

# REVIEW

OCTOBER  
2025  
njea.org



an education and advocacy resource

## Mikie Sherrill's commitment

- 18** SECURE PENSIONS, RESPECT FOR EDUCATORS, THRIVING SCHOOLS
- 22** TIER 1 FOR EVERYONE
- 24** BEST CLASSROOM MANAGEMENT PRACTICES FROM TEACHERS OF THE YEAR
- 28** A CLIMATE OF SUPPORT FOR OUR NEWEST COLLEAGUES
- 32** JOIN YOUR PROFESSIONAL ASSOCIATION



**POWER BACK  
TO THE  
PEOPLE**



# ADVANCE YOUR CAREER

AT



RUTGERS-NEW BRUNSWICK  
Graduate School of Education

**COME NETWORK WITH THE GSE!**

Join us for a cocktail, conversation,  
& some light bites!

THURSDAY

**NOVEMBER 6, 2025**

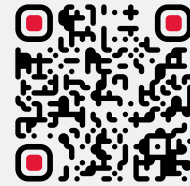
**4:00 - 6:00 P.M.**

**Tun Tavern Restaurant & Brewery**

2 Convention Blvd, Atlantic City, NJ

*(Across the street from the Convention Center)*

SCAN THE QR CODE TO  
**RSVP BY**  
**OCTOBER 30**



**\*SPACES LIMITED\***  
**REGISTER TODAY!**

## NEW OFFERINGS

Becoming a science teacher has never been easier! With our new **advanced licensure pathway**, you can start teaching science after two courses!\*

- ▶ Earn your CE and start teaching science with just **six science credits**.

*\*Teachers of any subject qualify for advanced licensure.*

Earn a **Doctorate**—  
now in fewer credits!

- ▶ Complete in **60 credits**:  
Fast-track your journey to leadership while working.



**VISIT US AT BOOTH 1317 AT THE CONVENTION!**



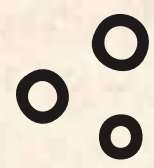
Stacey Salerno, NJEA consultant and member of the Lower Township Elementary Education Association, assists Beth Schroeder Buonsante, coordinator of the NJEA Member Benefits program, as they hand out NJEA Beach Bash T-shirts during the barbecue lunch.



NJEA President Steve Beatty, NJEA Executive Director Kevin Kelleher, NJEA Deputy Executive Director Denise Graff Policastro, NJEA Secretary-Treasurer Tina Dare and NJEA Vice President Petal Robertson, with New Jersey's 2025-26 County Teachers of the Year.



Sandra Peart, a member of the Buena Regional Education Association, with her friend, Lynn Mann.



# FEATURES

## 18 MIKIE SHERRILL'S COMMITMENT: SECURE PENSIONS, RESPECT FOR EDUCATORS, THRIVING SCHOOLS

*NJEA has endorsed Congresswoman Mikie Sherrill for governor. Here's a look at her record and policy priorities, including her support for full pension funding, support for public schools, educators and working families, while making New Jersey more affordable for everyone. The article explores how her experience and legislative work intersect with issues that matter most to NJEA members.*

*By Aiat Oraby*



18

## 22 TIER 1 FOR EVERYONE

*NJEA members overwhelmingly agree: fully funding pensions is the union's top priority. This article examines how pension tiering has divided the profession, threatened retirement security, and fueled a staffing crisis—while outlining the campaign to win equal, fair pension benefits for every educator.*

*By Marybeth Beichert, Sarah Favinger and Michael Flynn*



24

## 24 BEST CLASSROOM MANAGEMENT PRACTICES

*The NJEA Review asked four recent New Jersey State teachers of the year to share practices and advice for fostering productive, respectful learning environments.*

*By Christine Girtain, Theresa Maughan, Joe Nappi, Angel Santiago and Stefanie Lachenauer*



28

## 28 A CLIMATE OF SUPPORT FOR OUR NEWEST COLLEAGUES

*Denise Furlong and Keri Orange-Jones highlight the networks of professional and career associations. Connected to NJEA—and how new members can get involved with those best suited to their work.*

## 32 JOIN YOUR PROFESSIONAL ASSOCIATION

*NJEA is associated with many professional and career associations. Find out how you can become involved with the ones most connected to your work.*



32

# COLUMNS

**PRESIDENT'S MESSAGE 7**

*Every Day, I Start at Zero*

**THE ADVOCATE 8**

*Resources for your local association*

**BULLETIN BOARD 12**

*Cool stuff to check out*

**EDUCATIONAL SUPPORT PROFESSIONALS 14**

*ESP member in the news*

**THE NJEA REPORT 16**

*Education in the news*

**SPEAK OUT 30**

*Truth and Palestine*

**HEALTH AND SAFETY 40**

*Resources for tackling health and safety hazards*

**RETIRED MEMBERS 42**

*News and events*

**LAW AND YOU 45**

*New Jersey pay transparency law goes into effect*

**PROFESSIONAL DEVELOPMENT 46**

*A tradition of learning, connection, and inspiration need to know*

**ASPIRING EDUCATORS 47**

*NJAEA launches new process for PD opportunities*

**SUSSEX TO CAPE MAY 48**

*Workshops and conferences*

**THE CONSORTIUM 50**

*Consortium unveils macro-curriculum*

**COLLABORATION CORNER 51**

*Labor Management Collaborative*

**VOICE OF EQUITY 52**

*NJEA Justice and Equity Fellowship*

**RAINBOW CONNECTION 53**

*LBGTQIA+ matters in our schools*

**MEMBER BENEFITS 55**

*Get your money's worth*

**COMING UP 57**

*What's next at NJEA*

**FINAL EXAM 58**

*The next governor's pension funding plan matters*



The number  
**1,700+**

Total items of NJEA-branded clothing were sold at events in 2024 to benefit the Paul Dimitriadis Rights Fund. Your purchase equals support for NJEA members and locals. Look for the NJEA Store at the NJEA Convention.

Source: Paul Dimitriadis Rights Fund Committee



Congresswoman Mikie Sherrill is the NJEA-endorsed candidate for governor. Read pages 18 to 21 to find out why.

PHOTO BY  
mikiesherrill.com



*Did you know?*

**Protect your privacy online**

✦ NJEA has partnered with Atlas Privacy to help members protect their privacy and safety by scrubbing their home address and phone number from the internet and will search the dark web for your information online.



Learn more by scanning this QR code.

# REVIEW



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

President: Steve Beatty | Vice President: Petal Robertson | Secretary-Treasurer: Tina Dare  
Executive Director: Kevin Kelleher | Deputy Executive Director: Denise Graff Policastro

Editorial Director Steven Baker  
Editor Aiat Oraby  
Editor Patrick Rumaker  
Associate Editor Kathryn Coulibaly  
Art Director Gregg Poserina  
Graphic Designer Jennifer Larson  
Advertising Sara B. Ream

**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](mailto:NJEAreview@NJEA.org)

**EDITORIAL COMMITTEE**

Chairperson: Steve Tetreault, Holmdel; Madison Baca, NJAEA; Amanda Best, West Orange; Hussain Haqq, Trenton; Marcy Helmstetter, Berkeley Heights; Andrew Lewis, Old Bridge Twp.; Linda Miller, Jersey City; Claudette Peterkin, Englewood; Salvatore Randazzo, Deptford; Miriam Reichenbach, retired; Sonya Squitieri, Passaic; Rebecca Zarabi, Summit.

**EXECUTIVE COMMITTEE**

Atlantic: Melissa Tomlinson; Bergen: John Sassi, Robert La Morte; Burlington: Tamara Beatty; Camden: Laurie T. Gibson-Parker; Cape May: Tammi Lee; Cumberland: Lou Russo; Essex: Sharon Ortiz; Gloucester: Ryan Griffin; Hudson: Diane MacKay; Hunterdon: Susan Vala; Mercer: Christine Sampson-Clark; Middlesex: Jennifer Herrick, Melissa Vega; Monmouth: Steven Koumoulis; Morris: Kerri Lee Farrell; Ocean: Lisa Simone; Passaic: Marco Martinez; Salem: Colleen Gilmartin; Somerset: Amy Salinger; Sussex: Carla Mancuso; Union: Ann-Margaret Shannon; Warren: Laurie O'Brien; Higher Education: Tobby DeMarco; Retired: Kitty Sausa; Non-classroom Teacher: Marie Battist-Rock; NJAEA: Madison Baca. Immediate past president: Sean M. Spiller

NEA State Directors: Brenda Brathwaite, Theresa Fuller, Laurie Gibson-Parker, Lauren Greenfield, Christine Hewitt, Susan McBride, Mark Richards, Barbara Rheault, Stacy Yanko. ESP-at-Large: Temika Langston-Myers, Charles E. Wilson III.

**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

**Organizational Directory****NJEA headquarters, Trenton**

To reach any of the offices at headquarters, call NJEA's main number, 609-599-4561.

**Executive Office:** includes NJEA's statewide officers and the offices of the Executive Director; Human Resources; Human and Civil Rights, Equity and Governance; Legal Services; Organizational Development; and the Labor Management Collaborative.

**Business Division:** includes the offices of Accounting and Finance; Information Systems, Facilities, Mailroom and Production; Membership; and Comptroller.

**Communications Division:** responsible for all aspects of the association's communications efforts, both internal and external. The division produces the NJEA Review and [njea.org](http://njea.org); manages the Hipp Foundation and assists local and county affiliates with internal and external communications.

**Government Relations Division:** includes the Office of Policy and Politics, which addresses legislation, administrative code, policy and advocacy at a statewide and federal level, and the Office of Member and Political Organizing, which works with members at the county and local level to organize around local, state, and federal issues that affect public education.

**Professional Development and Instructional Issues:** assists members and local and county affiliates with instructional issues and professional learning. The division also monitors state level and school level implementation of administrative code as promulgated by the New Jersey Department of Education.

**Research and Economic Services:** Provides information to support state and local association programs and activities, including collective bargaining and policy analysis. Offers guidance on retirement issues and administers NJEA Member Benefits.

**UniServ regional offices**

Provides extensive field services to members and local and county affiliates throughout the state, including negotiations assistance, contract administration and grievance adjudication, member organizing and local member consultation and representation. UniServ field representatives train local leaders and assist in the coordination of NJEA and NEA resources. UniServ regional offices are organized under four zones.

**UniServ South**

**Reg. 1-3**  
**Director's office**  
856-234-0522

**Region 1 (Atlantic and Cape May counties):**  
609-652-9200

**Region 2 (Cumberland, Gloucester and Salem counties):**  
856-628-8650

**Region 3 (Burlington and Camden counties):**  
856-234-2485

**UniServ Central**

**Reg. 7-9, 11, 13 and 29**  
**Director's office**  
732-287-6899

**Region 7 (Ocean County):**  
732-349-0280

**Region 8 (Mercer County):**  
609-896-3422

**Region 9 (Monmouth County):**  
732-403-8000

**Region 11 (Middlesex County):**  
732-287-4700

**Region 29 (Higher Education):**  
609-689-9580

**UniServ Northeast**

**Reg. 15, 19-21, and 25**  
**Director's office**  
973-321-3221

**Region 15 (Union County):**  
908-709-9440

**Region 19 (Hudson County-North and Newark):**  
201-861-1266

**Region 20 (Hudson County-South):**  
201-653-6634

**Region 21 (Essex County, except Newark):**  
973-762-6866

**Region 25 (Bergen County):**  
201-292-8093

**UniServ Northwest**

**Reg. 13, 17, and 27**  
**Director's office**  
973-347-0911

**Region 13 (Hunterdon, Somerset and Warren counties):**  
908-782-2168

**Region 17 (Morris and Sussex counties):**  
973-515-0101

**Region 27 (Passaic County):**  
973-694-0154

**MEMBERSHIP**

Active professional: \$1,127 (full time); \$225.40 (full time \*low-earner); \$563.50 (part time); \$563.50 (on leave); \$225.40 (part time \*low-earner). Active supportive: \$534 (full time); \$106.80 (full time \*low-earner); \$267 (part time); \$106.80 (part time \*low-earner); \$267 (on leave). Retired professional: \$97; \$1,850 (retired life). Retired ESP: \$50; \$905 (retired ESP life); NJAEA \$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. \*Low-earner threshold 2025-26 is \$23,800.



# President's Message



## From Zero to UNION POWER

Every morning, I wake up at zero. No matter how the prior day has ended, I rise—like all of us—with the promise of a new day with the potential to do limitless good for the cause I've been called to. And by the end of the day, hopefully by 10 p.m., I can count the day as a plus—a day spent doing right by the members and organization I've pledged to serve.

As of this writing, I've been the NJEA president for all of 14 days, and just about every day has been a plus: from a Labor Day rally to meetings with NJEA leadership, committees, groups, and individuals, to a bill signing, local visits, and the endorsement of Mikie Sherrill for governor.

I was invited to sit on a panel with Sen. Cory Booker. I spent time talking with legislative leadership about our work and our shared collective goals, because politics directly affects the policies that govern our schools.

Our members must realize our full potential and power as we work to fulfill our goals: Tier 1 for everyone, electing Mikie Sherrill, and making sure we have affordable, secure health care now and forever.

That's why we are embarking on an organization-wide strategic plan for the first time in a long time. We are reimagining our union's vision and mission and setting clear strategic goals to align our

work. This gives clarity and focus to everything we do and to the staff and members who help make it all happen.

Further, we've rolled out a new model of training for all local presidents. They'll come to NJEA headquarters to connect with each other and the statewide organization and strengthen their already great leadership skills—to everyone's benefit.

That's where our real, unmatched power comes from. My vision as president is to grow that authentic power, member by member, local by local—and to sustain it through transparency in action and purpose. Every member should find their place and add their mettle to the cause.

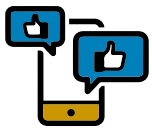
That is the true mission and power we must harness.

Through a process we're calling "NJEA: Look Back, Plan Forward" we will look in the mirror and honestly assess ourselves—our practices, our processes, and be honest in how we move forward—gaining member trust and buy-in towards the full measure of NJEA union power.

So, as we begin at zero, let's remember that our cause is just, and our union will be as strong as we make it. Collective action, solidarity of purpose and true POWER.

Join me, will you?

Solidarity forever,



## officers online

### STEVE BEATTY

Facebook

@SteveBeattyNJEA: While in Newark, participating in a forum with Senator Cory Booker on the real cost of public education, I was asked some questions about the upcoming gubernatorial race and our union power.

On Sept. 8, NJEA President Steve Beatty shared a link to an InsiderNJ article titled "NJEA Prez Beatty: Labor Org Talks with Sherrill after Ciattarelli Declines to Screen." The article includes a video interview in which Beatty was asked, "What is your labor organization doing to support the candidacy of the democratic nominee?" Beatty's response reiterated that NJEA is a bipartisan organization with a screening process outlined by its statutes and regulations. He explained that both gubernatorial candidates were invited to screen, but the Republican nominee declined.

### PETAL ROBERTSON

Facebook

@PetalforNJEA: Listen for two minutes to see how you can help us get one step closer to fixing a gender injustice. The Break-in-Service bill is on the governor's desk. We just need a signature.

On Sept. 8, NJEA Vice President Petal Robertson shared a video of teacher and pension activist, Kristina Guttadora about the "Break in Service" bill, A-1675/S-2078. The bill protects public school employees from being moved into a Tier 5 pension from a higher tier if they take more than two years off for family, illness or accident, and to restores tier status to those who had been moved. The bill passed with bipartisan support in June 2025 and, as of press time, awaits Gov. Phil Murphy's signature. Robertson urges the community to text the governor at 732-605-5455, call 609-292-6000, or email constituent\_relations@nj.gov. (Check njea.org first for the bill's status.)

### TINA DARE

Facebook

@TinaDareforNJEA: I was able to attend a bill signing in Trenton today. Gov. Murphy signed legislation ensuring the contributions, history and heritage of the labor movement will be included in the New Jersey Student Learning Standards for Social Studies in grades 6–12. The power of labor has shaped our state and nation. Teaching this history ensures students understand the struggles and victories of working people and carry that legacy forward.

On Sept. 3, NJEA Secretary-Treasurer Tina Dare shared photos from the New Jersey Statehouse, where A-1682/S-1054 was signed. The bill requires the State Board of Education to adopt labor movement related standards in the social studies curriculum and mandates that districts instruct students in grades 6–12 on labor history.

# The ADVOCATE

RESOURCES FOR YOUR LOCAL ASSOCIATION

## NJEA inducts Beatty, Robertson and Dare into office

NJEA President Steve Beatty, NJEA Vice President Petal Robertson and NJEA Secretary-Treasurer Tina Dare were formally inducted as NJEA's officers in a ceremony at the Sept. 6 meeting of the NJEA Delegate Assembly. NEA President Becky Pringle officiated the induction following an inspirational message from Pleasantville Education Association member Maryam Sarhan.



Maryam Sarhan, a teacher in Pleasantville, opened the Delegate Assembly meeting with an inspirational message in which she talked about the way each of the new officers has inspired and motivated her.



NJEA Secretary-Treasurer Tina Dare traced the story of her first years of teaching to her deeper involvement in the union. "I discovered my union and the power of membership. And suddenly, all the 'my firsts' became 'our firsts.' And that, to me, is what's so beautiful about being part of a union. It is no longer what I care about. It is what we care about."



NJEA Vice President Petal Robertson related the story of a dress her mother had made for her for her sixth-grade graduation. Robertson told her mother it was "too much." "I will tell you, NJEA, what my mom told me: "You are put on this earth to shine, never to blend in.'" Robertson then told members, "At a time when people ask for your silence and would prefer that you be complacent, it is the time when you stand loud, it is the time that you stand up, it is the time that you wear the brightest dress in the room and you make sure that you are heard, that you are seen, that your power is visible."



Members treated NEA President Becky Pringle, who officiated the swearing in, like a rock star and lined up to greet her. From left: Hudson County EA President Marquisha Reynolds, NEA Director and Camden County Council of EAs Vice President Laurie Gibson-Parker and Pringle.



NJEA President Steve Beatty shared the stories of family, friends and colleagues, “I move every day with that simple question, ‘Is this good for our members, or is this bad for our members?’ Being part of a union means none of us stand alone. We lift each other up. We fight for what we deserve and what our students deserve and what our communities deserve. When educators have a strong union, and stand in solidarity, we can protect and strengthen our public schools for everyone.” After addressing delegates, NJEA President Steve Beatty led the assembly in Pete Seeger’s “Solidarity Forever.”



NJEA's newest officers celebrate their formal induction with friends and family.

## NJEA members endorse Sherrill

### 61 candidates win NJEA endorsement for NJ Legislature



NJEA's 125-member PAC Operating Committee unanimously endorsed Congresswoman Mikie Sherrill in the race for New Jersey governor. Sherrill met earlier that week with a screening committee to share her vision for public education, working families and New Jersey's future. Her opponent, Jack Ciattarelli, was invited to participate in the same screening process but chose not to do so.

"We are excited that our members have endorsed Mikie Sherrill for governor," said NJEA's officers, President Steve Beatty, Vice President Petal Robertson and Secretary-Treasurer Tina Dare in a joint statement. "She's a strong leader who believes in public education and stands with working families. She understands that unions helped build America's middle class and believes that workers have a right to join together to win higher salaries and safer working conditions.

"Mikie Sherrill understands that a pension is a promise," the officers added. "Unlike Jack Ciattarelli, she will keep that promise by fully funding public employee pensions so that educators can have the economic security they have earned and the dignity they deserve."

In addition to Sherrill's endorsement, NJEA PAC endorsed nine more candidates on Sept. 9 for the New Jersey Legislature, for a total of 61 legislative endorsements in the general election.

"Our members have high standards for earning NJEA's

endorsement, and our members' endorsement comes with a promise of support on the ground from now through Nov. 4," said NJEA's officers. "Our members are excited to work hard in the coming weeks to elect all of our other endorsed legislative candidates and Mikie Sherrill."

The endorsements of Republican and Democrat candidates were based on pro-public education, pro-labor issues that matter to NJEA members and their families.

The endorsed candidates for the Legislature are:

**LD 3:** Assemblywoman Heather Simmons (D) and Assemblyman David Bailey, Jr. (D)

**LD 4:** Assemblyman Cody Miller (D) and Assemblyman Dan Hutchison (D)

**LD 5:** Assemblyman William Moen (D) and Assemblyman William Spearman (D)

**LD 6:** Assemblyman Lou Greenwald (D) and Assemblywoman Melinda Kane (D)

**LD 7:** Assemblywoman Carol Murphy (D) and Assemblyman Balvir Singh (D)

**LD 8:** Assemblywoman Andrea Katz (D) and Anthony Angelozzi (D) for Assembly

**LD 9:** Assemblyman Brian Rumpf (R)

**LD 11:** Assemblywoman Margie Donlon, M.D. (D) and Assemblywoman Luanne Peterpaul (D)

**LD 12:** Assemblyman Robert D. Clifton (R)

**LD 13:** Assemblywoman Vicky Flynn (R)

**LD 14:** Assemblyman Wayne DeAngelo (D) and Assemblywoman Tennille McCoy (D)

**LD 15:** Assemblywoman Verlina Reynolds-Jackson (D) and Assemblyman Anthony Verrelli (D)

**LD 16:** Assemblywoman Michelle Drulis (D) and Assemblyman Roy Freiman (D)

**LD 17:** Assemblyman Joe Daniels (D) and Assemblyman Kevin Egan (D)

**LD 18:** Assemblyman Sterley S. Stanley (D) and Assemblyman Robert Karabinchak (D)

**LD 19:** Assemblyman Craig J. Coughlin (D) and

Assemblywoman Yvonne Lopez (D)

**LD 20:** Assemblywoman Annette Quijano (D)

**LD 22:** Assemblywoman Linda S. Carter (D) and Assemblyman James J. Kennedy (D)

**LD 25:** Assemblywoman Aura Dunn (R) and Your Choice of Steve Pylypchuk (D) or Marisa Sweeney (D) for Assembly

**LD 27:** Assemblywoman Rosaura Bagolie (D) and Assemblywoman Alixon Collazos-Gill (D)

**LD 28:** Assemblywoman Cleopatra Tucker (D) and Chigozie Onyema (D)

**LD 30:** Assemblyman Alexander “Avi” Schnall (D)

**LD 31:** Assemblyman William Sampson (D) and Jerry Walker (D) for Assembly

**LD 32:** Ravi Bhalla (D) and Katie Brennan (D) for Assembly

**LD 33:** Assemblyman Gabriel Rodriguez (D) and Larry Wainstein (D)

**LD 34:** Assemblywoman Carmen Morales (D) and Assemblyman Michael Venezia (D)

**LD 35:** Senator Benjie Wimberly (D) for Senate, Assemblyman Al Abdelaziz (D) and Kenyatta Stewart (D) for Assembly

**LD 36:** Assemblyman Gary Schaer (D) and Assemblyman Clinton Calabrese (D)

**LD 37:** Assemblywoman Shama Haider (D) and Assemblywoman Ellen Park (D)

**LD 38:** Assemblywoman Lisa Swain (D) and Assemblyman Chris Tully (D)

**LD 39:** Andrew LaBruno (D) and Donna Abene (D) for Assembly

**LD 40:** Assemblyman Al Barlas (R) and Assemblyman Christopher DePhillips (R)

## Voter deadlines

### Oct. 14

#### Voter registration deadline for general election

Online registration and printable registrations forms can be found at [vote.nj.gov](https://vote.nj.gov). Not sure if you’re already registered? Visit [vote.nj.gov](https://vote.nj.gov) to find out.

### Oct. 25-Nov. 2

#### Early voting period

This option enables all registered voters to cast their ballot in person, using a voting machine, during in-person early voting period prior to Election Day. Find your county’s early voting locations at [vote.nj.gov](https://vote.nj.gov).

