

**AGREEMENT**

**BETWEEN**

**STAFFORD TOWNSHIP BOARD OF EDUCATION**

**AND**

**STAFFORD TOWNSHIP ADMINISTRATOR'S ASSOCIATION**

**JULY 1, 2001 – JUNE 30, 2004**

## TABLE OF CONTENTS

	<u>Page</u>
PREAMBLE	1
<u>ARTICLE</u>	
I RECOGNITION	2
II NEGOTIATING PROCEDURE	3
III GRIEVANCE PROCEDURE	4
IV ADMINISTRATOR RIGHTS	6
V WORKING CONDITIONS	7
VI PROFESSIONAL ASSOCIATION AND CONVENTIONS	9
VII SALARY GUIDE	10
VIII INCENTIVES FOR INNOVATION	12
IX DURATION OF AGREEMENT	21

## PREAMBLE

The Stafford Township Board of Education and the Stafford Township Administrative Association recognize that theirs is a common goal; the development of an educational program of the highest quality for the benefit of the children of our district. We believe that, to fulfill this responsibility, a relationship predicated upon this common goal must be developed and maintained between the Board of Education and the Association.

Implicit in such a relationship are open avenues of communication among the Board, the Administrative staff and the faculty. It is our belief that we can best obtain our common objective if each utilizes the experience and counsel of the other in the formulation of policies that involve areas of mutual concern.

The Stafford Township Administrative Association, recognizing that school administration is a profession, wishes to reaffirm as part of this agreement that it adheres to and will continue to adhere to the code of ethics of the profession. Furthermore, the Association will continually encourage all administrators of the Stafford Township School District to abide by this code.

THIS AGREEMENT IS MADE AND ENTERED INTO on this 1st day of July, 2001, by and between the Stafford Township Board of Education of Stafford Township, New Jersey (hereinafter called the "Board") and the Stafford Township Administrative Association (hereinafter called the "Association".)

**ARTICLE I**

**RECOGNITION**

- A. The Board hereby recognizes the Stafford Township Administrative Association as the exclusive bargaining representative, as defined in Section 7, Chapter 303, Law of 1968, for the following employees under contract or leave:

**Administrator**

- B. The term "administrator" when used hereinafter in this agreement shall refer to all employees represented by the name of the employee organization in the bargaining or negotiating unit, as above defined.

## ARTICLE II

### NEGOTIATING PROCEDURE

- A. The parties agree to enter into collective negotiations over an agreement in accordance with Chapter 303, Public Laws 1968.
- B. Negotiations will begin not later than November 1<sup>st</sup> of the calendar year preceding the calendar year in which this agreement expires. In the event either party desires any change in the current Agreement, notice should be given to the other party by registered mail, to be received not later than November 1<sup>st</sup>, setting forth which articles are to be negotiated, it being understood that every article to be negotiated must be specifically set forth in said notice. If such notice is not received by either party by November 1<sup>st</sup>, as aforesaid, the terms and conditions of this agreement will continue for a full year following its expiration date.
- C. This agreement shall not be modified in whole or in part by the parties except by an instrument mutually agreed upon in writing and executed by both parties.

**ARTICLE III**  
**GRIEVANCE PROCEDURES**

The Board and Association agree that the resolution of grievances in an efficient and fair manner is essential to the successful operation of the school system. A grievance procedure is therefore established to provide for the resolution of administrative grievances.

**A. Definitions**

1. A grievance means a written complaint by an employee or the Association that, as to him or her, there has been an unequitable, improper or unjust application of the negotiated agreement, board policy, or administrative procedure.
2. An employee shall mean any administrator acting as an individual or the Association.
3. The term representative shall include any organization, agency, or person authorized by the Association or by the Board to act on their behalf.
4. The term party means an aggrieved employee of the Association.

**B. Procedure**

1. Step one: An employee or group shall first discuss the problem area with his/her immediate supervisor in order to resolve the grievance in an informal manner.
2. Step Two: If the grievance has not been resolved to the satisfaction of the employee, he/she shall prepare and send to the supervisor within five (5) school days, a written statement which includes:
  - a. The nature of the grievance.
  - b. The results of the informal meeting.
  - c. The basis of dissatisfaction with the supervisor's resolutions.
3. Step Three: The supervisor will reconsider the issue in view of the statements and schedule a formal meeting.
4. Step Four: The supervisor will, within five (5) days, prepare and send to the part his/her written statement representing a final administration decision, stating reasons for such.
5. Step Five: The employee, within five (5) days, may request in writing to the supervisor, a hearing before the Board of Education.

