

REVIEW

APRIL
2019
njea.org



an education and advocacy resource

CELEBRATING SCHOOL LIBRARIANS

2019 SUMMER
LEADERSHIP
CONFERENCE

SOCIAL MEDIA
AMBASSADORS

ENGAGING
STUDENTS
THROUGH SPECIAL
EVENTS

READ ACROSS
AMERICA
CELEBRATED
STATEWIDE



techstock 2019 WEDNESDAY JULY 31

A celebration of technology
and learning in the classroom.

Stockton University • Galloway, NJ

*Co-sponsored with Stockton University and the Southern
Regional Institute and Educational Technology Training
Center (SRI&ETTC), and Stockton University Master of
Arts in Instructional Technology Program.*

Continental breakfast & registration 8:15–9 a.m.
Day ends at 3 p.m.



Tailor your learning to your needs!

Split your day with two
2-hour sessions, including:

- Applied Digital Skills with Rich Kiker of Kiker Learning
- Empatico: Global Connections for Elementary Classrooms
- Google Classroom for True Beginners/Intermediate Users
- Rock and Roll Forever Foundation: Lessons and Tech Tools
- This Teacher Life Podcast: An Intro to Audio Storytelling
- and much more!



**PLEASE
BRING YOUR
OWN DEVICE!**

NJEA will not
provide any
electronic devices.

Registration

Early bird: \$25
(Early bird registration ends on May 15.)
After May 15: \$35
NJEA Preservice members: \$19
Registration ends on June 26.

Online registration only
njea.org/techstock

If your school district is a member of the SRI&ETTC Consortium, and wish to pay by using ETTC hours, register online at www.ettc.net/calendar KEYWORD: "techstock" Your account will be debited 2 ETTC hours. If you require assistance, contact the SRI&ETTC at 609-626-3850.

In order to receive a refund, cancellation must be made by the registration deadline, June 26.

Contact Theresa Mura at 609-310-4255 to request access or dietary related accommodations. For Pre-service members, please contact Theresa Mura to register.

You will be notified by e-mail or phone in the event of cancellation.



This conference provides four hours of professional development credit. Participants must attend all sessions to receive a P.D. certificate.

Members of the Morris County Council of Education Associations joined NJEA VP Sean M. Spiller and members from across Northern and Central New Jersey for the New Jersey Devils' Educator Appreciation Night. New Jersey State Teacher of the Year Jennifer Skomial, an MCCEA member, was honored.



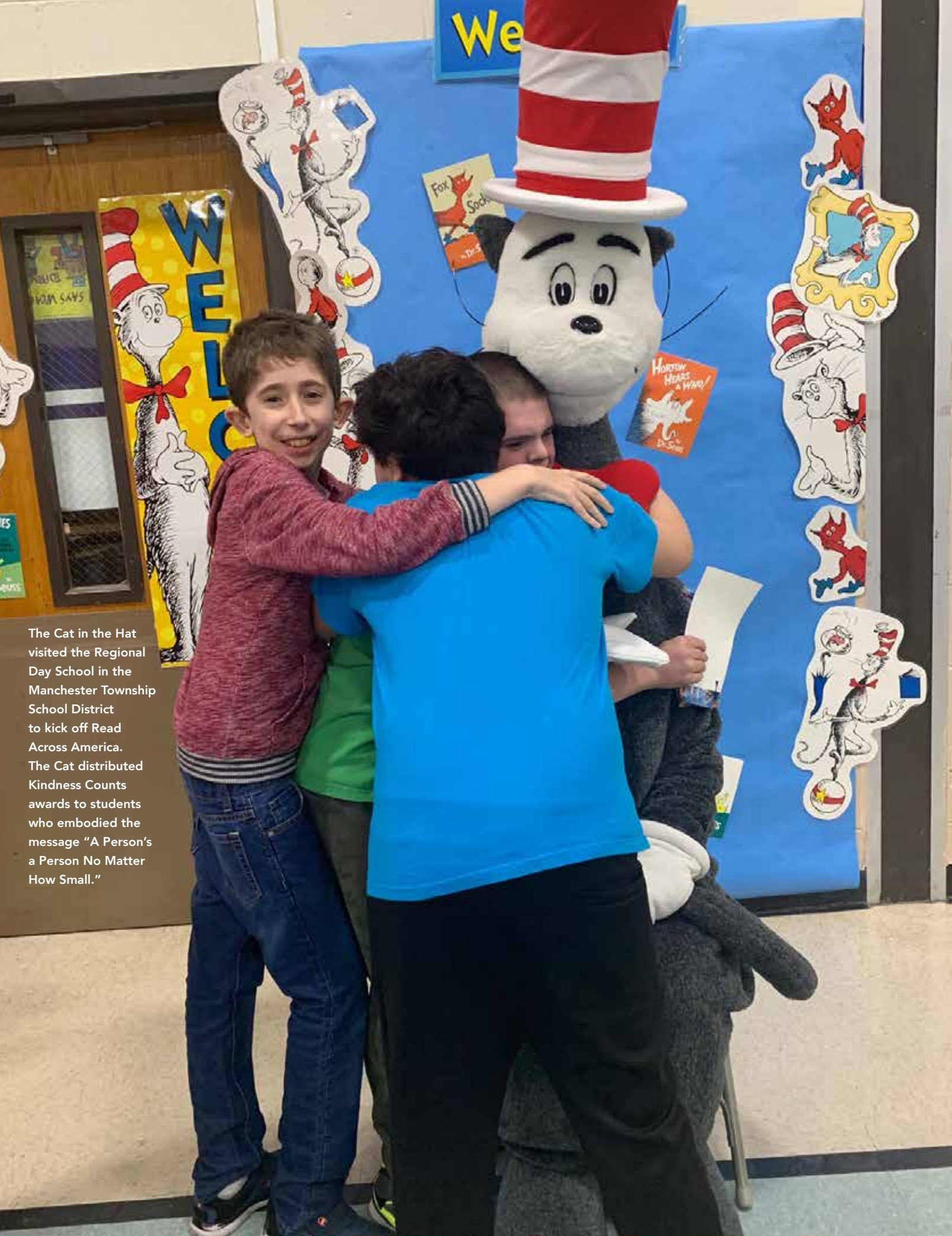
LEFT: Elizabeth Education Association member Rachel Collins dons red outfits on Wednesdays to stand up for Chapter 78 relief and job justice for educational support professionals.



RIGHT: Paterson EA members Lauren Ciuppa and Glen Houthuysen snap a selfie during a Job Justice and Chapter 78 relief Day of Action at the Willowbrook Mall in Passaic County.



LEFT: Pitman Education Association members at W.C.K. Walls Elementary School get ready for another Walk-in Wednesday as they seek job justice for educational support professionals and relief from onerous health care premiums under Chapter 78.



The Cat in the Hat visited the Regional Day School in the Manchester Township School District to kick off Read Across America. The Cat distributed Kindness Counts awards to students who embodied the message "A Person's a Person No Matter How Small."

FEATURES



20 | CELEBRATING SCHOOL LIBRARIANS

Libraries equalize information for all students, regardless of their socio-economic background. They are the heart of the school where all are welcome, and everyone has a place. Unfortunately, some districts do not have certified library media specialists staffing their libraries.

BY CHRISTINA CUCCI



23 | ENGAGING STUDENTS THROUGH EVENTS

In school we can get caught up in a routine, and our students can end up doing the same. Four Jersey City students won an opportunity to hear former First Lady Michelle Obama speak because their school counselor is always on the lookout for memorable experiences.

BY SWEETY PATEL



26 | SOCIAL MEDIA AMBASSADORS

Managing a high school's digital footprint is much more than a one-person job. That's where High Point Regional High School's social media ambassadors come in. For the last three years, students have tweeted on behalf of their school, providing a teenager's perspective on the high school experience.

BY KEVIN FENLON



58 | 2019 SUMMER LEADERSHIP CONFERENCE

The annual NJEA Jack Bertolino Summer Leadership Conference offers a broad menu of workshops that equip members to become stronger association advocates. Take a look at the offerings for this summer's conference in East Brunswick.

COLUMNS

PRESIDENT'S MESSAGE 7

A new season

THE ADVOCATE 8

Know. Lead. Act.

THE BULLETIN BOARD 9

Cool stuff to check out

THE LAW AND YOU 13

Donaldson hearings

THE NJEA REPORT 14

Education in the news

HEALTH AND SAFETY 31

Nurses and IAQ

CLASSROOM CLOSE-UP NJ 35

Highlights of NJEA's Emmy-award winning show

SUSSEX TO CAPE MAY 36

Workshops, field trips, grants, and more

STAFF NEWS 39

Hires and promotions

RETIRED MEMBERS 40

News and events

PRESERVICE MEMBERS 43

Involve, inform, inspire

TOOLBOX 44

Tech tools

PROFESSIONAL DEVELOPMENT 47

*Know thy impact
Differentiation*

SPEAK OUT 65

Educators of the gifted

MEMBER BENEFITS 67

Get your money's worth

COMING UP 69

What's next at NJEA

FINAL EXAM 70

You make all the difference

READ ACROSS AMERICA 30-31

Photos from across the state



NJEA REPORT OF AUDIT 50-57

Sept. 1, 2017 - Aug. 31, 2018



ON THE COVER:

Reading is her favorite sport. Meet school library media specialist Tricina Beebe as we celebrate school librarians in the month of April. Read the full story on Page 20.

PHOTO BY
COURTNEY QUINN

VOLUME 92 NUMBER 09

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

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

Email: NJEAreview@NJEA.org

EDITORIAL COMMITTEE

Chairperson: Erin Howe, Gloucester Twp. (Camden); Javier Fresse, Paterson EA; Lauren Greenfield, Irvington EA; Hussain Haqq, Trenton EA; Larissa Lentini, W. NY EA; Andrew Lewis, Old Bridge Twp.; Maryellen McLeod, Jefferson Twp. EA; Shari Mendelson, Paramus EA; Miriam Reichenbach, retired; Tia Reid, Elizabeth EA; Roberta Rissling, Franklin Twp. (Gloucester); Heather Spirko, NJEA Preservice; Steve Tetrault, Holmdel EA.

EXECUTIVE COMMITTEE

Atlantic: Elizabeth Miller; Bergen: Susan McBride, Andrew Policastro; Burlington: Andrew Jacobs; Camden: Laurie T. Gibson-Parker; Cape May: Frank Toth; Cumberland: Aaron P. Honaker; Essex: Jacqui Greadington; Gloucester: Christine Onorato; Hudson: Ronald F. Greco; Hunterdon: Peter J. Moran; Mercer: Heidi Olson; Middlesex: Marilyn Weeks Ryan, Lois Yukna; Monmouth: Victoria D. McKeon; Morris: Kerri Lee Farrell; Ocean: Beverly Figlioli; Passaic: Susan S. Butterfield; Salem: Susan Maniglia; Somerset: Amy Salinger; Sussex: Susan J. Davis; Union: Richard F. D'Avanzo; Warren: Valerie Reynolds; Ethnic Minority at Large: Brenda Brathwaite, Robin Holcombe; Higher Education: Peter Helff; Retired: Judith C. Perkins; Non-classroom Teacher: Francisco C. Barquin; Immediate Past President: Wendell Steinhauer

NEA State Directors: Christine Clark, Richard D'Avanzo, Gayle Faulkner, Anita Kober, Robert LaMorte, Deanna Nicosia-Jones, Kimberly Scott, Ann Margaret Shannon, Marilyn Weeks Ryan; ESP-at-Large: James R. Frazier and Ashanti Rankin

ADVERTISING

Advertising is printed as a service to readers but does not imply endorsement.

POSTMASTER

Send address changes to:

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

NEW JERSEY EDUCATION ASSOCIATION

REVIEW

180 W. State St., P.O. Box 1211, Trenton, NJ 08607-1211 • 609-599-4561 • NJEA.org

President: Marie Blistan | Vice President: Sean M. Spiller | Secretary-Treasurer: Steve Beatty

NJEA STAFF

Executive Office: Edward Richardson, executive director; Steven Swetsky, assistant executive director; Gary Melton, associate director; Matthew DiRado, human resources manager; Aileen O'Driscoll, managing attorney; vacancy, associate director, member rights; Bob Antonelli, field representative, educational support professionals; Marguerite Schroeder, field representative, external organizing; Michael Saffran, field representative, leadership training/organizing; Jamie Valente, field representative, membership & organizing development; vacancy, field representative, organizational development; Michael Rollins, field representative, organizing.

Business: Kristen Butler, accounting & finance manager; John Cottone, information systems manager; Karen Kryven, comptroller, accounting & finance; Jose Cancio & Michael Caracci, associate directors, accounting; Damien McKeever, membership processing manager; Richard Roche, Rick Nachbaur, Anthony Leuzzi, Donald Miller, Denise Hamilton, associate directors, information systems.

Communications: Steven Baker, director; Nello Ciccone, associate directors, video production; Dawn Hiltner (leave), Kimberly Crane (temp) associate directors, organizing & coalition building; Patrick Rumaker, editor, *NJEA Review*; Kathryn Coulibaly, associate editor, Diane F. Barry, editor, technology-related communications; Meredith Barnes, Christy Kanaby & Matt Stagliano, associate directors, public relations; Jennifer Cohn Marsh, associate director, visual communications.

Government Relations: Kevin Kelleher, Interim director; Marybeth Beichert, Beth Schroeder Buonsante, Michael Flynn, Mike Giglio, Sean Hadley, Anna Hanzes, Francine Pfeffer & Osomo Thomas, associate directors.

Professional Development & Instructional Issues: Michael Cohan, director; Amanda Adams, Camy Kobylinski, Chrissi Miles, Michael Ritzius, Janet L. Royal, Gabriel Tanglao (temp) & Rich Wilson; associate directors.

Research and Economic Services: Kevin Kelleher, director of research; vacancy, Phil Lomonico, Peter Vala, Martha O. DeBlieu, Bob Bobik, Dan Goldman, Julie Plotkin, Leigh Davidson, Jim Jameson, Sarah Favinger, Greg Yordy, Michael Salerno, & Denise Policastro, associate directors.

UniServ: Jim Loper, regional director/Central, Reg. 7-12 & 29, (732) 287-6899; Thomas Hardy II, regional director/Northeast, Reg. 15 & 19-25 (973) 321-3221; Mayrose Wegmann, regional director/Northwest, Reg. 13, 17, 27 & 28 (973) 347-0911; Patrick Manahan, regional director/South, Reg. 1-5 (856) 234-0522

UniServ Regional Offices:

REGION 1...Atlantic, Cape May Cos609-652-9200... Vince Perna, Myron Plotkin & Stephanie Tarr
REGION 2...Salem, Gloucester, Cumberland Cos.856-628-8650... Al Beaver, Rena Kallio, John Staab & Anna Waltman
REGION 3...Camden Co.856-782-1225... Sharon Allen, Jim Boice, Nancy Holmes & Caroline Tantum
REGION 5...Burlington Co.856-234-2485... Michael Kaminski, Deborah Syer & Harry Zakarian
REGION 7...Ocean Co.732-349-0280... Jennifer Raike, Wendy Sistarenik & vacancy
REGION 8...Mercer Co.609-896-3422... Alex DeVicaris, Jennifer Larsen & Susan Nardi
REGION 9...Monmouth Co.732-403-8000... Christopher Johnson, Thomas Predale, Lorraine Tesauro & Ronald Villano
REGION 11/12...Middlesex Co.732-287-4700... Thomas Bohnyak, Brian Furry, Nancy Grbelja & Thomas Hayden
REGION 13...Hunterdon, Somerset Cos.908-782-2168... Bill Render, Fred Skirbst & vacancy
REGION 15...Union Co.908-709-9440... Dominick Giordano, George Huk, Maryanne Rodriguez & Ted Tympanick
REGION 17...Morris Co.973-515-0101... Douglas Finkel, Vickie Walsh & John Williams
REGION 19...Hudson Co.-North201-861-1266... Thomas DeSocio & Edward Stevens
REGION 20...Hudson Co.-South201-653-6634... John Dillon & Kevin McHale
REGION 21...Essex Co., except Newark973-762-6866... Luis Delgado, Ryan Edwish & James McGuire
REGION 23...Bergen Co.-East201-265-6200... Carol Feinstein, George Lambert & Richard Loccke
REGION 25...Bergen Co.-West.....201-292-8093... Roselouise Holz & Joe Tondi
REGION 27...Passaic Co.....973-694-0154... Ron Bivona, Lori Cintron, Melanie Lemme & Sasha Wolf
REGION 28...Sussex, Warren Cos.....973-347-5717... Kim Cowing, Henry John Klein & John Ropars
REGION 29...Higher Education609-689-9580... Marcia Kleinz & Ron Topham

MEMBERSHIP

Annual membership dues are: Active professional: \$928 (full time); \$464 (part time) \$464 (on leave). Active supportive \$451 (full time) \$225.50 (part time) \$225.50 (on leave). Retired: \$85; \$1,000 (retired life). Retired ESP: \$59; \$610 (retired ESP life); Preservice \$32. General professional (outside N.J. public education employment): \$250. Subscribing \$250. Only those in education positions in N.J. public schools and colleges are eligible for active membership. Payment of annual dues entitles a member to receive the *Review* for one year, from January through December. Dues include \$5 for the *NJEA Review*.



NEW SEASON, FRESH OUTLOOK

Spring is here! And with it comes a renewed energy for the last months of the school year. In this issue of the *NJEA Review*, we provide you with the information, resources, and inspiration you need to ensure that every New Jersey public school student receives an excellent education.

This month, we shine a spotlight on school libraries in "Celebrating School Librarians." As we know, school libraries are the heart of our schools. New Jersey's students and staff deserve to have a certified school librarian in every one of the state's public schools, but far too many districts see libraries as a place to cut back on costs.

In "Social Media Ambassadors," Kevin Fenlon, a media technology teacher, describes a program he helped create at High Point Regional High School designed to empower students to think critically, behave safely and participate responsibly in the digital world. Through the program, a team of students receives training to communicate officially as social media ambassadors for the school and serve as models for effective and appropriate digital citizenship.

In "Engaging Students through Events," we look at the power of special events, which are sometimes the most memorable of school

experiences. When that event involves meeting Michelle Obama, the memory will last a lifetime. Jersey City school counselor Sweetie Patel shares how she turned this incredible opportunity for her students into more than just a one-day field trip.

As advocates, the NJEA Jack Bertolino Summer Leadership Conference is the premiere public school employee advocacy event in the state and, arguably, the nation. Review the workshops that will be available this year and plan to join thousands of your colleagues in East Brunswick in August.

The work that we do has value—and the people who do it have power! As your union and professional organization, NJEA is proud to support you each and every day as you educate students, advocate for public education, and fight to ensure quality working conditions, salaries, and benefits for the people who make our schools among the best in the nation.

Thank you for the work that you do. As always, I am proud to be your colleague and to share your vision of excellence for every public school in this state.

Marie Blistan



NJEA President Marie Blistan (r) with Franklin Township EA member Vibha Alaigh at the NJEA Educational Support Professionals Conference in February. Alaigh is a secretary at Conerly Road School in Franklin Township, Somerset County.

OFFICERS ONLINE

MARIE BLISTAN

Facebook

@Marie.Blistan: Governor Murphy's budget address supports the PRIORITIES of New Jersey working families! The number of millionaires living in New Jersey has more than tripled over recent years, and it is time that everyone is taxed fairly!

On March 5, NJEA President Marie Blistan shared a link to New Jersey Policy Perspective (njpp.org), which is a valuable resource for analysis of the state's spending and policy priorities. She linked to an article on the proposed millionaires tax. Other items found at njpp.org address school funding in the proposed Fiscal Year 2020 budget, including an article by NJEA member Mark Weber, known in the blogosphere as "Jersey Jazzman."

SEAN M. SPILLER

Facebook

@SpillerForNJEA: A great week for Governor Phil Murphy as he put forward his vision for a fairer NJ. A big thank you from NJEA members as you fight for all of the working class in our state!

On March 5, NJEA Vice President Sean M. Spiller posted a photo of himself with NJEA President Marie Blistan and Gov. Phil Murphy on the day the governor delivered his annual budget address.

STEVE BEATTY

Facebook

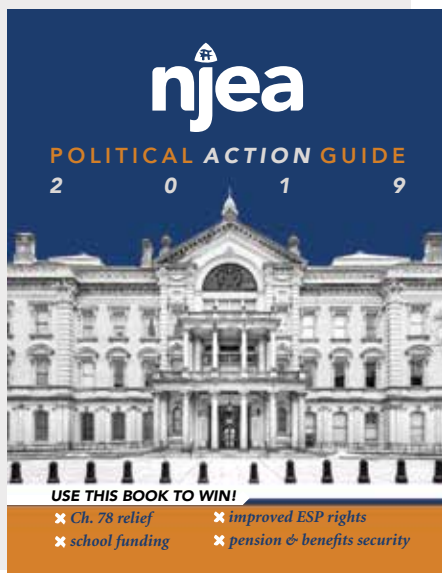
@SteveBeattyNJEA: #Red4ed #Chapter-78Relief Day at South Bound Brook! Great to talk with such dedicated members, engaged in our campaign! Day by day the movement gathers strength—together.

On Wednesday, March 13, NJEA Secretary-Treasurer Steve Beatty joined members in South Bound Brook as they observed Red for Ed Chapter 78 Relief Day to promote relief from onerous health care premium contributions and to support job justice for educational support professionals.

KNOW. LEAD. ACT.

GET YOUR NJEA 2019 POLITICAL ACTION GUIDE

NJEA members know that as educators and advocates, it is our responsibility to engage in political action. To make that responsibility easier, NJEA's Government Relations Division has produced a digital Political Action Guide that contains the information you need to influence your elected leaders, from your local school board to the U.S. Congress. You can download the guide at actioncenter.njea.org.



READ THE NEA DIRECTORS NEWSLETTER

NJEA members are represented at the National Education Association (NEA) by two groups of members: those who are elected as delegates to the annual NEA Representative Assembly (NEA RA) and those who are elected to a seat on the NEA Board of Directors. The NEA Board of Directors is responsible for setting general policies between the annual NEA RA meetings.

The board consists of one director from each state affiliate, at-large directors to meet representational guarantees and representatives for students and retired members. Each state is entitled to an additional director per 20,000 active and life members. NJEA currently has nine state directors on the board. In addition, two current nationally elected at-large directors are NJEA members. The names of NJEA's NEA Directors can be found on Page 6 of every *NJEA Review* in the left-hand sidebar.

The NEA Board of Directors meets four times per year and at other times it deems necessary to conduct association business. The board also produces a newsletter following many of its meetings.

To access the newsletter, log into njea.org. Under "My NJEA" click on "Docs & Downloads." From there, scroll down to "NEA Directors Newsletter."

SELFIE OF THE MONTH

From left: Essex County EA Secretary Brian Rock snapped a selfie with Passaic County EA President Susan Butterfield, Assemblywoman Britnee Timberlake (D-Essex) and Livingston EA member Marie Battist-Celestin on March 6 at an awards celebration. Timberlake was an early co-sponsor of bills providing relief from Ch. 78 health care premiums and job justice for educational support professionals.

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



COOL STUFF

STUDENTS CAN HONOR SCHOOL HEROES

The Trenton Thunder baseball team and NJEA are once again sponsoring a student essay contest open to all New Jersey public school students.

The topic of the contest is “My Hero Works at School.” Students are encouraged to write a short, thoughtful essay about a school employee who has had a positive impact on them. Essays should be no more than 250 words.

Three winners will be selected. Each winning student, the school employee they write about, and a total of eight of their family members and friends will be guests of NJEA and the Trenton Thunder at the NJEA Back-to-School game on Aug. 1. The Thunder will be squaring off against the Altoona Curves.

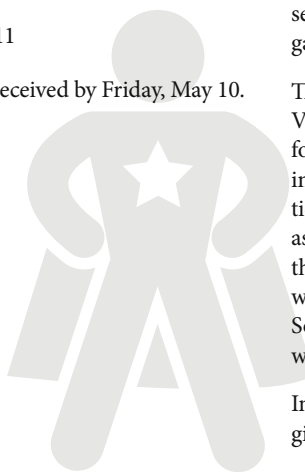
Each winning student and the school employee they write about will participate in pre-game ceremonies and receive commemorative certificates. (Participants should be available to attend the game—no substitute dates are available.)

Entries must include the student’s name, home address, parent’s name and phone number, school name and address, teacher’s name, and grade level.

Send entries to:

NJEA-Thunder Essay Contest
Attention: Kimberly Crane
PO Box 1211
Trenton, NJ 08607-1211

Submissions must be received by Friday, May 10.



FARM TO SCHOOL RECOGNITION PROGRAM APPLICATION OPEN

The New Jersey Department of Agriculture Farm to School Program wants to know if your school is serving locally grown, Garden State produce, has a school garden, or is connecting to New Jersey growers with farm field trips or classroom visits. We want to include you in the Jersey Fresh Farm to School Recognition Program. Download the application from bit.ly/njfarmtoschool and learn more about Farm to School at farmtoschool.nj.gov. The online application must be completed by May 31, and all hard copy documentation requested must be postmarked by May 31 and sent to the address at the bottom of the survey.

NJEA AND PHILADELPHIA SOUL SPOTLIGHT MEMBERS

NOMINATE YOUR FAVORITE NJEA MEMBER TO BE A VIP OF THE GAME

NJEA and the Philadelphia Soul football team have partnered to recognize some of the many dedicated teachers and educational support professionals (ESP) who make New Jersey Public Schools great for every child.

NJEA members can nominate a fellow teacher or ESP to be the NJEA/Soul VIP of the Game. There will be a total of seven VIPs honored during the season, one per week beginning with the first home game on April 27.

The seven NJEA members selected as NJEA/Soul VIPs of the Game will each win a Field Zone Table for four at a Soul game at the Wells Fargo Center in Philadelphia. The prize package includes four tickets, parking passes, food, and a beverage, as well as post-game field passes for a Meet and Greet with the players and Soulmate Dance Team. The person who nominated the winner wins four tickets in the Soul Blue section in the heat of the action. They will also receive food vouchers and parking passes.

In addition, the VIP of the Game will receive a \$250 gift card courtesy of LifeBrand.

To nominate a colleague as the NJEA/Soul VIP of the Game, visit njea.org/soul and complete the online nomination form. The deadline is May 1. Act now! Entries received after May 1 will not be considered.

CASA VOLUNTEERS HELP NEW JERSEY’S NEEDIEST CHILDREN

New Jersey’s child welfare agency placed Lucy (not her real name) and her younger sister in the state’s care after allegations of physical abuse by their mother were substantiated. The Family Court judge asked for a Court Appointed Special Advocate (CASA) for these sisters. Abbey, a CASA volunteer, accepted the assignment.

Abbey visited with the sisters every few weeks and worked with the foster parents and the child welfare agency to determine if there was a home that could accommodate both children. The sisters were eventually placed with their grandmother after receiving the necessary educational support services and desperately needed occupational therapy.

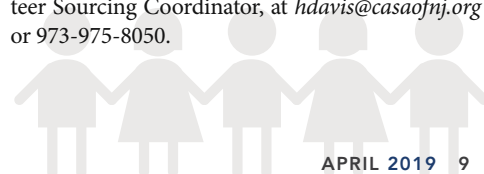
CASA volunteers like Abbey help children like Lucy and her sister find stability, permanence and loving, stable homes. Since 2000, CASA of NJ, part of a national network of nonprofit programs that advocate for children removed from their families because of abuse or neglect, has been successful in its mission.

CASA of NJ promotes and supports a statewide network of local affiliate CASA programs that operate in all 21 counties in New Jersey. CASA affiliates recruit and train community volunteers to be a “voice in court” for children. These advocates speak up for these children, helping them get the services they need and ensuring that they find safe, permanent homes. CASA volunteers recruit many volunteers—all that’s required is a bit of time and training to make a difference in the life of a child in foster care.

CASA volunteers visit the child approximately once a month. They work as facilitators to secure resources and services such as therapeutic evaluations for a child and family, tutoring services, educational resources, medical services, etc. CASA volunteers provide consistency and facilitate a strong foundation for a child’s growth and development. The CASA volunteer remains on the case until it is permanently resolved.