### Oct. 28

#### Deadline to apply for a mail-in ballot by mail for general election

For a vote-by-mail application, go to [vote.nj.gov](https://vote.nj.gov). Complete and mail the application as early as possible, ideally well before Nov. 1.

### Nov. 3 – by 3 p.m.

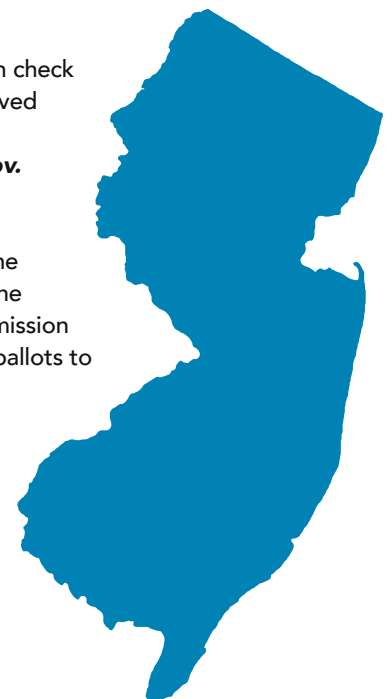
#### Deadline for in-person mail-in ballot applications for general election

Visit [vote.nj.gov](https://vote.nj.gov) for details on how to apply in person for a vote-by-mail ballot.

### Nov. 4

#### General election

To find your polling location check the sample ballot you received from your county board of elections or visit [vote.nj.gov](https://vote.nj.gov). This is also the deadline by which the post office must receive mail-in ballots for the general election. It is also the deadline for in-person submission of general election mail-in ballots to county boards of election.



# COOL STUFF



## GIVE YOUR STUDENTS THE CHANCE TO LEAD A LIFE-SAVING CAMPAIGN

New Jersey high schools have an opportunity to make a real impact on roadway safety through the 16th annual Champion Schools Program, hosted by the Brain Injury Alliance of New Jersey.

The peer-to-peer program puts students in charge of creating traffic safety campaigns on topics such as pedestrian and bicycle safety, seat belt use and distracted driving. Students bring their ideas to life through events, social media, videos and community partnerships while developing leadership, teamwork and advocacy skills under the guidance of a teacher-adviser.

Participating schools receive a \$1,000 stipend to fund the project, technical support from a Brain Injury Alliance adviser and three professional development hours for the advising teacher. The program concludes with the Champion Schools Award Showcase at Six Flags Great Adventure in May 2026, where schools can earn awards of up to \$10,000.

Applications are open at [jerseydrives.com/champion-schools](http://jerseydrives.com/champion-schools). Questions can be sent to [championschool@bianj.org](mailto:championschool@bianj.org).

The program is presented by the Brain Injury Alliance of New Jersey with funding from the New Jersey Division of Highway Traffic Safety and founding sponsor NJM Insurance Group.



## FREE CLASSROOM MATERIALS FOR THE SEMIQUINCENTENNIAL

Looking for resources to use in your classroom as we approach the 250th anniversary of the signing of the Declaration of Independence on July 4, 2026? You can order free posters — America by the Numbers and Road to Revolution — as well as the New Jersey State Bar Foundation's new publication, Founding Documents of the United States, which includes both the Declaration of Independence and the U.S. Constitution. Visit [250independence.njsbf.org](http://250independence.njsbf.org).



## NJSBF'S FALL EDITION OF THE LEGAL EAGLE NOW AVAILABLE

The New Jersey State Bar Foundation's fall edition of The Legal Eagle, a legal newspaper for kids, is now available. This issue includes articles on deepfakes, teens voting in school board elections and a U.S. Supreme Court decision on ghost guns. Read the full edition online or order free copies for your classroom at [njsbf.org](http://njsbf.org).



## MOCK TRIAL COMPETITIONS, TEACHER WORKSHOPS SET FOR OCTOBER

Free teacher workshops for the New Jersey State Bar Foundation's mock trial competitions are scheduled for October. The workshops provide information about the competitions and guidance on preparing a team or class to participate.

Competitions include Law Fair for grades 3-6, Law Adventure for grades 7-8, the Vincent J. Apruzzese High School Mock Trial Competition, and the Courtroom Artist Contest and Courtroom News Reporter Contest for grades 9-12.

For more information or to register, visit [mocktrial.njsbf.org](http://mocktrial.njsbf.org). There is no charge to attend the workshops or to compete.

# A+ EFFORT

## Freehold teacher honored with Fulbright, TUMI USA award



Villarreal with his children.

Dr. Angello Villarreal, a Spanish teacher at Freehold Township High School and RAISE Academy, has been recognized with two prestigious honors: the Fulbright Teachers for Global Classrooms Program and the TUMI USA Professional Award, which honors Peruvian immigrants and Peruvian-Americans in the United States for exceptional professionalism, community service, and dedication to their communities.

Villarreal is one of about 400 educators nationwide selected for the 2025-26 Fulbright Teachers for Global Classrooms Program, a U.S. Department of State initiative that promotes global education and cultural exchange. He will represent New Jersey in the international program, collaborating with educators around the world to bring cross-cultural perspectives into local classrooms.

He also received the TUMI USA Professional Award, which honors the achievements and contributions of Peruvians and Peruvian Americans in the United States. In a congratulatory letter, Gov. Phil Murphy praised Villarreal's leadership and commitment to excellence, writing, "You should be proud of this accomplishment, for it reflects your commitment to fostering cross-cultural dialogue and understanding."

# NJ SCHOOL JOBS

STAFFING NEW JERSEY SCHOOLS



## Build Brighter Futures!

Find Education Jobs in New Jersey

Visit our website to:

- ✓ Search for Jobs
- ✓ Apply to Jobs with a click of a button
- ✓ Sign up for **Daily & Real-Time Job Alerts**
- ✓ Upload your resume



[www.njschooljobs.com](http://www.njschooljobs.com)



## Making time for others

### Meet Sussex County ESP of the Year Donna Caputo

*By Kathryn Coulibaly*

Donna Caputo must have an inexhaustible source of energy. It's the only way to explain the fact that after only four years working as a paraprofessional in the Lafayette Township School District, she is already one of the union's vice presidents, the co-chair for PEP and FAST grants and, the organizer behind all of the fun activities.

"The joke is that I'm in charge of shenanigans," Caputo says, but really, it just sounds like she's in charge.

Caputo is the go-to person for paraprofessionals in the district, helping them with problems and questions. Although she works one-on-one with one student, colleagues often call her when students are having behavioral challenges. She works with the business office to plan the holiday party and the Halloween "boo buckets." She coordinates the Secret Santa exchange and the end-of-year "Thank You Day" when the staff show appreciation to those who helped them throughout the year. She also served on the negotiations team last year and enjoys keeping other members informed on what's going on in the district.

Growing up in Rutherford, Caputo began down a very different path from the one she finds herself on now.

"I am a licensed aircraft mechanic," Caputo says. "Before 9/11, I worked on the news helicopters and tour helicopters, but after that, the industry changed. I went into customer service and sales, but after the pandemic, I couldn't stand sitting behind a desk."

Caputo has been volunteering to work with children for more than 30 years, with a variety of organizations. One of her friends who works in education encouraged her to bring her passion for youth to work in the schools.

---

*Kathryn Coulibaly writes the monthly ESP column. She is the associate editor of the Review and also provides content for njea.org.*



"I didn't want to be a teacher because I didn't want to do lesson plans," Caputo recalls. "I applied to be a para, and I fell in love with it. My favorite students are the ones other people think are 'too much.'"

Caputo enjoys working in Lafayette precisely because it's a small, close-knit community.

"The school buses go past my house," Caputo said, "Most of the students know me. I get to watch them grow up."

#### **Dedication to her students and community**

Caputo is one of the only paraprofessionals in the district who does not have children of her own. She and her husband tried adoption and experienced pregnancy loss.

"I think the paras who aren't parents get missed," she said. "People make assumptions. But the students know I don't have kids. They'll ask me why, and I explain

that it doesn't happen for everyone. The ones who have challenging home environments offer to come and live with me. I laugh and say, 'That's OK, I'm with you more than if we lived together!'"

In addition to her work with the schools and the union, Caputo serves on the Episcopal Diocese of Newark First Third of Life Commission on Children and Families Ministry. She is also the chairwoman for the Convention Arrangements Committee and runs an annual convention for up to 500 people. She has volunteered as a youth minister for more than 20 years in Rutherford and has developed youth programs for more than 30 years with organizations such as the Girl Scouts and other organizations.

"When people complain that their lives aren't fulfilling, I tell them to find their passion and get involved with that," Caputo says. "That's why I'm so involved with everything."

### A family tradition of ESP excellence

Caputo was honored to follow in her aunt's direct footsteps as the Sussex County ESP of the Year. Alice O'Connor, the 2024-25 Sussex County ESP of the Year, is her mother's little sister.

"I get a kick out of it," Caputo says. "I thought it was so cool when I was announced as the Lafayette ESP of the Year. When I found out that two different teachers wrote letters about me to nominate me at the county level, I was so touched. We're one of the smallest school districts, and we don't always get acknowledged."

This summer, Caputo and her husband refinished a table for the school conference room.

"That's the kind of district we have," Caputo says. "The business administrator is going to tell the students who sit there for detention that I refinished the table for them. My husband is very hands on. He's always saying, 'What are we doing now?'"

# NJEXCEL

## New Jersey EXpedited Certification for Educational Leadership

Register for an  
Info Session at  
[www.njexcel.org](http://www.njexcel.org)

Teacher Leader Certification is also  
available through NJEXCEL.

**(609) 860-1200**  
[www.njexcel.org](http://www.njexcel.org)



### Get Started. Get Skilled. Get Certified.

Do you aspire to be a supervisor, principal, or superintendent but lack the necessary certification?

Is your master's degree in a field other than educational administration?

Do you really want to take the time and pay the cost for a second master's degree through a college or university?

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

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

---

# *the* NJEA REPORT

---

## Fort Lee students get crafty with Hipp grant

By Kathryn Coulibaly

Fort Lee Middle School teacher Kimberly Bouchard says she was just “along for the ride” when one of her students came up with the idea for an after-school craft club.

“My student, Carolina Perez, approached our guidance counselor about the Yarn Crafters Club,” Bouchard recalls. “Carolina wanted a place where students could practice the crafts they enjoy, such as crocheting, knitting, using looms and making friendship bracelets.

“In addition, they wanted to teach students who were interested in those crafts and learn some new things,” Bouchard continues. “The school counselor had her write up a proposal and find at least 30 students who were interested. He asked if any teachers would be willing to lead the club. I enjoy crocheting and agreed to supervise. While I suggested craft ideas, the club participants and our enthusiastic president, Carolina really had many of their own ideas for what they wanted to do. Carolina has since graduated, but the club has continued to flourish.”

In the beginning, the club relied on donations of yarn, needles and other materials. Bouchard also purchased many items out of her own pocket.

“Fortunately, a little yarn goes a long way,” she says.

During the first two years of the club, participants created Yarn Club Christmas tree, which was decorated with scarves. The scarves and hats we made and collected from the student body were then donated to a local women’s shelter. Members also made heart key chains and holiday trees. For April Fool’s Day, they yarn-bombed a bench outside the library. Yarn-bombing is the practice of covering objects with knitted or crocheted yarn to add color, warmth and whimsy.

“The club is inclusive to everyone who would like to participate,” Bouchard says. “No prior knowledge is necessary. One of the best aspects of the club is it is a safe space for students to socialize and bond over learning a new skill. Students are drawn to the club mainly because we hang out, talk, listen to music and learn something fun.”

The club meets every other Friday and there is a different craft each month.

“We have teachers who like to drop in and either teach a skill or learn for the students”, Bouchard says. “It is a nice role reversal to see a student showing her ELA teacher how to make a baby blanket for her first grandchild.”



Fort Lee teacher Kimberly Bouchard works with members of the Yarn Crafters Club.

Bouchard uses the club to not only explore new craft skills, but also to celebrate the school’s multicultural community. She plans to do projects for Native American Heritage Month, Black History Month and Chinese New Year, introducing students to traditional crafts associated with those cultures.

### Hipp Foundation grant funds materials

In 2024, Bouchard applied for a \$750 grant from the NJEA Frederick L. Hipp Foundation to fund materials for the club. The grant helped fund more resources and purchase more materials for the students and will hopefully enable them to produce items they can sell to fundraisers for the club.

Counselors at the school recommend the Yarn Crafters Club to students who feel socially awkward or isolated. When the yearbook photos were taken, the yearbook coordinator told Bouchard the Yarn Crafters Club had the most students attending. “There was clearly a need for a fun club where students could do creative projects,” Bouchard says. “Our other clubs are for athletes, musicians and academics. This is for the students who don’t fall into those categories or maybe just want to do something different that allows them to socialize at the same time.”

---

*Kathryn Coulibaly is the associate editor of the NJEA Review and provides content and support to [njea.org](http://njea.org). She can be reached at [kcoulibaly@njea.org](mailto:kcoulibaly@njea.org).*

## County honorees celebrated at Trenton Thunder game



Standing from left: NJEA President Steve Beatty, Bernadette Orsita (teacher, Passaic County), Carly Broomhead (teacher, Atlantic County) Kelly Carroll (teacher, Hudson County), Ascension Reyes (paraprofessional, Middlesex County), Nancy Jubert (paraprofessional, Ocean County), Nicole Hamlet (teacher, Mercer County) and NJEA Secretary-Treasurer Tina Dare. From, from left: Vanessa Poggioli (teacher, Gloucester County), Kristen Johnson (teacher, Middlesex County) and Stacey Brown-Downham (teacher, Camden County).

On Aug. 19, the Trenton Thunder stadium became a stage for honoring New Jersey's outstanding educators. County Teachers of the Year and County Educational Support Professionals of the Year were recognized for their dedication to students, schools, and communities across the state.

The celebration highlighted the important role these honorees play in shaping the future of public education. Fans cheered as their names were announced, and the evening highlighted the pride New Jersey has in its educators. Steve Beatty, now NJEA's president, joined the festivities and had the honor of throwing out the first pitch. Also, in attendance was Tina Dare, now NJEA's secretary-treasurer, who joined in recognizing and congratulating the honorees.

Honoring these educators at a community event like the Trenton Thunder game reflects the strong bond between schools, the neighborhoods they serve and NJEA. Their achievements remind us of the countless hours and deep commitment it takes to inspire students and support families.

NJEA was proud to celebrate the 2024-25 County Teachers of the Year and County Educational Support Professionals of the Year at the ballpark, shining a spotlight on their extraordinary contributions.



# MIKIE SHERRILL'S COMMITMENT

SECURE PENSIONS, RESPECT FOR EDUCATORS, THRIVING SCHOOLS



Sherrill with Montclair State students

*By Aiat Oraby*

Congresswoman Mikie Sherrill, NJEA's endorsed candidate for governor, had an upbringing deeply rooted in service and commitment. Influenced by her grandfather, a World War II veteran, she chose to serve her country through military service because she aspired to make a lasting impact on the world around her. That aspiration continues to this day.

After graduating from the U.S. Naval Academy in 1994 as part of the pioneering class of women eligible for combat roles on ships and aircraft, Sherrill dedicated nearly a decade to serving as a Navy helicopter pilot.

After her military service, she earned a law degree

and joined the U.S. Attorney's Office in New Jersey. As an outreach and reentry coordinator, she established trust between law enforcement and the community, empowering individuals transitioning out of prison to secure housing, education and jobs. Later, as an assistant U.S. attorney, she took on the responsibility of prosecuting federal cases to enhance community safety and worked diligently to remove illegal firearms from the streets.

Sherrill made history in 2018 when, during her first campaign for Congress, she flipped New Jersey's 11th Congressional District. That shift from red to blue that represented the most substantial electoral change in the nation that year.

---

*Aiat Oraby is the editor of the NJEA Review.*

In Congress, she passionately advocates for issues that affect families in her district. At home, she and her husband share responsibility for raising four children. She understands the struggles families face with rising grocery and child care costs and works tirelessly to alleviate that burden for New Jerseyans.

### Protecting educator pensions

For generations, as teachers and educational support professionals, we have poured our hearts into educating and nurturing New Jersey's children. In return, we were promised dignity in retirement through a fair and reliable pension. That is a commitment we rely on, but for NJEA members—especially those hired after June 28, 2011—that promise has been compromised.

The changes imposed during the Christie administration by Ch. 78 created an unfair multi-tiered system. Nearly half of all current NJEA members are now in Tier 5 of the Teachers' Pension and Annuity Fund (TPAF) or the Public Employees' Retirement System (PERS). They face the reality of working much longer for significantly lower benefits. Even those who have devoted 25 or more years to their profession encounter harsh penalties if they wish to retire before age 65.

Sherrill indicated her support for legislation already passed that would move staff who, because of a break in service of more than two years were moved from Tier 1 to Tier 5, back into Tier 1. As of press time, that legislation awaits Gov. Phil Murphy's signature.

She noted that Murphy's five consecutive years of full pension funding have not only made a more secure pension for members, but have raised New Jersey's credit rating. She pledges to continue fully funding the pension.

"A pension is a promise," she affirms. "And I will always fight to ensure that promise is kept, as I believe it reflects our commitment to those who serve our children."

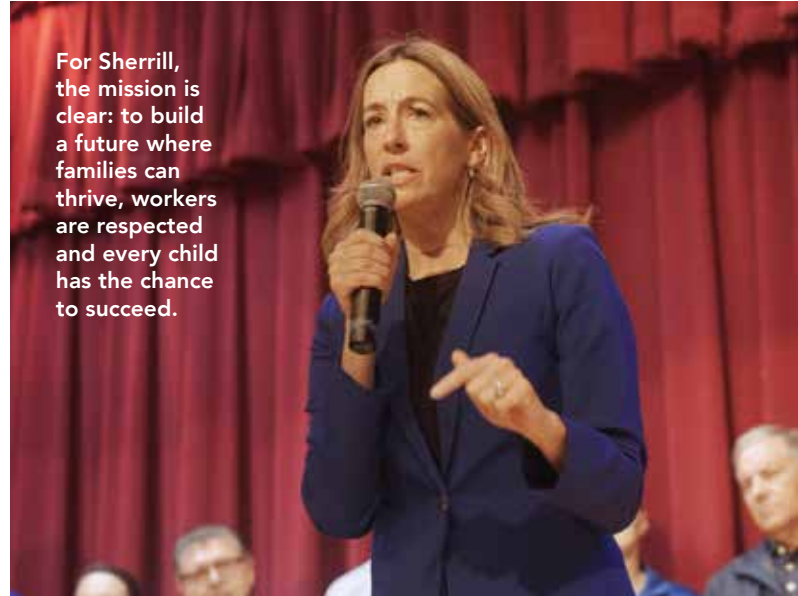
On her campaign website, Sherrill recognizes the plight of retirees who have gone without a cost-of-living adjustment (COLA) in their pension for more than a decade and how fully funding the pension can put the state on a path to restoring it.

"I am committed to fully funding our pension system to guarantee that working families can retire with security and dignity," she writes. "As part of this commitment, I will work to increase the pension's funded ratio so that retirees can again see cost-of-living adjustments."

Her advocacy extends to protecting critical federal programs such as Social Security and Medicare.

### Strong public schools for every student

New Jersey is proud to have the top ranked public schools in the nation, but Sherrill recognizes that this excellence isn't experienced equally in all communities.



For Sherrill, the mission is clear: to build a future where families can thrive, workers are respected and every child has the chance to succeed.

"I see my number one job as governor is making sure every child has access to a great public school education," Sherrill says. "I'm pleased that we have one of the best education systems in the nation, but there are so many kids that aren't receiving the same type of education that we see in some of our best schools. It still feels like it's by ZIP code in too many places."

Sherrill knows from conversations with mental health experts and educators that students have to arrive at school ready to learn, which means making sure they can get enough sleep, that they aren't hungry and that they feel safe on the way to school. Those are things that educators can't always control but the state, with good leadership, can help by making smart investments to support families and communities.

As a mother of four teenagers, her insights come from her own lived experience. Throughout her time in Congress, she has fought to restore federal funding, ensuring that schools could reopen safely after the pandemic. She also introduced legislation focused on providing high-quality tutoring for students who are struggling with learning loss.

With staff shortages growing more critical every year, Sherrill recognizes the importance of creating pathways to careers in education even while students are still in school themselves. High school students who are able, for example, to offer tutoring to younger students may discover that a career in education is for them. They could potentially earn college credits for that work, defraying some of the cost of college.

She also stresses the importance of recruiting educators who understand the experiences of the students they serve. She champions efforts to get more people of color and more Spanish speakers into New Jersey classrooms to improve outcomes for all students.



**Mikie Sherrill with her husband, Jason Hedberg, and their four children.**

Sherrill notes that New Jersey’s school funding formula, the School Funding Reform Act (SFRA), was underfunded and largely disregarded for many years. Attempts to restore fair school funding after years of neglect have been disruptive in many places, with some schools left scrambling to deal with steep and often unanticipated cuts in state aid to schools.

“What we’ve seen now as the formula starts to run are huge swings,” Sherrill says. “We need to modernize and stabilize SFRA.”

As governor, Sherrill seeks to expand preschool and kindergarten programs. She is committed to increasing the number of school counselors and psychologists, recognizing the crucial role they play in supporting students’ well-being and ensuring that school meal programs are funded so that no child goes hungry because their family cannot afford to pay.

Sherrill also recognizes the mental health crisis our students are facing, both as a result of the pandemic and the algorithms that power social media platforms. She notes that many of the leaders of tech companies enroll their own children in schools that do not use the devices and platforms they produce.

“And I think that’s because they know the damage it does to kids’ brains,” Sherrill says. “I’m a big believer in getting cellphones out of the classroom and in understanding how this is impacting kids so we can help them stay safe online.

“

*A pension is a promise, and I will always fight to ensure that promise is kept, as I believe it reflects our commitment to those who serve our children.*

“I’m also really supportive of more programming in schools for the arts, sports, band, clubs—things that really engage kids in a structured way,” she continues.

Sherrill notes that she has worked closely with the community colleges in her congressional district, particularly to make sure that students who are the first in their families to go to college have access to the support they need.

“Community colleges have done that very well and are one of the ways in which we help students find that pathway to their degrees,” Sherrill says. “Community colleges fill very critical roles in workforce training, sometimes through two-year degrees, sometimes through certificate programs.”

Stressing their importance, Sherrill notes that community colleges have been underfunded over the years, and with federal cuts exacerbating college affordability, looks forward to seeking ways to better fund the programs that the schools offer and the staff needed to provide them.

### **Keeping New Jersey affordable**

Few issues weigh as heavily on New Jersey families as the struggle for affordability. Sherrill understands this challenge deeply; affordability is not just a talking point for her, but a reality she faces in her own life.

“As a mom buying food for a family of six, including two teenage boys, I truly understand the stress,” Sherrill shares. “When families tell me that groceries are stretching their budgets to the breaking point, I empathize completely.”

During her time in Congress, she has introduced legislation aimed at helping small food retailers compete with larger corporations to make grocery prices more manageable for families. She has also been a strong advocate for reducing health care costs, increasing the availability of affordable housing and lowering energy bills.

That’s the lens through which she views educator compensation—a key to making education a viable career choice for current and future New Jersey public school employees. Sherrill has strong ties to the education profession, with her sister, father-in-law, mother-in-law, stepfather-in-law, aunts and uncles all working in the field, so she knows firsthand what NJEA members experience every day.

“I have heard many stories over the years that I wouldn’t know about if I hadn’t spoken directly to them or hadn’t heard their insights into the classroom,” Sherrill notes.