6. Step Six: The supervisor will submit the written statement at the next regularly scheduled Board of Education meeting and a special meeting will be set within two (2) weeks of the regular Board meeting.
7. Step Seven: The employee, with representation if desired, will meet with the Board of Education for a formal hearing.
8. Step Eight: The Board of Education will present a final decision to the employee within two (2) weeks after the hearing.
9. Step Nine: In the event an employee is dissatisfied with the determination of the Board, he/she shall have the right to request advisory arbitration pursuant to the rules and regulations established by Public Employment Relations Commission under the provisions of Chapter 303, Laws of 1968. Such request will be made within fifteen (15) days after the Board decision.

## ARTICLE IV

### ADMINISTRATOR RIGHTS

- A. Whenever any Administrator is required to appear before the Superintendent, Board or any committee or member thereof concerning any matter that could adversely affect the continuation of that Administrator in his/her office, position or employment, or the salary or any increments pertaining thereto, then he/she shall be given prior written notice of the reasons for such meeting or interview and shall be entitled to have a representative of the Association present to advise and represent him/her during such meeting or interview.
- B. The Association and it's representative may use school buildings at all reasonable hours for meeting, with prior authorization of the Superintendent of Schools.
- C. The Association may use school facilities and equipment, including typewriter, mimeograph machines, or other duplicating equipment, and calculating machines, at reasonable times, when such equipment is not otherwise in use. The Association will provide all materials and supplies at it's own cost and expense. However, the prior approval of the Superintendent of Schools must be obtained.



ARTICLE V  
WORKING CONDITIONS

Contract Provisions

- A. Work year – 12 months
- B. Holidays – The administrators will work the same number of scheduled days as teachers during the regular school year.
- C. Work Day – Hours to be assigned by the Superintendent.
- D. Board retains the right to set the administrators' calendar and retains the right to add days for professional responsibilities after consultation with Association.
- E. Vacation  
After 1<sup>st</sup> year of employment - 3 weeks.  
After 2<sup>nd</sup> year of employment - 4 weeks.
- F. Sick Leave and Personal Leave
1. All administrators employed shall be entitled to twelve (12) sick days each school year.
  2. In addition to sick days, all administrators shall be entitled to four (4) days of leave of absence each school year for illness in the immediate family. Immediate family is defined as child, spouse, or any blood relative living in the administrator's household. This leave time is non-accumulative.
  3. Additionally, all administrators shall be entitled to three (3) days leave of absence for personal business which cannot otherwise be conducted during other than school hours. These days shall not be taken in conjunction with school holidays.
  4. Any unused non-accumulative days shall be credited to an administrator's record of accumulative sick leave days at the conversion of one (1) day's accumulative credit for every two (2) non-accumulative days not used. If none of the seven (7) non-accumulative days are used, a credit of three and one-half (3 ½) accumulative days shall be given.
  5. Sick day provision for retirement – tables of pay for accumulated sick time for 15 years of service and 20 or more years of service – same as teacher's contract, up to maximum of \$15,000.
  6. Death in Family – In the event of death in the immediate family, the administrator will be excused from duty without loss of pay for a period not to exceed five (5) days. An administrator will be excused one day for an aunt or uncle for observation of the funeral.
    - a. Immediate family shall include: spouse, children, parents, grandparents, grandchildren, brother, brother's spouse, sister, sister's spouse, guardian or any other who are dependent upon or who reside with the employee.
    - b. Parents, grandparents, brothers, sisters of spouse are included.

G. Insurance Protection

1. The Board and the Association agree that insurance protection shall be as stated in the teacher's contract.
2. The Board further agrees to continue payment of the premium for existing health insurance coverage of either the individual or family plan.
3. Prescription Drug Coverage shall be eight dollars (\$8.00) co-pay for non-generic and two dollars (\$2.00) for generic.
4. The Board agrees to pay for a Disability Plan of choice by the STAA not to exceed \$1,000 for each administrator.
5. Dental – same as teacher's contract
6. Vision – same as teacher's contract.
7. The Board of Education will set aside a cap of \$6,000 to be used by administrators for the procurement of additional advancement degrees.
8. Any administrator whose spouse is employed by the Stafford Township Board of Education will be entitled to only one family medical and prescription health care package in addition to full dental and vision. The administrator will be paid a cap of \$4,000 for the difference in coverage benefits. An out-of-district appointed administrator's health care benefit package will be subject to negotiations between the employee and Board of Education.
9. The Board will provide the STAA with certification that in the event an administrator, whose spouse is employed by the district and is the primary source for health benefits, will be eligible to receive state health benefits upon retirement from the district.

