

STAFF ETHICS

I. GENERAL OBLIGATIONS

High standards of professional, moral, and ethical practices commonly recognized in human relationships are essential to the teaching profession and are an integral part of this code.

Therefore:

1. A teacher's conduct shall embrace the dignity and prestige of the teaching profession.
2. A teacher shall resist pressure made by an individual, agency, or organization which tends to control or exploit the teacher's professional duties or responsibilities.
3. A teacher shall accept non-professional type extra employment only when such employment is compatible with the high ideals of teaching.
4. A teacher shall recognize his/her obligation as a member of a professional team working toward the fulfillment of the total educational needs of each individual pupil. This depends upon the close cooperation of all members of the staff.

II. STAFF RELATIONSHIPS

The members of the teaching profession have obligations with respect to professional practice. These obligations are shared employer-employee responsibilities based upon mutual respect and good faith.

Therefore a teacher shall:

1. Accept the responsibility of understanding the total educational program and the relationship of one segment of the program to the other.
2. Cooperate with other staff members in the development and implementation of the total program.
3. Understand and cooperate with proper channels of authority and procedure.
4. Apply for or accept employment only on the basis of competence.
5. Cooperate in the development of school policies and assume professional obligation in this respect.
6. Abide by all terms of his/her contract.

6. Accept the professional responsibility of maintaining a high level of service.
 8. Respect the professional reputation of other teachers.
 9. Participate in the teacher-pupil or teacher-parent relationships of another teacher only upon the request of the teacher concerned, or through established channels of administration.
 10. Encourage and assist other teachers to uphold the standards of professional practice herein enumerated.
 11. Recognize the professional aspects of democratic procedure in relationships with other members of the profession.

III. TEACHER-PUPIL RELATIONSHIPS

The primary obligation of the teaching profession is to guide children, youth, and adults in the pursuit of knowledge and skills, to prepare them in the ways of democracy, and to help them to become happy, useful, self-supporting citizens. The ultimate strength of the nation lies in the social responsibility, economic competence, and moral strength of the individual American.

Therefore, the teacher shall:

1. Deal justly and impartially with students regardless of their physical, mental, emotional, political, economic, social, racial, or religious characteristics.
2. Recognize the difference among students and seek to meet their individual needs.
3. Encourage students to formulate and work for high individual goals in the development of their physical, intellectual, creative, and spiritual endowments.
4. Aid students to develop an understanding and appreciation, not only of the opportunities and benefits of American democracy, but also of their obligations to it.
5. Respect the right of students to have confidential information about themselves withheld except when such release is made to authorized individuals or agencies or as required by law.
6. Keep teacher-pupil relationship on a professional basis.

IV. TEACHER-COMMUNITY RELATIONSHIPS

The teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct, but also the interaction of the school and the community. Education

is most effective when these many relationships operate in a friendly, cooperative, and constructive manner.

Therefore, a teacher shall:

1. Adhere to a reasonable pattern of behavior accepted by the community for professional persons.
2. Perform the duties of citizenship, and participate in community activities with due consideration for obligations to students, family and self.
3. Discuss controversial issues from an objective point of view, thereby keeping classes free from partisan opinions.
4. Recognize that the public schools belong to the people of the community, encourage lay participation in shaping the purposes of the school, and strive to keep the public informed of the education program which is being provided.
5. Work to improve education in the community and to strengthen the community's moral, spiritual, and intellectual life.
6. Work to foster and maintain a public opinion that will discriminate between the ill-trained, poorly prepared teacher and the properly trained, fully qualified practitioner who is a professional teacher in every respect.
7. Respect the community in which employed and be loyal to the school system, community, state and nation.

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