



**JEFFERSON TOWNSHIP LOCAL SCHOOL DISTRICT**

**EMPLOYEE HANDBOOK**

**2025-2026**

***Learning is our product. It is also our Most Important Process!***

**WE ARE THE MIGHTY, MIGHTY BRONCOS!**

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# Jefferson Township Local Schools

## Mission:

To prepare students, in our community, to compete, succeed, and excel in a complex, diverse, and changing future.

## Vision:

To be the school district and community of choice in Montgomery County.

## Core Values:

- ★ Visionary Leadership
- ★ Student-Centered Excellence
- ★ Valuing People
- ★ Agility and Resilience
- ★ Organizational Learning
- ★ Management by Fact
- ★ Delivering Results

## Brand:

Learning is our Product. It is also our Most Important Process!

## **Strategic Plan:**

**June 15, 2024-June 30, 2026**

### **Commitment to Leadership and Strategy**

1. We will create and communicate JTLSD Leadership Team - [District Leadership Team (DLT), Building Leadership Team (BLT), Teacher Leadership Team (TLT) - goals with students, parents and the community.
  - a. Align and monitor the work of Leadership Teams monthly.
  - b. Post Leadership Team minutes on the website monthly.
  - c. Post Leadership Teams 'progress to date' on the website quarterly.
2. We will develop and deploy JTLSD mission, vision, and values (MVV).
  - a. Post, publish, and promote MVV in newsletters, on the website, and throughout JTLSD buildings during the school year.
3. We will increase JTLSD enrollment.
  - a. Communicate with JTLSD students and families not attending the JTLSD throughout the school year.
  - b. Update open enrollment policy for the 2024-2025 school year by Aug. 30.
4. We will build relationships with Jefferson Township Trustees and the Township.
  - a. Hold two joint Township Trustee and Board of Education meetings per school year.
  - b. Participate in annual Jefferson Township community events throughout the school year.
5. We will build relationships with the Jefferson Township Agricultural Community.
  - a. Connect with Jefferson Township Farmers and Gardeners throughout the school year.
  - b. Partner with Jefferson Township Farmers and Gardeners to develop and deploy FFA programs, activities and initiatives throughout the school year.

### **Commitment to Learning and Continuous Improvement**

1. We will develop and deploy a plan for our parents and community to participate in student's learning.
  - a. Administer reading and math baseline assessments by week four of the school year.
  - b. Develop and deploy reading and math interventions for identified needs by week six of the school year.
  - c. Collect and analyze intervention data monthly and make instructional procedure adjustments as needed.

- d. Communicate student progress to parents and community quarterly through newsletters, progress reports, parent-teacher conferences, and/or website.
2. We will achieve grade level literacy through utilization of the Science of Reading.
  - a. Monitor the implementation of curriculum and instructional strategies monthly.
  - b. Monitor staff Science of Reading training through May 2025.
3. We will develop and deploy K-12 career and college signing day activities.
  - a. Develop and deploy a plan for K-12 career and college signing day by Nov. 2024.
  - b. Develop, deploy, and monitor K-12 career exploration programs, activities, and initiatives throughout the school year.
4. We will participate in culturally diverse art, music, and other forms of artistic expression.
  - a. Develop, deploy, and monitor fine arts programs, activities, and initiatives quarterly.

## **Commitment to Workforce and Culture**

1. We will transparently communicate and build relationships between district students, parents, and the community.
  - a. Publish and post newsletters quarterly.
  - b. Utilize a variety of methods to communicate with students, parents and/or the community monthly.
2. We will offer a variety of extracurricular programs, activities, and initiatives that appeal to diverse K-12 student interests.
  - a. Develop and deploy K-12 student interest surveys by Sept. 30.
  - b. Develop programs, activities and initiatives based on student interest and staff availability by Oct. 31.
  - c. Explore the feasibility of providing an after-school program that includes academic interventions by Nov. 30
3. We will develop and deploy the 42 Developmental Assets.
  - a. Monitor staff training for the 42 Developmental Assets in August 2024 and throughout the school year.
  - b. Monitor implementation and integration of the 42 Developmental Assets weekly.
4. We will seek feedback to rebuild trust and positive relationships with the parents, community, and the district.
  - a. Survey students three times a school year.
  - b. Survey parents three times a school year.

