



EMPLOYEE HANDBOOK FOR CONDUCT & ANNUALNOTICES

**Licensed & Support Staff
Administrators, Managers & Supervisors,
Coaches, Substitutes**

This constitutes official annual notice.

July 2026

The Glide School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Glide School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities, or employment.

The information in this handbook is a summary of Board Policy/Administration Regulations and excerpts from the Glide Public Schools Employee Handbook. For complete information, refer to the District website at www.glide.k12.or.us. Any information contained in this staff handbook is subject to unilateral revision or elimination without notice.

The Superintendent or designee will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972.

District 504 Coordinator:

Elementary

Erin Weber, 541-496-3524

Middle/High School

Chris Clair, 541-496-3554

Title II Coordinator:

Tammy Beard, 541-496-3524

Civil Rights and Title IX Coordinator:

Tracy Powell, 541-496-3521

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Employee Conduct and Responsibility – Board Policies GCAB, GBNA, GBNA-AR

Professionally representing a school district means acting as a trustworthy ambassador by upholding high ethical standards, ensuring student-centered decisions, and maintaining a positive image. It requires modeling integrity, adhering to district policies, preserving confidentiality, and maintaining appropriate boundaries with students and the community both during and outside of school hours.

All employees shall be expected to:

- Employees are viewed as ambassadors and must maintain high standards of conduct, including appropriate attire and professional verbal/written communication;
- Separate your personal and professional life. Professionalism begins with acknowledging the difference between how to behave at work versus how to act during your personal time. If the activity is not something that would be conducted at school, it should not be conducted while on duty;
- Activities that are inappropriate or disruptive in a school setting are strictly prohibited while on duty;
- While acting naturally and showing personality in your mannerisms and way of speaking can help you connect with students and colleagues, it is important to balance this with neutral and unbiased language and actions when interacting with others in an educational environment;
- Use time during working hours and during time on authorized leave for the intended purpose;
- Conduct themselves in a courteous, respectful, and efficient manner that builds the confidence of staff, students, and the public and enhances learning;
- Be dressed and groomed in a neat, clean, and appropriate professional manner for the assignment and work setting;
- Maintain appropriate relationships with students and not use such relationships for private advantage;
- Follow all board policies, state laws, and ethical standards, such as those regarding conflicts of interest, and avoiding actions that bring the district into disrepute;
- Maintain a safe, positive, and inclusive environment that serves the best interests of students, without showing favoritism;
- Maintain a professional distance in relationships with students to avoid the appearance of impropriety;
- Protect private information about students, families, and staff;
- Distinguish between personal views and those of the District to avoid misrepresentation of the District;
- Address criticisms of operations through established, lawful channels rather than airing them publicly;
- Ensure that district resources are used wisely and that policies are implemented to support student achievement;
- Represent their own professional qualifications in a true and accurate manner;
- Perform in accordance with the employee's current position description, performance goals and authorized directives from supervisory authority;

- With respect to probationary and temporary personnel, perform at a level which, in the judgment of the District, demonstrates that consideration of continued employment, renewal of contract or election to contracted status, as the case may be, is justified;
- Perform all duties and responsibilities with reasonable care and at a level which is generally recognized in the profession as reasonably adequate and efficient under similar circumstances;
- Exercise honesty and ethical behavior, including but not limited to: in communication and relationships with staff, students, and the public; use of time and district property; and representation of absence from duty leave; District employees must maintain the integrity of confidential information relating to student, family, colleague, or district patron. Relay of personal information only while performing assigned responsibilities and in the best interest of the individuals involved.
- Staff members, while on duty and off duty, will utilize social media websites, public websites, and blogs, judiciously by not posting confidential information about students, staff, or district business. Staff may not post images of district facilities, staff, students, volunteers, or parents without written authorization from persons with authority to grant such a release. Staff members, while on duty and off duty, will treat fellow employees, students and the public with respect while posting on social media websites, etc., in order to prevent substantial disruption in school.

The Ethical Educator – See OAR 584-020-0035

An ethical educator is a person who accepts the requirements of membership in the teaching profession or education industry and always acts in ethical ways. In so doing the ethical educator/employee considers the needs of the students, the District, and the profession.

