

REVIEW

OCTOBER
2018

njea.org



an education and advocacy resource

MEET BOB MENENDEZ

NJEA PAC-ENDORSED CANDIDATE FOR U.S. SENATE

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PREVENTION

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Instant Decision Event at our Meadowlands Campus:

Wednesday, October 17 from 5 p.m.–7 p.m.

Open House–Jersey City:

Saturday, November 10 from 9 a.m.–5 p.m.

saintpeters.edu/RSVP

RIGHT: Maryanne Underhill, a member of the Keansburg Education Association and a first-grade teacher at Joseph Caruso Elementary School, was the first educator across the finish line at the NJFMBA Fallen Heroes 5K Race in Lake Como on Sept. 8. Underhill also came in first in her age and gender category. The run honors the memory of police officers, firefighters, emergency medical technicians (EMTs), and members of the armed forces who have fallen in the line of duty. The race awards the first police officer, firefighter, EMT, and educator to cross the finish line. She is pictured with her husband, Bob, a lieutenant with the Harrison Fire Department and an NJFMBA member, who also ran the 5K. NJEA is a co-sponsor of the race.



BELOW (LEFT): NJEA President Marie Blistan convened a meeting of all of NJEA's committee chairs and NJEA staff contacts to each committee to discuss committee goals for member engagement. From left: NJEA staffer Bob Antonelli, Delegate Assembly member Brenda Brathwaite of Atlantic County, and Executive Committee member Laurie Gibson-Parker of Camden County.



LEFT: Trenton Education Association President Twanda Taylor speaks at a press conference across from the New Jersey Statehouse on the impact of high-stakes standardized tests on her students and her own son.

BELOW (RIGHT): Christina Cucci, a member of the Upper Saddle River Education Association and president of the New Jersey Association of School Librarians, testified on the need for all schools in the state to have a certified school library media specialist.



NJEA President Marie Blistan and NJEA Vice President Sean M. Spiller greet Sen. Bob Menendez at the conclusion of his interview for the *NJEA Review* on Aug. 24.



24 | MEET BOB MENENDEZ

The 125-member NJEA PAC Operating Committee recommends Sen. Bob Menendez for re-election to the U.S. Senate on Nov. 6. On Aug. 24, he sat down for an interview with the NJEA Review editor to discuss issues that matter to teachers and educational support professionals.

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On Nov. 6, New Jerseyans will go to the polls to elect a senator and 12 representatives to the United States House of Representatives. In four legislative districts, they will vote to fill open seats in the state Legislature. Read more about the candidates who received NJEA PAC's endorsement.



36 | SCHOOL SAFETY OFFICERS UNIONIZE

As experts in crisis management, school security and safety procedures, the school safety officers in Bridgeton wanted their voices respected. After thoroughly researching their options, they decided that NJEA was the perfect choice for them.

BY KATHRYN COULIBALY



39 | FIRESETTER INTERVENTION

Intentional fire setting accounts for 8 percent of home fires and 15 percent of home fire deaths. In 2017, lighters and matches were responsible for 82 percent of civilian fire deaths. Learn about a youth firesetter intervention program run by firefighters in Mercer County.

BY KIMBERLY CRANE



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

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ON THE COVER:

Sen. Bob Menendez, following an interview for the NJEA Review on Aug. 24. The interview begins on Page. 24.

PHOTO BY
JOHN O'BOYLE

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Editorial Director Steven Baker
Editor Patrick Rumaker
Associate Editor Kathryn Coulibaly
Art Director Jennifer C. Marsh
Graphic Designer Tara M. Buck
Advertising Liz Murphy

EDITORIAL & PUBLISHING OFFICES

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Email: NJEAreview@NJEA.org

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SAFEGUARDING YOUR CAREER, PROTECTING YOUR STUDENTS

Now that you're back in the rhythm of the school year, and the school supplies have been cleared out of store aisles to make way for Halloween candy, it's a good time to take a closer look at ways you can safeguard your career and protect your students' interests.

Elections are vitally important to every American, but as public employees, we depend upon the people we elect to be strong leaders who understand the value of the work we do every day.

NJEA members determine who has earned an NJEA Political Action Committee (PAC) endorsement, and you can learn more about that process in this issue. You'll also have a chance to learn more about New Jersey's senior senator, Bob Menendez, his career in public service, and his commitment to public education.

Voting—and supporting pro-public education candidates—is a critical part of safeguarding your profession. Another way you can advocate for yourselves and your students is by joining your professional association.

Education is a collaborative profession, but sometimes you might be the only person in your building or district with a special area of expertise. Joining one of NJEA's affiliated groups can help you network, build your skills, and receive discounts on trainings directly related to your subject area. Joining an area-specific professional association also

can amplify your voice on a specific issue, a powerful tool when you need to advocate for yourselves and your students.

For the school safety officers in Bridgeton's public schools, having a voice was a powerful motivation in deciding to organize and join the Bridgeton Education Association. As retired law enforcement officers, they knew the value of their union. They unanimously decided to join NJEA because they valued the expertise, advocacy, and support that strong labor unions can provide.

Finally, learn more about ways you can advocate for your students' and colleagues' safety in "Youth Firesetter Intervention Specialists: A First Defense." October is fire safety month, but the information in this article is important and relevant year-round.

Thank you so much for all the work that you do, each and every day, to advocate for your profession, your students and your colleagues. New Jersey's public schools are among the best in the nation in almost every indicator. They are strong because of you, and the work that you do. The *NJEA Review* is proud to provide you with the resources and information to help you continue to be successful in your education and advocacy careers.

Marie Blistan



NJEA President Marie Blistan and NJEA Secretary-Treasurer Steve Beatty speak with committee chairs at a recent meeting at NJEA Headquarters. At table, from left: Beatty, Health Benefits Committee Chair Eda Ferrante, Blistan, and Exceptional Children Committee Chair Sally Blizzard.

OFFICERS ONLINE

MARIE BLISTAN

Facebook

New Providence Education Association stands strong to support the exemplary public education New Providence families have come to expect. The board of education needs to respect our New Providence members, settle the contract now, and focus on the support needed to keep New Providence competitive.

On a rainy Sept. 17, over 100 members marched a half mile from the high school to the district board office to demand a fair contract. NJEA President Marie Blistan joined them in their effort to secure a fair contract. She and NJEA Secretary-Treasurer Steve Beatty spoke at the march to encourage members and demand justice for them.

SEAN M. SPILLER

Twitter | @SpillerforNJEA

SpillerforNJEA: Leadership matters, elections matter! @marieblistan @GovMurphy @NJEA

NJEA Vice President Sean M. Spiller tweeted NJEA's article announcing an agreement negotiated with the state that protects the quality and affordability of NJEA members' health insurance coverage while saving the taxpayers hundreds of millions of dollars. NJEA's statement on the agreement can be found at njea.org.

STEVE BEATTY

Facebook

SteveBeattyNJEA: Your help is needed! Tomorrow the state BOE will be voting on the proposals to change the PARCC scores, doing the RIGHT THING by our students and teachers. The forces opposing these welcome changes are pushing hard against their passage! Make your voice heard! Email the board members and tell them to pass the proposal! Attend the meeting if you can!"

In advance of the Sept. 12 meeting of the State Board of Education (SBOE), NJEA Secretary-Treasurer Steve Beatty took to Facebook asking members and parents to make themselves heard on revisions that would lessen the time students spend taking PARCC. When the SBOE tabled a vote on the changes, NJEA organized a Lobby Day in Trenton on Sept. 17 to support parents coming to Trenton that day demanding PARCC relief.

KNOW. LEAD. ACT.

MEMBER VOICE: LET'S USE OUR WALLETS TO SHOW OUR VALUES

BY JOHN GRIMALDI

In the immediate aftermath of the *Janus vs. AFSCME* ruling, my first thoughts turned to the question of fighting back. The Janus decision was the culmination of a coordinated campaign to weaponize the First Amendment and bleed our union of the funds it needs to represent our financial and political interests in state and national politics.

For the wealthy individuals and organizations who supported Mark Janus (the Koch Bros., The Galbraith Foundation, Donor Capital Trust, etc.), the work we do and the children whom we serve represent nothing more than an annoying tax liability that they want to reduce to an absolute minimum.

It is often intimidating to consider resisting individuals and organizations with the resources to bend American political tradition and legal precedent to their will. I was confronted with the age-old question: What can I, as an individual, really do?

As I began to read about these individuals, a small ray of hope presented itself. While the Koch Brothers, for example, built the bulk of their wealth in the chemicals and natural resources industries, they also own controlling stakes in everyday products.

The same holds true of other wealthy individuals who are notable opponents of public education. The DeVos Family, for example, has a financial stake in a major grocery store chain.

If some of the products we buy and places we shop are feeding the financial machine that is working to undermine our profession, then it is logical to search for a way to coordinate this information and use it in our financial and consumer decisions.

I began to search for ways to do this and stumbled upon an app called “Buycott.”

Available in both the Android and Apple app stores, the app has a simple premise. It allows people to create product campaigns around a chosen cause and then crosschecks this cause against a database of products sold in popular physical and online stores, enabling consumers to make informed buying decisions based on their political and ethical convictions.

If, for example, a person is concerned about cruel animal testing practices, they can subscribe to an “ethical treatment of animals” campaign. At the grocery store, they can use their smartphone to scan product UPC codes before they put the items in their cart. If this person scans a bottle of soap, and it was not tested on animals, the app will notify the user that the product is approved. If the soap is produced by a company that uses animal testing, the app will suggest an alternative product from a company that does not employ such practices. I tested the app and it was quick, intuitive, and easy to use...and sure enough, there are already campaigns against the Koch Bros. and other anti-union forces.

It would, however, be foolhardy to assume that an app can solve all of our problems. If anything, the app speaks to a deeper political and economic reality: As employees, taxpayers, and citizens, our convictions matter very little to the individuals and organizations looking to dismantle public education.

As consumers, however, our dollars still matter to them in their role as business owners. In this context, the NJEA represents a block of 200,000 New Jersey consumers. Imagine what we could do if we all voted with our wallets. The NEA has around 3 million members. A product boycott or “buycott” by three million people would send a powerful message to individuals and organizations opposed to collective bargaining rights.

And even at the local level, this strategy can be successfully implemented. Does a hostile board member own a local business? No app is needed to divert the business of the local association toward a business that shares their values.

The *Janus* case was funded by a small group of wealthy individuals committed to an anti-union vision, using their vast wealth to reshape society and benefit themselves. A lesson we should take from this is that a large group of committed individuals—pooling their modest resources and operating with a coordinated strategic vision—can instead reshape society to benefit all Americans. Let's make “Buycott” one small step in using our resources and resolve to fight back in the name of public education.

John Grimaldi is a German teacher at Hopewell Valley Central High School. He may be reached at jtgrimaldi@gmail.com.

**A LARGE GROUP
OF COMMITTED
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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 for 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.

SELFIE OF THE MONTH

In August, all 15 potential members of the Haddonfield Education Association joined the union. Carrington Thompson (foreground), who joined HEA in 2016 and is already a building rep, snapped a selfie with the proud new NJEA members and their NJEA field rep, Jim Boice (center in front of table).

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.



NEXT DA MEETING IS THURSDAY, NOV. 8

The Delegate Assembly (DA) meeting at the NJEA Convention has moved to a different day and time than in previous years. The next DA meeting will take place on Thursday, Nov. 8, starting at 6 p.m. in the Atlantic City Convention Center’s Hall A.

NJEA’s policy-making body, the Delegate Assembly is composed of elected delegates representing members from each of New Jersey’s 21 counties. In addition, elected delegates represent members from higher education, retired, non-classroom teachers, and preservice. The DA meets five times a year – in September, November, January, March, and May.

NJEA members who are not delegates and wish to address the D.A. must sign up on-site prior to the designated speaking time. That time is set for 7:30 p.m. on Nov. 8. Under the D.A. rules, each speaker is limited to five minutes.

Meeting entry is restricted to NJEA members and authorized individuals required for the operation of the meeting and invited by NJEA. To gain entry, non-delegate members must show a photo I.D. and have their membership verified.

PLAN NOW FOR AMERICAN EDUCATION WEEK ACTIVITIES

American Education Week—Nov. 12-16—presents an opportunity to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a great public education. The theme of American Education Week is “Great Public Schools: A Basic Right and Our Responsibility.”

The National Education Association was one of the creators and original sponsors of American Education Week. The first observance was held in 1921, with NEA and the American Legion as co-sponsors. A year later, the then-named U.S. Office of Education joined the effort as a co-sponsor, and the PTA followed in 1938.

Visit nea.org/aew to learn more about American Education Week and to find resources that will assist in planning your local or county association’s celebration. 🏠

COOL STUFF

A+ EFFORT

PRINCETON UNIVERSITY HONORS HIGH SCHOOL TEACHERS

At its June 5, 2018 commencement ceremonies, Princeton University honored four outstanding New Jersey high school teachers. The teachers were selected for the award based on nominations from public and private schools around the state. They each will receive \$5,000, as well as \$3,000 for their school libraries.

The honorees were physics teacher Eleni “Helen” Coyle of Tenaflly High School, Spanish teacher Irma Seltzer of Bergen County Academies, AP Calculus teacher Sean Turkington of Ridgewood High School and teacher of students with autism Christene Willitts of Lenape High School.

“Although each has a unique instructional style, the four teachers honored with this award share the common bond of a total commitment to their students,” said Todd Kent, director of Princeton’s Program in Teacher Preparation, which administers the award. “These teachers transform and enrich lives, and they remind us of the very important role that teachers play in our culture. They are an inspiration to both practicing and aspiring teachers, and the remarkable accomplishments of their students are the true measure of their skill in the classroom.”

The staff of the Program in Teacher Preparation, in reviewing the applications, considers recommendations from colleagues and students as well as evidence of the teachers’ accomplishments in the school and the community. From the initial pool of applicants, 11 finalists are selected and visited at their schools by Rosanne Zeppieri, a member of the program staff. The winners are then selected by a committee chaired by Elizabeth Colagiuri, deputy dean of the college, that also includes Kent; Stanley Katz, a lecturer with the rank of professor in public and international affairs at the Woodrow Wilson School of Public and International Affairs; and Steve Cochrane, superintendent of the Princeton Public Schools and a 1981 Princeton University graduate.

Princeton has honored secondary school teachers since 1959 after receiving an anonymous gift from an alumnus to establish the program.



From left: In the Faculty Room of Princeton University’s Nassau Hall, Director of the Program in Teacher Preparation Todd Kent (left) and Princeton President Christopher L. Eisgruber (third from left) honor four exceptional New Jersey secondary school teachers on Commencement Day. They are (from left) Irma Seltzer, Christene Willitts, Eleni Coyle and Sean Turkington. Photo by Denise Applewhite, Office of Communications, Princeton University

JOIN TEAM NJEA FOR THE “MORE THAN PINK” WALK

Join Team NJEA at the Komen Central South Jersey “More than Pink” Walk event to help fight breast cancer at Six Flags Great Adventure in Jackson, New Jersey on Sunday, Nov. 4.

Online registration will be available through Friday, Nov. 2 at 5 p.m. at bit.ly/komenpinkwalk. Click on “Register” and select “Join a Team.” Not able to make it? You can sponsor an individual walker from Team NJEA or you can make a donation to the overall team.

We have a great team tent at the event—so helpful if you are meeting friends and family—and NJEA PRIDE in Public Education pays for a pink banner for you to carry at the event. No paperwork is involved to order the banner, and it doesn’t come out of your local association’s PRIDE budget.

Team NJEA has proudly represented the whole NJEA family annually at the Race for the Cure event and continues now that the event has evolved into a walk. Together, we have helped to transform the culture of how the world talks and treats this devastating disease, helping to turn millions of breast cancer patients into breast cancer survivors.



INVITE THE CAT IN THE HAT FOR A VISIT

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

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

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

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

The deadline for inviting the Cat is Nov. 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. Visit nea.org/readacrossamerica.
- 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!





SUPPORTING BIG IDEAS: FUNDING FOR SCHOOL SUSTAINABILITY PROJECTS ANNOUNCED

Have a project that needs funding? The 2018 Sustainable Jersey for Schools Grants Program cycle, funded by NJEA will award ten \$10,000 grants to school districts or schools and forty \$2,000 grants to support school green teams. Applicants must be registered in the Sustainable Jersey for Schools program, which is free and voluntary.

With this contribution, NJEA has provided one-million dollars to support a sustainable future for children across the state through the Sustainable Jersey for Schools Program.

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

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

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

For more information about the Grants Program and details on how to apply, visit the Grants and Resources page at sustainablejerseyschools.com or go directly to bit.ly/2018NJEAGrantsCycle. (Note: Bit.ly links are case-sensitive.)

Applications are due on Oct. 31, 2018 for this cycle of the Sustainable Jersey for Schools Grants Program. 📅



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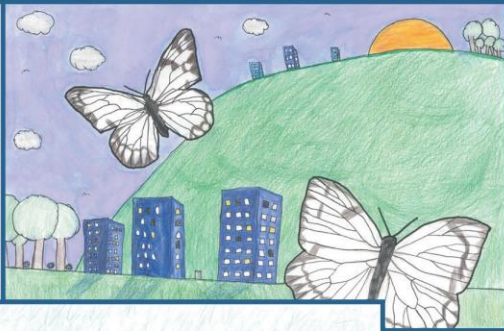
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NJEA REPORT

CLASSROOM CLOSE-UP RECEIVES SIX EMMY NOMINATIONS



LEFT: Classroom Close-up NJ's feature on Vineland High School teacher Terry Kuhnreich is part of six Emmy nominations. Her students experience an unforgettable Skype with Benjamin Ferencz, an investigator for the Nuremberg trials. The Emmy ceremony will be held Oct. 13 in Philadelphia.

"Classroom Close-up NJ," NJEA's weekly television show, recently received six Emmy nominations from the Mid Atlantic Chapter of the National Academy of Television Arts and Sciences (NATAS). This is a record for the 15-time Emmy winning show. The nominated shows represent typical segments that feature the dedicated professionals who work in New Jersey's public schools.

Many of these stories highlight programs that go beyond what is expected from our schools and showcase the creative, thought-provoking and life-changing projects created by NJEA members. From the STEM Stations in Howell, where regular and special education students delve into STEM, to students in Hightstown, Plumstead and Vineland making a difference in the world with social justice class projects.

Each of the nominated segments can be viewed at classroomcloseup.org. Scroll down to "Show Receives Six Nominations."

The nominees and their six respective Emmy® award categories are below. Nominations for full shows include individual segments. Other award categories are for single segments within a show.

EDUCATION/SCHOOLS – PROGRAM SPECIAL

STEM STATIONS – Memorial School in Howell runs STEM Innovation Stations for children with multiple disabilities, autism and cognitive impairments.

TEEN DRIVERS – Bordentown Regional High School students' safe driving campaign includes "Don't Text and Drive." New Jersey Manufacturers Insurance provides interactive presentations where the students are quizzed on their driver safety knowledge.

REACH BEFORE YOU TEACH – Barnegat High School teacher Elizabeth Elko employs classroom strategies she learned during her graduate studies at The College of New Jersey that help her connect with her students. Her mentor Alan Amtzis joins the class.

BIG HISTORY PROJECT – Mullica Township Middle School is participating in The Big History Project, a world-class, ready-for-the-classroom resource available to everyone, everywhere—for free.

EDUCATION/SCHOOLS – NEWS SINGLE STORY OR SERIES

BATTLE OF THE BOOKS – Fourth through sixth graders from Thomas E. Bowe School in Glassboro read books and compete in teams to show off their comprehension skills.

EDUCATION/SCHOOLS PROGRAM FEATURE OR SEGMENT

HISTORICAL CRIME SCENE INVESTIGATION – Demarest Middle School teacher Andrew Lefer engages his seventh-grade students in a historical crime scene investigation involving John André from the American Revolution.

