

## **SCHOOL COMMITMENT TO STANDARDS FOR ETHICAL AND RESPONSIBLE BEHAVIOR**

The FSAS Board believes that promoting ethical and responsible behavior is an essential part of the school unit's educational mission. The FSAS Board recognizes that ethics, constructive attitudes, responsible behavior, and "character" are important if a learner is to leave school as a "responsible and involved citizen," as described in the Guiding Principles of the Maine Learning Results. The FSAS Board also recognizes that Maine law requires the adoption of a district-wide student code of conduct consistent with statewide standards for student behavior developed by the Commissioner of the Department of Education in compliance with 20-A MRSA § 254(11).

The FSAS Board seeks to create and maintain a school climate in which ethical and responsible behavior can flourish. The FSAS Board believes that instilling a sense of ethics and responsibility in learners requires setting positive expectations for learner behavior as well as establishing disciplinary consequences for behavior that violates FSAS Board policy or school rules. Further, the FSAS Board believes that in order to teach ethical and responsible behavior, adults who interact with students must strive to model and reinforce ethical and responsible behavior. To that end, the FSAS Board supports an active partnership between schools and parents.

Recognizing that collaboratively identified core values are the foundation for a school culture that encourages and reinforces ethical and responsible student behavior, the FSAS Board is committed to the establishment and implementation of a process for identifying shared values and setting and enforcing standards for behavior, including prescription of consequences for unacceptable behavior. The process for identifying such shared values will invite and include the participation of FSAS Board members, school administrators, staff, parents, learners, and the community. Core values will be reviewed periodically, with opportunity for public participation. The FSAS Board will direct the Executive Director/designee to develop a process to assess school system progress toward achievement of an ethical and responsible school culture.

Following the identification of core values, the FSAS Board, with input from administrators, staff, parents, learners, and members of the community, will adopt a Learner Code of Conduct consistent with statewide standards for learner behavior that shall, as required by law:

Define unacceptable student behavior:

- A. Establish standards of student responsibility for behavior;
- B. Prescribe consequences for violation of the Learner Code of Conduct, including first-time violations, when appropriate;
- C. Describe appropriate procedures for referring learners in need of special services to those services;
- D. Establish criteria to determine when further assessment of a current Individual Education Plan (IEP) is necessary, based on removal of the learner from class;

- E. Establish policies and procedures concerning the removal of disruptive or violent learners from a classroom or a school bus, as well as disciplinary and placement decisions, when appropriate; and
- F. Establish guidelines and criteria concerning the appropriate circumstances when the Superintendent/designee may provide information to the local police or other appropriate law enforcement authorities regarding an offense that involves violence committed by any person on school grounds or other school property.
- G. Establish policies and procedure to address bullying, harassment, and sexual harassment.

The Learner Code of Conduct will be reviewed periodically by the Board, with input from administrators, staff, parents, learners, and members of the community, which will:

- Focus on positive interventions and expectations and avoid focusing exclusively on unacceptable student behavior;
- Focus on positive and restorative interventions that are consistent with evidence-based practices rather than set punishments for specific behaviors, and avoid “zero tolerance” practices unless specifically required by federal or state laws, rules or regulations;
- Allow administrators to use their discretion to fashion appropriate discipline that examines the circumstances pertinent to the case at hand; and
- Provide written notice to the parents of a student when a student is suspended from school, regardless of whether the suspension is an in-school or out-of-school suspension.

“Positive interventions” and “restorative interventions” shall have the same meaning as provided in 20-A MRSA § 1001(15).

Learners, parents, staff, and the community will be informed of the Learner Code of Conduct through handbooks and/or other means selected by the Executive Director/designee.

## **Ethics and Curriculum**

The Board encourages integration of ethics into content areas of the curriculum, as appropriate. The Board also encourages FSAS to provide learners with meaningful opportunities to apply values and ethical and responsible behavior through activities such as problem solving, peer mediation, and learner organized government/leadership development.

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<sup>1</sup> The statewide standards are the “core values” identified in the report of the Commission for Ethical and Responsible Student Behavior, *Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities*. The core values are: Respect, Honesty, Compassion, Fairness, Responsibility and Courage. The Code of Conduct must be “consistent with,” not identical to, the statewide standards developed under 20 M.R.S.A. § 254(11). This provides an opportunity for communities to identify their own core values and articulate what they “look like” when applied to behavior. The core values serve as a basis for school system expectations for student conduct.

Legal Reference: 20-A MRSA §§ 254; 1001 (15)

**Approved: October 17, 2020**