1. The ethical educator/employee, in fulfilling obligations to the student, will:
 - a. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family;
 - b. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues;
 - c. Maintain an appropriate professional student-teacher relationship by:
 - i. Not demonstrating or expressing professionally inappropriate interest in a student's personal life; Not accepting, giving, or exchanging romantic or overly personal gifts or notes with a student;
 - ii. Reporting to the educator's/employee's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator/employee; and
 - iii. Honoring appropriate adult boundaries with students in conduct and conversations at all times.
2. The ethical educator/employee, in fulfilling obligations to the District, will:
 - a. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
 - b. Conduct professional business, including grievances, through established lawful and reasonable procedures;
 - c. Strive for continued improvement and professional growth;
 - d. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
 - e. Not use the District's or school's name, property, or resources for non-educational benefit without approval of the educator's supervisor or the appointing authority.

3. The ethical educator/employee, in fulfilling obligations to the profession, will:
 - a. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
 - b. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
 - c. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Equal Employment Opportunity - See Board Policy GBA, GBA-AR

Equal employment opportunity and treatment shall be provided in hiring, retention, transfer, promotion and training of all employees regardless of actual or perceived race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or other categories protected by law and disability if the employee, with or without accommodations, is able to perform the essential functions of the position.

The District will make special efforts to inform all staff members of available training opportunities and assist them in securing advanced training.

This policy is an integral part of the human relations effort for the District.

Human Relations, Non-Discrimination - See Board Policy AC

The District is deeply committed to the continuing development and maintenance of a community in which the individual dignity and potential of each of its students, staff and community members is given full respect, recognition, and encouragement. It is dedicated to creating an environment in which all can study and work securely and productively in an atmosphere characterized by civility and openness. The District shall provide an atmosphere in which students and staff develop attitudes that reflect:

- Respect for oneself and others;
- Respect for all persons despite differences including race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, citizenship, marital status, age, disability, familial status, appearance, or source of income;
- Respect for cultural differences;
- Respect for economic, political, and social rights of others; and
- Respect for the rights of others to seek and maintain their own identities.

The Glide School District recognizes the diversity and worth of all individuals and groups. It is the policy of the District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities, or employment.

Americans with Disabilities Act – See Board Policy ACA, ACA-AR

The ADA and Oregon law prohibit discrimination against qualified persons with disabilities. Under both the ADA and state law, a "person with a disability" is an individual who has a physical or mental impairment that substantially affects one or more major life activities. The District will make reasonable accommodations for qualified persons with a disability, if that would allow the individual to perform the essential functions of the job without causing an undue burden to the District, which is defined as

“An action requiring significant difficulty or expense when considered in light of factors such as an employer’s size, financial resources, and the nature and structure of its operation.” Employees protected by the ADA, or those that suspect they may be protected, should discuss their needs for possible accommodation with their supervisor, building principal, or human resources department.

Employee Relationships

The District is committed to providing equal employment opportunities to its employees. Intimate relationships have the potential to interfere with the District’s ability to provide equal employment opportunities, and in some instances, may constitute sexual harassment or other unlawful discrimination.

The District strongly discourages an intimate relationship between a supervisor/manager or those in a professional supervisory relationship and an employee.

If an intimate relationship between a supervisor/manager and an employee should develop, it shall be the responsibility and mandatory obligation of the supervisor/manager to promptly disclose the existence of the relationship to the Human Resources Coordinator. Such employees may not remain in a professional supervisory relationship or in positions where one individual may affect the terms or conditions of employment of other employees and may result in a separation of employment if another available and suitable position cannot be found.

An individual has “professional supervisory responsibility” for another individual if he or she performs functions including, but not limited to, supervising, evaluating, hiring, coaching, counseling, recommending, advising, or involvement in decision-making that confers benefits such as compensation, promotions, or other remuneration or that may impact upon other employment opportunities.

If you have any question as to what is appropriate, contact the Human Resources Coordinator.

Staff Ethics and Employee Conflicts of Interest - See Board Policy GBC, GBCA

District employees shall strive to act in an ethical manner at all times. Employees shall not engage in, or have a financial interest in, any activity that would raise a reasonable question of conflict of interest with their duties and responsibilities as staff members or compromise their abilities to fulfill their obligations to the District, its students, and its community in any way.