PUBLIC/CURRENT/COMMUNITY AFFAIRS FEATURE/SEGMENT

NATURALIZATION CEREMONY – Marlton Elementary School fourth-graders witness a naturalization ceremony as part of a social studies lesson on immigration.

HUMAN INTEREST PROGRAM FEATURE/SEGMENT

PLAY UNIFIED – Alan B. Shepard Elementary School students in Old Bridge play unified, which connects student volunteers with special-needs students, to make them feel truly integrated in the school.

PUBLIC/CURRENT/COMMUNITY AFFAIRS PROGRAM/SPECIAL

CIVIL RIGHTS COLD CASE – Hightstown High School students are learning firsthand how laws are made through a memorable civil rights lesson. The AP Government and Politics class is in its third year lobbying for a federal law called the Civil Rights Cold Case Records Collection Act.

WHAT'S IN YOUR SUITCASE? – Ocean County art teacher Rita Williams believes people of all ages need to be aware of the Holocaust, and the lessons should not be limited to history. Williams teaches her second graders at Dr. Gerald H. Woehr Elementary School in Plumsted Township about the Holocaust through art.

SEARCH FOR CONSCIENCE – Vineland High School educator Terry Kuhnreich teaches social consciences focusing on tolerance and acceptance. In a powerful exchange via Skype, her students interview Benjamin Ferencz, an investigator for the Nuremberg trials.

IT TAKES A VILLAGE RBB – Educators from Red Bank Primary School team up with the community to turn a once failing school into a successful thriving learning environment. They rely on community partners to meet the needs of the students, including Count Basie Theater provides teaching artists, YMCA swimming lessons, seniors reading to the students, and free dental and optical care.

CHANGES NEGOTIATED TO PLANS FOR MEDICARE- ELIGIBLE RETIREES

The School Employees Health Benefits Commission Plan Design Committee adopted changes and enhancements to the plans available to Medicare-eligible retirees, effective Jan. 1, 2019. The changes, including enhancements, were the result of fierce advocacy on behalf of NJEA members by the association's representatives on the Plan Design Committee.

Two years ago, the Christie administration tried to impose changes that NJEA believed were not in the best interests of members. By fighting that imposition in court, and demanding to negotiate changes that benefit members, NJEA was able to achieve positive outcome for SEHBP retirees.

Medicare retirees are now eligible to participate in NJWELL, a wellness program that pays up to \$250 per year for the completion of certain wellness-related activities. For retirees with a spouse/partner also covered, that is a total of up to \$500 for full participation.

Additionally, Medicare retirees—and spouses/partners where applicable—are eligible for up to \$250 each in reimbursement at the end of the year for co-payments made throughout the year. In effect, that makes the first 25 office visits of each year free for those who have a \$10 copay.

Horizon Medicare NJ Direct 10, will be replaced on Jan. 1, 2019, with Aetna Educators Medicare 10, a Medicare Advantage plan. All benefit levels, co-payments and available physicians will remain identical, with the exception of the enhancements noted above. Additionally, Medicare retirees will continue to have access to a range of non-Medicare Advantage plans, as was the case before.

NJEA has developed a set Frequently Asked Questions on the changes and enhancements available to Medicare-eligible retirees. You'll find it at njea.org/medicarefaq.

**NJEA HAS DEVELOPED
A SET FREQUENTLY
ASKED QUESTIONS ON
THE CHANGES AND
ENHANCEMENTS AVAILABLE
TO MEDICARE-ELIGIBLE
RETIREES. YOU'LL FIND IT AT
NJEA.ORG/MEDICAREFAQ.**

NEW JERSEY AMONG NATION'S BEST IN PHYSICS AND CHEMISTRY SAT ACHIEVEMENT

The New Jersey Center for Teaching and Learning (NJCTL) announced on Sept. 4 the results of an NJCTL-sponsored Hanover Research Report that examines trends in student participation and performance on SAT subject tests in physics and chemistry. This new report explores the performance of students in New Jersey and nationwide on the SAT II Physics and Chemistry assessments from 2007 through 2016, the most recent year for which data is available from the College Board.

Key findings included:

- Since 2007, New Jersey has seen substantial progress in both the number of students participating in the SAT subject tests in physics and chemistry and in the overall performance of these students, with growth in these areas outpacing the rest of the country.
- Over the 10-year period from 2007 to 2016, New Jersey's total score on the physics test grew more than any other state, while the total score growth in chemistry ranked second out of the 50 states and the District of Columbia.
- In 2016, the relative number of students in New Jersey taking the SAT Subject Tests ranked second in both physics and chemistry—trailing only Massachusetts—while the total score—total points earned divided by state population—ranked first in physics and second in chemistry.

In 2009, NJCTL set out to dramatically increase the number of physics and chemistry teachers in New Jersey so that many more students would have access to those subjects. Since then, 270 teachers have completed NJCTL in-service training to become a physics teacher or chemistry teacher, significantly increasing the number of teachers

of those subjects in New Jersey.

"Given the increasingly scientific and technical nature of the world economy, access to quality education in key STEM subjects such as physics and chemistry are not only a matter of social justice for individual students, but also critical for positioning our nation for global competition," said Dr. Robert Goodman, executive director of the New Jersey Center for Teaching and Learning.

"These results support a theory of change that NJCTL has held since its founding: that teacher training and certification in the sciences would bear fruit in increased student achievement. These encouraging data support this hypothesis," said Leila Nuland, Managing K-12 Research Director at Hanover Research.

THE NEW JERSEY CENTER FOR TEACHING AND LEARNING

An independent organization founded by NJEA in 2007, NJCTL's mission is to empower teachers to transform schools, so that all children have access to a high-quality education. It is a nonprofit charitable organization that provides a simple, scalable solution to the STEM crisis in education. Today, NJCTL is the #1 producer of physics teachers in the United States, as well as a leading producer of chemistry teachers.

NJCTL also offers comprehensive free, editable course materials for a full range of K-13 subjects in science and mathematics. These materials are being used in New Jersey, across all fifty states, and in 185 countries.

Learn more about the New Jersey Center for Teaching and Learning at njctl.org.



Gov. Phil Murphy greets NAEA and NJCTL leaders at the 2016 NAEA Convention. NAEA Vice President Sean M. Spiller; NAEA President Marie Blistan; Gov. Phil Murphy; New Jersey First Lady Tammy Murphy; NJCTL Executive Director Dr. Bob Goodman; and NJCTL Director of Research and Outreach Dr. Rosemary Knab. NAEA founded NJCTL as an independent organization in 2007.

NJEA OFFICERS TESTIFY ON CHANGES TO PARCC

Despite tabling a preliminary vote on changes to PARCC assessments at its monthly meeting on Sept. 12, the State Board of Education nonetheless heard testimony on the proposals. See the sidebar for a listing of the proposed changes.

NJEA's officers and local and county association leaders sat side-by-side with parents who were in support of the changes. NJEA President Marie Blistan and NJEA Vice President Sean M. Spiller addressed the State Board during its afternoon testimony session.

In her testimony, NJEA President Marie Blistan noted assessment is an important part of teaching and learning, but that PARCC is not the best tool.

"Assessment is a critical element of teaching and learning in every single classroom," Blistan said. "As teachers, we tailor our lessons to meet the needs of the students in our classrooms. We assess students throughout each lesson—we ask questions, we use in-class writing assignments, we write our own tests—and we use the information we gather from these assessments to inform our instruction moving forward. Standardized tests are not without value, but the value a standardized test has for a classroom teacher like myself pertains to the overall 'health' of an entire educational system. Unfortunately, unlike most standardized tests, PARCC fails to do even this."

NJEA Vice President Sean M. Spiller noted that research does not back up the current use of standardized testing for teacher evaluation and as a graduation requirement.

"Experts and researchers warn against using standardized tests for high-stakes purposes such as graduation requirements or teacher evaluation," Spiller said. "I commend the Department of Education for proposing regulations which would reduce the amount of required testing and ensure that high school students continue to have an appropriate range of options, beyond taking PARCC tests, to earn their diplomas."

Over the last school year, NJEA worked with the NJDOE to design, host and facilitate four community meetings with educators, parents, caregivers, students, and other interested stakeholders, as well as two additional meetings with high school students who have taken the PARCC tests. Representatives from stakeholder organizations worked together to analyze and process all data from these meetings and contributed to the final report that NJEA sent the NJDOE in July. To view the report, written and compiled by NJEA from stakeholder commentary given during the Assessment Outreach Tour, visit njea.org/stakeholder-perspectives-on-parcc.



NJEA President Marie Blistan testifies on proposed changes to PARCC at the Sept. 12 meeting of the State Board of Education.

PROPOSED CHANGES IN PARCC ASSESSMENT

Following a statewide assessment outreach tour, Repollet and his team presented to the State Board of Education amendments to the regulations driving standards and assessment. A preliminary vote on them was tabled at the Sept. 12 meeting of the board.

- Reducing the required high school PARCC assessments from six assessments to two assessments—Algebra I and ELA 10.
- 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 the Class of 2019.
- Allowing English language learner students in their first year in the United States to substitute an ELA PARCC assessment with a language proficiency test.
- Clarifying that a student's IEP or 504 plan establishes the individualized accommodations, instructional adaptations, and/or modifications that must be provided on the PARCC.
- Reducing the number of days (from 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.

PROCESS FOR CHANGE

The process for regulations to change, if they go through the State Board, usually takes about seven to nine months from start to finish.

The steps are:

- First discussion
- Second Discussion and public testimony
- Publication in the NJ Register at proposal level
- Sixty-day public comment period and public testimony
- Publication in the NJ Register at adoption level

Because regulations that are being published in the Register have to be reviewed by the Attorney General's office, it can often take over a month from the time of the board meeting until publication in the Register, which lengthens the process.

NJEA MEMBERS SUPPORT DOE AT JOINT HEARING ON PARCC

On Sept. 12, the New Jersey State Board of Education tabled a vote on regulations that would begin the transition away from the PARCC assessment, or Partnership for the Assessment of Readiness for College and Careers. NJEA was disappointed in this delay of relief for children and parents from the length of time students spend sitting for high-stakes standardized tests. The pressure to postpone adoption came from Sen. Teresa Ruiz, chair of the Senate Education Committee, who attended the State Board meeting to request that the board slow down.

Ruiz quickly convened a joint hearing of the Senate and Assembly education committees on Sept. 17, focusing on the New Jersey Department of Education's (NJDOE) proposed regulatory changes regarding PARCC and the reduction of the median student growth percentile (mSGP) calculation in a teacher's evaluation from 30 percent to 5 percent. Commissioner of Education Lamont Repollet was the only person invited to testify before the committees.

Several NJEA local association presidents from around the state attended the hearing to show support for the NJDOE's proposed changes. NJEA members were joined by concerned parents, recent graduates and other advocates for a transition from PARCC assessments to authentic and meaningful means of assessment.

PARENTS AND EDUCATORS HOLD PRESS CONFERENCE

Immediately following the hearing, concerned parents and educational experts spoke to the need for change, citing both established research and their own experiences. The panel of speakers included Twanda Taylor, president of the Trenton Education Association; Julie Borst, executive director of Save Our Schools NJ; Stan Karp, director of the Secondary Education Reform Project at the Education Law Center; Dr. Stefani Hite, a teacher evaluation expert; and several concerned parents.

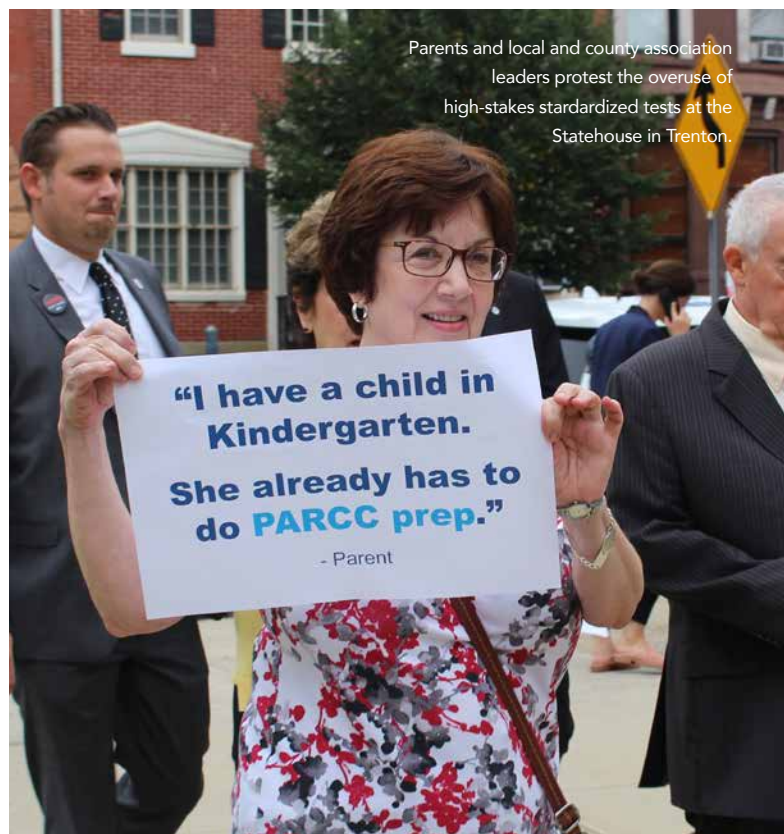
"As a parent of a high school student, my son and I discussed each of our concerns, and we ultimately opted him out of taking the test," Taylor said. "My son was very concerned about all of the stress and pressure he was feeling and was worried how he would do. What is so remarkable is that as a classroom teacher, I had noticed that it's not just my son worried about taking the test and whether or not he would graduate, it was my fourth graders worried about the impact this test would have on the rest of their school careers. That's too much pressure for any student, no matter the age. Assessment is important, but not at the cost of our children's well-being."

Borst pointed out that New Jersey is one of only two states still administering the PARCC exams and one of only 12 states that still require students to pass standardized tests to graduate.

"Such 'exit' tests do nothing to improve children's educational outcomes," noted Borst. "They just keep students from graduating from high school, which feeds the school-to-prison pipeline."

Dr. Hite, an internationally recognized expert on educator evaluation systems and their implementation, focused on what data reveal about what is best for students when it comes to student assessment and teacher evaluation.

"During today's hearing, Sen. Ruiz said: 'the evaluation system is not set up to fire anyone,' but I respectfully disagree," Hite said. "The evaluation system was created with a hyper focus on scores that are intended to unearth 'poor teaching.' Conversely, effective systems are designed to support and grow educators with an intentional focus on how that impacts students. Sen. Ruiz's comment makes me wonder what agendas might be interfering with politicians' abilities to listen to and learn from the overwhelming empirical data we now have on what is best for students."



Parents and local and county association leaders protest the overuse of high-stakes standardized tests at the Statehouse in Trenton.



Stan Karp of the Education Law Center speaks at a rally protesting the overuse of high-stakes standardized tests.

INCORPORATE VETERANS DAY INTO YOUR CLASSROOM AND SCHOOL

There are many ways to honor our veterans throughout the school year, but especially in the weeks leading up to Nov. 11. The first step in putting together a meaningful program for your students is identifying veterans within your own school community. It means a great deal to teachers and educational support professionals who are veterans to be acknowledged and feel appreciated.

The next step is getting in contact with your local Veterans of Foreign Wars (VFW), American Legion, or AMVETS (American Veterans). These organizations can provide you with ideas for honoring those who have served our country. They can also pass on your invitation to veterans wishing to attend your program.

Some program possibilities include:

- Host a Veterans Day Lunch or Dinner at the school.
- Host veterans at your school for

a schoolwide assembly or for classroom visits.

- Send thank you cards to the local Veterans Administration hospital, clinic, or outpatient treatment center. Simple thank you cards might mean a lot to veterans visiting these institutions. They should be addressed unnamed, and signed without personal details such as last names and personal addresses.
- Participate in your town's Veterans Day parade. Often students are invited to participate in the parades. Students can create a banner to march with, write a poem to read at the end of the parade, or hand out thank you cards. Contact the local VFW and or mayor's office to set it up.
- Let students know that animals are veterans too. Bring in resources from the New Jersey Vietnam Veterans Memorial Foundation (NJVVMF) to

teach about war dogs and other animals that served in war. The headquarters of the U.S. War Dogs Association is in Mount Holly, New Jersey.

- The History Channel has a wealth of short videos that can be used in class to supplement a discussion.

Many Korean War and Vietnam War veterans are grandparents. You can work with them to discuss themes of patriotism, love of country and civic issues. Many of these veterans do not feel that history has been kind to them, and are often deeply moved by such invitations.

PRIDE in Public Education grants, if applied for and approved in advance, can be used in creating a special program for honoring veterans. Don't forget to thank special guests who visit your school. PRIDE funds can be used to purchase gifts for your speakers. In my school, we traditionally give one of our school's

T-shirts and make them "Honorary Bengals." The smallest gesture is appreciated.

RESOURCES

- U.S. Department of Veterans Affairs: www.va.gov. Search for New Jersey locations
- New Jersey Vietnam Veterans Memorial Foundation: njvvmf.org
- U.S. War Dogs Association: uswardogs.org
- The History Channel: history.com. Search for "Veterans Day."

Submitted by Bloomfield Education Association member Keri Giannotti, a high school history and government teacher. She is also the museum educator at the Vietnam War Wall Memorial and Foundation. Giannotti also serves as co-creator of the NJEA Patriots Alliance, a coalition of NJEA members who have served in the military. Giannotti can be reached at kagiannotti@gmail.com.

NJEA WANTS TO HONOR MEMBERS WHO ARE VETERANS

Nominate any fellow NJEA member who has served in the military to receive a special certificate of appreciation from their union. Email the veteran's name and local association to Meredith Barnes at mbarnes@njea.org and a certificate will be mailed to the veteran.

If you prefer to present the certificate in person at an association meeting, Veterans Day assembly or other event, please indicate that in your email and include your preferred mailing address.

JOIN US AT THE 2018 NJEA CONVENTION

NJEA members who have served in our military are invited to breakfast at the NJEA Convention on Thursday morning, Nov. 8, in honor of Veterans Day. Please RSVP now at www.njea.org/patriots to hold your spot.



ABOVE: NJEA members who are veterans participated in "Proud to Be an American Day" at Somerset County Vocational Technical School (SCVTS). From left: Manchester Twp. EA President Dan Staples, Pleasantville EA member Tamar LaSure-Owens, SCVTEA member Ed Graf and Mantua Twp. EA member Cheryl Tunstall. Graf initiated the event while teaching at Union Township High School and brought it with him to SCVTS.



LEFT: Burlington County Retired Educators President Alnetta Price, also participated in "Proud to Be an American Day" at Somerset County Vocational Technical School (SCVTS).

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#1

**NEW JERSEY'S RANKING
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OXFAM RESEARCH
REPORT TITLED, "THE
BEST AND WORST STATES
TO WORK IN AMERICA."**

New Jersey, New York, Maryland and Delaware rank closely in the labor index. These states are on a similar level in ensuring better compensation and conditions in the workplace—policies related to higher state incomes and a variety of other desirable indicators.

Limited new legislation improving the treatment of workers can help New Jersey differentiate itself as a regional leader in worker rights and protections.

The Number One ranking is shared with 21 states. They earned the ranking because they:

- Do not have a so-called "Right-to-Work" law, which suppresses unions.
- Provide both collective bargaining and wage negotiations to teachers, police officers and firefighters.
- Fully legalize project labor agreements to ensure a fair wage to workers on contract.

Source: "The Best and Worst States to Work in America," Oxfam Research Report, 2018.

See oxfamamerica.org.



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Wednesday, Oct. 17 • 6–8 p.m.