- c. Survey the JTLSD Community three times a school year.
- d. Post survey results on the JTLSD website throughout the school year.
- e. Develop and deploy measurable action plans, per survey feedback, throughout the school year.

### **Alignment of Finances and Forecast**

1. We will develop a plan for a future operating levy.
  - a. Educate the JTLSD community, throughout the 2024-2025 school year, about the need for an operating levy.
  - b. Build an operating levy campaign committee by December 2024.
2. We will develop a plan for facilities improvement.
  - a. Work with the Ohio School Facilities Commission (OFSC), throughout the school year, to determine how much the state will pay for the construction of a new K-12 school building.
  - b. Receive estimates, throughout the school year, for the renovation of the Jr/Sr. High School to accommodate all K-12 students.

### **Alignment of Processes and Results**

1. We will consistently improve the JTLSD State Report Card Performance Index.
  - a. Performance Index will be 60-70 for the 2024-2025 school year.
2. We will consistently improve JTLSD State Report Card Achievement.
  - a. Percent of students who score proficient on each of the 20 State Report Card tests will improve by 50-75% for the 2024-2025 school year.
3. We will consistently improve JTLSD State Report Card Early Literacy.
  - a. Third grade reading proficiency will be 60-70% for the 2024-2025 school year.
  - b. Kindergarten to third grade literacy improvement will be 60-70% for the 2024-2025 school year.
4. We will consistently improve the JTLSD State Report Card Graduation Rate.
  - a. Graduation rate will be 90-100% for the 2024-2025 school year.
5. We will develop and deploy the classroom Formative Assessment Process (FAP).
  - a. FAP staff training will be held in August 2024 and throughout the school year.
  - b. Monitor deployment and integration of the FAP throughout the school year.
6. We will develop and deploy the JTLSD Plan, Do, Check, Act (PDCA) process.
  - a. Monitor deployment and integration of the PDCA process throughout the school year.

## **42 Developmental Assets:**

**Assets:** Articulate, Supports, Strengths, Exemplify, Together We Can, Service

**JTLS D CHOICE:** Caring, High Expectations, Opportunities, Integrity, Consistent, Excellence

**PRIDE:** Purpose, Responsibility, Integrity, Determination, Excellence

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1. Family Support                  | Motivation/Inspiration               |
| 2. Positive Family Communication   | 22. School Engagement                |
| 3. Other Adult Relationships       | 23. Homework                         |
| 4. Caring Neighborhood             | 24. Bonding to School                |
| 5. Caring School Climate           | 25. Reading for Pleasure             |
| 6. Parent Involvement in Schooling | 26. Caring                           |
| 7. Community Values Youth          | 27. Equality and Social Justice      |
| 8. Youth as Resources              | 28. Integrity                        |
| 9. Service to Others               | 29. Honesty                          |
| 10. Safety                         | 30. Responsibility                   |
| 11. Family Boundaries              | 31. Restraint                        |
| 12. School Boundaries              | 32. Planning and Decision Making     |
| 13. Neighborhood Boundaries        | 33. Interpersonal Competence         |
| 14. Adult Role Models              | 34. Cultural Competence              |
| 15. Positive Peer Influence        | 35. Resistance Skills                |
| 16. High Expectations              | 36. Peaceful Conflict Resolution     |
| 17. Creative Activities            | 37. Personal Power                   |
| 18. Youth Programs                 | 38. Self-Efficacy                    |
| 19. Religious Community            | 39. Sense of Purpose                 |
| 20. Time at Home                   | 40. Positive View of Personal Future |
| 21. Achievement                    | 41. Self-Discipline                  |
|                                    | 42. Grit                             |

## **Thriving Indicators**

Succeeds in School, Helps Others, Values Diversity, Maintains Good Health, Exhibits Leadership, Resists Danger, Delays Gratification, Overcomes Adversity

