

## Example Honor Policy<sup>1</sup>

### Goal Statement

The purpose of this Honor Policy is to communicate the meaning and importance of academic integrity to all members of [school name here]; to articulate and support the interest of the school community in maintaining the highest standards of conduct in student learning; and to identify, sanction, and educate those who fail to live up to these standards.<sup>2</sup>

Our Honor Policy recognizes there are a variety of pressures or temptations that students cite as justification for cheating or plagiarism. These justifications are known to include: time constraints, parental expectations, the actions of peers, accusations of poor instruction, lack of interest and/or poor preparation for exams. This Honor Policy rejects these justifications and seeks to establish the value of honest learning above grades and communicate to students that their best and honest effort is expected. Cheating in any form detracts from the value and purpose of education and undermines relationships between teachers and students and between students.<sup>3</sup> This policy includes:

- Affirmation of our core values as they support academic integrity,
- Definitions related to our implementation of an Honor Policy,
- Responsibilities of the Academic Integrity Committee,
- Responsibilities of all members of our learning community,
- Honor Code and Honor Pledge, and
- Role, procedures and guidelines for the Honor Council.

### Statement of Core Values

Our school's mission includes the expectation of high standards in ethical behavior as well as scholarship. Academic integrity is an integral component of this mission and we seek to foster respect (for self and others), trust in honest achievement and positive relationships among all stakeholders in our school community. Our Honor Policy, Honor Code and Honor Pledge are intended to clarify the expectations we have for all students to maintain an ethical climate that values honesty, effort and respect for others.

The core values underlying and reflected in this Honor Policy include:

- **Academic honesty** which is demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately.
- **Respect** for others and the learning process to demonstrate academic honesty,
- **Trust** in others to act with academic honesty as a positive community-building force in the school,
- **Responsibility** is recognized by all to demonstrate their best effort to prepare and complete academic tasks,
- **Fairness** and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty, and
- **Integrity** of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

---

<sup>1</sup> This Honor Policy is an adapted synthesis of policies from the websites or handbooks of twelve high schools that include: ten public, one private, and two private-religious schools. This synthesis was compiled for SEE by Michael Pirhalla (2008).

<sup>2</sup> Langley High School, Mc Lean, VA – Public – <http://www.fcps.edu/LangleyHS/honorcode.html>

<sup>3</sup> Woodside High School, Woodside, CA – Public – <http://www.woodsidehs.org/acadintegpoli.htm>

### Definitions and Terms Supporting this Honor Policy<sup>4</sup>

- **Honesty:** Tell the truth, present your work accurately and give credit for all sources
- **Integrity:** Act in accordance with personal high moral principles, cooperate with efforts to maintain high moral principles, encourage high moral principles in others
- **Respect:** Consider each academic project as a chance to earn trust, support a community that values learning and learners, demonstrate self-respect
- **Responsibility:** Be willing to own what you do as demonstrated by your best effort, embrace and advance the common good of our community, have the courage to do what is right
- **Paraphrasing:** A restatement of a text in the writer's own words and requiring citation of the original author's idea(s)
- **Referencing/Citing<sup>5</sup>:** Providing a source of information (as a book, magazine, journal) to which a reader is directed for supporting information, Specific text that refers a reader to another source of information or gives credit for a quote, idea or the results of a study

### Definitions of Academic Dishonesty<sup>6 7 8</sup>

- **Cheating or Violations of Testing Procedures** are recognized as deliberately seeking one's own gain in academic, extracurricular, or other school work in order to (or with the intent to) gain an unfair advantage include, but are not limited to:
  - Unauthorized exchange of information during a test or while others are taking a test,
  - Copying from others during a test or examination,
  - Using unauthorized materials (electronically on calculators or cell phones or crib notes) to complete an examination or assignment,
  - Copying parts of an exam and giving it to other students who have to take the test,
  - Changing, altering, or being an accessory to changing or altering a grade on a test, assignment, or project,
  - Violating any other specific procedures specified by the teacher,
  - Unpermitted collaboration on assigned work, or work submitted by any student, including but not limited to papers, projects, products, lab reports, other reports, and homework,
  - Creating a disadvantage for another student by hoarding or by sabotaging materials or resources,
  - Unauthorized prior knowledge and/or use of tests, quizzes, midterms, finals, or other assignments,
  - Having another individual take a test or prepare an assignment, or assist in the test or assignment without approval.
- **To Lie or Commit a Fraud:<sup>9 10 11</sup>** To make a statement one knows is false, with the intent to deceive or with disregard for the truth; to give a false impression. Lies can be made verbally, in writing, or by gestures that are intended to convey a false impression or understanding. With

<sup>4</sup> Radnor High School, Radnor, PA – Public –

[http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor\\_code\\_07aug30.pdf](http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf)

<sup>5</sup> Merriam-Webster Online – <http://www.m-w.com/>

<sup>6</sup> American Heritage Dictionary, 3rd Ed.

<sup>7</sup> W.T. Woodson H.S. Honor Code, Fairfax, VA – Public – <http://ethicsed.org/programs/integrity-works/pdf/WoodsonVA.pdf>

<sup>8</sup> Montgomery Blair High School, Silver Spring, MD – Public – <http://silverchips.mbhs.edu/inside.php?sid=438>

<sup>9</sup> Webster's New World Dictionary, 3rd Ed.