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DIANA GONZALEZ TO ADDRESS HIGHER EDUCATION MEMBERS AT NJEA CONVENTION

DIANA GONZALEZ, New Jersey's Deputy Secretary of Higher Education, will deliver the keynote address at the NJEA Convention Higher Education Luncheon on Friday, Nov. 9 at 1 p.m. in the Sheraton Atlantic City Convention Center Hotel.

Gonzalez works closely with New Jersey Secretary of Higher Education Zakiya Smith Ellis and the governor's office to manage office operations, liaise with state higher education leaders, and coordinate high-profile initiatives to enhance educational opportunities for students across the state. Gonzalez also works with partners in business and industry to help position New Jersey's institutions of higher education as engines of economic growth and innovation. She previously worked on Gov. Phil Murphy's gubernatorial campaign, where she served as Policy Advisor and Outreach Director.

Gonzalez began her career as an early childhood teacher and after completing her master's degree in education at Rutgers. She went on to work in several different capacities within higher education. She has worked directly with students, providing career advice and guidance during her time at Princeton University's Career Services Division. She also worked as the Resident Director for the Community Scholars Program at Georgetown University—a program for first-generation college students from underrepresented groups and economically disadvantaged backgrounds.

RESERVATIONS ARE REQUIRED. SEE BELOW FOR DETAILS.

A FULL DAY OF PROGRAMMING FOR 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, contact Maureen Behr at moseynj@yahoo.com by October 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 Communication 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: Diana Gonzalez, Deputy 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 October 26.

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

NEED HELP?

Why handle tough times alone?

Free and confidential help with personal, family and school-related demands.

AID NJEA is your 24-hour, confidential helpline. Staffed by NJEA members and professionals from Rutgers University Behavioral Health Care, the helpline offers practical advice, direction, ideas and resources from those who have walked in your shoes.



Boardwalk Run & Fun Walk

FRIDAY, NOV. 9, 2018 | 9 A.M. | RUN AND WALK

Clip, complete and mail to:

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

Deadline for pre-entries Oct. 26
Make checks payable to "NJEA"

40th Annual George M. Adams

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

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

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

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

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

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

Entry Fees:

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

Name _____ Age _____
(as of 11/9/2018)

Address _____

City _____ State _____ Zip _____

Local Association _____

Phone # _____ County _____

Email _____

Shirt size (Circle): XXL XL L M

This entry is for:

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

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

Shirts must be picked up prior to the race or after the race on Friday, Nov. 9.

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

Signature _____ Date _____

Parent's signature (if under age 18) _____ Date _____

FOR NJEA USE ONLY ☐ Cash ☐ Check ☐ Number _____





Meet Bob Menendez

THE NJEA PAC-ENDORSED CANDIDATE FOR
THE U.S. SENATE CARES ABOUT ISSUES THAT
MATTER TO NJEA MEMBERS

<p>The reality is that unions will always be critical to the ability to organize people and bring them together into a common cause to promote their profession, and, as it relates to teachers, to the children they are educating.</p>	<p>Throughout his two terms as a United States Senator, Bob Menendez has been highly accessible to NJEA members. He has attended and spoken at several statewide conferences, most recently the NJEA Legislative and Political Action Conference last February. His voting record and his public commentary have consistently demonstrated his commitment to New Jersey's children and the public schools they attend.</p> <p>For these reasons, it is no surprise that NJEA's 125-member PAC Operating Committee recommended Sen. Bob Menendez for re-election this Nov. 6.</p> <p>On Aug. 24, the senator sat down with the <i>NJEA Review</i> editor, Patrick Rumaker, for an interview so that NJEA members would have the chance to understand his positions on issues that matter to public school employees.</p>	<p>Kavanaugh's writings from the District of Columbia Circuit—one of the most important courts in the nation—I've seen how he consistently sides with corporations against the "little guy," how he's seeking to undermine the Affordable Care Act, and how he ultimately opposes the essence of <i>Roe v. Wade</i>. He is an extreme judge.</p> <p>I want a judge who has intellect and ability, but also who one is going to level the playing field for the average person. And that is not Judge Kavanaugh. The type of justice I'm looking for on the Supreme Court is someone who has the intellect, the ability, and the temperament, but who also doesn't have the right-wing agenda that I believe Judge Kavanaugh does.</p>	<p>our state for the quality-of-life issues that make New Jersey a great place to live.</p> <p>When we were having a debate on the tax bill, I introduced an amendment to fully restore the State and Local Property Tax Deduction. Every Democrat in the Senate voted for it; every Republican voted against it. So I have been pushing the Treasury Department and the IRS to put New Jersey in the same place as 32 other states that have provisions permitting the local property taxpayer to pay a charitable contribution to a municipal or county created entity, and then be able to get a charitable deduction. But as we speak the Treasury Department came out with a ruling that goes against the very essence of what we're trying to do, which is to restore equity.</p> <p>I'm hoping for a different majority in Congress that will restore the State and Local Property Tax deduction. As a member of the Senate Finance Committee, which deals with tax and trade policy, I am pushing hard on any opportunity I have to restore it.</p>	<p>I believe that every student who wants to get a college education should not have to graduate under a mountain of debt in order to achieve it.</p>
	<p>1. NATIONWIDE OVER THE LAST DECADE, WE'VE WITNESSED AN ASSAULT ON THE RIGHTS OF UNIONS AND PUBLIC EMPLOYEES, CULMINATING IN THE U.S. SUPREME COURT'S ADVERSE DECISION IN JANUS V. AFSCME IN JUNE. WHAT WILL YOU DO TO PROTECT THE RIGHTS OF PUBLIC WORKERS IN NEW JERSEY AND THE NATION? WHAT QUALITIES DO YOU LOOK FOR WHEN CONSIDERING A NOMINEE TO THE SUPREME COURT?</p> <p>I believe strongly in the importance of unions. While the Supreme Court may have ultimately sided against our public employees—teachers, firefighters, police officers and others—the reality is that unions will always be critical to the ability to organize people and bring them together into a common cause to promote their profession, and, as it relates to teachers, to the children they are educating. I always think that when teachers and support staff are advocating, they are advocating for our children.</p> <p>I've signed onto legislation, the Workers Freedom to Negotiate Act—the freedom to promote and strengthen collective bargaining opportunities and to strengthen the ability to be part of a union.</p> <p>This Supreme Court nominee who is up for consideration in the Senate doesn't meet my standards. I don't have a litmus test, but as someone who has seen Judge</p>	<p>2. THE FEDERAL TAX OVERHAUL HIT NEW JERSEY PARTICULARLY HARD. THE NATIONAL EDUCATION ASSOCIATION ESTIMATES THAT THE REDUCTION OF THE STATE AND LOCAL TAX DEDUCTION—OR SALT—THREATENS OVER \$15 BILLION IN EDUCATION REVENUE OVER 10 YEARS IN NEW JERSEY. WHEN GOV. PHIL MURPHY SIGNED S-1893, WHICH ALLOWS NEW JERSEY MUNICIPALITIES TO ESTABLISH CHARITABLE FUNDS WHERE TAXPAYERS CAN DONATE IN RETURN FOR A PROPERTY TAX CREDIT, YOU JOINED IN A PRESS CONFERENCE CELEBRATING ITS PASSAGE. WHAT STEPS ARE YOU TAKING AT THE FEDERAL LEVEL TO RESTORE SALT DEDUCTIONS TO THEIR PREVIOUS LEVELS AND FAIRNESS TO THE TAX CODE?</p> <p>I opposed the Trump tax bill because it was \$2 trillion totally unpaid for that will be put on the next generation of New Jerseyans and Americans to pay for, and because it was geared to the wealthiest corporations and the wealthiest people in the nation. It took a direct assault on states like New Jersey by severely capping the State and Local Property Tax Deduction. Not being able to fully deduct state and local property taxes, is a real consequence for homeowners and the value of their property, to education funding, and to the other critical needs that we have in</p>	<p>3. NEW JERSEY IS HOME TO MANY CHILDREN WHO WERE BROUGHT TO THE UNITED STATES BY THEIR IMMIGRANT PARENTS—INCLUDING THOSE PARENTS WHO CROSSED INTO THE COUNTRY ILLEGALLY. THESE CHILDREN, AND THE YOUNG ADULTS THEY HAVE BECOME, KNOW NO OTHER HOME THAN AMERICA AND MANY HAVE BENEFITED FROM DACA, OR DEFERRED ACTION FOR CHILDHOOD ARRIVALS. WHILE THERE IS BIPARTISAN AGREEMENT THAT THE PROVISIONS OF DACA SHOULD BE UPHELD, CONGRESS HAS FAILED TO ACT ON DACA OR ON PASSAGE OF THE DREAM ACT. WHAT ARE YOU DOING TO SECURE THE FUTURE OF THESE CHILDREN AND YOUNG ADULTS?</p> <p>These are young people were brought to this country through no choice of their own. The only flag they've ever pledged allegiance to is that of the United States. The only national anthem they know is "The Star-Spangled Banner." The only country they've ever called home is America. Many of them are wearing the</p>	

uniform of the United States in service to the nation. Some of the students are among the highest-performing students we have—valedictorians and salutatorians—and are doing tremendous things.

That's why I was one of the leaders in getting President Obama to create DACA, and I thought it was the right decision. President Trump undid it. So I have been working most recently with what we call the "Gang of Six"—three Republicans, three Democrats—trying to fashion an opportunity to create a permanent process for these young people to be able to adjust their status legally in the United States. We came up with an agreement. We took that agreement to the White House. Unfortunately, President Trump rejected it. So I've signed on to a series of amicus briefs on litigation that is moving through the federal courts. I'm going to continue to fight through the legal process and for whatever legislative opportunity there is to give these young people the chance to realize their dream.

4. THE FEDERAL GOVERNMENT HAS NEVER COME CLOSE TO ITS REQUIRED 40 PERCENT FUNDING FOR STUDENTS WITH DISABILITIES AS MANDATED BY THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT—OR IDEA. WHAT HAVE YOU DONE TO GET THE FEDERAL GOVERNMENT MOVING IN THE RIGHT DIRECTION ON IDEA FUNDING?

IDEA was supposed to fund nearly 40 percent of the unique costs of a student who has some form of a disability or challenge. In reality, it's hovered around 15 to 20 percent. I have sponsored previous legislation for the full funding of IDEA. Sen. Chris Van Hollen of Maryland has new similar legislation—we're supporting his legislation. We're going to continue to fight to meet the federal promise and, in my view, the federal obligation we have to every child so

that any challenge they may have in their life doesn't become a disability. We can remove roadblocks and make those challenges highways of opportunity.

A budget is a reflection of our collective priorities as a nation. Education—having every person in our country, regardless of the happenstance of where they were born, what station in life, or what physical, mental, emotional challenges they may have in fulfilling their God-given potential—is an essential part of a national imperative. It is one I'll continue to fight for in our appropriations process.

5. YOU VOTED AGAINST THE APPOINTMENT OF SECRETARY OF EDUCATION BETSY DEVOS. YOU NOTED THAT THE SENATE IGNORED THE THOUSANDS OF PARENTS, STUDENTS AND TEACHERS WHO LIT UP SENATE OFFICE LINES IN STRONG AND OVERWHELMING OPPOSITION TO HER NOMINATION. WHY DID YOU OPPOSE HER NOMINATION?

Public education is one of our nation's great institutions—it's an all-taker system. Public schools accept all young people who walk through the doors—they can be the brightest ones or they could be the most challenged ones, they could come from well-off families or very poor families, they could come from any race, any gender, or any creed. Not only do we in New Jersey produce a great education for these students—we're the envy of the nation, I believe—but at the same time, public schools are one of the great socializing elements in our society.

Secretary DeVos is devoid of any real knowledge of the public school system in our country and what it has meant. She has such antipathy toward it and constantly seeks to undermine it—from the questions of vouchers, which deprive public schools of critical funding to, most recently, talking about using federal dollars to arm teachers in classrooms.



Flanked by local, county, and state association leaders, Sen. Bob Menendez thanks NJEA for its endorsement of his re-election.

Sen. Bob Menendez greets members at an Aug. 30 press conference announcing NJEA's endorsement at Jefferson Elementary School in Union Township. From left: Union Township EA (UTEA) members Kristin Nunes and Sherri Horn, UTEA Legislative Chair Nancy Lucas-Miller, UTEA President Ann-Margaret Shannon, Menendez, UTEA member Ana Lytle, Union County EA Vice President James Frazier.



Secretary DeVos' suggestion to use federal funds to arm teachers is especially outrageous, since I haven't met a teacher who wants to be armed even though I've seen plenty of teachers who have risked their lives in a moment in which a shooter has gone into their schools. We've seen those stories, and I'm moved tremendously by their courage.

This is really about reasonable gun safety measures. It's about ensuring that no one can get access to a gun unless they go through a universal background check including a criminal background check, making sure they have no mental illnesses, making sure they're not a domestic abuser, and making sure they're not on a terrorist watch list, whether you buy or seek to buy a gun at the click of a mouse online or at a gun show.

It's also about making sure that we have the right mental health workers in our institutions so that any challenge that a young person might have, or that someone in the broader community might have, can be identified and treated.

It's also about stopping this march that my Republican colleagues have in Congress to permit concealed carry weapons permits from other states to be nationally accepted so New Jersey would be forced to accept someone from another state with a concealed carry permit. This would mean that they could have a gun inside their pocket and be able to come into New Jersey with it.

New Jersey has some of the strongest gun safety legislation, which is why we have one of the lowest homicide rates by gun violence.

This is how we ultimately fully work to protect our schools. Not by arming teachers.

So Secretary DeVos is devoid of what is necessary to be an advocate for public education and for millions of schoolchildren in our country. That's why, I not only opposed her nomination with my vote, I vociferously spoke out against her nomination during her process.

6. YOU HAVE CONSISTENTLY OPPOSED PRIVATE SCHOOL VOUCHERS AND OTHER

VOUCHER-LIKE SCHEMES. CAN YOU EXPLAIN WHY?

I oppose vouchers because they drain critically needed money from the mission of public schools. Very often the money goes to institutions that can cherry-pick their students, leaving behind students who may have some challenges along the way. Many of those institutions that would receive vouchers don't have the same high-quality standards that we insist upon in our public school system, such as teacher certification, transparency and accountability—so I'm not about to see our public schools denied critical resources, hindering the education of children.

7. NJEA MEMBERS—INCLUDING OUR MEMBERS WHO WORK IN CHARTER SCHOOLS—ARE CONCERNED ABOUT THE UNCHECKED PROLIFERATION OF LOW-QUALITY, CORPORATE CHARTER SCHOOLS. WHILE WE BELIEVE CHARTER SCHOOLS CAN PLAY A CONSTRUCTIVE ROLE IN PUBLIC EDUCATION, WE KNOW THAT LOW STANDARDS AND LACK OF OVERSIGHT CREATE NEGATIVE CONSEQUENCES FOR STUDENTS AND THE COMMUNITIES WHERE THEY LIVE. WE'RE ESPECIALLY CONCERNED, GIVEN SECRETARY DEVOS' RECORD IN MICHIGAN OF BANKROLLING LEGISLATION TO MAKE THAT STATE'S CHARTER SCHOOLS VIRTUALLY UNACCOUNTABLE TO PARENTS AND TAXPAYERS. WHAT ARE YOUR THOUGHTS ON CHARTER SCHOOLS?

For charter schools, if you are not going to require certification of your teachers—New Jersey does, but many other states do not—if you are not going to have the same accountability, the same transparency, and if profit is your ultimate motive versus the fulfill-

When the children who enter our public schools are healthy and well-fed, they are going to be in a lot better position to be able to realize their full potential.

ment of the educational ability of every child, that's a whole different paradigm and a whole different mission. I can see where charter schools can play a role in enriching our public schools, but I do not believe that having corporate charter schools, and charter schools that don't meet the same standards that we require of every public school and every public school instructor, is a way that ultimately creates a better opportunity in education.

8. CONGRESS HAS TRIED SEVERAL TIMES TO REPEAL THE AFFORDABLE CARE ACT. THROUGH REGULATION, THE TRUMP ADMINISTRATION HAS WORKED TO WEAKEN IT. CONGRESS HAS ALSO ATTEMPTED TO REDUCE MEDICAID AND THE CHILDREN'S HEALTH INSURANCE PROGRAM. MANY STUDENTS RELY ON THESE PROGRAMS TO COME TO SCHOOL HEALTHY AND READY TO LEARN. IN ADDITION, EFFORTS ARE REGULARLY PROPOSED TO "REFORM" MEDICARE AND MEDICAID IN WAYS THAT WOULD DIMINISH THEM. WHAT ARE YOUR VIEWS ON HEALTH CARE AS IT AFFECTS THE STUDENTS OUR MEMBERS SERVE? WHAT ARE YOUR VIEWS ON HEALTH CARE IN RETIREMENT?

No New Jerseyan, no American, should go to sleep at night worried that they are one illness away from bankruptcy. That is the mission that I worked on as one of the authors of the Affordable Care Act, which brought a million New Jerseyans health care who didn't have it before. The Affordable Care Act protected 3.8 million New Jerseyans who have a pre-existing condition—a child born with a birth defect, a husband who may have had a heart attack, a wife or daughter who may have cervical cancer—any of those conditions were a cause for insurance companies to say, "You have a pre-existing condition and we will not give you insurance, or the insurance that you get will be so costly that you won't be able to afford it." No longer can that discrimination take place.

We also ensured that if anyone in New Jersey—or for that matter in our country—had a significant illness such

as cancer or Alzheimer's disease, which took my mother's life, there were no lifetime limits on their insurance policies. Before the Affordable Care Act, for even those who were privately insured, there was a lifetime limit on the policy. If you had a serious illness and you hit that ceiling, and you were still ill, that illness could lead you to bankruptcy. Lifetime limits were eliminated under the law.

The ability to have your son or daughter on your policy until the age of 26, while they find their own pathway in life with their own health insurance, is part of the Affordable Care Act. Before the law, women were discriminated against in terms of the cost of insurance, paying twice as much as their male counterparts in the same age group and in the same geographic area. That was eliminated under the law.

The law isn't perfect. But President Trump, in his desire to kill the Affordable Care Act, is driving up health care costs by undermining the very system—including cost-sharing elements—that keeps premiums and co-pays arrested. They're going up because he refused to keep the cost-sharing elements.

The bottom line is we need to build upon the Affordable Care Act, not destroy it. We need to continue to preserve protections against pre-existing conditions discrimination, not—as the Trump administration is doing—argue in a federal court that that provision of the law is unconstitutional.

In my mother's own case—a woman who worked so hard in the factories of New Jersey—and in the twilight of her life, she faced a long good-bye with Alzheimer's—she would not have lived with the dignity that she deserved in the twilight of her life, but for Medicare and Medicaid.

That's why I refuse to accept the assaults that Republicans are levying against these programs. When they approve a \$2 trillion tax cut and then automatically say, "Oh, we have to cut entitlements," they mean Medicare and Medicaid. I will continue to stand up for Medicare and Medicaid as we know it.

That's also why I was the champion, and successfully so, of extending the Children's Health Insurance Program for 10 years. It was up for reauthorization—Republicans wanted to reauthorize it for a shorter period of time; we fought back and got a 10-year extension. When the children who enter our public schools are healthy and well-fed, they are going to be in a lot better position to be able to realize their full potential. That's

why health care has been such a passion for me, and I will continue to be that advocate in the United States Senate.

