

Boundary County School District No. 101

ADMINISTRATION

6310

CODE OF ETHICS FOR ADMINISTRATORS

1 Preamble: Public education in America rests on firm commitments to the dignity and worth of
2 each individual, to the pre-eminence of enlightenment and reason over force and coercion, and to
3 government by the consent of the governed. Public schools prosper to the extent they merit the
4 confidence of the people. In judging its schools, society is influenced to a considerable degree by
5 the character and quality of its administration. To meet these challenges, school administrators
6 have an obligation to exercise professional leadership.

7 Society demands that any group that claims the rights, privileges, and status of a profession prove
8 itself worthy through the establishment and maintenance of ethical policies governing the
9 activities of its members. A professional society must demonstrate the capacity and willingness
10 to regulate itself and to set appropriate guides for the ethical conduct of its members. Such
11 obligations are met largely by practitioners through action in a professional society such as the
12 American Association of School Administrators.

13 Every member of a profession carries a responsibility to act in a manner becoming a professional
14 person. This implies that each school administrator has an inescapable obligation to abide by the
15 ethical standards of his/her profession. The behavior of each is the concern of all. The conduct of
16 any administrator influences the attitude of the public toward the profession and education in
17 general.

18 These policies of ethical behavior are designed to inspire a quality of behavior that reflects honor
19 and dignity on the profession of school administration. They are not intended as inflexible rules
20 nor unchangeable laws. They serve to measure the propriety of an administrator's behavior in
21 his/her working relationships. They encourage and emphasize those positive attributes of
22 professional conduct which characterize strong and effective administrative leadership.

23 Policy 1: The professional school administrator constantly upholds the honor and dignity of
24 his/her profession in all actions and relations with pupils, colleagues, school board
25 members, and the public.

26 Policy 2: The professional school administrator obeys local, state, and national laws, holds
27 him/herself to high ethical and moral standards, and gives loyalty to his/her
28 country and to the cause of democracy and liberty.

29 Policy 3: The professional school administrator accepts the responsibility throughout
30 his/her career to master and to contribute to the growing body of specialized
31 knowledge, concepts, and skills which characterize school administration as a
32 profession.

33 Policy 4: The professional school administrator strives to provide the finest possible
34 educational experiences and opportunities to all persons in the district.

- 35 Policy 5: The professional school administrator applying for a position or entering into
36 contractual agreements seeks to preserve and enhance the prestige and status of
37 his/her profession.
- 38 Policy 6: The professional school administrator carries out, in good faith, all policies duly
39 adopted by the local board and the regulations of state authorities and renders
40 professional service to the best of his/her ability.
- 41 Policy 7: The professional school administrator honors the public trust of his/her position
42 above any economic or social rewards.
- 43 Policy 8: The professional school administrator does not permit considerations of private
44 gain nor personal economic interest to affect the discharge of his/her professional
45 responsibilities.
- 46 Policy 9: The professional school administrator recognizes that the public schools are the
47 public's business and seeks to keep the public fully and honestly informed about
48 their schools.

49 Overview: High standards of ethical behavior for the professional school administrators are
50 essential and are compatible with his/her faith in the power of public education and his/her
51 commitment to leadership in the preservation and strengthening of the public schools.

52 The true sense of high calling comes to professional school administrators as he/she faces
53 squarely such widely held beliefs as the following:

- 54 A. The effectiveness of the schools and their programs as inescapably the responsibility
55 of professional school administrators.
- 56 B. Every act or every failure to act, of professional school administrators has
57 consequences in the schools and in the lives of people.
- 58 C. In many situations and too many people in a community, professional school
59 administrators are the living symbols of their schools.
- 60 D. The public entrusts both the day-by-day well-being and the long-range welfare of its
61 children and of its school system to the board of trustees, the superintendent and
62 professional school administrators.
- 63 E. The ultimate test for professional school administrators is the effort which he/she
64 makes to improve the quality of learning opportunity for every child in the schools.
- 65 F. In the long run, what happens in and to the public schools of America, happens to
66 America.

SOURCE: American Association of School Administrators

Policy History:

Adopted on: FEBRUARY 17, 2005

Revised on: