invites you to its upcoming meeting/luncheon on Thursday, Oct. 18 at Marco's at the Indian Spring Country Club in Marlton. The cost is \$20. To make a reservation, call Doriann Swern at 856-722-8952.

CAMDEN COUNTY REA's fall meeting/luncheon will be held on Friday, Oct. 26 at the Tavistock Country Club in Tavistock. The cost is \$27. To attend, call Dottie Williams at 856-234-2045.

CUMBERLAND COUNTY REA will hold its next meeting/breakfast on Wednesday, Oct. 10 at the Greenview Inn at Eastlyn Golf Club in Vineland. The cost is \$25. To attend, call Linda Ward at 856-455-3873.

ESSEX COUNTY REA's next meeting/luncheon will be held on Wednesday, Oct. 24 at the Hanover Manor in East Hanover. Social Security advisor Ashe Ahluwalia will be the guest speaker. 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. 11 at Nicolosi Catering in Woodbury. The cost is \$25. To attend, call Candy Zachowski at 856-228-6854.

Join **HUDSON COUNTY REA** on Monday, Oct. 8 for its fall meeting/luncheon at La Reggia's Ristorante in Secaucus. The cost is \$36. To attend, call Arlene Brown at 732-493-0662.

MERCER COUNTY REA's fall meeting/luncheon will be held on Wednesday, Oct. 24 at the Mercer Oaks Country Club in West Windsor. NJEA staff will be discussing pension, benefits, and legislative issues. The cost is \$26. To attend, call Paul Everett at 609-599-4262.

MIDDLESEX COUNTY REA invites you to its upcoming meeting/luncheon on Thursday, Oct. 18 at the Grand Marquis in Old Bridge. A spokesperson from Social Security and local Middlesex County legislators will be the guest speakers. The cost is \$30. To attend, call Anne Chomko at 732-675-1734.

MONMOUTH COUNTY REA welcomes you to its fall meeting/luncheon held on Tuesday, Oct. 9 at the Double Tree Hotel in Tinton Falls. Prescription benefits and Medicare will be the topics of discussion. The cost is \$30. To attend, contact Sue Shrott at 732-995-7754 or sueshrott@gmail.com.

Join **MORRIS COUNTY REA** for its fall meeting/luncheon on Wednesday, Oct. 10 at the Zeris Inn in Mountain Lakes. Titanic International Society President and co-founder Charlie Haas will be the guest speaker. The cost is \$30. To attend, call Cheryl Doltz at 973-818-1353.

OCEAN COUNTY REA's next meeting/luncheon will be held on Thursday, Oct. 11 at the Clarion Hotel in Toms River. NJREA Second Vice President Joan Wright will be the guest speaker. The cost is \$28. To attend, call Janice Sovinee at 732-477-1711.

PASSAIC COUNTY REA welcomes you to its meeting/luncheon on Wednesday, Sept. 26 at the Brownstone House in Paterson. To attend, call Kitty Sausa at 201-445-7577.

SOMERSET COUNTY REA invites you to its upcoming meeting/luncheon on Wednesday, Oct. 3 at The Elks Lodge in Bridgewater. A presentation on NJ houses and architecture from the Colonial era to the present day will be held. The cost is \$25. To attend, call Diane Lebbing at 908-359-2870.

SUSSEX COUNTY REA will hold its fall meeting/luncheon on Monday, Sept. 17 at the Lafayette House in Lafayette. The cost is \$27. To attend, call Linda Adams at 973-714-1646.

Join **UNION COUNTY REA** for its fall meeting/luncheon on Tuesday, Oct. 23 at The Westwood in Garwood. The cost is \$25. To attend, call Donna Mertz-Burkhardt at 908-686-2390.

NJRE- CENTRAL FLORIDA will hold its next meeting on Wednesday, Nov. 7 at Chesapeake Bay Grille at Arlington Ridge Golf Club in Leesburg. A discussion of events affecting NJEA/NJREA members will be the focus. To attend, call Steve Mockus at 352-638-2609.

The next meeting/luncheon of **NJRE-SOUTHWEST FLORIDA** is scheduled for Monday, Oct. 15 at the DeRomos Gourmet Market in Bonita Springs. A spokesperson from the Lee County sheriff's department will be the guest speaker. For details, email Ron Winsett at ronmarfl@comcast.net. 📧

STAFF NEWS

HIRES AND PROMOTIONS



NJEA congratulates **CAROLYN THOMPSON** on her promotion to executive assistant to the president of NJEA on June 16. Thompson had previously served as a secretary in the Professional Development and Instructional Issues (PDII) Division with primary responsibility for the NJEA Priority Schools Initiative, a position she was promoted to on June 16, 2014.