9. THE AVERAGE AMOUNT OF DEBT PER COLLEGE STUDENT LOAN BORROWER IN NEW JERSEY FOR THE CLASS OF 2017 IS \$30,790. DEBT THAT HIGH CAN CAUSE STUDENTS TO SHY AWAY FROM CAREERS IN PUBLIC SERVICE, INCLUDING PUBLIC EDUCATION. THE PUBLIC SERVICE LOAN FORGIVENESS PROGRAM OFFERS AN INCENTIVE FOR STUDENTS TO CHOOSE A CAREER IN EDUCATION, BUT THE TRUMP ADMINISTRATION APPEARS POISED TO ELIMINATE THE PROGRAM. WHAT IS YOUR POSITION ON THE PUBLIC SERVICE LOAN FORGIVENESS PROGRAM? WHAT DO YOU BELIEVE CONGRESS CAN DO TO MAKE HIGHER EDUCATION MORE AFFORDABLE, NOT ONLY FOR RECENT HIGH SCHOOL GRADUATES BUT FOR OLDER ADULTS SEEKING TRAINING FOR A NEW CAREER?

I believe that every student who wants to get a college education should not have to graduate under a mountain of debt in order to achieve it—not only for their own personal fulfillment, but because it is a national imperative in a global economy that we have the most highly educated generation of Americans the nation has ever known.

As someone who was poor and grew up in a tenement, I know firsthand that if it wasn't for Pell Grants, Perkins Loans, work-study programs, and other student loans, I would have never have gone to St. Peter's College, I would never have gone to Rutgers Law School, and I certainly wouldn't be the United State Senator from New Jersey. I'm driven to make that opportunity a reality for each and every student.

The Public Service Loan Forgiveness program is something I've championed. For people who are willing to commit a part of their lives toward public service, loan forgiveness is a way to both inspire public service and to reward it. That's why I'm proud that despite the efforts of the administration to cut it, we actually achieved a \$350 million expansion for

For people who are willing to commit a part of their lives toward public service, loan forgiveness is a way to both inspire public service and to reward it.

some categories that had not been covered before. I'm going to continue to fight to preserve it.

It is why I believe in, and have joined onto, legislation that makes the first two years of community college universal with accreditation toward a four-year college degree. I think community colleges are great portals of educational opportunity. They also can work with the private sector to make sure that we are developing the skill sets that are needed in the job market.

That's why I believe that two years of education at the community college level for free is incredibly important. I also think it's important that students maintain certain standards to have that opportunity.

I've introduced legislation with Elizabeth Warren, my colleague from Massachusetts, to refinance the over a trillion dollars collectively of student loan debt to the historically low interest rates that are available right now. We could cut student loan debt in the country almost by half, simply by allowing students to be able to refinance. You can refinance just about anything in our society, but somehow student loans are not allowed to be refinanced, and that's ridiculous. It would be a tremendous economic boost in our economy— young professionals might want to start a business, be an entrepreneur, or maybe buy their first home. This would unlock enormous potential.

I'm glad to see that we have the highest increase in Pell grants in years, and I'm going to continue to fight for those educational opportunities. It's also, why, as a member of the Senate Finance Committee, I'm looking to how we can use the tax code to help middle-class families who don't necessarily qualify for some of these programs to get tax benefits that will help their young son or daughter be educated without being burdened with an avalanche of debt.

10. IN 2011, GOV. CHRISTIE SIGNED CHAPTER 78 IN TO LAW. THIS LEGISLATION INCREASED PUBLIC EMPLOYEE CONTRIBUTIONS TO THE PENSION FUND AND MANDATED HEALTH

CARE CONTRIBUTIONS ACCORDING TO A FORMULA. THAT FORMULA REQUIRED PUBLIC EMPLOYEES— INCLUDING TEACHERS AND EDUCATIONAL SUPPORT PROFESSIONALS—TO PAY AN INCREASING PERCENTAGE OF THEIR HEALTH INSURANCE PREMIUMS. BECAUSE THE PERCENTAGE IS BASED ON THE PREMIUM, IT HAS RESULTED IN PUBLIC EMPLOYEES EXPERIENCING WHAT WE CALL A "NEGATIVE NET." IN OTHER WORDS, EVERY YEAR THEIR TAKE-HOME PAY HAS DECREASED—SO EVEN IF A TEACHER OR EDUCATIONAL SUPPORT PROFESSIONAL GETS A RAISE IN SALARY, IT IS MORE THAN ELIMINATED BY EVER INCREASING HEALTH INSURANCE PREMIUMS. A BILL RECENTLY INTRODUCED IN THE STATE SENATE, S-2606, WOULD SWITCH THE PAYROLL DEDUCTION FROM A PERCENTAGE OF THE PREMIUM TO A PERCENTAGE OF SALARY. 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. WHAT CAN YOU DO AS A U.S. SENATOR TO HELP EDUCATORS IN NEW JERSEY AROUND THIS ISSUE?

We have to work to incentivize individuals who want to enter the teaching and educational support professions. That, in part, comes down to your salary and the deduc-

tions from that salary—whether they be for health care or other matters—which diminish how much income you're deriving. I think people go into education—as teachers and as support staff—because they have a passion for it, but they also have families, they also have obligations, and they also have their own aspirations.

We need to keep working at the federal level to control health care costs. We need to make sure that we continue to drive down the cost of co-pays and premiums. We need to make more efficient health care decisions so that we reduce the cost of prescription drugs. The difference between my opponent and me is that I am trying to make sure that prescriptions are more affordable and not to gouge cancer patients, for example, with 200 percent increases. I have legislation to address that.

When we think as New Jerseyans about how to incentivize a generation of great teachers—those who are in the profession and could be lured away and those who we want to enter the profession—we must think about health care as a critical element of their overall benefits in considering whether to enter the profession.

11. SEVERAL TIMES IN THE PAST EIGHT YEARS, THE NEW JERSEY SENATE AND ASSEMBLY HAVE PASSED LEGISLATION THAT LIMITS A SCHOOL DISTRICT'S ABILITY TO PRIVATIZE THE WORK OF OUR EDUCATIONAL SUPPORT STAFF (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. PLEASE SHARE YOUR THOUGHTS ON LEGISLATION TO PLACE

LIMITS ON A SCHOOL DISTRICT'S ABILITY TO PRIVATIZE ESP JOBS AND ON PROVIDING JUST-CAUSE JOB PROTECTIONS TO ESP STAFF.

We should not underestimate the importance of educational support professionals in the totality of the learning experience of the child. Educational support professionals are a critical part of the overall educational environment—from the school bus driver who picks up the child near their home, to the school safety officer that greets them at the school, to the janitor or engineer who keeps the school clean and operating, to the nutrition aide who makes sure they're getting a healthy lunch—these are all essential elements of a great school environment. So I believe that they should have protections like any other professional in terms of their employment security and their employment rights. I don't believe this is a place where we have a rush to the bottom; making it the cheapest doesn't always make it the best by any stretch of the imagination. 🙏

We should not underestimate the importance of educational support professionals in the totality of the learning experience of the child.

UNDERSTANDING NJEA PAC'S ENDORSEMENT PROCESS

THE SCREENING PROCESS

ESTABLISHING A SCREENING COMMITTEE

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

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

EVALUATING THE CANDIDATES

For November elections, screening committees generally invite candidates for an interview in late June. Prior to meeting the candidate, the committee reviews completed NJEA questionnaires submitted by the candidate and if he or she is an incumbent, the candidate's voting record.

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

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

ENDORING THE CANDIDATES

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

To make its recommendation, the county screening committee discusses the merits of each candidate. The committee may recommend

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

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

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

For presidential and congressional endorsements, NJEA PAC's recommendations are sent to the NEA Fund for Children and Public Education for final endorsement.

On Nov. 6, Americans will go to the polls to elect their representatives to the United States Congress. New Jersey voters will elect 12 members to the House of Representatives and one U.S. senator. NJEA and NEA have endorsed candidates in 10 congressional districts.

New Jersey voters in four legislative districts (LD) will vote to fill open seats in the state Legislature.

Each candidate was screened in his or her congressional district (CD) or legislative district (LD) by a committee of NJEA members who analyzed their responses in an interview and on a written questionnaire. For incumbents, their voting records were reviewed by the committee.

The committee's recommendations were submitted to the NJEA PAC Operating Committee for consideration. NJEA PAC's recommendations for the U.S. House of Representative and U.S. Senate were then sent to the NEA Fund for Children and Public Education for final endorsement.

Endorsed candidates were invited to submit a brief statement for publication in the *NJEA Review*.

CANDIDATES FOR THE U.S. HOUSE OF REPRESENTATIVES



CD-1:
DONALD NORCROSS, D
donaldnorcrossforcongress.com

As a father and grandfather, I want a better future for the next generation. That's why I'm standing up to Trump in defense of our core American values. As the only New Jersey member on the House Education and the Workforce Committee, you can count on me to focus on jobs and higher wages, great public schools, and affordable higher education opportunities.



CD-2:
JEFF VAN DREW, D
vandrewforcongress.com

I'm proud to stand up for teachers and educational support professionals who play a vital role in the education of our children. It is imperative to support their work by fighting to make sure critical resources reach the classroom so we can provide our kids with a high-quality education.



CD-3:
ANDY KIM, D
andykimforcongress.com

As a graduate of South Jersey public schools, it's an honor to earn the support of NJEA teachers and educational support staff. Great schools are the cornerstone of our community, and I will work hard to combat efforts to defund public education. I will tirelessly advocate for educators, support staff, and students.



CD-4:
CHRIS SMITH*, R
smithfornj.org

Thank you to teachers and educational support professionals, who educate and inspire future leaders every day. I strongly believe that the federal government must prioritize education funding, and my landmark laws on autism research and veterans' educational benefits underscore my dedication to New Jersey students, parents and local school districts.



CD-4:
JOSH WELLE*, D
welleforcongress.com

I believe that access to a quality education is key to creating a strong and talented workforce to make America more competitive in the global economy and, as the son of an English teacher, I know that investment in our teachers and educational support professionals is an investment in our economy.



CD-5 :
JOSHUA S. GOTTHEIMER, D
josh4congress.com

I'm proud that the Fifth District is home to some of the best schools in the entire country. As a parent, I am grateful for all that our incredible teachers and educational support professionals do to provide every child with an opportunity to succeed. In Congress, I'm working hard to ensure public education is a priority, to strengthen school breakfast programs, to safeguard clean drinking water, and to protect the safety of students and teachers on buses and in their classrooms. I am honored to have earned the support of our local teachers and educational support professionals and will always fight for our shared Jersey Values.



CD-6:
FRANK PALLONE JR., D
pallonefornewjersey.com

I am proud to receive the endorsement of the NJEA for my re-election to Congress. Now, more than ever, I stand committed in my support of school employees and members of the NJEA who work hard to provide the best education for our children.

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



CD-7:
LEONARD LANCE*, R
lanceforcongress.com

I am a proud product of New Jersey's excellent public schools. I know educators have difficult jobs that require support and resources. That is why I have fought hard for education priorities in both Trenton and in Washington. I promise to continue fighting for the best interests of New Jersey's teachers and support staff.



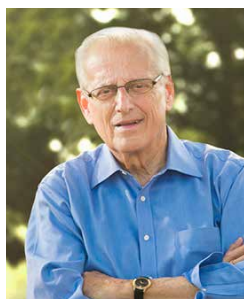
CD-7:
TOM MALINOWSKI*, D
malinowskifornj.com

New Jersey is proof positive that when we invest in our schools and education professionals, it pays dividends in student growth. I want to expand funding for education on the federal level, and I will defend the hard-earned right of our education professionals to bargain for the support that they and the students they serve deserve.



CD-8:
ALBIO SIRES, D

As a former educator and NJEA member, I understand how important the whole school community is to a student's development and that experience encourages me to fight for the highest quality education for our students at every level. We must invest in our children, from pre-K through high school as well as ensuring that post-secondary education is more affordable.



CD-9:
WILLIAM PASCRELL, D
billpascrell.com

Our nation's educators are working too hard for too little, and I'm in the fight to give teachers and educational support professionals the support they need while ensuring the freedom to make decisions about what's best in the classroom. As a former teacher myself, I believe Congress must protect and strengthen federal support for our public education system, especially early childhood education, and resist cuts to education programs.



CD-10:
DONALD PAYNE JR., D
paynejrforcongress.ngpvanhost.com

Public education provides an opportunity for all students in America. Therefore, we must ensure that adequate resources are available to support students, especially those most in need and to make college more affordable. We must also provide the necessary training to strengthen teacher quality pipelines and to protect employees' rights and benefits.



CD-11:
MIKIE SHERRILL, D
mikiesherrill.com

I am a former Navy helicopter pilot and federal prosecutor, and the proud product of public schools. As a parent of four children who attend public school, I know that the public school system is the backbone of our education system and our communities. If elected, I will continue to support and fight for public education.



CD-12:
BONNIE WATSON COLEMAN, D
bonnieforcongress.com

I'm committed to providing every child with the opportunity to receive a quality education. There are no greater resources for our children than well-prepared teachers, quality school staff, and schools that have every tool necessary to deliver the excellent education our students deserve. I will continue to work to invest in early childhood education, fight to strengthen our public schools, and make higher education more affordable. I applaud the NJEA for their leadership and thank them for their support.

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

CANDIDATES FOR THE NEW JERSEY LEGISLATURE



LD-15: VERLINA REYNOLDS-JACKSON, D

Thank you, NJEA teachers and educational support professionals, for this prestigious endorsement. Henry Ford once said, 'Coming together is the beginning. Keeping together is progress.' Let's continue creating job opportunities, investing in your workforce and protecting union rights. We all want quality public education for your members and all students.



LD-15 ANTHONY VARRELLI, D

Assemblyman Varrelli has devoted his life to public service and promoting job creation as an elected official, union carpenter and business agent. In the Assembly, Anthony looks to continue to serve the 15th Legislative District making sure everyone has the opportunity for fair wages, good benefits, and the ability to retire with dignity. 🇺🇸



LD-32: PEDRO MEJIA, D

I am proud to support the NJEA's efforts to provide public school children with a great education. I am committed to fighting against measures that would divert public resources away from public schools and into charter schools, which have insufficient state regulations. Furthermore, I support the rights of the NJEA to collectively bargain for better wages and working conditions for public teachers, paraprofessionals, and all support staff who have been subjected to wage stagnation for far too many years.



LD-34: BRITNEE TIMBERLAKE, D
electtimberlake.com

Education establishes the foundation of our society, and every student should have access to quality, affordable education. Our students deserve the best, and the men and women who are devoted to teaching deserve full support. As an Assembly Education Committee member, I will be a staunch advocate for students and educators.



LD-36: CLINTON CALABRESE, D

Education is the bedrock of our social and economic development. Teachers and educational support professionals in our schools serve not only to educate and assist our students in school, but have a lifelong impact on their lives. I look forward to continuing to work with NJEA on issues affecting education in New Jersey.

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BRIDGETON SCHOOL SAFETY OFFICERS UNANIMOUSLY CHOOSE TO JOIN NJEA

“WE WANTED TO HAVE A VOICE”

BY KATHRYN COULIBALY

In June 2017, the 17 school safety officers who work in Bridgeton's public schools met with then-NJEA Field Representative Jim Jameson and NJEA network attorney Kevin McCann to discuss affiliating with NJEA.

As school safety officers, they play a crucial role in their schools—but one that was often misunderstood.

In other districts, school resource officers are posted and paid for by their local police departments. But since 1999, Bridgeton has had armed security in their schools. They were one of the first—and possibly the only—that is not affiliated with their local police department.

“Our positions help to provide a safe and secure learning environment for the students,” said Officer Dave McGuigan. McGuigan, who has worked in the district since 2000, was a leader in the push to unionize. He served for 27 years with the Bridgeton Police Department and was an active member of his union.

In fact, every one of the Bridgeton school safety officers had

worked in law enforcement in area communities or with the New Jersey State Police.

“We work to create a relationship with students,” Officer Paul Hoffman said. “We spend time getting to know the students so that we don’t have any issues down the line. In addition, every one of us lives here in the community, and we volunteer our time for community organizations and at events, so we get to know some of the students outside of school.”

“Just like our other school colleagues, this isn’t just a job for us; we’re part of the community,” Hoffman added. “Every one of the 17 school safety officers is either a native of Bridgeton or has lived here for more than 40 years.”

THE PATH TO UNIONISM

But things began to change, and the officers felt their voices were not being heard.

“We wanted a union to ensure that people were treated fairly and equitably,” said Officer Brian Murphy.

“The whole atmosphere has changed in the district,” McGuigan said. “We are experts in crisis management, school security, and safety procedures. We review the court orders related to custody issues that district administration simply

doesn’t have the expertise in. So we were alarmed when we saw decisions being made arbitrarily that affected us, our working conditions, and the students and staff in the schools we serve.”

“This is a second career for all of us,” Hoffman said. “We all had our dream jobs. We didn’t choose this for money; we wanted jobs we would enjoy. But we found ourselves being pulled into things that weren’t necessarily appropriate, and the changing job descriptions meant that we were doing less of the things we felt were the most effective.”

“You need consistency for the students,” said Officer Rick Morales. “With the changes, we felt that it was unnecessarily confusing for students and the officers.”

It was a group decision to pursue affiliation with NJEA, but they did their homework first.

“We talked to teachers to see if they were happy with their union,” Hoffman said. “They overwhelmingly were. In fact, they gave us the contact information for the local NJEA office. And as their colleagues in the district, we saw what the Bridgeton Education Association (BEA) and NJEA did for their members.”

“We asked ourselves, ‘who can we get who knows education, our

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.



WE ASKED OURSELVES, 'WHO CAN WE GET WHO KNOWS EDUCATION, OUR JOBS, ADMINISTRATION, AND THE COMMUNITY?'

BELOW: Bridgeton's 17 school safety officers made a group decision to pursue affiliation with NJEA, but they did their homework first. From left: NJEA Network Attorney Kevin McCann, NJEA Field Representative Jim Jameson, Bridgeton School Safety Officer Dave McGuigan, and Officer Rick Morales.



jobs, administration, and the community?" Hoffman said. "We looked at the network attorneys that NJEA worked with, and Kevin McCann, who was very well-known to us from our involvement in our police unions, was a standout for us."

In fact, the school security officers approached McCann about representing them, but McCann assured them that they would get far more out of joining NJEA.

"Legal assistance and contract enforcement are just a few of the things that NJEA provides its members," McCann said. "If they hired me as an attorney to protect their interests, they would pay far more than the NJEA annual dues."

Following their meeting with Jameson and McCann, the officers all signed representation cards saying they wanted to affiliate with NJEA.

The cards and a representation petition were filed with PERC.

BEA was enthusiastic in welcoming the officers into the union, so the next step was to inform the board of the officers' intent to unionize and ask the board for voluntary recognition.

SCHOOL BOARD ATTEMPTS TO DERAIL UNIONIZATION

Unfortunately, the board denied the request and attempted to fight affiliation through PERC.

In an attempt to derail the officers' attempts to unionize, the school district changed their job titles. They had previously been known as Education Enforcement Officers. But the name change did nothing to disrupt the process, and only provided further evidence for the officers that they needed a union to protect their interests.

PERC rejected the board's arguments and recognized the officers as a separate unit of BEA and demanded that the district recognize them. By March 2018, all the membership forms were in and PERC officially recognized them.

OFFICERS NEGOTIATING FIRST CONTRACT

The officers are now working to settle a new contract—their first as unionized

school security officers. But Negotiations Chair Morales, who was on the negotiations team in his police union, is realistic. "We expect the board to drag negotiations out."

However, the board cannot stall forever. If a year goes by without a deal, BEA and School Safety Officers will be able to merge as one.

BEA is already including the newly unionized officers in communications and activities. And the officers are enjoying the other perks that union membership entails, among them member benefits discounts and scholarships for the children of members.

Morales, who retired from the Millville Police Department in 2013, missed the discounts that his police union provided him as a member. So he is looking forward to taking advantage of NJEA and NEA's robust member benefits discount programs.