This means that:

1. Employees will not use their position to obtain financial gain or avoidance of financial detriment from students, parents, and other staff;
2. Any device, publication or any other item developed during the employee’s paid time shall be District property;
3. Employees will not further personally gain through the use of confidential information gained in the course of or by reason of position or activities in anyway;
4. A district employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative, unless he/she complies with the conflict-of-interest requirements of ORS Chapter 244;

5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that he/she needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment, or materials in performing outside work.

You are strongly encouraged to read Board Policy GBC and GBCA for further definitions and guidance. If a situation ever arises that raises a question for you regarding these policies, you are advised to consult with Human Resources immediately.

Receipt of Gifts, Entertainment, Food, or Honorarium

District employees are subject to Oregon ethics laws which govern the receipt by employees of gifts which may not exceed \$50.00 from any individual giver on an annual basis. Oregon law defines gifts to include meals, entertainment, honoraria, and more. District employees must not accept more than \$50.00 worth of "gifts" annually from any one giver. This means that if an employee is offered lunch, conference materials, and honoraria from a single source and those items total in value over \$50.00, the employee is in violation of ethics laws. Employees should be aware of any gifts they are offered or received from any source and keep a record of those gifts to ensure compliance. If you have any questions regarding the ability to accept a particular gift, meal, or honoraria, please contact Human Resources for guidance.

Sexual Harassment - See Board Policy GBN/JBA

The Board is committed to the elimination of sexual harassment in District schools and activities. Sexual harassment is strictly prohibited and will not be tolerated. This includes sexual harassment of students or staff by other students, staff, Board members or third parties.

You are strongly encouraged to refer to Board Policy GBN/JBA regarding sexual harassment. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other visual, verbal, or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term of employment, submission to, or rejection of, the conduct affects employment opportunities, or the conduct interferes with an employee's work or creates an intimidating, hostile or offensive work environment.

The District is committed to taking reasonable steps to prevent harassment from occurring and will take immediate and appropriate action when we know that unlawful harassment has occurred. To do this, however, we need the cooperation of all employees at all levels.

All complaints about behavior that may violate Board policy will be promptly investigated. Each employee must promptly report any offending behavior to the building principal, Human Resources Coordinator, or Superintendent, who has overall responsibility for all investigations.

Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC. All others would be reported to the Oregon Department of Education.

Hazing/Harassment/Intimidation/Bullying/Menacing – See Board Policy GBNA and JFCF

The Board is committed to providing a safe, positive, and productive learning and working environment. As provided in Board Policy GBNA and JFCF and the Oregon Safe Schools Act, hazing, harassment, intimidation, menacing or bullying by students, staff or third parties is strictly prohibited and shall not be tolerated in the District or while on District business or activities. All staff are obligated to report violations of these policies to their supervisor.

Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Certified staff will be reported to Teacher Standards and Practices Commission, as provided by OAR 584-020-0041.

Employee Discrimination Complaints – See Board Policy JBA/GBN, GBNA, and JFCF

For prompt and equitable resolution of student and employee complaints alleging discrimination, please refer to Board Policy JFCF, Administrative Regulation for Board Policy AC. For information on harassment complaint procedures, refer to Administrative Regulations for Policies GBN/JBA, GBNA.

Child Abuse Prevention - See Board Policy JHFE/GBNAB, JHFE/GBNAB-AR and Appendix A: Staff/Student Boundaries

All employees must report or cause a report to be made when there is reasonable cause to believe that a child has been abused (ORS 339.388 and 419B.010). Failure to report may be considered a Class A violation resulting in a fine of up to \$2000.00 (ORS 153.018 and 419B.010). Records kept of observed indicators of abuse are considered part of the student records.

Child means an unmarried person who is under 18 years of age (ORS 419B.005(2)).