Thompson first joined NJEA staff on June 6, 2012, as an office assistant in the UniServ office in Voorhees. Prior to joining NJEA staff, Thompson worked for 11 years as an administrative assistant for Neshaminy Electrical Contractors in Bensalem, Pa. and as a court reporter for 10 years. Thompson resides in Langhorne, Pa., with her husband, Craig, and her son, Tosh.

NJEA welcomed **MARYANN RODRIGUEZ** as a UniServ field representative in the Region 15 office in Cranford on April 16. Rodriguez had been employed as a technology and computer science teacher at the Monmouth County Vocational School District since 2001. She served as the president of the Monmouth County Vocational Education Association (MCVEA) since 2012. She has also worked as a part-time UniServ consultant assigned to the Region 15 office since 2015. Rodriguez holds a bachelor's degree in computer science from the New Jersey City University and a master's degree in management and information systems from Kean University. She lives in Hazlet with her husband, Hector. They have two adult children, Matthew and Gabriella.



NJEA welcomed **LAQUIA NORMENT** to NJEA staff as an administrative assistant in the Region 21 UniServ office in Livingston on June 1. Norment has over 12 years of experience in office management and customer service. Her work experience included performing paraprofessional tasks in support of the behavioral health offices of the USAF-Lake Air Force Base in Arizona from 2006 through 2012, and the Joint Base McGuire-Dix-Lakehurst in Burlington County from 2012 through 2013. She earned her associate's degree in behavioral health from Community College of the Air Force in Montgomery, Alabama, and her bachelor's degree in diagnostic sonography from Eastern International College in Belleville. Norment resides in Plainfield.



NJEA welcomed **MICHAEL INMAN** as a building and grounds assistant and parking attendant in the Business Division on April 16. He had previously served this role in a temporary capacity for several months. Now living in Trenton with his wife,

Meisha Hunter-Inman, he had moved to New Jersey from North Carolina in 2011. He was born in South Carolina.



NJEA welcomed **GEORGE ROBINSON** as a building and grounds assistant in the Business Division on April 16. He had previously served in this role in a temporary capacity. Robinson has several years' experience performing interior and exterior custodial duties, and assisting with routine maintenance and repairs. Robinson is a graduate of Ewing High School. He lives in Ewing.

NJEA welcomed **CHRIS CURTO** as a technical video production assistant in the Communications Division on April 16. Curto had previously worked in the division as a temporary employee doing video production work. He has over 10 years' experience making video products from concept through delivery. Curto received his associate's degree in radio, television and film from Mercer Community College. He lives in Mercerville.



NJEA welcomed **GABRIEL A. TANGLAO** as a temporary associate director in the Professional Development and Instructional Issues (PDII) Division on July 2. Tanglao taught social studies, including Advanced Placement U.S. History at Bergen County Technical High School, and Advanced Placement Economics at Bergenfield High School. He is active in many civic organizations, including the New Leaders Council Board of Directors and chair of the National Diversity Committee. Tanglao has served as an alternate for both the NJEA Delegate Assembly and the NEA Board of Directors, and Northeast Regional Director for the NEA Asian and Pacific Islander Caucus. He has also served as a PDII consultant since November 2016. Tanglao holds a master's degree in economics education and entrepreneurship from the University of Delaware, and a master's degree in teaching secondary social studies from Pace University. [f](#)