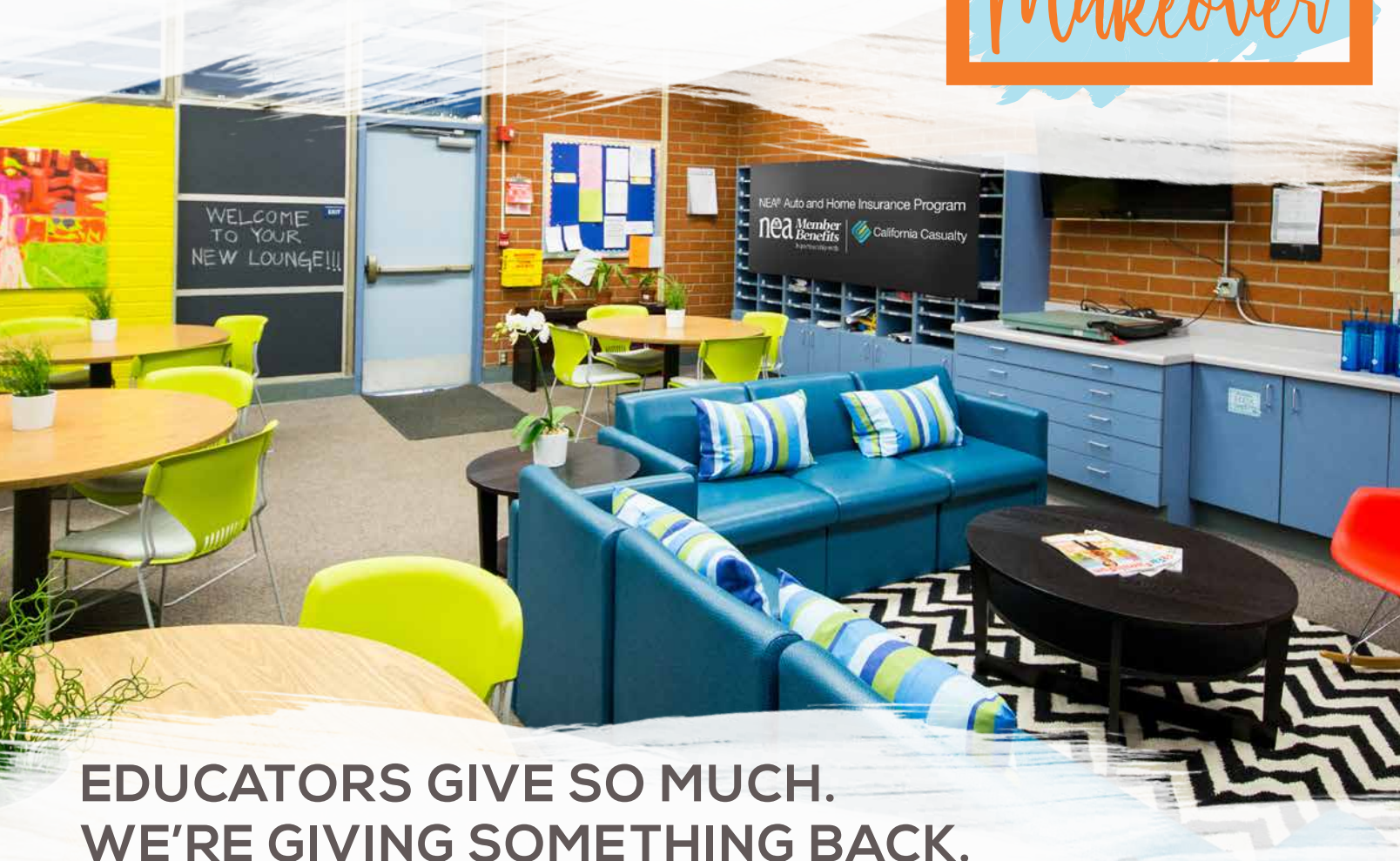
"It's important for members to understand the importance of belonging to a strong union, especially in light of the *Janus* decision and efforts by some politicians to strip rights from workers," McGuigan says. "At the end of the day, you get what you pay for. We knew the power and the reputation of the NJEA and the BEA. I don't understand why anyone would think they should be able to freeloader off of what others have built and expect to get the same level of protection, service, and expertise." 🏠

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YOUTH FIRESETTER INTERVENTION SPECIALISTS: A FIRST DEFENSE



BY KIMBERLY CRANE

OCTOBER IS FIRE PREVENTION MONTH

This fall, students in many schools across New Jersey will be paid a visit by the dedicated firefighters that service their district. Assemblies presented by the fire department can include a fire truck tour, a “get out-stay out” conversation, 911 instructions and fire alarm battery replacement reminders.

An appearance by Sparky the Fire Dog, the official mascot of the National Fire Protection Association (NFPA), is always a big hit with the kids. A lucky adult staff member may be chosen to put on a fire suit and helmet to show a younger audience that there is a friendly person inside the bulky outfit.

Fire personnel caution young children against hiding if they are caught in a fire and encourage them to go to the person or firefighter who is trying to rescue them.

NATIONAL STATISTICS

The NFPA website lists cooking equipment as the leading cause of home structure fires and home fire injuries. Smoking is identified as the leading cause of civilian home fire deaths with heating equipment as the second most common cause of home fire fatalities.

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.

It may be a surprise to learn that intentional fire setting accounts for 8 percent of home fires and 15 percent of home fire deaths. In 2017, lighters and matches were responsible for 82 percent of civilian fire deaths.

According to FBI statistics, one out of every three people arrested for arson is under the age of 18.

Forty-three percent of children under the age of 6 start fires. More than a third of fires set by youth originate in the bedroom on mattresses or bedding. Young children are often not able to process the consequences of starting a fire. These fires are underreported nationally. Though home fires are down since 1989, the U.S. ranks third on the international list of most loss of life from fire, behind only Japan and Russia.

These statistics indicate a need for the identification, intervention and prevention of youth firesetting.

A “DYNAMITE” DUO

This year on June 20, the Mercer County Division of Youth Services offered Federal Emergency Management System (FEMA) approved Youth Firesetting Intervention Specialist (YFIS) training to fire personnel and allied professionals from the fields of criminal justice, mental health, social services, juvenile justice and education.

The training was hosted by the Trenton Fire Department Headquarters on 244 Perry Street.

YFIS instructors Helge “Hagar” Nordtveit and Joe Ehrhardt are self-described, lifelong “fire guys” with more than 30 years fire prevention education experience and impressive careers to back up that experience.

Though modest about their accomplishments, the pair’s fierce determination to mitigate youth firesetting through YFIS training is lauded on both state and national levels. Both men received training



ABOVE: Mercer County youth firesetter intervention specialists (YFIS) offered training at the Trenton Fire Department Headquarters. From left: Trenton Fire Department Deputy Chief of Administration Steve Coltre, YFIS Instructor Joe Ehrhardt, Mercer County Division of Youth Services Chief Robert Taylor, and YFIS Instructor Helge “Hagar” Nordtveit.

THE GOAL OF A YOUTH FIRESETTING
INTERVENTION IS TO EMPOWER
YOUTH—AND THEIR FAMILIES—
TO MAKE BETTER DECISIONS
REGARDING FIRE AND TO PREVENT
FUTURE FIRESETTING THROUGH
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YOUTH FIRESSETTER PROGRAM

For more information on the Youth Firesetter Program, email Charles Lavin, New Jersey Division of Fire and Safety Community Risk Reduction Supervisor, at Charles.Lavin@dca.nj.gov.

LEARN MORE ABOUT FIRESSETTING

To understand more about the phenomenon of firesetting go to www.traumaburn.org/programs/educationprevention/straight-talk.

at the National Fire Academy to qualify as YFIS instructors.

Ehrhardt hails from Hamilton Township Fire District #7. He became a volunteer firefighter in 1981 and continued to volunteer after moving to Hamilton a few years later. He worked for the Middlesex County Juvenile Justice System for 32 years.

The combination of Ehrhardt's fire department experience and work with youth firesetters in detention centers created the perfect opportunity for him to travel the state and the nation as a fire and life safety educator.

"The Mercer County Youth Firesetter Intervention and Prevention program was begun by Trenton firefighter Captain Quinton Patterson in the 1980s," Ehrhardt explained. "He was a remarkable person."

As with many initiatives that need funding and sponsorship, youth firesetting became less of a priority for the changing administration that followed Patterson's death.

The cost of the program weighed against lives lost, destruction of property and businesses, raised insurance rates, and an altered quality of life for victims after a fire, seems incomparable to the financial impact of prevention training and screening. Nevertheless, interest in firesetting often peaks after a tragedy and falls again once the public's fear is no longer fresh.

After approximately 15 years of inactivity, Ehrhardt revived the program with Mercer County's Division of Youth Services Chief Robert Taylor and Nordtveit, his presenting partner.

Nordtveit is a retired Cranford firefighter and current Iselin #11 Bureau of Fire Prevention Fire Marshal. He lightheartedly jokes about his interesting name and proud Scandinavian heritage. He is all business however, when it comes to preventing fires.

"Children under the age of 5 are eight times more likely to die in a fire. Eleven to 14-year-old boys are statistically at the greatest risk for setting fires, but the problem does not exclusively stay within that age range or gender," says Nordtveit. "Parents and educators must speak to young children about fire safety and provide instructions to never use lighters, matches or other fire-starting materials."

CONNECTIONS AND COLLABORATIONS

Each county in New Jersey must have

a youth firesetting intervention program and reporting procedure in place. The divisions that handle youth firesetting in New Jersey differ by county. Mercer County tasks the Division of Youth Services with these responsibilities.

Taylor's work with promoting Youth Firesetter Intervention and Prevention in Mercer County is vital to the program's success. Children with fire-setting behaviors are often identified through his division, which then refers the case to an approved YFIS, who will screen the child.

If the screening determines that the child is setting fires, or most likely setting fires, they will be referred to the appropriate mental health care specialist, or other authority, who can get them help.

According to the FEMA Youth Firesetter Specialist Manual, the goal of a youth firesetting intervention is to empower youth—and their families—to make better decisions regarding fire and to prevent future firesetting through accurate educational information.

Taylor believes that collaboration is key to preventing youth firesetting. Because the nature of this problem is often hidden, diversity in communication, and consistent, organized reporting is needed between all connected parties.

"One of our goals is to identify youth who exhibit inappropriate use of fire or display fire-setting behaviors," says Taylor. "Partnering with educators and involving schools with interventionist training is one of the ways we are reaching that goal more effectively."

Taylor works closely with Peggy Brookes, the fire inspector/investigator with the fire marshal's office in Princeton. They each co-chair Mercer County's youth firesetting initiative. Taylor credits Brookes with creating stability within Mercer County's Program. Since joining the project, Brookes has developed a system for tracking youth firesetters and their progress.

Brookes is also a trained YFIS. She regularly screens minors suspected of setting fires in Mercer County.

Brookes recently spearheaded an effort to involve the Highland Park School District in her home county of Middlesex. The district now has a full-time staff member, the author of this article, who has completed YFIS training. She is now actively aware of potential firesetting behaviors in students and knows the reporting requirements of a youth firesetting situation.

Brookes feels that firesetting is often a curiosity or a cry for help. Her belief is backed by 30 years of research that finds firesetting to be the result of issues going on in a student's home, and/or mental or emotional challenges.

Anger, resentment and revenge can also motivate firesetting. When these issues are addressed fires stop, grades go up and a student's home life improves.

Youth firesetting intervention programs have an over 90 percent success rate with families who remain compliant with recommendations and supports needed to stop their child from setting fires.

School personnel are sometimes the first people to notice that something is not OK in a child's life. Because principals and school officials are often aware of students with at-risk behaviors, Brookes plans to speak to administrators about attending YFIS training in the future.

"Educators and administrators are an important part of the referral process," says Brookes. "Every referral we get is an opportunity to teach or help a child and possibly save lives."

SCHOOL FIRES

As recorded by the current FEMA Youth Firesetter Intervention Specialist Manual, the deadliest student-set school fire in American history occurred on December 1958 at the Our Lady of the Angels parochial school on Chicago's west side.

The fire caused the death of 92 students and three nuns. It is suspected that an upset student lit a cardboard waste barrel on fire in the basement of the school. This tragedy was the catalyst for mandated school fire drills.

While the most prevalent cause of elementary school fires today involves cooking equipment, 25 percent are categorized as incendiary or suspicious activity—peaking in the month of July. This percentage rises to 47 percent in middle school—peaking in the spring and at the end of the school year. Most school fires start in a bathroom trash can.

FEMA has identified the hours between 8 a.m. and 5 p.m. as the time most school fires occur.

It is essential that an incident of fire be reported to the police and fire department by school administration. Occasions where a custodian puts out the fire and the event isn't reported to fire officials can greatly hinder the ability to identify youth firesetters.

Unreported incidents prevent students from getting the timely intervention and assistance that they need.

IDENTIFYING YOUTH FIRESSETTERS

Any fire in a school should be immediately reported, usually by administration, to the fire department that services the district.

If the school is able to identify who set the fire through their investigation process, the student can then be referred to a YFIS for screening to determine what supports must be put in place to ensure that firesetting does not re-occur.

Investigators report that firesetters are looking for someone to talk to. They often share what happened and their reasons for setting a fire.

Case managers, school counselors, paraprofessionals, school resource officers and school nurses play an important role in identifying youth firesetters by keeping their eyes and ears open for students who may talk about experimenting with or using fire inappropriately.

Children who share that they have access to matches, lighters, fireworks, or explosive chemicals—and students who bring those items to school to show others—are considered at high risk.

Students who pull fire alarms in a school should also be considered for referral.

All school employees are capable of assisting in the identification of firesetting behavior by reporting any concerning behavior, conversations or incidents involving fire to their school administrator who should then alert the fire department.

WHO SHOULD ATTEND YOUTH FIRESSETTING INTERVENTION TRAINING?

The YFIS training can be attended by educators, administrators, other school personnel, fire personnel, police officers, mental health professionals, social workers, emergency response personnel, juvenile justice officers, and other professionals connected to these fields. 🚒



Kimberly Crane (l), the author of this article, recently completed the Youth Firesetter Interventionist Training with Princeton Fire Marshal Peggy Brookes.

IT IS **ESSENTIAL** THAT
AN INCIDENT OF FIRE
BE **REPORTED** TO THE
POLICE AND FIRE
DEPARTMENT BY SCHOOL
ADMINISTRATION.
OCCASIONS WHERE A
CUSTODIAN PUTS OUT
THE FIRE AND THE EVENT
ISN'T REPORTED TO FIRE
OFFICIALS CAN GREATLY
HINDER THE ABILITY
TO IDENTIFY YOUTH
FIRESSETTERS.

Safeguarding Our School Staff and Children:

A comprehensive approach to violence prevention in school



OCTOBER 20, 2018

NJEA Contemporary
176 W. State St., Trenton, NJ
9 A.M. – 3 P.M.



9–10 a.m. **Breakfast**

10–10:20 a.m. **Welcome and Introduction**

Debra Coyle McFadden, Acting Executive Director, WEC
Steve Beatty, Secretary-Treasurer, NJEA

10:20–10:40 a.m. **Keynote Speaker:** Michael Greene, Senior Fellow, Rutgers School of Criminal Justice, Newark Campus

10:40–10:50 a.m. **School Safety: A Whole Community Approach**

Maria Sanders, Bloomfield Families for Sensible Safety

10:50–11:10 a.m. **Requirements/Components of a School Safety and Security Plan, and Emergency Response**

Jeff Gale, NJDOE's Office of School Preparedness & Emergency Response

11:10 a.m. – 12:45 p.m. **PART I: IMPORTANCE OF SCHOOL CULTURE: PUNITIVE OR SUPPORTIVE**

TOPIC

A Comprehensive Violence Prevention Program
School Leadership Team: Who Needs to be at the Table

Non-Violent Communication: A Language of Life

Restorative Justice in Schools

Access to Internal Mental Health Services and Supports:
Community Schools: Connections to Community Services

SPEAKER

Dr. Scott Taylor, Superintendent, Highland Park School District

Marty Epstein, Facilitator, Non-Violent Communication

Gary Melton, NJEA Associate Director, Executive Office

Dr. Beth Rubens (Invited), NJ Coalition of Community Schools

12:45–1:15 p.m. **LUNCH**

1:15–1:35 p.m. **PART II: MAKING SCHOOLS SAFER: AN OCCUPATIONAL HEALTH AND SAFETY PERSPECTIVE**

An Occupational Safety & Health Approach
to Violence Prevention in Schools

Dave Newman, IH Consultant, WEC

1:35–2:30 p.m. **PART III: SOLUTIONS, ACTIONS, and OPEN DISCUSSION, NEXT STEPS**

TOPIC

Gun Sense in America: What Public Can Do

Demanding New and Passing Proposed Legislation

What Students Can Do

What Your Local Can Do

Working with Community Partners

SPEAKER

Brett Sabo (Invited), State Leader, NJ Moms Demand

Fran Pfeffer, Associate Director, NJEA Government Relations

Shirley Turner (Invited), Vice Chair, Senate Education Committee

Justin Brown, Student Activist

Mike Rollins, NJEA Field Representative

Debra Coyle McFadden, Acting Executive Director, WEC

To register, please visit: <http://bit.ly/njeasafeguard>

Any questions? Please contact Vicky Lepore vlapore@njea.org or call 609-310-4235.

Open to NJEA members and members of the community.

Registration deadline:

October 12, 2018

Registration is limited to the first 80 people.



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JOIN YOUR PROFESSIONAL ASSOCIATION

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

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

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

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

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

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

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

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

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



CONNECT WITH OTHERS IN YOUR JOB DESCRIPTION

ALTERNATIVE EDUCATION

ALTERNATIVE EDUCATION ASSN. OF N.J. (AEANJ)

WWW.THE-NAEA.ORG

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

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

Dues/Contact: No dues or contact information provided. Please visit www.the-naea.org for more information.

ART

ART EDUCATORS OF NEW JERSEY (AENJ)

AENJ.ORG

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

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

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

Contact: Tamika Diaz, membership, membership@aenj.org

BUSINESS TECHNOLOGY

N.J. BUSINESS/ TECHNOLOGY EDUCATION ASSN. (NJBTEA)

NJBTEA.ORG

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

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

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

Contact: Robert Carson; njbtea@comcast.net

N.J. ASSN. FOR EDUCATIONAL TECHNOLOGY (NJAET)

NJAET.ORG

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

Dues: membership is free

Contact: Sharon Julien; sjulien@njaet.org

N.J. MARKETING EDUCATION ASSN. (NJMEA)

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

No dues or contact information provided.

N.J. TECHNOLOGY AND ENGINEERING EDUCATORS ASSN. (NJTEEA)

NJTEEA.ORG

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

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

Dues: \$50; \$15 for undergraduate or retired members

Contact: Shane Evans, past-president@njteea.org

CERTIFIED ATHLETIC TRAINERS

ATHLETIC TRAINERS' SOCIETY OF N.J. (ATSNJ)

ATSNJ.ORG

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

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

Dues \$65; \$25 for students

Contact: Keir Livingston, secretary@atsnj.org

CLASSICAL STUDIES

NEW JERSEY CLASSICAL ASSOCIATION (NJCA)

NJCLASSICS.ORG

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

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

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

Contact: Marlene Weiner;
marweiner@aol.com

ENGLISH LANGUAGE LEARNERS

N.J. TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES/ N.J. BILINGUAL EDUCATORS (NJTESOL/ NJBE)

NJTESOL-NJBE.ORG

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

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

Dues: \$35/year; \$59/two years with the benefits of participating in the hotlist, receiving the current *Voices* newsletter and getting discounts on the conference payment.

Contact: Representative-at-large, Joyce Farr;
jfarr@njtesol-njbe.org; Membership Chair Joan Pujol,
mmbr@njtesol-njbe.org

FAMILY AND CONSUMER SCIENCE

EDUCATORS OF FAMILY AND CONSUMER SCIENCES-N.J. (EFACS-NJ)

EFACS-NJ is dedicated to networking with K-12 family and consumer science teachers and keeping them apprised of philosophies and technologies related to Career and Technical Education, Career Readiness Practices, and STEAM curricula. The organization supports Family, Career and Community Leaders of America (FCCLA) and provides professional development workshops for FCS teachers.

