


## Policy Implications

GBK/KGC (also KGC/GBK) - Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems (Version 1; Required; previously GBK/JFCG/KGC)  
GBK/KGC (also KGC/GBK) - Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems (Version 2; Required; previously GBK/JFCG/KGC)

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## RELIGION AND SCHOOLS

### Summary



As a result of OSBA's internal policy and legal review process, OSBA is recommending a new sample optional policy and administrative regulation that addresses religion and schools. The new recommended samples should replace previous policies with codes IGAC, IGACA and IGACA-AR. The new administrative regulation, IGACA-AR provides guidance to districts when recognizing religious customs or beliefs in a school setting. These new samples are not a result of new legislation or a change in law.

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### Legal Reference

None


### Collective Bargaining Impact

None

### Local District Responsibility

It is recommended the board consider deleting/repealing the previous policies for IGAC, IGACA and IGACA-AR, and consider adopting the new optional samples for policy and an administrative regulation (AR) on religion and schools. The AR does not require board adoption.

### Policy Implications

- ✓ IGAC - Teaching about Religion - *Delete/Repeal*
  - ✓ IGACA - Recognition of Religious Beliefs and Customs - *Delete/Repeal*
  - ✓ IGACA-AR - Recognition of Religious Beliefs and Customs - *Delete/Repeal*
  - ✓ IGAC - Religion and Schools (*New; Optional*)
  - ✓ IGACA-AR - Recognition of Religious Beliefs and Customs (*New; Optional*)
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## INTERSCHOLASTIC ACTIVITY PARTICIPATION

### Summary

The 2017 Legislature passed Senate Bill (SB) 208 adding to and revising the statutory language in ORS 339.450 and 339.460, establishing the right of public charter school students and reiterating the right of homeschooled students to participate in available OSSA-sanctioned activities of their resident school district. The State Board of Education has adopted OARs governing these new requirements and its process for determining student eligibility.

Oregon School Boards Association  
Selected Sample Policy

Code: IGAC  
Adopted:

NEW

**Religion and Schools**

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

END OF POLICY

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**Legal Reference(s):**

ORS 332.107  
ORS 336.035

U.S. Const. amend. I.  
OR. CONST., art. I.  
Kennedy v. Bremerton Sch. Dist., 869 F.3d 813 (9th Cir. 2017).

NEW

## Recognition of Religious Beliefs and Customs

### Observances of Religious Holidays

The practice of the district shall be as follows:

1. Holidays which have a religious and secular basis may be observed in the public schools;
2. The historical and contemporary values and the origin of religious and secular holidays may be explained in an unbiased and objective manner without sectarian indoctrination;
3. Music, art, literature and drama having religious themes or bases are permitted as part of school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;
4. The use of religious symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature;
5. The district's calendar should be prepared to minimize conflicts with religious holidays.

### Religion in the Curriculum

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas.
3. Curriculum and instruction includes theories, views and precepts.
4. Student-initiated expressions to questions or assignments which reflect their religious or nonreligious beliefs are permissible. For example, students are free to express religious or nonreligious belief in compositions, art forms, music, speech and debate.

## **Traditional Observances**

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community.

The practice of the district shall be as follows:

5. A baccalaureate service is traditionally religious in nature and shall not be sponsored by the district. One or more community groups may hold a baccalaureate service on district property or in a district facility, but must conform to the current community use policy.
6. A memorial service which is religious in nature shall not be sponsored by the district. One or more community groups or individuals may hold a memorial service on district property or in a district facility, but must conform to the current community use policy.