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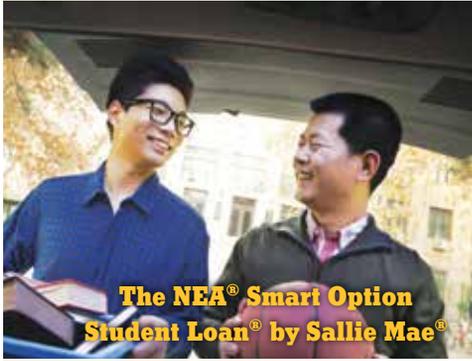
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*The NEA Student Loan Program has been developed for NEA members and their families. Parents, spouse or domestic partner, and children are eligible family members. Borrow Responsibly
 We encourage students and families to start with savings, grants, scholarships, and federal student loans to pay for college. Students and families should evaluate all anticipated monthly loan payments, and how much the student expects to earn in the future, before considering a private student loan.
 1 Interest rates for Fixed and Deferred Repayment Options are higher than interest rates for the Interest Repayment Option. You're charged interest starting at disbursement, while in school and during your six-month separation or grace period. When you enter principal and interest repayment, Unpaid Interest will be added to your loan's Current Principal. Variable rates may increase over the life of the loan. Advertised APRs assume a \$10,000 loan to a freshman or first-year graduate, as applicable, with no other Sallie Mae loans.
 2 Sallie Mae reserves the right to approve a lower loan amount than the school-certified amount.
 3 NEA Members can earn a 0.25 percentage point interest rate reduction by making their first 12 on-time principal and interest payments or paying ahead an amount equal to the first 12 on-time principal and interest payments. Although you may still earn the benefit if you pay ahead the required amount, the benefit will not be activated until after the 12th principal and interest payment would have been due. Any period in which your loan is in a forbearance, deferment, or Graduated Repayment Period will not count towards satisfying the on-time principal and interest payment requirement.
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PruProtect Plus plans, short-term and long-term disability coverages issued by The Prudential Insurance Company of America (Prudential), help you protect your paycheck if you become too sick or injured to work. These plans help ensure that you may still be able to

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

September Web Giveaways

For September one member will win:

\$100 voucher toward vision services/eyewear at Optical Academy*.

NJEA members can schedule Optical Academy full-day visits to schools by calling 800-530-2730. NJEA members may also visit one of Optical Academy's locations for vision services/eyewear:

- Clifton, N.J. at 1430 Main Avenue
- Fairview, N.J. at 222 Bergen Blvd.
- Jackson Heights, N.Y. at 75-37 31st Avenue

Recent winner:

Lynn Roehrich from Woodland Park EA and **Brenda Ortiz** from Passaic Association of Education Office Professionals each won a \$100 voucher toward vision services/eyewear at Optical Academy.*

BE SURE TO REGISTER ONLINE EACH MONTH FOR THE WEB GIVEAWAY!

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

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Visit njea.org/jobs regularly for the latest postings.



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

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Proud Moments



The **SOUTH HUNTERDON REGIONAL EDUCATION ASSOCIATION** (Hunterdon) is proud to have sponsored the annual Cake and College event at South Hunterdon Regional High School. Alumni, parents and staff shared their college experiences with sophomores, juniors and seniors. Students chose to attend sessions titled Careers in Medicine, High School vs. College, Communications, The Arts, TCNJ & Rutgers, Engineering, Community College First, and Military Options.

The **COLTS NECK TOWNSHIP EDUCATION ASSOCIATION** (Monmouth) held "Beat the Heat!" on Thursday, June. The communitywide event to support our troops is one of several themed events planned throughout the year to bring the community together for an afternoon of food and fun with each other and CNTEA members. With staff and community donations, participants assembled more than 200 care packages for our troops abroad.



The **RUTHERFORD EDUCATION ASSOCIATION** (Bergen) was proud to host March Madness Food & Fun Day to benefit the Rutherford Food Pantry on March 10. Staffed by REA members of the (REA) members the entry fee was the donation of one item per child and two items per adult for the Rutherford Food Pantry.



The **SOUTHAMPTON TOWNSHIP EDUCATION ASSOCIATION** (Burlington) was proud to host a Pastries With Parents event at School #2. Over 180 students and parents enjoyed a breakfast of doughnuts, muffins, munchkins, fresh fruit and hot and cold beverages while spending time together before school. Proceeds from the event benefit Southampton's Township Schools Renaissance Program. Renaissance is a nationally recognized program designed to increase student attendance and academics, and creates a positive, safe school environment while instilling school pride. See more photos at southampton.k12.nj.us.



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



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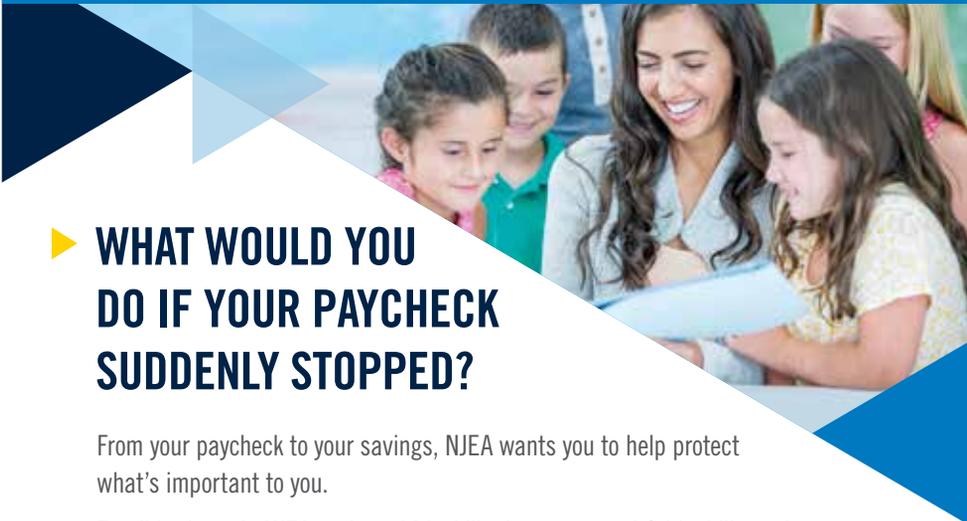