The CASA volunteer meets with the child, parents, family members, social workers, school officials, health providers and others who are knowledgeable about the child’s history. They also review all records pertaining to the child’s case, including education and healthcare. Then the volunteer can prepare reports and make recommendations to the court on the child’s status and needs.

For additional information, visit CASAforchildrenNJ.org or contact Helen Davis, CASA Statewide Volunteer Sourcing Coordinator, at hdavis@casaofnj.org or 973-975-8050.



(EVEN MORE) COOL STUFF

STUTTERING AWARENESS WEEK IS MAY 13-19

Stuttering is a communication disorder in which the flow of speech is broken by repetitions (li-li-like this), prolongations (lllllike this), or abnormal stoppages (no sound) of sounds and syllables. There may also be unusual facial and body movements associated with the effort to speak. Stuttering is also referred to as stammering.

More than 70 million people worldwide stutter. In the U.S., that's over 3 million Americans who stutter. Approximately 5 percent of all children go through a period of stuttering that lasts six months or more. Three-quarters of those will recover by late childhood, leaving about 1 percent with a long-term problem. The best prevention tool is early intervention.

Stuttering affects four times as many males as females.

The Stuttering Foundation provides free online resources, services and support to those who stutter and their families, as well as support for research into the causes of stuttering. Visit www.stutteringhelp.org for more, including these eight tips for school employees:

1. Don't tell the student "slow down" or "just relax."
2. Don't complete words for the student or talk for him or her.
3. Help all members of the class learn to take turns talking and listening. All students—and especially those who stutter—find it much easier to talk when there are few interruptions and they have the listener's attention.
4. Expect the same quality and quantity of work from the student who stutters as the one who doesn't.
5. Speak with the student in an unhurried way, pausing frequently.
6. Convey that you are listening to the content of the message, not how it is said.
7. Have a one-on-one conversation with the student who stutters about needed accommodations in the classroom. Respect the student's needs, but do not be enabling.
8. Don't make stuttering something to be ashamed of. Talk about stuttering just like any other matter.

Compiled by Lisa Scott, Ph.D., The Florida State University

BEAR EDUCATION SEMINARS AND RESOURCES OFFERED

The New Jersey Department of Environmental Protection's Division of Fish and Wildlife offers "Know the Bear Facts" educational seminars for residents to learn practical information about co-existing with black bears. Bears have been sighted in all 21 of New Jersey's counties, so it is important for residents throughout the state, including those within urban areas and southern counties, to know the facts about them.

"Know the Bear Facts" education seminars are free of charge and available to municipalities, schools, homeowner associations, civic and environmental organizations and a variety of other audiences.

Program attendees learn all about the history and biology of the Garden State's largest land mammal, black bear research, and get common-sense tips on how to react if a black bear is encountered. The seminar also provides simple precautions that residents should take to discourage bears from entering a property.

The division also offers educational publications about New Jersey's black bears for educators and a K-8 curriculum titled "Understanding Black Bears." Both are free of charge.

To inquire about scheduling a bear education seminar, or to receive bear publications, contact Michelle Smith at (609) 259-6961 or Michelle.Smith@dep.nj.gov.

For more information about black bears, visit www.state.nj.us/dep/fgw/bearfacts.htm. 🐻



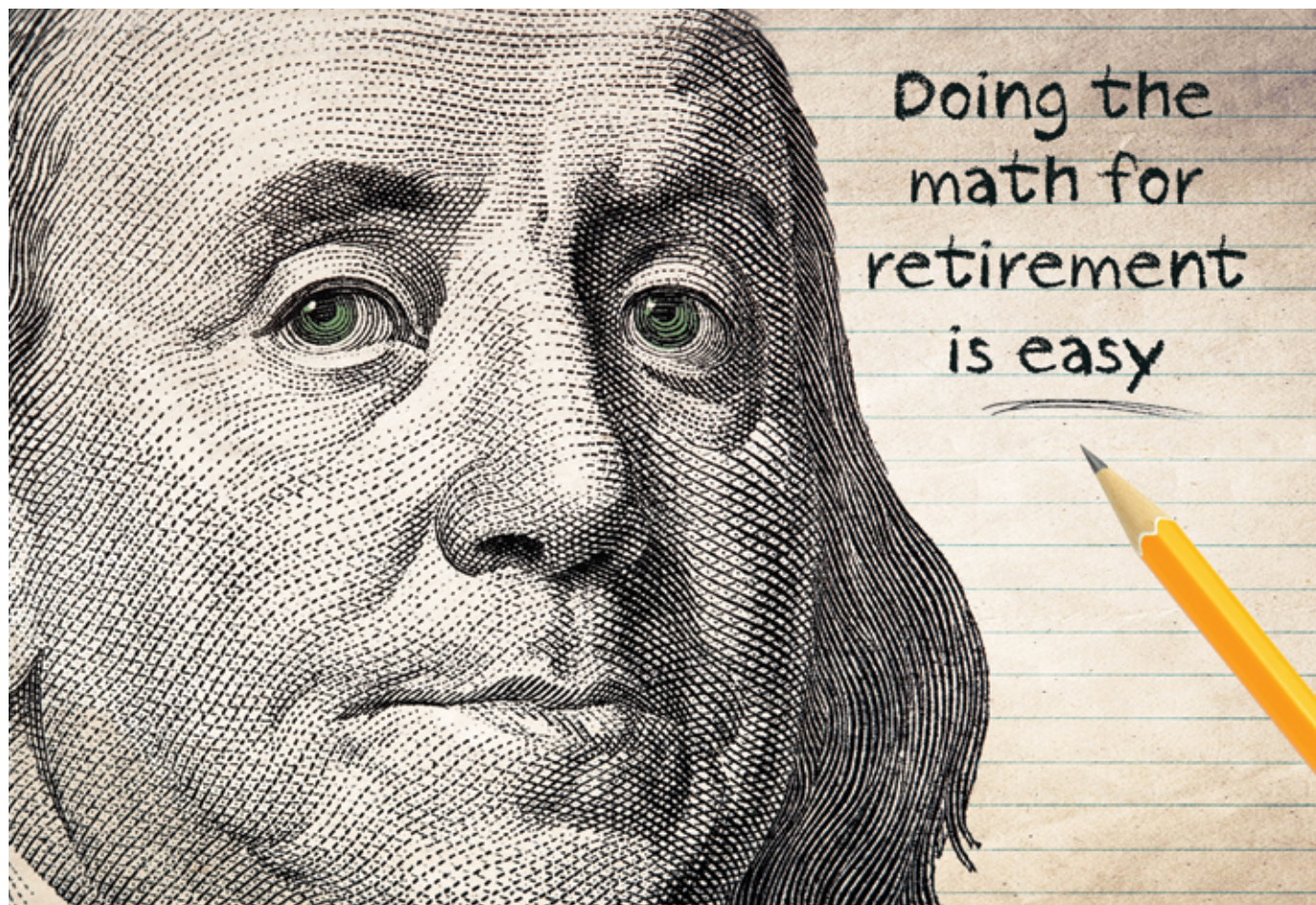
NEED HELP?

FREE AND
CONFIDENTIAL HELP
WITH PERSONAL,
FAMILY AND
SCHOOL-RELATED
DEMANDS.

WHY HANDLE
TOUGH TIMES
ALONE?

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.





Three ways the **NEA Retirement Program** helps you grow and protect your savings.

- 1. EXCLUSIVE TOOLS AND INFORMATION:** Our Retirement Income Calculator has information from your pension plan built in, so you can see how extra savings or a different retirement age can impact your future benefits and income. Simply input your information to get a customized, eight-page retirement report.
- 2. INVESTMENT OPTIONS:** Build your nest egg, protect your savings, enjoy a steady stream of retirement income — we have solutions for every stage of your life and career.
- 3. LOCAL RETIREMENT SPECIALISTS:** They work within your school district and offer expertise to help you prepare your retirement plan.

VISIT: neamb.com/retirementprogram | CALL: 800-NEA-VALU (800-632-8258) today.



This information is provided by **Security Distributors** in connection with the NEA Retirement Program for retirement plans sponsored by school districts and other employers of NEA members and individual retirement accounts established by NEA members. Security Distributors and certain of its affiliates (collectively, "Security Benefit") make products available under the NEA Retirement Program, directly or through authorized broker/dealers, pursuant to an agreement with NEA's wholly owned subsidiary, NEA's Member Benefits Corporation ("MBC"). NEA and MBC are not affiliated with Security Benefit. Neither NEA nor MBC is a registered broker/dealer. All securities brokerage services are performed exclusively by your sales representative's broker/dealer and not by NEA or MBC. RT330519

Receive your \$250 NJWELL Incentive with Paladina Health

SEHBP members and their covered spouses/partners are both eligible to earn the \$250 incentive.

To qualify for the NJWELL incentive, you must complete the following:

1. Complete a health assessment through your health plan's online portal.
2. Complete a comprehensive physical examination.
3. Complete a health map in partnership with your Paladina Health provider.
4. Have at least one follow up appointment with your Paladina Health provider.
5. Complete all of the above by October 31, 2019.

Take advantage of Paladina Health. Enroll today at www.paladinahealth.com/enroll or call (866) 808-6005.



Members on the NJ Direct Zero plan are eligible for a \$500 NJWELL Incentive!



Paladina Health is available only to active employees and dependents covered under SHBP/SEHBP NJ direct plans, SHBP OMINA plans and non-medicare eligible retirees.
©2019 Paladina Health, LLC. All rights reserved.

BE THE TEACHER YOU KNOW YOU CAN BE.

DREW

Caspersen School of Graduate Studies

Drew University's part-time and full-time teacher education programs develop your teaching skills by blending your coursework with real-world, hands-on experiences. Here, you'll work closely with faculty mentors and join a robust intellectual community.

Plus, we provide financial aid with generous **scholarships** just for **educators**.

Master of Arts in Teaching (36 credits)

Leads to initial certification in elementary or secondary education.

Master of Education (30 credits)

Professional development opportunity for current teachers and education professionals.

Areas of specialization

- English as a Second Language
- Conflict Resolution
- Literacy & Technology
- Teaching & Learning
- Teaching Students with Disabilities
- Equity & Culture
- Religion, Theology & Society

Endorsement programs

- English as a Second Language
- Teacher of Students with Disabilities

Learn more: drew.edu/njea
grad@drew.edu | 973.408.3111 | #DrewTEACH

The Law and You

WHAT IS A DONALDSON HEARING FOR NONTENURED TEACHERS?

BENEFITS AND DRAWBACKS

BY RAY BALDINO

Most New Jersey teachers are aware of the four-year probationary period before they are eligible to receive tenure. They know that tenure protects teachers from removal from their job, except for reasons such as inefficiency, incapacity and unbecoming conduct. Many teachers might be less familiar, however, with the fact that nontenured teachers also enjoy protection (if more limited) to protect them from arbitrary removal. The purpose of this article is to explain one protection extended to nontenured teachers, as well as its benefits and drawbacks: the Donaldson hearing.

In *Donaldson v. North Wildwood Board of Education*, the New Jersey Supreme Court held that a nontenured teacher who is nonrenewed prior to obtaining tenure has two procedural rights. First, the teacher may request a “statement of reasons” for their nonrenewal. Second, the teacher is entitled to an informal appearance before the board of education to discuss the reasons and to try to persuade the board to retain the teacher.

Ray Baldino is an NJEA network attorney at the Zazzali, Fagella, Nowak, Kleinbaum and Friedman law firm, which practices in the areas of labor and employment, creditor's rights and bankruptcy, trial and appellate litigation, public sector law, employee benefits law, general litigation, and election law.

The hearing takes its name from Mary C. Donaldson, a courageous nontenured teacher and NJEA member educating children in North Wildwood. When her employment contract was not renewed for the 1969-70 school year, the North Wildwood Board of Education refused to provide reasons for her nonrenewal, stating “on tenure matters, it is best not to give reasons.” With support from NJEA, Donaldson first appealed that refusal to the state commissioner of education, ultimately taking her case to the Supreme Court of New Jersey.

The Supreme Court rejected the board's position. Although acknowledging that a board of education has broad discretion to choose to not renew nontenured teachers, it pointed out that such power is not unlimited. For example, a board could not refuse to renew a teacher for unlawful reasons, such as unlawful discrimination or violation of constitutional rights.

The court's justifications for why a school district must provide a statement of reasons, if requested, included that doing so creates a minimal administrative burden on districts, and protects teachers against arbitrary actions of boards of education, by at least requiring them to state why a teacher is dismissed. Requiring a statement of reasons also provides a teacher an opportunity to learn and improve from the information provided. Also, should the statement of reasons disclose

that the reasons were not performance related, then it would assist the teacher in their search for the next teaching position, the court reasoned.

If a teacher is not satisfied with the statement of reasons provided, they are entitled to an informal appearance before the board of education to discuss the reasons provided in the statement of reasons and to place their response on the public record. The informal appearance before the board also presents an opportunity to try to persuade the district to not dismiss them, though it should be mentioned that this tends to be a rare occurrence.

Requesting a statement of reasons and a Donaldson hearing both provide a valuable safeguard against arbitrary, unlawful employment actions, but for any nontenured teacher who is nonrenewed, it's important to understand the pros and cons in deciding whether to request them. Obtaining the board's reasons for nonrenewal, and a hearing, may not always be desired. As the *Donaldson* court noted, boards enjoy broad discretion to not renew teachers, including for non-performance-based reasons, and unless there is an unconstitutional or otherwise unlawful motive expressed in a statement of reasons, a board of education's decision not to renew is solely at the discretion of the Board.

By requesting a statement of reasons, a teacher runs the risk that a district may seek to protect itself, due to fear

of litigation or otherwise, by overstating the teacher's alleged deficiencies. This could harm the teacher's efforts to obtain other employment because if the prospective employer asks for the reasons for the teacher's nonrenewal, the teacher might be required to provide adverse reasons that would not otherwise have been created. If a nontenured teacher is nonrenewed, they should consult with their local association of NJEA field representative for advice on whether to request a statement of reasons and a Donaldson hearing. 🏠

THE HEARING
TAKES ITS NAME
FROM MARY C.
DONALDSON, A
COURAGEOUS
NONTENURED
TEACHER AND
NJEA MEMBER
EDUCATING
CHILDREN
IN NORTH
WILDWOOD.

NJEA REPORT

FOUR: Stanhope Education Association member Susan Davis receives the Friend of ESP Award. From left: ESP Committee Chair Donna O'Malley, Davis, and NJEA Secretary-Treasurer Steve Beatty.

NJEA HONORS MEMBER ACHIEVEMENT AT ESP CONFERENCE

Florence Taliercio, an officer of the East Brunswick Education Association (EBEA), was formally recognized as the 2019 NJEA Educational Support Professional (ESP) of the Year at the ESP Conference on Feb. 2. Kathleen Howley, the previous president of the Camden County Council of Education Associations (CCCEA), received the 2019 NJEA Career Achievement Award. Susan Davis, a longtime advocate and leader for all members, including ESPs, earned the NJEA Friend of ESP Award.

EAST BRUNSWICK LEADER RECEIVES ESP OF THE YEAR AWARD

The story that traces Taliercio's path to 2019 ESP of the Year was featured in the February *NJEA Review*.

A secretary in the Information Technology Department in East Brunswick Public Schools, Taliercio has enjoyed a long and varied career with the district. Over her years in the district, Taliercio served as a part-time lunch aide, later directly assisting teachers and the school nurse, and as a bus aide.

Her commitment to her profession is matched by her commitment to her colleagues. Taliercio has served on the EBEA Negotiations Team since 2015. She has been chief building representative since 2006. She currently serves as a member of the ESP Council, ESP Evaluation System Committee, Contract Writing Committee, Pension Action Committee, Public Relations Committee and on the EBEA Alliance. In addition, she is a PRIDE Committee captain and a Together for Success captain.

At the county level, Taliercio has been a delegate to the Middlesex County Education Association (MCEA) and has served on the MCEA Collective Bargaining Council since 2015.

"Working in the educational arena is at the same time challenging and rewarding," Taliercio said upon accepting the award. "I see the difference our educational support professionals make in so many student's lives, and I see the assistance they provide to our educators daily. It is most certainly my honor to work with them."

"Florence understands the power of her voice," NJEA President Marie Blistan said as she presented Taliercio with the ESP of the Year Award. "She knows that her voice can and does make a difference. She uses her voice, along with her commitment to service, to elevate the voices of others."

CAMDEN COUNTY LEADER WINS NJEA CAREER ACHIEVEMENT AWARD

Kathleen Howley, serves as a secretary in the business department at the Camden County Vocational Schools, and has been a member of the Camden Vocational Education Association for 25 years.

Howley became involved in her local association, taking on roles as a building representative and as a member of the negotiations team. Later she became second, and then first, vice president. In the CCCEA, she held multiple leadership offices before becoming county president for over six years. At the state level she served on numerous committees as well as the NJEA Delegate Assembly, the association's policy-making body.

"Kathie is the very embodiment of the word 'community,' whether we are talking about her role in her association or at the county and state levels," NJEA Vice President Sean M. Spiller said as he presented the Career Achievement Award to Howley. "She instills a sense of fellowship in her members and the students she serves."

Howley credited her career as an advocate in NJEA to her mentors Earl Kights and Sharon Long, who were longstanding leaders in CCCEA, NJEA and their local associations.

"Earl taught me, and all ESPs, that we have an equal voice in this association and that there is nothing wrong with letting it be heard," Howley said. "Sharon walked me through how to be a good leader by her example, and she continued to support me as I became the first NJEA ESP to hold the position of a county president."

Howley used her remarks as an opportunity to pay forward what Kights and Long did for her.

"I would like all ESPs to remember that you are equal in this association, don't be intimidated, and make your voice heard," Howley said.

SUSSEX COUNTY LEADER RECEIVES FRIEND OF ESP AWARD

Susan Davis, a longtime leader and stalwart advocate for all NJEA members, was honored with the Friend of ESP Award. The award is presented annually to a person or organization whose leadership, acts, dedication, commitment and support on the statewide level have proven that person or organization to be a true friend

of and advocate for ESP and their contributions to public education and students.

As the chair of the NJEA Convention Committee, Davis bristles when she hears the term "teacher's convention" used to describe the annual event. In fact, under her leadership convention offerings for ESP have expanded as has the presence of ESP resources on the Exhibit Hall floor.

"With her positive, can-do attitude, Sue encourages ESP members to take risks and become union leaders, going the extra mile by offering any assistance and training they may need to succeed within the association," NJEA Secretary-Treasurer Steve Beatty said as he presented the Friend of ESP award to Davis. "Regardless of whether she was operating in her role as Sussex County Education Association president, NEA-RA delegate, Delegate Assembly representative, NEA Director or Executive Committee member, Sue was constantly working to get ESP members involved in their local, county, state and national levels of our union."

In accepting the award, Davis spoke of the value of honoring past leaders and inspiring new ones.

"I certainly do not stand here because I accomplished change and impact all by myself," Davis said. "It happened because of the people who came before me. In fact, there are many people who have lifted me to more than I believed I could be. And that's what I feel is my role and my purpose now: to pay it forward and to ensure that someone else feels inspired enough to accomplish change and impact."



1

ONE: County ESPs of the Year are honored at the ESP Conference. From left: Kim Walsh, Lorraine Von Hess, Jaime Fonseca, NAEA Secretary-Treasurer Steve Beatty, Marianne Wurbach, ESP Committee Chair Donna O'Malley, Florence Taliercio, NAEA President Marie Blistan, Ellen Coless, Pauline Marsh, NAEA Vice President Sean M. Spiller, Idelisa Perez, Linda Dickman, Gary O'Shea, and Kim Welsh.



2

TWO: NAEA ESP of the Year Florence Taliercio is presented with a legislative proclamation by Assemblywoman Nancy Pinkin. From left: NAEA Secretary-Treasurer Steve Beatty, East Brunswick EA President Dana Zimbicki, NAEA President Marie Blistan, Middlesex County EA President Lois Yukna, Taliercio, Pinkin, and NAEA Vice President Sean M. Spiller.



3

THREE: Camden County Vocational EA member Kathleen Howley receives the ESP Career Achievement Award. From left: ESP Committee Chair Donna O'Malley, NAEA Secretary-Treasurer Steve Beatty, Howley, and NAEA Vice President Sean M. Spiller.



4

In addition to the statewide NAEA ESP of the Year, each county association honors its members with a countywide ESP of the Year.

Atlantic County: **Lorraine Von Hess**, paraprofessional, Hamilton Township Education Association

Bergen County: **Linda Dickman**, paraprofessional, Carlstadt Education Association

Burlington County: **Dorie Cecchini**, paraprofessional, Palmyra Education Association

Cape May County: **Gary O'Shea**, custodian, Lower Township Elementary Education Association

Cumberland County: **Darlene Morris**, secretary, Millville Education Association

Essex County: **Jaime Fonseca**, administrative assistant, Orange Education Association

Gloucester County: **Kathryn Hargreaves**, secretary, Washington Township Education Association

Hudson County: **Idelisa Perez**, secretary, West New York Education Association

Hunterdon County: **Pauline Marsh**, paraprofessional, Readington Education Association

Mercer County: **Olive Giles**, secretary, Princeton Regional Education Support Staff Association

Middlesex County: **Florence Taliercio**, secretary, East Brunswick Education Association

Monmouth County: **Carol Low**, paraprofessional, Rumson Education Association

Morris County: **Diane Schilling**, secretary, Jefferson Township Education Association

Ocean County: **Kim Welsh**, paraprofessional, Point Pleasant Boro Education Association

Passaic County: **Ellen Coless**, administrative assistant, Wayne Education Association

Salem County: **Marianne Wumbach**, paraprofessional, Woodstown-Pilesgrove Education Association

Somerset County: **James Cox Jr.**, head custodian, Hillsborough Education Association

Sussex County: **Kim Walsh**, paraprofessional, Sussex-Wantage Education Association

Union County: **Carol Walsh**, paraprofessional, Union Township Education Association

Warren County: **Mary Jane Howell**, secretary, Phillipsburg Education Association

AFTER THE BELL

EDUCATORS HELP TO FIGHT STUDENT HUNGER

On May 30, 2018, Gov. Phil Murphy signed S-1894 into law. It will require schools with at least 70 percent of students eligible for free or reduced-priced school meals to provide breakfast during the school day. When breakfast is served during the school day, student participation skyrockets. NJEA and child advocacy groups across the state applauded the decision. The new law will ensure that hundreds of thousands of New Jersey students get a nutritious start to their school day.

New Jersey's 590 school districts and 88 charter schools educate more than 537,000 students who qualify for free or reduced-price breakfast. An analysis by Hunger Free New Jersey reveals that 648 schools, educating more than 327,000 students, will be required to serve breakfast after the bell starting in September 2019.

AFTER THE BELL IS BETTER

A breakfast after the bell meal is typically provided to students during the first few minutes of the school day, usually in the classroom. Other locations, such as the cafeteria, can also be used.

Under the new law, many schools that had before-school breakfast programs will be replacing them with breakfast after the bell. Providing breakfast in the school building prior to the school day has proven less effective because most students are not yet present. The breakfast after the bell program eliminates the stigma of coming to school early for food and helps those students who, because of family or bus schedules, cannot arrive at school early.

FEEDBACK FROM EDUCATORS

While some local associations were wary of this mandated

change, most that already have a breakfast after the bell program in place report that breakfast has quickly become a seamless part of the morning routine.

Most educators report that once the appropriate custodial and procedural supports are put in place, breakfast after the bell does not take away instructional time or create more work in the classroom. To ensure the best possible outcomes for hungry students, it is essential that administrators address and remedy concerns brought to them by staff members who are required to participate in the program.

With the program, student hunger is no longer a distraction, leading some educators to report that classroom disruptions are reduced. Highland Park teacher Francine Drachtman reports that her second graders are more focused after they eat.

"It's one less thing they have to worry about during the school day," says Drachtman, "Our kids have so much going on. It's a relief for us to know that they are not hungry in addition to other possible challenges."

Highland Park's Bartle Elementary School was the pilot for the district's breakfast program. Bartle School implemented breakfast after the bell in January 2017, several years prior to mandatory participation.

SUMMER MEALS FILL NUTRITION GAP

Another new law to combat student hunger will go into effect this summer. S-1897 requires districts where at least half of students are low-income to participate in the federal Summer Meals Service Program by 2019, unless a waiver is received. All districts subject to the law must participate by summer 2020.

The New Jersey Department



ABOVE: A student in Haledon enjoys breakfast after the bell.

of Agriculture projects that 128 districts are subject to this new requirement this summer. Of those, about half have requested a waiver for the summer of 2019. The good news is that a healthy number of new school districts will be serving summer meals. This will help to fill the nutrition gap for students who can now also rely on their district for meals while school is not in session.

New Jersey communities served summer meals to nearly 95,000 children on an average day in July 2017 through two federal summer meals programs. Communities collected \$11 million in federal dollars to achieve that goal.

Despite this progress, meals reached only 24 percent of students who receive free or low-cost meals at school. If New Jersey reached the recommended 40 percent participation rate among these students, communities would

collect an additional \$5.2 million per year to feed children in the summer, according to the Food Research and Action Center.

Summer Meals Service Program Fact Sheets, in English and Spanish, and other resources can be found at fns.usda.gov/sfsp.

FOOD FOR THOUGHT

The New Jersey Food for Thought Campaign, led by Hunger Free New Jersey, is driven by a statewide coalition committed to combating childhood hunger. NJEA sends a representative to each coalition meeting to assist with the group's initiatives that involve student hunger in public schools.

This effective partnership of state agencies, health, wellness and education organizations, municipal government, child advocates and others has resulted in many more children receiving the nutrition they need to grow, learn and thrive.

The coalition works to build statewide support for the expansion of federal child nutrition programs through outreach and communications. Their primary state partner is the New Jersey Department of Agriculture. National partners are the Food Research and Action Center and the American Dairy Association Northeast.

Over the past two years, there has been a drop off in participation, partially due to some districts scaling back their breakfast after the bell programs. The new law promises to make strides toward reaching the roughly 313,000 low-income New Jersey students who are still not receiving that all-important morning meal.

The New Jersey Food for Thought Campaign has just launched a new website at njfoodforthought.org. It offers information and resources to help deliver school breakfast and summer and after-school meals to more children in need. The website provides information about all three federal child nutrition programs, resources for both advocacy and implementation, grant information, and links to organizations that can help communities claim federal dollars to feed more hungry kids.

To find out more about Hunger Free New Jersey visit cfanj.org/hungerfreenj.

**MOST EDUCATORS
REPORT THAT ONCE
THE APPROPRIATE
CUSTODIAL AND
PROCEDURAL
SUPPORTS ARE PUT
IN PLACE, BREAKFAST
AFTER THE BELL DOES
NOT TAKE AWAY
INSTRUCTIONAL
TIME OR CREATE
MORE WORK IN THE
CLASSROOM.**

NJEA COMMENDS LAW THAT EXPANDS FAMILY LEAVE

Gov. Phil Murphy signed into law on Feb. 19 a sweeping expansion to the state's paid family leave program. New Jersey enacted a paid family leave program in 2008. The new law significantly expands that program to provide additional job protections for those who miss work due to caring for a newborn child or a sick loved one.

NJEA's officers, President Marie Blistan, Vice President Sean M. Spiller and Secretary-Treasurer Steve Beatty released a statement lauding the new legislation.

"As educators, we know that families are fundamental to student success," they said. "Parents and other caregivers should never have to worry about losing a job that supports their family because they need time off to provide critical care for their family. When a sick child needs a parent or caregiver available, we should do whatever it takes as a society to make that happen."

A-3975 changes New Jersey's paid family leave program in a number of ways, including:

- **Doubling the number of weeks for Family Leave Insurance (FLI):** Employees can take up to 12 consecutive weeks of paid family leave during any 12-month period, beginning in July 2020.
- **Increasing the weekly benefit:** Individuals can now receive 85 percent of their weekly wage, with the maximum possible benefit going up to 70 percent of the statewide average weekly wage.

