

**Instruction--Elementary and Secondary****MORAL AND ETHICAL VALUES**

The public school cannot usurp the privilege of the home and religious organizations by attempting to promote religion to its students. In fact, both the United States Constitution and Florida Statutes forbid the promoting of any particular religion in the public school, but public schools may teach about religion in the context of history, literature, and the arts. Though schools must be neutral with respect to religion, they may play an active role with respect to teaching civic values and virtue, and the moral code that holds us together as a community. The fact that some of these values are held also by religions does not make it unlawful to teach them in school. This teaching should permeate the whole school program and should receive emphasis in practices of integrity and fairness.

The School Board approves the following guidelines for instruction in moral and ethical values toward which teachers should direct their efforts.

1. Instill in others a desire for the pursuit of excellence in work, manners, and achievement. The responsibilities and duties of a citizen in our democracy demand intelligent and active participation in the institutions of our society.
2. Stress the values of intellectual honesty and respect for truth. Freedom depends upon the existence and practice of these values as demonstrated in lives and associations of our people.
3. Practice respect and thoughtfulness of others. The dignity and worth of each individual is preserved and enriched in associations with one another. In a democracy, law and order at all levels of society come about through mutual respect and concern for others and the institutions they represent.
4. Raise each pupil's sense of values and standards of behavior. Our aim is to raise the level of civilization among people as they live, learn, and work at home and throughout the world.
5. Help students exercise self-discipline, self-direction, and self-evaluation in their lives. These practices promote orderliness and regulation in our lives, collectively and individually. Also, a continuous self-evaluation gives us a measure of the degree to which we are reaching the goals in our lives.
6. Exercise respect for all forms of duly and democratically constituted authority. Law and order attained in such a way are the best guarantees of peace and harmonious relations in our society.

7. Develop a sense of responsibility and independence in our behavior. The effective discharge of an individual's citizenship in a democracy is personal and private as well as social. Our hope in teaching students to think is that these students will be able to make intelligent, independent choices.
8. Understand and demonstrate by action that privileges carry responsibilities. It is through carrying out the responsibilities of active and effective citizenship that the privileges of "life, liberty, and the pursuit of happiness" and our freedom come.
9. Demonstrate patriotism and appreciation for freedom in our country. In this way we help in the transmission of our democratic heritage and freedoms.
10. Increase our ability to recognize and appreciate right from wrong and justice from injustice. This ability must increase if we are to grow in awareness of the needs of others and in skill to help meet these needs.
11. Show respect and appreciation for personal and public property. The safety and preservation of the general welfare of our people depend upon this respect.
12. Exercise tolerance as we strive to understand others' ideals and beliefs. The integrity and self-esteem of each human personality are dependent upon this toleration and respect. The interdependence of peoples in this world demands our efforts to understand these peoples and their contribution to civilization.
13. Demonstrate dependability and conscientiousness in accepting and discharging one's responsibility at work. The quality of our work and the leadership we give through our vocation make our citizenship more meaningful. Democratic living is based on the contribution each person makes to getting the job done.
14. Exhibit a willingness to strive to reach the maximum in helping others by means of such activities as community service. Our goal of "helping our children become all that they are capable of becoming" demands from those engaged in teaching, a dedication to the performance of the task of helping children learn to their maximum potential. The very existence of differences among individuals necessitates that we exhaust all resources at our disposal in helping others.

15. Strive for consistency, firmness, and understanding in disciplinary dealings with students. Acceptable and desirable behavior takes on additional meaning as we act in this direction. Self-discipline in students is encouraged and strengthened as we exercise consistency and firmness in the way we discipline and manage these students.
16. Instill a feeling of pride in self, school, and community. These attitudes are responsible for making school and community a healthier, safer, and more enjoyable place in which to live.
17. Understand and appreciate that the development of attitudes is more important than the setting of rules. Such a positive approach to our responsibility in being effective citizens promotes the general welfare far more than a concern for setting rules to govern every aspect of our life. In a democracy, where the people make the rules, it is most important that we work in building attitudes rather than simply being followers of rules.
18. Strive to develop mutual courtesy and respect between teachers and students. We learn more in this democratic way of living. Interaction between teachers and students is necessary for effective learning. It is fallacious to think we get respect simply because we are adults. We must earn respect from students as we earn respect from our adult peers. Effective teaching is dependent upon this principle in any situation.
19. Help students appreciate their education and the school. Where there is interest and enjoyment, there is greater potential for more learning to take place.
20. Work toward developing and promoting good human qualities and relations. These efforts contribute to the harmony, functioning, and the general welfare of our society.
21. Strive to build mutual respect between all members of the school staff. This is one of the characteristic features of a true profession.
22. Design activities in school that demonstrate the importance of cooperation in accomplishing a given task. This practice demonstrates how group effort is a viable means of obtaining results.
23. Help students to practice the value of kindness when interacting with people and other living things. An act of kindness has the potential of benefiting both the provider and the recipient.
24. Strive for consistency in practicing the acceptable and desirable

behavior described in the foregoing. We teach by example of our lives. The development of behavior and character among students is strengthened as staff consistently practice these desirable standards of behavior. Common understanding and appreciation among the staff as to what constitutes desirable standards of behavior and a concerted effort on the part of the staff to promote these standards are vital forces in the character education of our students.

Specific Authority: 230.22(2) F.S.

Law Implemented, Interpreted, or Made Specific: 231.09; 233.061; 233.0612 F.S.

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