# Parkrose School District 3

DELETE per OSBA

Code: IGACA-AR  
Adopted: 10/23/95  
Reviewed: 03/13/00

## RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

### A. Observances of Religious Holidays

The practice of the district shall be as follows:

1. The several holidays throughout the year which have a religious and secular basis should be observed in the public schools.
2. The historical and contemporary values and the origin of religious holidays should be explained in an unbiased and objective manner without sectarian indoctrination.
3. Music, art, literature and drama having religious themes or bases are permitted and encouraged as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
4. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday are permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. These holidays include Christmas, Easter, Passover, Hanukkah and Thanksgiving.
5. The district's calendar should be prepared so as to minimize conflicts with religious holidays of all faiths.

### B. Religion in the Curriculum

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas.

Such studies should never foster any particular religious tenets or demean any religious beliefs.

3. As curriculum and instruction includes theories, views and precepts, they will be represented as such, not as fact.
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

C. Traditional Observances

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community. Such ceremonies should recognize the religious pluralism of the community.

Therefore, the practice of the district shall be as follows:

1. Because the baccalaureate service is traditionally religious in nature, it should be sponsored by the graduating senior class and the clergy of the community, separate from the district. Said service may be held on or in school property, conforming to the current limited open forum policy.
2. A memorial service of like observance should recognize the religious pluralism of the community.

D. Moral and Spiritual Training

The district is vitally concerned that teaching of moral and ethical values be part of the fabric of public education

Religious institutions and orientations are central to human experience, past and present. They are the basis for much of the accepted moral and ethical behavior of today. The district recognizes the importance of the religious heritage of America and respects the religious belief of those in the district. An education excluding such a significant aspect would be incomplete. It is essential that the teaching **about** - and not **of** - religion be conducted in a factual, objective and respectful manner.

# Parkrose School District 3

DELETE per OSBA

Code: IGAC  
Adopted: 10/23/95  
Reviewed: 03/13/00

## TEACHING ABOUT RELIGION

Religious education is the responsibility of the home and religious institution and within the district's schools shall remain the free choice of the individual, true to American heritage and the Constitution.

However, religion influences many areas of education such as literature and history. Religion's role in civilization can and should be properly taught. Teachers may provide information and opportunity for students to study the forms of various religions. It is proper for teachers to teach about religion as opposed to teaching sectarian beliefs, although study of the Bible and other sacred documents as literary forms may inform students concerning particular sectarian belief.

Teachers shall be permitted to expose students to information concerning religions and religious beliefs, but teachers shall not advocate, openly or covertly or by subtlety, a particular religion or religious belief.

END OF POLICY

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### Legal References:

ORS 332.107  
ORS 336.035

United States Constitution, Amendment I.  
Oregon Constitution, Article I.

# Parkrose School District 3

DELETE  
per OSBA

Code: IGACA  
Adopted: 10/23/95  
Reviewed: 03/13/00

## RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

It is accepted that no religious belief or non-belief should be promoted by the district or its employees, and none should be disparaged. Instead, the district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In the spirit of tolerance, students and staff members will be excused from participating in practices which are contrary to their religious beliefs without penalty.

The district recognizes that one of its educational goals should be to advance the students' knowledge and appreciation of the role that our religious heritages have played in the social, cultural and historical development of civilization.

END OF POLICY

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### Legal References:

ORS 336.067  
ORS 339.420



★ Equity Committee Suggested

## Sample Policy

DRAFT January 2018

Code: IGBC-AR

Adopted: .

Revised:

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S/B IGAC-AR  
~~IGAC-AR~~  
now

### RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

#### Introduction

The policy of the district reflects a commitment to the principles of religious neutrality and the accommodation of diversity, promoting respect and understanding of different beliefs and customs. To include religious music, symbols, art or writings in school programs, displays, performances, classroom activities and/or celebrations, the teacher must demonstrate an educational purpose consistent with the stated objectives of the curriculum. Therefore, reflective preview by teacher and administrator of the content of such activities is necessary and appropriate. In considering any material, the artistic, social and cultural aspects relevant to the purpose for including the material should be taken into account.

#### Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect of human culture would be incomplete. It is essential that teaching about and not of religion be conducted in a factual, objective and respectful manner.