Those relationships and experiences have taught her that



Sherrill listens to a voter.

good legislation and policies are not created in ivory towers but through ongoing relationships with people who do the work every day.

She proudly notes that her father-in-law was an educational support professional, responsible for maintaining county schools as a facilities manager.

“Making sure that ESPs have a livable wage and that ESP work is a good career path is really important,” Sherrill says. “I’m happy to sit down and work through how we can find pathways to do that better.”

### Working families and labor

Unions hold deep personal significance for Sherrill. Her grandfather was a member of the United Auto Workers, which provided her family with stability, opportunities and a secure place in the middle class.

“I wouldn’t be here today without the economic security that unions provided for my family,” she reflects. “New Jersey’s middle class owes so much to their relentless organizing.”

Sherrill understands the struggles of workers and has stood with nurses, journalists and countless others on picket lines, advocating for fair wages and benefits. She pledges to appoint a commissioner of labor and an attorney general who are dedicated to enforcing labor laws, tackling wage theft and protecting project labor agreements.

Sherrill is determined to ensure that both working families and labor leaders have a strong voice in the important decisions that impact their lives.

### A vision rooted in service

From ensuring affordability to enhancing education, advocating for labor rights and securing pension funding, Sherrill’s story embodies a dedication to service and results. She has championed federal funding for schools, supported union jobs and passed legislation that eased the financial burden on families.

Her leadership was instrumental in launching the Gateway Tunnel, projected to create 95,000 jobs in this region. This after the initial project, the ARC tunnel, was canceled by Gov. Chris Christie in 2010. She has partnered with unions to replace lead pipes and address flooding challenges. Sherrill consistently supports workers’ rights to organize, whether they are nurses or journalists, reflecting a commitment that goes beyond campaign pledges.

For Sherrill, the mission is clear: to build a future where families can thrive, workers are respected and every child has the chance to succeed. 🇺🇸

# Mikie Sherrill’s record and priorities at a glance

## Background

- U.S. Naval Academy graduate, United States Navy (1994–2003)
- Assistant U.S. Attorney, U.S. Attorney’s Office, New Jersey
- Wife and mother of four children

## Military and public service

- Led missions across Europe and the Middle East
- Flag aide to deputy commander of U.S. Atlantic Fleet
- Implementing nuclear treaty obligations, specializing in Russian policy
- Established reentry and community trust programs with law enforcement

## Congressional achievements

- Secured funding for Gateway Tunnel Project, supporting 95,000 union jobs
- Advocates for affordable groceries, child care and repeal of SALT cap
- Fights for reproductive freedom, including abortion, contraception and IVF access
- Supports tutoring programs and federal funding to safely reopen schools post-pandemic

## Priorities as governor

- Strengthen public schools: pre-K, kindergarten, free school meals, counseling and mental health support
- Make New Jersey more affordable: housing, healthcare, groceries, energy
- Expand workforce and apprenticeship programs
- Protect labor and collective bargaining rights
- Fully fund and stabilize public employee pensions to ensure the long-term health of the system and work toward the goal of providing cost-of-living adjustments

# TIER 1 FOR EVERYONE

## The fight for retirement dignity

By Marybeth Beichert, Sarah Favinger and Michael Flynn



In a recent survey conducted for NJEA, members were clear about issues they want to prioritize as a union. More than 93% said that fully funding the pension is a “very important” priority.

Members are tired of the state’s pension system dividing colleagues, undermining the profession and making it harder to recruit and retain future educators. The overwhelming majority of those polled believe equal pension benefits are vital for the profession, and they are willing to take action to ensure pensions are fully funded and fair.

The current tiering of the pension system has left tens of thousands of members earning a much lower pension—or no pension at all—putting a secure retirement out of reach.

### Tiers of destruction

All aspects of public employment—salary, health benefits, retirement benefits, evaluations and curriculum—are largely shaped by decisions made by elected officials at the local, state and federal levels.

The date you were hired, your job title, where you work and the number of hours you work per week determine whether you are eligible for a public pension and how that pension is calculated. Most public school employees belong to either Teachers’ Pension Annuity Fund (TPAF) or the Public Employees’ Retirement System (PERS).

Funding for the TPAF, which covers certified school employees, depends on the Legislature and, most importantly, the governor, who is responsible for creating a budget that specifies how much the state will contribute to the pension. For years, the state failed to meet its financial obligations while NJEA members always contributed to the pension even when the state was skirting their responsibilities. Partial payments and poor fiscal choices created an unfunded liability that put the pension in financial jeopardy. This led to the creation of multiple

---

*Marybeth Beichert is an associate director in the NJEA communications Division. Sarah Favinger is an associate director in the NJEA Research and Economic Services Division. Michael Flynn is an associate director in the NJEA Government Relations Division Office of Politics and Policy.*



***There is no doubt that Tier 5 has had a detrimental impact on the profession***

pension tiers that put a stable and dignified retirement further out of reach. The most damage was done when Gov. Christie created Tier 4 in 2010 and Tier 5 in 2011.

Members in tiers 4 and 5 must work at least 32 hours a week to be eligible for enrollment in the pension system. The base pension calculation was also changed effective with Tier 4, diminishing retirement benefits for those members compared to earlier tiers. Tier 5 also added severe penalties for those who retire before age 65, even if they have 30 or more years of service.

Members hired after May 21, 2010, who work fewer than 32 hours per week cannot qualify for a pension. Instead, they are enrolled in the Defined Contribution Retirement Program known as DCRP—a savings account that is not a financially secure pension. Further, members in DCRP are not accruing years of credit toward post-retirement medical benefits, even when they work over 30 hours and qualify for employer-sponsored health insurance through their jobs.

NJEA members have opposed the tiering of the pension system since 2007. Public educators have never missed a payment into the system, and they understand that pension “reforms” passed over the last 20 years—marketed as ways to eliminate abuse or reduce liability—were simply a mechanism for the state to reduce its obligation by shifting costs onto hardworking public employees.

There is no doubt that Tier 5 has had a detrimental impact on the profession. Right now, there are more NJEA members in Tier 5 than in any other tier in TPAF. More and more support staff members are being placed into DCRP rather than PERS. Also disturbing is that school districts are not informing these members that they are not in a pension or explaining to them how DCRP works.

As a result of such drastically diminished benefits for Tier 5, all newly hired public school employees, our schools

| BENEFIT                         | <b>TIER 1</b><br><i>Hired prior to July 1, 2007</i>   | <b>TIER 2</b><br><i>Hired prior to Nov. 2, 2008</i>  | <b>TIER 3</b><br><i>Hired prior to May 21, 2010</i>  | <b>TIER 4</b><br><i>Hired prior to June 28, 2011</i>   | <b>TIER 5</b><br><i>Hired after June 28, 2011</i>   |
|---------------------------------|---|--|--|--|---|
| <b>Enrollment</b>               | TPAF - \$500 salary<br>PERS - \$1,500 salary  | TPAF - \$500 salary<br>PERS - \$1,500 salary   | Based on an increasing salary (\$9,600 for 2025)   | Need to work minimum 32 hours  | Need to work minimum 32 hours   |
| <b>Normal Retirement Age</b>    | 60 Years Old  | 60 Years Old   | 62 Years Old   | 62 Years Old   | 65 Years Old  |
| <b>Final Average Salary</b>     | Average of highest three years  | Average of highest three years   | Average of highest three years   | Average of highest five years  | Average of highest five years   |
| <b>Formula</b>                  | Years of Service/55 X Final Average Salary  | Years of Service/55 X Final Average Salary   | Years of Service/55 X Final Average Salary   | Years of Service/60 X Final Average Salary   | Years of Service/60 X Final Average Salary  |
| <b>Early retirement Penalty</b> | <ul style="list-style-type: none"> <li>• Must have 25 years of service</li> <li>• 3% per year under age 55, no penalty between 55-60</li> </ul> | <ul style="list-style-type: none"> <li>• Must have 25 years of service</li> <li>• 3% per year under age 55, 1% per year between 55-60</li> </ul> | <ul style="list-style-type: none"> <li>• Must have 25 years of service</li> <li>• 3% per year under age 55, 1% per year between 55-62</li> </ul> | <ul style="list-style-type: none"> <li>• Must have 25 years of service</li> <li>• 3% per year under age 55, 1% per year between 55-62</li> </ul> | <ul style="list-style-type: none"> <li>• Must have 30 years of service</li> <li>• 3% per year under age 65</li> </ul> |

Which tier are you in? This chart demonstrates why every member belongs in Tier 1.

are facing a severe staffing crisis and too many of our experienced educators are leaving midcareer because their lower relative earnings as public sector employees are no longer offset by reasonable retirement benefits.

### Pension tiers impact all

Whether you are new to the profession in Tier 5, a veteran educator getting ready to retire in Tier 1 or a retired educator, the pension tiers affect all members. No one is guaranteed a pension if full pension payments are not made by the Legislature.

For members in Tier 1, we must remember that if members in Tier 5 leave before they are able to retire there is less money going into the pension system to fund the pensions of current retirees. One of the reasons that a public employee pension is a more secure retirement is because pension contributions are pooled together and invested to maximize returns.

Full pension payments matter to pension stability. Gov. Phil Murphy is the first governor since 1996 to make full pension payments. But unless the future governors continue to make full pension payments, the pension system will remain at risk—even for those already retired. This is why NJEA members must act with urgency.

### The campaign for Tier 1 for Everyone

For the past two years, NJEA local leaders and staff have worked together to educate members about the different pension tiers, how they impact their financial future and why Tier 5 and DCRP are a threat to public education.

More than 50,000 members signed up to be pension advocates at local lunch and learns, rep council and general membership meetings, and specially created pension events. Pension advocates organized fellow colleagues to reach out to their state legislators through emails, phone calls and face-to-face meetings.

As a result, two bills have been introduced to compress the five tiers of TPAF (A-5158/S-3998) and PERS (A-5160/S-3997) systems into one single tier. These bills have yet to receive a committee hearing.

Now is the time we must move to the next phase of this campaign and get these bills passed through the Assembly and the Senate and signed by Gov. Murphy.

With just a few months left before Gov. Murphy leaves office, we must organize to fix this broken, inequitable tiered pension system. The goal is to get both pieces of legislation passed when the Legislature reconvenes in November.

NJEA members must keep the pressure on the legislature and one of the most effective ways to do this is through a petition drive. Our goal is to collect 100,000 member signatures by the NJEA Convention and deliver them to the Statehouse to show legislators that Tier 1 for Everyone is a top priority of NJEA member.

Every NJEA member who has devoted their life to public service deserves a secure retirement. Your signature is your voice.

Be sure to ask your local president for the petition, or visit [njea.org/tier1](http://njea.org/tier1) to learn more and print your own petition.

# Classroom management practices from New Jersey teachers of the year

By Christine Girtain, Theresa Maughan, Joe Nappi,  
Angel Santiago and Stefanie Lachenauer

Research and experience are clear: one of the greatest indicators for educators' long-term success and job satisfaction is effective classroom management. The NJEA Review asked the five recent New Jersey state teachers of the year to share practices and advice for fostering productive, respectful learning environments.

## Grade school discipline starts with routines—but grows with relationships

**Angel Santiago: Response to Intervention (RTI) elementary school teacher, Loring Flemming Elementary School in Blackwood, Camden County, 2020-21 NJ State Teacher of the Year**



“ We needed to throw another “R” in there: relationship. ”

In college, our instructors always emphasized drilling routines and procedures during the beginning of the year. I think we can all agree it's essential to have proper procedures and routines. But as a new teacher, I had no idea what that looked like. It took some time, observing colleagues—which I believe all first- and second-year teachers should have access to. Through observation, I discovered Whole Brain Teaching before I understood

how to create a safe and well-oiled learning environment.

From our morning meeting, where we review the day's itinerary, to setting clear goals and expectations for each lesson, to assigning roles during group work—even the seemingly minor tasks like lunch count and asking for a pencil—everything follows a consistent, clearly taught procedure. I make sure that my students know what's expected of them and give them the support and resources to accomplish those daily goals.

I believe that teaching these expectations is essential. Using real-life examples through role-play or videos can make these expectations more relatable and effective. Once I mastered the routines and procedures, I realized I also needed to give my students a reason why they mattered. It took a couple of years, but I came to understand that alongside routines and procedures, we needed to add another “R” to our mix: relationships. So, in addition to establishing routines and procedures, I made it a goal during the first two weeks of the school to really get to know my students—their likes and dislikes, their dreams for the future, their cultures, and their identities. Learning who my students are and what they aspire to be allows me to use lessons in class to help bring them a little closer to those dreams.

Before disciplining a student, I always ask myself, “Would I want a teacher to say this to my child in this manner?” We must remind ourselves: these are people with feelings, ideas, compassion and fears. It's OK to be firm, but we must never intentionally provoke a fight-or-flight response in our kids. Fear isn't a useful tool in education.

It's almost impossible to develop strong classroom management without begging, borrowing and stealing from seasoned colleagues. Find a veteran teacher bestie and soak everything in. Be open to change and to constructive feedback. One of my professors, Donna Bender, gave me the best advice for new teachers.

“In order to become a brilliant teacher, you must always be willing to be a brilliant student, must always be willing to be a brilliant student, she said.” she said.

Never, ever stop being a brilliant student of this profession.

## Build a learning community, not just classroom rules

**Theresa Maughan, social studies teacher at East Orange STEM Academy, East Orange, Essex County, 2021-22 NJ State Teacher of the Year**



“ Reflect on your own identity and be sure you’re not bringing personal biases into the classroom. ”

It’s not about “managing behavior,” but about building a community of learners. That’s the key to reducing potential classroom conflicts. So how do I build a community?

Each year, I devote the first week of the school year to activities that foster trust and a sense of belonging. I begin with something as simple as our names. I ask students to share the phonetic pronunciation of their names to show respect—because our names are part of our identity. My students also create “identity charts,” which we then share together.

I use many strategies outlined in *Facing History and Ourselves Back to School: Building community for connection and learning*. One of the most important strategies is collaboratively creating our classroom guidelines or expectations. I have students use Padlet to list positive suggestions for how students should treat each other in class. We review the responses together, and students vote on a final list of expectations. I print the Padlet responses in the classroom for everyone to see.

It’s also essential to establish classroom routines early in the school year. Students should have roles such as timekeeper, teacher assistant (distributing journals/materials) and class ambassador (guiding discussions). These responsibilities work well, even in high school. The goal is for students to feel comfortable with the daily

procedures the moment they enter the room.

My classroom practices shifted once I recognized the importance of creating a learning community that provides a safe space for students to accept our differences. Centering our community norms around the word “Respect” leads to fewer behavioral conflicts. I model the behavior I want to see—speaking to students with respect, and helping them understand that in our community, we lift each other up instead of using words that are put-downs.

My advice? Start with some personal archaeology. Reflect on your own identity and be sure you’re not bringing personal biases into the classroom—ones that could unintentionally make students feel unwelcome. Also, remember that the more engaged students are with the class activities, the less likely they are to act out.

I like to begin each period with a brief writing prompt in a journal or notebook. It could connect to the day’s lesson or ask students for their opinion on a current issue. The *New York Times Learning Network* is a great resource for student opinion prompts that can be adapted for your “Do Now” activity. Also, give yourself grace. Some days will be more challenging than others.

## See the needs of your students, make them feel special

**Christine Girtain, science teacher and the director of Authentic Science Research at Toms River High School North and Toms River High School South in Toms River, Ocean County, 2022-23 NJ State Teacher of the Year**



“ No one is innately bad—especially at that age. ”

When I have a student dealing with behavioral issues, I try to get to know them before it ever gets to the point of detention. If it's a situation that warrants immediate detention, the student serves it with me, and I don't just sit silently with them. I talk to them and get to know who they are. When you understand where they're coming from—or when they understand where you're coming from—that line of communication becomes essential. It helps both of us move forward.

I'm still close with the first student I ever gave detention to. I ran into him at ShopRite. We hugged and ended up crying together. He was so happy for me with the teacher of the year honor.

"I'm going to go to the car, and my wife is going to ask why I'm crying," he said.

He's in the military now.

One of the best pieces of advice I can give is: See the needs of your students. Make them feel special. Make sure they know they have something to contribute. Let them know when you need their help. Students feel valued for what they understand they bring to the table.

Whatever the issue is, it's coming from somewhere. No one is innately bad—especially at that age.

The students are different post-pandemic. They're more stressed, and they're not handling that stress the way they used to. I teach high achievers. I could push them before, but I can't in the same way now. I must be mindful of where they are emotionally and mentally.

If I'm having issues with a student, I'll talk with other teachers about the student and see what works for them. For example, I once had a student who looked miserable in my class. Another teacher said she looked the same way in his class—and it was affecting how he interacted with her. But she told me she loved his class; she just had a resting unhappy face. I told him that, and it changed the dynamic. He stopped internalizing her expression. I also encouraged her to be mindful of how she appeared.

I recommend sitting in on other teachers' classes during lunch. You might pick up on student dynamics that help you better understand them. I had one student who wore a fluorescent green sweatshirt, and I noticed everything he did. So I was really riding him because it seemed out of the ordinary for me but for him, these were things that he'd been doing all along. We joked about it.

"You need to get rid of that sweatshirt," I said.

We were all good because we talked about it.

You have to figure out what works for you by trying lots of things. Because what works for one teacher might not work for another. Newer teachers have to give themselves grace.

## Be firm, fair and follow through

**Joe Nappi, social studies teacher, Monmouth Regional High School, Tinton Falls, Monmouth County, 2023-24 NJ State Teacher of the Year**



“ *Sometimes the students who are hardest to love are the ones who need it most.* ”

I got some really good advice early in my career about the three F's of classroom management, and they've served me well over the years.

The first F is firm, if there's going to be a rule in your room, you need to fully understand why it exists and be able to explain that to your students. Let them know why it matters—and don't waiver in your commitment to upholding that rule.

The second F is fair. It's crucial to be fair when enforcing your rules and policies. This is where equity comes into play in classroom procedures. A student who's late to class because they came from the other side of campus is not the same as one who's late when their previous class was across the hall. I generally don't allow students to take phone calls during my class, but if someone is in school while a family member is having surgery, that rule needs to be flexible. When students see that you're fair and willing to work with them, you open lines of communication and build relationships.

The final F, follow-through, is the most important and the hardest for novice teachers. If I say something, you better believe I mean it. If I say anyone who doesn't put their phone into the bin will get a teacher detention, then I follow through with that.

While I'm not a big punitive guy, but when it comes to classroom management, I will have students meet with me after school or during their lunch—especially if they have to work, for example—to discuss their behavior, why it is a problem and how we can move forward together. I've found that handling these situations myself, rather than

outsourcing discipline to the assistant principal's office—except in cases where a student endangers others—is far more effective.

Although I set high academic expectations and have established classroom procedures—many of which I “borrowed” from other teachers I’ve observed over the years—I’ve added an additional rule and that one is all about respect. That one is nonnegotiable. I keep a framed picture of Aretha Franklin on my classroom shelf and play her song “Respect” for them on the first day of school.

“Aretha is watching!” I tell my students.

It doesn’t take long before they’re calling each other out, even making each other apologize to Aretha.

What about the other norms and expectations for the class? We create them together. As a class, we develop a contract, and everyone signs it. Facing History and Ourselves has a great strategy for developing class contracts that new teachers might find helpful. (*facinghistory.org*)

I believe that with fair rules, engaging lessons and community building, most classroom problems will disappear. When issues persist even in that environment, it’s usually a sign of deeper concerns. These are the kids who make us earn our salaries, and they’re the ones most deeply impacted by how we respond. I know this because I was one of those kids. When you encounter one of them, remember this: Sometimes the students who are hardest to love are the ones who need it most.

## Building community, not just managing a classroom

**Stefanie Lachenauer, Skills for Success and Global Leadership teacher, at Montgomery Upper Middle School in Montgomery Township, Somerset County, and the 2024-25 NJ Teacher of the Year**



“ We hold one another accountable with kindness and grace. It is everyone’s responsibility to create the classroom culture we want. ”

For me, classroom management is about relationships. I don’t love the term “classroom management” because what we’re really talking about is behaviors and connection with students. From the first day, I work with my class to build relationships—with each other and with me.

We begin by creating community agreements. These are not the same as classroom rules or norms, they are commitments we make together.

We ask: What do you want this classroom to feel like? What makes you feel safe enough to ask a question? What environment do you need to learn best?

These conversations lead to thoughtful agreements that we all sign—students and me—and then post in the classroom. Later, when something comes up, we return to the agreements and ask whether we are missing something or whether something needs to change. This allows us to hold one another accountable with kindness and grace. It is everyone’s responsibility to create the culture we want.

Students will act out, call out or argue. That is part of being human. But instead of labeling it as misbehavior, I try to look through a lens of curiosity: What does this student need that they are not getting? Maybe they need to stand while learning, sit closer to the board or move away from distractions. Sometimes they just need to be seen and heard. Approaching behavior this way helps all of us understand what is missing and then support the student in finding healthier ways to meet that need. When we teach through a trauma-sensitive lens, we are always thinking about students’ needs and how we can best support them.

Clear expectations and routines are another foundation of a safe learning environment. I model everything—from communication to assignments—so students know exactly what is expected of them. If I want a project completed in a particular way, I spend time going over it, showing examples and building skills step by step. This alleviates confusion, reduces anxiety and helps students feel confident in their work.

Restorative practices are also central to how I think about community. Instead of focusing only on behavior and consequences, restorative practices help the community take responsibility for actions. When something breaks down, we talk about how to repair it. When feelings are hurt, we discuss how to heal the harm. In my classroom, restorative conversations and circles give everyone a voice in restoring trust and strengthening our community.

Finally, mindfulness has been a game changer. Helping students regulate themselves and prepare their brains for learning makes everything else possible. The more students know who they are, what they need and how they learn, the better they are able to show up for themselves and their education. I am so passionate about this that I have embedded mindfulness into my curriculum and even written a book for students on the practice. 📖

# A CLIMATE OF SUPPORT FOR OUR NEWEST COLLEAGUES

By Denise Furlong and Keri Orange-Jones

“Don’t go into education!” “Teaching is not the profession it once was!” “You should consider doing something else!” “It’s not worth it anymore to be a teacher!”

We’ve all heard these words—and many of us may have even spoken them to loved ones with good intentions. And the fact that our profession has evolved is inescapable. But our students need the best and the brightest to educate them in these challenging times. While school communities have a variety of educators with diverse backgrounds, there are some serious questions every one of us must ask ourselves:

What can we do to support those new educators who have braved this type of advice to join us in our schools?

- How can we provide a climate in which they feel seen and supported by their colleagues?
- What is our part in investing in the future of our profession?
- What types of supports are in place for new educators who are not classroom teachers?
- How can we involve our new colleagues in advocacy and activism through our local union?
- What would have made our own experiences at the beginning of our careers more fulfilling?

Now more than ever, school communities must find ways to empower and engage novice educators in ways that will guide them and help them along their journeys in education—with the potential twists and turns that many of us experience. Not only do we need educator retention, but we need successful and dedicated professionals to stay because they are strong and confident in their craft. We suggest that the way to support our newest colleagues rests in knowing our ABCs.

---

*Denise Furlong, (she/her) is an assistant professor at Georgian Court University. She is the co-author of **Learners First: Purpose and Practicality in Your Early Years of Teaching** and a proud NJEA member.*

*Keri Orange-Jones (she/her) is an assistant principal for West Orange Schools. She is the co-author of **Learners First: Purpose and Practicality in Your Early Years of Teaching** and a proud NJEA member.*

“

***The most effective support for new educators is authentic allyship—guiding them with trust, encouragement, and a genuine belief in their potential.***



## **Allyship and authenticity**

Be the colleague new educators can count on for advice or a safe place to vent. We all know how difficult it may be to navigate a new position in an unfamiliar place. This ally may be someone who brings in coffee or who shares the uncommunicated norms of the school that everyone is expected to know (but not everyone does). Beyond this, allyship fosters connections within both our field and in one’s educational environment. Teaching can be very lonely sometimes; it’s up to us to provide those feelings of support for our newest colleagues. This allyship may be the difference that encourages them not to give up in the face of challenges.