## **Trust the Process:**

### **Key Processes**

- ★ 42 Developmental Assets - Level of Relationships, Thriving Indicators, Circle of Support
- ★ Early Warning System (Abre) - Attendance, Behavior, Achievement
- ★ Brain Based Learning - Spacing Interleaving, Variation

### **Guaranteed and Viable Curriculum**

- ★ Writing and Math Fluency - Writing and Math Fluency Instruction, Writing and Math Fluency Daily, Writing and Math Fluency Across the Curriculum
- ★ Check for Understanding - Assessments, Feedback, Exit Tickets
- ★ Visual Learning Tactics (VLT) - Individual, Classroom, Building

### **Strategic Plan**

- ★ Commitment to: Leadership, Strategy, Learning, Continuous Improvement, Workforce, Culture
- ★ Alignment of: Finances, Forecast, Processes, Results
- ★ Golden Circle: Why, How, What

## **Visual Learning Tactics:**

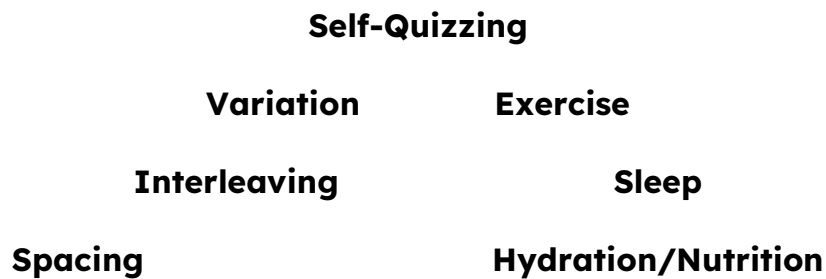
### **A Learner Who Can:**

1. Articulate what they are learning and why
2. Talk about the learning tactics they are using to learn
3. Articulate their next learning steps
4. Self-quiz
5. Set mastery goals

### **A Learner Who:**

6. Asks questions
7. Sees mistakes as opportunities
8. Is comfortable saying that they don't know and/or need help
9. Knows what to do when they don't know what to do
10. Actively seeks feedback

## Brain Based Learning Pyramid:



**Self-Quizzing:** The practice of actively recalling information from memory rather than simply rereading or reviewing material. Strengthens memory and long-term retention of information.

**Interleaving:** The practice of mixing related topics or skills during learning rather than focusing on one subject or type of problem at a time (blocked practice). Increases cognitive flexibility, pattern recognition, and transfer of knowledge.

**Spacing:** The practice of distributing practice or spreading out study over time instead of cramming all at once. Reinforces information and memory consolidation.

### **Six Principles of Acquisition (Hattie and Yates):**

1. Learning requires time, effort, and motivation
2. Concentration spans are short
3. Distributed practice is far more effective than mass practice or cramming
4. Prior knowledge of facts is powerful
5. Your mind responds well to multimedia input
6. In order to learn, your mind must be active

### Formative Assessment Process/Plan Do Check Act:

The main purpose of assessment is to improve the quality of learning and teaching.

1. Identify/select content standard. (**PLAN**)
2. Transform content standard into student-friendly language and define learning targets - i.e. knowledge/understanding, reasoning (i.e. - problem-solving, inquiry-based), performance skill, create product. (**PLAN**)
3. Build a Learning Progression for each learning target and write “I Can and/or I Will” statements for each Learning Progression “building block”. (**DO**)
4. Determine assessment method and create “building block” assessments that match intended learning targets (i.e. - selected response, extended written response, performance assessment, personal communication) and are aligned

- with student performance projection per teacher goal setting. **(DO)**
5. Administer learning progression “building block” assessments. **(DO)**
  6. Provide “building block” assessment-based descriptive feedback to students. **(CHECK)**
  7. Utilize “building block” assessment-elicited evidence for teachers to adjust ongoing instructional procedures and/or for students to adjust learning tactics. **(ACT)**

**Involve students** in the Formative Assessment Process (FAP) - i.e. assessing, tracking, and setting goals for and communication about their own learning.