Abuse means:

1. Any assault of a child and any physical injury to a child which has been caused by other than accidental means, including any injury which appears to be at variance with the explanation given of the injury;
2. Any mental injury to a child, which shall include only observable and substantial impairment of the child's mental or psychological ability to function caused by cruelty to the child, with due regard to the culture of the child;
3. Rape of a child;
4. Sexual abuse;
5. Sexual exploitation, including but not limited to:

- a. Contributing to the sexual delinquency of a minor and any other conduct which allows, employs, authorizes, permits, induces or encourages a child to engage in the performing for people to observe or the photographing, filming, tape recording or other exhibition which, in whole or in part, depicts sexual conduct or contact, sexual abuse involving a child or rape of a child, but not including any conduct which is part of any investigation conducted pursuant to ORS 419B.020 or which is designed to serve educational or other legitimate purposes; and
 - b. Allowing, permitting, encouraging, or hiring a child to engage in prostitution.
6. Negligent treatment or maltreatment of a child, including but not limited to the failure to provide adequate food, clothing, shelter, or medical care that is likely to endanger the health or welfare of the child;
 7. Threatened harm to a child, which means subjecting a child to a substantial risk of harm to the child's health or welfare;
 8. Buying or selling a person under 18 years of age as described in ORS 163.537;
 9. Permitting a person under 18 years of age to enter or remain in or upon premises where methamphetamines are being manufactured; and
 10. Unlawful exposure to a controlled substance that subjects a child to a substantial risk of harm to the child's health or safety.

Employees should report the information to their supervisor and shall immediately report the information to the Department of Human Services or local law enforcement agency.

Child Abuse Prevention Training - See Board Policy JHFE/GBNAB

District staff are required to undertake training each year in the prevention and identification of child abuse and the obligations of school employees under ORS 419B.005. The annual training requirement may be fulfilled by viewing the SafeSchools Training Video 'Child Abuse: Mandatory Reporting' available on the District website: <https://Glide-or.safeschools.com/login>.

Reporting of Sexual Conduct with Students

"Sexual conduct" as defined by Oregon law is any verbal or physical or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student's educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and District Board policy JHFE/GBNAB and JHFE Administrative Rules—Reporting Requirements Regarding Sexual Conduct with Students. See Board Policy JHFF/GBNAA, JHFF/GBNAA-AR, and Appendix A: Staff/Student Boundaries

Use of District Technology & Communication - See Board Policy IIBGA, IIBG-AR and Appendix A: Staff/Student Boundaries

Glide School District electronic communication services must be used in a responsible, efficient, ethical, and legal manner to manage the District and to help students master the curriculum.

Acceptable Uses:

Acceptable uses include activities that directly support teaching and learning of the District curriculum or that support attainment of the District mission and priorities. Uses may include functions such as electronic or voice mail, real-time electronic conferencing, reading, or posting messages on computer bulletin boards, accessing District information databases and other shared resources, and accessing external resources through the Internet. Personal use of these services is permitted if there is no additional direct cost to the District and if personal use does not interfere with student learning, conflict with the work responsibilities of District employees, result in personal financial gain, or violate School Board Policy.

Unacceptable Uses:

A list of unacceptable uses or practices can be found in IIBGA-AR. Unacceptable behavior or uses include, but are not limited to, those that are illegal, have no reasonable basis for improving the teaching or learning of the District curriculum or completion of District business, are offensive, harassing, or potentially harmful to others, are for personal financial gain, or impair the maintenance, use, or availability of equipment or services by others. You are strongly encouraged to refer to IIBGA-AR for a detailed breakdown of unacceptable uses of District technology and communication services.

Privacy:

All communications and data interchanges are subject to monitoring. The School District does not consider any communication or data interchanges using District materials, equipment, or electronic infrastructure to be private.

Staff Responsibilities for Personal and Student Use:

District administrators and staff are responsible for modeling and teaching students the proper ethics, techniques, and standards for the use of electronic communication services and for enforcing compliance. Guidelines for acceptable and unacceptable use should be discussed with students.

Staff are responsible for monitoring student use of electronic communication services to assure that Internet use is consistent with grade-level guidelines and for guiding students to educationally appropriate sections of the Internet. Staff must assure that non-E-mail Intranet access is limited to those students who have been granted permission by a parent or guardian.