Authenticity is the key to an environment of trust and growth for both educators and students. When we feel confident that those around us honestly want us to succeed and are generous with their time and patience, we may be more likely to take risks in our learning (and teaching) that benefit everyone. Authentic stakeholders in the success of new educators—in supportive and nonjudgmental ways—focus on ways to genuinely guide them in finding their own pathways to efficacy.

While some new educators may heed the advice to stay out of the faculty room to avoid toxicity, we maintain that the faculty room can be the place in which the circle of allyship and authenticity can broaden to envelop our newbies in collective support. This can be the place in which they meet others who are not on their grade-level or content-area teams. There can be soup clubs or “shout out” boards to encourage one another and sharing of ideas and resources. If we as the faculty ensure that our space is positive and affirming, our new colleagues will find those authentic connections that extend beyond their classroom doors.



## B

### Belonging and balancing

Feeling a sense of belonging may not be something that happens immediately for teachers with respect to their new school community—whether or not they are already familiar with the district. The transition to this fresh season of their career may be a time in which they are navigating new waters in a role that may be a bit intimidating at times. Their own perceptions and expectations of what their teaching experience should be like may sometimes act like a roadblock to feelings of belonging and efficacy.

We acknowledge that many things that new teachers experience may feel like a balancing act. On one hand, they may be recent graduates with the knowledge of the latest research-based pedagogy and technology that may be an asset to their teams. They may still have access to their connections at the university or have read the latest books on teaching.

On the other hand, they will be finding their own instructional style and may benefit from kind suggestions and support from their “teaching village.” For many of us, the first days (weeks, months) in our new classrooms may be times in which we navigate situations that our university experiences did not prepare us for. The balance between what new teachers bring to the table and what they may need from those at the table alongside them may change daily. Supportive mentors must be intuitive listeners and proactive advocates for our colleagues.

It is important for educators to understand that new teachers will still need to learn many things, but they have so much to offer and share as well. If we view our new colleagues as “green” or that they need to just soak in information without acknowledging that they have funds of knowledge as well, we are not seeing the full picture of how valuable they can be to our professional learning communities. Those who subscribe to the notion that “new teachers should be seen and not heard” may be standing in the way of true growth for all stakeholders involved.

## C

### Collaboration and coaching

Teaching may sometimes be a profession in which one closes their door and does their job without collaborating with their colleagues. While this is “safe” and may keep us away from conflict, potential negativity or others’ opinions, this is not the way that we grow in our profession.

Collaboration in teaching is the key to our own evolution as educators—and humans. We maintain that collaboration goes beyond sharing lesson plans with grade-level or content-area colleagues; rather, in these intentional interactions we reflect on our own perceptions, knowledge and biases. Most importantly, collaboration goes beyond our colleagues and extends to learning alongside our students, their families and members of our communities. Entering any situation with the mindset that we will learn from all participants is crucial for educators and provides us all with the lens that there is potential growth everywhere.

Throughout our careers, we have mentored and were coached by colleagues in various positions. Some of these were formal mentors who were assigned to us and many others may be informal mentors who guided us and looked out for us without the official title. Still others were ones who learned and grew alongside us. The most effective coaches may be the ones who listen without judgment, assess situations and provide targeted and encouraging advice.

Much like with collaborating with people in different roles, coaches and mentors come in different sizes as well. We all should note that the notion of a mentor or coach is a fluid one and the “expert” role may depend on the topic or skill in any relationship. Being open to learning from one another (even veterans learning from novice teachers!) may establish a dynamic in which there is mutual respect for the strengths of everyone and a culture of lifelong learning that is powerful. Collectively, we are all better than any one of us is alone.

### Reflecting on the past and building up the future

As we open our arms to welcome new colleagues into our educational communities, we bring with us the things we have learned in the past and we look to the future alongside the teachers who will be taking the baton. We educators all have legacies with our students and their families; a legacy of kindness and support for our colleagues is also an incredible gift to the future.

It is said that educators make more decisions daily than we can count. In the end, what is best for kids must be at the forefront of all we do. And supporting our colleagues—from the newest to our lifelong friends who have taught by our sides for years—is what is best for kids and the entire school community. 🌱

## Challenging the narrative

# TRUTH AND PALESTINE

By Thuraya Zeidan

As educators, we must always be intentional about centering the truth — not only for our students' learning, but for ours as well. To educate and serve our students, especially those forced into marginalization, we must recognize the interconnectedness among all oppressed groups. This also means we oppose settler colonialism, whether in Puerto Rico, Hawaii or Palestine.

According to a June 2024 publication in *The Lancet* medical journal, an estimated 186,000 Palestinians were brutally killed in Gaza, and there has not been a day where Palestinians have not been killed in Gaza since. This does not include the number of murdered Palestinians across the West Bank and Jerusalem, in the last two years. What should be most alarming for us as educators is that students in Gaza are missing their third school year in a row. More than 90% of Gaza's infrastructure has been demolished by the Israeli government, including homes, schools, places of worship and hospitals.

### In the interest of truth: A rebuttal to a recent publication

The September edition of the *NJEA Review* published a member-written article that has stirred questions and concerns among members. Although parts of the article are instructive, it contains some deeply problematic statements.

The authors, for example, use Nathan Sharansky's "3D Test" as a framework to distinguish between, what is called, in their words, "legitimate critique of Israeli policies and antisemitic rhetoric disguised as political discourse." Under the "Demonization" part of that framework, the writers argue that certain criticisms of Israel can be considered antisemitic. They pose the question, "Does the criticism portray Israel as inherently evil, using extreme or dehumanizing language ... labeling it genocidal?"

The question creates a false premise. It is not up for debate that the Israeli government is genocidal. Many

---

*Thuraya Zeidan is a teacher in Passaic County and a former NJEA Justice and Equity lead.*

“

**To educate and serve our students, especially those forced into marginalization, we must recognize the interconnectedness among all oppressed groups.**

human rights organizations around the globe have determined the government of Israel to be committing a genocide. Among them are the United Nations International Court of Justice, Amnesty International, Human Rights Watch, Doctors Without Borders, and Genocide Watch. In addition, The International Association of Genocide Scholars passed a resolution in August stating that Israel's policies and actions in Gaza meet the legal definition of genocide.

The September article also refers to Sharansky's framework as a way to examine how critique of Israeli policies might be framed. Yet framing criticism of Israel through the lens of "double standards" risks deflecting from the documented realities of occupation and human rights violations. To suggest that Israel is "unfairly singled out" ignores the fact that governments across the world are—and must be—held accountable for acts of genocide and oppression.

We cannot begin to talk about solidarity while denying the truth of this ongoing live-streamed genocidal massacre. Palestinian journalists in Gaza quite literally risk their lives

in exchange for broadcasting their reality and the least we can do is honor the truth by recognizing injustice even when it feels uncomfortable. The state of Israel has deliberately killed more than 270 journalists in the last two years, disregarding that killing journalists is a war crime. And that is not the extent of the Israeli government's war crimes. Killing doctors, targeting hospitals, imposing starvation, collective punishment, occupying land, building settlements, demolishing homes, destroying schools, preventing civilians from accessing food and water, and preventing children from accessing education all constitute war crimes.

What is most harmful is not that individual members hold views that contribute to erasure. Perhaps that indicates that all people are on a learning journey. What is harmful, however, is when opinions published by this magazine are not labeled as such, allowing readers to assume they represent the opinion of our union and not just of the authors.

### Foundation first

From the end of World War I in 1917 until 1948, Palestine was colonized by Britain, one of many nations it colonized worldwide, including 56 sovereign countries and 105 colonies. At the end of 1947, the United Nations General Assembly passed the partition plan, and the state of Israel was formed in 1948. Since then, Palestine has continued to be occupied through settler colonial rule and imperial forces, making it more than 77 years of continuous attempts to erase Palestinians by the government of Israel and by nations that support violence through occupation, displacement and the theft of land and life.

Because Palestine is occupied by the government of Israel, Palestinians reside in one of the four divided parts of Palestine: Jerusalem, with a population of 400,000; the West Bank, with a population of 3.4 million; the Historic Interior, with a population of 2.1 million; and Gaza, with a population of 2.1 million, for a total of approximately 8 million Palestinians in occupied Palestine.

In addition, there are 7.5 million Palestinians living in the diaspora. The challenges of living under occupation are economic, social, psychological and political for Palestinians. Despite those decades of colonization and oppression, Palestinians have a rich and resilient culture. A few among many symbols of Palestine are the Palestinian flag, the keffiyeh and the olive tree. The majority of Palestinians are Muslim and there are many aspects of Palestinian culture reflected by traditions of the Islamic faith.

### Upholding our values

Your individual and collective response to the heightened genocide in Palestine is exactly what your response

would have been during the enslavement of Africans, the removal of and genocide against Native Americans, the Jim Crow Era, Chinese Exclusion and anti-Asian violence, the Japanese internment camps, and the Civil Rights Era.

NJEA is an organization that aims to center social justice and anti-racism. We must recognize that genocide is not normal as a part of our framework. We cannot normalize over 77 years of occupation in one part of the world while offering land acknowledgments at our events. We cannot normalize starvation of Palestinians because they are Muslim, Brown, Black, and poor while making statements about anti-racism and saying that we protect educators and students who are Brown and Black. We cannot normalize the erasure of the Palestinian people while we hold celebrations in honor of those forced into marginalization through the history and present day of our society. 🇵🇸

## Resources

### History

*The Hundred Years' War on Palestine*, by Rashid Khalidi

### Memoir

*I Saw Ramallah*,  
by Mourid Barghouti

### Novel

*Mornings in Jenin*,  
by Susan Abulhawa

### Poetry

*"A Cloud in the Shape of a Girl,"*  
by Suheir Hammad

### Children's book

*Baba, What Does My Name Mean? A Journey to Palestine*, by Rifk Obeid

### Instagram

@eye.on.palestine



### Connect

Scan this QR code to connect with fellow members and learn more.

# Join your professional association

## Connect with others in your field

NJEA is associated with many professional organizations representing educators and educational support professionals, including all content and curricular areas and job descriptions. You will find these organizations and how to join them in this section of the *Review*.

In your school building, or perhaps even your school district, you may be the only one in your job category. If others don't understand what you do, these organizations present a wonderful opportunity to share strategies and meet educators from other districts who are doing the same work.

## ALTERNATIVE EDUCATION

### N.J. ALTERNATIVE EDUCATION ASSN. (NJAEA)

[njaea.org](http://njaea.org)

NJAEA supports educational options for students whose needs are not met in traditional school settings. Membership is open to educators working in alternative education or interested in the development of alternative education options. NJAEA disseminates information relating to research, produces a publication, promotes programs in alternative education and holds a spring conference.

Dues: \$120

Contact: Dr. Adrienne Harrison-Surgeon, president, [president@njaea.org](mailto:president@njaea.org).

## ART

### ART EDUCATORS OF N.J. (AENJ)

[aenj.org](http://aenj.org)

AENJ is the state's professional association for visual arts educators teaching in public, private, parochial and charter schools, colleges/universities, museums and art centers. AENJ provides professional development and advocates for visual arts educators. This includes an annual conference, lectures and workshops, publications, member and student exhibition opportunities, and scholarships and grants to arts educators and their students.

Dues: Active – \$50; Retiree, First-year professional and Student – \$20

Contact: Teresa A. De Sapio Diaz; [membership@aenj.org](mailto:membership@aenj.org).

## ASPIRING EDUCATORS

### N.J. ASPIRING EDUCATORS ASSN. (NJAEA)

[njea.org/njaea](http://njea.org/njaea)

NJAEA is organized on the college level and provides services to ensure aspiring educator members are well prepared and ready to enter the teaching profession. NJAEA holds an annual conference and has a strong presence at the NJEA Convention, including workshops and other programs.

Dues: \$32/\$0; membership is unified with NEA. This year, dues are returned to members through a reimbursement program.

Contact: [aspiringeducators@njea.org](mailto:aspiringeducators@njea.org).

## BUSINESS/TECHNOLOGY

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

[njbtea.org](http://njbtea.org)

NJBTEA advocates for business/technology education and provides opportunities for professional growth leading to quality business/technology education programs including, but not limited to, a fall convention, conferences, workshops, tours and seminars, newsletters and award programs for students and professionals.

Dues: Active and Associate – \$40; Retiree – \$20; Student – \$10

Contact: Robert Carson, [rcarson@burltwpsch.org](mailto:rcarson@burltwpsch.org).

## CERTIFIED ATHLETIC TRAINERS

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

[atsnj.org](http://atsnj.org)

ATSNJ is dedicated to the representation and advancement of certified athletic trainers working throughout the state. Athletic trainers are licensed health care professionals who are involved in the prevention, recognition and treatment of injuries and illnesses that occur as a result of physical activity and athletic competition.

Dues: Professional – \$65; Student – \$25

Contact: Amanda Kelly, [secretary@atsnj.org](mailto:secretary@atsnj.org) or visit the website.

## CLASSICAL STUDIES

### N.J. CLASSICAL ASSN. (NJCA)

*njclassics.org*

NJCA is an organization for educators working to advance the cause of classical studies, Latin and Greek languages and the study of Greco-Roman mythology. Members are teachers from elementary through college in public, private and parochial schools. Member benefits include fall and spring meetings, scholarship offerings, materials, resources, mentoring and placement service.

Dues: Active – \$20; Retiree and Student – \$10

Contact: James Rowan, *secretarynjca@gmail.com*.

## COOPERATIVE EDUCATION

### N.J. COOPERATIVE EDUCATION ASSN (NJCEA)

*njcea.info*

NJCEA provides programs and services to cooperative education and work-based learning (WBL) coordinators. NJCEA is at the forefront of WBL issues, working with the state's Department of Education and Department of Labor and Workforce Development, New Jersey Safe Schools and OSHA. NJCEA provides scholarship programs for WBL students and three membership meetings annually, offering professional development.

Dues: Active – \$40; Retiree and Associate – \$20; Student – \$10

Contact: John Hillard, president, *jvhillard74@yahoo.com* or 856-220-8457; Robert Carson, vice president for program, *njceamembership@gmail.com* or 856-220-9157.

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

*njceca.org*

NJCECA membership provides guidance, resources and outreach for teachers to enhance their work-study and transition programs and collaborate in program planning. Meetings are held at sponsor sites. Presentations by guest speakers provide two hours of professional development. The meetings are fun and informative offering an environment of camaraderie and professionalism.

Dues: Member – \$50; Retiree – \$30; see website for more details.

Contact: Erika Beaven, *eribea@bergen.org*, 201-788-8466, or *njcecaorg@gmail.com*.

## CURRICULUM

### THE E PLURIBUS UNUM PROJECT (TEPUP)

*tepup.org*

TEPUP is a nonprofit organization based in New Jersey with a mission to promote an inclusive K-12 curriculum that reflects the diversity of public schools in the state. It hosts an annual Pluralistic Education conference, offers webinars, lesson plans and professional development.

Dues: Free

Contact: Kani Ilangovan, *theepuproject@gmail.com*.

## ENGLISH LANGUAGE LEARNERS

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

*njtesol-njbe.org*

NJTESOL/NJBE is a professional organization of ESL and bilingual education teachers. It sponsors conferences, hosts online discussion of hot topics in ESL/bilingual education and is involved in advocacy/political action and collaborative activities with other professional organizations.

Dues: Regular – one year \$35, two years – \$59; Retiree – one year \$20, two years \$35

Contact: Michelle Land, president, *president@njtesol-njbe.org*; Mary Mansfield, *rep-at-large@njtesol-njbe.org*.

## FAMILY AND CONSUMER SCIENCE

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

EFACS-NJ is dedicated to networking with K-12 family and consumer sciences teachers and keeping them apprised of philosophies and technologies related to career and technical education, career readiness practices and STEAM curricula. The organization supports Family, Career and Community Leaders of America (FCCLA) and provides professional development workshops for FCS teachers.

Dues: \$25

Contact: Stacey Dworzanski, *njfccla@gmail.com* or 732-452-2862 (office); Patricia DiGioia-Laird, *njfccla@gmail.com*; Carolyn Reynolds, *carolreynol@aol.com*, 609-477-0801.

## GIFTED CHILDREN

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

[njagc.org](http://njagc.org)

NJAGC is dedicated to meeting the needs of gifted students. They advocate, support, promote, network, consult, offer resources, provide materials and participate in legislative work. The programming is designed for educators, counselors, parents, administrators and districts. NJAGC offers live videos, recorded webinars, virtual parent meetings, regional events, an annual conference (4/17/26) and an e-newsletter, *Promise*.

Dues: General – \$50; Retiree – \$35; Student – \$25

Contact: Diana Wisniewski or Carol Rogaski Co-VPs of membership, at [membership@njagc.org](mailto:membership@njagc.org).

## HOLOCAUST EDUCATION

### THE COUNCIL OF HOLOCAUST EDUCATORS (CHE)

CHE is a professional development organization for educators who teach about the Holocaust, genocide and human rights. CHE works with the New Jersey Commission on Holocaust Education to provide professional development opportunities designed by teachers for teachers.

Dues: Free

Contact: Colleen Tambuscio, [ctambuscio@aol.com](mailto:ctambuscio@aol.com) or 609-292-9274. Find us on Facebook at [bit.ly/fb-njche](http://bit.ly/fb-njche).

## KINDERGARTEN

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

[njake.net](http://njake.net)

NJAKE is a professional organization of kindergarten and early childhood educators. Membership provides grants to teachers for classroom projects and materials and hosts informative annual workshops with dynamic presenters well-versed in the field of early childhood education.

Dues: Free

Contact: Sharon Dougherty, [newjerseyake@gmail.com](mailto:newjerseyake@gmail.com).

## LANGUAGE ARTS

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

[njcte.org](http://njcte.org)

NJCTE welcomes educators at every level committed to applying the power of language and literacy to pursue justice and equity. The organization hosts fall and spring conferences, webinars and a high school writing contest; publishes a blog, monthly newsletter and the New Jersey English Journal; and offers early-career mentoring. NJCTE sponsors X chats and virtual and in-person networking meetings.

Dues: In-service – \$25; Retiree – \$15; Preservice – \$5

Contact: Valerie Mattessich, president, [njctepresident@gmail.com](mailto:njctepresident@gmail.com); or Deborah Bartlet-Carter, [njctemembership@gmail.com](mailto:njctemembership@gmail.com).

### N.J. LITERACY ASSOC (NJLA)

[njliteracy.org](http://njliteracy.org)

NJLA is a professional network of educators and individuals (prekindergarten to adult levels) interested in advancing literacy, promoting effective practices and encouraging appropriate assessment through advocacy, collaboration and professional development. NJLA provides annual conferences, workshops and opportunities for communication among educators who share common interests in literacy education.

Dues: Free

Contact: [njla@njliteracy.org](mailto:njla@njliteracy.org).

## LIBRARY/MEDIA

### N.J. ASSN. OF SCHOOL LIBRARIANS (NJASL)

[njasl.org](http://njasl.org)

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

Dues: Full-Time Professional – \$80; Student – \$40; see website for additional membership categories.

Contact: Gabrielle Casieri, [president@njasl.org](mailto:president@njasl.org); or Angela Coxen, NJEA liaison, [njea@njasl.org](mailto:njea@njasl.org).

## MATHEMATICS

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

*amtnj.org*

AMTNJ hosts local conferences, the New Cubed Conference, webinars and additional professional development opportunities, such as full-day workshops at locations around the state, customized staff development and summer institutes. AMTNJ offers college scholarships, teacher grants, middle school and high school contests and publications to inspire educators. Visit AMTNJ's website or follow @amtnj on X.

Dues: Professional-one year – \$30; two years – \$50; Retiree and Preservice – \$15

Contact: *info@amtnj.org*; Kara Teehan, president, *president@amtnj.org*; or John Kerrigan, NJEA liaison, *kerriganj@middletownk12.org*. Follow @amtnj.math on Instagram, and like AMTNJ of Facebook at *facebook.com/amtnj.math*.

## MIDDLE LEVEL EDUCATION

### N.J. ASSN. FOR MIDDLE LEVEL EDUCATION (NJAMLE)

*njamle.org*

NJAMLE serves as a voice for middle level educators, students, parents and other stakeholders committed to excellence in middle level education. NJAMLE provides leadership, professional learning and advocacy in support of its belief that all young adolescents must be academically challenged in an educational environment that meets their cognitive, social, emotional and physical needs.

Dues: Individual – \$25; Student – \$15; School – \$150; College/University (entire department) – \$199

Contact: To join, mail check to NJAMLE, 1977 N. Olden Ave, Ste 245, Trenton, NJ 08618. For questions, email *info@njamle.org*. Follow on X @njamle and on Facebook at *facebook.com/njamle*.

## MUSIC

### N.J. MUSIC EDUCATORS ASSN. (NJMEA)

*njmea.org*

The mission of the NJMEA is the advancement of music instruction in educational institutions at all levels and to provide in-service and enrichment opportunities for practicing, retired and prospective music educators. NJMEA sponsors a variety of professional development opportunities and advocacy efforts that focus on emerging trends and issues in music education.

Dues: Active – \$136; Retiree – \$63; Collegiate – \$36; Introductory active (first time students who were collegiate members) – \$67

Contact: William McDevitt, executive director, *wmcdevittnjmea@gmail.com* or 856-433-8512 or Nancy Clasen, NJMEA liaison, at *nancyclasen@gmail.com*.

## NURSES

### N.J. STATE SCHOOL NURSES ASSN. (NJSSNA)

*njssna.org*

NJSSNA is the professional organization for New Jersey's school nurses, including certified and noncertified school nurses, university faculty and nurses in early childhood and private schools. Join NJSSNA in advancing school nursing practice by becoming part of their community.

Dues: For a dues schedule go to the National Association of School Nurses website at *nasn.org*; membership in NJSSNA is included.

Contact: Rose Catton, *executivedirector@njssna.org* or Cynthia Samuel, president, *president@njssna.org*.

## OFFICE PROFESSIONALS

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

*njaeop.org*

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

Dues: \$20

Contact: Melissa Cruz, president, *mcruz@westrangeschools.org*.

## PHYSICAL EDUCATION/HEALTH

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

[njahperd.org](http://njahperd.org)

NJAPERD is dedicated to advancing quality health education, physical education, recreation, dance education and athletics through professional development, programming, advocacy and collegial exchange. It promotes responsibility and development of healthy active lifestyles for New Jersey's students, educators and community members.

Dues: \$65 for one year

Contact: Carol Ciotto, executive director, [njahperdexectivedirector@gmail.com](mailto:njahperdexectivedirector@gmail.com).

## PSYCHOLOGISTS

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

[njasp.org](http://njasp.org)

NJASP is dedicated to serving and advocating for the mental health and educational growth and development of all children, the maintenance of high standards for school psychologists and the advancement of the profession. NJASP offers two professional development conferences (winter and spring), regional workshops, a quarterly newsletter and updates on political and current trends.

Dues: Regular – \$75; Student Affiliate – \$15; Retiree – \$45; see website for additional membership categories.

Contact: [NJASP.membership@gmail.com](mailto:NJASP.membership@gmail.com).

## RETIRED EDUCATORS

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

[njea.org/njrea](http://njea.org/njrea)

NJREA, the state's retiree organization, promotes the professional, economic and social well-being of retired educators and educational support professionals under a unified dues agreement with NJEA, NEA-Retired and our 21 county retired education associations. Members receive information on pension and health benefits at state and county meetings and through our quarterly newsletter.