**Students will know** - 1) where they are going, 2) where they are now, and 3) how they can close the gap.

**Teachers will know** - 1) where they are headed with their students, 2) where their students are now, and 3) how they can close the gap. Teachers will align and measure Student Performance Projection.

### **Professional Learning Communities (PLC):**

Staff will participate in PLC throughout the year. Time will be provided during Professional Development days to get together with teams. Each PLC will be facilitated by a member of the Leadership Team. The facilitator will prompt data analysis, deep conversations, and organize follow up discussions/meetings. Intervention specialists and Specials teachers are expected to participate in their assigned group along with the instructional staff.

PLC are broken down into the following groups:

K-3, PreK-3 Intervention, Music (Facilitated by Anne Eesiah)

4-6, 4-6 Intervention, PE (Facilitated by Lee Potter)

7-8, 7-8 Intervention, Art (Facilitated by Lynda Huggins)

9-12, 9-12 Intervention (Facilitated by Tonya King)

### **Teacher Incentive Program:**

The Board will incentivize teachers who take positive steps towards professional growth throughout the school year. **Participation is voluntary.** To earn the incentive, teachers must maintain a virtual action item binder with evidence supporting any of

the action items they choose to participate in. The action items are set forth in Appendix K.

The teacher incentive will not be based upon student test scores, student results, or student growth.

Teachers will create and submit their virtual action item binder to the building principal and to the Superintendent. Virtual action item binders may be submitted quarterly, however, no later than May 10. The Principal and Superintendent will ensure that all the requirements have been fulfilled\* and the Superintendent will submit a list of all participants to the Treasurer with the following information:

Name Items Completed (1-7) Number of PD Hours Total Incentive Earned

Payments will be made the quarter following submission of the virtual action item binder. A three-member Teacher Incentive Program (TIP) committee will meet annually in May with the Superintendent and Building Principals to evaluate the feasibility of the professional growth items included.

\*Teachers are permitted to collaborate to prepare/utilize standard checklists and forms to be used in each virtual binder section. However, substantive information should be the original work of the teacher, should not generally be copied (“cut and pasted”) from one quarter to another, and should be complete enough to show fidelity to the action item. As with all professional documentation submitted by certified staff, falsification may lead to discipline.

\*\*Note – this incentive program does not eliminate or lower the ordinary professional obligations and requirements of the teacher as established by the ODEW, building administration, or the Board of Education.

**1. Orally communicate quarterly with the parent or guardian of each student per the following:**

Blairwood – with each of the students in your class.

Jr./Sr. High School – with at least 24 different students, each quarter, in your class load.

K-12 Specials – with at least 12 different Blairwood and 12 different Jr./Sr. High School students, each quarter, in your Specials classes.

- Create a **quarterly** communication log with the student name, date of call, and brief statement about each call.
- Communication should be positive and informative.

- Electronic communication is acceptable if unable to reach the parent or guardian.

Teachers shall receive \$400 for completing this action item or \$100 per **quarterly** communication log.

**2. Utilize the Abre Early Warning System to document a quarterly student improvement strategy per the following:**

Blairwood – with each of the students in your class.

Jr./Sr. High School – with at least 24 different students, each quarter, in your class load.

K-12 Specials – with at least 12 different Blairwood and 12 different Jr./Sr. High School students, each quarter, in your Specials classes.

- Create a **quarterly** improvement strategy log of students identified by: their initials, grade, and IEP status
- Write a brief statement stating the improvement strategy.
- List the date the **quarterly** improvement strategy was shared with the student.

Teachers shall receive \$400 for completing this action item or \$100 per **quarterly** improvement strategy log.

**3. Complete a quarterly student Visual Learning Tactics (VLT) assessment log per the following:**

Blairwood – with each of the students in your class.

Jr./Sr. High School – with at least 24 different students, each quarter, in your class load.

K-12 Specials – with at least 12 different Blairwood and 12 different Jr./Sr. High School students, each quarter, in your Specials classes.

- Create a **quarterly** VLT assessment log with student name, and a list of specific VLT exemplified by each student. Identify by VLT number.
- Determine the class or group of students' average number of VLT exemplified each quarter.
- Rank order the VLT **quarterly** from most to least exemplified

Teachers shall receive \$400 for completing this action item or \$100 per **quarterly** VLT assessments log.