Employee Attendance

All personnel are expected to come to work regularly and as scheduled, missing no more than one day per month worked, on average, for illness or injury, using no more than the other leave days provided in the employee's employment agreement, except in the case of days missed due to disabilities or other serious medical conditions documented by health care professionals.

All personnel are required to follow proper absence reporting procedures based on the position and work location. Excessive absences or unauthorized/improper use of leave, or failing to follow proper absence reporting procedures, will subject the employee to disciplinary action up to and including termination.

Alcohol/Controlled Substance Use – See Board Policy GBCBA

The following conduct is strictly prohibited and will subject an employee to immediate discipline, up to and including termination:

Being under the influence or using, possessing, purchasing, distributing, dispensing, or manufacturing alcohol and/or drugs while on school premises, in District-owned or District-approved vehicles, at District-sponsored or District-approved activities or events or otherwise engaged in District business; and

Reporting to work or attending school, school functions or other activities while under the influence of alcohol or drugs. An individual shall be considered to be “under the influence” when, in the District’s determination, the controlled substance impairs the individual’s ability to function safely and efficiently (i.e., perform assigned work, engage in learning and acceptable behavior, provide a positive role model) or brings discredit to the District.

Possessing any drug paraphernalia on District property or in District vehicles or equipment. Drug paraphernalia includes, but is not limited to, electronic cigarettes, electronic hookahs and other vapor emitting devices.

If the District has reasonable grounds to believe that an employee is under the influence of intoxicants, including alcohol or any controlled substance, the District may require the employee submit to immediate testing by trained medical personnel. Refusal to submit immediately to such tests may result in disciplinary action, up to and including dismissal. “Reasonable grounds” may include, but are not limited to, such things as slurred speech, dilated pupils, peculiar odors, and unsteady balance.

The District reserves the right, with prior notice and reasonable suspicion, to conduct searches of District property, vehicles or equipment at any time. A refusal to submit to a search may result in disciplinary action, up to and including dismissal.

The District also reserves the right, with prior notice and reasonable suspicion, to conduct searches on district property of employees and/or their personal property which is on the District’s premises.

Drug-Free Workplace - See Board Policy GBEC

No employee shall unlawfully manufacture, distribute, dispense, possess, or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcohol.

“Workplace” is defined to mean the site for the performance of work done in connection with a federal grant or contract. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school District where work on a federal grant is performed.

Each employee shall notify his/her supervisor of his/her conviction of any criminal drug statute, as defined above, no later than 5 days after such conviction and shall abide by the terms of this school District policy establishing a drug-free workplace.

Reasonable suspicion by the District of employee use of a controlled substance or alcohol shall be based upon any of the following:

1. Observed abnormal behavior or impairment in mental or physical performance (for example, slurred speech or difficulty walking);
2. Direct observation of use in the workplace;
3. The opinion of a medical professional;
4. Reliable information concerning use in the workplace, the employer shall determine the reliability of any such information; and
5. A work-related accident in conjunction with a basis for reasonable suspicion as listed above.

Rules related to a specific statute or rule may be applicable and shall supersede the above.

Sanctions against employees, including non-renewal, suspension, and termination, shall be in accordance with prescribed school District administrative regulations and procedures.

Smoking on School Premises - See Board Policy GBK

Possession, use, distribution, or sale of tobacco products or inhalant delivery systems in any form on District premises and at school-sponsored activities is expressly prohibited.

Violation of this policy by staff will lead to appropriate disciplinary action.

Studying Controversial Issues - See Board Policy INB

Since our society is based on the free exchange of ideas and diversity of political and social thought, it shall be the policy of this District to encourage unbiased, unprejudiced, and scientific study of controversial issues as they arise as part of the school curriculum. A controversial issue may be defined as any topic or problem which society is in the process of debating on which there is honest disagreement. Such issues arise when different interpretations are given to a particular set of circumstances.

The teacher has the responsibility of handling controversial issues. The role of the teacher should be to reveal to students the processes used by the social scientist with which problems are identified, studied, and solved. The teacher shall avoid indoctrination in his/her own personal viewpoint and shall not attempt to control or limit the judgment of students.