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September & beyond

for more information go to NJEA.org

9/14

Friday

NJEA Executive Committee and County Presidents' Council Meetings

9/15

Saturday

NJEA Delegate Assembly Meeting

10/6

Saturday

LGBTIQ+ Mini Conference

10/17

Wednesday

NJEA Executive Committee Meeting

10/20

Saturday

Safeguarding Our School Staff and Children

10/26-7

Fri & Sat

Jim George Collective Bargaining Summit

11/7-8

Wed & Thurs

NJREA Convention

11/8-9

Thurs & Fri

NJEA Convention



njea

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MEMBER BENEFIT PLAN REPORT AVAILABLE

This is a summary of the annual report for the NJEA Member Benefit Fund, Employer Identification Number 21-0524390, Plan No. 510 for the period from Oct. 1, 2016 to Sept. 30, 2017. The plan provides for group insurance and other welfare benefits. The annual report has been filed with the Employee Benefits Security Administration, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

INSURANCE INFORMATION

The plan sponsor, NJEA, has a group contract with Prudential Insurance Company of America to pay temporary and long-term disability claims incurred under the terms of the plan. The premiums under this contract are paid by those NJEA members who chose to select coverage under the contract. The total premiums paid for the plan year ending Sept. 30, 2017, were \$34,339,657.

BASIC FINANCIAL STATEMENTS

The value of plan assets, after subtracting liabilities of the plan was \$2,232,928 as of Sept. 30, 2017, compared to \$2,258,853 as of Oct. 1, 2016. During the plan year, the

plan experienced a decrease in its net assets of (\$25,925). During the plan year, the plan had total income of \$409,372, including earnings from investments of \$8,280 and other income of \$401,092.

Plan expenses were \$435,297. These expenses included \$150,081 in administrative expenses and \$285,216 in membership benefits paid on behalf of participants and beneficiaries.

YOUR RIGHTS TO ADDITIONAL INFORMATION

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

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

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

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

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

deadlines

9/6 LGBTIQ+ Mini Conference

Event Date: Oct. 6, 2018

9/14 NJREA Fall Luncheon

Event Date: Sept. 27

9/14 Jim George Collective Bargaining Award Nominations

See Page 11 for details.

10/12 Safeguarding Our School Staff and Children

Event Date: Oct. 20, 2018

10/12 Jim George Collective Bargaining Summit

Event Date: Oct. 26-27

10/24 NJREA Convention Registration

Event Date: Nov. 7-8

There is *power*, and *value*, in the union

ON JAN. 19 OF THIS YEAR, the Bureau of Labor Statistics (BLS), an arm of the U.S. Department of Labor, released financial and demographic data on union members. As the BLS has consistently reported year after year, nonunion workers nationwide earn less than members of a union. In 2017, nonunion workers were paid only 80 cents for every dollar unionized workers earned.

For regular readers of the *NJEA Review*, this is not news.

In December 2015, the *Review* published “The Union Pay Advantage,” which compared teacher salaries in so-called “right to work” states and states that, prior to this past June’s U.S. Supreme Court decision in *Janus v. AFSCME*, were known as “fair share” states. In 2015, the 25 right to work states reported an average salary for teachers that was \$6,800 less than the national average—and nearly \$20,000 less than the New Jersey average.

This was followed by a look at the union pay advantage for educational support professionals (ESP). Using BLS statistics that included the work of ESP, the story noted that union employees who worked in food preparation and serving-related occupations earned over \$100 per week more than their nonunion counterparts. In building and grounds, cleaning, and maintenance occupations, union members earned \$188 more per week than nonunion employees. Transportation employees who are union members earned \$242 more per week than their nonunion counterparts. In education, training and library occupations, union members earned \$226 a week more than nonunion employees.

The message is clear: where union membership is stronger, salaries are stronger as well.