- **Increasing intermittent leave from 42 days to 56 days:** Workers will be able to take up to 56 days of intermittent leave within a 12-month period, beginning in July 2020.
- **Anti-retaliation provisions:** Employers with over 30 employees will be barred from retaliating or discriminating against an employee because they took family leave.
- **Expanding individuals eligible to take paid family leave:** The newly signed legislation expands paid family leave to include caring for siblings, in-laws, grandparents, grandchildren, other blood relatives, and any other individuals who can be shown to have the equivalent of a family relationship.
- **Including domestic and sexual violence:** The bill explicitly allows family temporary disability leave to be taken for medical attention, counseling, or legal assistance or proceedings arising out of domestic violence or sexual violence. An individual can take family leave under this provision if they themselves were the victim of domestic or sexual violence, or if they need to care for a family member who was such a victim. "We were proud to support this critical legislation as part of the New Jersey Time to Care Coalition because it will benefit our students and their families," NJEA's officers said.

THE NUMBERS

1 MILLION

Nearly 1 million children attend districts in New Jersey where per pupil spending is below the level of spending considered adequate to provide a thorough and efficient education. Nearly 200,000 of those children attend districts with adequacy gaps greater than \$5,000 per pupil.

Source: "New Jersey's School Funding Reform Act at 10," Bruce D. Baker, Ed.D., Rutgers University, Graduate School of Education with Mark Weber, Ph.D., New Jersey Policy Perspective.

NJDOE RELEASES GRADUATION REQUIREMENTS FOR JUNIORS AND SENIORS

When an appellate court struck down in December the use of multiple PARCC exams as a graduation requirement for New Jersey high school students, the New Jersey Department of Education (NJDOE) was tasked with clarifying the rules by which the classes of 2019 and 2020 would graduate.

On Feb. 22, New Jersey Commissioner of Education Lamont Repollet sent a memo to chief school administrators outlining graduation requirements for current juniors and seniors. These requirements result from a consent order from the New Jersey Superior Court, Appellate Division. They memorialize an agreement between the NJDOE and the Education Law Center.

The Education Law Center was one of the parties to the lawsuit challenging the state's graduation requirements.

CLASSES OF 2019 AND 2020

Students graduating as members of the classes of 2019 and 2020 can meet graduation assessment requirements through any of these three pathways:

- Achieve passing scores on high school level NJSLA/ PARCC assessments.
- Achieve scores defined in the table below on alternative assessments such as the SAT, ACT, or ACCUPLACER.
- Submit, through the district, a student portfolio appeal to the NJDOE.

Each school year the NJDOE determines the proficiency level and/or cut scores needed on the assessments to meet the graduation assessment requirements. The updated proficiency levels/cut scores for the classes of 2019 and 2020 can be found on the Graduation Assessment Requirements webpage at bit.ly/njcutscores.

The title of the New Jersey Student Learning Assessment (NJSLA) reflects a name-change for the assessments associated with the Partnership for Assessment of Readiness for College and Careers (PARCC).

Special Education students, whose individualized education plans (IEPs) specify an alternative way to demonstrate proficiencies,

will continue to follow the graduation assessment requirements set forth in their IEPs.

CLASS OF 2021 AND BEYOND

Repollet told chief school administrators that the NJDOE will continue to work with the State Board of Education to address, through the regulatory process, the Appellate Division's December 31, 2018 decision.

"It is my goal to address this issue in a thoughtful yet expeditious manner, and I am committed to ensuring all students have a clear understanding of their graduation assessment requirements moving forward," Repollet wrote.

NJEA HONORED AT SOLIDARITY AWARDS

NJEA was selected as the 2019 Comrade of the Year by New Jersey Communities United (NJCU). The award was presented at the NJCU 2019 Solidarity Awards celebration on March 13 at Gallery Aferro in Newark.

NJCU is a grassroots community organization that builds power for low-income, working-class communities and communities of color in New Jersey. NJCU facilitates member-driven campaigns through community organizing, committee building and leadership development. It provides technical support to create sustainable campaigns that hold both public and private institutions accountable, especially in historically marginalized communities that have been stripped

of decision-making authority over those institutions, including their schools.

The theme of the NJCU 2019 Solidarity Awards was a celebration of the life of Archbishop Oscar Romero who once said, "We are workers, not master builders; ministers, not messiahs. We are prophets of a future not our own." This is a guiding principle of the work done by NJCU.

NJEA was chosen for the Comrade of the Year award as a union that courageously pushes back corporate entities that profit by exploiting and extracting local resources from communities and schools.

You can find out more about NJCU at unitednj.nationbuilder.com.



THE ANNUAL FUNDRAISER OF NJ COMMUNITIES UNITED

ICYMI

Fighting for Ch. 78 relief and ESP Job Justice

March 7, 2019

NJEA statement on budget address

March 5, 2019

NJEA celebrates Women's History Month

March 1, 2019

NJEA web giveaway

March 1, 2019

New Jersey stands up for families

Feb. 20, 2019

Resources abound on new website to help feed NJ kids!

Feb. 14, 2019

Tell Sen. Booker to reject the false promise of vouchers

Feb. 13, 2019

Minimum wage law a boost for students, families

Feb. 4, 2019

Readiness for tests does not equal readiness for life


Feb. 1, 2019

NJEA members walk-in to State House, lobby legislators

Jan. 17, 2019

The singular 'they'

Jan. 1, 2019

Find these stories at njea.org. Enter keywords from the title into the search bar. 



DISCOVER YOU

EARN A DEGREE IN EDUCATIONAL LEADERSHIP

- Ed.D./Ph.D. in Educational Leadership – K-12, Special Education, and Higher Education Leadership Specializations
- M.A. in Curriculum and Instruction – Supervisor, Principal, ESL Certificate and TOSD Endorsement Options
- M.A. in Educational Administration (on campus and online) – Principal and Supervisor Certification
- M.A in Higher Education (online)
- M.A in Literacy Instruction (Reading Specialist Certificate)
- M.A in Special Education (TOSD Endorsement, LDT-C Certification and ABA Course Option)
- Off Campus Leadership Development (OCLD); Fast Track M.A. in Educational Administration
- Post-Master LDT-C Certification
- Post-Master Superintendent Certification
- Post-Master Principal Certification (on campus and online)
- Post-Master Supervisor Certification (on campus and online)

JOIN US AT OUR NEXT
INFORMATION SESSION
APRIL 27 • 10:00 A.M.

RSVP caldwell.edu/visit



CALDWELL
UNIVERSITY
Caldwell, NJ



Celebrating school librarians

BY CHRISTINA CUCCI,
NJASL PRESIDENT

Meet April Bunn, a certified school library media specialist working at Red Bank Regional High School. April is not only her name, but also the name of the month that is designated by the American Association of School Librarians as a celebration of school librarians and their programs. The New Jersey State Board of Education will again proclaim April as School Library Month with a resolution at its April meeting.

Unfortunately, many schools in New Jersey no longer have a library media specialist to celebrate. This is a tragic loss to a school district because a certified school library media specialist transforms learning for students. Every student in New Jersey should have a certified School Library Media Specialist.

Famed author Dav Pilkey is this year's spokesperson for School Library Month.

"Over the years I've had the privilege to have met many committed librarians whose passion and dedication to literacy is life changing," Pilkey says. "I'm

Christina Cucci is the president of the New Jersey Association of School Librarians (NJASL). She has been a school library media specialist for eight years, working with K-2 students in Upper Saddle River. Previously, she served as a classroom teacher for 11 years, educating students in grades K-3. Cucci was selected as the 2015 ALA Emerging Leader and helped co-write a toolkit for AASL called Promoting School Library Programs. She is the former Co-President of the Bergen/Passaic affiliate of NJASL. She can be reached at president@njasl.org.

honored to be this year's AASL ambassador for school libraries and an advocate for everything they do to make the world a better place."

A DAY IN THE LIFE OF APRIL BUNN

It's 3 p.m. on a blustery February afternoon. April Bunn stays after school to keep the library open, and I've called her to speak with her about her job. As we are talking, she is visited by a technology aide, who is following up on a broken Chromebook. She puts the phone down again to help a teacher with the laminator, located at the back of the library.

"I try and cultivate a place where everyone wants to be," Bunn tells me. "It's like doing six people's jobs, but the energy in the library is so gratifying."

Bunn's typical day consists of a variety of tasks in the learning community. She hunts for resources for a student's project on the Russian Revolution. In the middle of this, she runs over to help science students get their Chromebooks logged in to Discovery Streaming. Later, she assembles a podcasting station for a class of English language learners. She meets with student volunteers during a study hall period to review the procedure to inventory the library collection.

"I am here to serve the entire community: the teachers, students, administrators, and parents. I try to be essential to everyone," Bunn says.

LIBRARY MEDIA SPECIALISTS SUPPORT EFFECTIVE INSTRUCTION

The research is clear: certified



Many certified school library media specialists are being replaced with volunteers,



April Bunn (left), School Library Media Specialist at Red Bank Regional High School, works with dedicated student volunteers who assist with circulation and inventory during study hall.

classroom teachers and technology coaches without the certification to teach information literacy skills.

school library media specialists support effective instruction, provide innovative information literacy education for all and partner with teachers to craft authentic research assignments. School library media specialists are poised to make a positive impact in a school because they reach the entire community.

Tricina Beebe, a school librarian working in Hainesport, knows the value of a school library on a personal level. As a resident of Berlin Borough, she fought when her community's board of education terminated a certified school library media specialist in her child's school after 14 years of dedicated service. Beebe testified about her experience at a State Board of Education meeting in September 2017, asking:

- Who will teach our students 21st-century skills?
- How will our children be able to matriculate into high school without the continuity of a Future Ready skill-set?
- Who will match a student's IEP, Lexile Reading level, associate a Fountas and Pinnell label, aid with state-mandated standards and link students to 21st-century initiatives?

Beebe has seen libraries evolve over the last few years. She has witnessed libraries add spaces to incorporate STEM learning, makerspace kits, pre-engineering activities, and technology hardware.

"The role of librarian has changed," Beebe says. "We used to be a teacher of print resources only, but today's librarians have so many roles in the school. They may be the makerspace coordinator, the teacher collaborator, a professional development leader, a resource researcher, a grant writer and a community outreach advocate.

"I have a great relationship with my public library," Beebe says. "We discussed and developed the idea to create STEM kits for schools in Burlington

County that didn't have a makerspace or resources available at their school. These are now available on loan through the public library."

EVERYONE HAS A PLACE IN THE LIBRARY

Libraries equalize information for all students, regardless of socio-economic background. They are the heart of the school where all are welcome, and everyone has a place. Parents want their children to reap the benefits of a fully staffed school library because their children will learn essential skills for an ever-changing world.

School library media specialists teach students to inquire, explore and engage with information. Students become inclusive and collaborate with others to deepen their understandings.

But a new trend is threatening these positions in New Jersey schools. Many certified school library media specialists are being replaced with volunteers, classroom teachers and technology coaches without the certification to teach information literacy skills. This is like asking an English teacher to take over a math class.

Parents are learning about these losses and contacting the New Jersey Association of School Librarians (NJASL). They are asking NJASL to advocate for the inclusion of certified school library media specialists in their children's schools. NJASL has partnered with critical stakeholders to advance and promote legislation to require a prescribed ratio of certified school library media specialists to students as well as require an information literacy curriculum.

As president of NJASL, I am proud to serve an organization with this vision: "Every student in every school in New Jersey is served by a certified full-time school library media specialist and has access to the technology and other resources needed. All



Student volunteers helping create seasonal displays at Red Bank Regional High School.

Libraries equalize information for all students, regardless of socio-economic background. They are the heart of the school where all are welcome, and everyone has a place.

students are empowered to achieve success through inquiry-based, collaborative school library programs led by credentialed school library media specialists. These professionals are recognized as educational leaders and indispensable resources in their school communities.”

Students know the value of a school library as well.

“I enjoy working in a space where there is community and collaboration,” a Morristown High School student reports. “I find the librarians to be wonderful resources regarding educational matters for all aspects of my life. For me, the library has a special feeling, I accomplish a great

deal when I go to the library.”

Our hope is that all New Jersey school districts will recognize the benefit they have with their school library media specialists and that all New Jersey schools will employ certified school library media specialists.

I encourage you to reach out to your school librarian and ask about collaborating on an upcoming project. As fantasy science fiction writer Vera Nazarian says, “Sometimes, reaching out and taking someone’s hand is the beginning of a journey. At other times, it is allowing another to take yours.” 🏡

Our hope is that all New Jersey school districts will recognize the benefit they have with their school library media specialists and that all New Jersey schools will employ certified school library media specialists.



Tricina Beebe with preschool patrons. Beebe is the school library media specialist for over nine grade levels in Hainesport.

ENGAGING STUDENTS THROUGH EVENTS

A SCHOOL COUNSELOR'S PERSPECTIVE

TAKING STUDENTS TO SEE MICHELLE OBAMA IN PHILADELPHIA

**BY SWEETY PATEL, JCEA MEMBER
WITH ASSISTANCE FROM KYLE
ANDERSON, JCEA MEMBER**

As educators, we have many external expectations placed on us, which often makes it difficult to pursue projects we are passionate about. In school we get caught up in a routine, and our students can end up doing the same. Routines can be productive, but once they become monotonous that can be the opposite of what the educational experience should be or could be.

A planned (but for the students, unexpected) experience can provide an antidote. Such events are often the most memorable experiences that students have while in school. As a school counselor for the past 13 years in the Jersey City Public Schools, I feel that one of my primary roles is to create and facilitate these experiences.

The beauty of an event is that it becomes a truly shared experience, in which parents, students and educators join in a positive endeavor from beginning to end. Everything from the planning stage to the day of the event, to the reflections on it afterward, allows for the event to become a long-term memory in the lives of the students. Space is created for enthusiasm, decision-making and growth. All educators, including school counselors, can make their academic years more exciting if different types of events are scheduled for their students and families.

PUSH YOUR LUCK

I am a member of the American School Counselor Association (ASCA), which partnered with Michelle Obama to provide free tickets to her Becoming Book Tour. The intent of the partnership was to enable students who

grew up in the same sort of community she grew up in to be able to hear her speak. Ticket winners committed to taking four students to the event, free of charge, and share the experience with ASCA.

I was not confident that I would get the tickets, but I saw an email from ASCA as I was waiting in line at the temple during the Hindu

New Year. I thought to myself, "Just take a chance!" Lo and behold, I was one of only five school counselors chosen out of the 70 who entered in the Philadelphia area.

I was so ecstatic that I reached out to my administration and central office for approval of the trip to ensure that it could happen. Fate intervened yet again when, the board of edu-



Four students from Jersey City traveled with their school counselor, Sweetie Patel, to hear Michelle Obama speak at the Wells Fargo Center in Philadelphia. Front (l-r): Alyssa Greaves and Ashanti Mapp. Back (l-r): Dayne Peterkin and Justin Roberts.

Sweetie Patel is a school counselor in the Jersey City Public Schools at the Renaissance Institute, an alternative, credit-recovery program. She can be reached at sweetiepl1021@yahoo.com and on Twitter @SweetieP21.

cation cancelled its meeting, giving us time to submit an addendum request for the trip and for transportation.

This was a once in a lifetime opportunity that I did not want our students to miss. I tried to work in the system as best I could in a very small window of time, and by using my optimism and excitement as my catalysts, got all approvals in place quickly.

CHOOSING THE STUDENTS FAIRLY

Knowing I could only select four of our students to attend, I chose the students based on attendance. The Renaissance Institute is the alternative, credit-recovery program for the Jersey City Public Schools. Our students come from six of the comprehensive high schools in Jersey City and are catching up on their credits to graduate with their class cohorts. They come with academic, personal, social, and/or emotional issues that have shifted their secondary careers. Many of our students had attendance issues prior to coming to Renaissance, so I wanted to recognize and reward the students who now come to school the most consistently.

WHO DOES NOT LOVE A GOOD FIELD TRIP?

The experience was incredible from beginning to end. When the students found out they were chosen to go, they were thrilled, as were the parents when I informed them. A couple of parents thought something negative had happened when I reached out, but when I explained the reason for the call, they were also elated.

We had a long bus ride in store from Jersey City to Philadelphia, so we had dinner beforehand and packed the bus with snacks before leaving. We talked about Ms. Obama's book and took pictures. The students were professionally dressed for the event and were excited.

Once we arrived, we took time to talk to one another. As a result of my post to Twitter, the students even saw their picture up on the big screen in the Wells-Fargo arena.

Ms. Obama's conversation on stage was wonderful. She addressed various topics, including her experience with her college counselor, her marriage, and race. She shared excerpts from her book. We were seated near other students and school counselors.

When we returned to the bus, we talked all the way to Jersey City. I felt like I had one of the best school counseling group sessions with my students on that bus. We spoke on a wide range of issues from college to pets to school activities. The experience united us, and we grew closer as a group.

I believe it strengthened the students' friendships and allowed them to develop more positive energy in and for our program

at the Renaissance Institute. We reached school at about midnight. It was late, but we all went home a little more enlightened than when the day began.

ROUNDTABLE FOLLOW-UP REFLECTIONS

As a follow-up in school, we had a reflection roundtable session with the students. We ordered their favorite foods for lunch, and I pulled some quotes from Ms. Obama's event and her book for the students to think about and demonstrate how they may have seen her words resonate in their lives.

One of the students asked me if they needed their Chromebooks for the session. I told him that I would rather they use their paper and pens, and write. I often hear how handwriting allows for a freer flow of thoughts and is a better process overall. I wanted the students fully engaged in this process. Students are constantly on devices for socializing and for schoolwork, so this was a perfect opportunity for them to use their handwriting for expression.

I also sought the reflections from the parents. This was important because it gives parents a chance to provide input, giving us an opportunity to improve and look for more such opportunities in the future. If the parents feel invited and engaged, a sense of community is built. This affects every aspect of the students' educational time with their teachers and all staff at the school.

REPLICATING THE EXPERIENCE

There are many ways to replicate a project such as this for any school counselor or educator, whether you are a counselor running a book club group, facilitating a classroom guidance activity or even on an individual counseling level.

An opportunity to see a former first lady does not come along every day, but there are always events happening, such as book signings, lectures at a university, local author presentations and talks by local artists. Keep an eye out for posted fliers or events in your social media feed. Don't be so quick to delete those emails you get from the organizations you are a member of, you never know what opportunities are just sitting in your inbox.

Do not be afraid to enter contests and apply for opportunities yourself. While I used attendance as a criterion because the number of tickets I received were limited, other educators might hold an essay contest where attendees are chosen to see someone prominent. The odds of you winning may be better than you think, and you and your students may end up at an event you never imagined you would be able to attend. 📖

In the days after the event, my students and I processed the experience. I love quotations, so I used quotes from Michelle Obama's book, *Becoming*, as the prompts for writing with the students. Self-reflection is key when it comes to understanding ourselves and dealing with academic/personal/social issues. As a school counselor, this event manifested perfectly what I envision my students aspiring to and experiencing.

These are a sampling of what students wrote.

"If you don't get out there and define yourself, you'll be quickly and inaccurately defined by others." – Michelle Obama

"This quote made me think to myself if you don't show the real you then people may judge you in different ways that are not true. I was intrigued by this quote, it made me want to get out of my shell." – Dayne

"When they go low, we go high." – Michelle Obama

"My kindergarten teacher said I'd never be successful and I would always disobey and follow other people. By sixth grade, I would 'go high' and obtain credit roll every marking period, get inducted into the National Junior Honor Society in seventh grade through eighth grade and then graduate." – Justin

"Life was teaching me that progress and change happen slowly. Not in two years, four years, or even a lifetime. We were planting seeds of change, the fruit of which we might never see. We had to be patient." – Michelle Obama

"You can never rush things, always be patient. Blessings will always reach your patience." – Ashanti

"My father, Fraser, taught me to work hard, laugh often, and keep my word. My mother, Marian, showed me how to think for myself and to use my voice. Together, in our cramped apartment on the South Side of Chicago, they helped me see the value in our story, in my story, in the larger story of our country. Even when it's not pretty or perfect. Even when it's more real than you want it to be. Your story is what you have, what you will always have. It is something to own." – Michelle Obama

"No matter where you come from, everybody has a story, and that is what makes you unique. Also, your story, good or bad does not define you. You can get through anything." – Alyssa

Graduate Studies for Educators



Whether you prefer to take courses online or on-campus, Rowan University makes it convenient to acquire the education you need to advance your career. We offer more than 30 graduate-level programs including Doctoral and Master's Degrees, Graduate and Post-Baccalaureate Certificates, Certifications, and Endorsements in the following areas:

- Counseling in Educational Settings
- Educational Leadership
- Educational Technology
- English as a Second Language
- Higher Education
- History
- Learning Disabilities
- Mathematics
- Music
- Reading Education
- School Administration
- School Psychology
- School Public Relations
- Special Education
- STEM Education
- Subject Matter
- Teacher Leadership
- Urban Education
- Wellness & Lifestyle Management
- Writing

Apply Today! | RowanU.com/Education



SOCIAL MEDIA AMBASSADORS

SHARING EXPERIENCES FROM BEHIND THE LENS

Capturing a behind the scenes look at the Daily Announcement.

BY KEVIN FENLON

Managing our school's digital footprint is much more than a one-person job. It is an impossible task to share all the events, activities and learning experiences from a single perspective. That's where High Point Regional High School's social media ambassadors come in. The Social Media Ambassador Program is designed to empower students to think critically, behave safely, and participate responsibly in the digital world.

Kevin Fenlon is a media technology teacher at High Point Regional High School in Sussex. He also serves as the district's social media public relations adviser. He can be reached at kfenlon@hpregional.org. You'll find him on Twitter at [@kjfenlon67](https://twitter.com/kjfenlon67).

Note: The photos in this article were taken by Elyse Kiel, a senior at High Point Regional High School.



The HPRHS social media ambassadors have provided insight into the life of our school and the community. They share real-time snapshots, from a student perspective—an educational tell-all, real-life, high school experience. Our ambassadors welcome you to take an inside look at the compelling world of social media in their role as branding advocates for themselves and their high school.

BUILDING AN AMBASSADOR PROGRAM

Three years ago, in my role as the high school's media technology teacher and social media public relations adviser, I shared with my administrators a vision of using our social media platform to provide the community a student-eye view of our school. We needed young people who would maintain a personal and professional presence on various social media platforms. We needed connected voices to drive engagement among online audiences. We wanted a broader scope with firsthand optics. We needed our students!

Our administrators and I agreed to entrust our students with the development of our school's digital footprint, but we also understood that a system would need to be put in place to monitor their online presence. A team of administrators, students and I established the guidelines, key responsibilities and training requirements for the social media ambassadors participating in the program.

We agreed that the ambassadors would be active advocates for the institution through both personal and high school branded social media accounts. They would be expected to act professionally, keeping in mind that they are representatives of themselves and their school (e.g., appropriate language, pictures, videos, etc.).

The ambassadors would be required to abide by the school's policies as outlined in the board of education's Social Media Policy, the Student Handbook and a signed Student/Parent Social Media Ambassador Agreement.

The school would reserve the right to remove, replace or delete the accounts of any student who was unable to comply.

Eighteen students jumped into the pilot program. The program was informed by a National Federation of State High School Associations online course titled "Social Media for Students," by the nonprofit organization Commonsense Media and several online training resources for Twitter, Facebook, Instagram, and YouTube.

Each student was set up with a Twitter account, which I monitored using TweetDeck. We started simply with two tweets per student, per week. As we dissected, discussed, and evaluated our online contributions, the students learned how to be a portal of positive, engaging information for themselves, the school and the community. The ambassadors used this opportunity to support the school's teams, events, classroom learning experiences and their developing brand. They found power in a mention (@), a hashtag (#), a retweet (RT) and a follow that connected their experience to the world.

"It's a great honor to show off a place I love being, and I'm very thankful to be a part of this group of ambassadors," said Caroline Reese, a junior. "We each come from a different realm of the school to do one common thing: brand all of what makes High Point unique."

TRUST YOUR STUDENTS

One of the most common questions that school districts have asked us is, "How are you generating so much online social media content?" Our answer? Trust your students, encourage their engagement and provide a platform for their experience to be told.

"We've been empowered to control our school's image in the public eye and share the many positives that this school offers," said Robert Zweesaardt, a senior.

Each district must make its own decisions on how to implement, cultivate and expand its online presence. The enduring ideas that must be considered before

embarking on a student-based social media program include:

- What type of digital footprint is being established?
- What are the goals of social media communication?
- Will we be exposed to risk?
- Will you believe in your students' ability to communicate and convey information?

Given the opportunity over the past three years, our ambassadors have evolved into mass communicators by sharing over 23,000 interesting moments and exciting events. They understand that they are speaking into a global microphone that reaches far beyond the classroom. At the core of our program, they provide an inside look from the student's perspective on the high school experience.

"This journey was an incredible opportunity to spread positivity about the students and our school," said Elyse Kiel, a senior. "It's a chance to shine a light on parts of High Point that no one sees. I'm amazed at the progress and trust the program has."

Our ambassadors are also models of effective and appropriate social media behavior. Their participation in a live podcast by Smart Social's Josh Ochs provided invaluable insight into developing responsible social media habits that they ultimately share with the school community. With a background in marketing from Disney, Ochs teaches students around the country how to create a positive online presence.

"Our social media ambassadors have revolutionized the way we can share all of the wonderful things our teachers and students are doing every day," said Brian Drelick, the supervisor of STEM at High Point.

DIGITAL CITIZENSHIP

High Point's ambassadors were invited by Amy Librizzi, the principal at Frankford Middle School in Branchville, to develop and present at the school's Community Digital Citizenship Event. The event was intended to help students and parents understand today's social media

**THE SOCIAL MEDIA
AMBASSADOR
PROGRAM IS
DESIGNED
TO EMPOWER
STUDENTS TO
THINK CRITICALLY,
BEHAVE SAFELY,
AND PARTICIPATE
RESPONSIBLY
IN THE DIGITAL
WORLD.**



Taking a closer look at forensic science.

and the importance of a positive digital footprint. We accepted the invitation and planned six breakout session presentations with the help of Commonsense Media, targeting topics that would help the Frankford Middle School community shine online.

- Digital Drama Unplugged—Facebook/Twitter: How can we de-escalate digital drama, so it doesn't go too far?
- Who Are You Online?—Insta/Finsta: What are the benefits and drawbacks of presenting yourself in different ways online?
- The Power of Digital Footprints—Branding: What is a digital footprint, and what does yours convey?
- My Social Media Life—Snapchat: How does social media affect our relationships?
- Responding to Hate Speech—YouTube: How should you respond to online hate speech?
- Social Media and Digital Footprints and Our Responsibilities—Other

Apps: How does the use of social media affect our digital footprint?

High Point students produced a video from the Community Digital Citizenship Event titled “Raising Today’s Digizens” that you can watch on YouTube at bit.ly/frankfordhighpoint.

“The High Point social media program and its ambassadors have provided my school community not only their expertise but with a partnership, educating and modeling for my middle school students what exceptional digital citizenship is really about,” Librizzi said.

The event sparked so much interest that all Frankford Middle school sixth-graders will be attending a “Shine Online Mentor Day” held in High Point Regional High School’s Media Center. It will be presented by our Social Media Ambassador Program.

STUDENTS BECOME THE TEACHERS

High Point Principal Jon Tallamy facilitated an opportunity

for the ambassadors to flip the learning experience and educate their teachers. At the March staff meeting, our 40 student social media ambassadors were paired off with staff members who wanted to expand their professional footprint using Twitter.

“The social media ambassadors program has been more successful than we could have imagined three years ago,” Tallamy said. “The ambassadors are telling their story every day and branding High Point through their positive voices.”

“High Point’s administration trusts its students to have social media accounts for the school, showing the kind of accountability that we can be held to,” said Madeleine Schuman, a sophomore. “Because of this trust and the hard work each social media ambassador puts in, our school has a fantastic digital footprint on multiple social media platforms.”

JOIN OUR CONVERSATION

So how is the program doing? Is it effective with the broader school community? All the social media platform analytics and feedback point in a positive direction, but if you want to see for yourself, I invite you to subscribe, follow and like us through @HPRwildcats. You can join the conversation and see what it’s all about.

From the ambassadors’ and the staff’s perspective, there’s no question the program is working.