Procedures

1. At the beginning of the school year, teachers, in conjunction with their building administrator, will review the policy and guidelines concerning controversial issues and speakers, and will reevaluate the preceding year's activities as they pertain to the use of controversial resource persons. Implementation of the policy will be evaluated continuously throughout the year to avoid oversights in procedure.
2. Teachers are to notify the building administrator concerning the controversial topic they plan to introduce and/or the guest speaker they plan to utilize in their program. It shall be the responsibility of the principal, the department, and the teacher to ensure impartiality.

When opinions differ as to the advisability of addressing a particular topic or using a particular speaker, the principal shall have the final determination.

3. As appropriate, the teacher shall discuss with the guest before his/ her appearance in the classroom the fact that he/she is in a school class and language and behavior should be appropriate for public school students.
4. The teacher must remain with the students while the guest speaker is with the class.

Spills of Blood and Bodily Fluid (Mandatory Notice) – See Board Policy GBEB

Any contact with body fluids from another person presents the risk of infection. Some examples of body fluids include drainage from cuts and scrapes, vomit, urine, saliva, and blood. This risk, while very small, is increased if the fluid comes into contact with a break in the skin. In all cases, consistent cleanliness reduces communicability.

The procedures described in the District's Bloodborne Pathogen Exposure Prevention Training when consistently applied, will protect all children and adults in the school by ensuring a clean environment. Please refer to the BBPEPT video in SafeSchools for directions on what to do in the event of a possible exposure. Remember to report any exposure to your supervisor immediately.
<https://glide-or.safeschools.com/login>

Mother Friendly Workplace - See Board Policy GBDA

The District recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast feeding or expressing milk in the workplace. The location for the expression of milk or breast feeding shall not be a public restroom or toilet stall and shall be in close proximity to the employee's work area.

This policy and a list of designated locations will be published in the staff handbook. A list of designated locations must be readily available upon request in the central office of each school facility and in the district's central office.

APPENDIX A

Staff/Student Boundaries

Glide School District employees are expected to use good judgment at all times when interacting with students, avoiding all interactions that could appear inappropriate or make students feel unsafe. This includes both verbal and physical interactions.

APPROPRIATE interactions create a safe environment for all students to learn and grow by maintaining acceptable adult-to-student boundaries.

INAPPROPRIATE interactions cross boundaries, creating unsafe environments that make students feel physically or emotionally unsafe. Staff who have frequent one-to-one contact with students or who work in co-curricular activities can be more at-risk for inappropriate interactions with students or allegations of inappropriate interactions. Offenders may not be aware of the perceptions of students and may be popular or unpopular with students and parents. Staff should not assume their popularity with students or parents protects them from allegations of impropriety. Even allegations can negatively impact a career.

CHILD ABUSE/SEXUAL CONDUCT AND DISTRICT EMPLOYEES

Required information for employees (ORS 339.372): Child abuse and /or sexual conduct by District employees (as defined below) will not be tolerated (Policy JHFE/GBNAB). Child abuse includes physical abuse, sexual abuse, emotional abuse, neglect, and threat of harm.

Sexual conduct includes any verbal or physical conduct by a school district employee that is sexual in nature, is directed toward a student, has the effect of unreasonably interfering with a student's educational performance, and creates an intimidating, hostile, or offensive educational environment. Examples listed under the "inappropriate interaction" sections of this document could constitute sexual conduct.

If an employee is found to have abused a child or engaged in sexual conduct toward a student, disciplinary records will be released in accordance with ORS 339.338.

REPORT SUSPECTED CHILD ABUSE

All Glide School District employees are mandated by law to report suspected child abuse immediately to law enforcement or the Department of Human Services/Child Welfare (DHA) (ORS 339.372). Reporting obligations are in effect at all times, whether on or off duty.

Concerns involving child abuse and/or sexual conduct by District employees must be reported immediately to a supervisor or to Human Resources at 541-440-4008 (ORS 339.372). However, reporting to a supervisor alone **does not** fulfill an employee’s legal obligation; suspected child abuse **must** also be reported to law enforcement or DHS. After reporting suspected abuse either by phone or in person, employees must complete the District’s Child Abuse Reporting Form, which is posted on the staff portal page of the district’s website:

https://drive.google.com/file/d/1iBwaXZqEK_4HitPj_APDzhlQs604stcY/view.