Exemplified means: regularly, consistently, frequently, and/or in multiple contexts. It means more than occasionally or just once in a while.

**4. Utilize the JTSLD 42 Developmental Assets to develop healthy, caring, and responsible students that have two or more of the following thriving indicators:**

Succeeds in school

Exhibits leadership

Helps others

Resists danger

Values diversity

Delays gratification

Maintains good health

Overcomes adversity

- Memorize the 42 Developmental Assets
- Utilize the asset vocabulary daily in the classroom, hallway, and/or lunchroom
- Describe your **quarterly** asset building with students
- Describe your **quarterly** asset building with staff
- List two examples **quarterly** of the asset building programs, activities and/or initiatives – in the classroom, building and/or district – that you have initiated and/or participated.

Teachers shall receive \$400 for completing this action item or \$100 per **quarterly** 42 Developmental Asset log describing your student and staff asset building and programs, activities and/or initiatives.

**5. Attend Project Based Learning Training (PBL) and complete a PBL project.**

Training will be a total of six (6) one (1) hour sessions. Training will be held weekly – after school – at each building during the first quarter of the school year.

- This training may be utilized for IPDP contact hours.

Teachers shall receive \$750 for attendance at all six (6) training sessions and completion of their PBL project.

Teachers shall also receive a Professional Development stipend (\$30 per hour) for each session attended.

**6. Attend Yellow Belt Training and complete a Yellow Belt project.**

Training will be a total of six (6) one (1) hour sessions. Training will be held weekly – after school – at each building during the second quarter of the school year.

- This training may be utilized for IPDP contact hours.

Teachers shall receive \$750 for attendance all six (6) training sessions and completion of their Yellow Belt project.

Teachers shall also receive a Professional Development stipend (\$30 per hour) for each session attended.

**7. Attend Leadership Excellence Training and complete a Leadership Excellence project.**

Training will be a total of six (6) one (1) hour sessions. Training will be held weekly – after school – at each building during the third quarter of the school year.

- This training may be utilized for IPDP contact hours.

Teachers shall receive \$750 for attendance at all six (6) training sessions and completion of their Leadership Excellence project.

Teachers shall also receive a Professional Development stipend (\$30 per hour) for each session attended.

## **District Instructional Practices:**

Jefferson Township Local School District operates a unified instructional procedure for all classroom teachers. This unified procedure is directly linked to the strategic plan, mission, vision, values, and brand to ensure that all students are receiving the best possible educational opportunities.

The expectation for conduct in instructing a classroom includes, but is not limited to, the following:

- Effective classroom management utilizing the 42 Developmental Assets to maximize instructional time and efficiency.
- High Expectations and student achievement.
- The use of brain-based learning strategies
- The utilization and collaboration of the Visual Learning Tactics with students
- The utilization of the Formative Assessment Process (FAP) and Plan Do Check Act (PDCA) to frequently check student performance and adjust instruction

## **Drills:**

The district will run routine fire, tornado, lockdown, and evacuation drills. Fire drills occur monthly throughout the year. Tornado drills will occur in April, and May. Evacuation drills will occur yearly within the parameters of the building and grounds. Active shooter drills will happen yearly in the form of tabletop discussions, building/grounds walkthroughs, or full evacuation drills.

### **Fire Drills:**

Staff are to ensure the door to their classroom is closed while exiting with students to the secure location. All students and staff should remain silent during the drill to listen for further instructions. Everyone should move quickly but safely to their secure location. Once there, students should line up in a single file line and await instructions silently. Teachers will check attendance to ensure that all students are accounted for and advise leadership.

### **Tornado Drills:**

Staff are to ensure the door to their classroom is closed while exiting with students to their designated area. All students and staff should remain silent during the drill to listen for further instructions. Once at the designated area, students will get in the proper position against a wall. Staff will check attendance to ensure that all students are accounted for and advise leadership.

### **Lockdown Drills:**

The district utilizes the SPF method of Lockdowns.