Dues: Vary by county; lifetime and preretirement membership are available.

Contact: Kitty Sausa, president, [ksausa@njea.org](mailto:ksausa@njea.org), or NJEA at 609-310-4546, Option 9.

## SCHOOL COUNSELING

### N.J. SCHOOL COUNSELOR ASSN., INC. (NJSCA)

[njzca.org](http://njzca.org)

NJSCA works to advance the school counseling profession to maximize the personal, social, academic and college career readiness of all K-12 students. NJSCA provides newsletters, annual professional development conferences, student and counselor recognition, and advocacy for school counselors.

Dues: Professional – \$40; Student – \$30; Retiree – \$15

Contact: Jim Lukach, executive director, [jimlukach@msn.com](mailto:jimlukach@msn.com) or 732-846-6468 or [njzca.org@gmail.com](mailto:njzca.org@gmail.com).

## SCIENCE

### N.J. SCIENCE TEACHERS ASSN. (NJSTA)

[njsta.org](http://njsta.org)

NJSTA strives to support all teachers of science with professional development and professional learning community opportunities supporting high-quality instruction in varied and diverse settings. Help NJSTA promote public interest in science and science education for all. Join for virtual or in-person programs. Learn more at [njsta.org](http://njsta.org).

Dues: Regular – \$25; Student – \$10

Contact: NJSTA president at [njstapresident@gmail.com](mailto:njstapresident@gmail.com) or NJSTA membership at [njstamemberhip@gmail.com](mailto:njstamemberhip@gmail.com).

## SOCIAL STUDIES

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

[njcss.org](http://njcss.org)

NJCSS includes social studies teachers, supervisors and university faculty. It advocates for the teaching and improvement of social studies instruction, the development and implementation of meaningful social studies curricula and instruction and professional development. NJCSS is located at Lucy Stone Hall, Suite A-350, on the Livingston Campus of Rutgers University.

Dues: Teachers – \$25; Preservice – \$15

Contact: Hank Bitten, executive director, [hb288@sasmail.rutgers.edu](mailto:hb288@sasmail.rutgers.edu); Joseph Dwyer, president, [jdwyer@nutleyschools.org](mailto:jdwyer@nutleyschools.org).

## **N.J. SOCIAL STUDIES SUPERVISORS ASSN. (NJSSSA)**

*njsssa.org*

The NJSSSA promotes the study and teaching of social studies across New Jersey. As a community of supervisors and educators dedicated to high-quality instruction, NJSSSA offers a platform for professional collaboration and a range of activities designed to advance and enhance the teaching and learning of social studies.

Dues: \$25

Contact: Gabrielle Rendek, *grendek@njsssa.org*.

## **SOCIAL WORKERS**

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

*njassw.org*

NJASSW is an organization of certified social workers from the public and private sector that provides opportunities for professional growth of its members and actively supports higher standards for school social work practice. NJASSW facilitates social-emotional and educational growth, eliminating barriers to learning and linking school, family and community.

Dues: Regular – \$50; Retiree and Student – \$25

Contact: Nat Rendeiro, director of membership, *natrendeiro.njassw@gmail.com* or June Simmons, president, *junesocialworker3@verizon.net*.

## **SPECIAL EDUCATION**

### **N.J. ASSN. OF LEARNING CONSULTANTS (NJALC)**

*newjerseyalc.org*

NJALC provides professional development and advocates for better working conditions of learning consultants in public, private and parochial schools and in private practice. NJALC provides two conferences, regional workshops, newsletters, Main Idea book summaries, grants and an LDTC registry. NJALC, in affiliation with NJEA, advocates for special education issues in Trenton.

Dues: Regular – \$75; Retiree and Student – \$40

Contact: Michelle Page, president, *president@newjerseyalc.org*.

## **N.J. COUNCIL FOR EXCEPTIONAL CHILDREN (NJCEC)**

*njcec.org*

NJCEC is the state division of the Council for Exceptional Children (CEC). NJCEC advocates for federal legislation, professional standards, effective practices, resources and professional development for school personnel, retirees and families. NJCEC/CEC has 17 divisions, journals/newsletters, conferences at the local, state and national levels and student scholarships for seniors with exceptionalities. NJCEC also hosts multiple professional development opportunities, including webinars and a spring conference.

Dues: Basic – \$69; Full – \$119; Premier – \$195; Student, Family and Retiree memberships also available.

Contact: Julie Norflus-Good, president, *info@njcec.org*.

## **SPEECH AND THEATER**

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

*stanj.org*

STANJ is the state's voice of advocacy and action for placing full time theater educators into all K-12 school districts. Members attend regular professional development workshops, conferences and presentations across the state. STANJ sponsors the New Jersey Governor's Awards Competition in Theatre Arts for secondary school students.

Dues: Regular – \$65; Retiree and Student – \$45

Contact: David Marconi, president, *stanjboard@gmail.com*; Dan Paolucci, vice president, *dcpaolucci@gmail.com*.

## **STUDENT ASSISTANCE**

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

*asapnj.org*

ASAP-NJ's focus includes advocating and developing programs that meet the needs of youth with at-risk behaviors through education, prevention, intervention and referral services. Substance abuse, mental health and other related topics are all a part of its student assistance programming. Membership in ASAP-NJ includes monthly meetings, professional development and an annual state conference.

Dues: \$50; see website for additional membership categories.

Contact: Pamela L. Felder, president, *asapnjboard@gmail.com*.

## TECHNICAL EDUCATION

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

[acteonline.org](http://acteonline.org)

CTEANJ provides educational leadership in developing a competitive global workforce in career and technical education (CTE); advocating for national, state and local policies that benefit CTE. CTEANJ provides a scholarship program and professional development through programs, workshops, conferences and services. Through unification with the Association for Career and Technical Education (ACTE), members receive additional benefits nationally.

Dues: Professional – \$100; Retiree – \$41. Membership is unified with ACTE.

Contact: John V. Hillard Jr., president, [jvhillard74@yahoo.com](mailto:jvhillard74@yahoo.com) or 856-220-8457; Robert Carson, vice president for program, [rcarson@unoh.edu](mailto:rcarson@unoh.edu), or 856-220-9157.

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

[njteea.org](http://njteea.org)

NJTEEA is a professional organization for K-12 design, technology, engineering and other STEM educators that promotes the goals and objectives of technology education and technological literacy. NJTEEA provides various high-impact, hands-on professional development opportunities at model schools as well as during supportive industry visits. NJTEEA also provides monthly updates, awards, a jobs board and an annual conference.

Dues: Individual – \$50; Undergraduate Student and Retiree – \$15; District – \$750; Lifetime – \$500.

Contact: Matthew Konowicz, executive director, [executive-director@njteea.org](mailto:executive-director@njteea.org) or [njteea@njteea.org](mailto:njteea@njteea.org).

## WORLD LANGUAGES

### AMERICAN ASSN. OF TEACHERS OF FRENCH, N.J. CHAPTER (AATF-NJ)

[frenchteachers.org](http://frenchteachers.org)

AATF-NJ promotes the teaching of French language, culture and literature, at all educational levels. The AATF offers scholarships, workshops and contests for both students and teachers. Members can also sponsor official honor societies at all levels. Members' students can participate in Le Grand Concours, trivia and media contests, and more.

Dues: Individual – \$62 for unified national and state membership.

Contact: Jennifer Schwester, president, [aatfnj76@gmail.com](mailto:aatfnj76@gmail.com); Dawn Fiorilli, state administrator for the National French Contest, [frenchcontestnj@gmail.com](mailto:frenchcontestnj@gmail.com).

### FELLOWSHIP OF LANGUAGE EDUCATORS OF N.J. (FLENJ)

[flenj.org](http://flenj.org)

FLENJ represents world language teachers (kindergarten through college). FLENJ offers professional development workshops, as well as an annual conference with developments in methodology, materials and technology. It also offers minigrants for teachers, an education abroad program scholarship, teacher/student awards and senior scholarships.

Dues: Regular-one year – \$40, two years – \$70, three years – \$90; Student – \$20; Retiree – \$5

Contact: [membership@flenj.org](mailto:membership@flenj.org) or FLENJ, PO Box 385, Fanwood, NJ 07023-0385.

### N.J. CHAPTER OF THE AMERICAN ASSN. OF TEACHERS OF SPANISH AND PORTUGUESE (NJAATSP)

[njaatsp.org](http://njaatsp.org)

NJAATSP empowers Spanish and Portuguese educators and students by offering National Spanish Exams, honor societies (pre-K–12), contests and professional development opportunities. Members gain access to journals, scholarships for both teachers and students, and travel stipends for annual conferences. Educators benefit from workshops and Hispania, while students enjoy Albricias and creative recognition.

Dues: Educators – \$65; Students – \$25

Contact: Sybil Sanchez, president; [sybsanjac@gmail.com](mailto:sybsanjac@gmail.com) or [aatsp.nj@gmail.com](mailto:aatsp.nj@gmail.com).

### N.J. CHINESE TEACHERS ASSN. (NJCTA)

[usnjcta.org](http://usnjcta.org)

NJCTA promotes the study, teaching and research of the Chinese language and culture on all educational levels. It provides a platform for Chinese instructors to share and exchange instructional experience, ideas and information. NJCTA serves as a source for professional development and lifelong learning and advocates for the harmonious coexistence of diverse cultures in the community.

Dues: Individual – \$30 per year

Contact: Ms. Shanman Liao, president, [usnjcta@gmail.com](mailto:usnjcta@gmail.com); or 973-462-9046.



# Get Ready for the Best Work of Your Career

ADVANCE YOUR TEACHING CREDENTIALS AT FDU

At Fairleigh Dickinson University's School of Education, we believe education is transformational. That's true for your students. **And it's true for you.** Our affordable graduate certificate and degree programs are offered online or in-person. **You'll be on course to do your best work – ever.**

## ONLINE GRADUATE STUDY AREAS

- BILINGUAL EDUCATION
- EDUCATIONAL LEADERSHIP
- ENGLISH AS A SECOND LANGUAGE
- HIGHER EDUCATION (EdD)
- LEARNING DISABILITIES
- LITERACY/READING
- PRESCHOOL, ELEMENTARY & SECONDARY EDUCATION

## IN-PERSON GRADUATE STUDIES

(On-Campus, Select School Districts and Statewide Locations)

- DYSLEXIA STUDIES - ORTON GILLINGHAM

## PROGRAM HIGHLIGHT:

### Special Education

Teachers with an additional TSD certification are **in high demand!** FDU offers both a 21-credit online program leading to New Jersey Teacher of Students with Disabilities Certification and a 36-credit online Master of Arts in Special Education program with 3 tracks for additional specialization: English as a Second Language, Educational Leadership and Orton Gillingham.

**NOW ACCEPTING APPLICATIONS FOR SPRING 2026!**

For Details Contact Graduate Admissions

EMAIL: [grad@fdu.edu](mailto:grad@fdu.edu) • CALL: 201-692-2554



Look for Us  
at the NJEA  
Convention!



Personal. Global. Transformational.

[fdu.edu/soe](http://fdu.edu/soe)

# WHERE TO BEGIN?

## Resources for tackling health and safety hazards

By Dorothy Wigmore

Now that the school year has started, health and safety topics come to the fore.

Wondering about health or safety hazards at your school, on its grounds or in the buses? Looking for resources or the law about a specific one? Just getting started in health and safety? Trying to figure out what health and safety committees can do?

You may notice that construction is still going on, without proper protections for school staff and students. Or there's been a leak in the classroom ceiling and something's still wrong. Or you're wondering about cleaners and disinfectants used in the building, as you see people react to them. If you were involved, what's happened to fix hazards the health and safety committee dealt with last year?

Whatever your goal, start with a reminder from a 2024 Review article:

*The state's Department of Health enforces and consults about that law through PEOSH, or Public Employees Occupational Safety and Health. PEOSH works with the state Department of Labor and Workforce Development and other agencies too.*

*But the law's just the minimum. Government resources also tend to assume the issues and processes are technical, that you just need information.*

*It's much more. Workers' health and safety is a union and labor issue. It's a wonderful organizing topic, requiring the power of multiple voices speaking collectively from a justice perspective, to prevent and fix hazards. It recognizes that "an injury to one is an injury to all". So, the tools and skills must fit these needs.*

Over the years, the Review has many articles that could be just what you need. Below is a guide to common themes for committees and specific hazards. Each article includes multiple resources and suggestions for health and safety committee activities.

To find these articles, go to [njea.org](http://njea.org), hover over "Advocacy," click on "Health and Safety," then select "News Articles." Or, just go to [njea.org](http://njea.org) and search directly for each article by its title.

### Health and safety committees can do a lot

#### **No health and safety committee?**

From April 2024, this article offers experiences and advice about setting up a union health and safety committee, "a route to more training and health and safety fixes that benefit the full cross-section of local members," and resources like the NJEA's Health and Safety Manual.

#### **Got health and safety issues?**

From September 2024, this article covers training, useful tools and many general and useful resources.

#### **Health and Safety Committees. Knowledge + Action = Change**

From September 2020, this article offers information about setting up committees, with a five-step framework to tackle health and safety issues/hazards, a list of PEOSH standards and lessons about how to win.

#### **Health and safety inspections are more than walk-throughs**

This article from March 2025 reminds members that health and safety inspections are more than walk-throughs. It's a reminder that committee inspections or walk-throughs have a point, need preparation and follow-up, and covers who participates, what's involved and how to use checklists.

---

*Dorothy Wigmore is a long-time health and safety specialist and WEC consultant. She has worked in Canada, the U.S. and Mozambique, focusing on prevention and worker participation to fix job-related hazards.*

**Maps reveal the invisible**

This article from June 2024 is about how to start conversations with members about hazards that may be causing health issues and how to tackle them using body, workplace and other maps.

**Key resources help NJEA members use health and safety rights**

This article from February 2023 discusses workers' rights and using the union's *Health and Safety Manual* and the 2022 Health and Safety in the Review booklet.

A time to "Mourn the dead. Fight like hell for the living!" This article from April 2025 reminded members that April 28 is an international day reminding us we stand on the shoulders of those who have been harmed or killed by just going to work.

**What about specific topics/hazards?****Artificial turf**

"Use it? Ban it? What are the options? Synthetic turf, or not—that is the question": From October 2019, this article reviews the ingredients of artificial turf, their hazards and experiences finding options (there's a new study here).

**Asbestos**

"Killer dust in your school?" From March 2020, this article reviews the hazards, laws about finding and removing the deadly "magic mineral" and what committees can do.

**Bus driver hazards**

"Occupational hazards for school bus drivers" From June 2025, this article reviews some hazards bus drivers face and how to deal with them; also see "What about the buses?" (November 2023), discussing bus air quality experiences.

**Chemicals**

"What's in that stuff?": From October 2024, this article reviews the right-to-know (hazard communication), safety data sheet problems and where to find more hazard information (including for cleaning products) and less or non-toxic options.

**Construction**

"When school is out, construction begins": From October 2022, this article deals with construction (renovations, demolition, etc.) that may have "leftovers" for school staff and students. Includes a checklist.

**Contract language**

"Planning for back to school: Good contract language increases your rights for action": From March 2020, this article lists health and safety principles and reasons to

bargain for them and suggests how to do it, including "provisional inspection notices."

**Disinfecting**

"Disinfecting can be hazardous to all staff and students": This flyer is available on NJEA's website. It explains the chemicals' hazards, what to avoid, less/non-toxic options, and best practices. (Go to [assets.njea.org/njea-media/Disinfecting.pdf](https://assets.njea.org/njea-media/Disinfecting.pdf)).

**Ergonomics**

"Work shouldn't hurt. It's time for ergonomic fixes": From February 2025, this article presents several methods to identify and fix poorly designed tools, work areas, computer stations, etc.

**Heat**

"Tackle harmful heat with ventilation and AC": From September 2021, this article describes the successful experiences of Unidos por Escuelas Dignas and the New Brunswick Education Association fighting for effective ventilation and air conditioners, which are two different things.

**Mercury**

"Get the word out: Check those gym floors for mercury": From September 2021, this article discusses how to find suspect floors, possible solutions and experiences tackling mercury in rubberized gym floors.

**Mold and ventilation**

"Why my school? Connecting mold issues, ventilation and air conditioning": From January 2019, this article deals with mold, using the state's Indoor Air Quality Standard and basic information about ventilation in schools.

**Pesticides**

"Away with all pests—without pesticides": From December 2021, this article reviews New Jersey's rules requiring integrated pest management and suggests how committees can do.

**Violence**

"Violence is much more than guns. Prevention must go further too": From April 2022, this article defines job-related violence, offers a framework for analyzing and understanding it, and how to use the law's "general duty" requirement to prevent it; also see "Responding to school-related violence. What about restorative justice?" from October 2018.

There's much more, too, at [njea.org](https://njea.org) and in your copies of the Review. 🏠



## Elimination of COLA

### The reason elections matter

There is not a day that goes by that NJREA leadership does not receive a phone call, email or social media message asking when our cost-of-living adjustment (COLA) will be restored for retirees.

COLA, the percentage increase applied to fixed incomes like Social Security benefits and pensions, is calculated using economic indicators including the Consumer Price Index. In New Jersey, our members have not received a COLA since 2011. That's because former Gov. Chris Christie and the state Legislature passed P.L. 2011, c. 78, better known to our members as Chapter 78. This law dramatically changed public employee pensions and health benefits and suspended COLA until the pension reaches 80% viability. Currently, the pension is at 43% viability, and that percentage will grow only if the next governor and state Legislature continue to make full pension payments until 2043.

That is a long way off for retirees who depend on our pension, health benefits, Social Security and Medicare to supplement our incomes. At a time when there is so much uncertainty about potential federal cuts to Medicare and Social Security, no retiree can risk the reduction or elimination of the benefits we worked so hard to earn.

Let's be clear: The elimination of COLA and other harmful laws such as Chapter 78 are the direct result of elections. We can pretend all we want that it doesn't matter which candidate wins, but it does. It matters for our financial well-being. Elections at the local, county, state and federal level all play a vital role in determining whether, after decades of demanding work, we will be able to retire with dignity and respect.

### Retirees must engage in elections

This November, we will be electing a governor and members of the state Assembly. Every one of us must vote. And when we cast our votes, we must vote for a governor who will continue to make full pension payments and fund our health benefits—and that candidate is Mikie Sherrill. We must support candidates who support public education and the professionals who make New Jersey's schools the best in the nation.

For every student we taught, for every student we drove from home to school, for every student we helped feed, nurse, coach or assist in other ways, we created value for this state. We cannot let elected officials forget that we earned every nickel and dime of our pension and health benefits. Not only must we stand in solidarity with our advocacy, we must also stand in solidarity when we vote by Nov. 4.

## Around the counties

*For questions and/or concerns, or if your county is not listed, please check your county newsletter, or reach out to your county REA for more information. For trip details, check your county newsletter.*

### Atlantic County REA

**Oct. 22:** Fall business meeting and luncheon at the Flanders Hotel in Ocean. Reservation deadline is Oct. 15, and the cost is TBD. To attend, call Charles "Chic" Brandt at 609-774-3452.

### Bergen County REA

**Oct. 14:** Fall luncheon meeting at Seasons Catering. Reservation deadline is Oct. 6, and the cost is \$60 for members. To attend, call Marie Papaleo at 201-407-2543.

**Dec. 9: Save the Date!** General meeting and luncheon at Seasons Catering. More information to follow.

### Burlington County REA

**Oct. 16:** Fall luncheon meeting at Marco's at Indian Spring Country Club in Marlton. Reservation deadline is Oct. 2, and the cost is \$25. To attend, call Donna O'Malley at 609-268-0838.

### Camden County REA

**Oct. 14:** Fall business luncheon meeting at Adelpia Restaurant in Deptford. The entertainment is TBA. Reservation deadline is Oct. 3, and the cost is \$30. To attend, call Diane Merlino at 856-498-9593.

### Retired Educators Association of Cape May County

**Oct. 22:** Fall business meeting and luncheon at the Flanders Hotel in Ocean. Reservation deadline is Oct. 15, and the cost is TBD. To attend, call Charles "Chic" Brandt at 609-774-3452.

### Cumberland County REA

**Dec. 3** Holiday luncheon meeting at The Millville Motorsports Park in Millville. To attend, contact Pam Garwood at 856-392-6909.

**Essex County REA**

**Oct. 15:** Fall luncheon meeting at The Hanover Manor in East Hanover. The guest speakers will be the NJEA Officers. Reservation deadline is Oct. 8, and the cost is \$40. To attend, call Kathie McKoy Osborne at 973-715-6591.

**Gloucester County REA**

To attend either GCREA event below, call Margery Walsh at 856-381-1123.

**Oct. 23:** Fall luncheon and general membership meeting at the Seven Star Diner in Sewell. Reservation deadline is TBA, and the cost is \$25.

**Dec. 3:** Holiday luncheon at the Lakeside Professional Plaza (Suite 108) in Woodbury. Musical entertainment will be provided. Reservation deadline is TBA, and the cost is \$10 for members and \$20 for non-members.

**Hudson County REA**

**Dec. 3:** Holiday Celebration at Chandelier Restaurant in Bayonne. Reservation deadline is Nov. 21, and the cost is \$60. To attend, contact Donna Middlebrooks at 973-610-7129.

**Hunterdon County REA**

**Dec. 11:** Holiday brunch at Mountain View Chalet in Asbury. The entertainment will be provided by the North Hunterdon Choir. Reservation deadline is Dec. 1, and the cost is \$35. To attend, contact Maryann Sajor at 908-625-8911.

**Mercer County REA**

**Oct. 22:** Fall luncheon meeting at the Mercer Oaks Golf Course in Princeton Junction. The entertainment is TBA. Reservation deadline is Oct. 12, and the cost is \$36. To attend, call Lisa Rizzello at 609-577-6158.

**Middlesex County REA**

To attend either MCREA event below, call Susan Jaysnovitch at 732-925-1606.

**Oct. 16:** Fall luncheon meeting at The Grand Marquis in Old Bridge. Reservation deadline is Oct. 6, and the cost is \$46.

**Dec. 4:** Holiday luncheon meeting at The Grand Marquis in Old Bridge. Entertainment will be provided by the Sayreville Elementary 3rd Grade Holiday Chorus. Reservation deadline is Nov. 23, and the cost is \$46.

**Monmouth County REA**

To attend either MCREA event below, call Debbie Adamchak at 848-459-2672.

**Oct. 14:** Fall luncheon meeting at Yesterday's in Hazlet. Presentation to the G2G Grant Recipients. Reservation deadline is Oct. 3, and the cost is \$45.

**Dec. 9** Winter luncheon meeting at Gramercy at Lakeside Manor in Hazlet. Introduction of new slate of officers and nomination from the floor. Reservation deadline is Nov. 28, and the cost is \$45.

**Morris County REA**

To attend either MCREA event below, call John Williams at 609-504-9681.

**Oct. 8:** General luncheon meeting at Birchwood Manor. Reservation deadline is Oct. 1, and the cost is \$35 for members and \$53 for guests. Anthony Duke Claus, singer from Broadway, Elvis, and Rat Pack tunes will be the entertainment.

**Dec. 10:** General luncheon meeting at the Birchwood Manor in Whippany. Entertainment will be provided by the Frelinhuysen Middle School Choir. Reservation deadline is Dec. 1, and the cost is \$35 for members and \$55 for guests.

**Ocean County REA**

To attend either OCREA event below, call Pam Raynor at 862-268-5210.

**Oct. 16:** Fall luncheon meeting at The Clarion Hotel in Toms River. The speaker is to be announced. Reservation deadline is Oct. 1, and the cost is \$32.