“I have learned how to use social media constructively and send messages to my entire community with the touch of a button,” said Raekae Millan, a senior. “Coming into High Point High School, I never thought I would have the privilege of branding my school on my personal device.”

You can learn more about our program from our training webpage at bit.ly/hptechtraining and meet our ambassadors and see their handiwork at bit.ly/hpambassadors. 📱



TRUST YOUR STUDENTS,
ENCOURAGE THEIR
ENGAGEMENT AND PROVIDE
A PLATFORM FOR THEIR
EXPERIENCE TO BE TOLD.

Presenting at the Frankford
Middle School Community
Digital Citizenship Event.

OUR AMBASSADORS HAVE
EVOLVED INTO MASS
COMMUNICATORS BY SHARING
OVER 23,000 INFORMATIVE AND
FORWARD-LOOKING MOMENTS.

WHAT CAN I SUBMIT FOR PUBLICATION?

HOW TO WRITE FOR THE NJEA REVIEW

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

LETTER TO THE EDITOR—Respond to content that has appeared in the Review by submitting a letter to the editor, maximum 250 words. A letter/email must be received by the 10th of the month in order for it to appear in the subsequent issue (that is, Sept. 10 for the October Review).

SELFIE OF THE MONTH—Attending a local, county or state association event? Snap a quick selfie with your colleagues at a meeting, training, rally, conference, etc. and submit it to njeareview@njea.org. One selfie will be featured in “The Advocate” column each month. Be sure to include the names of the members who appear in the photo and a brief description of the event where it was taken.

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

SPEAK OUT—This occasional column lets members opine about a hot topic in education. If you have strong feelings about a current issue that would be of interest to other members, speak out in an essay of 500 words or less.

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

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

HOW DO I SUBMIT FOR PUBLICATION?

NOTE: The NJEA Review follows the Associated Press Stylebook.

For more information, visit www.apstylebook.com.

If children are pictured—even in a public setting—you must provide proof that you have parent/guardian permission for NJEA to publish the photo.

If you do not already have media release forms on file for pictured students, use the release form found under “Documents” at njea.org/RAA.

SUBMITTING CONTENT

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

THE REVIEW PROCESS

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

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

SUBMITTING PHOTOGRAPHS

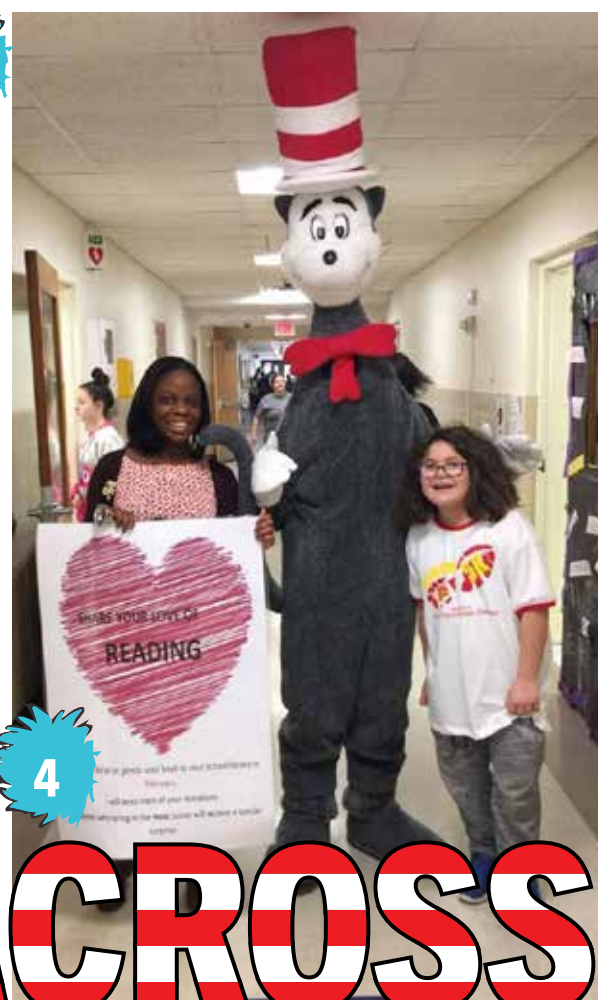
The Review prints high-quality, high resolution photographs. If you have photographs that fit this description (300 dpi or usually above 1MB in size), please do not send them until your submission has been accepted for publication. At that time, you will be instructed on the best way to send your photos.

If your photos feature students, you will need to provide the appropriate district parental release forms. If those forms are not available, you will be asked to have parents sign an NJEA photo release form.

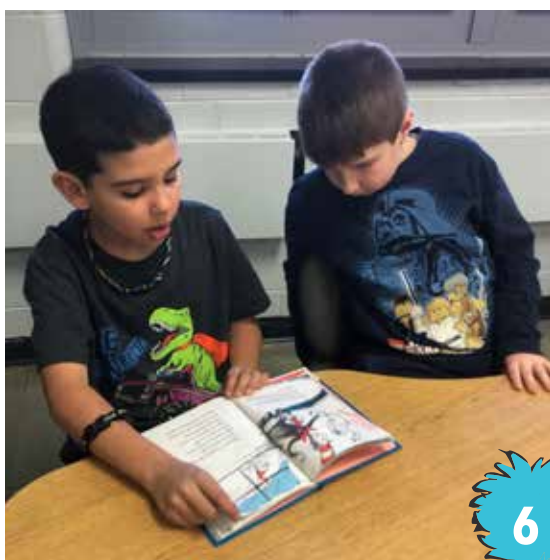
A FEW WORDS OF ADVICE

If you plan to submit a feature article or something for Toolbox or Speak Out, contact the editor before you start to write. This will ensure that your topic is appropriate and/or hasn’t been recently covered in the magazine.

Remember your audience—write for NJEA members, not parents, students or the general public. Readability, soundness of content and the ability to arouse reader interest are the keys to a successful submission. 📧



READ ACROSS



1. Frances Smith ECC,
Elizabeth

2. Downing ES,
Runnemede

3. Kilmer, Cherry Hill

4. Fowell ES, Mount
Holly

5. School 4, Belleville

6. Lillian Drive ES,
Hazlet

7. Drago ES, Passaic

8. Holly Hills ES,
Westampton 🏡

AMERICA

NURSES, INDOOR AIR QUALITY, ACTION

CONNECTING THE DOTS

BY DOROTHY WIGMORE

Have a mold or other indoor air quality (IAQ) problem at school? Who are you going to call?

In New Jersey, there are some unique resources. Besides union reps and activists, New Jersey's public sector IAQ standard [NJAC 12:100-13.1 (2007)] requires employers have a trained "designated person" responsible for prevention, maintenance and problem-solving.

School nurses are involved too. A variety of programs expect them to have a key role in identifying and solving IAQ problems.

IAQ is about providing healthy, clean air for staff and students in school buildings. Problems arise with ventilation problems, mold contamination, renovations, construction and activities inside or outside the school (e.g., idling buses). Regular cleaning and maintenance products give off vapors that can cause health problems. Mold—which gets into the air—can cause a wide variety of serious reactions, including asthmatic incidents, other breathing problems, skin rashes and immune system issues. (See February's *Review* column Got mold in your school? for more about preventing mold. Visit njea.org/issues/health-safety to find it online.)

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

It's such an important issue for schools and other public buildings that the state passed the New Jersey Indoor Air Quality standard [N.J.A.C. 12:100-13] in 1997. In the New Jersey Department of Health, the Public Employees Occupational Safety and Health (PEOSH) program administers the regulation and provides model programs, training and other resources. (See "for more information" on next page.)

NURSES ARE KEY PLAYERS IN IAQ ISSUES

The link between nurses and IAQ issues takes several forms:

- The growing number of students and staff with asthma makes IAQ a key problem-solving topic (e.g., to avoid mold, allergy-related dusts, scented products, many cleaning products).
- Nurses are expected to be part of an IAQ team and attend PEOSH workshops with the district "designated person." (Nurses earn continuing education units (CEUs) for going).
- They are key players in the Pediatric/Adult Asthma Coalition of New Jersey (PACNJ) "asthma-friendly" school award program, and the related Sustainable Jersey for Schools certification program.
- Nurses present workshops required for teachers' annual asthma education (NJSA 18A:40-12.9) and are usually responsible for the school's required nebulizer and applying mandated asthma treatment plans (NJSA 18A:40-12.8).

- The Environmental Protection Agency (EPA) IAQ Tools for Schools Action Kit includes a checklist for health officers/school nurses.
- In PACNJ and PEOSH materials, nurses are expected to pay attention to "green cleaning," whether it's training, choosing less toxic cleaning products (e.g., Safer Choice, Ecologo or Green Seal approved) or helping staff understand the problems with disinfectants and their use (see side bar).

The state's model IAQ program recommends that nurses be the go-to people when staff members want to report possible IAQ-related health symptoms. It also suggests that nurses log staff complaints to help identify patterns that may indicate IAQ problems. Indirectly, it also includes the nurse as part of an IAQ Team. (The team is required to get the PACNJ award and recommended in the EPA's Tools for Schools materials.)

NURSES SHOULD DOCUMENT COMPLAINTS, REPORT PATTERNS

Given that nurses are likely the only ones in the school to be on top of who's getting sick or reacting to various things, they can see patterns and changes that others need to know about. The New Jersey State School Nurses Association publication, *Promoting Health and Learning: School Nursing Practice in New Jersey's Public Schools* recognizes the nurse's key role in IAQ when it notes that "The school nurse should carefully document health complaints that may be exacerbated or caused by poor

indoor air quality and discuss the concerns with school administration. Allergens, mold, and other indoor air quality issues may impact student and staff health and attendance."

School nurses don't have to work alone around IAQ problems. PEOSH workshops allow them to get to know the designated person and discuss how they can work together. It's an opportunity to clarify their own role, learn who else is involved (e.g., local education association leaders/members, school administrators), gain confidence about reporting patterns and asking questions, and legitimize their interest in preventing IAQ-related illness.

"I want to learn how to pick up issues, to make me a bit more aware of what's going on as I go through the building, and who to reach out to if we need an intervention," says Laura Hynes. A school nurse, and vice president of the Bergen County Vocational Technical School Education Association, she is going to the April PEOSH training (see Page 69).

Staff education offers nurses another opportunity to gain trust and find allies. The EPA recommends that school nurses help teachers "develop activities that reduce exposure to indoor air pollutants for students with IAQ sensitivities" (e.g., asthma or allergies). The checklist (see PEOSH resources) reinforces this.

Similarly, the PACNJ Asthma Friendly School Award requires nurses to deliver a 50-minute in-service video to meet the state law requiring annual asthma education for school staff, and to attend the PEOSH IAQ training

with the district “designated person.” The Sustainable Jersey for Schools program works with PACNJ, providing resources about IAQ, among other topics. Participation can lead to recognition for the school and promote its sustainability activities.

The workshops are held regularly at different locations. Saturday sessions, designed with nurses in mind, run from 9 a.m. to 1 p.m. on April 6, 13 and 27. Email anpierfy@aol.com for more information or to register.

WHAT SHOULD LOCAL ASSOCIATIONS DO?


Invite the school nurse to join the local’s health and safety committee, or have the nurse be a resource for the committee and vice versa.

Organize a meeting with the NJEA UniServ field representative, school nurse, the IAQ designated person and the local’s health and safety committee, to talk about IAQ issues and processes for reporting and fixing problems. Follow through with regular check-ins. Report the discussions to the local association executive committee and membership.

Support members with IAQ concerns. If the district does not fix problems, consider filing a PEOSH complaint in conjunction with other strategies. Make sure to seek the help of the school nurse and designated person.

Provide information to members about the nurse’s role in IAQ problem identification and problem-solving and “green” cleaning issues (e.g., purchasing, evaluation).

Promote nurses and designated persons as attendees at PEOSH trainings.

Join the Healthy Schools Now Coalition, which works to ensure safe, healthy and modernized schools for all New Jersey staff and students. Go to: bit.ly/wecaction for more information or contact Heather Sorge, HSN campaign organizer at the NJ Work Environment Council at hsorge@njwec.org. 

FOR MORE INFORMATION

NJEA brochure: *Organizing for Better Indoor Air Quality*.

Download at njea.org/download/1787.

New Jersey IAQ standard and related resources (including the checklist): bit.ly/peoshiaq

Registration for IAQ training in April: bit.ly/iaqtraining

Pediatric/Adult Asthma Coalition of New Jersey (PACNJ): pacnj.org

Sustainable New Jersey for Schools Indoor air quality review: bit.ly/sj4siaq

Promoting Health and Learning: School Nursing Practice in New Jersey’s Public School, New Jersey State School Nurses Association: bit.ly/njssnapromotehealth

GREEN CLEANING

“Regular” cleaning products often contain toxic chemicals, including those that cause or trigger asthma, affect reproductive systems and some that can cause cancer.

“Green” cleaning is increasingly required by purchasing policies. These options use nontoxic methods or much less hazardous chemicals. For example, microfiber products remove bacteria and dirt, reduce ergonomic-related injuries and save money. Combined with a third-party certified (e.g., Safer Choice, Ecologo, Green Seal) detergent, they will remove up to 99 percent of germs.

Disinfecting can be confused with cleaning. Realistically, it is needed in very few circumstances. Cleaning usually does the trick. Bleach—a common disinfectant—causes or triggers asthma.

For more about the links between IAQ and cleaning and green cleaning for schools, see informedgreensolutions.org.

EXPERIENCE JURASSIC JERSEY!



A thrilling expedition with live shows, workshops, and hands on science activities featuring **32** life-sized animatronic **DINOSAURS!**

GROUPS 20 OR MORE SAVE!

The most fun your students will have all year.



FIELD STATION: DINOSAURS

Overpeck County Park, Leonia, NJ
Fieldstationdinosaurs.com
855.999.9010



BEFORE THE BEACH... SUMMER AT FDU!

Are you a teacher who likes to stand out in the classroom? Learn the latest in best practices at Fairleigh Dickinson University's **Summer Classes for Educators**.

Summer Classes for Educators

Learn more at fdu.edu/summer

Advance your credentials and techniques with summer classes for educators at FDU. Visit our website for a complete listing of summer offerings, including this featured program:

6-Week Online Class in Math

For elementary and middle school teachers who wish to be certified in middle school mathematics or want to increase their skills and knowledge in this content area.

Affordable Access for Educators

Learn more at fdu.edu/soe

- Significant tuition reduction for educators
- No hidden fees
- Accredited by the Council for the Accreditation of Educator Preparation (CAEP)

Degree & Certificate Studies

At New Jersey County Colleges

Learn more at fdu.edu/ccp

- Convenient graduate education studies close to work or home!
- Offered at **Cumberland County College** and **Rowan College at Gloucester County**
- Courses of study include:
 - Educational Leadership
 - Literacy/Reading Specialist

To learn more, contact the
Office of Graduate Admissions

grad@fdu.edu (Email)

201-692-2571 (Metro Campus) • **973-443-8905** (Florham Campus)



Personal. Global. Transformational.

fdu.edu/grad

A CLOSER LOOK

AT AUTISM AWARENESS

Thousands of “Classroom Close-up NJ” segments are viewable and downloadable at classroomcloseup.org. A searchable database makes finding an entire show or individual segments on any topic easy.

April is Autism Awareness Month. To survey the broad selection of show segments “Classroom Close-up NJ” has produced about autism awareness and educating students with autism, visit classroomcloseup.org, click on drop-down menu under “Categories” and select among the multiple subject areas.

On this page three of those segments are highlighted.

watch

2014-15 TEACHER OF THE YEAR – MARK MAUTONE

Mark Mautone appreciates the small successes that he sees everyday with his students at Wallace Elementary School in Hoboken. Working in special education since 1995 when he began his career as a one-to-one aide for a child with Angelman syndrome, Mautone was a teacher of preschool students with autism when this segment won a 2014-15 Mid-Atlantic Emmy Award.

BUBBLES 4 AUTISM

The entire student body at Holland Township Elementary School blows bubbles in support of Autism Awareness. During the monthlong awareness program, pre-K through eighth grade students learn how to be supportive, accepting and empathetic for students with differences.

AUTISM AWARENESS MONTH

The Howell High School Autism Spectrum Program is one of the largest and most supportive high school autism programs in the state. The entire school community demonstrates its support through a daylong presentation geared at teaching others what it is like to walk in the shoes of a child with autism. Teacher Tim Hogan, whose son who is on the autism spectrum, shares his personal family experiences to encourage understanding and acceptance.



2014-15 TEACHER OF THE YEAR – MARK MAUTONE



BUBBLES 4 AUTISM



AUTISM AWARENESS MONTH



classroomcloseup.org

WATCH CCU ON NJTV

NJEA's “Classroom Close-up NJ” has won 16 Emmy® awards. It inspires and educates the public about the great things happening in New Jersey public schools. The show airs on Sundays on NJTV at 7:30 a.m., 12:30 p.m. and 7:30 p.m.

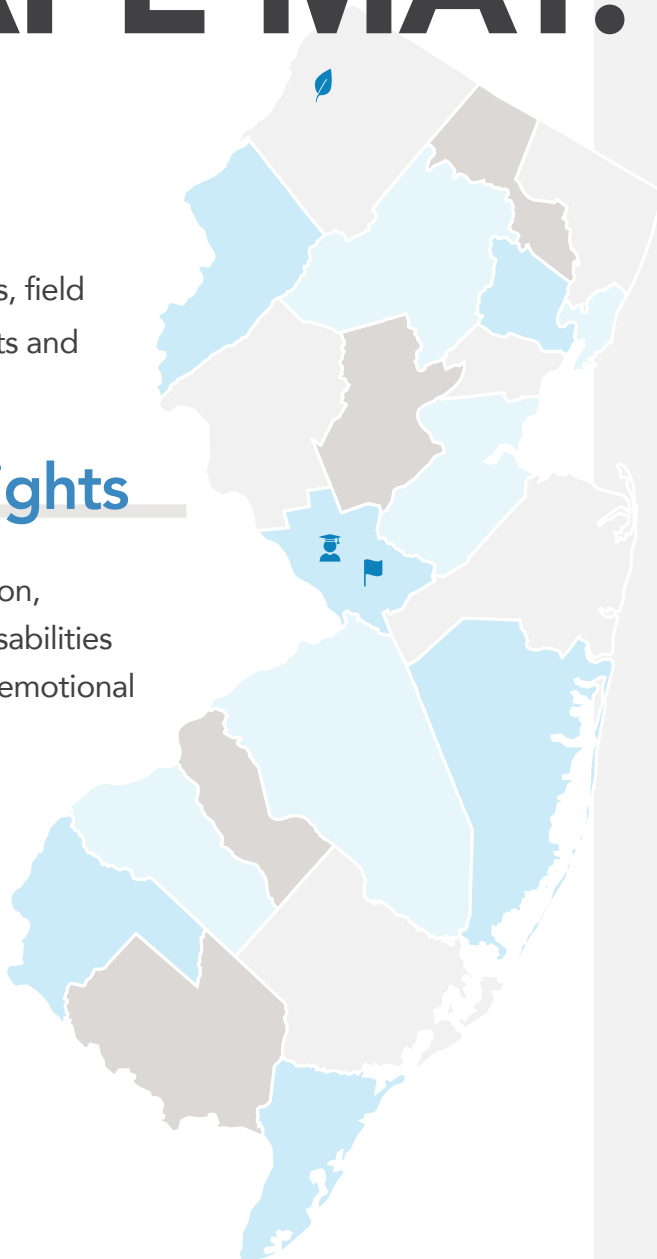
Visit classroomcloseup.org to watch individual segments or the entire show. On Twitter, follow @CCUNJ and “like” the show at [facebook.com/crcunj](https://www.facebook.com/crcunj). On Youtube, visit [youtube.com/c/classroomcloseup](https://www.youtube.com/c/classroomcloseup). On Instagram, search Classroom Close Up.

SUSSEX TO CAPE MAY:

Workshops, field trips, grants and more

highlights

Conservation, learning disabilities and social-emotional learning



SHOWCASE

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

NJ SCHOOL OF CONSERVATION TEACHING SCHOLAR PROGRAM

BIODIVERSITY FIELD METHODS

Educators of middle school students are invited to apply for a scholarship to the New Jersey School of Conservation (NJSOC) teaching scholar program: Biodiversity Field Methods. The program takes place June 24-28 in the Stokes State Forest campus in Sussex County, and participants will be within proximity to many federal, state and private land preserves including High Point State Park and The Delaware Water Gap.

Middle school teachers will have the opportunity to:

- Conduct a weeklong "BioBlitz" alongside high-level researchers and naturalists to identify birds, fungi, butterflies, mammals, moths and plants and understand the roles these organisms play in the state's ecosystems.
- Understand how abiotic, biotic and anthropogenic factors can influence the composition and abundance of these species.
- Understand conservation concerns for the state's biodiversity.
- Explore the utility of the iNaturalist app and become proficient in using it to identify and record organisms.
- Analyze local biodiversity data using iNaturalist Bioblitz observations.
- Make inferences about local biodiversity at the NJSOC compared to their school sites.
- Produce a collaborative "Field Guide" to the NJSOC and a personal reflective essay on their experience at the BioBlitz.
- Utilize curriculum resources developed by National Geographic to integrate a Bioblitz into their school curriculum.
- Translate their new skills to their classroom, school and local community by creating a new lesson or unit plan that applies workshop learning.

Interested applicants should be in a current middle school teaching position and have strong interests in field biology, ecology, natural history, etc. Applicants should be capable of hiking several miles over moderate-difficult terrain and be willing to be outdoors in any weather conditions and at any time of day or night.

Scholarships will be funded by National Geographic and Montclair State University. Scholarships include all meals, on-site lodging and educational resources.

The deadline to apply is April 15. Selected scholars will be notified by April 30.

For all inquiries email Tanya Sulikowski at sulikowski@montclair.edu. The application can be found at bit.ly/njsocbio.

SHOWCASE(CONT.)

NJASECD – PUTTING IT ALL TOGETHER: CHARACTER, CULTURE AND SOCIAL-EMOTIONAL LEARNING

The New Jersey Alliance for Character Education and Social Emotional Development (NJASECD) is inviting educators of all grades to attend its 12th annual statewide conference—Putting it All Together: Character, Culture and Social-Emotional Learning—on May 31 at Rider University.

When similar concepts and ideas are labeled with different terminology, it can lead to confusion and exclusion. The conference this year will explore the issue when referring to character education, school culture and social-emotional learning. A panel of educators will address the essential points in each of these fields and discuss how they overlap to prepare individuals to face life's challenges.

A set of breakout presentations that illustrate how these concepts come into practical use in New Jersey's schools will follow the panel discussion.

The cost for this one-day conference is \$149. Registration deadline is May 29.

To register, visit bit.ly/njasecdconf2019.

For more information you may contact Leigh Cline at njasecd@gmail.com or 609-670-8230. You also visit NJASECD at njasecd.org.

LDANJ: LIFE IN HIGH SCHOOL AND BEYOND

Educators of all grades are invited to the Learning Disabilities Association of New Jersey (LDANJ) Conference on May 11 at The College of New Jersey in Ewing.

With 33 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 and post-secondary. Topics will include destigmatizing disabilities, high school students sharing their experiences with dyslexia, differences between high school and college, alternatives to college, college entrance exams, employment information, IEPs, executive function, soft skills needed for college and/or career, student rights and more. There will also be time to visit the Vendor Expo for additional information and resources.

The cost is \$25 for students, \$25 for members, \$50 for nonmembers, and \$75 for membership and registration. Breakfast and lunch are included. The registration deadline is May 11.

For more information, email info@ldanj.org or call 732-991-9107. Visit www.ldanj.org for conference and registration information. To register online, visit www.ldanjspring2019.eventbrite.com.

ADVANCE YOUR CAREER



NEW JERSEY CENTER
FOR TEACHING & LEARNING

The #1 producer of Physics Teachers in the US

NJCTL was founded in 2007 by NJEA

LEARN A STEM SUBJECT AND HOW TO TEACH IT!

Teachers in any subject area can now earn their NJ endorsement online and begin teaching in September:

- Physics
- Chemistry
- Mathematics
- Middle School Mathematics

NJCTL was founded by the NJEA to support the teaching profession and student learning.

- NJEA members receive a 20% discount.
- Colorado State University-Global Campus offers graduate credit at an additional cost.
- Greater Alliance Federal Credit Union offers financing for up to four years.

FOR MORE INFORMATION:

admissions@njctl.org
(609) 534-0544
www.njctl.org/endorsement/njea/

MORE TO LEARN ACROSS THE STATE

LATINO EDUCATION CONFERENCE MOVED TO MAY 2

The 15th annual Latino Education Conference, hosted by the Latino Institute, will be held on May 2 at the Robert Treat Hotel in Newark. Note that the conference date is a week later than originally announced. As always, the conference will feature great keynote presenters, dynamic and empowering workshops, a full exhibit floor, and enjoyable cultural presentations. The conference runs from 8:30 a.m. to 3 p.m.

The conference is free to all parents and school personnel, but registration must occur through your school district. To get the registration process started, email the Latino Institute at latinoeducationconference1@gmail.com. The institute will send you the registration form you need to provide to your district. You may also call the institute at 848-258-2144 to request the form. The registration deadline is April 29.

Visit thelatinoinstitute.com for more information.

MATH WORKSHOPS OFFERED AT RUTGERS

The Association of Mathematics Teachers of New Jersey (AMTNJ), with the cooperation of the Rutgers Department of Mathematics and the 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 May.

High school workshops

- May 3: Simple Hands-on Activities for Sixth through Ninth Grade Math Students, Grades 6-9
- May 7: Mathematical Activities for Above Grade Level Students, Grades 9-12
- May 10: Understanding Quadratics: Analyzing Data, Writing Equations, and Modeling with Technology, Grades 6-12
- May 14: Developing Rich Tasks in the High School Mathematics Classroom, Grades 9-12

Registration and information: tinyurl.com/AMTNJ-DIMACS-HS-2018-19

Middle school workshops

- May 3, Simple Hands-on Activities for Sixth through Ninth Grade Math Students, Grades 6-9
 - May 10, Understanding Quadratics: Analyzing Data, Writing Equations, and Modeling with Technology, Grades 6-12
- Registration and information: tinyurl.com/AMTNJ-DIMACS-MS-2018-19

Elementary school workshops

- May 1, Number Sense, Fluency, & Operations in the K-5 Classroom, Grades K-5
- Registration and information: tinyurl.com/AMTNJ-DIMACS-Elem-2018-19

THE YEAR'S BEST BOOKS FOR CHILDREN: GRADES PRE-K TO 6

Celebrate Judy Freeman and 35 years of the Winners! Workshop. You are guaranteed a full day savoring the top 100+ books of 2018, examining children's responses to the books, networking with fellow children's literature lovers, gathering storytelling and teaching ideas, and visiting The Curious Reader Book Store.

Choose from three dates and locations:

Tuesday, May 14

Central Jersey: Radisson Hotel Piscataway/Somerset
21 Kingsbridge Road, Piscataway (centrally located, just off 287, near New Brunswick)

Wednesday, May 15

South Jersey: The Mansion on Main Street
3000 Main Street, Voorhees

Friday, May 17

North Jersey: Birchwood Manor
111 North Jefferson Road, Whippany

The registration fee of \$209 includes continental breakfast, buffet lunch, and the brand new, comprehensive The 2019 WINNERS! Handbook, with a thoroughly annotated and indexed list of the year's best children's books, plus an array of ideas, lesson plans, teacher's guides, stories, songs, and a valuable internet resource list of exemplary websites.

Find all the details and registration form at www.JudyReadsBooks.com.

CAMDEN COUNTY COLLEGE OFFERS MINICOURSES AND FREE LECTURE SERIES

The Camden County College Center for Civic Leadership and Responsibility (CCLR) is offering a five-week minicourse that starts in April. The course costs \$30. For \$75, you may take unlimited minicourses through Aug. 31, 2019. In addition, the CCLR is offering free lecture series and a special event.

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

Five-week minicourse at Blackwood Campus

- April 5 – May 10 – The Emergence of Poetry and Music During the Great Migration and Harlem Renaissance

Free lectures at Blackwood Campus

- Autism Awareness
- April 2 – A Basic Introduction to Autism Spectrum Disorders
- April 9 – Social Skills: Assessment and Instruction
- April 16 – How to Cope with Meltdowns
- April 23 – Art Therapy for High Functioning Autism
- April 30 – Applied Behavior Analysis: What is It and How Do We Use It?

