

VALUES TO BE NURTURED, ENCOURAGED, AND REINFORCED IN THE
FORT DODGE PUBLIC SCHOOL SYSTEM

1	Preface: The Values in this document are derived from traditions as understood	1
2	in our varied and changing culture for more than two hundred years. These values	2
3	are found, in one form or another, in almost all cultures. We believe that when and	3
4	where these values are taught, the dignity and freedom of all people are upheld.	4
5	Toleration/Respect: All school personnel, students, and Board Members are	5
6	expected to respect all viewpoints and beliefs of one another. All school personnel	6
7	and students are expected to respect the rights of others, understanding that their	7
8	rights will also be respected. Thus, force, pressure or intimidation of individuals of	8
9	different viewpoints and beliefs is not acceptable.	9
10	Authority: Students are expected to be taught to honor, respect, and obey	10
11	authority appropriately used. Disrespect and disobedience must be confronted, with	11
12	consequences clearly spelled out and consistently enforced. Those in authority,	12
13	whether parents or school personnel, have an obligation not to abuse their positions.	13
14	Conflict Resolution: School personnel will be encouraged to model and students	14
15	are to be taught the necessary skills to resolve conflict in cooperative, non-violent	15
16	ways. Openness, listening skills, expressing disagreement in objective and	16
17	respectful ways, and methods of working together to solve problems are all	17
18	important parts of this process.	18
19	Life: The schools are to promote positive attitudes about exercise, good diet,	19
20	personal hygiene, and appropriate dress. The development of self-respect is	20
21	encouraged and students should consider themselves and others as persons of	21
22	value regardless of age, gender, race, socio-economic status, religion and disability.	22
23	Students will be encouraged to show compassion and sensitivity to the suffering of	23
24	others and to respond to those needs. Students will be encouraged to give credit to	24

1 others when deserved and to use common manners and forms of politeness. 1

2 Students are to be taught the dangers of using drugs, alcohol, tobacco products, or 2

3 any other behavioral activity that dehumanizes or debilitates people. 3

4 **Citizenship:** Students are to be taught to appreciate the democratic principles of 4

5 our society and to understand why laws are needed in order to live in their 5

6 community, state and country. They are to be taught to have pride in volunteering 6

7 their talents and gifts in service to others. When conscience or beliefs conflict with 7

8 current law, a responsible, caring person may find it necessary to engage in acts of 8

9 civil disobedience. If an individual engages in acts of civil disobedience, it should be 9

10 done in a non-violent nature, respectful of the rights and views of others, and 10

11 accepting of the consequences that such actions might bring. Diligence in a 11

12 person's employment or career and commitment to excellence should be 12

13 encouraged. Fair competition, fair play, and sportsmanship are to be taught and 13

14 practiced. 14

15 **Sexual Behavior:** Students are to be taught that human sexuality is part of the 15

16 gift of life. Sexual behavior shall be defined in appropriate contexts and at 16

17 appropriate age levels. Teachers should explain the terms and concepts of sexual 17

18 behavior. Important moral principles such as "feelings do not have to be acted 18

19 upon" and respect for the physical well-being of others are also to be modeled and 19

20 taught. The District's human sexuality curricula should promote pre-marital 20

21 abstinence as the most responsible choice for students. The curricula should 21

22 include lessons/units to aid students in dealing with the potential effects of making 22

23 choices. Violent, abusive, and dehumanizing sexual behaviors are to be 23

24 condemned and not tolerated. 24

Race Relations/Gender and Multicultural Understanding: School personnel,
students, and Board Members are to respect all persons and should not make

1 inappropriate remarks or take inappropriate actions toward other persons because of 1
 2 race, gender, age, beliefs, political preference, or national origin. 2
 3 **Responsibility:** Students are to be encouraged to take responsibility for their 3
 4 words and actions and the resulting consequences. They are to be taught to 4
 5 manage their possessions, money and business affairs as well as to be taught how 5
 6 to be responsible consumers and the value of preserving and conserving natural 6
 7 resources. Students are to be made aware that careers and vocations are for the 7
 8 enhancement of life. Service to others is to be practiced and honored. 8
 9 **Honesty:** School personnel and members of the Board of Education are to model 9
 10 honesty. Students are to be taught the rewards of honesty and the consequences of 10
 11 dishonesty. Honesty implies integrity, personal accountability, trustworthiness, and 11
 12 truthfulness. 12
 13 **In Conclusion:** Too often our society seeks to be fair without the individuals 13
 14 willing to be fair. It is clear that a society cannot be moral and fair unless its 14
 15 individual members are moral and fair. It is therefore important for the adults in 15
 16 society to teach, reinforce, and model the values addressed in this document. 16
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