



SCHOOL POLICIES

SECTION I: INSTRUCTION

Community**ED**

Crater Lake Charter Academy

Charter Board Policy: IFCA

Adoption: September 15, 2014

21ST CENTURY SCHOOLS COUNCILS

The overall purpose of shared decision-making is to help achieve our school mission through both improvement of the instructional program and delivery of support services.

Shared decision making is part of site-based decision making. It is a process, not an end in itself. Site-based decision making provides an opportunity for members of a school community to collaborate in solving problems, defining goals and shaping direction for an individual school.

The Charter Board encourages the collaborative work of shared decision making. Thus, site councils and/or school leadership teams are supported.

END OF POLICY

Legal Reference(s):

ORS 192.660 - 192.690
ORS 243.650
ORS 243.782
ORS 329.125
ORS 329.675- 329.745
ORS 332.172
ORS 342.513
ORS 342.545
ORS 342.553
ORS 342.608
ORS 342.610
ORS 342.613
ORS 342.650
OAR 581-020-0105
OAR 581-020-0115
OAR 581-020-0130

Crater Lake Charter Academy

Charter Board Policy: IGAEB

Adoption: September 15, 2014

DRUG, ALCOHOL AND TOBACCO PREVENTION, HEALTH EDUCATION

The public charter school will not tolerate the possession, selling or use of unlawful and harmful drugs (illicit drugs, nontherapeutic use of prescribed drugs, misuse of solvents and other dangerous substances) alcohol or tobacco in the schools, on public charter school grounds or during public charter school sponsored activities including athletic events, dances, field trips, etc.

Given the extensive use and the formal and informal promotion of drug, alcohol and tobacco use in society, the school has an obligation to provide education that emphasizes prevention, to describe intervention and referral procedures, and to outline consequences. The public charter school will provide planned staff development and public information programs. The public charter school will access federal funds as available to support prevention programs.

After consulting with staff, parents and students, through such groups as community agencies and representatives from drug, alcohol or health service agencies, student councils, MADD, ministerial association, chamber of commerce, local school committee and the county youth services team, the Board will adopt a written plan for a drug, alcohol and tobacco prevention and intervention program.

Drug Prevention Program

Each classroom K-8 shall receive drug, alcohol and tobacco prevention instruction as part of the health education program.

Each year the public charter school will review the curriculum in consultation with the public charter school's drug, alcohol and tobacco prevention committee and revise as necessary to reflect current research.

The public charter school is committed to an aggressive intervention and referral program to eliminate prohibited drug, alcohol and tobacco use.

The program shall include training for staff and a compilation of information on school and community resources and procedures for responding to drug-related medical emergencies. Parents, students and staff shall receive annually in handbooks information and detailed procedures regarding the public charter school's intervention/referral program.

Each year students and parents shall receive a code of conduct explaining expected behaviors and related consequences for violations of the conduct code which may include discipline up to and including expulsion. Students violating the code of conduct prohibiting substance abuse, possessing, selling and/or using unlawful drugs or alcohol may be subject to an assessment and, if appropriate, referred to law enforcement officials. When considering disciplinary action for a child with disabilities, the public charter school must follow the requirements of Board policy JGDA/JGEA - Discipline of Students with

Disabilities including those involving functional behavioral assessment, change or placement, manifestation determination and an interim alternative educational setting.

Each year the public charter school will actively seek funds to support the activities identified in the public charter school's drug, alcohol and tobacco prevention program.

The public charter school executive director shall provide staff development activities for all employees addressing the public charter school's drug, alcohol and tobacco prevention and intervention program/plan, the employee's responsibilities within the plan and current drug, alcohol and tobacco information.

The public charter school will develop a public information plan for students, staff and parents.

The public charter school's Drug, Alcohol and Tobacco Prevention, Health Education policy, related policies, rules and procedures will be reviewed annually and updates, as needed.

END OF POLICY

Legal Reference(s):

ORS 163.575 ORS 336.067 ORS 336.222 ORS 339.133-137 ORS 339.873 ORS Chapter 475 ORS 809.260
OAR 581-011-0052 OAR 581-015-2000 OAR 581-015-2040 OAR 581-015-2045 OAR 581-015-2050
OAR 581-015-2060 OAR 581-015-2070 OAR 581-015-2075 OAR 581-015-2410 OAR 581-015-2415 OAR 581-015-2420 OAR
581-015-2425 OAR 581-015-2430 OAR 581-015-2435 OAR 581-015-2440 OAR 581-015-2055 OAR 581-015-2205 OAR 581-015-2220
OAR 581-015-2225 OAR 581-015-2230 OAR 581-015-2235 OAR 581-015-2240 OAR 581-015-2325 OAR 581-015-2600 OAR
581-015-2605 OAR 581-021-0050 OAR 581-021-0055 OAR 581-022-0413 OAR 581-022-1210

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 701-707 (2006); General Principles Relating to Suspension and Debarment 85.600 -
85.645 (2006).