Addiction Awareness

- May 1 – Care for Grandparents – Expos for Grandparents Raising Grandchildren

Middle East: New Perspectives

- April 3 – The Salesman: A film about a young Iranian couple forced to leave their home and move to the center of Tehran.
- April 11 – ISIS in Iraq
- April 17 – The Current Situation in Afghanistan

Free special event

- April 1 – Walt Whitman in the Civil War: A presentation discussing the three years Walt Whitman spent visiting Washington's hospitals caring for thousands of wounded soldiers. 📖

STAFF NEWS

HIRES AND PROMOTIONS



NJEA welcomed **MELANIE LEMME** to NJEA staff on Feb. 19 as a UniServ field representative in the Region 27 office in Wayne. Prior to joining NJEA staff, Lemme was as a special teacher in Summit Public Schools, where she had worked since 2011. Prior to that, she was a teacher in Stanhope Public Schools in the preschool inclusion program.

Lemme has worked as a part-time UniServ consultant in Region 17 in Parsippany since 2016. In the Summit Education Association, Lemme served as membership chair and PRIDE chair. She also was a member of the negotiations committee. Lemme has been active on a statewide level as a member of the NJEA Leadership and NJEA Membership committees and was a co-founder of the Early Career Network's Team North. She was named NEA Superhero Educator in 2016. Lemme is a 2014 graduate of the NJEA John V. Warms Union School.

NJEA welcomed **TABATHA WALTON** to

NJEA staff on March 1 as an office assistant in the Region 20 UniServ office in Jersey City. Walton worked for the Union Township School District (Union County) as a one-on-one paraprofessional where she assisted students with varying medical and developmental disabilities in an inclusive environment. She also assisted the teacher with clerical responsibilities related to the her assigned students. In her community, Walton provided one-on-one tutoring in literacy and math to students. She lives in Union County with her husband and three sons. 🏠



Full-Tuition Scholarships in Orton-Gillingham Teacher Training

Valued at \$13,000, our scholarships for educators are offered in partnership with the Children's Dyslexia Centers. All classes and practica are offered at these five locations: **Burlington, Northfield, Tenafly, Hasbrouck Heights, and Scotch Plains.**

Attend an Information Session at a Children's Dyslexia Center near you!

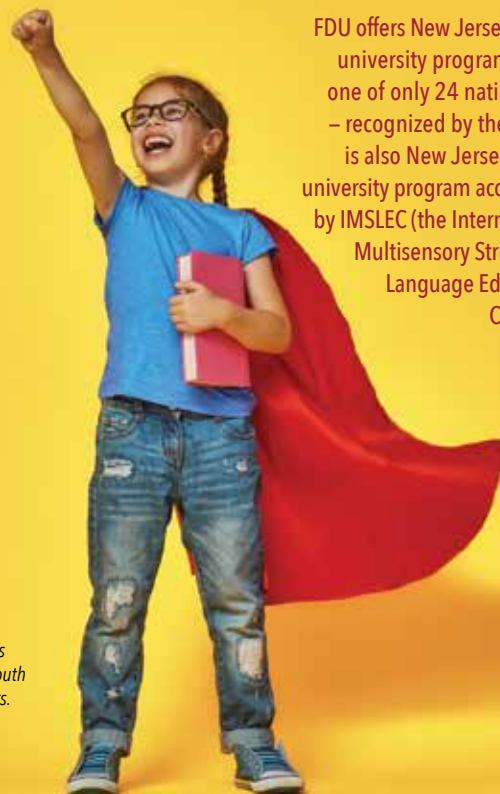
Call **201-692-2816** or email **dyslexia@fdu.edu**



Personal. Global. Transformational.

Program credits can be applied to select master's degree programs offered by FDU in north and south Jersey at significantly reduced rates for educators.

fdu.edu/dyslexia



FDU offers New Jersey's only university program – and one of only 24 nationwide – recognized by the IDA. It is also New Jersey's only university program accredited by IMSLEC (the International Multisensory Structured Language Education Council).

MBOS: YOUR SOURCE FOR PENSION INFO

Do you have questions about your retirement account? Need to change your withholding? Having trouble getting through to the Division of Pensions by telephone? If you answered “yes” to any of these questions, consider signing up for the Member Benefit Online System (MBOS). Signing up will enable you to check the status of your account at any time, from anywhere.

MBOS is an internet-based application that allows registered members to check on their pension retirement accounts, change their addresses, change or begin direct deposit of pension checks, and update federal and state tax withholdings. In addition, MBOS is planning new applications that will give you access to your School Employees’ Health Benefits Plan (SEHBP) account and allow for online designation of beneficiaries and submission of documentation.

REGISTRATION IS EASY

New users can visit nj.gov/treasury/pensions. Look for “Access My MBOS Account” and click on “Register.” If you had already registered for MBOS before retiring, you do not need to register again. Simply continue to use your login ID and password from the account

you established when you were an active employee; however, you will need your retirement account number to switch to a retired user.

If you have registered for MBOS but cannot remember your login ID, there is a system to automatically request that it be emailed to you by visiting the MyNewJersey portal online. The MyNewJersey portal is the access point through which state-administered retirement system members sign on to MBOS.

The login ID retrieval process is similar to any password reset feature and uses the same user-defined and provided challenge question, response and email address for confirmation and contact. For additional information about MyNewJersey, or to contact the MyNewJersey support staff, visit nj.gov/mynj.

Additional information is available on the N.J. Division of Pensions website at state.nj.us/treasury/pensions. Once there, click on “Online Retiree Services – MBOS.”

For questions about registering for or using the Member Benefits Online System (MBOS), visit nj.gov/treasury/pensions/mbos-register.shtml or call the Division’s MBOS Help Desk at 609-777-0534.

PROCEDURES FOR ENROLLMENT IN MEDICARE

As required by law, retired members or their dependents who qualify for the School Employees’ Health Benefits Program (SEHBP) state-paid, post-retirement medical benefits, or those more recent retirees who may be contributing a percentage of the premium and are eligible for Medicare, must enroll in both Parts A and B of Medicare. Medicare Part A is paid for while actively employed and Part B is paid for during retirement, usually through a deduction in retirees’ Social Security checks. State law requires the SEHBP to reimburse these eligible retirees and their dependents for the cost of enrolling in Medicare Part B.

Most members and their dependents will qualify for Medicare benefits under one of the following four conditions:

- Have reached age 65.
- Have received Social Security disability benefits for 24 months.
- Have end-stage renal disease.
- Have ALS (Amyotrophic Lateral Sclerosis, also known as Lou Gehrig’s disease.)

Members currently receiving Social Security retirement benefits will be automatically enrolled in both Medicare Part A and Part B. They do not need to contact anyone. These retirees will receive a package in the mail three months before their 65th birthday with the new Medicare card.

However, members who are 65 but not receiving Social Security retirement benefits, will need to

actively enroll in Medicare. Such members should sign up for Medicare online at www.socialsecurity.gov or by calling Social Security at 800-772-1213 approximately three months prior to turning 65.

CONTINUING POST-RETIREMENT MEDICAL BENEFITS WITHOUT INTERRUPTION

When Medicare-eligible members or dependents receive their Medicare card, they must send a copy of the card to show proof of enrollment in Parts A and B to the Division of Pensions and Benefits. If this is not done before they are eligible for Medicare, their health benefits could be temporarily terminated. However, retirees enrolled in SEHBP should not sign up for alternate supplemental Medicare coverage. Enrollment in another plan would result in the loss of SEHBP coverage.

The Division of Pensions will send a reminder letter to those who are about to qualify because they will be reaching their 65th birthday. However, the Division of Pensions will not send a reminder letter to those who qualify through receiving Social Security disability benefits for 24 months, end-stage renal disease, or ALS.

Any questions about this process should be directed to the Division of Pensions and Benefits at 609-292-7524.



LEFT: NJREA members Linda Geraci (l) and Ruth Davitt at the NJREA Fall Luncheon.

Around the counties

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

The **ATLANTIC COUNTY REA's** next meeting/luncheon will be held on Tuesday, May 7 at the Mays Landing Country Club in Mays Landing. The cost is \$27. To attend, call Linda Young at 609-226-6202.

BURLINGTON COUNTY REA invites you to its upcoming general membership meeting/luncheon on Thursday, May 16 at Marco's at the Indian Spring Country Club in Marlton. The cost is \$20. To attend, call Doriann Dodulik-Swern at 856-722-8952.

BCREA will also be holding a cyber security and estate planning workshop on Monday, June 3 at the Burlington County EA office in Willingboro. The cost is \$6. To attend, call Marge Gessmann at 609-953-9417.

The **CAMDEN COUNTY REA** welcomes you to its 100th anniversary spring meeting/luncheon at the Tavistock Country Club in Haddonfield. The cost is \$27. To attend, call Barbara Haase at 856-627-3391.

GLOUCESTER COUNTY REA will hold its spring meeting/luncheon on Thursday, May 9 at Nicolosi Catering in Woodbury. The cost is \$25. To attend, call Candy Zachowski at 856-228-6854.

HUDSON COUNTY REA will hold its spring meeting/luncheon on Wednesday, May 8 at La Reggia Restaurant in Secaucus. Joan Wright, NJREA second vice president, is the guest speaker. The cost is \$37. To attend, call Arlene Brown at 732-493-0662.

The **HCREA** will also be hosting its annual cocktail party on Wednesday, June 5 at the Waterside Restaurant in North Bergen. The cost is \$50. To attend, call Jackie Tuzzio at 201-348-0862.

The **HUNTERDON COUNTY REA's** spring meeting/luncheon will be held on Tuesday, April 30 at the Mountain View Chalet in Asbury. The cost is \$28. To attend, call Joyce Kucyn at 908-479-6656.

Join **MIDDLESEX COUNTY REA** for its end of the year meeting/luncheon on Thursday, June 6 at the Grand Marquis in Old Bridge where MCREA's annual scholarship awards will be

presented. The cost is \$30. To attend, call Anne Chomko at 732-675-1734.

MERCER COUNTY REA will hold its next meeting/luncheon on Thursday, May 16 at the Mercer Oaks Golf Club in Princeton Junction. NJREA President Judy Perkins will be the guest speaker. The cost is \$27. To attend, call Susan Karoekiewicz at 609-223-2570.

MORRIS COUNTY REA's will hold its scholarship fundraiser on Friday, April 12 at the Zeris Inn in Mountain Lakes. The cost is \$35. To attend, call Marianne Dispenziere at 862-684-3818.

MCREA's spring meeting/luncheon will be held on Wednesday, May 8 at the Birchwood Manor in Whippany. Jamie Novak, humorist and best-selling author, will be the guest speaker. The cost is \$30. To attend, call Cheryl Doltz at 973-818-1353.

The **SALEM COUNTY REA** will hold its next meeting/luncheon on Monday, May 13 at the Alloway Municipal Building in Alloway. Marilyn Patterson of the Salem County Nature Club will be the guest speaker. The cost is \$16. To attend, call Rosemma Ward at 856-534-0782.

SOMERSET COUNTY REA's spring meeting/luncheon will be held on Wednesday, May 1 at the Elks Club in Bridgewater. Ash Ahluwalia, president of National Social Security Partners, will be the guest speaker. The cost is \$25. To attend, call Diane Lebbing at 908-507-1548.

UNION COUNTY REA welcomes you to its spring meeting/luncheon on Tuesday, May 21 at The Westwood in Garwood. The cost is \$25. To attend, call Donna Mertz-Burkhardt at 908-686-2390.

The **WARREN COUNTY REA's** next meeting/luncheon will be held on Wednesday, June 5 at the Hawk Pointe Country Club in Washington. The cost is \$30. For more information, visit wcrea-njea.org. To attend, call Vickie Rhinehart at 908-319-1995. 📍

100% Online Graduate Studies in Mathematical Foundations

For Educators Without a Math Background

Certified Middle School Mathematics Teacher

Earn an NJ DOE Endorsement to teach Middle School Mathematics (15 credits)

or

M.A. in Mathematical Foundations

(33 Credits)

Special tuition rate for teachers



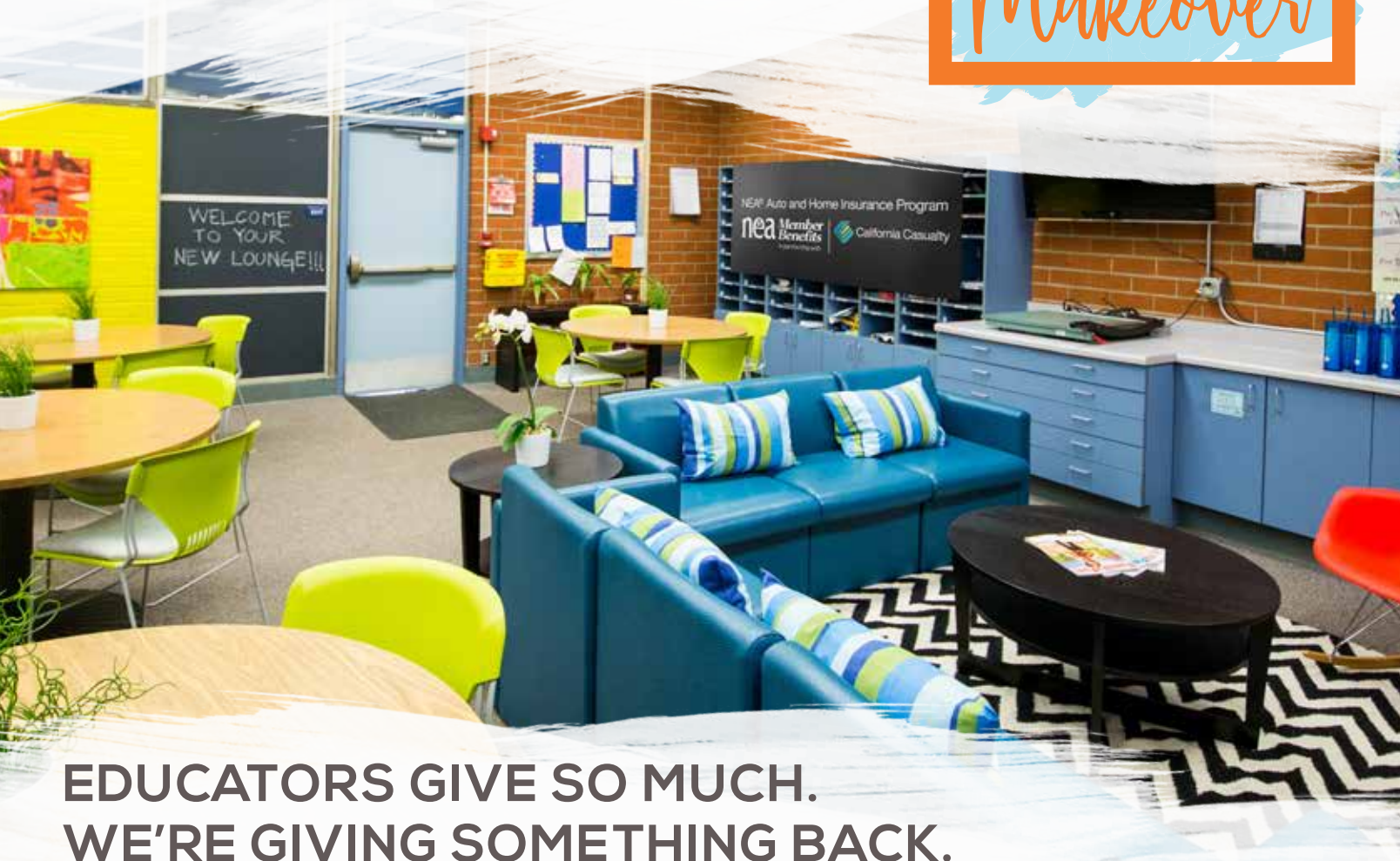
Personal. Global. Transformational.

Learn More at
online.fdu.edu

Valued at \$7,500

ENTER TO WIN!

SCHOOL
LOUNGE
Makeover



EDUCATORS GIVE SO MUCH. WE'RE GIVING SOMETHING BACK.

We've seen your remarkable dedication firsthand and we're proud to show our appreciation. So we would like to help you transform your school lounge to extraordinary.

Create a cheerful, restful environment where you can collaborate with colleagues, nurture your creativity, or just plain catch your breath.

ENTER TODAY

NEA® Auto and Home Insurance Program

nea *Member Benefits*

In partnership with

 **California Casualty**

NewSchoolLounge.com/NEA

©2018 CCMC. CA Lic#0041343 No quote or purchase necessary. See website for complete details. NEA, NEA Member Benefits and the NEA Member Benefits logo are registered marks of NEA's Member Benefits Corporation. AH330519

NJEA PRESERVICE

LEADERSHIP MATTERS

EXPERIENCES IN PRESERVICE

BY TIFFANI HAMMAN, WILLIAM PATERSON UNIVERSITY

When I first decided to become an educator, I knew I wanted to do everything I could to ensure that I would be getting the most out of my years as a teacher candidate. I knew about NJEA, but I wasn't sure about NJEA Preservice.

At first, I felt slightly intimidated. I had thought I wasn't cut out for networking or joining something so much bigger than me. I researched more about the preservice group and realized that everyone was in the same boat as me; aspiring educators looking to expand their knowledge. When I heard we had an NJEA Preservice chapter at William Paterson University, I knew that joining was the best decision for me.

During my time as an NJEA Preservice member, I've been broadening my knowledge to find the next best tool to use in the classroom through various workshops and conferences and through networking with my fellow peers and educators already in the classroom. I've only been a member for about a year, but I feel that my time with NJEA Preservice has given me an upper hand in the field of education.

In just the year that I've been in the organization, I've been to two conferences, a workshop, and several meetings. I attended the NJEA convention in Atlantic City for the first time. Through emails from NJEA, I've been kept up to date on serious issues happening in the union that will soon enough affect

me. I've also had access to professional articles on teaching, and so much more.

One huge resource that has helped me was the edTPA workshop. EdTPA is a very intensive teacher assessment that all aspiring educators must complete and submit during Clinical Practice 2. These workshops, provided by NJEA Preservice, have enabled me to better understand this assessment and helped me gain knowledge about a very crucial aspect of the certification process. If I were not a part of the NJEA Preservice I wouldn't have this kind of access to tips and resources about the edTPA.

Joining NJEA Preservice has also made me stronger as a person. With my new knowledge and as an ambassador for my university's preservice association, my peers look to me for guidance about our future as educators in New Jersey. NJEA Preservice has guided me on a path of resilience and a path of continual education. After my time in NJEA Preservice is complete, I intend to join the NJEA Early Career Network to keep myself up to date on everything new in the field of education. I cannot thank everyone in NJEA Preservice enough for all of their time and dedication to something so important to every clinical intern in education. 🙏

DOES YOUR SCHOOL HOST STUDENT TEACHERS AND PRACTICUM STUDENTS?

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

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

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

NJEA PRESERVICE ON SOCIAL MEDIA:

TWITTER:

@NJEAPRESERVICE

FACEBOOK:

FACEBOOK.COM/
NJEAPRESERVICE

INSTAGRAM:

@NJEA_PRESERVICE

SNAPCHAT:

NJEA_PRESERVICE

PINTEREST:

NJEAPRESERVICE

TOP 19 FREE TECH TOOLS FOR 2019 CLASSROOM AND BEYOND

EDUCATORS ARE CONSTANTLY LOOKING FOR WAYS TO ADD TO THEIR TOOLBOX. TOOLS FOR TECHNOLOGY IN THE CLASSROOM ARE NO DIFFERENT. THE MEMBERS OF THE NJEA TECHNOLOGY COMMITTEE HAVE SHARED THEIR FAVORITE 19 WEBSITES FOR THE CLASSROOM AND BEYOND. ENJOY!

DROPMARK.COM

Subject area: All
Grade levels: K-12
Dropmark helps save useful websites into a cloud-based website that is easily accessible from anywhere.

FREECODECAMP.ORG

Subject area: Computer Science
Grade levels: 9-12
FreeCodeCamp allows students to learn web programming immediately and offers a certification program that upon completion gives them the opportunity to get hired by nonprofit companies directly through the site.

TYPING.COM

Subject area: All
Grade levels: K-12
Typing on a keyboard is quite different than the phone that kids may be used to. With Typing.com learning to type is fun with games and lessons you can play through the browser.

CODE.ORG

Subject area: All
Grade levels: K-12
This promotes problem solving and critical thinking for the beginner programmer through the advanced level.

CANVA.COM

Subject area: All
Grade levels: 3-12
Canva is a free site that students and teachers can access through Google for Education accounts or through a personal email address. Students can create elaborate visual aids for all subject areas and topics. Designs such as social media headers, infographics, magazine covers, Pinterest graphics, resumes and more are easy to create with the variety of innovative templates offered.

WONDEROPOLIS.ORG

Subject area: All
Grade levels: 6+
Unlock the wonders of the world and increase the natural curiosity of children with thousands of different topics. Great for warm-ups, brain stretchers and tapping students' potential.

DOCSTEACH.ORG

Subject area: U.S. History
Grade levels: K-12
Teach with documents using the National Archives online tool. Locate teachable primary sources. Find new and favorite lessons and create your own activities for your students.

BITEABLE.COM

Subject area: All
Grade levels: K-12
Biteable is a web-based tool that allows you to create explainer videos. You can easily add these to your classroom, share with your students, and make your lessons more interesting and engaging.

EDPUZZLE.COM

Subject area: All
Grade levels: K-12
Turn videos into assessment tools by adding questions in the form of true/false, multiple choice and open-ended. The tool will grade the true/false and multiple-choice questions.

THINGLINK.COM

Subject area: All
Grade levels: K-12
This free digital tool can turn any picture into an interactive graphic. You can create numerous "hot spots" at specific points on a picture and turn it into a detailed digital tool. You can include video, record audio or provide a link to any website with the click of a button.

GONOODLE.COM

Subject area: All
Grade levels: K-3
This free website is for brain breaks. It has various short videos, some energizing and some calming. Students can dance along. They can sign up at home as well.

THE NJEA TECHNOLOGY COMMITTEE

KAHOOT.COM

Subject area: All

Grade levels: K-12+

Create learning games for all ages on any topic. It can even be used in health and physical education classes. This website is free for teachers and students.

DP.LA

Subject area: All

Grade levels: K-12

This free website, the Digital Public Library of America, contains incredible resources, including over 33 million images, texts, videos and sounds from across the United States. The portal provides innovative ways to search and scan through the collection by timeline, map, format, or topic.

GRAMMARLY.COM

Subject area: English language arts

Grade levels: 2+

Grammarly can be used as both an app through Google Chrome or as a website. Grammar and spelling are automatically checked with the app version or can be copy and pasted into the web version. The free version is suitable, but a paid premium version is available. Allow students to learn from their mistakes.

NEARPOD.COM

Subject area: All

Grade levels: K-12

A great way to implement technology in the classroom, Nearpod can easily transfer existing PowerPoints and other presentations into an interactive format. Students can access the lesson through their devices, answer questions or

participate in group brainstorming while the teacher easily monitors participation and maintains data on student progress.

FXHOME.COM/EXPRESS

Subject area: All

Grade levels: 6-12

This is a video editing website. Your students can take their first steps toward pro-filmmaking with free starter software.

KIDS.NIEHS.NIH.GOV

Subject area: All

Grade levels: K-12

The National Institute of Health has hundreds of sing-along song sheets, lyrics with basic accompaniment, information and games to help form relatable lessons in science and the environment.

SUMDOG.COM

Subject area: Math

Grade levels: K-6

Children who struggle with math will have fun developing their skills when competing with their classmates and earning coins and rewards for getting correct answers. Having an avatar and being able to decorate your virtual house motivate students to work more to obtain the items they want.

FOTOR.COM

Subject area: All

Grade levels: K-12

Make what you want using your photos or others' photos. Great for projects both at school and home. There are thousands of templates to choose from. 📷

THE NJEA TECHNOLOGY COMMITTEE IS ONE OF OVER 50 NJEA COMMITTEES MADE UP OF NJEA MEMBERS.

Committee members:

Karen Schwing,
Ocean County (chair)

Jane Armellino, Hunterdon County

Stephen Bouchard, NJREA

Christopher Bowman, Burlington County

Gerard Carroll, Bergen County

Brad Cohen, Union County

Sabina Ellis, Essex County

Olive Giles, Mercer County

Christina Gras, Atlantic County

Bethany Hannah, Salem County

Jessica Hoertel, Morris County

Melissa Krupp, Ocean County

Lori Lalama, Passaic County

John McLean, Middlesex County

Ann Moyle, Monmouth County

Arden Niessner, Camden County

E. Alix Polynice, Hudson County

Camille Ragin, Somerset County

Aaron Righter, Cumberland County

Julie Stratton, Cape May County

Stephen Whitehead, Gloucester County

The NJEA staff contact to the committee is Gabriel Tanglao, associate director, Professional Development and Instructional Issues. Theresa Mura is the associate staff contact.

KNOW THY IMPACT

WHAT WORKS BEST

IN SCHOOLS BY CHRISTINE MILES, NJEA STAFF

Of the myriad actions you take in your school to help your students reach high levels of academic achievement, have you ever wondered what has the biggest impact? As a new trend in classroom practice takes hold in your district, do you hope it will improve teaching and learning or fear that it is yet another swing in the pendulum?

John Hattie, an education researcher based in Australia, had the same questions. He wanted to know not only what works in education, but what works *best*. Knowing that hundreds of meta-analyses (the examination of data from multiple independent studies) had already been conducted on education practices, he went a step further. Hattie and his team examined over 800 meta-analyses, encompassing 52,637 studies that looked at 146,142 “effect sizes” of some program, policy or innovation on academic achievement in school.

In 2009, he first published his findings. He offered a “barometer of influence” to describe the range of effects various student, home, school, teacher, and curricula-driven aspects have upon student achievement. These effects range from “reverse”—having negative impact upon students—to the “zone of desired effects”—where the “influences have the greatest impact on student achievement outcomes. With a scale ranging from a floor of -0.2 and to a ceiling of 1.2, the “zone of desired

effects” begins at 0.4.

In his 2012 publication, *Visible Learning for Teachers: Maximizing Impact on Learning*, Hattie identified 0.4 as the hinge point, “the ‘average’ point...an achievable, ‘real-world’ hinge-point, not an idealistic or aspirational target... it is close to the average effect that we can expect from a year’s schooling.”

In other words, Hattie revealed the impact that your best work has upon student achievement and not simply the “flavor of the week” so often seen in districts throughout the country. If we have significant evidence pointing toward *what works best*, schools and educators must place a significant emphasis on uncovering and increasing the impact of that work on student achievement.

Hattie’s work highlights 252 influences and effect sizes. The table on this page identifies top 10 most positive effects and the bottom 10 most negative effects related to student achievement. This list provides a combination of contributions from the student, from the teacher and from teaching approaches. Hattie’s effects also fall under contributions from the home, from the school and from curricula. In an era where many decisions and constraints are forced upon teachers and are beyond our control, it is comforting to note that much of what is included within the top 10 is within our control as educators.

NO FIXED RECIPE

While Hattie’s most recent iteration of his research presents a rank-order list of effects, he

TOP TEN POSITIVE EFFECTS

1	Collective teacher efficacy	1.57
2	Self-reported grades	1.33
3	Teacher estimates of achievement	1.29
4	Cognitive task analysis	1.29
5	Response to intervention	1.29
6	Piagetian programs	1.28
7	Jigsaw method	1.20
8	Conceptual change programs	0.99
9	Prior ability	0.94
10	Strategy to integrate with prior knowledge	0.93

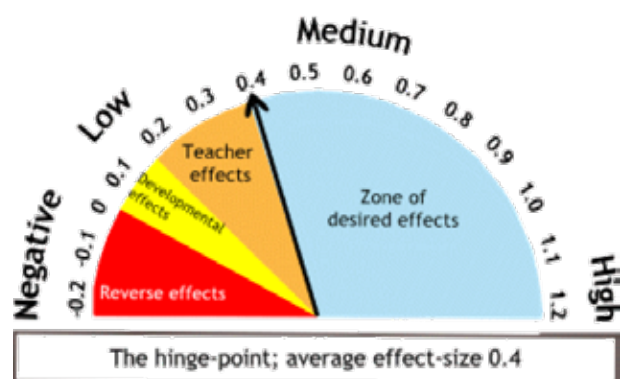
BOTTOM TEN NEGATIVE EFFECTS

243	Students feeling disliked	-0.19
244	Suspension/expelling students	-0.20
245	Non-standard dialect use	-0.29
246	Retention (holding students back)	-0.32
247	Corporal punishment in the home	-0.33
248	Moving between schools	-0.34
249	Depression	-0.36
250	Boredom	-0.49
251	Deafness	-0.61
252	ADHD	-0.90

Source: visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement

Christine Miles is an associate director in the NJEA Professional Development and Instructional Issues Division. She can be reached at cmiles@njea.org.