**Soft** - Students and staff may move about the building but may not exit the building or open outside doors. Staff may carry on with their normal activities within the building. (Used when there is a potential danger outside the building but is not a direct threat to staff and students).

**Partial** - Students and staff should stay in their rooms, unless they have a leadership escort for the restroom, etc. Windows and doors should be closed. Staff may carry on with their normal activities within the classroom. (Used when there is a disturbance or emergency inside or outside the building, but is not a threat to staff or students).

**Full** - Staff and students are to lockdown in classrooms with lights off, doors and windows closed and locked, shades drawn, and remain silent until the All Clear is shared. Staff should be prepared to take next steps as necessary including evacuation. (Used when there is a direct threat to the safety of staff and/or students either inside or outside the building).

### **Evacuation Drills**

The District will coordinate with both buildings to schedule and conduct evacuation drills. These drills occur on a rotating basis between tabletop discussions, walkthrough evacuation evaluations, and full scale evacuation drills.

## **Staff Expectations and Conduct**

### **Staff Ethics:**

The effectiveness of the educational program and the successful operation of the District rely on staff who demonstrate integrity, uphold high professional standards, and exhibit strong cultural and interpersonal competence. To support and uphold these values, the Board of Education expects all professional staff members to consistently demonstrate high expectations in their conduct and professional responsibilities by doing the following:

- A. Treat all students, colleagues, families, and community members with respect, fairness, and dignity, regardless of background or circumstance;
- B. Accurately and honestly represent their qualifications, certifications, and credentials in all professional matters;
- C. Exercise sound judgment and take appropriate precautions to ensure the physical and psychological safety of students, coworkers, and those under their supervision;
- D. Actively seek out, maintain, and apply the knowledge, skills, and professional development necessary to perform assigned duties effectively and responsibly;
- E. Maintain strict confidentiality of all student, staff, and district information that is protected by law, policy, or professional ethics;
- F. Ensure that personal actions, or those conducted on their behalf, are not made with the intent to secure private financial or material gain;
- G. Decline any gifts, gratuities, or favors offered with the intent to influence professional decisions or actions;
- H. Accept compensation solely from the Board of Education for performing official job responsibilities and refrain from accepting payment or benefits from outside sources in connection with any public duty or service;
- I. Avoid using their professional position, District resources, or public property to promote, endorse, or oppose any political or religious beliefs, nor permit others to do so on their behalf. (This will in no way limit constitutionally or legally protected rights as a citizen.).

Ohio Ethics Commission Advisory Opinion 2008-01

### **Staff Dress and Grooming:**

The Board of Education believes that all staff members help set the standard in dress and grooming for their students to follow. It allows for students to see the importance of presenting an image of pride, high expectations, and a positive view of their personal future. Modeling this behavior, professional staff members exhibit integrity, responsibility, high expectations, and self-discipline for their students.

The Board retains the authority to establish and enforce the following dress and grooming standards for all staff. When reporting to work at any District location, all professional staff members are expected to:

- Maintain a high standard of personal hygiene and be physically clean, neat, and well-groomed each day;

- Wear professional attire that aligns with the expectations of their specific role and duties (e.g., business casual for instructional staff, appropriate safety gear for vocational roles, etc.);
- Ensure that undergarments are not visible through their clothing;
- Ensure that their attire allows for movement, bending, sitting without exposing undergarments, cleavage, etc.;
- Present themselves in a way that models pride in personal appearance and sets a positive example for students;
- Ensure their clothing and grooming choices do not interfere with instruction, distract students, or pose any health or safety risks within the school environment.

### **Lesson Plans:**

Instructional staff and Specials teachers are expected to submit weekly lesson plans. Lesson plans will be submitted on the district template and added to the lesson plan drive each Monday at 8:00 for the current week. Savvas and Amplify/CKLA users may download their lessons from these platforms and upload them into the drive.

### **Curriculum:**

Instructional staff is expected to utilize the provided curriculum for all subject areas and classes. Supplemental material may be utilized with the prior authorization of the building principal. Instructional staff will follow pacing and lessons as set forth within the curriculum unless otherwise advised by the building principal.