**Dec. 4:** Winter luncheon meeting at The Clarion Hotel in Toms River. Holiday entertainment to be announced. Reservation deadline is Nov. 22, and the cost is \$32.

**Passaic County REA**

**Dec. 10:** Winter luncheon meeting at The Brownstone in Paterson. The meeting is for members only. To attend, call Karen Monaco at 201-317-6869.



### Salem County REA

To attend either OCREA event below, call Pam Raynor at 862-268-5210.

**Oct. 27:** Fall luncheon meeting at Woodstown Diner. There will be a presentation on Pension Benefits. Reservation deadline is Oct. 12, and the cost is \$20.

**Dec. 8:** Christmas luncheon meeting at Woodstown Diner. The entertainment will be provided by the Woodstown High School Chamber Choir. Reservation deadline is Dec. 1, and the cost is \$20.

### Somerset County REA

To attend either SCREA event below, call Kathy Kapp at 908-722-7715.

**Oct. 8:** Fall luncheon meeting at Somerville Elks Lodge in Bridgewater. Reservation deadline is Oct. 2, and the cost is \$28.

**Dec. 3:** General meeting and luncheon at Somerville Elks Lodge in Bridgewater. Reservation deadline is Nov. 26, and the cost is \$28.

### Union County REA

**Oct. 7:** Fall luncheon meeting at Casa del Rey in Roselle Park. There will be a presentation from NJEA Government Relations and Hearing Life. Reservation deadline is Sept. 30, and the cost is \$40. To attend, call Luanne Lohman-DiCicco at 732-882-1688.

### Warren County REA

**Dec. 3** Luncheon meeting at Hawk Pointe Golf Club in Washington. The entertainment is TBA. Reservation deadline is Nov. 26, and the cost is \$33. To attend, contact Deb Polhemus at 908-328-8817 or register go to [warrencountyrea.org/meetings](http://warrencountyrea.org/meetings).



## Make the most of your new **MEMBERSHIP!**

Find out how NEA Member Benefits can help you:

- Reduce student debt
- Save on travel and everyday items
- Get insurance that fits your schedule
- Sign up for free life insurance
- Plan ahead for retirement

And so much more!

**nea** Member Benefits



Scan below  
to learn more



# New Jersey pay transparency law goes into effect

By David Bander



On Nov. 18, 2024, Gov. Phil Murphy signed the “New Jersey Pay Transparency Law,” P.L. 2024, c. 91. This law, which went into effect on June 1, 2025, requires public and private employers to provide more information when posting new job opportunities, transfer opportunities and promotions. The law is enforced by the New Jersey Department of Labor and Workforce Development (NJDOL).


When an employer posts a new job opportunity or a transfer opportunity, it must include information about the specific hourly wage or salary, or a salary range; a general description of benefits available; and any other compensation programs for which an employee would be eligible. NJDOL’s Frequently Asked Questions website (see QR code) indicates that posting descriptions should be specific and not merely say things like “great benefits offered” or “health insurance and more.” In making an offer of employment to an applicant, an employer is permitted to increase the wages, benefits and other compensation beyond what is identified in the job posting. For promotional opportunities, an employer is generally

required to make the posting available to all affected employees in the department.

The penalty for violating the law is a fine of up to \$300 for the first violation and up to \$600 for each subsequent violation. The law does not provide a private right of action by an employee, meaning that an employee cannot file a lawsuit to enforce the law. Rather, NJDOL has enforcement authority. An affected employee can file a complaint online (see QR code).

There are aspects of the law that we expect to be clarified through agency rulemaking. For example, the law says that a promotional opportunity for a current employee “awarded on the basis of years of experience or performance” need not be posted. Since presumably an employer will base its promotional decisions at least in part on performance, further explanation is needed. Another exception to the posting requirement is for promotions made “on an emergent basis due to an unforeseen event.” Sharpening the definition of these terms would support fair implementation of the law.

Since many of our union contracts have language concerning job postings that can be enforced through the grievance and arbitration process, this law could potentially present a second alternative to address these issues. If you have specific questions, please review your current contract language and contact your NJEA UniServ field representative.

Finally, if you are interested in additional resources on this topic, please review the Frequently Asked Questions on the NJDOL website (see below). 



## Resources

Department of Labor and Workforce Development Guidance



## To file a complaint

*David Bander is an associate director of NJEA Legal Services and Member Rights in the NJEA Executive Office. He can be reached at [dbander@njea.org](mailto:dbander@njea.org)*



## A tradition of learning, connection and inspiration

Every November, NJEA members from across the state gather in Atlantic City for a tradition more than a century strong: the NJEA Convention. It’s a chance to step away from the daily routine and come together as one education community. New Jersey’s standing as Number 1 in public education nationwide is a testament to the dedication of our educators and members—and the convention is where that shared commitment truly shines.

At its heart, the convention is about fostering community, cultivating joy and engaging in meaningful professional development and lifelong learning. Members can choose from hundreds of professional development sessions that reflect the wide range of work NJEA members do in schools. Whether you’re looking for strategies to engage students, ways to integrate new technology, or tools to support your own well-being, there’s a session designed with you in mind. For many members, the workshops provide practical ideas they can bring back to their classrooms and communities.



**At its heart, the convention is about fostering community, cultivating joy and engaging in meaningful professional development and lifelong learning.**

This year’s keynotes highlight the global importance of the work NJEA members do every day. Nobel Peace Prize laureate Malala Yousafzai will speak on Thursday, Nov. 6 about the universal right to education, a cause she has championed since her youth. On Friday, Nov. 7, author, activist and television host Padma Lakshmi will address issues of immigration, equity and opportunity—topics that resonate deeply in New Jersey’s richly diverse schools. Both will remind us that our classrooms are places where the next generation of leaders and advocates are already finding their voices.

---

*Vicki Serreino is an associate director in the NJEA Professional Development and Instruction Issues Division and the coordinator of the NJEA Convention.*

The convention is also about connection. Walking the floor of the Atlantic City Convention Center means running into colleagues, catching up with old friends and meeting new ones who share your passion for public education. It’s a reminder that no one does this work alone—we are part of a larger network of educators who support and learn from one another.

Year after year, members leave the convention feeling recharged, reconnected and ready to return to their schools with fresh ideas, renewed energy and a deeper belief in the power of students’ voices to shape the future. We are looking forward to seeing you in Atlantic City this year.





## NJAEA LAUNCHES NEW PROCESS FOR PD OPPORTUNITIES

BY MADISON BACA

The New Jersey Aspiring Educators Association is excited to announce a new process for accessing professional development opportunities this year. We've created a simple form that allows members to select which pre-approved PD workshops they'd like to attend and be considered for a scholarship to cover the cost.

This forms the aspiring educators' gateway to a range of enriching workshops designed to support their growth as future educators. All the sessions have already been carefully selected by NJAEA to reflect the most relevant and impactful topics for aspiring teachers. Now, it's your turn to let us know which ones you're most interested in.

Once you submit your preferences, our team will review all responses and award scholarships based on interest, availability and alignment with our mission to support future educators. It's a fair and thoughtful way to ensure that these opportunities reach those who will benefit most.

Filling out the form is quick, and it's the first step toward attending workshops that can shape your teaching journey. Whether you're looking to build classroom skills, explore equity in education, or strengthen your leadership potential, there's something here for you.



**Scan the QR code to access the form here. Submit your selections as soon as possible to be considered.**

*Madison Baca is the president of NJAEA and a student at Rutgers University*

### Does your school host student teachers, practicum students or other future educators?

Students preparing to become teachers are the future of our profession and NJEA leadership. That's why it's vital to encourage aspiring educators in your school to join the New Jersey Aspiring Educators Association (NJAEA).

Any student attending a college or university in New Jersey who's interested in education can join NJAEA, especially those involved in clinicals, student teaching, internships or substitute teaching.

As part of NJEA, NJAEA offers valuable professional development opportunities. They host a statewide student conference each spring and attend the NJEA Convention alongside current NJEA members.

To help your favorite aspiring educators sign up for membership, visit [njea.org/njaea](http://njea.org/njaea).

## ESPs

Become a Teacher  
Earn a Master's Degree

**NJCTL Alternate Route Programs**  
Physics - Chemistry - Mathematics - Biology  
Qualify with any bachelor's degree, any GPA.

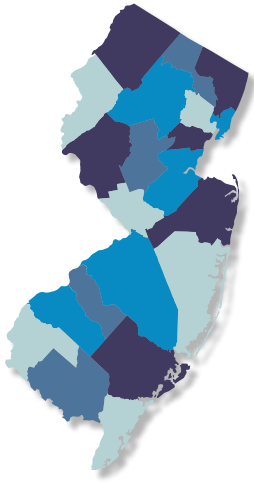
**FAST:** Have your own classroom by this time next year  
**AFFORDABLE:** \$6,300 or less (with NJEA discount)  
**CONVENIENT:** 100% online, asynchronous & self-paced

Learn More: [njctl.org/ar](http://njctl.org/ar)      Contact Us: [info@njctl.org](mailto:info@njctl.org)



NJCTL is licensed by NJ OSHE and seeking accreditation by a USED-recognized accreditor.





# SUSSEX TO CAPE MAY

Workshops and conferences

## highlights

Mental health,  
music and civics

## SHOWCASE

Showcase experiences have been endorsed by NJEA's Professional Development Institute and are also posted on [njea.org](http://njea.org). Those seeking endorsement of a professional development experience they will provide should email Dawn Howlen at [dhowlen@njea.org](mailto:dhowlen@njea.org) and Tamanyka Booker at [tbooker@njea.org](mailto:tbooker@njea.org) in NJEA's Professional Development Division.

## MAKING SCHOOL MENTAL HEALTH INTERVENTIONS EFFECTIVE

### Addressing Cultural Opportunities and Barriers to Engagement

Saturday, Oct. 25, 8:30 a.m.

Location: Science Park High School,  
260 Norfolk St., Newark

This program works to increase the positive impact of formal school mental health programs and interactions between students and all helpers in the school environment. It will highlight barriers to engagement with students and parents, and help participants learn to overcome those barriers. Additionally, it aims to help participants recognize opportunities for engagement that may be missed.

Information about the importance of recognizing social identities and home/school/community contexts of children/adolescents needing mental health services will be discussed. Techniques involved in engaging youth in a relationship with mental health providers, teachers and others in the school environment is a key part of the program.

The program is available both in person and virtually. Five continuing education credits for all licensed mental health professionals are available

through Rutgers. The additional fee for those credits is \$25, payable directly to Rutgers. Participants seeking credits must attend the full day, including the two morning programs (Sessions A and B) and the first two afternoon programs (Sessions C and D).

The cost of the program is \$220 in person and \$175 virtual. Lunch and snacks are provided. Registrants may select dietary preferences during registration, including gluten-free, Halal, Kosher, vegetarian and vegan. **Parents are welcome.**

This program is organized by the Anti-Racist Mental Health Alliance-NJ, Inc. and co-sponsored by Science Park High School.



To register, scan this QR code.  
Registration ends Oct. 23.  
Questions? Contact [Treasurer@armha-nj.org](mailto:Treasurer@armha-nj.org).

## USING MUSIC TO MOVE MINDS AND CHANGE THE WORLD

Thursday, Oct. 16, 4-6 p.m.

Location: New Jersey Hall of Fame  
at American Dream  
Court G, Level 3  
1 American Dream Way, Unit G349  
East Rutherford

Join the New Jersey Hall of Fame (NJHOF) and TeachRock for an inspiring after-school professional development session designed to equip educators with innovative, standards-aligned strategies that connect music, history and local heroes. This dynamic workshop will introduce TeachRock lessons that support student engagement, life skills and cross-curricular instruction. Educators will explore the powerful stories of NJHOF inductees and leave with meaningful strategies and materials that spark student motivation and inspire a return visit to NJHOF at American Dream. All participants will receive a professional development certificate at the end of the session.

## MORE TO LEARN

### NEW JERSEY CENTER FOR CIVIC EDUCATION

The New Jersey Center for Civic Education will offer a series of free, all-day workshops for teachers. Workshops will be held at Rutgers University's Piscataway campus from 8:30 a.m. to 3 p.m., with continental breakfast and lunch provided. Sessions are supported by state funding and are free to school. Visit [civiced.rutgers.edu/events](http://civiced.rutgers.edu/events) to register.

#### Middle School Civics — Oct. 13, 2025

This workshop will provide suggested curriculum guides, civics content and instructional strategies to help teachers meet the requirements of the Laura Wooten Civics Law in a way that motivates students to become informed and active citizens, engaged in the civic life of their community, state and nation.

#### Infusing Civics, Economics and N.J. History into High School U.S. History — Oct. 13, 2025 and March 26, 2026

New Jersey statute has long required that civics, economics and New Jersey history be included in the two years of United States History mandated for high school. In 2021, the Laura Wooten Civics Law directed the New Jersey Center for Civic Education to provide resources and professional development to help New Jersey high school teachers integrate civics, economics and New Jersey into their United States History courses.

#### Project Citizen (grades 4-12) — Dec. 9, 2025

Project Citizen has been independently evaluated and proven to be an effective way to actively engage students in developing public policy responses to issues of concern. The workshop will familiarize teachers with the components and the process utilized by Project Citizen and provide the information necessary to implement the program in the classroom.

#### We the People: The Citizen and the Constitution (grades 5-12) — Dec. 9, 2025

We the People has been proven effective civic education programs by independent studies. We the People is available on three levels for upper elementary, middle school and high school. The workshop will familiarize teachers with the components and process utilized by the program and provide the information necessary to implement it effectively in the classroom.

#### Civics for K-5 — March 10, 2026


The primary purpose of social studies is to help students become the citizens our democracy requires, and the foundation for effective citizenship is laid in elementary school. Young students can grasp many of the essential concepts of civics education if presented in an age-appropriate manner. This workshop will provide teachers with content and strategies that will help them provide essential civic literacy knowledge, skills and dispositions in grades K-5.

#### The Development of Democracy in Ancient Civilizations (middle school) — March 20, 2026



This workshop will offer middle school teachers a meaningful theme around which to consider ancient middle eastern, Asian, Greek, Roman and American civilizations: the development of early democratic practices and ideas. This will provide an excellent background for students to better understand the sources of some of the governmental structure and practices in the United States.

**College for Education  
and Engaged Learning**

**VISIT US AT  
NJEA CONVENTION  
BOOTH 1151**



**RSVP for our Alumni Reception**  
Hard Rock Hotel & Casino, Plum Lounge  
Thursday, November 6 | 5 - 7 PM

**MONTCLAIR  
STATE UNIVERSITY**

## NJEA Consortium unveils macro-curriculum

*Drs. Chrissi Miles and Kim Pinckney*

The NJEA Consortium has published its macro-curriculum, a comprehensive framework created to help educators develop inclusive, peer-reviewed resources. Launched in June 2025, it is the result of a collaboration between the Consortium Design Team Ambassadors, the NJEA Professional Development and Instructional Issues Division, and other stakeholders.

### Project background

The grant-funded project, Cultivating Community, Action, Justice and Understanding through the NJEA Consortium, began in April 2022. Its goal is to create educational resources that include mandated topics such as Holocaust, Amistad, LGBTQIA+, persons with disabilities, and Asian American Pacific Islander history, as well as the histories of other marginalized communities. The macro-curriculum provides a broad framework that outlines the main principles and goals for students' learning.

### A holistic approach

The curriculum is based on Grant Wiggins' and Jay McTighe's Understanding by Design framework, which emphasizes helping students make meaning and develop lifelong, transferable skills. The framework defines Transfer Goals—the skills and knowledge students should be able to apply independently in new situations.

The curriculum is organized around four core themes:

**Self and Identity** – This theme encourages students to understand themselves and appreciate diverse cultures. A key goal is for students to “develop insight into self-identity and the identities of others by analyzing the threads between and/or across global communities and cultures. Essential questions include: How might I better understand myself? How might I play a role in how my communities are shaped? How might we honor our own cultures and identities without diminishing those of others?”

**Institutions and Structure** – This theme helps students recognize social injustices and understand power dynamics. The goal is for students to “challenge historical and contemporary institutions that have disproportionately

oppressed non-dominant groups.” Essential questions include: Are all people treated equally? Why does inequity matter? How might we challenge inequities in all communities?

**Equity and Equality** – This theme fosters civic responsibility and active community participation. Students will “investigate and uphold fairness and justice by exercising democratic principles of community and citizenship.” A key question is: How and why do individuals and groups become actively inclusive—rather than bystanders—in the face of injustice?

**Activism and Advocacy** – This theme aims to cultivate critical thinkers who can advocate for social justice. The goal is for students to “learn from past movements to make principled and impactful decisions about when and how to take a stand against injustice and oppression.” Essential questions include: How might individuals and organizations build their capacity to take a stand against injustice and oppression?

### Expert endorsement

Jay McTighe reviewed the macro-curriculum and praised the development team's work. He noted that the three key elements—Transfer Goals, Associated Understandings and Essential Questions—are “clearly expressed and well aligned.” He added that the Transfer Goals are “appropriately aspirational, describing hoped-for students' and citizens' actions,” and that the understandings specify what a person needs to comprehend to achieve those goals.

A live discussion between Drs. Chrissi Miles, Kim Pinckney and Jay McTighe about the macro-curriculum is available on the NJEA Consortium Professional Development Portal via the QR code below.

### How to use the curriculum

The macro-curriculum is a valuable tool for NJEA members designing effective learning experiences. Educators can use the provided Enduring Understandings as core ideas and the Essential Questions to guide student inquiry and frame lessons. This work provides the foundation for creating comprehensive, representative educational materials through meaningful professional learning and collaborative design.

*Chrissi Miles, Ed.D. is the director of the NJEA Professional Development and Instructional Issues Division. She can be reached at [cmiles@njea.org](mailto:cmiles@njea.org).*

*Kim Pinckney, Ph.D. is an associate director within the NJEA Professional Development and Instructional Issues (PDII) Division and the Consortium Coordinator. She can be reached at [kpinkney@njea.org](mailto:kpinkney@njea.org).*



To learn more about the NJEA Consortium's resources, members can visit the professional development portal.



## The NJLMC's ecosystem of support

By Kimberly Crane

### What opportunities are available to grow our district's collaborative partnership?

The New Jersey Labor Management Collaborative (NJLMC) is actively building a dynamic and multifaceted "ecosystem of support" designed to foster participatory leadership and collaboration within schools and districts across the state. This initiative aims to provide diverse opportunities for districts and individuals to feel supported in adopting and nurturing a culture of shared leadership.

At its core, the NJLMC serves as a trainer and provider of learning opportunities. These include multidistrict events such as PreCon, held in Atlantic City to coincide with the NJEA Convention, and the NJLMC Summer Conference, offering organizational and team-based learning. The organization also engages in direct in-district support through workshops, in-service training and overnight retreats. At the practitioner level, the NJLMC offers peer coaching training to help develop those interested in serving as stewards of collaborative practice in their home districts.

### District hubs expand opportunity

A core principle espoused by the NJLMC is that there is "A Leader in Every Seat." This concept is being expanded through district partner hubs. Hubs are central meeting places with workshops designed and hosted by practitioner districts, regardless of experience level.

Hubs cultivate the idea of participatory leadership across districts by nurturing self-organizing support networks where participants can take a deep dive into their own practices, get feedback and share insights, and discover innovative ways to address challenges.

Hubs meet frequently. If you would like to attend a future Hub, make sure to subscribe to the NJLMC newsletter (see box at right).

### National partners and support

Beyond New Jersey, the NJLMC extends its reach through significant partnerships. Notable collaborations exist with the California Labor Management Initiative

(CALMI) and Educators Thriving. NJLMC participants have opportunities to learn from these partners through our multidistrict events and through direct interaction. CALMI offers learning opportunities to New Jersey practitioners and has seen New Jersey districts present at their biannual conference. Educators Thriving also offers impact measurement support and aligned professional learning opportunities and is currently working with multiple NJLMC districts.

At the highest level, the NJLMC is connected to the National Labor Management Partnership, a robust alliance of major educational organizations representing superintendents, chief state school officers, school principals, school board members and NEA and AFT. This partnership provides a valuable toolkit of resources for highly skilled practitioners who may need direction or support.

Visit [bit.ly/NLMPresources](http://bit.ly/NLMPresources) for Resources from the national collaborative.

The diverse array of support within this ecosystem allows for varied engagement. Individuals can leverage the expertise of the NJLMC, Partner Districts and other providers for intentionally designed learning experiences tailored to their specific districts. Multidistrict opportunities and the hubs offer an interdistrict network for mutual support. Individual learning opportunities are designed to cultivate internal stewards of collaborative leadership.

---

*Kimberly Crane is an NJEA Communications Consultant and former president of the Highland Park Education Association. She can be reached at [kcrane@njea.org](mailto:kcrane@njea.org).*

*For more information on the New Jersey Labor Management Collaborative email Mike Ritzius, NJEA liaison to the New Jersey LMC at [Mike@lmcpartnerships.org](mailto:Mike@lmcpartnerships.org).*



Register at [bit.ly/4bS4fYa](http://bit.ly/4bS4fYa) to receive the NJLMC newsletter for updates on opportunities to participate.



# Pass the mic

## Representation without power isn't progress

By Brittany Lamb and Micah Dez

Access, opportunity and voice must be centered in decision-making spaces—not just appearances.

Shirley Chilsom said, “If they don’t give you a seat at the table, bring a folding chair.”

But what happens when you’re already seated at the table—and no one is listening?

It doesn’t matter if you’re in the room if your voice is ignored—or worse—intentionally muted. Whether it’s students sitting at their desks, community members attending board of education meetings, or representatives in delegate assemblies, stakeholders may be present, but their voices are too often left out of the conversation.

This happens regularly in the very spaces where decisions with long-lasting impact are made on behalf of students and educators. And, more often than not, the people making those decisions are the least affected by them.

### A system built to silence

By design, our voices are not just overlooked—they are actively suppressed. The people at the helm are not simply leaders; they are gatekeepers of power.

We see this in the policies that disproportionately impact marginalized communities. Uniform dress codes, for example, are heavily enforced in Black and brown schools, muting cultural and personal expression. Prepackaged curricula and relentless standardized testing strip educators of their professional judgment and stifle creativity in the classroom.

The increasing censorship of books and the deliberate erasure of America’s full history—often to make certain groups more “comfortable”—deprive students of truth and recognition. These actions prioritize convenience over honesty, and silence over learning.

Representation among staff is no better. In too many districts and union spaces, we are still celebrating “firsts” in leadership roles and counting diverse hires on a single hand. If we truly valued inclusion, these milestones would be the norm, not the exception.

### The illusion of inclusion

People often look around a room filled with diverse faces and declare, “We’ve made it!” But representation



Brittany Lamb



Micah Dez

alone is not power. It is visibility—but not necessarily voice, influence or agency.

These systems invite presence, but not participation. They welcome faces, but not voices. And the hard truth is: the system was never designed to hear us in the first place.

Until we dismantle the existing power structure, justice and equity will remain out of reach. Gatekeeping maintains the status quo, and the status quo protects power at the expense of progress—and most importantly, our students’ futures.

### Access and opportunity, not tokenism

We need to stop mistaking representation for equity. It is not enough to have a seat at the table if that seat comes with silence. True inclusion demands that we create spaces where people most affected by policies are also guiding those policies.

When we amplify voices, we often reach for a microphone. But that microphone is more than a tool—it’s a symbol of power. Too many of our students, educators and union members are left voiceless because they are absent from the rooms where real decisions are made.

It’s time to shift power, not just appearances. It’s time to pass the mic.

## NJEA Justice and Equity Fellowship

The NJEA Justice and Equity Fellowship is a groundbreaking initiative that empowers NJEA members committed to advancing justice and equity. The fellowship is designed to



develop members into justice and equity leaders who can effect meaningful change within the organization, their communities and across New Jersey.