H. Building Assignment – By Board of Education upon recommendation of the Superintendent.

## ARTICLE VI

### PROFESSIONAL ASSOCIATIONS AND CONVENTIONS

- A. The Board will pay for membership dues in the N.J.P.S.A.
- B. Provision will be made in the budget for attendance at workshops and conventions with cost and selection with the Superintendent's approval as per Board Policy.
- C. Attendance at workshops, conventions and other experiential in-service opportunities will be mandatory and will be considered part of an annual 20-hour professional development program. Selection of workshops and conventions will be part of each administrators personal improvement plan (PIP), as approved by the Superintendent of Schools.

ARTICLE VII  
SALARY GUIDES

SUPERVISORS

YEAR 1 01-02	YEAR 2 02-03	YEAR 3 03-04
1. 60,000	1. 62,500	1. 64,000
2. 62,000 (RR)	2. 63,000	2. 65,000
3. 64,000	3. 65,500 (RR)	3. 66,100
4. 66,000	4. 67,000	4. 68,700 (RR)
5. 68,000	5. 69,200	5. 70,300
6. 70,000	6. 71,200	6. 72,600
7. 72,000	7. 73,500	7. 74,700
8. 74,000	8. 75,500	8. 77,100
9. 76,000 (JS)	9. 77,500	9. 79,200
10. 78,000	10. 79,600 (JS)	10. 81,300
11. 80,000	11. 81,500	11. 83,500 (JS)

PRINCIPALS

YEAR 1 01-02	YEAR 2 02-03	YEAR 3 03-04
1. 64,000 (BD)	1. -----	1. -----
2. 66,000	2. 66,600 (BD)	2. -----
3. 68,000	3. 69,200	3. 70,000 (BD)
4. 70,000	4. 71,200	4. 72,600
5. 72,000 (WR)	5. 73,500	5. 74,700
6. 74,000	6. 75,300 (WR)	6. 77,000
7. 76,000	7. 77,500	7. 79,000 (WR)
8. 78,000	8. 79,600	8. 81,300
9. 80,000 (PH)	9. 81,800	9. 83,500
10. 82,000 (TS)	10. 84,000 (PH)	10. 85,800
11. 84,000	11. 85,500 (TS)	11. 88,000 (PH)
12. 86,000	12. 87,000	12. 89,500 (TS)

## SALARY

Salary increases are as follows:

2001-2002	-	4.7%
2002-2003	-	4.8%
2003-2004	-	4.9%

The Board reserves the right to hire on any step without regard to years of experience.

1. Stipends for credits and degrees about Master's level as follows:
  - a. MA Degree No additional compensation (See note\* below)
  - b. MA + 15 credits total additional \$450
  - c. MA + 30 total additional \$1,000 (Mr. Sokol)\*\*
  - e. Doctoral Degree Total additional \$1,500

\*Note: Ms. Haley shall be "grandfathered" at the rate of \$600 for her MA degree. Ms. Haley agrees to receive no additional compensation beyond her \$600 until the MA+30 level is reached, at which time she will move to step "c" of the above guide and the compensation shall be \$1,000. Until she reaches the MA+30 level, Ms. Haley will continue to receive the \$600 stipend she currently receive.

\*\*Mr. Sokol moves off of the "old" \$25 per credit beyond Masters system and onto the new MA+30 step "c" listed above. (Mr. Sokol has 33 credits beyond his masters.)

2. Longevity - \$1,000 after 10 years of service in the district.
3. Military service will be applied to sick leave and personal leave benefits.

## ARTICLE VIII

### INCENTIVES FOR INNOVATION

#### A PERFORMANCE BASED INCENTIVE PLAN

#### STATEMENT OF PHILOSOPHY

The Performance Based Incentive is designed to reward those administrators who demonstrate exceptional professionalism that goes beyond those expectations that are contained in their everyday administrative responsibilities.