### **Grades, Interims, Report Cards and Progress Reports:**

Instructional staff and Specials teachers will enter at minimum 2 grades per student, per subject each week. This does not include participation or homework points. Participation and homework should not constitute more than 15% of the total grades entered.

Intervention Specialists will enter 1-2 data points weekly for each student's goals. It is also recommended that instructional staff send home a progress report of classwork/assignments completed and their scores every two weeks for parents/guardians to review.

## **Parent/Family Communication:**

Instructional staff, specials teachers, and intervention specialists are expected to communicate with parents/guardians frequently. While it is necessary to contact a parent/guardian for an issue, most communication should be positive and affirming.

Contact with parents/guardians will be no less than quarterly, though it is recommended that communication occur twice monthly.

Blairwood - with each of the students in your class.

Jr./Sr. High School - with at least 24 different students, each quarter, in your class load.

K-12 Specials - with at least 12 different Blairwood and 12 different Jr./Sr. High School students, each quarter, in your Specials classes.

## **Emails, Voicemails, and Mailboxes:**

Staff are expected to check their emails, voicemails, and mailboxes daily. It is recommended that emails and mailboxes are checked at the beginning of the day and at the end of the day or during the planning period.

Voicemails and parent/guardian communication should be returned within 24-48 hours, depending on the subject matter. If the parent/guardian is frustrated it is best to communicate via phone call and/or in person. You may choose to have a member of the leadership team present to help mediate.

## **Attendance:**

Staff are expected to be in the building and ready to begin work in their designated area by their assigned start time. Staff may leave at or after their assigned departure time, unless otherwise advised of a meeting, per the negotiated agreement.

Unless otherwise assigned a different schedule; instructional staff, intervention specialists, and specials teachers will work the following hours.

- Jr/Sr High School
  - 7:40 AM - 2:55 PM
- Blairwood Elementary
  - 8:25 AM - 3:40 PM
- Specials
  - 8:00 AM - 3:15 PM

## Calling Off or Late to Work:

To ensure operational efficiency and maintain a professional work environment, all staff members are required to follow the procedures outlined below when reporting absences or tardiness.

### Reporting an Absence

- Staff members who are unable to report to work due to illness, emergency, or other approved reasons must notify their **direct supervisor or building administrator** as early as possible, preferably **no later than one hour before their scheduled start time**.
- Notification should be made **personally by phone**, unless otherwise approved. Text messages or emails may be used only if prior arrangements have been established with the supervisor.
- When appropriate, staff should also enter the absence into the district's designated leave management or substitute placement system.

### Reporting Tardiness

- If a staff member anticipates being late to work, they must inform their **direct supervisor or building administrator** as soon as possible, providing an estimated arrival time.
- Frequent tardiness may be addressed through progressive discipline, in accordance with district policy and applicable collective bargaining agreements.

### Failure to Notify

- Failure to report an absence or tardiness in accordance with this policy may be considered an unexcused absence and subject to disciplinary action.

### Extended or Repeated Absences

- For extended absences, medical documentation or additional information may be required, in compliance with district policy, the Family and Medical Leave Act (FMLA), and other applicable laws.

## District Purchasing Procedures:

All staff and vendors must follow the procedures outlined below when conducting business transactions with Jefferson Township Local Schools:

**A. Quote Acquisition:**

- a. Staff must obtain a quote from the vendor or service provider outlining the scope of services.

**B. Requisition Submission:**

- a. The quote must be documented on a requisition form and submitted to the staff member's office administrator.

**C. Approval Process:**

- a. The administrator will input the requisition into the purchasing and order system for approval by the building administrator and superintendent. If approved, the Treasurer will generate a purchase order.

**D. Purchase Order Issuance:**

- a. The Treasurer or a designated staff member will contact the vendor or service provider with the approved purchase order number to authorize the start of service.

**E. Service Completion and Payment:**

- a. Upon satisfactory completion of services and receipt of an invoice, the Treasurer will process payment within seven (7) calendar days.

**Important Notes:**

- Vendors who provide services without following this procedure will not be paid.
- Staff who fail to adhere to these guidelines may face disciplinary action.
- Vendors who violate these procedures may forfeit future business opportunities with the District.