Scan this QR code to learn more.

# HOLDING ON TO OUR HUMANITY

## LGBTQIA+ History Month and beyond

By Amy Moran, Ph.D.

In 1820, German-Jewish playwright Heinrich Heine wrote: “This was but a prelude; where they burn books, they ultimately burn people.”

On April 6, 1933, the Nazi German Student Association announced a nationwide initiative against “the un-German spirit” and developed a literary blacklist of titles, authors and topics they deemed objectionable. On May 10 of that same year, only 34 days later, a massive book burning event was scheduled, 40,000 people showed up to watch, and 5,000 students with blazing torches paraded past them, uninterrupted.

The German Minister of Propaganda declared that “The era of exaggerated Jewish intellectualism is now at an end,” entrusting that the flames would erase “the intellectual garbage of the past.” Within the month, 34 additional book burnings took place throughout Germany. Some 20,000 books were burned, including those the Nazis raided at the Institute for Sexual Science, founded in 1919, by the gay Jewish physician Magnus Hirschfeld, an LGBTQIA+ rights advocate who studied gender and sexuality.

**October is LGBTQIA+ History Month**, and many events in our nation today hark back to fascisms elsewhere in the past. We’re seeing the erosion of American humanity in the dissolution of social programs, in the disappearance of people legally attending their immigration hearings through unprecedented use of ICE agents, the deployment of National Guard troops in lower-crime areas for intimidation purposes, and the erasure of intersex and transgender people from government websites and policies governing healthcare, education, media and historic record.

Events that affirm fascist ideologies arise from multiple institutions simultaneously, and they happen fast. Since the current president’s Jan. 20, 2025, inauguration, the events at right (and others) impacting LGBTQIA+ people and our communities are arguably ideological backlash by white-supremacist heteropatriarchy against hard-fought progress.

---

*Amy Moran, Ph. D. (she/her) is an out queer educator, advocate and activist working to make education inclusive and affirming for all students and colleagues. She is a 31-year middle school teacher, was a high school GSA advisor for 16 years, served on NJEA’s Sexual Orientation and Gender Identity Committee and received NJEA’s Equality Champion Award.*

**Jan. 20, 2025:** The president signed the *Executive Order Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government*, falsely claiming only female and male sexes exist, dismissing the range of gender identities and expressions, and demanding discontinuation of previous guidelines, including:

- Back-to-School Message for Transgender Students from the U.S. departments of Justice, Education, and Health and Human Services
- U.S. Department of Education Toolkit: Creating Inclusive and Nondiscriminatory School Environments for LGBTQIA+ Students
- U.S. Department of Education Supporting LGBTQIA+ Youth and Families in School
- Supporting Intersex Students: A Resource for Students, Families, and Educators
- Confronting Anti-LGBTQIA+ Harassment in Schools: A Resource for Students and Families

**Feb. 13, 2025:** The National Park Service removed the word “queer” and the “T” for transgender from the Stonewall National Monument website, referring only to “LGB people.”

**March 27, 2025:** The president signed the *Executive Order Restoring Truth and Sanity to American History*, which attempts to whitewash otherwise events-based, social science-supported history in museums and elsewhere.

Actions like these are today’s book burnings. Erasing people and experiences to artificially glorify problematic parts of America’s past—rather than acknowledge, learn from and refuse to repeat them—serves to affirm a white-supremacist, capitalist, heteropatriarchal present. This kind of nationalism downplays cruelties, pretending they never happened and ultimately preparing to repeat them. However, teaching humanities, teaching humanely and working in schools with a humane ideology can help counteract it for our students.

Let us know how you’re incorporating LGBTQIA+ history in school and coping with this political/cultural moment at [RainbowConnectionNJEA@gmail.com](mailto:RainbowConnectionNJEA@gmail.com).

For more  
information,  
scan this  
QR code.



We help NJEA Members **SAVE BIG** on Major Purchases

[www.BuyersEdgeInc.com](http://www.BuyersEdgeInc.com)

Username: **3386** Password: **NJEA**

APPLIANCES



CARS



FURNITURE



KITCHENS



JEWELRY



CRUISES & TRAVEL



PET INSURANCE



HOME SALES & MORTGAGES



HOME SECURITY



SOLAR



**NJEA Sponsored Member Benefit**

**Savings on many Major Purchases!**

|                              |                     |                      |               |
|------------------------------|---------------------|----------------------|---------------|
| <b>Appliances-TV's</b>       | <b>800-377-3700</b> | Mortgage Financing   | 800-971-7721  |
| <b>Cars - New &amp; Used</b> | <b>800-543-8381</b> | Moving Service       | 800-356-7771  |
| Credit Counseling            | (see website)       | Pet Insurance        | (see website) |
| <b>Furniture-Mattresses</b>  | <b>800-631-0286</b> | Real Estate-Buy/Sell | (see website) |
| Home Security Sys.           | 888 995-2661        | Solar                | 800-558-1920  |
| Jewelry-Diamonds             | 800-635-9136        | Travel-Cruises       | 800-634-8538  |
| <b>Kitchen Cabinets</b>      | <b>800-327-3599</b> | ...and many more!    |               |

Need help M-F, 9-5: 800-755-5008

**BUYER'S EDGE INC.**

LOW PRICE GUARANTEED!

**BuyersEdgeInc.com**

Username: **3386** Password: **NJEA**

**njea** Member Benefits

**NJEA MEMBERS & FAMILY  
A MAJOR RATE HIKE IS COMING**

**GO SOLAR & SAVE!**

Utility rates are rising in June, but you don't have to pay more. As the **exclusive solar provider for Buyer's Edge Inc.**, Rise Solar helps you lock in lower energy costs—no credit check required!

**ACT NOW BEFORE RATES GO UP!**

- ▶ \$0 out-of-pocket
- ▶ No credit check options
- ▶ Roof replacement included if necessary
- ▶ \$500 customer rebate check after installation

**800-558-1920**

Get a Free Quote



**RISE**  
S O L A R



## Do you have a financial plan? NJEA can help!

October is financial planning month. NJEA and NEA Member Benefits partners can help you develop a plan for a secure financial future for you and your family.



### NJEA Income Protection Program

**Disability, Hospitalization, and Critical Illness Insurance:** Provided by Prudential, this program is uniquely designed for educators and ensures you will still receive a paycheck after an injury or illness, which includes pregnancy and mental health. Call 800-727-3414 (Prompt #3) to speak to a representative from Educators Insurance Services or visit the new **NJEA Education Hub** at [www.prudential.com/NJEA](http://www.prudential.com/NJEA) to learn how these insurance plans can help you protect your income—and prioritize your wellbeing.



### NEA Life Insurance

**You have free insurance included with your membership.** Additional life insurance policies are also available to ensure that your loved ones are protected. Name Your Beneficiary on your free life insurance policy or learn about additional protections by contacting the NEA Member Service Center at 800-637-4636 or visit [neamb.com/start](http://neamb.com/start).



### NEA Retirement Program – Financial Planning

Make sure you're saving enough for your kids' college fund, retirement and anything else. Find financial planning resources and specialists to help with all your financial planning goals at [neamb.com/retirement-goals](http://neamb.com/retirement-goals).



### Webinars

#### What is Income Protection and Why is it Important?

Attend our free webinar on Oct. 8 at 4:30 p.m.  
Register at [njea.org/mbwebinars](http://njea.org/mbwebinars).

#### Holiday Shopping Hacks and Car-Buying Tips

Attend our free webinar on Nov. 12 at 4:30 p.m.  
Register at [njea.org/mbwebinars](http://njea.org/mbwebinars).



For even more information, resources, and discounts:  
[memberbenefits.njea.org](http://memberbenefits.njea.org)

Questions? Email  
Beth Buonsante at  
[bbuonsante@njea.org](mailto:bbuonsante@njea.org).

46<sup>th</sup> Annual George M. Adams

# Boardwalk Run & Fun Walk

FRIDAY, NOV. 7, 2025 | 9 A.M. | RUN AND WALK

Clip, complete, & mail to:

**NJEA Boardwalk Run**  
NJEA c/o WSFS  
PO Box 13661  
Philadelphia PA 19101-3661

**Deadline for pre-entries Oct. 28**  
Make checks payable to "NJEA"

Name \_\_\_\_\_ Age \_\_\_\_\_  
(as of 11/7/2025)

Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Local Assn \_\_\_\_\_

Phone # \_\_\_\_\_ County \_\_\_\_\_

Email \_\_\_\_\_

Shirt Size (Circle): XXL XL L M

Please choose **ALL** that apply:  NJEA Member |  Female |  Run  
 Nonmember |  Male |  Walk

Pre-entry runners may pick up their numbers – and post-entry competitors may register for the race – at special Race Booth in the Convention Center on Thursday, Nov. 6 all day or at Registration Table at Boardwalk Convention Hall lobby at 8 a.m. on Friday, Nov. 7. Registration for the 5,000-meter Run closes at 8:30 a.m. on Friday Nov. 7. Shirts must be picked up prior to the race or after the race on Friday, Nov. 7.

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: (if under age 18) \_\_\_\_\_ Date: \_\_\_\_\_

FOR NJEA USE ONLY:  CASH \_\_\_\_\_  CHECK \_\_\_\_\_  NUMBER \_\_\_\_\_

**LENGTH:** 5,000-meter race  
(3.1 miles)

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

**AWARDS:** First NJEA male and first NJEA female runner will receive awards.

Ceremony immediately following race at Boardwalk Hall.

**PICK UP NUMBER** on Thursday, if possible, at the Boardwalk Run Booth.

All participants who complete the 5K will receive a finisher medal.

**REGISTRATION FEES:**

\$25 – pre-entry includes running shirt

\$15 – No shirt

\$30 – Thursday & Friday (includes shirt)

## Scan below

for online registration



# OCTOBER & beyond

Visit [njea.org/events](http://njea.org/events) for a full schedule NJEA meetings, conferences, and workshops.

**SATURDAY**

**OCT 04**

**FAST Showcase Health and Safety Showcase**

**WEDNESDAY**

**NOV 05**

**Executive Committee meeting**

**SATURDAY**

**NOV 08**

**Delegate Assembly**

**WEDNESDAY**

**OCT 15**

**Executive Committee meeting**

**WED & THURS**

**NOV 05-06**

**NJREA Convention**

**WEDNESDAY**

**DEC 10**

**Executive Committee meeting**

**FRI & SAT**

**OCT 24-25**

**Jim George Collective Summit**

**THURS & FRI**

**NOV 06-07**

**NJEA Convention**

**FRIDAY**

**JAN 09**

**Executive Committee meeting**

For more information go to [NJEA.org](http://NJEA.org)

## Statement of Ownership

**UNITED STATES POSTAL SERVICE** Statement of Ownership, Management, and Circulation (Requester Publications Only)

1. Publication Title: **NJEA REVIEW**

2. Issue Frequency: **Quarterly**

3. Issue Date for Circulation Data Below: **September 01, 2025**

4. Extent and Nature of Circulation: **Eleven Times or Year**

5. Annual Subscription Price (if any): **\$5**

6. Total Number of Copies (Net press run): **181,226**

7. Total Number of Paid and Unpaid Copies (Sum of 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 8j, 8k, 8l, 8m, 8n, 8o, 8p, 8q, 8r, 8s, 8t, 8u, 8v, 8w, 8x, 8y, 8z, 8aa, 8ab, 8ac, 8ad, 8ae, 8af, 8ag, 8ah, 8ai, 8aj, 8ak, 8al, 8am, 8an, 8ao, 8ap, 8aq, 8ar, 8as, 8at, 8au, 8av, 8aw, 8ax, 8ay, 8az, 8ba, 8bb, 8bc, 8bd, 8be, 8bf, 8bg, 8bh, 8bi, 8bj, 8bk, 8bl, 8bm, 8bn, 8bo, 8bp, 8bq, 8br, 8bs, 8bt, 8bu, 8bv, 8bw, 8bx, 8by, 8bz, 8ca, 8cb, 8cc, 8cd, 8ce, 8cf, 8cg, 8ch, 8ci, 8cj, 8ck, 8cl, 8cm, 8cn, 8co, 8cp, 8cq, 8cr, 8cs, 8ct, 8cu, 8cv, 8cw, 8cx, 8cy, 8cz, 8da, 8db, 8dc, 8dd, 8de, 8df, 8dg, 8dh, 8di, 8dj, 8dk, 8dl, 8dm, 8dn, 8do, 8dp, 8dq, 8dr, 8ds, 8dt, 8du, 8dv, 8dw, 8dx, 8dy, 8dz, 8ea, 8eb, 8ec, 8ed, 8ee, 8ef, 8eg, 8eh, 8ei, 8ej, 8ek, 8el, 8em, 8en, 8eo, 8ep, 8eq, 8er, 8es, 8et, 8eu, 8ev, 8ew, 8ex, 8ey, 8ez, 8fa, 8fb, 8fc, 8fd, 8fe, 8ff, 8fg, 8fh, 8fi, 8fj, 8fk, 8fl, 8fm, 8fn, 8fo, 8fp, 8fq, 8fr, 8fs, 8ft, 8fu, 8fv, 8fw, 8fx, 8fy, 8fz, 8ga, 8gb, 8gc, 8gd, 8ge, 8gf, 8gg, 8gh, 8gi, 8gj, 8gk, 8gl, 8gm, 8gn, 8go, 8gp, 8gq, 8gr, 8gs, 8gt, 8gu, 8gv, 8gw, 8gx, 8gy, 8gz, 8ha, 8hb, 8hc, 8hd, 8he, 8hf, 8hg, 8hh, 8hi, 8hj, 8hk, 8hl, 8hm, 8hn, 8ho, 8hp, 8hq, 8hr, 8hs, 8ht, 8hu, 8hv, 8hw, 8hx, 8hy, 8hz, 8ia, 8ib, 8ic, 8id, 8ie, 8if, 8ig, 8ih, 8ii, 8ij, 8ik, 8il, 8im, 8in, 8io, 8ip, 8iq, 8ir, 8is, 8it, 8iu, 8iv, 8iw, 8ix, 8iy, 8iz, 8ja, 8jb, 8jc, 8jd, 8je, 8jf, 8jg, 8jh, 8ji, 8jj, 8jk, 8jl, 8jm, 8jn, 8jo, 8jp, 8jq, 8jr, 8js, 8jt, 8ju, 8jv, 8jw, 8jx, 8jy, 8jz, 8ka, 8kb, 8kc, 8kd, 8ke, 8kf, 8kg, 8kh, 8ki, 8kj, 8kk, 8kl, 8km, 8kn, 8ko, 8kp, 8kq, 8kr, 8ks, 8kt, 8ku, 8kv, 8kw, 8kx, 8ky, 8kz, 8la, 8lb, 8lc, 8ld, 8le, 8lf, 8lg, 8lh, 8li, 8lj, 8lk, 8ll, 8lm, 8ln, 8lo, 8lp, 8lq, 8lr, 8ls, 8lt, 8lu, 8lv, 8lw, 8lx, 8ly, 8lz, 8ma, 8mb, 8mc, 8md, 8me, 8mf, 8mg, 8mh, 8mi, 8mj, 8mk, 8ml, 8mm, 8mn, 8mo, 8mp, 8mq, 8mr, 8ms, 8mt, 8mu, 8mv, 8mw, 8mx, 8my, 8mz, 8na, 8nb, 8nc, 8nd, 8ne, 8nf, 8ng, 8nh, 8ni, 8nj, 8nk, 8nl, 8nm, 8nn, 8no, 8np, 8nq, 8nr, 8ns, 8nt, 8nu, 8nv, 8nw, 8nx, 8ny, 8nz, 8oa, 8ob, 8oc, 8od, 8oe, 8of, 8og, 8oh, 8oi, 8oj, 8ok, 8ol, 8om, 8on, 8oo, 8op, 8oq, 8or, 8os, 8ot, 8ou, 8ov, 8ow, 8ox, 8oy, 8oz, 8pa, 8pb, 8pc, 8pd, 8pe, 8pf, 8pg, 8ph, 8pi, 8pj, 8pk, 8pl, 8pm, 8pn, 8po, 8pp, 8pq, 8pr, 8ps, 8pt, 8pu, 8pv, 8pw, 8px, 8py, 8pz, 8qa, 8qb, 8qc, 8qd, 8qe, 8qf, 8qg, 8qh, 8qi, 8qj, 8qk, 8ql, 8qm, 8qn, 8qo, 8qp, 8qq, 8qr, 8qs, 8qt, 8qu, 8qv, 8qw, 8qx, 8qy, 8qz, 8ra, 8rb, 8rc, 8rd, 8re, 8rf, 8rg, 8rh, 8ri, 8rj, 8rk, 8rl, 8rm, 8rn, 8ro, 8rp, 8rq, 8rr, 8rs, 8rt, 8ru, 8rv, 8rw, 8rx, 8ry, 8rz, 8sa, 8sb, 8sc, 8sd, 8se, 8sf, 8sg, 8sh, 8si, 8sj, 8sk, 8sl, 8sm, 8sn, 8so, 8sp, 8sq, 8sr, 8ss, 8st, 8su, 8sv, 8sw, 8sx, 8sy, 8sz, 8ta, 8tb, 8tc, 8td, 8te, 8tf, 8tg, 8th, 8ti, 8tj, 8tk, 8tl, 8tm, 8tn, 8to, 8tp, 8tq, 8tr, 8ts, 8tt, 8tu, 8tv, 8tw, 8tx, 8ty, 8tz, 8ua, 8ub, 8uc, 8ud, 8ue, 8uf, 8ug, 8uh, 8ui, 8uj, 8uk, 8ul, 8um, 8un, 8uo, 8up, 8uq, 8ur, 8us, 8ut, 8uu, 8uv, 8uw, 8ux, 8uy, 8uz, 8va, 8vb, 8vc, 8vd, 8ve, 8vf, 8vg, 8vh, 8vi, 8vj, 8vk, 8vl, 8vm, 8vn, 8vo, 8vp, 8vq, 8vr, 8vs, 8vt, 8vu, 8vv, 8vw, 8vx, 8vy, 8vz, 8wa, 8wb, 8wc, 8wd, 8we, 8wf, 8wg, 8wh, 8wi, 8wj, 8wk, 8wl, 8wm, 8wn, 8wo, 8wp, 8wq, 8wr, 8ws, 8wt, 8wu, 8wv, 8ww, 8wx, 8wy, 8wz, 8xa, 8xb, 8xc, 8xd, 8xe, 8xf, 8xg, 8xh, 8xi, 8xj, 8xk, 8xl, 8xm, 8xn, 8xo, 8xp, 8xq, 8xr, 8xs, 8xt, 8xu, 8xv, 8xw, 8xx, 8xy, 8xz, 8ya, 8yb, 8yc, 8yd, 8ye, 8yf, 8yg, 8yh, 8yi, 8yj, 8yk, 8yl, 8ym, 8yn, 8yo, 8yp, 8yq, 8yr, 8ys, 8yt, 8yu, 8yv, 8yw, 8yx, 8yy, 8yz, 8za, 8zb, 8zc, 8zd, 8ze, 8zf, 8zg, 8zh, 8zi, 8zj, 8zk, 8zl, 8zm, 8zn, 8zo, 8zp, 8zq, 8zr, 8zs, 8zt, 8zu, 8zv, 8zw, 8zx, 8zy, 8zz, 9aa, 9ab, 9ac, 9ad, 9ae, 9af, 9ag, 9ah, 9ai, 9aj, 9ak, 9al, 9am, 9an, 9ao, 9ap, 9aq, 9ar, 9as, 9at, 9au, 9av, 9aw, 9ax, 9ay, 9az, 9ba, 9bb, 9bc, 9bd, 9be, 9bf, 9bg, 9bh, 9bi, 9bj, 9bk, 9bl, 9bm, 9bn, 9bo, 9bp, 9bq, 9br, 9bs, 9bt, 9bu, 9bv, 9bw, 9bx, 9by, 9bz, 9ca, 9cb, 9cc, 9cd, 9ce, 9cf, 9cg, 9ch, 9ci, 9cj, 9ck, 9cl, 9cm, 9cn, 9co, 9cp, 9cq, 9cr, 9cs, 9ct, 9cu, 9cv, 9cw, 9cx, 9cy, 9cz, 9da, 9db, 9dc, 9dd, 9de, 9df, 9dg, 9dh, 9di, 9dj, 9dk, 9dl, 9dm, 9dn, 9do, 9dp, 9dq, 9dr, 9ds, 9dt, 9du, 9dv, 9dw, 9dx, 9dy, 9dz, 9ea, 9eb, 9ec, 9ed, 9ee, 9ef, 9eg, 9eh, 9ei, 9ej, 9ek, 9el, 9em, 9en, 9eo, 9ep, 9eq, 9er, 9es, 9et, 9eu, 9ev, 9ew, 9ex, 9ey, 9ez, 9fa, 9fb, 9fc, 9fd, 9fe, 9ff, 9fg, 9fh, 9fi, 9fj, 9fk, 9fl, 9fm, 9fn, 9fo, 9fp, 9fq, 9fr, 9fs, 9ft, 9fu, 9fv, 9fw, 9fx, 9fy, 9fz, 9ga, 9gb, 9gc, 9gd, 9ge, 9gf, 9gg, 9gh, 9gi, 9gj, 9gk, 9gl, 9gm, 9gn, 9go, 9gp, 9gq, 9gr, 9gs, 9gt, 9gu, 9gv, 9gw, 9gx, 9gy, 9gz, 9ha, 9hb, 9hc, 9hd, 9he, 9hf, 9hg, 9hh, 9hi, 9hj, 9hk, 9hl, 9hm, 9hn, 9ho, 9hp, 9hq, 9hr, 9hs, 9ht, 9hu, 9hv, 9hw, 9hx, 9hy, 9hz, 9ia, 9ib, 9ic, 9id, 9ie, 9if, 9ig, 9ih, 9ii, 9ij, 9ik, 9il, 9im, 9in, 9io, 9ip, 9iq, 9ir, 9is, 9it, 9iu, 9iv, 9iw, 9ix, 9iy, 9iz, 9ja, 9jb, 9jc, 9jd, 9je, 9jf, 9jg, 9jh, 9ji, 9jj, 9jk, 9jl, 9jm, 9jn, 9jo, 9jp, 9jq, 9jr, 9js, 9jt, 9ju, 9jv, 9jw, 9jx, 9jy, 9jz, 9ka, 9kb, 9kc, 9kd, 9ke, 9kf, 9kg, 9kh, 9ki, 9kj, 9kk, 9kl, 9km, 9kn, 9ko, 9kp, 9kq, 9kr, 9ks, 9kt, 9ku, 9kv, 9kw, 9kx, 9ky, 9kz, 9la, 9lb, 9lc, 9ld, 9le, 9lf, 9lg, 9lh, 9li, 9lj, 9lk, 9ll, 9lm, 9ln, 9lo, 9lp, 9lq, 9lr, 9ls, 9lt, 9lu, 9lv, 9lw, 9lx, 9ly, 9lz, 9ma, 9mb, 9mc, 9md, 9me, 9mf, 9mg, 9mh, 9mi, 9mj, 9mk, 9ml, 9mm, 9mn, 9mo, 9mp, 9mq, 9mr, 9ms, 9mt, 9mu, 9mv, 9mw, 9mx, 9my, 9mz, 9na, 9nb, 9nc, 9nd, 9ne, 9nf, 9ng, 9nh, 9ni, 9nj, 9nk, 9nl, 9nm, 9nn, 9no, 9np, 9nq, 9nr, 9ns, 9nt, 9nu, 9nv, 9nw, 9nx, 9ny, 9nz, 9oa, 9ob, 9oc, 9od, 9oe, 9of, 9og, 9oh, 9oi, 9oj, 9ok, 9ol, 9om, 9on, 9oo, 9op, 9oq, 9or, 9os, 9ot, 9ou, 9ov, 9ow, 9ox, 9oy, 9oz, 9pa, 9pb, 9pc, 9pd, 9pe, 9pf, 9pg, 9ph, 9pi, 9pj, 9pk, 9pl, 9pm, 9pn, 9po, 9pp, 9pq, 9pr, 9ps, 9pt, 9pu, 9pv, 9pw, 9px, 9py, 9pz, 9qa, 9qb, 9qc, 9qd, 9qe, 9qf, 9qg, 9qh, 9qi, 9qj, 9qk, 9ql, 9qm, 9qn, 9qo, 9qp, 9qq, 9qr, 9qs, 9qt, 9qu, 9qv, 9qw, 9qx, 9qy, 9qz, 9ra, 9rb, 9rc, 9rd, 9re, 9rf, 9rg, 9rh, 9ri, 9rj, 9rk, 9rl, 9rm, 9rn, 9ro, 9rp, 9rq, 9rr, 9rs, 9rt, 9ru, 9rv, 9rw, 9rx, 9ry, 9rz, 9sa, 9sb, 9sc, 9sd, 9se, 9sf, 9sg, 9sh, 9si, 9sj, 9sk, 9sl, 9sm, 9sn, 9so, 9sp, 9sq, 9sr, 9ss, 9st, 9su, 9sv, 9sw, 9sx, 9sy, 9sz, 9ta, 9tb, 9tc, 9td, 9te, 9tf, 9tg, 9th, 9ti, 9tj, 9tk, 9tl, 9tm, 9tn, 9to, 9tp, 9tq, 9tr, 9ts, 9tt, 9tu, 9tv, 9tw, 9tx, 9ty, 9tz, 9ua, 9ub, 9uc, 9ud, 9ue, 9uf, 9ug, 9uh, 9ui, 9uj, 9uk, 9ul, 9um, 9un, 9uo, 9up, 9uq, 9ur, 9us, 9ut, 9uu, 9uv, 9uw, 9ux, 9uy, 9uz, 9va, 9vb, 9vc, 9vd, 9ve, 9vf, 9vg, 9vh, 9vi, 9vj, 9vk, 9vl, 9vm, 9vn, 9vo, 9vp, 9vq, 9vr, 9vs, 9vt, 9vu, 9vv, 9vw, 9vx, 9vy, 9vz, 9wa, 9wb, 9wc, 9wd, 9we, 9wf, 9wg, 9wh, 9wi, 9wj, 9wk, 9wl, 9wm, 9wn, 9wo, 9wp, 9wq, 9wr, 9ws, 9wt, 9wu, 9wv, 9ww, 9wx, 9wy, 9wz, 9xa, 9xb, 9xc, 9xd, 9xe, 9xf, 9xg, 9xh, 9xi, 9xj, 9xk, 9xl, 9xm, 9xn, 9xo, 9xp, 9xq, 9xr, 9xs, 9xt, 9xu, 9xv, 9xw, 9xx, 9xy, 9xz, 9ya, 9yb, 9yc, 9yd, 9ye, 9yf, 9yg, 9yh, 9yi, 9yj, 9yk, 9yl, 9ym, 9yn, 9yo, 9yp, 9yq, 9yr, 9ys, 9yt, 9yu, 9yv, 9yw, 9yx, 9yy, 9yz, 9za, 9zb, 9zc, 9zd, 9ze, 9zf, 9zg, 9zh, 9zi, 9zj, 9zk, 9zl, 9zm, 9zn, 9zo, 9zp, 9zq, 9zr, 9zs, 9zt, 9zu, 9zv, 9zw, 9zx, 9zy, 9zz