An administrator who meets the criteria set forth in this document will receive a lump sum payment of \$1,000 to be paid in the last pay period of the school year. Since the payment of money is not tied to movement on the salary schedule, participation is purely voluntary and grounded in self-examination, self-directed goal setting, and innovation in one of the following areas:

- curricular work
- improving teacher performance
- enhancing communication with parents and students
- outstanding service to students and/or parents
- advancing technology
- expanding professionalism through collegial collaboration.

The intent, then, of the Performance Based Incentive is to recognize and reward those administrators who show evidence of continuing outstanding professional activity that goes beyond their everyday supervisory responsibilities. Administrators who choose not to participate in the Incentive Program will have no negative or derogatory references to their non-participation placed in their personnel file or yearly evaluations.

#### STATEMENT OF PURPOSE

The Performance Based Incentive takes the form of a Performance Portfolio. The Performance Portfolio is an individual accounting of those activities in which the professional administrator has engaged during the school year. It concentrates on a specific theme or crosses thematic lines. Since it is individual, each portfolio may be different in content and length, but all must demonstrate a rigorous commitment to innovation or professional growth.

## STATEMENT OF FORM

The Performance Portfolio takes the form of a file folder that each participating administrator maintains. The incentive is comprised of three phases;

- selection and approval of theme(s) to be addressed,
- development of the performance portfolio, and
- evaluation of the portfolio for incentive credit.

Each of these is described below.

### SELECTION AND APPROVAL OF THEME(S) TO BE ADDRESSED

Prior to September 1, each administrator who is interested in pursuing the performance based incentive is required to submit a brief statement or summary of the theme or themes that will be addressed. It should be noted that there may, or may not be, commonality between a staff member's individual professional growth goal as identified in the Professional Improvement Plan (PIP), and the theme for the performance portfolio. It is, therefore, very important that the theme(s) be identified and approved in advance of the administrator moving forward. The following themes are suggested as ones which are appropriate for selection:

- innovative curricular work
- enhancing communication with parents and students
- improving teacher performance
- outstanding service to students and parents
- advancing technology
- expanding professionalism through personal professional development
- collegial collaboration.

The initial decision as to whether the area for concentration is appropriate for the performance based incentive will be made by the Performance Based Incentive Committee. The Performance Based Incentive committee's decision is final.

### DEVELOPMENT OF THE PERFORMANCE PORTFOLIO

The performance portfolio is developed over the course of the academic school year, with the portfolio serving as an historical account of the activities in which the administrator was engaged relative to the approved theme(s). It should be stressed that the inclusion of an activity does not necessarily mean that the activity was completely successful. Risk taking and forays into innovative areas and concepts will be viewed as positively as activities that have demonstrably positive results.

To clarify acceptable proposals and the amount of rigor required, specific examples are provided below. This list is not meant to be exhaustive, but merely indicative of types of acceptable activities.

### **THEME: INNOVATIVE CURRICULAR WORK**

Develop and implement a dynamic educational event that goes beyond (or expands upon) the regular core content standard offerings, such as Holocaust Remembrance, multi-cultural awareness, or environmental issues.

Develop and pilot (first year) an innovative approach to classroom instruction, an innovative method of teaching a particular subject area, an in-service workshop course, new special education delivery models or any unique or innovative idea that positively impacts the instructional program.

### **THEME: ENHANCING COMMUNICATION WITH PARENTS AND STUDENTS**

Develop and present a series of after school programs for parents that deal with a critical issue and will enhance the instructional program. This could also include evening presentations that are developed for both parents and students.

Create a media presentation for school or community use, e.g. something that could serve as a communications tool or that would better inform the public or parents about your program or the district.

Develop a "Direct Call" Homework Assistance Hot-Line for students to call in for homework help during designated times.

Develop a summer activity that includes parents or students that enhances the regular school program or strengthens the relationship between parents and teacher in advance of the start of school. (This would be separate from the currently offered special education Extended School Year.)

### **THEME: IMPROVING TEACHER PERFORMANCE**

Develop a program that addresses identified weaknesses in the performance of specific teacher(s).

Develop and pilot a system of "Peer" Evaluation.

Develop a program that facilitates outstanding teachers becoming effective role-models for teachers who need remediation.