Therefore, the practice of the district shall be as follows:

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum provided it is intrinsic to the learning experience in the various fields of study and is presented objectively. Care should be taken when considering the seasonal inclusion of literature, music, drama and the arts that the use not lead to the observance or celebration of a particular religious holiday. Religious music should not dominate and any dramatic productions should emphasize the cultural aspects of the holiday. For example, while recognizing the holiday season, none of the school activities in December should have the purpose or effect of promoting or inhibiting religion;
2. Instruction should never foster any particular religious tenets or demean any religious beliefs or non-beliefs;
3. The emphasis on religious themes in the arts, literature and history should be appropriate to its educational value and only as extensive as necessary for a balanced and comprehensive study of these areas;
4. Student-initiated expressions in response to questions or assignments which reflect their beliefs or

★ this was reviewed prior to new OSBA  
recommendation ICAC-AR

non-beliefs about religious themes shall be accommodated and should be encouraged. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

### Exemption from Course(s)

The practice of the district is to excuse students from state- or district-required programs, learning activities and expectations when those programs, activities or expectations conflict with religious beliefs of parents and students (according to Oregon Administrative Rules). In the case of individual lessons, students may be assigned alternative assignments in a way which is not embarrassing to the student. When a significant portion of a state- or district-required course is objectionable, the student will be granted an exemption from the course and any expectations assigned to that course. In such cases, the student will be expected to enroll in another class and, at the high school level, to earn a credit in lieu of the exempted course. The exemption from a course on religious grounds does not reduce the number of credits required for graduation from the district. Any waiver or exemption from state- or district-required courses must be acknowledged in writing by the parent, and a copy of the request and decision must be filed with the appropriate executive administrator of school improvement and support as well as attached to the transcript.

One written request by the parent on file is all that is required per student during his/her time in a particular school.

### Dedications and Commencement

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community. Such ceremonies should recognize the religious pluralism of the community.

Therefore, the practice of the district shall be as follows:

1. A dedication ceremony should ~~recognize the religious pluralism of the community and be appropriate to those who use the facility~~ be religiously neutral in every way. An open invitation should be extended to all citizens to participate in the ceremony;
2. ~~Traditions, i.e., invocation and benediction, inherent in commencement ceremonies, should be honored in the spirit of accommodation and good taste;~~
3. Because the ~~B~~accalaureate service is traditionally religious in nature, it should be sponsored by agencies separate from the district and held off campus;
4. School choruses, bands, orchestras and other performing groups may accept occasional invitations to perform at non-school religious functions with the condition that:
  - a. Any member of the group may be excused without penalty of any sort at his/her request

and it must be 100% voluntary;

and

- b. The performance must meet the test of religious neutrality. However, school choruses, bands, orchestras and other performing groups may not sponsor or promote performances a religious functions ~~or of a religious nature.~~

### Holidays

Studying about religious holidays may be included in elementary, middle and high school curricula as opportunities for teaching about religions if:

1. The purpose is to provide secular instruction about multicultural religious traditions rather than to promote, observe or celebrate particular religions or religious holidays;
2. It is done within the context of the district curriculum.

Religious music\*, symbols\*\*, art or writing in school programs, displays, performances, classroom activities and/or celebrations must have an educational purpose consistent with the stated objectives of the curriculum. Where the study of religion is an integral part of the curriculum, ~~whether it is seasonal or not seasonal~~, symbols appropriate to that study may be displayed for the time their presence is necessary to the study and shall be limited to the area(s) where the study occurs. ~~Religious symbols may be displayed seasonally only as a part of a broad, balanced multicultural study. The overall effect of such a display shall not promote or favor any religious practice, belief or non-belief.~~

\* Religious music includes:

Any music which recognizes the existence of a supreme being or deity. "The Messiah," "O Holy Night," "Silent Night," "The Kaddish," "Kol Nidre" and "Maoz Tzur" are examples of this music. Music is not prohibited solely because it has a reference to God in it.