Dues: \$20

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

GIFTED CHILDREN

N.J. ASSN. FOR GIFTED CHILDREN (NJAGC)

NJAGC.ORG

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

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

Contact: Lynne Henwood;
president@njagc.org

GUIDANCE

N.J. COOPERATIVE EDUCATION ASSN. (NJCEA)

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

NJCEA provides three membership meetings in various New Jersey locations annually, offering relevant presentations and professional development.

Dues: \$30

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

N.J. COOPERATIVE EDUCATION COORDINATORS ASSN. (NJCECA)

NJCECA.ORG

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

Meetings are held at sponsor sites the third Thursday of each month. Presentations are given by guest speakers

to provide two hours of professional development. The meetings are fun and informative and offer an environment of camaraderie and professionalism.

Dues: \$25

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

NEW JERSEY SCHOOL COUNSELOR ASSN., INC. (NJSCA)

NJSCA.ORG

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

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

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

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

HIGHER EDUCATION

NEW JERSEY COUNTY COLLEGE ASSOCIATION (NJCCA)

The New Jersey College Association (NJCCA) is an interactive networking, political action, and lobbying group. The goals of NJCCA are: to create a forum where public higher education is promoted, advocate for

exceptional standards of professional excellence, and serve as a liaison among the multiple local associations in the county colleges. The association advocates for all NJEA county college members.

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

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

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

Contact: Maureen Behr, president, at moseynj@yahoo.com

HOLOCAUST EDUCATION

THE COUNCIL OF HOLOCAUST EDUCATORS (CHE)

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

with the opportunity to find mutual support from colleagues in their educational efforts and to further the instructional program and goals of Holocaust education through ongoing professional development.

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

Dues: None

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

KINDERGARTEN

N.J. ASSN. OF KINDERGARTEN EDUCATORS (NJAKE)

NJAKE.NET

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

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

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

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

LANGUAGE ARTS

N.J. COUNCIL OF TEACHERS OF ENGLISH (NJCTE)

NJCTE.COM

NJCTE includes teachers of English, administrators, university faculty, and those committed to applying the power of language and literacy to pursue justice and equity. The organization holds fall and spring statewide conferences, sponsors informal SPARK sessions, runs a student writing contest, produces a newsletter and the New Jersey English Journal, recognizes outstanding writers, and honors veteran, early career, and pre-service English teachers. This year's fall conference was held in September at Kenneth Olson Middle School in Tabernacle, NJ.

Dues: \$25; \$15 for pre-service teachers and retirees

Contact: Denise Weintraut, njctemembership@gmail.com

N.J. LITERACY ASSOC (NJLA) – (FORMERLY READING ASSN. (NJRA))

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

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

Dues: Free

Contact: njliteracy@gmail.com

LIBRARY/MEDIA

N.J. ASSN OF SCHOOL LIBRARIANS (NJASL)

NJASL.ORG

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

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

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

Dues: \$65

Contact: Leigh Woznick; membership@njasl.org

MATHEMATICS

ASSN. OF MATHEMATICS TEACHERS OF N.J. (AMTNJ)

AMTNJ.ORG

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

Annual events include a special education conference, a winter conference, a tech conference, a periodic supervisors' conference and a two-day annual conference. Membership is open to persons engaged or interested

in the teaching of mathematics (prekindergarten through college) in educational institutions, public, private and parochial.

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

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

Contact: Susan Landers; administrator, amtnj@juno.com; 732-788-1257

MUSIC

N.J. MUSIC EDUCATORS ASSN. (NJMEA)

NAFME.ORG

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

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

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

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

NURSES

N.J. STATE SCHOOL NURSES ASSOCIATION (NJSSNA)

NJSSNA.ORG

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

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

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

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

OFFICE PROFESSIONALS

N.J. ASSN. OF EDUCATIONAL OFFICE PROFESSIONALS (NJAEOP)

NJAEOP is New Jersey's only professional organization for educational office professionals. Under a mission of "Service, Integrity, Skill," NJAEOP provides professional development and promotes the expertise and contributions of educational office professionals. Membership is open to clerks, business office personnel, central

office personnel, secretaries, administrative assistants, executive assistants and others who work in public and private schools as well as colleges. NJAEOP publishes a periodic newsletter.

Dues: \$20

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

PHYSICAL EDUCATION/ HEALTH

N.J. ASSN. FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE (NJAPERD)

NJAPERD.ORG

NJAPERD promotes healthy active lifestyles for New Jersey's students, educators and community members. Its advocacy campaign, "Every Child Stronger, Every Life Longer," aims to improve the quality of health and physical education programs.

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

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

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

PRESERVICE EDUCATORS

N.J. PRESERVICE EDUCATORS. (NJEA)

NJEA.ORG/MEMBERSHIP/ PRESERVICE

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

Dues: \$32

Contact: Marguerite Schroeder; mschroeder@njea.org

PSYCHOLOGISTS

N.J. ASSN. OF SCHOOL PSYCHOLOGISTS (NJASP)

NJASP.ORG

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

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

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

Contact: Stephanie Frasier; stephfrasier@yahoo.com

RETIRED EDUCATORS

N.J. RETIREES' EDUCATION ASSN. (NJREA)

NJEA.ORG/NJREA

NJREA, the state's largest

retiree organization, promotes the social, professional and economic status of retired educators and support professionals under a unified dues agreement with NJEA, NEA-Retired, and the 21 County Retired Education Associations (CREA) in New Jersey.

Annual events include fall and spring informational meetings/luncheons, a convention in Atlantic City in November, and CREA meetings and workshops throughout the year. Members receive up-to-date information on pension and health benefits through our award-winning quarterly newsletter as well as county mailings and emails.

Dues: Annual dues in NJREA/NJEA/NEA-R and CREA are approximately \$100 and may be paid by check or credit card. An automatic renewal option is available. Lifetime and pre-retirement membership in NJREA is available and may be paid in installments.

Contact: Judy Perkins at 609-599-4561, ext. 2300.

SPEECH/ LANGUAGE

N.J. ASSN. OF SPEECH LANGUAGE SPECIALISTS (NJASLS)

NJASLS advocates for students with communication disabilities that affect or have an impact upon their educational performance. Helps to secure conditions necessary for maximum efficacy of the speech language specialist. Advances the standards of the profession of speech language pathology in an educational setting. Actively promotes the interests of members. Provides professional development at the NJEA Convention.

Dues: Two year membership (Sept 2018-Aug. 2020) - \$35

regular members, \$15 retirees. All students will be offered free membership for this time period (with proof of student status).

Contact: Marion Glantz, president, or Courtney Tacinelli, membership chair, at njasls@yahoo.com

SCIENCE

N.J. SCIENCE TEACHERS ASSN. (NJSTA)

WWW.NJSTA.ORG

NJSTA promotes excellence and innovation in science teaching and learning for all. Its vision is to excite, empower and energize all science teachers. NJSTA strives to support and recognize science educators at all levels for their dedication and professionalism; advocates high-quality science instruction in varied and diverse settings and, through leadership and service, seeks to generate and promote public interest in science and science education for all. NJSTA has worked hard this year to provide NGSS resources for all grade levels as teachers across the state implement these new standards in their classrooms.

NJSTA sponsors and co-sponsors various functions and activities including monthly newsletters, NJSTA Maitland P. Simmons Memorial Award Summer Institute, N.J. Science Convention, NJSTA Membership Meetings, Super Science Saturday, NGSS support and resources, Engineering in the Classroom, NJSTA Spring Meeting, N.J. Science Olympiad, NJEA Convention, Princeton Junior League, Chemistry Day, Physics Olympics, Odyssey of the Mind, Junior Academy of Sciences, and Science League.

Dues: \$25; \$10 full-time students

Contact: Linda Smith; elementary.science.teacher@gmail.com

SOCIAL STUDIES

N.J. COUNCIL FOR THE SOCIAL STUDIES (NJCSS)

WWW.NJCSS.ORG

NJCSS includes social studies teachers, supervisors and university faculty. It advocates for the teaching and improvement of social studies instruction; supports the development and implementation of meaningful and effective social studies curriculum and instruction; provides a program of professional development for social studies educators; and provides for educational and professional interaction among social studies educators, professional organizations and government agencies. This year's conference for K-12 social studies teachers is on October 22, 2018 at Rutgers University-Busch campus. The theme is: The Times They are a Changin!

Dues: \$25 for teachers; \$15 for pre-service teachers; \$40 for joint membership with the N.J. Social Studies Supervisors Association

Contact: Hank Bitten, hb288@sasmail.rutgers.edu

SOCIAL WORKERS

N.J. ASSN. OF SCHOOL SOCIAL WORKERS (NJASSW)

NJASSW is an organization of certified school social workers from the public and private sectors. It provides opportunities for the professional growth of its members and actively supports higher standards for school social work practice. It promotes the extension of school social work services to

all children, facilitating social/emotional and educational growth, eliminating barriers to learning, and linking school, family, and community.

Contact: admin@njassw.org or NATLCSW@hotmail.com

SPECIAL EDUCATION

N.J. ASSOCIATION OF LEARNING CONSULTANTS (NJALC)

NEWJERSEYALC.ORG

NJALC is concerned with the continuing professional development and working conditions of learning consultants in public, private, and parochial schools, as well as in private practice.

NJALC provides two conferences, regional workshops, newsletters, a journal, the Main Book Summaries, grants and a registry for LDT-Cs in public and private practice.

Dues: \$75; \$40 for retirees and students

Contact: Lisa Scaringelli; president@newjerseyalc.org

N.J. ASSOCIATION FOR MIDDLE LEVEL EDUCATION (NJAMLE)

NJAMLE.ORG

The New Jersey Association for Middle Level Education (NJAMLE) is a professional membership organization focused on meeting the needs of young adolescents. As an affiliate of the Association for Middle Level Education (AMLE), formerly the National Middle School Association, NJAMLE serves as a voice for middle level educators, students, parents, and other stakeholders committed to excellence in middle level education. NJAMLE provides

leadership, professional learning and advocacy in support of its belief that all young adolescents must be academically challenged in an educational environment that meets their unique cognitive, social, emotional and physical needs.

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

Contacts: Christine Torre, administrative secretary, at ctorre@njamle.org. Follow NJAMLE on Twitter at @njamle, and like NJAMLE at facebook.com/njamle.

N.J. COUNCIL FOR EXCEPTIONAL CHILDREN (NJCEC)

NJCEC.ORG

NJCEC promotes the education of exceptional children and professional development for educators working with exceptional children.

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

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

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

SPEECH AND THEATRE

SPEECH AND THEATRE ASSN. OF N.J. (STANJ)

STANJ.ORG

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

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

Dues: \$30

Contact: Sandi Van Dyke; svandyke@woboe.org

STUDENT ASSISTANCE

ASSN. OF STUDENT ASSISTANCE PROFESSIONALS OF N.J. (ASAP-NJ)

ASAPNJ.ORG

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

issues. A major portion of ASAP-NJ's work in schools involves mental health issues—emotional, psychological support services, crisis intervention and referrals to mental health facilities.

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

Dues: \$50

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

TEACHERS

N.J. ORGANIZATION OF TEACHERS (NJOT)

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

Dues: \$5

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

TECHNICAL EDUCATION

CAREER AND TECHNICAL EDUCATION ASSN. OF N.J. (CTEANJ)

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

CTEANJ hosts an annual scholarship program and members may nominate deserving career and technical education students. Thanks to unification with

the Association for Career and Technical Education (ACTE), members receive additional benefits, including trade publications, national advocacy for career and technical education, legislative updates and the opportunity to attend national CTE conventions.

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

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

WORLD LANGUAGES

FOREIGN LANGUAGE EDUCATORS OF N.J. (FLENJ)

FLENJ.ORG

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

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

Dues: \$40/year (\$90/three years); \$20 for student members; \$5 for retirees.

Contact: FLENJ, PO Box 385, Fanwood, NJ 07023 or membership@flenj.org

**N.J. CHAPTERS OF THE
AMERICAN ASSN. OF
TEACHERS OF SPANISH
AND PORTUGUESE
(NJAATSP)**

NJAATSP.ORG

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

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

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



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



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RESPONDING TO SCHOOL-RELATED VIOLENCE:

WHAT ABOUT RESTORATIVE JUSTICE?

BY DOROTHY WIGMORE

How do we respond to school-related violence? A “zero tolerance” policy? Progressive discipline? Detention? Suspension? Expulsion? Calling the cops? They all leave the needs of the target of the violence unaddressed, the alleged perpetrator punished without an opportunity to repair the harm, and no evaluation of the greater responsibility of the school set-up or practices.

Excluding a student—finding fault and punishing the “guilty”—is ineffective and damaging. There’s no evidence this “retributive justice” deters misbehavior or improves safety. In fact, multiple studies, some found in the report referenced in the first sidebar item, show excluded students are more likely to fail, drop out, have mental health problems and get involved with the justice system.

THERE IS ANOTHER ROUTE

Restorative justice and practices try to heal relationships among the parties and their communities. With origins in indigenous cultures, the idea is that an act or words perceived as causing harm need to be repaired. In response, those involved talk about their concerns with what happened and suggest how to restore things. It gives everyone a voice when someone feels harmed.

The National Education Association (NEA) and the American Federation of Teachers (AFT) have adopted the approach. They co-authored a toolkit providing concrete models, frameworks, and action steps about restorative practices, which is part of a growing international movement taking this path, once used mainly in the justice system.

“It’s about making sure our kids and adults build stronger relationships with each other, building community,” says Scott Taylor, superintendent of Highland Park Public Schools.

Dorothy Wigmore is a long-time health and safety specialist, trained in occupational hygiene, ergonomics, work organization/stress and popular education. A former journalist, the Canadian has worked in her own country, the U.S. and Mozambique, and been involved in efforts to prevent job-related violence for many years.

“From the union standpoint, it’s a shift in the mind set of educators and administrators,” says Gary Melton, an associate director in NJEA’s Executive Office. “It’s a move from being punitive to understanding the whole child, to restore children into their educational setting, so they don’t end up in the school-to-prison pipeline.”

After a restorative justice workshop some eight years ago, and discussions in the NEA Black Caucus, Melton prepared a restorative practices program for Pennsylvania Avenue School in Atlantic City, where he was a teacher prior to joining NJEA staff.

“It helped eliminate in-school suspensions,” he says. The only fear Melton has about using restorative practices is those who implement it may sometimes “try to morph it into something it’s not and not change the discipline code and its punitive practices.”

HOW DOES IT WORK IN HIGHLAND PARK?

Inspired by the International Institute for Restorative Practices and Anne Gregory’s work (see sidebar), Taylor established an 18-person Discipline Study Group. After 17 months looking at different models, they chose one similar to that used in Syracuse, New York schools. A three-year implementation plan started last year.

The Highland Park model combines accountability and restoration in three ways:

1. Regular community building circles (facilitated discussions about current events, curriculum, school climate issues, etc.) that teachers will eventually hold every week.
2. Reactive “circle conferences” facilitated by a well-trained practitioner, in which:
 - Speakers talk as long as they need.
 - Participants include affected players and others who may be (e.g., parents, teachers).
 - The “restoration” is agreed upon.
3. Introduce language to be shared in the school, about what to avoid (e.g., “hate speech”) and more appropriate phrases to weave into everyday talk. (Nonviolent communication offers an alternative language;

see last month’s health and safety article in the *Review*, “Nonviolent Communication—a Tool to Prevent or Reduce Workplace Violence” at njea.org/nonviolent.)

The second step often is called restorative justice.

“The idea is to restore the person or persons who have done the offending to the community, recognize the harm done and that it needs to be rectified,” Taylor explains.

Eight teachers in two schools (one middle, one high) received seven days of training about restorative practices and skills to let them train peers.

“We will still be responding to violations of (the conduct code) with discipline, but helping them express themselves,” Taylor emphasized.

This year, the full-time dean of restorative practices is implementing the plan and revised code of conduct. Next year, all teachers will be trained to the same level as the initial eight.

“We’re strengthening relationships between kids and adult caretakers and their peers in the school, hoping it will compel kids to love their peers and adult caretakers to the extent they don’t want to be violent,” Taylor says. “We’re also promoting a real deep sense of empathy, so the kids feel more connected to their peers and others. They’re more honest with each other.”

At the same time, Taylor recognizes that restorative practices alone do not reduce inequities. They also “focus heavily on the capacity of adults in schools to be culturally responsive to the kids, to help them recognize the implicit biases they bring to relationships—not just racial, but religious, sexual identity, and learning ability biases.”

“Sometimes we may not be addressing certain behaviors that a restorative practice can’t tackle—maybe a mental illness that requires a deeper dive into other supports,” Taylor cautioned. “Resistance to including restorative practices in how you enforce codes of conduct is another possible issue.”

HIGHLAND PARK EDUCATION ASSOCIATION MEMBERS PARTICIPATE

The union likes the idea, although “we do think they rushed and put the cart before the

horse in the beginning, when they said ‘we’re restorative’ and no one knew what that meant,” says Highland Park Education Association President Keith Presty.

The administration responded to the teachers’ concerns, which included re-writing the conduct code.

“The integral part of it is not the restorative justice part, but the pre-emptive things that you’re supposed to do through circle talk, developing a better rapport, so students feel they’re part of the community,” Presty says. “If they do something ‘wrong,’ then they feel they want to rectify that to come back into the community. If we accomplish that, we hope it will lead to less violence.

“Overall, I’d say what we—everybody—have been doing is not working,” Presty continued. “For anybody to give one of these programs a true chance they must buy into it. Do it the way it’s supposed to be done. See what the benefits, pros and cons are. Hopefully people will see the benefits from using the approach.”

In related efforts, Gov. Phil Murphy recently signed S-847. This bill requires public school districts provide at least 20 minutes of recess daily for kindergarten to Grade 5 students. The only reason to deny the activity is violating the code of student conduct; then the student must have “restorative justice activities” during the recess. A bill making its way through the legislative process (A-3519/S-2564) would set up a restorative justice pilot program in the New Jersey Department of Education.

LOCAL ASSOCIATION ACTION PLAN

Melton and Taylor are presenting restorative practices at the Safeguarding Our School Staff and Children: A Comprehensive Approach to Violence Prevention conference on Saturday, Oct. 20. Sponsored by NJEA, Healthy Schools Now, and the New Jersey Work Environment Council, the conference will be held at the NJEA Contemporary Building. To register, go to bit.ly/safeguardingschool. 📍

**RESTORATIVE
JUSTICE AND
PRACTICES
TRY TO HEAL
RELATIONSHIPS
AMONG THE
PARTIES
AND THEIR
COMMUNITIES.**



RESOURCES

Advancement Project, American Federation of Teachers, National Education Association, and National Opportunity to Learn Campaign, *Restorative practices: Fostering healthy relationships & promoting positive discipline in schools. A guide for educators.* (2014)

schottfoundation.org/restorative-practices

Anne Gregory, Rutgers University:
bit.ly/anne_gregory

Anne Gregory presentation to New Jersey Principals and Supervisors Association.
bit.ly/gregory_njpsa

Dignity in Schools, *Resources – Restorative practices:*
bit.ly/dignity_schools

International Institute for Restorative Practices
iirp.edu

JustChildren Program, Legal Aid Justice Center, *Suspended progress: The harms of suspension & expulsion.* (2016)
bit.ly/suspended_progress

TEAM UP

WITH CALIFORNIA CASUALTY

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

The Grant was established to provide support to public school sports programs impacted by reduced budgets. As an employee of the school and a member of the National Education Association (NEA), you can apply for a grant award for your school's sports program.

Applications received through January 15, 2019 will qualify for 2019 consideration. Recipients will be announced in April 2019.

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

Grants not available in AK, HI, MA, MI, NY and WI. Please visit CalCasAthleticsGrant.com for full program rules.
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A CLOSER LOOK

monthly highlights

During its 25th season, "Classroom Close-up NJ" will highlight classrooms in Bridgewater, Parsippany, Pennsauken, Asbury Park and a dozen other locations with topics that include forensic crime scenes and Nerd Camps. If you miss any of the shows on NJTV, go to classroomcloseup.org to view the stories online.

watch

OCTOBER 7

There's nothing like taking the classroom outside and enjoying the nature of Falcon's Forest. Fords Middle School students love this nature-based resource center, thanks to a team of teachers from Woodbridge Township who received a \$10,000 Hipp Grant to create this outdoor learning center.

OCTOBER 14

These young children from the North Warren Regional School District love seeing the animals during Barnyard Day. The high school students showcase the school's agricultural program by hosting a pre-school and early elementary community outreach program.

OCTOBER 21

Educators who have been featured on "Classroom Close-up NJ" share the impact that the show has had on their classroom, their students and their school community. Jersey City teacher Michael Markman says no other show highlights the heroes like "Classroom Close-up"!



OCT. 7



OCT. 14



OCT. 21



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.

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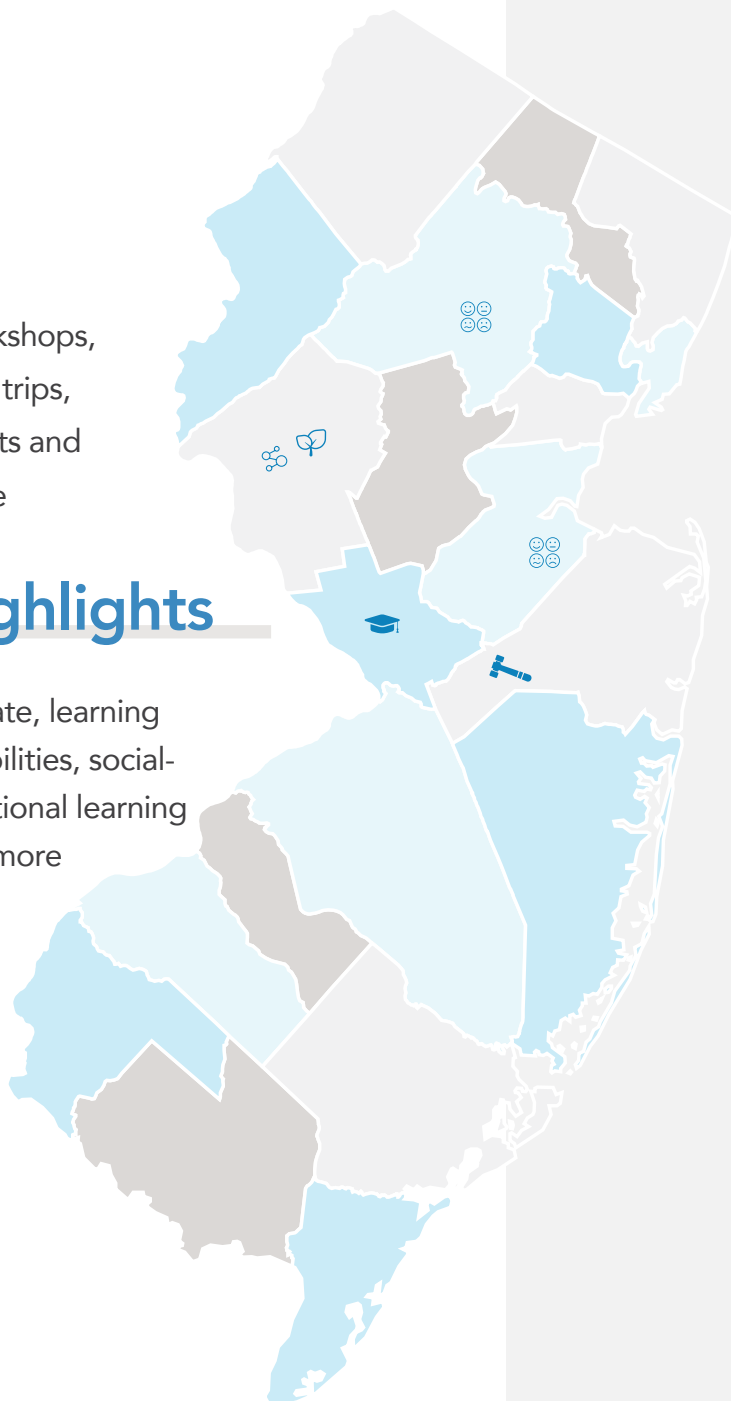
fdu.edu/mathfound

SUSSEX TO CAPE MAY:

Workshops,
field trips,
grants and
more

highlights

Debate, learning
disabilities, social-
emotional learning
and more



SHOWCASE

The following two programs were promoted in the September NJEA Review; however, a complete description of one of the programs was omitted. The correct descriptions are below. The Review editor regrets any confusion the error caused.

COLLABORATING WITH NATURE TO WRITE AND TELL STORIES

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. Go to bit.ly/monarchdukefarms to register. For additional information, contact Samantha Wolfe at 908-722-3700 or swolfe@dukefarms.org. You may also visit dukefarms.org.

SCIENCE ON THE MOVE

Elementary and middle school teachers are invited to Duke Farms in Hillsborough for “Science on the Move,” being held on Oct. 16. Kinesthetic learning has been documented as a research-based methodology that benefits all students. When students move, they activate their brain-body connection, which makes learning “stickier.” Additionally, movement provides opportunities to effectively learn scientific processes and concepts in an engaging and active way.

The daylong workshop will provide cross-curricular activities directly tied to the Next Generation Science Standards as well as the New Jersey language arts and physical education standards. Teachers will be guided through lessons they can implement immediately and will also be coached on how to create their own cross-curricular lesson plans and assessments to be used in classrooms, open space or outside. The program will feature strong connections to our natural world and the relationship between overall health and outdoor activity.

The cost is \$50 and includes lunch. To register go to bit.ly/sciencemove. For additional information, please contact Samantha Wolfe at 908-722-3700 or swolfe@dukefarms.org. You may also visit dukefarms.org.

TEACHING DEBATE AND ARGUMENTATION

The English-Speaking Union of the United States invites teachers of students in Grades 5-8 to attend Teaching Debate and Argumentation on Nov. 30. The workshop will take place at Stone Bridge Middle School in Allentown, New Jersey.

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

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

The cost is \$25 to attend this one-day workshop. Six hours of professional development credit is given at the end of the day. For information, contact Carol Losos at 212-818-1200 or closos@esuus.org. You may register at bit.ly/esudebate. The registration deadline is Nov. 19.

ATTEND THE LEARNING DISABILITIES ASSOCIATION OF NJ FALL CONFERENCE AND RESOURCE EXPO

Educators of all grades are invited to the Learning Disabilities Association of New Jersey (LDANJ) Fall Conference and Resource Expo on Nov. 11 at The College of New Jersey (TCNJ) in Ewing.

With 34 sessions to choose from, the conference will offer a variety of workshops addressing the needs of students with learning disabilities and attention issues and/or related disorders for the transition to life after high school. Topics will include information on universal design, executive function, dyslexia, math, written language, IEPs, high school transition, assistive technology, visual processing, and more. Additionally, there will be time provided to visit the Vendor Expo to provide additional information and resources.

The cost is \$25 for full-time students and LDANJ members, \$50 for nonmembers. Breakfast and lunch are included. The registration deadline is Nov. 1.

For more information, email info@ldanj.org or call 732-645-2738. Visit www.ldanj.org for conference and registration information. To register online, visit ldanjFall2018.eventbrite.com.

SOCIAL-EMOTIONAL LEARNING IN SCHOOLS

The call for school reform and improvement presents today's educators with a great challenge. How do we prepare our children to be knowledgeable, responsible, caring and contributing members of a very pluralistic and global society? Moreover, how do we do this in the face of budget crunches, and ever-changing federal and state mandates? What does not change is the essential importance of children's Social-Emotional and Character Development (SECD) for success in college, career, contributions and life.

Rutgers University and the College of Saint Elizabeth's Academy for Social-Emotional Learning (SEL) offers a three-course series, completed in sequence, which provides a certificate in social-emotional learning and character development for instruction:

FOUNDATIONS IN SEL INSTRUCTION

This first course lays the foundation and is designed for the person—educator, mental health professional, after-school personnel, etc.—who will provide direct instruction of the SECD competencies in a classroom, small group or after-school setting. The focus is on the theoretical underpinnings of social-emotional and character development as well as the research behind it.

SEL PEDAGOGY AND PRACTICE

This course is the second of the three courses designed for those providing direct instruction of the SECD competencies in a classroom, small group or after-school setting. The focus in this course is on the actual methods and applications of best practices in SECD.

PRACTICUM IN SEL INSTRUCTION

This practicum is the third and final course in the program and is to be completed during one school year, lasting 15 weeks. The focus in the practicum is on the supervised and mentored initiation and implementation phases of an SECD program in a classroom, small group or after-school setting, using the tools and information learned during the first two courses.

For information, contact Victoria Poedubicky at 848-445-2444 or sel-certification-group@scarlet-mail.rutgers.edu. You may visit their website at selinschools.org.

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.

MILLBURN EDUCATION ASSOCIATION SPONSORS EDCAMP

The Millburn Education Association is sponsoring an EdCamp on Saturday, Oct. 27 at Millburn High School on 462 Millburn Ave. in Millburn, Essex County. The day begins at 8:30 a.m. and concludes at 12:30 p.m. Breakfast, giveaways and raffles are included.

The theme is "Tinkering with Education." Educators and community members are invited to a free, exciting day of learning, conversation, and fun in The Mill, a new and innovative learning lab at the high school.

An EdCamp is a collaborative conference that is guided by the interests of the participants. You, the attendee, drive the sessions at EdCamp, because they are your ideas and the conversations are led by you and your colleagues.

Follow #EdcampTheMill.

Register now at tinyurl.com/edcampthemill. For more information visit sites.google.com/millburn.org/edcamp-the-mill. Questions? Email gregory.jablon-ski@millburn.org.

ANNOUNCING THE 15TH ANNUAL NEW JERSEY GSA FORUM

GLSEN Central New Jersey and the Bayard Rustin Center for Social Justice (BRCSJ) are proud to announce the 15th annual GSA Forum. It will be held on Saturday Nov. 17 from 9 a.m. to 4 p.m. at Middletown High School South, 900 Nutswamp Road, Middletown, New Jersey.

The Forum brings together high school and middle school students, their advisers, allies, parents and supporters for a day of celebration, education and networking.

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. His case moved through the federal court system all the way to the Supreme Court, which sent it back to the lower court in Virginia, which then denied the school district's request to dismiss the case. The court agreed with the American Civil Liberties Union that the school violated the rights of transgender students under Title IX and ordered a settlement conference. Gavin is still waiting to find out whether the school will try to appeal or settle the case.

Forum workshop topics will be targeted to the needs of high school and middle school students as well as school staff members, parents and other supporters. Included in the workshops are diverse subjects such as Youth leadership, GLSEN Days of Action, Planning your Future, Knowing your Rights, Middle school GSA's, and specific workshops for GSA advisors, all school staff, and parents.

Certificates of attendance for educators will be available.

A forum after-party will allow all attendees to enjoy a concert by BRCSJ house band, ROOM 13!

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

Register at RustinCenter.org/gsaforum.

Checks should be payable to GLSEN Central NJ and sent to P.O. Box 261, Hightstown, NJ 08520. Purchase orders can also be sent to that address. Opportunities for vendors, program book advertisers, and donors as well as updates about the forum program will be available on the website as well.

Questions about the NJ GSA Forum can be sent to centralnj@chapters.glsen.org or rustincenter@gmail.com.

MATH WORKSHOPS OFFERED AT RUTGERS

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

Following are workshops offered in November. Workshops in December and in January through May can be reviewed at the indicated websites.

HIGH SCHOOL WORKSHOPS

- Nov. 15: Mathematics and Art: Perfect Together: Don't Teach Art Instead of Math, Teach Math with Art! Grades 6-10
- Nov. 26: Do Your Students Persevere in Solving Problems? Grades 6-12
- Nov. 28: Tips for Math Coaches, Math Supervisors, and Math Leaders, Grades K-12
- Nov. 30: Get Smarter! Take the SAT or ACT!, Grades 9-12

Registration and information: dimacs.rutgers.edu/grades-9-12-workshops

MIDDLE SCHOOL WORKSHOPS

- Nov. 1: Standards for Mathematical Practice, Grades 5-8
- Nov. 15: Mathematics and Art: Perfect Together: Don't Teach Art Instead of Math, Teach Math with Art!, Grades 6-10
- Nov. 26: Do Your Students Persevere in Solving Problems?, Grades 6-10
- Nov. 28: Tips for Math Coaches, Math Supervisors, and Math Leaders, Grades K-12

Registration and information: dimacs.rutgers.edu/grades-6-8-workshops

ELEMENTARY SCHOOL WORKSHOPS

- Nov. 13: Intervention Strategies for Struggling Learners in Mathematics, Grades 3-5
- Nov. 20: Helping All Students Master Math – Identifying and Filling the Gaps in Students' Learning, Grades K-2
- Nov. 27: Helping All Students Master Math – Identifying and Filling the Gaps in Students' Learning, Grades K-5
- Nov. 28: Tips for Math Coaches, Math Supervisors, and Math Leaders, Grades K-12
- Nov. 30: Developing Number Concepts and Number Sense, Grades K-2

Registration and information: dimacs.rutgers.edu/grades-K-5-workshops

CAMDEN COUNTY COLLEGE OFFERS MINI-COURSES AND FREE LECTURE SERIES

The Camden County College Center for Civic Leadership and Responsibility (CCLR) is offering five-week mini-courses starting in September. Each course costs \$30. For \$75, you may take unlimited mini-courses courses through Aug. 31, 2019. In addition, the CCLR offers a free lecture series, special events, and a free 15-week course.

For more information, visit www.camdencc.edu/civiccenter or call 856-227-7200, ext. 4333 for details.

FREE LECTURE SERIES AT BLACKWOOD CAMPUS

1968: The Year that Changed America

- Oct. 3 – The Rise of the New Feminism
- Oct. 10 – The Assassination of Martin Luther King Jr.: An American Tragedy
- Oct. 17 – The World Will

Know Peace: Opposition to the War in Southeast Asia

- Oct. 31 – The Joy of Protest: How the Counterculture Merged with the New Left
- Nov. 7 – The End of Consensus: 1968 Presidential Election and Transformation of American Politics

Breaking News:

The Contemporary Middle East

- Oct. 4 – Morocco Post 2011: Between the Need for Change and the Fear of Instability
- Oct. 18 – Beyond the Twitter Revolutions: Understanding Social Media in the Arab World
- Oct. 25 – Science, Technology, and Capitalism in the Gilded Age: Progress and Poverty
- Nov. 1 – We Crossed a Bridge and It Trembled: Voices from Syria

Autism Awareness Lectures

- Oct. 2 – A Basic Introduction to Autism Spectrum Disorders
- Oct. 9 – Using ABA to Build Executive Function Skills for Adolescents and Young Adults
- Oct. 16 – Classroom and Behavior Management Strategies for students with ASD
- Oct. 23 – The Challenges of Adolescence for Females with ASD
- Oct. 30 – Autism and Anxiety in Educational Settings

Addiction Awareness Series

- Oct. 24 – Channeling Grief and Loss (Workshop)
- Nov. 4 – Evidenced Programming – Medication Assisted Treatment vs 12 Steps (Panel Discussion)
- Dec. 12 – Dealing with Addiction – So your loved one is using? How are you dealing with it?

FREE LECTURE SERIES AT COLLINGSWOOD COMMUNITY CENTER

Her America:

Women Artists Who Defined 20th Century Art

- Oct. 2 – Georgia O'Keeffe
- Oct. 9 – Alice Neel
- Oct. 16 – Louise Nevelson
- Oct. 23 – Kara Walker

MINI-COURSES

Evenings at Blackwood campus

- Sept. 17-Oct. 15 – The Kennedys: An American Political Dynasty
- Sept. 25-Oct. 23 – Riots, Madmen, and Natural Disasters: Forgotten Events and People in American History
- Sept. 26-Oct. 24 – Watergate: When Power Corrupts
- Sept. 27-Oct. 25 – The History of Movies and Censorship
- Sept. 27-Oct. 25 – Black Voices of Resistance and Reconciliation

Evenings at Rohrer Center in Cherry Hill

- Sept. 17-Oct. 15 – The Philosophy of the Mind
- Sept. 25-Oct. 23 – The Human Landscape
- Sept. 26-Oct. 24 – The History of Graffiti
- Sept. 26-Oct. 24 – Jazz History: An American Art Form
- Sept. 27-Oct. 25 – Ethics in a World of Greed
- Sept. 28-Oct. 26 – Big Dreams and Dead Ends: The Gangster Films

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Blackwood campus

- Sept. 5 – Dec. 12 – Topics in History: The 60's in America



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GRADES: 4-8. Links: Math, vocabulary, History, problem-solving



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Ellis Island served as the portal for immigrants coming into the United States from 1892 to 1954. Before its closing, an estimated 12 million people passed through on their way to a new life in America. This one-hour musical geared toward young audiences captures the essence of their journey. This performance artfully tells the story of how our ancestors began to call America their home.

GRADES: 3-8. Links: Immigration Studies, Social Studies, Multicultural Studies, Music, Language Arts, Theater

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NJEA PRESERVICE

LEADERSHIP MATTERS

MY EXPERIENCE IN URBAN SCHOOL DISTRICTS

Linda Jones, The College of New Jersey

IMMERSING MYSELF INTO THE URBAN CLASSROOM

This past spring and summer, I had the opportunity of teaching at two different school districts in Trenton and Camden. Taken together, they were a learning experience like none other.

I have always expressed an interest in working in an urban setting from the time I was in high school when I volunteered regularly in a local homeless shelter. That initial curiosity and interest has deepened throughout my college experience as I continue to volunteer weekly at an after-school program in Trenton. Because of these previous experiences, entering the Trenton and Camden public schools was not too far outside of my established and always expanding comfort zone.

I did not grow up in an urban community. In fact, I had quite the opposite experience, growing up in an affluent suburban area of New Jersey. But I always find myself gravitating back to the urban setting.

Frequently, I get asked by friends, family, and colleagues where I would ideally get a teaching job. People who know me well insist that I should make it my plan to go back to my own school district and teach there. What I have to say to them is simple: No, thank you. That is not where my passion for teaching lies.

The need to help advance others who are not given the same opportunities as I was, drew me into this profession. I believe strongly that a teacher can help set an individual's life trajectory, and that teaching is one of the most selfless careers.

I aim to devote my life's work to giving every child the motivation, confidence, and tools they need to advocate for themselves and prosper in a world that might otherwise only try to squander their potential. To begin on this monumental task, I have chosen to immerse myself as much as I can as a future educator in experiencing the classrooms in urban areas.

GUIDANCE ALONG THE WAY

I have seen firsthand the effect that a good teacher has on a room full of students dealing with problems such as poverty, hunger, trauma at home, violence, and immigration enforcement as well as other traumatizing experiences.

While in Trenton, I marveled at how my cooperating teacher, Laurie Tindall, put her students' needs at the forefront of each school day. I will never forget the day when a new student showed up to our classroom in May without a backpack, school supplies, lunch or even a pencil. Without batting an eyelash, Mrs. Tindall had pencils, notebooks,

and personal care items such as a toothbrush all stuffed into a new backpack for our student after he entered the safety of our classroom.

It was while reflecting on such moments that I recognized the monumental task ahead of urban educators as they not only prepare lesson plans but stress, worry, and help to care for every aspect of their students' well-being.