IF WE HAVE SIGNIFICANT EVIDENCE POINTING TOWARD WHAT WORKS BEST, SCHOOLS AND EDUCATORS MUST PLACE A SIGNIFICANT EMPHASIS ON UNCOVERING AND INCREASING THE IMPACT OF THAT WORK ON STUDENT ACHIEVEMENT.



Source: www.vms.edu/influences-learning-what-works-and-what-doesnt

SEE FOR YOURSELF

Read: *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (2009) by John Hattie. New York: Routledge.

Read: *Visible Learning for Teachers: Maximizing Impact On Learning* (2012). Oxon: Routledge.

Read: *10 Mindframes for Visible Learning—Teaching for Success* (2018) by John Hattie and Klaus Zierer. Oxon: Routledge.

Watch: “Cognition Education Keynote—Collaborative Impact” featuring John Hattie, March 25, 2017. bit.ly/impachattie

argues that there is “no fixed recipe for ensuring that teaching has the maximum possible effect on student learning.” Instead of merely following the highest-ranking effects, Hattie suggests that the most critical element of his work is the cultivation and development of 10 mind frames within teachers.

It is these 10 “mind frames for visible learning,” as Hattie calls them, that set the stage for educators to utilize their skills, understanding and expertise to approach and optimally address any challenge presented to them. They are:

1. I am an evaluator of my impact on student learning.
2. I see assessment as informing my impact and next steps.
3. I collaborate with my peers and my students about my conceptions of progress and my impact.
4. I am a change agent and believe all students can improve.
5. I strive for challenge and not merely “doing your best.”
6. I give and help students understand feedback and I interpret and act on feedback given to me.

7. I engage as much in dialogue as monologue.
8. I explicitly inform students what successful impact looks like from the outset.
9. I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.
10. I focus on learning and the language of learning.

At foundational, individual and collective levels, Hattie’s work can affect professional practice. Educators adopting and embodying Hattie’s mind frames, those more intentionally integrating high-impact practices, and those committing to truly study and know their impact can increase their influence on student achievement. Collectively, teams of educators who commit to working collaboratively to better understand their work and how their professional steps impact students position themselves to harness the power of their collective understanding and expertise.

HATTIE AND HIS TEAM EXAMINED OVER 800 META-ANALYSES, ENCOMPASSING 52,637 STUDIES THAT LOOKED AT 146,142 “EFFECT SIZES” OF SOME PROGRAM, POLICY OR INNOVATION ON ACADEMIC ACHIEVEMENT IN SCHOOL.

DIFFERENTIATING YOUR INSTRUCTION TO MEET THE NEEDS OF YOUR STUDENTS

BY JANET L. ROYAL, NJEA STAFF

In the past, students have often had no choice but to conform to the learning environment in a classroom that was teacher directed and learn as best they could in whichever way they were being taught, no matter what strategies were used.

Fortunately for our students, in many of today's classrooms there is more of a student-centered approach. Teachers now have more research-based information available to them and techniques for making sure that they factor in students' individual learning

styles and needs before they plan their lessons. Students come to our classrooms with different needs, different educational backgrounds, different attention spans and interests, different language abilities, and different cultural backgrounds.

An important step for educators is to understand and reflect on their own teaching and learning styles, which will enable them to modify how they teach to include a variety of modalities and preferences that best serve the students. This will then make it possible to guide their students to discover their own learning style and preferences, strengths and weaknesses. There are many learning style inventories available that you can take to inform your practice and ones that you can administer to

your students so that they understand how best they receive and process information.

The days of one-size-fits-all instruction should be a thing of the past. I compare this to nutrition. Two people eating the same portioned meal, one may be stuffed and the other still hungry. We must discover and address the individual needs of each of our students. Many factors need to be considered when we plan our lessons, such as communication and learning styles, response styles, processing styles and social interaction styles. These can vary depending on the culture of the students.

The next time you give an assignment to the class, if you are that educator that wants the "proof

of knowledge" to be in a written format, perhaps you could allow a variety of ways for the students to show that they understand and have mastered the lesson or unit. Maybe one may make a poster or PowerPoint presentation, one may act it out, one may even sing for you.

At the end of the day, when each of your student's needs are met, they will be more engaged in their learning. If you haven't connected with what interests them, it can lead to disruptive behavior that not only limits their learning but the other students' learning as well. Everything you try will not work for everyone, there will be much trial and error. But, ultimately you and your students will benefit. 📚

Janet L. Royal is an associate director in the NJEA Professional Development and Instructional Issues Division and is the coordinator for the annual NJEA Convention. She can be reached at jroyal@njea.org.



35+
degree and certificate
programs for educators
at all levels




15 education programs
offered 100% online




NJ sites offering WilmU
education programs on campus



#1
most affordable
private nonprofit university
in the region*

**WilmU
works for NJ
educators.
Find out why!**




Credit for prior learning
fast-tracks your degree




Accelerated
7-week courses help
you finish faster




**Classes start
every 8 weeks.**
Summer classes start
May 13


**WILMINGTON
UNIVERSITY®**
wilmu.edu/Education

*Based on published 2018-19 tuition rates
WilmU is a registered trademark of Wilmington University.
All rights reserved. © Wilmington University 2019

EDUCATION: MASTERED

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

Counseling

- School Counseling
- Student Affairs & College Counseling

Curriculum & Instruction

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

Special Education

- Applied Behavior Analysis (*online*)
- Autism (*online*)
- **NEW** Autism + Applied Behavior Analysis (*online*)
- Learning Disabilities Teacher-Consultant
- Special Education with Supervisor Endorsement
- Teacher of Students with Disabilities

Leadership

- Principal/Supervisor (*online*)
- School Administrator (*online*)
- Doctor of Education in Educational Leadership

Speech-Language Pathology



Explore a new chapter in teaching with a master's in History or English

Become a subject expert and pursue opportunities to teach at a higher level by focusing your studies in:

- | | |
|--------------------|----------------------|
| • U.S. History | • Literature |
| • World History | • Creative Writing |
| • European History | • Rhetoric & Writing |

Information Session
4/13 @ 10 a.m.

REGISTER @
MONMOUTH.EDU/GRAD

For more information, visit monmouth.edu/GE.

To the Executive Committee and members of NJEA

We have audited the accompanying consolidated financial statements of the New Jersey Education Association (NJEA) which comprise the consolidated statements of financial position as of August 31, 2018 and 2017, and the related consolidated statements of activities and of cash flows for the years then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits

in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to NJEA's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of NJEA's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the New Jersey Education Association as of August 31, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended, in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

As discussed in Note 17 to the financial statements, the Plan adopted new accounting guidance ASU 2015-07 Fair Value Measurement (Topic 820) Disclosure for Investments in Certain Entities That Calculate Net Asset Value per share (or its equivalent). Our opinion is not modified with respect to that matter.

Novak Francella, LLC

Bala Cynwyd, Pennsylvania

December 14, 2018

CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

	AUGUST 31, 2018	AUGUST 31, 2017
ASSETS		
Cash and cash equivalents	<u>\$11,126,955</u>	<u>\$11,400,017</u>
Receivables		
Membership dues	278,656	281,001
Due from National Education Association	881,803	1,094,745
Contributions receivable	7,000	7,000
Advances to employees	55,358	61,734
Accrued investment income	<u>80,255</u>	<u>68,298</u>
Total receivables	<u>1,303,072</u>	<u>1,512,778</u>
Investments - at fair value	<u>137,408,958</u>	<u>129,988,072</u>
Prepaid expenses and other assets	<u>2,049,992</u>	<u>4,170,570</u>
Fixed assets - at cost		
Land and buildings	24,537,314	21,806,447
Computer equipment	6,565,098	5,394,169
Furniture, equipment and vehicles	<u>4,771,551</u>	<u>4,675,898</u>
	35,873,963	31,876,514
Less: accumulated depreciation	<u>(20,465,823)</u>	<u>(18,475,067)</u>
Net fixed assets	<u>15,408,140</u>	<u>13,401,447</u>
Total assets	<u>\$167,297,117</u>	<u>\$160,472,884</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	\$3,595,085	\$3,710,029
Unremitted NEA dues	514,480	545,481
Accrued expenses	250,960	110,732
Deferred revenue	1,144,129	1,315,336
Current maturity of capital lease obligations	355,337	322,426
Current portion of long-term debt	-	115,029
Long-term liabilities	901,020	1,216,584
Accrued vacation	6,425,224	6,029,890
Accrued postretirement benefit cost - other	114,080,010	145,079,737
Accrued pension cost	<u>3,112,938</u>	<u>39,898,367</u>
Total liabilities	<u>130,379,183</u>	<u>198,343,611</u>
Net assets		
Unrestricted - operating	31,618,894	(42,171,139)
Temporarily restricted	2,107,343	1,316,172
Permanently restricted	<u>3,191,697</u>	<u>2,984,240</u>
Total net assets	<u>36,917,934</u>	<u>(37,870,727)</u>
Total liabilities and net assets	<u>\$167,297,117</u>	<u>\$160,472,884</u>

CONSOLIDATED STATEMENTS OF CASH FLOWS

	AUGUST 31, 2018	AUGUST 31, 2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from		
Members' dues and representation fee payers	\$117,476,523	\$114,147,874
Members' Pride dues	11,746,291	11,308,187
National Education Association	7,083,079	6,635,439
Conventions, conferences and other sources	2,015,745	1,937,000
Investment income	4,923,080	2,551,677
Cash paid for personnel costs	(64,273,175)	(64,187,072)
Cash paid to suppliers, vendors and service providers	(69,444,637)	(70,646,540)
Interest paid	(124,427)	(117,002)
Grants paid	<u>(94,635)</u>	<u>(114,325)</u>
Net cash provided by operating activities	<u>9,307,844</u>	<u>1,515,238</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for the purchase of fixed assets	(4,233,776)	(1,200,079)
Payments for the purchase of investments	(20,877,254)	(14,998,162)
Proceeds from the sale of fixed assets	41,747	361,190
Proceeds from the sale of investments	<u>15,958,733</u>	<u>12,447,554</u>
Net cash used for investing activities	<u>(9,110,550)</u>	<u>(3,389,497)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Principal payments on capital leases	(355,327)	(229,122)
Principal payments on long-term debt	(115,029)	(448,163)
Permanently restricted investment income	-	12,477
Net cash used for financing activities	<u>(470,356)</u>	<u>(664,808)</u>
Net decrease in cash and cash equivalents	(273,062)	(2,539,067)
CASH AND CASH EQUIVALENTS		
Beginning of year	<u>11,400,017</u>	<u>13,939,084</u>
End of year	<u>\$11,126,955</u>	<u>\$11,400,017</u>
SUPPLEMENTAL SCHEDULE OF NON-CASH FINANCING ACTIVITIES:		
Capital expenditures funded by capital lease borrowings	<u>\$-</u>	<u>\$707,498</u>
RECONCILIATION OF INCREASE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Increase in net assets	<u>\$7,809,178</u>	<u>\$6,418,181</u>
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation and amortization	2,212,604	2,176,564
Gain on disposal of fixed assets	(27,268)	(190,859)
Net realized and unrealized (gains) losses on investments	(2,462,602)	(7,883,559)
Temporarily restricted investment income	-	(12,477)
FASB ASC 715 adjustment	66,979,483	35,353,244
Changes in assets and liabilities		
Decrease (increase) in receivables	209,706	(88,815)
Decrease (increase) in prepaid expenses and other assets	2,120,578	(1,836,043)
Increase in accounts payable and accrued expenses	(67,331,627)	(32,577,690)
(Decrease) increase in unremitted dues and deferred revenue	<u>(202,208)</u>	<u>156,692</u>
Total adjustments	<u>1,498,666</u>	<u>(4,902,943)</u>
Net cash provided by operating activities	<u>\$9,307,844</u>	<u>\$1,515,238</u>

INDEPENDENT AUDITOR'S REPORT YEARS ENDED AUGUST 31, 2018 AND 2017

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS CAN BE FOUND ON THE FOLLOWING SIX PAGES.

CONSOLIDATED STATEMENTS OF ACTIVITIES

	2018				2017			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUE								
Membership dues	\$117,053,876	\$-	\$-	\$117,053,876	\$112,831,696	\$-	\$-	\$112,831,696
Pride dues	11,746,291	-	-	11,746,291	11,308,187	-	-	11,308,187
National Education Assn. grants and reimbursements	6,901,138	-	-	6,901,138	6,663,442	-	-	6,663,442
Conferences	973,159	-	-	973,159	891,642	-	-	891,642
Convention	530,051	-	-	530,051	592,096	-	-	592,096
Investment income	7,378,126	-	19,519	7,397,645	10,275,714	-	186,012	10,461,726
Representation fees	591,509	-	-	591,509	995,804	-	-	995,804
Member benefits income	104,376	-	-	104,376	102,524	-	-	102,524
Publication income	277,970	-	-	277,970	262,257	-	-	262,257
Contributions	-	63,895	-	63,895	-	76,013	-	76,013
Disaster Relief Fund	9,000	-	-	9,000	2,000	-	-	2,000
Other income	50,918	-	-	50,918	15,311	-	-	15,311
Net assets transferred to other funds (released from restrictions)	(915,214)	727,276	187,938	-	(1,289,452)	1,215,159	74,293	-
Total revenue	144,701,200	791,171	207,457	145,699,828	142,651,221	1,291,172	260,305	144,202,698
EXPENSES								
Program services								
Governance	5,886,252	-	-	5,886,252	6,883,852	-	-	6,883,852
Executive org development	6,903,706	-	-	6,903,706	8,614,833	-	-	8,614,833
UniServ								
Regional offices	20,326,943	-	-	20,326,943	20,573,429	-	-	20,573,429
Field office	7,700,262	-	-	7,700,262	6,560,036	-	-	6,560,036
Legal services	14,357,329	-	-	14,357,329	14,080,757	-	-	14,080,757
Communications	5,482,591	-	-	5,482,591	5,857,479	-	-	5,857,479
Professional development	4,349,920	-	-	4,349,920	4,557,296	-	-	4,557,296
Research and economics	4,831,006	-	-	4,831,006	5,171,183	-	-	5,171,183
Government relations	3,755,483	-	-	3,755,483	3,906,337	-	-	3,906,337
Conventions	2,958,099	-	-	2,958,099	3,324,725	-	-	3,324,725
Organizational services	7,145,264	-	-	7,145,264	7,202,273	-	-	7,202,273
Campaign								
Garden State Forward	8,418,609	-	-	8,418,609	3,990,562	-	-	3,990,562
Pride	11,870,936	-	-	11,870,936	11,520,602	-	-	11,520,602
Frederick L. Hipp Foundation	116,340	-	-	116,340	114,009	-	-	114,009
NJEA Affiliates Risk Purchasing Group	244,018	-	-	244,018	228,498	-	-	228,498
Disaster Relief	19,140	-	-	19,140	14,390	-	-	14,390
Total program services	104,365,898	-	-	104,365,898	102,600,261	-	-	102,600,261
Administrative and general								
Executive office	4,189,916	-	-	4,189,916	4,353,602	-	-	4,353,602
Business division	12,010,793	-	-	12,010,793	11,792,070	-	-	11,792,070
Total administrative and general	16,200,709	-	-	16,200,709	16,145,672	-	-	16,145,672
Expenses before depreciation, postretirement benefit cost, and net gain on disposal of fixed assets	120,566,607	-	-	120,566,607	118,745,933	-	-	118,745,933
Depreciation and amortization	2,212,604	-	-	2,212,604	2,176,564	-	-	2,176,564
Gain on disposal of fixed assets	(27,268)	-	-	(27,268)	(190,859)	-	-	(190,859)
Postretirement benefit cost	15,138,707	-	-	15,138,707	17,052,879	-	-	17,052,879
Total expenses	137,890,650	-	-	137,890,650	137,784,517	-	-	137,784,517
Increase in net assets	6,810,550	791,171	207,457	7,809,178	4,866,704	1,291,172	260,305	6,418,181
Net assets at beginning of year	(42,171,139)	1,316,172	2,984,240	(37,870,727)	(82,391,087)	25,000	2,723,935	(79,642,152)
Defined benefit postretirement plans - net adjustment	66,979,483	-	-	66,979,483	35,353,244	-	-	35,353,244
Net assets at end of year	\$31,618,894	\$2,107,343	\$3,191,697	\$36,917,934	\$(42,171,139)	\$1,316,172	\$2,984,240	\$(37,870,727)

NOTE 1. NATURE OF THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Type of Activity - The New Jersey Education Association (NJEA) was established to promote the education interests of the State; to promote equal educational opportunity for all students; to secure and maintain for the office of teaching its true position among the professions; and to promote and guard the interests of employees who are in employment categories eligible for membership, exclusively in the State of New Jersey.

Method of Accounting - The financial statements are prepared using the accrual basis of accounting.

Basis of Presentation - NJEA reports the amounts for each of three distinct classes of net assets and changes therein - permanently restricted net assets, temporarily restricted net assets and unrestricted net assets - based on the existence or absence of donor-imposed restrictions.

Basis of Consolidation - The consolidated financial statements include the accounts of the New Jersey Education Association, the Frederick L. Hipp Foundation for Excellence in Education, Inc., Garden State Forward, NJEA Affiliates Risk Purchasing Group, and the Bolivar L. Graham Intern Foundation, Inc. NJEA maintains a political action committee as a separately segregated fund. The assets, liabilities, and activity of this related fund are not included in the accompanying financial statements. All significant intercompany account balances have been eliminated in consolidation.

Investments - Investments in fixed income mutual funds, equity mutual funds, the international equity mutual fund, the balanced mutual fund, and short-term investments are carried at fair value as provided by the broker, which generally represents quoted market prices or net asset value of the mutual funds as of the last business day of the year. The investment in the mortgage-backed security is carried at estimated fair value as provided by the broker. The real estate limited partnership is carried at estimated fair value based on the net asset value of the limited partnership as provided by SEI.

Membership Dues - Membership dues are recognized as revenue based on the membership period covered by the individual member's dues. Allowance for uncollectible accounts is considered unnecessary and is not provided.

Fixed Assets - Fixed assets are stated at cost. Major additions are capitalized while replacements, maintenance, and repairs which do not improve or extend the lives of the respective assets are charged to expense on a current basis. Depreciation and amortization of fixed assets are computed using the straight-line method at rates calculated to allocate the cost of the applicable assets over their estimated useful lives, which are generally from two to fifteen years on furnishings, fixtures, vehicles, and equipment, and from ten to fifty years on buildings and improvements. Depreciation and amortization expense totaled \$2,212,604 for the year ended August 31, 2018 and \$2,176,564 for 2017.

Deferred Revenue - Deferred revenue consists of exhibit fees, National Educational Association (NEA) grants and reimbursements, membership dues, subscriptions, and advertising received in advance.

Cash - For purposes of the statement of cash flows, cash and cash equivalents are considered to be amounts in bank checking accounts and overnight sweeps accounts, subject to immediate withdrawal.

Functional Allocation of Expenses - The costs of providing the various programs and other activities have been summarized on a functional basis in the consolidated statements of activities.

Restricted Net Assets - NJEA records applicable membership assessments, gifts, and other assets as additions to the permanently restricted net assets of the Frederick L. Hipp Foundation for Excellence in Education, Inc. Investment income from the Foundation's investments is temporarily restricted for use for the Foundation's program service. The Foundation was organized exclusively for charitable and educational purposes to advance and improve the quality of education and the teaching profession in New Jersey through the study, creation and funding of innovative programs or projects which will further educational and instructional excellence. It is intended that grants for all Foundation programs or projects will be funded by earnings from the Foundation's investments.

NJEA records all applicable contributions and donations received from members, the general public, and NJEA affiliates for the NJEA Disaster Relief Fund (the Disaster Relief Fund) (formerly the Hurricane Sandy Back to School Fund)

as temporarily restricted net assets of NJEA. These contributions and donations can only be used for either a direct benefit to a member such as replacing belongings lost as a result of the hurricane or for general support to a school such as replacing damaged books, repairs, etc. Contributions from NJEA to the Disaster Relief Fund are unrestricted contributions that are designated for the Disaster Relief Fund. These contributions can be for either a direct benefit to a member or for general support to a school. Contributions from the NJEA Member Benefits Fund to the Disaster Relief Fund are unrestricted contributions that are designated for the Disaster Relief Fund. These contributions can only be used for a direct benefit to a member and cannot be used for general support to a school.

NJEA records all applicable contributions to Garden State Forward as temporarily restricted net assets of NJEA. The purpose of Garden State Forward is to make independent expenditures regarding New Jersey candidates, or support of committees or organizations that make only independent expenditures regarding such candidates. Garden State Forward is funded by contributions from NJEA.

Temporarily restricted net assets are "released from restrictions" when the amounts are expended for the purposes specified.

Estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures in the financial statements. Actual results could differ from those estimates.

Reclassification - Certain reclassifications have been made to prior year amounts to conform to the current year presentation.

NOTE 2. RECEIVABLES

Amounts due from the NEA represent funds due on various projects and programs supported in total or in part by NEA.

Advances to employees represent initial expense advances made to employees. Upon termination or retirement, a final expense reconciliation is required for all amounts advanced.

NOTE 3. INVESTMENTS

The following summary presents the cost and fair value for each of the investment categories as of August 31, 2018 and 2017:

	<u>2018 Cost</u>	<u>2018 Fair Value</u>	<u>2017 Cost</u>	<u>2017 Fair Value</u>
UNRESTRICTED:				
Fixed income mutual funds	\$67,013,613	\$65,625,088	\$61,807,423	\$61,817,506
Equity mutual funds	26,385,953	31,976,723	25,497,583	28,976,448
International equity mutual fund	14,449,982	17,964,255	15,145,039	18,989,063
Balanced mutual fund	4,963,051	8,014,404	4,954,713	7,450,657
Short-term investments	212,364	212,364	191,219	191,219
Mortgage-backed security	138,219	61,812	167,781	77,996
Real estate limited partnership	<u>5,243,762</u>	<u>10,069,614</u>	<u>5,243,762</u>	<u>9,259,917</u>
Total unrestricted	<u>118,406,944</u>	<u>133,924,260</u>	<u>113,007,520</u>	<u>126,762,806</u>
TEMPORARILY AND PERMANENTLY RESTRICTED:				
Fixed income mutual funds	1,215,007	1,154,967	1,036,164	1,014,758
Equity mutual funds	1,464,019	1,587,820	1,361,207	1,445,371
International equity mutual fund	480,245	568,504	468,379	548,122
Balanced mutual fund	<u>103,304</u>	<u>173,407</u>	<u>138,607</u>	<u>217,015</u>
Total temporarily and permanently restricted	<u>3,262,575</u>	<u>3,484,698</u>	<u>3,004,357</u>	<u>3,225,266</u>
Total investments	<u>\$121,669,519</u>	<u>\$137,408,958</u>	<u>\$116,011,877</u>	<u>\$129,988,072</u>
		<u>2018</u>	<u>2017</u>	
UNRESTRICTED:				
Interest and dividends		\$5,414,463	\$3,012,716	
Realized and unrealized gain on investments		2,457,845	7,702,549	
Investment fees		<u>(494,182)</u>	<u>(439,551)</u>	
		<u>\$7,378,126</u>	<u>\$10,275,714</u>	
TEMPORARILY AND PERMANENTLY RESTRICTED:				
Interest and dividends		\$23,168	\$12,476	
Realized and unrealized gain on investments		4,757	180,995	
Investment fees		<u>(8,406)</u>	<u>(7,459)</u>	
		<u>\$19,519</u>	<u>\$186,012</u>	

Investment income for the years ended August 31, 2018 and 2017 consisted of the following:

NOTE 4. FAIR VALUE MEASUREMENTS

The framework for measuring fair value provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). The three levels of the fair value hierarchy are described as follows:

Basis of Fair Value Measurement:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that NJEA has the ability to access.

Level 2 - Inputs to the valuation methodology include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques maximize the use of relevant observable inputs and minimize the use of unobservable inputs.

FAIR VALUE MEASUREMENTS AT AUGUST 31, 2018:

	Total	Level 1	Level 2	Level 3
Fixed income mutual funds	\$66,780,055	\$66,780,055	\$-	\$-
Equity mutual funds	33,564,543	33,564,543	-	-
International equity mutual funds	18,532,759	18,532,759	-	-
Balanced mutual fund	8,187,811	8,187,811	-	-
Short-term investments	212,364	212,364	-	-
Mortgage-backed security	77,996	-	61,812	-
Total assets in the fair value hierarchy	127,339,344	\$127,277,532	\$61,812	\$-
Investments measured at NAV (A)	10,069,614			
Total investments	\$137,408,958			

FAIR VALUE MEASUREMENTS AT AUGUST 31, 2017:

	Total	Level 1	Level 2	Level 3
Fixed income mutual funds	\$62,832,264	\$62,832,264	\$-	\$-
Equity mutual funds	30,421,819	30,421,819	-	-
International equity mutual funds	19,537,185	19,537,185	-	-
Balanced mutual fund	7,667,672	7,667,672	-	-
Short-term investments	191,219	191,219	-	-
Mortgage-backed security	61,812	-	77,996	-
Total assets in the fair value hierarchy	120,728,155	\$120,650,159	\$77,996	\$-
Investments measured at NAV (A)	9,259,917			
Total investments	\$129,988,072			

(A) In accordance with Subtopic 820-10, certain investments that are measured at fair value using the net asset value per share (or its equivalent) practical expedient have not been classified in the fair value hierarchy. The fair value amounts presented in this table are intended to permit reconciliation of the fair value hierarchy to the amounts presented in the Statement of Net Assets Available for Benefits.

The availability of observable market data is monitored to assess the appropriate classification of financial instruments within the fair value hierarchy. Changes in economic conditions or model-based valuation techniques may require the transfer of financial instruments from one fair value level to another. In such instances, the transfer is reported at the beginning of the reporting period.

For the years ended August 31, 2018 and 2017, there were no transfers in or out of levels 1, 2 or 3.

The unfunded commitments and redemption information are as follows at August 31, 2018:

THE UNFUNDED COMMITMENTS AND REDEMPTION INFORMATION ARE AS FOLLOWS AT AUGUST 31, 2017:

	2018 Fair Value	2017 Fair Value	Unfunded Commitments	Redemption Frequency	Redemption Notice Period
REAL ESTATE LIMITED PARTNERSHIP					
SEI Core Property Fund	\$10,069,614	\$9,259,917	\$-	Quarterly	65 days*

* - Withdrawal request is capped at 90% with a 10% holdback in escrow until the completion of the fund's annual audit.

The investment objective of the SEI Core Property Fund is to invest in a diversified strategy of property funds.

The SEI Core Property Fund is measured at fair value, without adjustment by NJEA, based on the net asset value (NAV) or NAV equivalent as of August 31, 2018 and 2017, respectively.