13. Publication Title: **NJEA REVIEW**

14. Issue Date for Circulation Data Below: **September 01, 2025**

15. Extent and Nature of Circulation: **Eleven Times or Year**

16. Total Number of Copies (Net press run): **181,226**

17. Total Number of Paid and Unpaid Copies (Sum of 17a, 17b, 17c, 17d, 17e, 17f, 17g, 17h, 17i, 17j, 17k, 17l, 17m, 17n, 17o, 17p, 17q, 17r, 17s, 17t, 17u, 17v, 17w, 17x, 17y, 17z, 17aa, 17ab, 17ac, 17ad, 17ae, 17af, 17ag, 17ah, 17ai, 17aj, 17ak, 17al, 17am, 17an, 17ao, 17ap, 17aq, 17ar, 17as, 17at, 17au, 17av, 17aw, 17ax, 17ay, 17az, 17ba, 17bb, 17bc, 17bd, 17be, 17bf, 17bg, 17bh, 17bi, 17bj, 17bk, 17bl, 17bm, 17bn, 17bo, 17bp, 17bq, 17br, 17bs, 17bt, 17bu, 17bv, 17bw, 17bx, 17by, 17bz, 17ca, 17cb, 17cc, 17cd, 17ce, 17cf, 17cg, 17ch, 17ci, 17cj, 17ck, 17cl, 17cm, 17cn, 17co, 17cp, 17cq, 17cr, 17cs, 17ct, 17cu, 17cv, 17cw, 17cx, 17cy, 17cz, 17da, 17db, 17dc, 17dd, 17de, 17df, 17dg, 17dh, 17di, 17dj, 17dk, 17dl, 17dm, 17dn, 17do, 17dp, 17dq, 17dr, 17ds, 17dt, 17du, 17dv, 17dw, 17dx, 17dy, 17dz, 17ea, 17eb, 17ec, 17ed, 17ee, 17ef, 17eg, 17eh, 17ei, 17ej, 17ek, 17el, 17em, 17en, 17eo, 17ep, 17eq, 17er, 17es, 17et, 17eu, 17ev, 17ew, 17ex, 17ey, 17ez, 17fa, 17fb, 17fc, 17fd, 17fe, 17ff, 17fg, 17fh, 17fi, 17fj, 17fk, 17fl, 17fm, 17fn, 17fo, 17fp, 17fq, 17fr, 17fs, 17ft, 17fu, 17fv, 17fw, 17fx, 17fy, 17fz, 17ga, 17gb, 17gc, 17gd, 17ge, 17gf, 17gg, 17gh, 17gi, 17gj, 17gk, 17gl, 17gm, 17gn, 17go, 17gp, 17gq, 17gr, 17gs, 17gt, 17gu, 17gv, 17gw, 17gx, 17gy, 17gz, 17ha, 17hb, 17hc, 17hd, 17he, 17hf, 17hg, 17hh, 17hi, 17hj, 17hk, 17hl, 17hm, 17hn, 17ho, 17hp, 17hq, 17hr, 17hs, 17ht, 17hu, 17hv, 17hw, 17hx, 17hy, 17hz, 17ia, 17ib, 17ic, 17id, 17ie, 17if, 17ig, 17ih, 17ii, 17ij, 17ik, 17il, 17im, 17in, 17io, 17ip, 17iq, 17ir, 17is, 17it, 17iu, 17iv, 17iw, 17ix, 17iy, 17iz, 17ja, 17jb, 17jc, 17jd, 17je, 17jf, 17jg, 17jh, 17ji, 17jj, 17jk, 17jl, 17jm, 17jn, 17jo, 17jp, 17jq, 17jr, 17js, 17jt, 17ju, 17jv, 17jw, 17jx, 17jy, 17jz, 17ka, 17kb, 17kc, 17kd, 17ke, 17kf, 17kg, 17kh, 17ki, 17kj, 17kk, 17kl, 17km, 17kn, 17ko, 17kp, 17kq, 17kr, 17ks, 17kt, 17ku, 17kv, 17kw, 17kx, 17ky, 17kz, 17la, 17lb, 17lc, 17ld, 17le, 17lf, 17lg, 17lh, 17li, 17lj, 17lk, 17ll, 17lm, 17ln, 17lo, 17lp, 17lq, 17lr, 17ls, 17lt, 17lu, 17lv, 17lw, 17lx, 17ly, 17lz, 17ma, 17mb, 17mc, 17md, 17me, 17mf, 17mg, 17mh, 17mi, 17mj, 17mk, 17ml, 17mm, 17mn, 17mo, 17mp, 17mq, 17mr, 17ms, 17mt, 17mu, 17mv, 17mw, 17mx, 17my, 17mz, 17na, 17nb, 17nc, 17nd, 17ne, 17nf, 17ng, 17nh, 17ni, 17nj, 17nk, 17nl, 17nm, 17nn, 17no, 17np, 17nq, 17nr, 17ns, 17nt, 17nu, 17nv, 17nw, 17nx, 17ny, 17nz, 17oa, 17ob, 17oc, 17od, 17oe, 17of, 17og, 17oh, 17oi, 17oj, 17ok, 17ol, 17om, 17on, 17oo, 17op, 17oq, 17or, 17os, 17ot, 17ou, 17ov, 17ow, 17ox, 17oy, 17oz, 17pa, 17pb, 17pc, 17pd, 17pe, 17pf, 17pg, 17ph, 17pi, 17pj, 17pk, 17pl, 17pm, 17pn, 17po, 17pp, 17pq, 17pr, 17ps, 17pt, 17pu, 17pv, 17pw, 17px, 17py, 17pz, 17qa, 17qb, 17qc, 17qd, 17qe, 17qf, 17qg, 17qh, 17qi, 17qj, 17qk, 17ql, 17qm, 17qn, 17qo, 17qp, 17qq, 17qr, 17qs, 17qt, 17qu, 17qv, 17qw, 17qx, 17qy, 17qz, 17ra, 17rb, 17rc, 17rd, 17re, 17rf, 17rg, 17rh, 17ri, 17rj, 17rk, 17rl, 17rm, 17rn, 17ro, 17rp, 17rq, 17rr, 17rs, 17rt, 17ru, 17rv, 17rw, 17rx, 17ry, 17rz, 17sa, 17sb, 17sc, 17sd, 17se, 17sf, 17sg, 17sh, 17si, 17sj, 17sk, 17sl, 17sm, 17sn, 17so, 17sp, 17sq, 17sr, 17ss, 17st, 17su, 17sv, 17sw, 17sx, 17sy, 17sz, 17ta, 17tb, 17tc, 17td, 17te, 17tf, 17tg, 17th, 17ti, 17tj, 17tk, 17tl, 17tm, 17tn, 17to, 17tp, 17tq, 17tr, 17ts, 17tt, 17tu, 17tv, 17tw, 17tx, 17ty, 17tz, 17ua, 17ub, 17uc, 17ud, 17ue, 17uf, 17ug, 17uh, 17ui, 17uj, 17uk, 17ul, 17um, 17un, 17uo, 17up, 17uq, 17ur, 17us, 17ut, 17uu, 17uv, 17uw, 17ux, 17uy, 17uz, 17va, 17vb, 17vc, 17vd, 17ve, 17vf, 17vg, 17vh, 17vi, 17vj, 17vk, 17vl, 17vm, 17vn, 17vo, 17vp, 17vq, 17vr, 17vs, 17vt, 17vu, 17vv, 17vw, 17vx, 17vy, 17vz, 17wa, 17wb, 17wc, 17wd, 17we, 17wf, 17wg, 17wh, 17wi, 17wj, 17wk, 17wl, 17wm, 17wn, 17wo, 17wp, 17wq, 17wr, 17ws, 17wt, 17wu, 17wv, 17ww, 17wx, 17wy, 17wz, 17xa, 17xb, 17xc, 17xd, 17xe, 17xf, 17xg, 17xh, 17xi, 17xj, 17xk, 17xl, 17xm, 17xn, 17xo, 17xp, 17xq, 17xr, 17xs, 17xt, 17xu, 17xv, 17xw, 17xx, 17xy, 17xz, 17ya, 17yb, 17yc, 17yd, 17ye, 17yf, 17yg, 17yh, 17yi, 17yj, 17yk, 17yl, 17ym, 17yn, 17yo, 17yp, 17yq, 17yr, 17ys, 17yt, 17yu, 17yv, 17yw, 17yx, 17yy, 17yz, 17za, 17zb, 17zc, 17zd, 17ze, 17zf, 17zg, 17zh, 17zi, 17zj, 17zk, 17zl, 17zm, 17zn, 17zo, 17zp, 17zq, 17zr, 17zs, 17zt, 17zu, 17zv, 17zw, 17zx, 17zy, 17zz

**UNITED STATES POSTAL SERVICE** Statement of Ownership, Management, and Circulation (Requester Publications Only)

18. Publication Title: **NJEA REVIEW**

19. Issue Date for Circulation Data Below: **September 01, 2025**

20. Extent and Nature of Circulation: **Eleven Times or Year**

21. Total Number of Copies (Net press run): **181,226**

22. Total Number of Paid and Unpaid Copies (Sum of 22a, 22b, 22c, 22d, 22e, 22f, 22g, 22h, 22i, 22j, 22k, 22l, 22m, 22n, 22o, 22p, 22q, 22r, 22s, 22t, 22u, 22v, 22w, 22x, 22y, 22z, 22aa, 22ab, 22ac, 22ad, 22ae, 22af, 22ag, 22ah, 22ai, 22aj, 22ak, 22al, 22am, 22an, 22ao, 22ap, 22aq, 22ar, 22as, 22at, 22au, 22av, 22aw, 22ax, 22ay, 22az, 22ba, 22bb, 22bc, 22bd, 22be, 22bf, 22bg, 22bh, 22bi, 22bj, 22bk, 22bl, 22bm, 22bn, 22bo, 22bp, 22bq, 22br, 22bs, 22bt, 22bu, 22bv, 22bw, 22bx, 22by, 22bz, 22ca, 22cb, 22cc, 22cd, 22ce, 22cf, 22cg, 22ch, 22ci, 22cj, 22ck, 22cl, 22cm, 22cn, 22co, 22cp, 22cq, 22cr, 22cs, 22ct, 22cu, 22cv, 22cw, 22cx, 22cy, 22cz, 22da, 22db, 22dc, 22dd, 22de, 22df, 22dg, 22dh, 22di, 22dj, 22dk, 22dl, 22dm, 22dn, 22do, 22dp, 22dq, 22dr, 22ds, 22dt, 22du, 22dv, 22dw, 22dx, 22dy, 22dz, 22ea, 22eb, 22ec, 22ed, 22ee, 22ef, 22eg, 22eh, 22ei, 22ej, 22ek, 22el, 22em, 22en, 22eo, 22ep, 22eq, 22er, 22es, 22et, 22eu, 22ev, 22ew, 22ex, 22ey, 22ez, 22fa, 22fb, 22fc, 22fd, 22fe, 22ff, 22fg, 22fh, 22fi, 22fj, 22fk, 22fl, 22fm, 22fn, 22fo, 22fp, 22fq, 22fr, 22fs, 22ft, 22fu, 22fv, 22fw, 22fx, 22fy, 22fz, 22ga, 22gb, 22gc, 22gd, 22ge, 22gf, 22gg, 22gh, 22gi, 22gj, 22gk, 22gl, 22gm, 22gn, 22go, 22gp, 22gq, 22gr, 22gs, 22gt, 22gu, 22gv, 22gw, 22gx, 22gy, 22gz, 22ha, 22hb, 22hc, 22hd, 22he, 22hf, 22hg, 22hh, 22hi, 22hj, 22hk, 22hl, 22hm, 22hn, 22ho, 22hp, 22hq, 22hr, 22hs, 22ht, 22hu, 22hv, 22hw, 22hx, 22hy, 22hz, 22ia, 22ib, 22ic, 22id, 22ie, 22if, 22ig, 22ih, 22ii, 22ij, 22ik, 22il, 22im, 22in, 22io, 22ip, 22iq, 22ir, 22is, 22it, 22iu, 22iv, 22iw, 22ix, 22iy, 22iz, 22ja, 22jb, 22jc, 22jd, 22je, 22jf, 22jg, 22jh, 22ji, 22jj, 22jk, 22jl, 22jm, 22jn, 22jo, 22jp, 22jq, 22jr, 22js, 22jt, 22ju, 22jv, 22jw, 22jx, 22jy, 22jz, 22ka, 22kb, 22kc, 22kd, 22ke, 22kf, 22kg, 22kh, 22ki, 22kj, 22kk, 22kl, 22km, 22kn, 22ko, 22kp, 22kq, 22kr, 22ks, 22kt, 22ku, 22kv, 22kw, 22kx, 22ky, 22kz, 22la, 22lb, 22lc, 22ld, 22le, 22lf, 22lg, 22lh, 22li, 22lj, 22lk, 22ll, 22lm, 22ln, 22lo, 22lp, 22lq, 22lr, 22ls, 22lt, 22lu, 22lv, 22lw, 22lx, 22ly, 22lz, 22ma, 22mb, 22mc, 22md,

## WHY THE NEXT GOVERNOR'S PENSION FUNDING PLAN MATTERS

For the last five years, Gov. Phil Murphy has done something no governor has done since 1996. He has fully funded the pension systems. This commitment shows that he values the work of New Jersey's public employees—including those of us who work in the state's public schools.

The state's pension payment for fiscal year 2025 was \$7.2 billion. That's 12.7% of a \$56.6 billion budget. Had the state fully funded the system since 1996, the annual payment would be closer to \$1 billion, only 1.8% of the state budget. If we stay the course, we will reduce the burden to the benefit of both retirees and taxpayers.

12.7% is undoubtedly a large portion of the total state budget. But 85% of that payment is for the 25 years the state failed to prefund the system. Because of the damage to the pension system for a quarter of a century, it will take more than five full payments to dig out of the hole prior politicians dug.

That means that we cannot let up on demanding that future governors continue to fully fund the pension in every budget.

### Jack Ciattarelli is wrong about pensions

Jack Ciattarelli makes it clear on his website that he is not committed to maintaining the Teachers' Pension and Annuity Fund (TPAF) and the Public Employees Retirement System (PERS). These are defined benefit systems, meaning that your retirement income is guaranteed for the rest of your life. Such a guarantee does not exist in a defined contribution system.

But compare what Ciattarelli's campaign website says about his commitment to police and fire pensions compared to the pensions of "teachers and other faculty."

For police and fire: "Jack will restore the COLA for police and fire (PFRS) pensions. Following that, he will protect those pensions by mandating absolutely NO changes for current workers, retirees, or future recruits, nor other compensation changes that would make a career in law enforcement less desirable."

For teachers and other faculty: "Jack will promote pension reforms for teachers and other faculty that create options for a Defined Contribution model for new teachers, as opposed to forcing them into the current Defined Benefit model. Teachers deserve more choices, not fewer."

If more "choices" are better for new teachers, why would they make a career in law enforcement "less desirable"?

The answer is obvious. If a defined benefit model makes a career in law enforcement more desirable, it also makes a career in education more desirable. A "choice" for a defined contribution is no choice at all.

And note how Ciattarelli frames his language for teacher and other faculty pensions. He's silent on whether a defined benefit pension would even be among the "choices" for new teachers.

He is also silent on a firm commitment to fully fund the current pension systems.

### Mikie Sherrill is committed to fully funding the pension systems

Congresswoman Mikie Sherrill is unequivocal in her commitment to funding the pension systems on her campaign website:

"I am committed to fully funding our pension system to guarantee that working families can retire with security and dignity. As part of this commitment, I will work to increase the pension's funded ratio so that retirees can again see cost-of-living adjustments [COLA]."

The path to maintaining TPAF and PERS, the path to NJEA's goal of Tier 1 for Everyone (see page 22), and the path to finally restoring the COLA, runs through continued full funding of the pension system.

And the path to fully funding the pension is the promise to do so.

Sherrill's unequivocal promise, in addition to her strong support for public education, is why NJEA's support for Mikie Sherrill is also unequivocal. 🗳️

## We want to hear from you!





The *NJEA Review* is your magazine. Share your feedback—or let us know if you'd like to contribute. Scan the QR code to connect with us and help us shape future issues.



# TIER 1 for Everyone



 **Our objective:** A stronger and fairer pension system to attract and retain great educators and strengthen the workforce that supports the nation’s best public schools.

 **Our proposal:** NJEA supports A5158/S3998 and A5160/S3997, legislation which would move all TPAF and PERS members to current Tier 1 by eliminating Tiers 2-5.

## Where our pensions stand now:

- Financially, New Jersey’s pension systems are the strongest they have been in decades. As a result of fiscally responsible budgeting by Gov. Murphy, legislative leaders and individual legislators from both parties, New Jersey is on a path to fully funding its pension systems and keeping its pension promise to educators and other public employees.
- However, as a result of poor fiscal choices in the past, previous governors and legislative leaders created multiple tiers in the pension system, each one worse than the one before it.
- None of those four additional tiers fixed the pension systems’ funding issues, but each of them made the public employees who rely on their pension less secure and less likely to stay long enough to earn a pension.

## How this affects educators and hurts New Jersey:

- As of this year, approximately half of all NJEA members are in Tier 5, a far inferior pension.
- Pension Tier 5 employees (hired after June 28, 2011) pay nearly 94% of the cost of their pensions, or \$15 for every \$1 the state contributes.
  - By contrast, members in Tier 1, who were hired before July 1, 2007, contribute almost exactly half of the cost of their pension: \$1 for each \$1 the state contributes. This is a much fairer division of contributions.
- Because of how Tier 5 is structured, it provides almost no incentive for school employees to remain in education for their entire careers.
  - A 22-year-old graduate who began work this year would need to work for 43 years to receive an unreduced pension. And they must pay \$15 toward their pension for every \$1 the state contributes.
  - 43 years is far beyond any reasonable definition of a “career” and is not a reasonable pension requirement.

- Far too many Educational Support Professionals are stuck in the Defined Contribution Retirement Plan (DCRP), an inferior system that does not provide any measure of security or dignity in retirement.
  - That plan discriminates lower-paid workers who already face the greatest economic challenges.
- According to recent research, 25% of New Jersey educators plan to leave the profession before retirement and nearly two-thirds of those are considering leaving within the next two years.
  - 95% of educators surveyed agree that improving pension benefits would help address educators burnout and the desire to leave the profession.
- At a time when schools are struggling to hire and keep the people necessary to safely and effectively educate and protect students, an inferior pension system is an impediment to ensuring that New Jersey retains access to the best professional educators for decades to come.

## How we can fix our pension systems:

- The cost to eliminate Tiers 2-5 and restore equity and dignity for new employees is much lower than expected.
- The state’s actuaries calculate that it would cost the state only \$436 million to move every current TPAF and PERS local employee back into Tier 1. That represents less than a 9% increase to the state’s current annual TPAF and PERS contribution.
- For that amount of additional pension funding by the state, we could wipe out the inequity of the pension tiers and once again make our pension systems a tool to attract and retain the best school employees in the nation.

**Learn more and download your petition here!**



This work is important, and nothing important is easy. NJEA members will work as long as necessary to achieve the pension justice we all deserve. **Please be part of our progress by signing the Tier 1 for Everyone petition today!**



# NJEA Convention

## Nov. 6-7, 2025



## Book your hotel room for a discount rate

Want to reserve a room in Atlantic City for the NJEA Convention at a great rate? These eight hotels are offering member-only rates to help you save money while you enjoy the convenience of being close to everything the NJEA Convention and Atlantic City have to offer.

- Borgata (limited availability)
- Caesars
- Golden Nugget
- Hard Rock
- Harrah's
- Resorts
- Sheraton
- Tropicana

Shuttle service will be available from the hotels listed here.

Go to [njeaconvention.org/hotels](https://njeaconvention.org/hotels) to check out the discount rates and to make your reservations.

You'll need to log in as a member to continue. Use your member PIN (found on your membership card) or the email address you've previously given NJEA and your password (the last four digits of your Social Security number, unless you've changed your password). Guaranteed shuttle service will be available to these hotels only.

