

Paradise SD

Exhibit

Professional Standards

E 4119.21

Personnel

CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I. Commitment to the Student

The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political

or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:

- a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
 8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

Principle II. Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications
2. Shall not misrepresent his/her professional qualifications
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position
5. Shall not assist a noneducator in the unauthorized practice of teaching
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
7. Shall not knowingly make false or malicious statements about a colleague
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Source: National Education Association, 1975

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CLASSIFIED EMPLOYEES

School employees who are in daily contact with many phases of educational work should be persons whose conduct is beyond reproach and who sincerely believe in the advancement of education and the betterment of working conditions; therefore, the California School Employees' Association proposes this Code of Ethics as a standard for its members.

AS A SCHOOL EMPLOYEE I WILL:

1. Be proud of my vocation in order that I may use my best endeavors to elevate the standards of my position so that I may merit a reputation for high quality of service -- to the end that others may emulate my example.
2. Be a person of integrity, clean speech, desirable personal habits, and physical fitness.
3. Be just in my criticism and be generous in my praise; to improve and not destroy.
4. At all times be courteous in my relations with students, parents, teachers and others.
5. Be a resourceful person who readily adapts himself to different kinds of work and changed conditions and finds better ways to do things.
6. Conduct myself in a spirit of friendly helpfulness to my fellow employees to the end that I will consider no personal success legitimate or ethical which is secured by taking unfair advantage of another.
7. Associate myself with employees of other districts for the purpose of discussing school problems and cooperating in the improvement of public school conditions.
8. Always uphold my obligations as a citizen to my nation, my state, my school district and my community, and give them unswerving loyalty.
9. Always bear in mind that the purpose of classified service is to promote the efficiency and raise the standards of all school employees and that I shall be equally obligated to assist all my fellow workers.

SOURCE: CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION

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CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

A school administrator is an educational leader who promotes the success of all students by:

Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

1. Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
2. Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
3. Use the influence of diversity to improve teaching and learning.
4. Identify and address any barriers to accomplishing the vision.
5. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
6. Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

1. Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
2. Promote equity, fairness, and respect among all members of the school community.
3. Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and

effective technology.

4. Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
5. Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
6. Create an accountability system grounded in standards-based teaching and learning.
7. Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment

1. Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
2. Utilize effective and nurturing practices in establishing student behavior management systems.
3. Establish school structures and processes that support student learning.
4. Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
5. Align fiscal, human, and material resources to support the learning of all subgroups of students.
6. Monitor and evaluate the program and staff.
7. Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources

1. Recognize and respect the goals and aspirations of diverse family and community groups.
2. Treat diverse community stakeholder groups with fairness and respect.
3. Incorporate information about family and community expectations into school decision-making and activities.
4. Strengthen the school through the establishment of community, business, institutional,

and civic partnerships.

5. Communicate information about the school on a regular and predictable basis through a variety of media.
6. Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5: Modeling a personal code of ethics and developing professional leadership capacity

1. Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
2. Protect the rights and confidentiality of students and staff.
3. Use the influence of office to enhance the educational program, not personal gain.
4. Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
5. Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
6. Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
7. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
8. Engage in professional and personal development.
9. Encourage and inspire others to higher levels of performance, commitment, and motivation.
10. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

1. Work with the Board of Education and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
2. Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.

3. Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
4. Generate support for the school by two-way communications with key decision-makers in the school community.
5. Collect and report accurate records of school performance.
6. View oneself as a leader of a team and also as a member of a larger team.
7. Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Source: California Professional Standards for Educational Leaders by California School Leadership Academy at WestEd and the Association of California School Administrators. Reprinted with permission. Intended for use with the descriptions of practice in Moving Standards into Everyday Work, available from WestEd.

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