NOTE 5. FIXED ASSETS

The following is a summary of fixed assets by category as of August 31, 2018 and 2017:

Category:	2018	2017
Buildings:		
180 West State Street	\$12,729,832	\$12,705,216
186-190 West State Street	5,501,394	5,103,787
176 West State Street	439,206	233,900
172 West State Street	1,486,413	-
Regional offices	2,868,813	2,772,977
Total buildings	23,025,658	20,815,880
Land	1,511,656	990,567
Computer equipment	6,565,098	5,394,169
Furniture, equipment, and vehicles	4,771,551	4,675,898
Total fixed assets	35,873,963	31,876,514
Less: accumulated depreciation	(20,465,823)	(18,475,067)
Net fixed assets	\$15,408,140	\$13,401,447

NOTE 6. OBLIGATIONS UNDER OPERATING LEASES

NJEA is obligated under certain leases accounted for as operating leases. For the years ended August 31, 2018 and 2017, rent expense relating to these leases amounted to \$1,791,782 and \$1,587,275, respectively. As of August 31, 2018, the future minimum rental payments required under these non-cancelable operating leases are as follows:

Year Ending August 31,	
2019	\$ 1,228,230
2020	981,160
2021	838,480
2022	627,530
2023	527,520
Thereafter	1,147,590
Total	\$5,350,510

Under the normal course of operations, NJEA expects to continue to lease the facilities and equipment or similar facilities and equipment covered under such leases beyond the expiration of the current agreements.

NOTE 7. LONG-TERM LIABILITIES

Long-term liabilities as of August 31, 2018 and 2017 consist of deferred compensation arrangements of one former NJEA president totaling \$348,967 and \$309,194, respectively, and obligations under capital leases totaling \$907,390 and \$1,229,817 as of August 31, 2018 and 2017, respectively.

At August 31, 2018, the fixed assets under capital leases had an original cost of \$1,616,682 and accumulated amortization of \$864,351, of which \$335,346 was charged to expense during the year ended August 31, 2018.

At August 31, 2017, the fixed assets under capital leases had an original cost of \$1,616,776 and accumulated amortization of \$529,005, of which \$187,246 was charged to expense during the year ended August 31, 2017.

The following is a schedule by years of future minimum lease payments required under these capital leases with the present value of the net minimum lease payments as of August 31, 2018:

Year Ending August 31,

2019	\$ 428,637
2020	383,632
2021	122,369
2022	<u>105,846</u>
Total minimum lease payments	1,040,484
Less: Amount representing interest	<u>(133,094)</u>
Present value of net minimum lease payments	<u>\$ 907,390</u>

NOTE 8. DISCLOSURES ABOUT PENSION AND OTHER POSTRETIREMENT BENEFIT PLANS

NJEA has a defined benefit pension plan covering substantially all employees. Under terms of the plan, eligible employees contribute 3.50% of their salaries and NJEA contributes an amount that is based on the recommendation of the consulting actuary. NJEA has multiple non-pension postretirement benefit plans. The plan provides postretirement medical and life insurance covering substantially all employees. NJEA reports in accordance with Financial Accounting Standards Board Accounting Standards Codification 715, "Compensation-Retirement Benefits" (FASB ASC 715).

	Pension Benefits		Other Benefits	
	2018	2017	2018	2017
Projected benefit obligation at August 31	\$386,852,208	\$419,679,093	\$194,556,850	\$217,577,913
Fair value of plan assets at August 31	<u>383,739,270</u>	<u>379,780,726</u>	<u>80,476,840</u>	<u>72,498,176</u>
Funded status	<u>\$(3,112,938)</u>	<u>\$(39,898,367)</u>	<u>\$(114,080,010)</u>	<u>\$(145,079,737)</u>
Accumulated benefit obligation at August 31	<u>\$345,683,311</u>	<u>\$374,777,327</u>	<u>\$194,556,850</u>	<u>\$217,577,913</u>
Accrued benefit cost recognized in the consolidated statement of financial position	<u>\$(3,112,938)</u>	<u>\$(39,898,367)</u>	<u>\$(114,080,010)</u>	<u>\$(145,079,737)</u>

Amounts recognized as deductions from net assets include:

	Pension Benefits		Other Benefits	
	2018	2017	2018	2017
Prior service (credit) cost	\$ -	\$ -	\$(28,643,184)	\$(7,376,303)
Net loss	<u>90,546,297</u>	<u>117,035,425</u>	<u>57,364,661</u>	<u>95,258,006</u>
	<u>\$ 90,546,297</u>	<u>\$ 117,035,425</u>	<u>\$28,721,477</u>	<u>\$69,261,236</u>

The amounts that will be amortized from net assets into net periodic benefit cost over the next fiscal year are:

	Pension Benefits		Other Benefits	
	2018	2017	2018	2017
Prior service (credit) cost	\$ -	\$ -	\$(4,758,114)	\$(574,031)
Net gain	4,804,542	7,301,998	3,450,861	5,626,231

Weighted average assumptions at August 31

	Pension Benefits		Other Benefits	
	2018	2017	2018	2017
Discount rate	4.19 %	3.73 %	4.19 %	3.73 %
Expected return on plan assets	7.50	7.50	8.00	8.00
Rate of compensation increase	6.58	6.58	6.58	6.58

The expected return on plan assets was determined by review of historical rates of return on assets similar to those in the Plans' portfolios.

For measurement purposes, the per capita costs of covered health care were assumed to be the following:

Age	Traditional	PPO	HMO	Current Retirees with New Post-65 Rx Plan
	with Old Post-65 Rx Plan			
55	\$16,624	\$ 15,871	\$ 14,837	\$ N/A
60	19,980	19,056	17,788	N/A
65	12,528	12,528	12,528	9,721
70	13,430	13,430	13,430	10,336
75	14,178	14,178	14,178	10,845
80	14,748	14,748	14,748	11,233

The healthcare trend rate has a significant effect on the amounts reported. If the assumed rate increased by one percentage point, that would increase the liability as of August 31, 2018 by \$35,167,996.

	Pension Benefits		Other Benefits	
	2018	2017	2018	2017
Net benefit cost expensed (periodic)	\$4,688,750	\$6,916,697	\$15,175,473	\$17,084,499
Benefit cost FASB ASC 715 (other)	(26,439,724)	(17,306,808)	(40,539,759)	(18,046,436)
Employer contributions	15,000,142	15,000,000	5,635,441	5,377,643
Plan participant contributions	1,215,113	1,106,297	-	-
Benefits paid	(16,746,346)	(18,338,406)	(5,877,650)	(4,949,681)

The Pension Plan's expected long-term rate of return on assets assumption for 2018 and 2017 is 7.5%. The Other Postretirement Plan's expected long-term rate of return on assets assumption for 2018 and 2017 is 8%. As defined in FASB ASC 715, this assumption represents the rate of return on plan assets reflecting the average rate of earnings expected on the funds invested or to be invested to provide for the benefits included in the benefit obligation. The assumption has been determined by reflecting expectations regarding future rates of return for the investment portfolio, with consideration given to the distribution of investments by asset class and historical rates of return for each individual asset class.

NOTE 8. DISCLOSURES ABOUT PENSION AND OTHER POSTRETIREMENT BENEFIT PLANS (CONTINUED)

Changes Since the Prior Valuation

The discount rate assumption for the postretirement benefit plan was changed from 3.73% as of August 31, 2017 to 4.19% as of August 31, 2018 to match the discount rate used for the Sponsor's pension plan.

There was a plan change effective January 1, 2016. NJEA offered a one-time cash payment to Medicare eligible participants to switch to a higher copay prescription drug plan. About 70% of the Medicare eligible participants are enrolled in the higher copay prescription plan. The future Medicare eligible retirees do not have the option to enroll in the new plan.

In addition, effective June 1, 2016, the NJEA medical insurance moved from Horizon BCBS to Continental Benefits and there were slight changes to the plan's design.

NJEA is recognizing the liability for an Officers' Compensation Plan during the year ended August 31, 2017. By policy, if the State denies NJEA Officers' pension service credit in its Public Employees System, NJEA provides a non-qualified deferred compensation benefit that is actuarially determined to be equivalent to the amount of public pension benefit he or she would have received based on such service credit. Beginning in 2011, the State has limited service credit to five years. As of August 31, 2018 and 2017, the projected benefit obligation liability was \$760,197 and \$700,486, respectively.

NJEA's overall strategy is for its Plans to invest in securities that will achieve a rate of return sufficient to meet or exceed the benefit plans' actuarial interest assumption. In general, NJEA's goal for its Plans is to maintain the following allocation ranges:

	Pension Benefits	Other Benefits
Equity securities	50%	65%
Debt securities	34%	30%
Real estate	8%	5%
Opportunity investment	8%	-%

Following is the information about the fair value measurements of the Pension Plan's assets:

The framework for measuring fair value provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). The three levels of the fair value hierarchy are described as follows:

Basis of Fair Value Measurement:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the Plan has the ability to access.

Level 2 - Inputs to the valuation methodology include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

FAIR VALUE MEASUREMENT AT AUGUST 31, 2018

	Total	Level 1	Level 2	Level 3
U.S. Government and Government Agency obligations	\$54,282,303	\$54,282,303	\$-	\$-
Equity mutual funds	15,250,160	15,250,160	-	-
International equity funds	20,864,246	20,864,246	-	-
Fixed income mutual funds	217,198,843	217,198,843	-	-
Balanced mutual fund	7,395,017	7,395,017	-	-
Total assets in the fair value hierarchy	314,990,569	\$314,990,569	\$-	\$-
Investments measured at NAV (A)	67,302,340			
Total investments	\$382,292,909			

FAIR VALUE MEASUREMENT AT AUGUST 31, 2017

	Total	Level 1	Level 2	Level 3
U.S. Government and Government Agency obligations	\$46,406,705	\$46,406,705	\$-	\$-
Equity mutual funds	34,142,077	34,142,077	-	-
International equity funds	31,718,681	31,718,681	-	-
Fixed income mutual funds	192,120,053	192,120,053	-	-
Balanced mutual fund	11,427,643	11,427,643	-	-
Total assets in the fair value hierarchy	315,815,159	\$315,815,159	\$-	\$-
Investments measured at NAV (A)	61,323,907			
Total investments	\$377,139,066			

(A) In accordance with Subtopic 820-10, certain investments that are measured at fair value using the net asset value per share (or its equivalent) practical expedient have not been classified in the fair value hierarchy. The fair value amounts presented in this table are intended to permit reconciliation of the fair value hierarchy to the amounts presented in the Statement of Net Assets Available for Benefits.

NJEA Sponsored Member Benefits

BUYER'S EDGE INC.™

LOWEST PRICES GUARANTEED!

The Smart Way to Save Money on Major Purchases!

APPLIANCES - TV's **CARS**

FURNITURE **KITCHENS**

MATTRESSES

MORTGAGES & REAL ESTATE

Appliances 800-377-3700
TV's 800-377-3700
Cars* 800-543-8381
Furniture 800-631-0286
Kitchens 800-327-3599
Mattresses 800-631-0286
Mortgages 800-971-7721
Real Estate 800-232-6766
*Online 24/7

...plus 30 MORE Member Benefits!

www.BuyersEdgeInc.com

Username/Group #3386 Password: NJEA

Important Be prepared to give NJEA group #3386

Nai-Ni Chen
dance company

The Art of Chinese Dance

Explore one of the most ancient cultures in the world in a multi-cultural, interactive dance program with dazzling costumes & fantastic props.

- Specifically designed for K-12 schools, community centers, & libraries
- Learn the history, geography & basic practice of traditional Chinese dance
- Learn how to dance with silk ribbons
- Study guides available before performance

For inquiries, email us at
info@nainichen.org
or call 800-650-0246
www.nainichen.org



NOTE 8. DISCLOSURES ABOUT PENSION AND OTHER POSTRETIREMENT BENEFIT PLANS (CONTINUED)

The SEI Opportunity Collective Fund and SEI Core Property Collective Investment Fund are measured at fair value, without adjustment by the Plan, based on the net asset value (NAV) or NAV equivalent as of August 31, 2018.

In accordance with relevant accounting standards, the unfunded commitments and redemption frequency information and redemption notice periods are as follows at August 31, 2018:

	2018 Fair Value	2017 Fair Value	Unfunded Commitments	Redemption Frequency
Common collective trust - opportunity hedge fund of funds:				
SEI Opportunity Collective Fund	\$30,975,306	\$29,219,107	\$-	Biannually
Common collective trust - real estate:				
SEI Core Property Collective Investment Trust	<u>36,327,034</u>	<u>32,104,800</u>	<u>-</u>	Quarterly
Total	<u>\$67,302,340</u>	<u>\$61,323,907</u>	<u>\$-</u>	

* - Withdrawal request is capped at 90% with a 10% hold back in escrow until the completion of the fund's annual audit.

- Withdrawals may be limited to 25% of the net asset value of the fund on any given redemption date in circumstances where the fund's Trustee believe that any such redemption could compromise the ongoing performance or operations of the fund.

The investment objective of the SEI Special Situations Collective Fund is to invest in a diversified strategy of hedge fund of funds.

The investment objective of the SEI Core Property Collective Investment Trust is to invest in funds that acquire, manage, and dispose of commercial real estate properties.

Following is the information about the fair value measurements of the Other Postretirement Plan's assets:

FAIR VALUE MEASUREMENTS AT AUGUST 31, 2018

	Total	Level 1	Level 2	Level 3
Fixed income mutual funds	\$16,678,145	\$16,678,145	\$ -	\$ -
Equity mutual funds	50,059,246	50,059,246	-	-
International mutual funds	<u>13,167,234</u>	<u>13,167,234</u>	-	-
	<u>\$79,904,625</u>	<u>\$79,904,625</u>	<u>\$ -</u>	<u>\$ -</u>

FAIR VALUE MEASUREMENTS AT AUGUST 31, 2017

	Total	Level 1	Level 2	Level 3
Fixed income mutual funds	\$15,493,053	\$15,493,053	\$ -	\$ -
Equity mutual funds	43,689,844	43,689,844	-	-
International mutual funds				
Equity	9,385,935	9,385,935	-	-
Fixed income	3,594,520	3,594,520	-	-
Money market mutual fund	<u>334,175</u>	<u>334,175</u>	-	-
	<u>\$72,497,527</u>	<u>\$72,497,527</u>	<u>\$ -</u>	<u>\$ -</u>

Felician University

New Master's Degrees

Master of Arts in Education

- With Licensure in Special Education and Autism Studies
- Teacher as Leader or ABA – course and internship leading toward becoming a Board Certified Behavior Analyst (BCBA)

Master of Arts in Education

- With Dual Licensure in General and Special Education

Learn more at an Open House

CHECK OUR WEBSITE FOR DATES



felician.edu
201.355.1465
admissions@felician.edu



NOTE 8. DISCLOSURES ABOUT PENSION AND OTHER POST-RETIREMENT BENEFIT PLANS (CONTINUED)

The amount expected to be contributed to the plans for the year ended August 31, 2019 for pension benefits is \$16,000,000. Benefits expected to be paid during the ensuing five years and thereafter are approximately as follows:

	Pension Benefits	Other Benefits
2019	\$ 17,071,008	\$ 5,811,718
2020	17,914,998	6,181,263
2021	18,730,768	6,714,755
2022	19,438,295	7,112,158
2023	20,112,715	7,722,421
2024-2028	<u>110,655,030</u>	<u>44,661,030</u>
	<u>\$203,922,814</u>	<u>\$78,203,345</u>

NOTE 9. COMMITMENTS AND CONTINGENCIES

NJEA is a member of the National Education Employees Assistance Fund (NEEAF). NEEAF is a not-for-profit corporation established for the purpose of guaranteeing loans for members of the National Education Association (NEA) and Participating Affiliates required during employment crises through pooling of credit of the NEA and the Participating Affiliates.

The NEEAF by-laws state that any State Association may become a member by delivering to the Corporation (NEEAF) a notice accepting membership; said notice to be accompanied by an irrevocable letter of credit (LOC), restricted cash, or line of credit; committing \$2.00 per State Association member on the basis of the number of active and educational support membership in the State Association as of January 15 of the membership year. The irrevocable letter of credit, restricted cash, or line of credit shall be for a period of at least 12 months to expire as of March 31 of any year and shall be renewed at its expiration in order to maintain continuing participatory rights.

For the period April 1, 2016 to March 31, 2017, NJEA designated \$345,000 of unrestricted net assets for the NEEAF to satisfy the membership requirement of the NEEAF by-laws. For the period April 1, 2017 to March 31, 2018, NJEA designated \$356,000 of unrestricted net assets for the NEEAF to satisfy the membership requirement of the NEEAF by-laws. As of August 31, 2018 and 2017, there were no guaranteed loans to members outstanding. As of August 31, 2018 NEEAF terminated operations. NJEA has no current or future liability related to NEEAF as of August 31, 2018.

NOTE 10. LITIGATION

Certain claims, suits, and complaints arising in the ordinary course of business have been filed or are pending against NJEA. In the opinion of NJEA's management and legal counsel, the ultimate outcome of these claims will not have a material adverse effect on the financial position of NJEA.

NOTE 11. TAX STATUS

NJEA is a not-for-profit organization incorporated under the laws of the State of New Jersey and is qualified under the provisions of Section 501(c)(5) of the Internal Revenue Code as a labor organization exempt from Federal income tax.

The Bolivar L. Graham Intern Foundation, Inc., the Frederick L. Hipp Foundation for Excellence in Education, Inc., and the NJEA Affiliates Risk Purchasing Group are not-for-profit organizations incorporated under the laws of the State of New Jersey. They are qualified under the provisions of Section 501(c)(3) of the Internal Revenue Code and are exempt from Federal income tax.

Garden State Forward is a qualified organization under Section 527 of the Internal Revenue Code which provides for the exemption from Federal income tax of "exempt function income" of a political committee that is a separate segregated fund of an exempt organization which is not a political organization. Contributions received are exempt function income provided that the receipts are primarily expended for an exempt function, which is described in Note 1, or for some or all of its administrative expenses. However, interest income, if any, will be taxed.

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken by NJEA and recognize a tax liability if NJEA has taken an uncertain position that, more likely than not, would not be sustained upon examination by the U.S. Federal, state, or local taxing authorities. NJEA is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. Typically, tax years will remain open for three years; however, this may differ depending upon the circumstances of NJEA.

NOTE 12. CASH CONCENTRATIONS

NJEA places its cash with institutions deemed to be creditworthy. Cash balances may, at times, exceed insured deposit limits. As of August 31, 2018, NJEA had cash totaling \$11,295,945 in excess of FDIC insured coverage. This included the cash maintained in overnight sweeps accounts which invest in money market mutual funds which are not insured by the FDIC.

NOTE 13. RELATED PARTY TRANSACTIONS

NJEA has a common officer with the New Jersey Education Association Member Benefit Fund (the Member Benefit Fund). During the years ended August 31, 2018 and 2017, the Member Benefit Fund donated \$9,000 and \$2,000, respectively, to the NJEA Disaster Relief Fund.

NJEA has common officers with the New Jersey Center for Teaching and Learning (the Center). During the years ended August 31, 2018 and 2017, NJEA donated \$750,000 and \$500,000, respectively, to the Center for the purpose of providing professional learning experiences, resources, and research to educators.

NOTE 14. LONG-TERM DEBT

During the year ended August 31, 2013, NJEA obtained a note payable from Beneficial Bank totaling \$1,900,000. This note requires monthly payments of \$38,505. The note payable has a variable interest rate and final payment is due on November 1, 2017. As of August 31, 2017, the balance of the note payable was \$115,029. As of August 31, 2018 the note payable was paid off in full.

Interest payments for the note payable totaled \$766 and \$14,350 for the years ended August 31, 2018 and 2017, respectively.

NOTE 15. LONG-TERM CAPITAL ASSETS

Management has elected to designate a portion of NJEA's investments and investment income for the purchasing of long term capital assets. As of August 31, 2018 and 2017, investments designated for this purpose totaled \$46,568,779 and \$47,534,214, respectively. Investment income earned on the designated investments totaled \$3,807,179 and \$5,613,548 for the years ending August 31, 2018 and 2017, respectively.

NOTE 16. RISKS AND UNCERTAINTIES

NJEA invests in various investments. Investments are exposed to various risks such as economic, interest rate, market, and sector risks. Due to the level of risk associated with certain investments, it is at least reasonably possible that changes in the values of investments will occur in the near term and that such changes could materially affect the amounts reported in the Consolidated Statements of Financial Position.

The liabilities for accrued pension cost and accrued postretirement benefit cost - other are based on certain assumptions pertaining to interest rates, inflation rates, and participant demographics, all of which are subject to change. Due to uncertainties inherent in the estimations and assumptions process, it is at least reasonably possible that changes in these estimates and assumptions in the near term would be material to the financial statements.

NOTE 17. CHANGE IN ACCOUNTING PRINCIPLE

In May 2015, the FASB issued ASU No. 2015-07, Fair Value Measurement (Topic 820): Disclosures for Investments in Certain Entities that Calculate Net Asset Value per Share (or Its Equivalent). ASU 2015-07 removes the requirement to categorize within the fair value is measured using the net asset value per share as a practical expedient. The ASU is effective for fiscal years beginning after December 15, 2016 and has been applied retrospectively.

NOTE 18. SUBSEQUENT EVENTS

NJEA has evaluated subsequent events through December 14, 2018, the date the financial statements were available to be issued, and they have been evaluated in accordance with relevant accounting standards. 📅



2019 JACK BERTOLINO SUMMER LEADERSHIP CONFERENCE

HILTON EAST BRUNSWICK
THREE TOWER CENTER BOULEVARD
EAST BRUNSWICK, NJ

SESSION I - AUG. 3-5, 2019
(SATURDAY – MONDAY)

SESSION II - AUG. 5-7, 2019
(MONDAY – WEDNESDAY)



2019 NJEA JACK BERTOLINO SUMMER LEADERSHIP CONFERENCE

The 2019 NJEA Jack Bertolino Summer Leadership Conference will offer a broad menu of workshops that equip members to become stronger association advocates. Most workshops offer nine hours of training. A longer workshop providing 18 hours of training is available for newer presidents.

There are two sets of three-day programs:

- Workshop I – Aug. 3-5 (Sat., Sun., Mon.)
- Workshop II – Aug. 5-7 (Mon., Tues., Wed.)

Not all of the 32 workshops are offered in every workshop period. The workshop descriptions provided on the following pages indicate when any given program is

scheduled. To accommodate educational support professional members (ESP) who may wish to limit use of vacation or personal time, Workshop Number 19 runs from Friday evening to Sunday afternoon.

For most workshops, registration begins on Day One at 1 p.m., and the first session starting at 4 p.m. Day Three ends with a brunch, which is served at 10:30 a.m. following the final workshop session.

This year's summer leadership conference will take place at Hilton East Brunswick. The conference is dedicated to developing association advocate representatives. Accordingly, no professional development credit is given for attendance in any seminar.

HOW DO I REGISTER?

The purpose of this article is to alert members to this training opportunity and describe the 32 workshop programs available this year, but to register you need to talk to your local and/or county association president.

Local and county association presidents will receive registration brochures with detailed information on the 2019 NJEA Jack Bertolino Summer Leadership Conference. You must contact your local president and consult that brochure to learn more about lodging, daily schedules, accommodations for members with special needs, and registration.

SCHOLARSHIPS

Scholarships are available for first-time attendees. See your local and/or county president for more information.



WORKSHOPS

1. NOW THAT I'M PRESIDENT, WHAT DO I DO? (OFFERED 8/3-5 AND 8/5-7)

PART 2 – 9/28-29 – 1-½ Day Workshop

For: New presidents

The job of an effective local president is the most challenging you'll ever face in your association. This workshop is designed to help you identify those challenges, develop strategies to deal with them, and build a strong, effective association. Advocacy topics will be thoroughly discussed to empower you with all the information you need to lead your association.

This training begins prior to the start of the conference at 1:15 p.m. Participants should plan to arrive by 12:45 p.m.

Resident: \$458*
Commuter: \$371

*If a single room is requested for Workshop 1 the cost is \$626 since an additional overnight occurs in September.

2. VITAL SKILLS FOR EXPERIENCED PRESIDENTS (OFFERED 8/5-7)

For: Experienced presidents

Prerequisite: At least one year of experience as a president

So you have served as a local president for at least one year and you didn't quit in spite of organizational issues, pressures, paperwork and power plays? Good for you! Come learn how to create trust, inspire enthusiasm, and win over skeptics so someone else will want to step up to serve the membership when you decide to step down.

Resident: \$297
Commuter: \$257

3. BASIC TREASURER'S TRAINING (OFFERED 8/3-5 AND 8/5-7)

For: Local treasurers

Learn the ABCs of being a local treasurer. Understand the fiduciary responsibilities of this important association role. Learn about building a budget and fiscal issues, understanding agency fee, implementing time management tools, taking the fear out of treasury audits and payroll, and laying the foundation for a computerized treasury. Lastly, understand the benefits of the Local Association Financial Assistance Program (LAFAP) form and learn how to complete a LAFAP through our online system.

Resident: \$297
Commuter: \$257

4. ADVANCED TREASURER'S TRAINING (OFFERED 8/5-7)

Prerequisite: Treasurers

who have completed Basic Treasurer's Training

This course is designed for the experienced treasurer interested in using Quicken® to maintain the association's books and conform to Local Association Financial Assistance Program (LAFAP) reporting requirements. It also includes further training on budgets, PAC/Philanthropic funds, LAFAP, and check reconciliation.

Enrollment limited to 18 participants (one per local). Computers will be provided.

Resident: \$397
Commuter: \$357

5. BASIC GRIEVANCE PROCESSING (OFFERED 8/3-5 AND 8/5-7)

For: Any member who is new to grievance processing as either an association representative (AR) or as a grievance committee representative

This workshop will provide an introduction to the basic vocabulary, essential tools, complete process, and changing laws of grievance work from the local association level through court appeals. Problem-solving options will be made available to local grievance representatives. These will be reviewed through case studies illustrating specific solutions to real problems.

Participants need to bring a copy of their collective bargaining agreement.

Resident: \$297
Commuter: \$257

6. ADVANCED GRIEVANCE PROCESSING (OFFERED 8/3-5 AND 8/5-7)

Prerequisite: Basic Grievance Processing or experience in processing grievances

Learn the skills needed, and why it is necessary, for the local association to present grievances effectively at the board of education level. Case studies and role playing will be utilized in group activities in order for participants to present a grievance to a board of education. Participants will be instructed in the following concepts prior to preparing their cases: past practice, clear vs. ambiguous contract language, just cause standards, management rights, maintenance of benefits, and duty of fair representation.

Resident: \$297
Commuter: \$257

7. LEGAL ISSUES AFFECTING SCHOOL EMPLOYEES (OFFERED 8/3-5 AND 8/5-7)

For: All members

This workshop is an in-depth review of pertinent provisions of school and labor laws, and administrative and legal decisions affecting members. We will examine the impact of school and labor laws on employment, analyze techniques for proper forum selection for dealing with disputes (i.e., role of PERC, the commissioner of education, courts and agencies), review decisional law and legislative enactments, recognize statute applications/interpretations through case-by-case determination, and examine, analyze and review association roles.

Resident: \$297
Commuter: \$257

8. PERC LAW (OFFERED 8/3-5 AND 8/5-7)

For: Negotiators, grievance committee representatives, and other association leaders

To assist in negotiations and representation, this workshop will focus on unfair labor practices and court cases outlining negotiability/arbitrability disputes including discipline, transfers, extracurricular assignments, and duty of fair representation. What constitutes past practice, just cause, and relief from unilateral changes in working conditions will be explored in depth.

Resident: \$297
Commuter: \$257

9. AR - KEY TO A STRONG ORGANIZATION (OFFERED 8/3-5 AND 8/5-7)

For: Association representatives; open to all members

Learn the fundamentals and develop skills to become an association advocate. This program concentrates on contract enforcement, basic school law, member benefits, membership promotion, emerging instructional issues, legislative action, and your state and national association.

Resident: \$297
Commuter: \$257

10. BASIC COLLECTIVE BARGAINING (OFFERED 8/3-5 AND 8/5-7)

For: New and inexperienced negotiators

Master the essential phases of bargaining with particular emphasis on the role of laws in the negotiations process; organization of and preparation for negotiations; negotiations tactics and techniques; the use of mathematics in negotiations; the 2010 bargaining law; impasse resolution including mediation, fact-finding, and superconciliation; job actions and communication; and ratification.