I have seen the power of teachers who deeply care for their students beyond a teacher's call of duty. My cooperating teachers have not told me, but instead have shown me what it means to be unconditionally devoted to children and how to build a lasting career out of helping to raise and empower others.

NJEA PRESERVICE HELPING ME NAVIGATE THE URBAN CLASSROOM

As I have ventured into learning and experiencing the urban classroom, NJEA Preservice has assisted me tremendously.

NJEA Preservice has offered countless opportunities for aspiring educators like me to attend professional development work-

shops aimed at helping us navigate and understand more deeply the dynamics of all classrooms: urban, suburban and rural.

As my passion for understanding the urban classroom grows, I have had the opportunity to talk with seasoned urban educators who have shared their tried and true lesson plans, first-year experiences, both positive and negative, personal philosophies and of course valuable insights that I will be sure to carry with me throughout my teaching career.

It is also because of NJEA Preservice that I will be the preservice representative on the NJEA Urban Education Committee this year. There, I will further delve into learning about the policies and current issues facing urban education.

Overall, becoming a part of NJEA Preservice has enriched my understanding of what it takes and what it means to be an urban educator. NJEA Preservice continues to help prepare me for any task ahead as an aspiring educator, and I could not be more grateful to be a part of an organization which has influenced my career in such positive ways. 🏠

THE NEED TO HELP
ADVANCE OTHERS WHO
ARE NOT GIVEN THE SAME
OPPORTUNITIES AS I
WAS, DREW ME INTO THIS
PROFESSION.

NJREA

PAST, PRESENT
AND FUTURE

CELEBRATING STUDENT SUCCESS

Throughout the years, many of New Jersey's public high school students have been the beneficiaries of the generous scholarship awards presented by NJREA's county retired associations. Below are some of the winners who received scholarships for the 2018-19 school year.

BURLINGTON

Burlington County REA awarded Danielle Berson, a graduate of Shawnee High School, the \$3,500 Robert M. Oberholser Scholarship and Rebekah Allen, a graduate from Palmyra High School, the \$2,000 Harriet DiLeonardo Scholarship in the spring. Danielle and Rebekah both plan to major in education at The College of New Jersey and Rowan College at Burlington County respectively this fall.

CUMBERLAND

CCREA awarded Millville Senior High School graduate Julia Terry a \$1,000 scholarship this spring. Julia plans to attend the University of Maryland, where she will major in music education this fall.

ESSEX

ECREA awarded four \$1,500 scholarships earlier this year. Aishwarya Kanagala, a West Orange High School graduate, will attend Rutgers University, majoring in business analysis and information technology. Noah Roselli, a Nutley High School graduate, will attend the New Jersey Institute of Technology, majoring in astrophysics. Marlon Atari Solomon, a graduate of the Cicely Tyson Community School of Performing Arts, will attend Berklee College of Music, majoring in music business and economics. Chantaly Villalona, a Newark Technology High School graduate, will attend Wellesley College, majoring in computer science and economics.

MIDDLESEX

MCREA awarded seven \$1,500 scholarships to local high school seniors this year. Gabriella Beam, a Freehold Regional High School graduate, will attend Auburn University. Jennifer Grasso, a South Plainfield High School graduate, will attend Florida Gulf Coast University. Robin Hill, a West Deptford High School graduate, will attend Elizabeth College. South Amboy High School graduate Kaleigh

Keegan will attend Monmouth University, while Haddonfield Memorial High School graduate Jamie Kelly will attend The College of New Jersey. Not to be outdone, Franklin Township High School graduate Jadon Melecio will attend Rutgers Honor College this fall, and Union High School graduate Thomas Novak will attend the Illinois Institute of Technology.

MORRIS

Morris County REA again awarded fifteen \$2,000 scholarships for the 2018-19 school year. All recipients of the scholarships plan to study or are currently majors in the field of education. First-year recipients of this award include: Jocelyn Barmore (Roxbury High School), Kate Bernauer (Parsippany-Troy Hills High School), Liam Dugan, Hayley Graybush, and Elizabeth Vex (Morris Knolls High School), Margaret Harmon (West Morris High School), and Jamie Ingling (Morris Hills High School).

Second-year recipients include: Laura Boysen (SUNY at Geneseo), Kelly Edwards (Vanderbilt), Lucas Folan (Hofstra University), Allison Furman (Rider University), Lauren Measley and Heather Santiago (The College of New Jersey), Julia Nixon (Rutgers University), and Elizabeth Pichowicz (University of Maryland).

OCEAN

OCREA awarded four \$1,000 scholarships to seniors who plan to major in education this fall. Recipients include Brick Township High School graduate Madison Baracia and Toms River South High School graduate Kerri Kroon, both of whom will attend Ocean County College; Ashley Goetz, a New Egypt High School graduate who will attend Georgian Court University; and Point Pleasant Beach High School graduate Kylee Kells, who will attend Villanova University.

PASSAIC

PCREA also awarded future education majors. Lakeland Regional High School graduates Cassandra Caporusso and Monica Weglarz, as well as West Milford Township High School graduate Riley Babbitt, were each provided \$1,000. Weglarz plans to attend the New Jersey Institute of Technology this fall.



BURLINGTON
COUNTY



CUMBERLAND
COUNTY



ESSEX
COUNTY



MIDDLESEX
COUNTY



MORRIS
COUNTY



PASSIAC
COUNTY

Around the counties

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

ATLANTIC COUNTY REA's winter meeting/luncheon will be held on Tuesday, December 4 at the Mays Landing Country Club at Mays Landing. 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, October 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, October 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, October 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, October 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, October 11 at Nicolosi Catering in Woodbury. The cost is \$25. To attend, call Candy Zachowski at 856-228-6854.

Join **HUDSON COUNTY REA** on Wednesday, December 5 for its annual holiday event at the Chandelier Restaurant in Bayonne. The cost is \$39.

To attend, call Maureen O'Neil at 201-795-1645.

MERCER COUNTY REA's fall meeting/luncheon will be held on Wednesday, October 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, October 18. A spokesperson from Social Security and local Middlesex County legislators will be the guest speakers.

MCREA will also host its annual holiday meeting/luncheon on Thursday, December 6. A local school chorus will be the entertainment. Both events will be held at the Grand Marquis in Old Bridge, and the cost for each is \$30. To attend either, call Anne Chomko at 732-675-1734.

Join **MORRIS COUNTY REA** for its fall meeting/luncheon on Wednesday, October 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, October 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.

SOMERSET COUNTY REA invites you to its upcoming meeting/luncheon on Wednesday, December 5 at The Elks

Lodge in Bridgewater. The cost is \$25. To attend, call Diane Lebbing at 908-359-2870.

SUSSEX COUNTY REA will hold its winter meeting/luncheon on Monday, December 3 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, October 23 at The Westwood in Garwood. The cost is \$25. To attend, call Donna Mertz-Burkhardt at 908-686-2390.

WARREN COUNTY REA's next meeting/luncheon will be held on Thursday, December 6 at the Hawk Pointe Country Club in Washington. The cost is \$30. For more information, visit www.wcrea-njea.org. To attend, call Vicki Rhinehart at 908-319-1995.

NJRE-CENTRAL FLORIDA will hold its next meeting on Wednesday, November 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, October 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 welcomes **DAVELLA WARD** who joined NJEA staff on Sept. 4 as a secretary in the Professional Development and Instructional Issues Division.

Ward concurrently held positions as an adjunct instructor at Camden County College and Rowan College at Burlington County from August 2011 through June 2018. She developed teaching strategies, including instruction in computer concepts, Microsoft Office and pre-algebra. Prior to her adjunct instructor roles at the county colleges, she held the positions of Test Creation Administrative Lead and Professional Associate at Educational Testing Service (ETS).

Ward obtained her bachelor's degree in business administration from Peirce College in Philadelphia and her master's degree in business administration from the University of Phoenix.

She resides in Burlington with husband, James.

NJEA congratulates **LINDA WALLACE** on her promotion to full-time secretary in the Region 1 office in Galloway on Aug. 16. Wallace has served as a part-time office assistant in Galloway office since June 2011. Prior to joining NJEA staff in 2011, she retired in 2010 as a special education teacher at Absegami High School in the Greater Egg Harbor Regional School District after a 34-year career. Wallace was active during her teaching career the Oakcrest/Absegami Teachers Association, serving as chair of the Membership and Legislative committees and as an association representative. She also served on the NJEA Exceptional Children and Government Relations committees.

Wallace is a lifetime member of NJREA and is the treasurer of the Atlantic County Retirees' Education Association. Wallace graduated from the National College of Education in Evanston, Illinois, now the National Louis University, and attended graduate school at University of Texas at Austin. Wallace lives in Absecon where she serves on the Absecon Board of Education. 🏠



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Vision Services: Optical Academy is a very special NJEA business partner. Why not be the person in your district to organize an on-site visit? Call 800-530-2730 to get started.

Auto and Home Insurance: California Casualty is the nationally sponsored provider of auto and home insurance. Compare your current coverage by calling 866-680-5142. Many members find that they save money while getting better protection.

My Deals: NJEA provides members with Access Discount, a national program of discounts that you can make available on your smartphone. Register with Access on the NJEA Member Benefits page. There will be instructions under the "Got Mobile?" link.

Travel: See the NJEA Travel page for links to cost-saving travel opportunities.

Tickets: NJEA members may register with Plum Benefits for discounted event tickets. Go to PlumBenefits.com and use access code "ac1120039".

BE SURE TO VISIT THE MEMBER BENEFITS SECTION AT MEMBERBENEFITS.NJEA.ORG.

OCTOBER WEB GIVEAWAYS

In **OCTOBER**, one member will win two great prizes:

\$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 Ave.
- Fairview, N.J. at 222 Bergen Blvd.
- Jackson Heights, N.Y. at 75-37 31st Ave.

A BOSE Soundlink color Bluetooth II speaker from Buyer's Edge, Inc.**

This is a \$129.99 value and comes in a choice of colors: aqua blue, red, white or black.

RECENT WINNER:

Emily Reilly of Rancocas Valley Regional EA won a \$100 voucher toward vision services/eyewear at Optical Academy.*

MAKE 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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Ballot Question:

Vote "Yes" to prepare students for the workforce and keep them safe

As a veteran teacher at Union County Vocational-Technical High School (UC Tech), I see the value of career and technical education every day: It prepares students for careers and for college, and gives them real-world skills for success after high school.

Schools like UC Tech and the other specialized high schools in the Union County Vocational-Technical School District are in high demand because many students—and their parents—want more out of high school than just college readiness.

Our students get to pursue their passions, such as culinary arts, health sciences, engineering, dance, auto technology, construction trades and even teaching.

Students in the Teacher Education Academy program that I lead earn college credits and sit for the CORE Praxis exam in their junior year. Like all other students at UC Tech, they have structured learning experiences with industry partners so they can apply their CTE preparation and get a real-world look at the career they have been investigating for three years.

No textbook alone could ever teach these skills, and only in CTE can the student achieve a full circle of a technical skills education. That's really important these days. Thanks to social media and other 21st-century innovations, our students are growing up much more quickly than we did, and there is a great deal of pressure on them to explore what it is like to be an adult.

Career and technical education (CTE) helps students develop essential skills such as communication, confidence, time management, teamwork, innovative thinking and ethical behavior. These are important abilities that all adults need for success in college and in all types of careers.

Here's one small example: It's thrilling to see a UCVT's Teacher Education Academy freshman who starts with a fear of public speaking progress from a two-minute classroom talk to a ten-minute, full-blown presentation on a current real-life topic, complete with props, and delivered with enthusiasm and skill to fully engage the audience.

It also reinforces classroom learning in academic subjects. I taught math to students in all types of CTE programs for two years before I took on my current position. I found they were all more focused in their academic classes because their CTE teachers had explained how the math they were learning from me applied to their career goals.

This bond act will create more realistic and affordable pathways that can lead to stackable credentials, associates' and bachelors' degrees, and well-paying careers in growing industries that can support families here in New Jersey.

While a technical high school is not for everyone, a CTE program can be life-changing for many students. With employers clamoring for skilled workers, and students searching for meaningful career pathways that do not necessarily require an expensive four-year degree, investing in career and technical education expansion is critical.

New Jersey policy leaders, the state Legislature and Gov. Phil Murphy agree.

One element of the public question on the Nov. 6 general election ballot—the Securing Our Children's Future Bond Act—asks for voter approval of \$350 million to expand career and technical education programs at county vocational-technical schools and to address student and staff security needs in public schools throughout the state. It also includes \$100 million for water infrastruc-

ture improvements and \$50 million to create more technology training opportunities at county colleges.

Funding to expand CTE is an economic and workforce issue, as well as an education issue.

The investment in state-of-the-art labs, shops, equipment, and classrooms will prepare young people for highly technical, well-paying careers in growing fields such as manufacturing, logistics, construction, medical technology and cybersecurity.

That's why this bond act and the opportunities it presents are so important to New Jersey public school teachers and the students we serve.

We've all known many bright kids who were disengaged in a traditional academic classroom, but blossomed when learning opportunities tapped into their strengths and career interests. And we know that for many students, family circumstances put the cost of a four-year college degree out of reach.

This bond act will create more realistic and affordable pathways that can lead to stackable credentials, associates' and bachelors' degrees, and well-paying careers in growing industries that can support families here in New Jersey.

That is a win for students and their families, for teachers who care deeply about their students, for employers concerned about their bottom line, and for taxpayers throughout New Jersey.

I urge you to join me in voting "Yes!" for the Securing Our Children's Future Bond Act on Nov. 6. 🗳️

Dr. Anne Marie McNamara leads the Teacher Education Academy at the Union County Vocational-Technical School District. She is the 2018 national Association for Career and Technical Education (ACTE) Region I Teacher of the Year. Region I covers 15 states in the northeast and mid-west and Washington, D.C. She can be reached at dr.annemariemcnamara@gmail.com.

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16. Electronic Copy Circulation		Average No. Copies Each Issue During Preceding 12 Months	
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17. Publication of Statement of Ownership for a Requester Publication is required and will be printed in the October 2018 issue of this publication.		Date 9/5/18	
18. Signature and Title of Editor, Publisher, Business Manager, or Owner Patrick M. Rumaker, Editor			

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for more information go to NJEA.org

10/6

Saturday

**LGBTIQA+
Mini Conference**

10/17

Wednesday

**NJEA Executive
Committee
Meeting**

10/20

Saturday

**Safeguarding
Our School Staff
and Children**

10/26-27

Fri & Sat

**Jim George
Collective
Bargaining
Summit**

njea

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11/7

Wednesday

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

11/7-8

Wed & Thurs

**NJREA
Convention**

11/8

Thursday

**NJEA
Delegate
Assembly
Meeting**

11/8-9

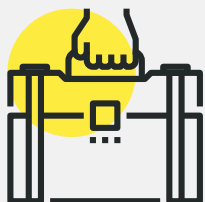
Thurs & Fri

**NJEA
Convention**



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Human Resources office at
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deadlines

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

10/15

**NJEA petitions for state officer
candidates due (5 p.m.)**

10/24

NJREA Convention Registration

Event Date: Nov. 7-8

THE NJEA CONVENTION OFFERS SOMETHING FOR

EVERY MEMBER

The NJEA Convention is one of the largest annual gatherings of educators in the world, bringing together tens of thousands of teachers, educational support professionals (ESP), and educational service professionals from all over New Jersey. It also draws workshop presenters, speakers, textbook publishers, college and university representatives, and educational vendors from across the United States.

At the heart of the NJEA Convention are the hundreds of workshops held on the third and fourth floors of the Atlantic City Convention Center. If you are a teacher, nurse, counselor, child study team member or other specialist, there are workshops in every subject area and job category, including dozens of workshops that cross academic and vocational boundaries.

If you are an ESP, there are workshops designed to enhance your career and protect your employment interests. But ESP members should not limit themselves to workshops specifically tagged for ESP. All workshops are open to all members, including ESP. Conversely, teachers and specialists should consider offerings in the ESP category that may suit their academic and career needs.

MAKING THE MOST OF YOUR PROFESSIONAL LEARNING

NJEA promotes the value of job-embedded professional development—that is, continuous professional learning

that occurs within the school day, including opportunities for school-based professional collaboration. With that in mind, members should consider sitting down together in the weeks prior to the NJEA Convention to develop a collaborative strategy for making the most of the two days of professional learning in Atlantic City.

Teachers and paraprofessionals in one building may find they wish to attend the same workshop or series of workshops and bring that common experience back to their school, testing out what they've learned in the context of their classrooms, grade levels and subject areas. Office professionals, custodians, bus drivers and food service professionals may wish to do the same.

On the other hand, with planning, staff from the same school or district may wish to visit njeaconvention.org and choose different workshops to attend. Upon their return to school, these diverse experiences could provide content for a series of professional learning community sessions.

Higher education faculty and staff have the opportunity for this collaboration at the convention itself. Roundtable discussions for NJEA's higher education members are scheduled at the convention, in addition to a breakfast meeting for New Jersey County College Association members and a luncheon with Deputy Secretary of Higher Education Diana Gonzalez.

EXPANDING YOUR PROFESSIONAL COMMUNITY

No matter what you do for a living, you do it better when you have the opportunity to meet and interact with people who do the same kind of work you do—this holds true whether you drive a school bus, manage an office, teach public speaking at a community college, serve as a classroom aide in a charter school, or teach AP physics at a traditional public high school. The in-person, professional connections made with colleagues outside of your school district, but in your field, enhance what you bring back to your students and colleagues at home.

The NJEA Convention provides ample opportunity for members to interact professionally. No fewer than 30 professional associations affiliated with NJEA sponsor workshops at the convention. These professional associations include all of the content-area organizations such as the Association of Math Teachers of New Jersey; special-area organizations such as the New Jersey Association for Health, Physical Education, Recreation and Dance; and the New Jersey Music Educators Association. Also included among the affiliates are those in specialized fields such as the New Jersey Cooperative Education Association, the New Jersey Council for Exceptional Children, and the New Jersey Association for Gifted Education. Organizations representing media specialists, social workers,

psychologists, athletic trainers and others also offer workshops at the NJEA Convention.

Many of these organizations hold meetings at the convention or represent their professional associations in the Exhibit Hall.

SOMETHING FOR EVERYONE

Finally, there are the events at the NJEA Convention that enhance the experience of all members. This year's keynote speaker, Jacqueline Woodson, is a renowned, award-winning author. The Celebration of Excellence introduces the teacher of the year and celebrates members who have received grants from the NJEA Frederick L. Hipp Foundation for Excellence in Education. Commissioner of Education Lamont Repollet and several members of the State Board of Education will hold a panel discussion. Student performances by the New Jersey All-State Jazz Ensemble and Honors Jazz Choir and the New Jersey All-State Chorus and Orchestra take place on Thursday and Friday evenings.

The NJEA Convention is free to all members and is an important benefit of your membership. Come to Atlantic City on Nov. 8 and 9 to learn and grow with your colleagues, and take pride in participating in one of the largest and most comprehensive annual educational events in the world. 🌟



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EQUITY ALLIANCE CONFERENCE | NJEA'S PREMIER SOCIAL JUSTICE EVENT

THE EQUITY ALLIANCE IS:

- The Human and Civil Rights Committee
- The Women in Education Committee
- The Urban Education Committee
- The Sexual Orientation & Gender Identity Committee
- The Minority Leadership & Recruitment Committee

FRIDAY – JANUARY 11, 2019

Workshops, Dinner, Entertainment

SATURDAY – JANUARY 12, 2019

Workshops, Lunch, Reception, Exhibits
Dr. Martin Luther King Jr. Human and
Civil Rights Celebration

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

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



KEYNOTE SPEAKER:
DALIA MOGAHED —
Author, Advocate,
and Speaker



ENTERTAINMENT:
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FRI & SAT
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