## **THEME: OUTSTANDING SERVICE TO STUDENTS AND PARENTS**

With students and/or staff, sponsor a service-learning project that is outside of the regular school day or the regular school week, e.g. Habitat for Humanity, Alliance for a Living Ocean, etc.

On a regular basis engage in activities that occur outside of the school day, that enhance and expand service to the student and/or parent population. Examples would include:

- offering tutoring services,
- sponsoring student activities such as a club,
- preparing students for a competition,
- organizing a student fund-raising event, etc.

(The activity must not be part of any supplemental contract or interfere with any existing program. The frequency and length of these sessions would be determined by the actual activity. It should also be noted that the administrator cannot receive any compensation from an outside source for the chosen activity.)

## **THEME: ADVANCING TECHNOLOGY**

Develop a systematic program for integrating technology across the curriculum.

Use technology to move beyond traditional methods of teaching, including setting up distance learning activities and developing a system for computer-assisted home-bound instruction.

Set up a program of satellite-based video conferencing.

## **THEME: EXPANDING PROFESSIONALISM THROUGH PERSONAL PROFESSIONAL DEVELOPMENT**

Write and submit for publication a professional article of sufficient rigor dealing with some aspect related to education.

Over and above professional responsibilities, develop and present a workshop(s) for colleagues and staff members.

Over and above professional responsibilities, be a presenter at a local, state or national conference on a topic relevant to your current position.

Research, write and submit a grant application for an innovative program. If the grant is awarded, the actual implementation of the project would also qualify.

Become an active member in a professional organization. Although "active" is difficult to quantify, this would require more than merely being a member of a professional organization. Objective evidence of involvement such as holding an office in the organization, or significant activities related to the organization would be expected.

### **THEME: COLLEGIAL COLLABORATION**

Develop and implement a structured plan for sharing information and enhancing communication with administrative colleagues.

Create a system for coordinating district-wide and school-based activities that avoids scheduling/time conflicts and facilitates teacher and parent involvement.

Design a program of cross-grade level and inter-school articulation for teachers and staff.

### **THEME: SCHOOL EFFECTIVENESS**

Apply for Best Practice designation for a school program.

Prepare for one or more areas leading to State Star School designation.

Prepare for one or more areas leading to National Blue Ribbon School designation.

### **SUMMARY**

The activities listed above are provided only as examples. They are designed to demonstrate the rigor that is required, along with an objective measure of participation and completion. There are many more activities that could qualify and be included, however they must demonstrate rigor, in quality and/or quantity of activities, and must include a means of documenting participation and/or completion.

### **EVALUATION OF THE PORTFOLIO FOR INCENTIVE CREDIT**

Throughout the school year, all administrators who have submitted a request for consideration of their Performance Portfolio must maintain a file of materials that support their theme(s) and demonstrate the effort put forth. Any documentation that demonstrates effort, involvement or actions should be included. Mid-way through the school year a conference will be held by the superintendent and/or director of curriculum and instruction with the administrator to review the progress to date and provide feedback on the contents of the portfolio.

By mid-May participating administrators are required to complete a narrative self-assessment (form attached) that delineates his/her perception of the impact of the activity. For example: was there an increase in student scores, did parent feedback reflect improved communication, or did students perceive that extra help and support were evident as a result of availability of an after school activity, etc. In essence, the administrator is asked to do an introspective evaluation as to whether there was "value added" as a result of the activities. Here again, it is necessary to reinforce that this self-evaluation is only an introspective look. The attainment of the goal is not conditional on documented "success" but upon the rigor of the activities, the appropriateness of the activities and evidence of consistent on-going effort.

The final determination relative to the awarding of the incentive rests with a four member Performance Based Incentive Committee. This committee is comprised of:

- the superintendent of schools,
- the director of curriculum and instruction,
- a school board member,
- a representative of the Stafford Township Administrator's Association

The association committee member is chosen by the individual whose portfolio is being reviewed. The association member is different for each participant and chosen based upon his/her knowledge of the specified area of exploration, familiarity with subject content, and/or knowledge of the age group of students involved. Upon consideration of the materials presented in the portfolio, each administrator is notified in writing of the action of the committee, along with an explanation if compensation is denied for the portfolio. The committee rules by simple majority and all determinations are final and not subject to grievance.