And the benefits go beyond salary.

The same 2015 edition of the *Review* that

reported on teacher salaries also told the story of Jessica, who was born and raised in New Jersey, but moved to North Carolina with her husband. Despite living in an affluent community in that state, the high school math teacher’s salary was so poor she was taking steps to leave a profession she had originally hoped to commit her life to. Instead, she was studying to become a dental hygienist.

In addition to her low salary, she and her colleagues had little power to bargain their working conditions.

“We have so many duties: bus loop duty, hall duty, we have to go around the cafeteria to push trash cans around for the students to dispose of their garbage, lengthy IEP meetings are scheduled after hours, mandatory hall monitoring is imposed, and we’re required to cover the gates at sporting events twice a year at night or after school,” Jessica said at the time. “Some people get paid for extra duties, some don’t. You’re at the mercy of the district.”

There is a union that represents teachers and ESP in North Carolina, but years as a right to work state have taken their toll—while over 95 percent of New Jersey’s public school teachers are members of NJEA or AFT, less than 50 percent of North Carolina educators belong to a union. The impact of that disparity reduces educators’ power in Raleigh to influence policy. The result is less resources in the classroom.

“They’ve taken out huge chunks of the curriculum that’s necessary for students to advance to a higher level,” Jessica said. “They teach about a quarter of the geometry they used to.”

Compare that to the story on Page 25 of this month’s *Review*: “Relentless NJEA Advocacy Helps Deliver Pro-Public Education State Budget.” This year’s state budget makes the largest annual contribution ever

to our pension system, fully funds NJEA members’ post-retirement medical benefits, and provides the largest increase in public education funding in state history. While New Jersey has a long way to go when it comes to fully funding its public schools, the progress that has been made can be credited to the willingness of NJEA members to lobby legislators in Trenton and call them on the phone back home.

This month’s *Review* includes stories that demonstrate the variety of ways that we are stronger together. Each of them demonstrates what Linden Education Association member Robert Mangel writes on Page 30: “Unionism Cannot Be a Spectator Sport.”

Teachers and ESP in Deptford not only bargained a strong contract, but inspired members to step up as leaders in their local association and their community. Staff at a public charter school in Paterson found their collective voice and organized a new local association despite working in a school managed by an organization particularly hostile to unions. And in schools where the relationship of the union with the district is positive, strong partnerships are possible, as demonstrated in the story, “Leader in Me Program Showcases Students’ Dreams, Goals, Character.” Even our buying power as part of large union is strengthened, as you’ll read in “NJEA Membership Pays.”

As long as NJEA members in every local and county association across the state continue to do what NJEA Preservice Secretary Angie Ghaly commits to in her contribution to the *Review* this month, “I’m Sticking With My Union,” we will strengthen the power and value of NJEA. That is how teachers and ESP in New Jersey will remain leaders in the nation for their students and for each other. 🍎

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Jacqueline Woodson is the 2014 National Book Award Winner for her New York Times bestselling memoir *Brown Girl Dreaming*, which was also a recipient of the Coretta Scott King Award, a Newbery Honor

Award, the NAACP Image Award, and the Sibert Honor Award. She is also the author of New York Times bestselling novel *Another Brooklyn* (Harper/Amistad), which was a 2016 National Book Award Finalist and Woodson's first adult novel in 20 years. In 2015, Woodson was named Young People's Poet Laureate by the Poetry Foundation. She is the author of more than two dozen award-winning books for young adults, middle-graders, and children; among her many accolades, she is a four-time Newbery Honor winner, a three-time National Book Award finalist, and a two-time Coretta Scott King Award winner. Most recently, she was named the 2018 Ambassador for Young People's Literature by the Library of Congress.

KEYNOTE SPEAKER:
JACQUELINE WOODSON

THURSDAY, NOV. 8
9:30 A.M.
ATLANTIC CITY CONVENTION CENTER
HALL A

njea | 2018 convention

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Hotel	Wed-Thurs.	Fri.	Deadline	Group Code
Bally's	\$98	\$160	Oct. 8	SB11AB8
Borgata	\$125	\$125	Oct. 8	GBNJE18
Caesars	\$105	N/A	Oct. 5	SC11FBM
Golden Nugget	\$61	\$161	Oct. 23	AED1118
Harrahs	\$74	\$164	Oct. 8	SH11AB8
Tropicana	\$84	\$174	Oct. 19	HNEA18
Resorts	\$65	\$105	Oct. 15	VNJE18

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 7 percent 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. For questions, email hotelblocks@njea.org.

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