\*\* A religious symbol includes:

Any object which portrays or recognizes the existence of a supreme being or deity. The cross, star of David, nativity scene, menorah, tablets, chalices, crescent, Buddha and any other symbols which are part of a religious celebration are in this category.

In all school programs and study, care must be taken to avoid the presentation of religious music as a celebration of a particular religion or religious holiday and to ensure that there is no intent to promote or denigrate any particular religion or non-religion.

The district and school calendars shall be prepared with the intent to avoid conflicts with the religious holidays of all faiths. Where conflicts are unavoidable, care should be taken to avoid tests, special projects, introduction of new concepts and other activities which would be difficult or impossible to make up. The students who remain in school should continue to have meaningful learning experiences.

A student's religious beliefs shall be honored by excusing the student at the student's or parent's request from school on the student's religious holidays. Upon successful completion of make-up work, there shall be no penalties attached to these absences. Care must be taken at all levels to respect student's rights to express themselves through the use of religious symbols in reports, projects and other assignments as long as these symbols are removed upon completion of the activity.

Educators must be sensitive to the diversity of cultural backgrounds and religious beliefs in our society. Special care must be taken to ensure that students do not experience exclusionary feeling and can participate comfortably in school programs, displays, performances, classroom activities and/or celebrations. Classroom parties held at a holiday time must be secular in nature and their overall effect should not promote or favor any religious practice, belief or non-belief.

Schools should celebrate such topics as:

- Positive Character Traits
- Seasonal colors, weather, activities
- Common Positive human qualities such as friendship, love, persistence and sharing

### **Reconsideration of the Use of Religious Curriculum**

Although care is exercised by the teacher and administrator so that the inclusion of religious literature, music, drama and the arts in the curriculum avoids the observation or celebration of a particular religious holiday, a member of the community or staff may wish to request a reconsideration of an activity, display or performance which is inconsistent with the curriculum. In such an event, the individual shall contact the teacher to informally resolve the issue. If the matter cannot be resolved at that level, the principal shall:

1. Have the community or staff member complete the form for "Reconsideration of Religious Curriculum";
2. Acknowledge receipt of all written or verbal requests for reconsideration of religious curriculum;
3. Notify all staff members who are directly involved in the request;
4. Forward the "Request for Reconsideration of Religious Curriculum" and other appropriate correspondence to the K-12 administrator for curriculum and staff development;
5. The K-12 administrator for curriculum and staff development will establish a committee of their choice to review the request for reconsideration;
6. The curriculum in question shall continue to be used until the formal procedure is complete;
7. Final action on the request shall be taken by the administration no later than five school days after the K-12 administrator for curriculum and staff development receives the completed "Request for Reconsideration of Religious Curriculum";
8. The individual making the request for reconsideration may withdraw the request at any time during the review process.

Request for Reconsideration of Religious Curriculum

Initiated by \_\_\_\_\_  
Name (Please Print) Telephone

\_\_\_\_\_  
Address

Representing \_\_\_\_\_  
Self Group (Name)

Curriculum questioned:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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Please respond to the following questions. If more space is needed, use additional paper.

1. To what aspect of the curriculum do you object? Please cite specifics.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Please discuss the rationale for your objection and the basis on which the objection rests.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What action do you recommend that the school take on this curriculum?

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Signature

Date

Please return this form to the principal.

Received by the principal:

\_\_\_\_\_  
Signature

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School

Date and Time of Day

(continued)

STATEMENT OF COURSE EXEMPTION  
(to be attached to student transcript)

Approval has been granted to \_\_\_\_\_ for an  
exemption from \_\_\_\_\_ due to a  
conflict with family religious beliefs. This exemption was initiated by the attached written request from the  
student's parent(s), \_\_\_\_\_.

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Principal Signature & Date

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Superintendent or Designee & Date