

Greater Albany SD 8J Board Policy

Code: **JAA**
Adopted: 6/26/89
Revised/Readopted: 3/12/01, 8/13/07
Orig. Code(s): BP 6105

Student Policy Objectives

Through its student policies, the Board seeks to advance goals for the three identified levels of students in the district.

Elementary School

Students enter public education with a variety of backgrounds, emotional traits and learning needs. The elementary school program provides experiences to promote a student's personal and academic growth. The elementary school environment is designed to:

1. Develop a positive attitude toward learning;
2. Provide students with the essential skills of reading, language and mathematics;
3. Provide a foundation in the disciplines of science, social studies, health, physical education, art and music;
4. Develop students' personal responsibility, respect for others and cooperation skills;
5. Foster a positive self-concept in students;
6. Provide enrichment activities and allow students to explore their individual areas of interest;
7. Instruct students in problem solving, decision making and computer literacy.

A child-centered elementary school celebrates the curiosity, enthusiasm and imagination of childhood as it endeavors to meet the academic, social, emotional, physical and aesthetic needs of the child. Parents and guardians¹ are an essential part of the student's education and become partners with the school staff as they encourage and support their student's learning and development.

¹As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-0005 (18).

Middle School

Middle school provides a transition between elementary and high school and between childhood and adolescence. Students in middle school vary in physical, intellectual, psychological and emotional development. A school to meet the needs of these students will:

1. Provide instruction leading to the mastery of the basic skills of reading, language and mathematics;
2. Provide additional instruction in science, social studies, health, physical education art and music;
3. Allow students to explore a range of elective subjects and to participate in group and intramural activities within the school day;
4. Promote the development of positive attitudes about self and learning;
5. Offer continuous educational progress through the use of scheduling and instructional strategies which recognize the different achievement levels of students;
6. Arrange for students to work with the same interdisciplinary teaching group throughout the middle school years; and provide a homeroom setting where students have on-going guidance from one adult during the middle school years;
7. Establish a school atmosphere where the expectations for student learning and behavior are fair and consistent;
8. Promote positive peer interactions in a caring and nurturing environment.

The middle school is a dynamic, exciting place. It is more closely related to the elementary school than the high school in its atmosphere and environment and is flexible to meet the changing needs of students. Community members, parents and guardians¹ are an essential part of the middle school. They are partners with the school staff as they help students learn and develop.

High School

The student completes his/her public school education with the high school program. The school staffs, in cooperation with the parents guardians¹ and the community, seek to serve the academic, social, emotional, physical and aesthetic needs of the adolescent. They help students to make wise choices in the present as well as to grow and to prepare for future decisions.

The high school environment, curricular and cocurricular, provides students opportunities which help:

1. Develop a positive attitude toward themselves and toward learning;
2. Acquire a continuing firm foundation in the essential skills of communications, mathematics, social studies, science and computers;
3. Experience opportunities for exploration and growth in a variety of vocational and avocational areas;

4. Learn teamwork, social skills and leadership skills;
5. Acquire a firm base of knowledge and skills in developing healthy personal and family lifestyles;
6. Develop skills which can be used to solve a wide variety of personal and social problems;
7. Progress further in his/her chosen field of work or acquire additional formal education.

Students come to high school varying widely in their needs and interests, making it necessary that high schools be comprehensive settings which provide a wide variety of educational experiences. Each student should experience personal success and growth toward his/her maximum potential.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 125.005\(4\)](#)
[ORS 125.300-125.325](#)
[ORS 329.015](#)
[ORS 329.025](#)
[ORS 329.035](#)
[ORS 332.107](#)
[ORS 419B.373](#)

[OAR 581-015-0005\(18\)](#)
[OAR 581-022-1030](#)