Successful portfolios are available for staff and peer review. In this way, others benefit and learn from their work, and portfolios serve as models that can be replicated. It is also the feeling of the board that those individuals whose portfolios are successfully reviewed, should receive recognition for their efforts beyond the monetary incentive. In this regard, the board places a letter in the employee's personnel file for successful completion of the incentive.

**STAFFORD TOWNSHIP SCHOOL DISTRICT**  
Manahawkin, NJ

**Administrator's Performance Based Incentive Self-Evaluation Form**

Name

Building

Date

What was the strongest, most successful aspect of your project?

What was the most challenging aspect of your project?

What would you change about the project to improve it?

What were the results of your project? For example: Did test scores go up? Was there greater (measurable) student interest in the subject matter? Was communication improved? Was there any feedback from the target audience? etc.

Please attach additional pages if further space is needed.

## CONTRACT LANGUAGE

The contract language that follows is to be included in the "Agreement Between The Stafford Township Board of Education and the Stafford Township Administrator's Association" for the years 2001 - 2004.

This language will serve as the impetus for the development of the Performance Based Incentive Plan.

### ARTICLE V WORKING CONDITIONS

#### I. Performance Based Incentive Plan

1. Beginning in the 2001-02 school year, the Board of Education and the Administrator's Association agree to implement a Performance Based Incentive Plan. The Performance Based Incentive Plan will provide incentives for administrators to develop activities "above and beyond" their everyday role and function. These activities are tied to objective evidence of professional development including, but not limited to the following:
  - enhancing communication with parents and students
  - improving teacher performance
  - outstanding service to students and parents
  - advancing technology
  - expanding innovative curricular work
  - collegial collaboration.
2. A Performance Based Incentive Committee shall be formed which will consist of:
  - the superintendent of schools,
  - the director of curriculum and instruction,
  - a school board member,
  - a representative of the Stafford Township Administrator's Association
3. Administrators who elect to participate in this (optional) program may submit proposals to the committee during the summer prior to the first day of school of the school year designated for implementation of the plan.

4. Initial approval of the proposal means that the plan submitted is credible and appropriate and will allow the administrator to go ahead with implementation. Initial approval does not imply automatic granting of the incentive payment.
  
5. The Performance Based Incentive Committee will make a final determination as to the success of the program at the end of the school year. An administrator who meets the criteria for successful completion of the incentive will receive a lump sum payment of \$1,000 to be paid on the last pay period of the school year.

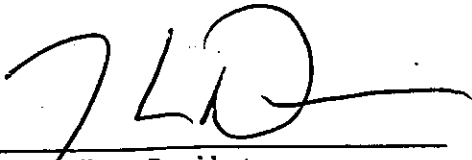
ARTICLE IX

DURATION OF AGREEMENT

- A. This agreement shall be effective as of the 1<sup>st</sup> day of July 2001 and shall continue in effect until June 30, 2004, subject to the Association's right to negotiate an Agreement as provided in Article II hereof. This agreement shall continue in effect from year to year unless notice is received as set forth in Article II hereof.

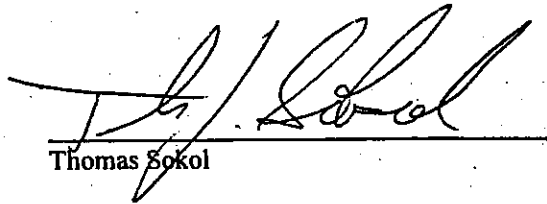
IN WITNESS WHEREOF, the parties hereto have caused this agreement to be signed by their respective president, attested by their respective secretaries, and their corporate seals to be hereunto affixed:

STAFFORD TOWNSHIP  
BOARD OF EDUCATION



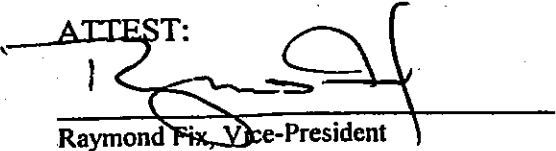
Thomas Dellane, President

STAFFORD TOWNSHIP  
ADMINISTRATOR'S  
ASSOCIATION



Thomas Sokol

ATTEST:



Raymond Fix, Vice-President

ATTEST:



Margaret Haley - Co-Chairperson



Mr. Ronald L. Meinders, Superintendent