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006). 34 C.F.R. §§ 300.108.

Crater Lake Charter Academy

Charter Board Policy: IGAI

Adoption: September 15, 2014

HUMAN SEXUALITY, AIDS/HIV, SEXUALLY TRANSMITTED DISEASES, HEALTH EDUCATION

The public charter school shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grade 6-8.

Parents, teachers, school administrators, local health department's staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035 (2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;

13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases and hepatitis B/C. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

END OF POLICY

Legal Reference(s):

ORS 336.035
 ORS 336.107
 ORS 336.455 to -336.475
 ORS 339.370 OAR 581-022-1440 OAR 581-022-1910
 OAR 581-022-0705

Crater Lake Charter Academy

Charter Board Policy: IGBAB/JO

Adoption: September 15, 2014

EDUCATION RECORDS/RECORDS OF STUDENTS WITH DISABILITIES

Education records are those records maintained by the public charter school that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

The public charter school shall maintain confidential education records of students in a manner that conforms with state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, verifiable and should have a direct and significant bearing upon the student's educational development.

The public charter school annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

The public charter school shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The public charter school shall provide to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the public charter school pertaining to the student's identification, evaluation, educational placement and free appropriate public education. The public charter school shall provide parents or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the public charter school.

The public charter school annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB - Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the public charter school to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the public charter school's education records policy.

Regarding records to be released to public charter school officials within the agency, the public charter school's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials have legitimate educational interests.

The public charter school annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA - Directory Information).

The public charter school shall give full rights to education records to either parent, unless the public charter school has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18 those rights transfer to the student.

A copy of this policy and administrative regulation shall be made available upon request to parents and students 18 years or older or emancipated and the general public.

END OF POLICY

Legal Reference(s):

ORS 30.864 ORS 107.154 ORS 326.565 ORS 326.575
ORS 338.115(a) ORS 339.260 ORS 339.270 ORS 343.177(3)
OAR 166-405-0010 to 166-415-0010 OAR 581-021-0220 to -0430
OAR 581-022-1660
OAR 581-022-1670

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2006).

Cross Reference(s):

JO/IGBAB - Education Records/Records of Students with Disabilities JOA - Directory Information
JOB - Personally Identifiable Information

Crater Lake Charter Academy

Charter Board Policy: IIBGA

Adoption: September 15, 2014

ELECTRONIC COMMUNICATIONS SYSTEM

The public charter school board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The public charter school system will be used to provide statewide, national and global communications opportunities for staff and students.

The public charter school administrator will establish administrative regulations for the use of the public charter school's system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;
8. Installing measures designed to restrict minors' access to materials harmful to minors.

The administrator will establish administrative regulations for use of the public charter school's system by staff using their own personal electronic devices to download and store public charter school proprietary information including personally recognizable information about the public charter school students or staff. Regulations shall insure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the

Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission and will include a complaint procedure for reporting violations.

The public charter school administrator will also establish administrative regulations for use of the public charter school's electronic communications system to comply with copyright law.

Failure to abide by public charter school policy and administrative regulations governing use of the public charter school's system may result in the suspension and/or revocation of system access. Additionally, student violations will result in discipline up to and including expulsion. Staff violations will also result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

ORS 30.765 ORS 133.739 ORS 163.435 ORS 164.345 ORS 164.365 ORS 167.060 ORS 167.065 ORS 167.070
ORS 167.080 ORS 167.087 ORS 167.090 ORS 167.095 ORS Chapter 192 ORS 336.222 ORS 338.115(a)
ORS 339.250 ORS 339.270 OAR 581-021-0050 OAR 581-021-0055 OAR 584-020-0040 OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l) (2008); 47 CFR Section 54.520 (2001).

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).

Oregon Attorney General's Public Records and Meetings Manual, pp. 24-26, Appendix H, Department of Justice (2001). Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.

Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.

Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).

Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, 103 Stat. 1928.

Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).

No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.

Americans with Disabilities Act Amendments Act of 2008.

Crater Lake Charter Academy

Charter Board Policy: IKE

Adoption: September 15, 2014

PROMOTION AND RETENTION OF STUDENTS

It is the responsibility of the public charter school to provide learning experiences for every child which will prepare them to advance to the next grade level with their peers. Student success is the goal of every school and every teacher.

The public charter school will develop standards for each grade level, and will place students at the grade level best suited to them academically, socially and emotionally. These standards will be communicated to parents.

