

# California Association of Private Special Education Schools

## Code of Ethics

Members of the California Association of Private Special Education Schools (CAPSES) shall strive, by providing the highest quality instruction, therapy, guidance, and advocacy, to maximize the potential of their clients/students with disabilities to lead independent and dignified life-styles. CAPSES recognizes that this mission can be fulfilled only if Members conform to the highest ethical standards. Consequently, this Code of Ethics is promulgated by CAPSES to provide guidelines for Member activities.

It is understood by CAPSES that guidelines pertinent to one group of individuals, say, clients/students with disabilities are not necessarily pertinent to another group of individuals, such as the faculty and staff of Member organizations. This understanding has led to the organization of this Code according to the major groups of individuals with whom CAPSES Members must interact. Specifically identified groups include (a) clients/students with disabilities, (b) parents or guardians of these individuals with disabilities, (c) Local Education Agencies and other contracting or referral agencies, (d) employees, consultants, and subcontractors of CAPSES Members, (e) the Community at large, (f) Government organizations, and (g) other schools and agencies.

This Code of Ethics describes practices that are recognized by CAPSES as highly desirable. They are expected of CAPSES Members. As such, this Code is assumed to go considerably beyond the quality of practices dictated by Law or by Regulations. Any act that is in violation of this Code or of the spirit with which it is instituted shall be deemed unethical by CAPSES. Moreover, it is the responsibility of each Member to advise the Ethics Committee of such acts, and Members whose acts are found in violation of the Code, or of failing to report such violations, may be expelled from CAPSES or otherwise dealt with in accordance with CAPSES' bylaws.

**I. With respect to its clients/students with disabilities, a CAPSES Member will:**

- A. implement programs and otherwise provide access to environments that lead its clients/students to acquire the skills they need to become productive citizens with maximum independence and maximum normalization as quickly as possible;
- B. implement programs and otherwise provide access to environments that lead its clients/students to enjoy learning and to feel good about themselves;
- C. continually monitor its programs in order to ensure that only those that are effective with respect to the concerns expressed in (A) and (B) will be practiced;
- D. continually monitor its programs so that aversive stimulation will not be used inappropriately, and so that, when aversive stimulation is used, its frequency and intensity of use will be minimized; and
- E. provide quality services as much as possible regardless of the ability of clients/students or of their families to pay.

**II. With respect to the parents or guardians or parent surrogates of its dependent clients/students with disabilities, a CAPSES Member will:**

- A. enlist their assistance towards the most rapid development and normalization of their child;
- B. provide information, guidance and training that leads parents to understand and take effective action concerning their child's disability;
- C. provide periodic information concerning their child's progress in Member programs that is in the best interest of the child and of the parent;
- D. provide information and assistance concerning the child's and the parent's legal rights and protections; and
- E. provide information and assistance concerning the child's social service and other needs that extend beyond special education, per se.

**III. With respect to contracting and referral agencies (including LEA's, Social Service agencies, Mental Health agencies, Regional Centers, private parties, et al), a CAPSES Member will:**

- A. provide fair and detailed characterizations of programs offered;
- B. contract to serve only those students/clients for whom appropriate programs are available at the time of contracting;
- C. provide accurate, periodic and timely reports that describe progress of the specific behaviors for which programs have been targeted;
- D. advocate, when necessary, for services to students/clients without advocating to provide those services; and
- E. conduct business activities in a manner that does not conflict with the best interests of the students/clients.

**IV. With respect to its employees, consultants, and subcontractors, a CAPSES Member will:**

- A. provide detailed descriptions of the direct-service and other duties that such persons are expected to perform;
- B. provide observation of direct-service and other activities to determine that they are performed in keeping with the best interests of students/clients, of the Member, and of CAPSES;
- C. provide feedback concerning observations of direct-service and other activities and provide training programs or access to such programs that, taken together, will assist these persons to continuously improve the quality of the services they provide;
- D. provide a physical and social environment and enlist the best efforts of these persons toward the CAPSES' purpose; and
- E. hire and fire employees, consultants, and subcontractors primarily on the basis of performance criteria, but consistent with other requirements that may have been established through collective bargaining.

**V. With respect to the community at large, a CAPSES Member will:**

- A. provide information concerning the needs of persons with disabilities like those who Members serve;
- B. advocate for services to individuals with disabilities; and
- C. provide programs that enable members of the Community to live with, to work with, and otherwise to interact with persons with disabilities, so that the latter will gain maximum independence with maximum dignity.

**VI. With respect to Governmental organizations that are involved in licensing, certifying, monitoring, and/or funding Member activities, a CAPSES Member will:**

- A. provide information about and access to Member's programs, staff members, students/clients, and records in the most forthright and open manner possible; and
- B. provide information that will assist such organizations to develop and implement standards that will lead to quality services for disabled individuals.

**VII. With respect to other CAPSES Members and to other Nonpublic schools, and to private schools and agencies, a CAPSES Member will:**

- A. provide information concerning successful programs of habilitation and rehabilitation;
- B. support and commend programs and other activities that are in the long-term best interests of persons with disabilities; and
- C. provide responsible, constructive criticism of programs and other activities that can be improved.

Approved by the CAPSES Board of Directors  
January, 1987



The signature and date below establishes that our organization is in agreement with an in compliance with the above Code of Ethics of the California Association of Private Special Education Schools (CAPSES).

Organization

Organization Representative Signature

Date