HOW TO REPORT

You can report directly to your School Resource Officer (SRO) or call one of the following organizations:

DHS/Child Welfare.....1-855-503-7233

Douglas County Sheriff.....541-440-4450

Oregon State Police.....541-440-3334

If you suspect a child is in imminent danger, call 9-1-1

APPENDIX B

EXAMPLES OF APPROPRIATE & INAPPROPRIATE INTERACTIONS

PHYSICAL CONTACT

EXAMPLES OF APPROPRIATE INTERACTION

- Verbal validation of a student's efforts.
- Exercising good judgment and being sensitive to individual preferences and cultural norms.

EXAMPLES OF INAPPROPRIATE INTERACTION

- Any action that would be construed as child abuse.
- Invading personal space or being too close in proximity, as defined by the student.
- Giving shoulder massage, lingering touches, squeezes.
- Touching students who may misinterpret the touch due to individual circumstances, cultural standards, or developmental stage.
- Using physical contact to connect with, compel or coerce a student.

ELECTRONIC COMMUNICATION

EXAMPLES OF APPROPRIATE INTERACTION

- Using the internet appropriately in compliance with Board policies IIBGA and GCAB.
- Limiting electronic social media communication with students to what is necessary for educational and/ or school-sponsored extracurricular activities and avoiding communicating with individual students.

EXAMPLES OF INAPPROPRIATE INTERACTION

- Conversing with students via electronic social media communication beyond what is necessary for educational purposes and/or school-sponsored extracurricular activities.
- Discussing personal issues with students via text messaging, social networking sites, email, etc.
- Using email, text messaging, or instant message to discuss sexual topics with individual students.
- Adding students on personal social networking sites as "friends" when not related to a legitimate educational purpose.

PERSONAL COMMUNICATION

EXAMPLES OF APPROPRIATE INTERACTION

- Dialoguing about the academic environment and school activities.
- Having a conversation that supports a student's learning and growth, where the student's perspective is the focus of conversation.
- Maintaining personal space and reasonable eye contact.

EXAMPLES OF INAPPROPRIATE INTERACTION

- Making comments that are physical in nature (e.g., "you have great legs," "you should wear that sweater more often") or may have sexual overtones.

- Discussing or condoning inappropriate topics and/or making comments with sexual overtones or flirting.
- Communicating to the student with implied, inside messages that are unknown by the general population.
- Sharing personal and confidential information in which the adult becomes the focus of the conversation.
- Having any dialogue that makes the student feel uncomfortable or makes the student a confidant of the adult.
- Maintaining intense eye contact.
- Discussing topics or making comments you would not make if the parent were present.
- Requesting affection (e.g., hugs).

RELATIONSHIPS

EXAMPLES OF APPROPRIATE INTERACTION

- Conducting student conferences in a manner consistent with educational purpose.
- Having staff/student relationships centered on academics, school events, and activities.
- Notifying administration if a student is suspected of having romantic feelings toward a staff member.
- Maintaining fair and equal treatment of all students.
- Referring serious student problems to the appropriately trained professional.

EXAMPLES OF INAPPROPRIATE INTERACTION

- Spending time alone with a student in conferences beyond educational expectations.
- Meeting with students off-campus.
- Transporting a child alone and/or in a private vehicle when it is not a regular function of the employee's assigned job duties.
- Receiving or writing personal communication from/to students and/or giving gifts.
- Covering or providing excuses for particular students, and/or writing passes repeatedly for favored students to cover tardies or absences.
- Giving special privileges or showing favoritism to a particular student.
- Encouraging or condoning an atmosphere of loose and inappropriate boundaries around gender and harassment issues.
- Intervening in serious student problems instead of referring the student to an advisor or counselor.
- Failing to notify administration if a student is suspected of having romantic feelings toward a staff member.
- Discussing/writing about sexual topics unrelated to curriculum with students, making sexual jokes, gestures and innuendos or engaging in appropriate banter with students (e.g., discussion of student's dating behavior).
- Commenting on students' bodies or appearance in a sexual manner.
- Sharing one's own sexual exploits or marital difficulties.