Resident: \$297
Commuter: \$257

11. ADVANCED COLLECTIVE BARGAINING (OFFERED 8/3-5 AND 8/5-7)

For: Experienced negotiators who have completed Basic Collective Bargaining or members who have actively

participated in the bargaining process as a member of a team

Advanced Collective Bargaining workshop topics include hot topics at the table, getting to where we want to go and how to get there, salary guides (alternative methods of distribution), what do we do when the going gets tough, legislation affecting bargaining, and bargaining health benefits.

Resident: \$297
Commuter: \$257

12. BASIC SALARY GUIDES (OFFERED 8/3-5)

For: New local negotiators preparing for successful salary negotiations

Methods of costing, analyzing, and understanding salary guides will be presented. Successful salary negotiations techniques such as developing comparisons, member input, district's ability to pay, planning salary guide workshops, and planning a successful ratification will be emphasized. Challenges facing ESP and inclusive local associations will be stressed. Current issues of importance will be discussed and successful strategies in these areas will be presented.

Participants must bring their current scattergram and collective bargaining agreement, including all salary guides.

Resident: \$297
Commuter: \$257

13. ADVANCED SALARY GUIDES (OFFERED 8/5-7)

Prerequisite: Basic Salary Guides

The workshop will give participants an understanding of how salary guides are constructed and calculated. Participants will construct a base-year cost-out and salary guides for three additional years on an Excel spreadsheet. Knowledge of how a spreadsheet functions is essential. This training will expand on issues raised in Basic Salary Guides, as well as explore additional concerns and techniques.

Enrollment limited to 18 participants (one per local). Computers will be provided.

Resident: \$397
Commuter: \$357

14. BARGAINING HEALTH BENEFITS (OFFERED 8/5-7)

For: Negotiators and leaders with interest in benefits

Learn how to deal with board demands on health insurance issues at the bargaining table. This training will provide participants with a thorough understanding of the role of insurance benefits in achieving economic security. There will be extensive instruction on medical, dental, prescription and optical plans. This workshop will enable participants to review the legal framework, prepare for negotiations, and analyze board proposals.

Resident: \$297
Commuter: \$257

15. MINORITY LEADERSHIP TRAINING FOR EMERGING & EXPERIENCED LEADERS (OFFERED 8/3-5)

For: All members

Recognizing that NJEA's influence on public education is in direct proportion to an engaged membership, the Minority Leadership Training (MLT) Program prepares ethnic-minority members to be strong leaders, advocates, and full participants in their association. Participants will be introduced to the skills necessary to become an effective leader in their school, community and association.

Resident: \$297
Commuter: \$257

16. ENGAGING ALL MEMBERS (OFFERED 8/5-7)

For: All members

Learn why membership matters and discover ways to support members while building their commitment and involvement. This is a great program for membership chairs, ARs, and those who would like to get other members involved in their local associations but don't know where to begin. Learn about how to use NJEA resources to help your membership succeed, as well as attract and retain your volunteer corps. This workshop was previously titled "Engaging Your Members."

Resident: \$297
Commuter: \$257

17. FROM IMPASSE TO IMPASSIONED: A GUIDE FOR LOCAL ACTION TEAMS (OFFERED 8/5-7)

***NEW**

For: Local Action Team Members

Is your local currently bargaining or preparing to bargain? Are you concerned that you may encounter difficulty when trying to reach an agreement with the Board? If so then this workshop is for you! Local Action Team members will learn how to develop a communication system, design and carry out structure tests, and move the general membership towards collective action and engagement. Participants will leave with the skills they need to develop a comprehensive action plan and organize their membership.

Resident: \$297
Commuter: \$257

18. MANAGING CONFLICT EFFECTIVELY (OFFERED 8/5-7)

For: All members

This workshop is designed to increase personal and association effectiveness in dealing with conflict in a positive fashion. Participants will learn a variety of techniques that enhance this process by developing new strategies in identifying and handling conflict. Discussion will focus on what causes conflict and how better communication can help prevent or resolve conflict. This workshop is hands-on and interactive.

Resident: \$297
Commuter: \$257

19. EDUCATIONAL SUPPORT PROFESSIONALS (ESP): YOU ARE ESSENTIAL, YOU MATTER! (OFFERED 8/3-5)

***NEW CONTENT**

For: ESP members

Join fellow ESP members and experts on ESP issues in this lively workshop where you'll gain the tools necessary to build your career and safeguard your interests. Just as you play an essential role in your school, your contribution to this workshop will ensure its success. Don't miss out!

This workshop has a special schedule. Registration is at 6:30 p.m. on Friday, August 2. It concludes with lunch on Sunday, August 4.

Resident: \$297
Commuter: \$257

20. EFFECTIVE POLITICAL ADVOCACY THROUGH YOUR LEGISLATIVE ACTION TEAM (OFFERED 8/3-5)

For: All members

If you are a member of your local or county Legislative Action Team (LAT), then this workshop is for you! Learn how to build a robust LAT by recruiting volunteers, communicating effectively, organizing for action, and building and maintaining relationships with elected public officials. This training will give you the skills to make your voice heard.

Resident: \$297
Commuter: \$257

21. ADVANCED POLITICAL ADVOCACY TRAINING FOR LEGISLATIVE ACTION TEAMS (OFFERED 8/5-7)

For: Members who have completed Effective Political Advocacy Through Your Legislative Action Team

Take political action in your local to the next level by learning best practices for developing relationships with policymakers and influencing their decisions. Hone your organizing skills for use in issue campaigns and in the 2019 election.

Resident: \$297
Commuter: \$257

22. SOCIAL MEDIA FOR LOCAL ASSOCIATIONS (OFFERED 8/3-5)

For: Local association social media editors

Learn how to successfully manage your local's social media platforms to activate your membership, engage your community, and maximize your organizing efforts.

This workshop is for advanced social media users.

Enrollment limited to 18 participants (one per local). Computers will be provided.

Resident: \$397
Commuter: \$357

23. USING EVALUATION AS AN ORGANIZING TOOL (OFFERED 8/3-5)

For: All members

Several years into TEACHNJ, evaluation continues to provide challenges for both individual members and local leaders. This

session will provide an overview of the evaluation statute and associated regulations, but more importantly strategies for organizing your members around effective and transparent evaluation practices.

Resident: \$297
Commuter: \$257

24. ORGANIZING FOR PARTICIPATORY LEADERSHIP (OFFERED 8/3-5)

For: All members

Looking for ways to increase participation in your association? Interested in finding ways to build consensus and allow new leadership to emerge? Trying to find ways to include all the voices in the room when you run a meeting? Using practices from the Art of Hosting Meaningful Conversations develop new skills to work collectively to harness the shared knowledge and wisdom of your membership, creating a stronger union that can move forward towards wise action.

Resident: \$297
Commuter: \$257

25. ORGANIZING FOR PARTICIPATORY LEADERSHIP ADVANCED: PLANNING AND HARVESTING (OFFERED 8/5-7)

For: All members

If you have some experience with World Cafe, Open Space, Circle Practice, or other hosting practices but have wondered about how to plan the right practice for the right project, or what to do with the harvest

after the conversation is over, this workshop is for you. This workshop will focus on learning to design the right hosting practice, developing questions to lead you to the conversation you want to have, and using the information you harvest to plan next actions.

Resident: \$297
Commuter: \$257

26. LEADERSHIP DEVELOPMENT 101—A BEGINNER'S GUIDE FOR ASSOCIATION LEADERS (OFFERED 8/3-5)

For: All members

In this workshop we will explore principles of effective leadership and team building, effective communication and listening skills, principles of time and stress management, facilitation skills for leaders, importance of change management, and leadership scenarios for association leaders.

Resident: \$297
Commuter: \$257

27. ADVOCATING FOR TRAUMA INFORMED CARE IN OUR SCHOOLS (OFFERED 8/5-7)

For: All members

In this workshop, participants will briefly overview the Adverse Childhood Experiences Study. Learn the impacts of trauma on the brain and the implications that it has in the classroom. Discuss how Restorative Practices should be used as trauma-sensitive practices and procedures. Explore the next steps your local can take to effectively respond to students exposed to trauma.

Resident: \$297
Commuter: \$257

28. NJEASITES (OFFERED 8/3-5)

For: Association editors and webmasters

Have you been thinking of starting a website for your association but don't know where to start? Already have a website but want to take it to the next level? NJEA's affiliate website service, NJEASites, offers an easy-to-use page builder solution to do just that. This workshop will provide attendees the opportunity for hands on instruction on the WordPress platform and other digital communications tools to create and edit their association website. Some technology skills recommended.

Enrollment limited to 18 participants (one per local). Computers will be provided.

Resident: \$397
Commuter: \$357

29. HOW TO BE A POWERFUL PUBLIC SPEAKER (OFFERED 8/3-5)

For: All members

Learn how to look and sound your best when presenting to a group. Participants review techniques for preparing and delivering a speech. Each speaker will be videotaped for a self and group critique.

Enrollment limited to 18 participants (one per local).

Resident: \$297
Commuter: \$257

30. THE BUSINESS OF MEMBERSHIP CHAIRS (OFFERED 8/3-5 AND 8/5-7)

For: New, current, veteran, or up-and-coming membership chairs

This course is designed for both new and "seasoned" membership chairs. Learn what your responsibilities are and how to manage them using the various membership resources. You will be presented with an overview of all membership forms as well as the calendar of events and member engagement organizing tools. Participants will receive an in-depth understanding of the reports and information available to them while using MARS on the Web.

Please bring your own device (laptop, tablet, or phone). Part of the class will be spent online going through MARS on the Web.

Resident: \$297
Commuter: \$257

31. HEALTH BENEFITS AND PENSIONS FOR YOUR LOCAL (OFFERED 8/5-7)

For: All members

Become your local's go-to person for all your members' health benefits and pension questions. Learn the ins and outs of what you need to know when assisting your members in understanding health plan options, minimizing out-of-pocket health care costs, premium sharing contributions,


preparing for retirement, understanding their pensions and more.

Resident: \$297
Commuter: \$257

32. MONEY MATTERS: NOW AND LATER (OFFERED 8/5-7)

For: All members

This workshop is intended for local leaders who wish to become more proactive in strengthening their members' knowledge of financial matters and in providing adequate solutions for supplemental pension plans. Topics will also include life insurance, income protection, estate planning and retirement income.

Resident: \$297
Commuter: \$257 

EVERY EDUCATOR IS A TEACHER OF THE GIFTED

BY ROBERTA BRAVERMAN

As educators, our responsibilities and to-do lists are endless. The students we see daily are as diverse as our world, each with strengths and weaknesses that we need to uncover and attend to. How then do we balance our time, fuel our students' fires, fill the gaps, and create a safe and caring environment in which they can thrive?

Carefully and attentively, with knowledge and teamwork, we can step forward to make a difference.

At the end of the 19th century, the Industrial Revolution and a peak in immigration crowded our cities. A factory model of education led us to group students chronologically, replacing the style of education developed in the one-room schoolhouse, which was a model system of differentiation. With the advent of standards-based curricula the art of teaching is lost or regulated out of our classrooms.

This shift has exacerbated challenges for a population of students that has been misunderstood and often ignored. Those with the highest potential in any subject need instruction at a level that challenges them. If they are achieving well, it is often too easy to ignore their special needs to assure their growth.

"Let them be; they can teach themselves at school," is often an approach taken toward gifted students. Or worse yet, "They can help teach other students."

Every child is entitled to learn something new at school every day, including those

Roberta Braverman is an NJREA member, currently working as an educational consultant, and retired from the Mount Laurel Public Schools as a teacher of the gifted. She is the vice president for advocacy of the New Jersey Association for Gifted Children. She can be reached at advocacy@njagc.org.

who achieve at the highest levels. Those students who are proficient excel when their teachers discover and play to their strengths and interests. Think of the possibilities if we abandoned the remedial model and nurtured talent instead.

WHO ARE THE GIFTED STUDENTS AND WHAT DO THEY NEED?

All students should have equal access to guest speakers, assemblies, field trips, distance learning, contests, competitive activities and more. Some of the rules of a contest such as a spelling bee allow everyone to try, but as the words get more difficult, only great spellers progress to win. These opportunities are open for everyone with the hope to spark interest in learning.

But we also need to find those students achieving at the highest levels and be willing to apply curricula that efficiently enables these students to "show what they know." This often includes benchmark assessments that demonstrate what the student has either already mastered or new skills that they quickly acquired without repetitive practice.

An example would be a group of students who come into kindergarten and first grade already reading chapter books. They deserve time with a specialist to help instruct them at their challenge level. Instead of labeling the students as gifted, they have been recognized as students in need of modifications to the breadth and depth of the curriculum.

Finally, for those students achieving at the very top levels—as few as one to three percent of their grade-level peers in a specific subject—an appropriate education might include acceleration in a subject or grade, and perhaps specialized counseling and support for their sometimes quirky behaviors.

Gifted students do not necessarily fit the stereotype of a "Patti Perfect," the student whose papers arrive on time, who is im-

maculately dressed, or as the one who delivers just what the teacher asks. Often the very creative students make their own rules, challenge authority, and find school "boring." Educators with experience may recognize the gifted child who comes across as the absent-minded professor, the class clown, the perfectionist, the introvert, or as one who play down their "smarts" to be more popular. Many gifted students are not playing the "game" of school to win.

Gifted children come in all ages, sizes, colors, genders and socio-economic groups. We cannot be dependent on the snapshots of standardized tests in two subjects for data after third grade. English learners, students with individualized educational plans, 504 plans or behavioral issues are often "twice exceptional," which means they may be gifted and have something that interferes with learning.

So, let's add "talent scout" to our job description, as we develop each of our students to their fullest potential, and as we remember that the "gifted student" does not fit into a neat and predictable stereotype. 🧐

THINK OF THE
POSSIBILITIES IF
WE ABANDONED
THE REMEDIAL
MODEL AND
NURTURED TALENT
INSTEAD.

GIFTED CHILDREN COME IN ALL AGES, SIZES, COLORS,
GENDERS AND SOCIO-ECONOMIC GROUPS.

Panasonic Student Eco Citizenship Project



Congratulations Student Eco Citizens!

During the 2018-2019 school year over 100 schools took action and became active participants creating a sustainable global environment and society.

Abington Avenue Elementary
Alan B. Shepard Elementary School
Alexander D. Sullivan Elementary
School PS 30
Ann Street Elementary School
Audrey W Clark Elementary School
Benjamin Franklin School
Berkeley Township Elementary School
Branch Brook School
Bridgewater-Raritan Middle School
Central Regional Middle School
Christ the King Regional
Christa McAuliffe School
Civic League of Greater New Brunswick
Cleveland Elementary
Copeland Middle School
Cresskill Board of Education
David E Owens Middle School
DCF- Regional School, Bergen Campus
Dr Frank Napier JR Academy
Dr Michael Conti School PS 5
Dr. Hani Awadallah School
Dr. Maya Angelou Elementary
Public School PS 20
Eco Charter
Ecole Toussaint Louverture Elementary
Eleanor Van Gelder Elementary School

Evergreen Elementary School
Ezra L Nolan School PS 40
Fields of Green Montessori School
First Avenue Elementary School
Frank R Conwell MS 4
Frank R Conwell PS 3
Franklin Middle School at
Hamilton St. Campus
Garfield Park Academy
George G. White Middle School
George Washington Elementary School
George Washington Middle School
Glassboro Intermediate School
Green Brook Middle School
Haledon Public School
Harriet Tubman Elementary School
Herbert Hoover Middle School
Hoboken Charter School
Horace Mann Elementary School
Hudson Montessori School
Jefferson Elementary School
Jersey City Global Charter School
Jersey City PS 34
Joseph C. Caruso Elementary School
Joseph H. Brensinger PS 17
Knowlton Township Eem. School
Lafayette Street Elementary School

Lamberts Mill Academy
Lincoln School
Link Community Charter School
Long Branch Middle School
Long Valley Middle School
Manalapan-Englishtown Middle School
Marlton Middle School
Martin Luther King Jr. Elementary School
Melvin H. Kreps Middle School
Memorial Junior School
Menlo Park Elementary School,
Mill Pond Elementary School
Montgomery Township School District
Neptune Middle School / Academy
Nicolaus Copernicus School
NJIT Center for Pre-College Programs,
Educational Talent Search Program
Norman S. Weir Elementary School
Ocean Township Intermediate School
Oliver Street Elementary School
Park Elementary
Paterson Public School 27
Quitman Street Community School
Reading Fleming Intermediate School
Red Bank Charter School
Renaissance Institute
Ridge Street Elementary School

Robert Treat Academy Charter School
Roberto Clemente Elementary School
Roosevelt Elementary School
Saints Philip and James School
School 16
School 24
South Street School
Sussex County Charter School for
Technology
Teaneck Community Charter School
Thomas Edison Energysmart
Charter School
Thomas W. Wallace Junior
Middle School
Unified Vailsburg Services Organization
Unity Charter School
Walter O. Krumbiegel Middle School
Walter T. Bergen Middle School
Waterford Elementary School
Watsessing Elementary School
West Essex Middle School
Whitney M Young Jr Public School 15
William R. Satz Middle School
Wilson Avenue
Wood-Ridge Intermediate School

The Foundation for Impact on Literacy and Learning would also like to thank Panasonic for their support of this project.
To learn more about the Panasonic Student Eco Citizenship Project visit: ecocitizenship.org

Panasonic®

FOUNDATION for IMPACT
on LITERACY and LEARNING

Get your money's worth

MEMBERBENEFITS.NJEA.ORG

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

WE ARE LOOKING OUT FOR YOU!

With the collective strength of 3 million NEA members—200,000 from NJEA—your Member Benefits programs offer preferred solutions for you and your family. When you use the services and products offered through your Association, you are not alone. You have advocates who work to ensure that your concerns get the full attention of the providers.

NJEA INCOME PROTECTION PLUS PROGRAM**

(PRUDENTIAL) provides income in the event you are unable to work due to injury or illness (including pregnancy). A new plan was recently added to pay a lump sum when a critical illness occurs. This program has been offered since 1953 and protects about 45,000 members. NJEA has direct contacts with Prudential

to advocate for members and ensure their voices are heard. For more information, call 1-800-727-3414 (choose option 3) or visit educators-insurance.com.

NEA AUTO & HOME INSURANCE PROGRAM BY CALIFORNIA CASUALTY**

is honored to offer its 105 years of products and services to NJEA members. California Casualty is the only NEA and NJEA recommended auto and home insurance provider for members. A wide range of personal insurance products are available along with superior service, competitive rates and special policy features designed exclusively for you and your family. For more information, call 1-888-308-9158 or visit calcas.com/njea.

BUYER'S EDGE INC.** is a buying service that offers all NJEA members "Lowest Prices Guaranteed" on many major purchases such as appliances/TVs, cars (new and used), furniture, mattresses, kitchen cabinets, jewelry, real estate sales, luggage and much more. Check them out BuyersEdgeInc.com (Username/Group #: 3386 Password: NJEA). If you would rather talk with Buyer's Edge staff, call 800-755-5008.

NEA MEMBER BENEFITS**

makes big decisions easier with Go to neamb.com and get personal guidance and support, along with easy-to-use tools and resources, for financial and retirement planning, health and wellness, leisure, auto, travel, family life and more.

OPTICAL ACADEMY* NJEA members can schedule Optical Academy full-day visits to schools by calling 800-530-2730. See optical-academy.com to find site visit locations. NJEA members may also visit one of Optical Academy's locations for vision services/eyewear:

- Clifton, NJ at 1430 Main Ave.
- Fairview, NJ at 222 Bergen Blvd.
- Jackson Heights, NY at 75-37 31st Ave.

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

APRIL WEB GIVEAWAYS

For APRIL, one member will win:

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

RECENT WINNER:

ANGELA GONZALEZ of West Orange 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.

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

nea Click & Save

NEA MEMBERS...DON'T WAIT IN LINE, SHOP IN THE COMFORT OF YOUR OWN HOME USING NEA CLICK & SAVE, YOUR MEMBER-ONLY ONLINE MALL!

- ▶ Register or Log in to NEAMB.com/clickandsave
- ▶ Browse websites of your favorite retailers, including apparel, electronics, movie tickets and much more
- ▶ Enjoy exclusive member deals on your favorite items and brands
- ▶ Earn **WOWPoints** to use towards future purchases
- ▶ Come back and shop often as new retailers are frequently added
- ▶ Share these benefits with 5 family members or friends

NEA Members have saved **more than \$12,010,000** using **NEA Click & Save**. Start shopping today!



Register now at neamb.com/clickandsave



nea Member Benefits

CS330519

HELP PROTECT YOURSELF AND YOUR LOVED ONES

▶ WHAT WOULD YOU DO IF YOUR PAYCHECK SUDDENLY STOPPED?

From your paycheck to your savings, NJEA wants you to help protect what's important to you.

Enroll in the **only** NJEA-endorsed Disability Insurance and Critical Illness Insurance plans, issued by **The Prudential Insurance Company of America (Prudential)**.



1000718-00001-00



To enroll, call your EIS account executive at 1-800-727-3414, Option 3, or visit www.educators-insurance.com.



Group Insurance coverages are issued by The Prudential Insurance Company of America, a Prudential Financial Company, Newark, NJ. Educators Insurance Services, Inc. is not affiliated with Prudential.

©2018 Prudential Financial, Inc. and its related entities. Prudential, the Prudential logo, the Rock symbol, and Bring Your Challenges are service marks of Prudential Financial, Inc. and its related entities, registered in many jurisdictions worldwide.

2526239

APRIL & beyond

for more information go to NJEA.org

4/6

Saturday

**T.E.A.C.H.
Conference**

4/12-13

Fri. to Sat.

**Higher
Education
Conference**

4/13

Saturday

**NJEA Preservice
Conference**

4/23

Tuesday

**NJEA PAC
Operating
Committee
meeting**

5/17

Friday

**NJEA Executive
Committee
and County
Presidents Council
meetings**

5/18

Saturday

**NJEA Delegate
Assembly meeting**

6/7

Friday

**NJEA
Executive
Committee
meeting**

6/8

Saturday

**NEA-RA
Statewide Caucus
meeting**

7/2-7

Tues. to Sun.

**NEA
Representative
Assembly**

7/16

Tuesday

**NJEA Summer
Professional
Learning Institute**

INDOOR AIR QUALITY TRAINING FOR "DESIGNATED PERSONS"

Public Employees Occupational Safety and Health (PEOSH) has arranged to assist public employers in meeting the Designated Persons Training requirements contained in the PEOSH Indoor Air Quality Standard by scheduling the following free training sessions in April. Sessions run from 9 a.m. to 1 p.m.

PEOSH encourages school nurses to attend.

- April 6: Burlington Fire Academy, Westampton
- April 13: Camden County Vo-Tech, Sicklerville
- April 27: Bergen County Fire and Law Academy, Mahwah

Contact Arthur Pierfy at 908-227-0575 or anpierfy@aol.com with questions and for registration information.

deadlines

6/26

Techstock 2019

Event Date: July 31

(Register by May 15 and save \$10)

6/28

Summer Professional Learning Institute

Event date: July 16

(Register by June 3 and save \$10)

YOU MAKE ALL THE DIFFERENCE

If you are a frequent user of social media—and if many of your online connections are members of NJEA—chances are you’ve seen the meme comparing union membership to gym membership.

There are several variations, but a common iteration of it is, “Union membership is like a gym membership. You can pay your dues, but if you don’t show up and participate, you do not become stronger.”

The underlying message is that a union is much more than a service provider. When we come together as a union, we can pool our resources to advance our interests and our profession, but money alone does not bring us power. Our real strength comes from the proportion of members who are actively involved. Holding a gym membership won’t improve your muscle tone if you never lift a weight, and holding an NJEA membership card won’t bring us strength if we don’t organize to flex our collective muscles.

Fortunately, you belong to a union where members often come together in a show of strength and solidarity. There’s a reason why the words “powerful” and “NJEA” often show up together in statewide news stories—that reason is you.

When the jobs of custodians are threatened with privatization, school boards think twice when they look out and see not only custodians, but teachers, bus drivers, secretaries, aides, cafeteria staff and parents filling the meeting room and lining up to ask the tough questions. The local association that represents those custodians can count on first-class research from NJEA’s Research and Economic Services Division, but those facts and figures matter more to the

HOLDING
A GYM
MEMBERSHIP
WON’T
IMPROVE
YOUR
MUSCLE
TONE IF YOU
NEVER LIFT
A WEIGHT,
AND
HOLDING
AN NJEA
MEMBERSHIP
CARD WON’T
BRING US
STRENGTH
IF WE DON’T
ORGANIZE
TO FLEX OUR
COLLECTIVE
MUSCLES.

board when 250 members of a 250-member local fill up the school library to deliver that data.


When lawmakers are considering legislation of interest to educators, they appreciate the input of NJEA’s Government Relations staff members, but they pay closer attention because they know that 200,000 NJEA members stand behind the lobbyists. And they pay even closer attention when hundreds or even thousands of members call and email them or schedule appointments to see them.

When a local association and school board are negotiating a collective bargaining agreement, local leaders value the training, experience, strategic mindset and NJEA resources that the UniServ field representative brings to the table. But what a field rep has to offer is effective because of the organizing efforts and relationships that the field rep and the members of the local association establish and nurture every day.

When school district leadership is too attached to the latest fad in public education, the local association leadership knows it can count on NJEA’s Professional Development and Instructional Issues Division to help them separate the fluff from the substance. But it may take an army of local members to convince the district to dispense with the fluff.

Finally, NJEA’s officers and Communications staff members may be quoted in a news item, but that quote is sought out by reporters because of whom those officers and staff represent—they represent you. And as effective as those quotes may be, nothing matches the impact of 200,000 NJEA members talking to their family, their friends, their neighbors and the decision-makers in their communities.

That is why the campaign to secure job justice for educational support professionals (ESP) and relief from the exorbitant health care premium payroll deductions for both teachers and ESPs is member-led. And that is why the campaign may take on a different flavor in different parts of New Jersey. What works in Paterson may not work in Lower Alloways Creek. What steals the show in Vernon Township, might go unnoticed in Tuckerton.

But what works everywhere is organized and determined NJEA members, fighting together in our union, making the most of the resources our dues provide, to advance our collective interests and those of the students we serve. 

THERE’S A
REASON WHY
THE WORDS
“POWERFUL”
AND “NJEA”
OFTEN
SHOW UP IN
STATEWIDE
NEWS
STORIES—
THAT REASON
IS YOU.

"I was accepted to three other schools, but Seton Hall's authenticity struck me immediately. That name is nationally known and synonymous with value. You are part of a community of learners — with the support of faculty and fellow students to guide you beyond your own expectations. It's not a lonely journey at Seton Hall."

DARIA PIZZUTO, M.A. '13, PH.D. '18



Learn from Our Leadership at Seton Hall University

GRADUATE PROGRAMS IN EDUCATION LEADERSHIP, MANAGEMENT AND POLICY

- M.A./Ed.S., Education Leadership, Management & Policy — Catholic School Leadership (Online and On-campus Options)
- M.A., Education Leadership, Management & Policy (Online)
- Executive M.A./Ed.S., Education Leadership, Management & Policy (Blended Format)
- Ed.D., K-12 School Administration – Weekend Cohort (On-Campus)
- Executive Ed.D., K-12 School Administration (Blended Format)
- Ph.D., Education Research, Assessment & Program Evaluation (On-Campus)
- K-12 Supervisor Certificate (Online)

CONTACT: *Diana Minakakis, Director, Office of Graduate Admissions*
diana.minakakis@shu.edu • (973) 761-9668

www.shu.edu/njeareview

NEW LABOR, NEW JERSEY WORK ENVIRONMENT COUNCIL,
UNITED STEELWORKERS, JERSEY RENEWS, & ALLIES
INVITE YOU TO

WORKERS' MEMORIAL DAY

for a

RALLY AND MARCH



join us

SUNDAY
APRIL 28

RAIN OR SHINE

1^{pm} - 3^{pm}

**ANSHE EMETH
MEMORIAL TEMPLE
222 LIVINGSTON AVE
NEW BRUNSWICK, NJ 08901**

FOR MORE INFORMATION

CALL

732-246-2900

732-762-7687

609-882-6100 x 308

VISIT

njwec.org/events



new labor



JERSEY RENEWS



UNITED STEELWORKERS
USW

CLIMATE JUSTICE *is* WORKER JUSTICE