It is the responsibility of the school to ensure that teachers provide for learning experiences based on identified best practices in education and which are aligned with state standards. For those students not meeting expectations, the school will identify assistive learning experiences designed to support the student in achieving the standards for his or her grade level.

It is the responsibility of the student, with family support, to apply consistent and sustained effort toward learning experiences that are assigned.

Promotion to the next grade will be based on the attainment of the academic standards for that grade level and a consideration of the best interests of the student. Students will normally progress annually from grade to grade. Exceptions may be made when, in the professional judgment of the staff at the school, such exceptions are in the best educational interest of the student involved.

In the event that a student is recommended for retention, the parent/guardian shall be informed of progress throughout the review process and shall be provided a conference. The criteria to be used in considering a student for retention shall include academic achievement, attendance and physical, social and emotional maturity. The final decision on retention or promotion shall be made by the executive director.

END OF POLICY

Legal Reference(s):
ORS 338.115(2)

Crater Lake Charter Academy

Charter Board Policy: IKF

Adoption: September 15, 2014

GRADUATION REQUIREMENTS

Students and their parents will be notified of state graduation and diploma requirements.

The public charter school will ensure that students have access on-site to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate. The public charter school will provide age appropriate and developmentally appropriate literacy instruction to all students through grade 8.

The public charter school will develop procedures to provide assessment options as described in the Test Administration Manual, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

The public charter school may not deny a student who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma, for the sole reason the student has the documented history.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the public charter school will annually provide to the parents or guardians of the student, information about the availability of a modified diploma, an extended diploma and an alternative certificate.

END OF POLICY

Legal Reference(s):

ORS 329.095 ORS 329.451 ORS 332.114 ORS 338.115(11) ORS 339.115 ORS 343.295
OAR 581-022-0615 OAR 581-022-0617 OAR 581-022-1130 OAR 581-022-1131 OAR 581-022-1133
OAR 581-022-1134 OAR 581-022-1135 OAR 581-022-1210 OAR 581-022-1215 OAR 581-022-1350
TEST ADMINISTRATION MANUAL, APPENDIX L-REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS.

Crater Lake Charter Academy

Charter Board Policy: IL

Adoption: September 15, 2014

ASSESSMENT PROGRAM

The public charter school's assessment program shall be designed for the purpose of determining charter school program improvement and individual student needs including the requirements of Oregon Administrative Rules (OAR) 581-022-0606, 581-022-1210 and 581-022-1670. Each year the public charter school shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards and to identify students who meet or exceed the performance standards adopted by the State Board of Education.

Accordingly, the public charter school shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
3. Assessments by individual teachers;
4. Optional public charter school and grade levelwide assessments, as recommended by the director and as approved by the Board.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards. School and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The public charter school shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures. Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

The director shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s):

ORS 40.245 ORS 326.565 ORS 326.575 ORS 329.485 ORS 336.187 ORS 659.870 ORS 338.115 (2) OAR 581-021-0030 OAR 581-022-0606 OAR 581-022-0610 OAR 581-022-1140 OAR 581-022-1210 OAR 581-022-1510 OAR 581-022-1670 Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006). Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006). Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006). No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

Crater Lake Charter Academy

Charter Board Policy: IMB

Adoption: September 15, 2014

STUDENT ACHIEVEMENT PROGRAM

The public charter school board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the public charter school. Student achievement will be defined by the public charter school and include, but not be limited to, assessment results, student attendance and drop out rates and diploma attainment.

The public charter school director will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the sponsoring district's continuous student achievement improvement program efforts.

The public charter school's program will be consistent with Oregon Department of Education requirements and reflected in public charter school annual report.

The public charter school board will, in striving for continuous improvement of student achievement, annually review public charter school data on student achievement, prioritize, allocate and realign resources as necessary.

The public charter school director will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 329.095 OAR 581-022-1020 OAR 581-022-1030 OAR 581-022-1130

Crater Lake Charter Academy

Charter Board Policy: INDB

Adoption: September 15, 2014

FLAG DISPLAYS AND SALUTES

A United States flag and an Oregon flag shall be displayed on or near each school building under the control of the Board or used by the public charter school, during school hours, except in unsuitable weather and at any other time the Board deems proper.

The public charter school shall obtain United States flag of an appropriate size for each classroom to display.

Students shall receive instruction in respect for the national flag, and be provided an opportunity to salute the United States flag at least once each week by reciting *The Pledge of Allegiance*.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, home room class, athletic contests or at other times deemed appropriate by the administrator. Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

END OF POLICY

Legal Reference(s):

ORS 336.067 ORS 339.875

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).