**District-Sponsored Trips:**

A district-sponsored trip is a planned educational experience directly aligned with a unit of study or a specific school function (e.g., college visits, club activities, field trips). The superintendent may approve the use of board property for such trips and may delegate vehicle use approval to designated transportation personnel. All trips must comply with district policies, procedures, and regulations outlined below.

**Rules for District-Sponsored Trips**

District-sponsored trips are subject to the following guidelines:

- Trips are not permitted during the first or last 10 days of the school year, unless connected to an after-school activity.
- Except for special education programs, trips may not be used as behavioral rewards.
- School staff and administrators may exclude students whose documented behavioral history presents a safety concern.
- If a trip occurs during the school day, it must be accessible to all students, regardless of their parents' ability or willingness to contribute financially.
- This policy does not apply to students who are not regularly enrolled in the district.

Trip requests must originate with the teacher and be submitted to the building principal using Board-approved Form 2340-F1. Requests for overnight trips must also follow the guidelines outlined in Article F. All trip requests require initial approval by the principal at least 15 school days before the planned trip date. Upon approval, the trip organizer must follow parental consent procedures detailed in Article E. A final student roster and all required consent forms must be submitted to the administrative offices no later than 5 school days before the trip.

### **Trip Coordination and Follow-Up Requirements**

Teaching staff must be notified at least two weeks in advance if students will miss class due to the trip. Students will be marked present and must be given the opportunity to make up missed work. The supervising staff must provide a meaningful alternative instructional activity for students who do not attend. For all non-athletic district-sponsored trips, Form 2340-F7 (Field Trip Evaluation) must be fully completed and submitted within three school days after the trip.

### **Trip Costs and Financial Accountability**

Trip cost will be a factor in the approval process and must include all anticipated expenses, including those for adult chaperones (e.g., transportation, lodging, meals, and admission). Records must be maintained for all district funds used during the trip. If students receive a cash disbursement, each must sign a receipt indicating the amount received; this documentation must be submitted to the central office. No individual or group representing the district may profit beyond the actual cost of the trip.

### **Supervision and Chaperones**

In accordance with Ohio law, all chaperones must pass background checks through both the Ohio Bureau of Criminal Investigation (BCI) and the Federal Bureau of

Investigation (FBI). Adults of supervisory age—including employees, parents, guardians, and spouses—must have a clear background check and receive approval from the building principal to serve as chaperones. Approved chaperones may accompany students on school buses for supervisory purposes. Chaperones may not bring non-participating children for childcare purposes.

Appropriate adult supervision must be approved by the school administrator and meet the following minimum ratios:

- Elementary: 1 adult per 15 students
- Junior High: 1 adult per 15 students
- High School: 1 adult per 20 students

During the trip, employees and chaperones are held to the same standards of conduct as on school property. They must avoid personal behaviors—both in and out of students' presence—that conflict with their responsibilities under Board policy.

### **Parental Permission**

The building principal and supervising teacher are responsible for securing written parental/guardian permission for each student using board-approved forms. For overnight trips, refer to the guidelines in Article F.

- **Form 2340-F2:** Used to obtain parent/guardian permission for the trip.
- **Form 5341-F1:** Used to collect student medical information and authorization for emergency medical treatment.

The supervising teacher must carry a copy of Form 5341-F1 for each student throughout the trip. Copies of both forms must also be submitted to the central office at least five school days prior to the trip.

### **Transportation**

Each bus used for a district-sponsored trip must have at least one teacher or approved adult supervisor onboard. Only students who are regularly enrolled and participating in the instructional activity are eligible for transportation.

Transportation must be arranged to accommodate students with special needs. Trips using district buses must not be scheduled during regular transportation hours: **6:00 a.m. – 9:00 a.m.** and **1:30 p.m. – 4:30 p.m.** Use of board-owned vehicles is subject to availability and must not interfere with regular school transportation.

Trips must be scheduled to allow buses to return to school by **2:00 p.m.** Any trip will be canceled if school is closed due to inclement weather.