<sup>10</sup> Radnor High School, Radnor, PA – Public –

[http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor\\_code\\_07aug30.pdf](http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf)

<sup>11</sup> Staples High School, Westport, CT – Public – <http://ethicsed.org/programs/integrity-works/pdf/StaplesCT.pdf>

regard to academic performance, conduct that constitutes lying includes, but is not limited to, cases illustrated by the following examples:

- Fabrication of data or information (i.e., making it up) 1. Citation of information not taken from the source indicated. This may include incorrect documentation of secondary source materials; e.g., using the bibliographic information from a source instead of going to the original source yourself, 2. Listing sources in a bibliography not used in the academic exercise, 3. Submission in a paper or other academic exercise of false or fictitious data, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data, 4. Submitting as your own any academic exercises prepared totally or in part by another,
  - Forgery of signature on documents for school record,
  - Changing a grade or attendance record in a teacher's grade book or in the attendance records,
  - Making statements that you know or reasonably should know have caused a false impression or understanding to have been created, and failing to correct the false impression or misunderstanding.
- **Stealing:** encompasses taking or appropriating without the right or permission to do so and with the intent to keep or improperly use the school work or materials of another student or the instructional materials of a teacher. Some examples are stealing copies of tests or quizzes, illegitimately accessing the teacher's answer key for tests or quizzes, stealing the teacher's edition of the textbook; stealing another student's homework, notes, or handouts.
  - **Multiple Submissions:** Submitting substantial portions of any academic exercise more than once without prior authorization and approval of the teacher.
  - **Complicity:** Facilitating any of the above actions or performing work that another student then presents as his or her own work (e.g., copying someone's homework or allowing someone to copy homework).
  - **Interference:**<sup>12</sup> Interfering with the ability of a fellow student to perform his or her assignments (e.g., stealing notes or tearing pages out of books).
  - **Plagiarism:**<sup>13</sup> The copying of language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof. Such acts include, but are not limited to, having a parent or another person write an essay (including the purchase of works on-line) or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography.” (See Appendix 1.)

### Responsibilities of the Academic Integrity Committee<sup>14</sup>

The Academic Integrity Committee (AIC) is charged with the responsibility to administer and advance this Honor Policy. The AIC will sustain its membership by recruiting leaders of the school community to include--administration, faculty and students, as well as parents and other interested community members. The AIC will write and implement a strategic plan to organize their activities to sustain—[link to strategies]

- Community engagement in the shared responsibility of supporting academic integrity through the membership and/or participation in the activities of the AIC,
- Core Values of the school community by regularly clarifying and articulating values that support the advancement of academic integrity,
- Commitments of the school community to sustain the AIC and strategies the AIC uses to cultivate and maintain student and adult support for academic integrity as part of the school's mission, and

<sup>12</sup> Council Rock High School, Council Rock, PA – Public – <http://www.crsd.org/5039511188345/site/default.asp>

<sup>13</sup> Langley High School, McLean, VA – <http://www.fcps.edu/LangleyHS/honorcode.html>

<sup>14</sup> The School for Ethical Education, non-profit agency, <http://www.ethicsed.org/programs/integrity-works/index.htm>

- Curriculum of the school and how it focuses students on mastery learning which includes the respect for personal intellectual growth and protection of intellectual property.

The AIC should meet monthly as a full committee to advance its strategic plan.

### Responsibilities of Members of School Community<sup>15</sup>

Each **STUDENT** will maintain and support academic integrity by:

- Completing all assigned work, activities and tests in an honorable way that avoids all cheating, lying, and stealing,
- Understanding the school-wide Honor Policy and Honor Code and annually affirming support with a hand written copy of the Honor Pledge,
- Clarifying with the instructor anything that may be unclear about an assignment, with respect to how the Honor Policy/Code may apply to it,
- Participating in the further development in the Honor Policy/Code during the student's high school career,
- Maintain records of research notes, outlines, rough drafts and reference works to validate individual effort,
- Seek supplemental assistance from teachers, parents or peers to understand lessons and assignments.

Each **TEACHER** will:

- Present the Honor Code in some clear written form to show how they apply the Honor Code to their class, including guidelines for working on assignments in that class,
- Support the school's core values that prioritizes student learning over letter grades,
- Make assignments relevant to academic advancement and life,
- Teach the process of learning and creating academic products while providing sufficient time for products to be completed,
- Include mini-deadlines for academic products that could include (for example) thesis statements, research notes, outlines and drafts,
- Be accessible outside of class for students to seek help with questions and other learning needs,
- Collaborate with other teachers and departments to avoid multiple large projects coming due at the same time,
- Maintain the integrity of the evaluation/testing process (use multiple forms, seek responses that require thinking and not just facts, provide sufficient spacing of students, maintain supervision),
- Use the evaluation/testing process as a teaching strategy (recognize all test prep, exams and exam results as teaching opportunities),
- Evaluate and test what you teach,
- Explain the use of permissible study aids – including tutors – in coursework,
- Check student papers for plagiarism,
- Report to the Honor Council any violations of the Honor Policy that are serious enough to have incurred discipline in that teacher's class, and following through on the consequences authorized by the Honor Council after administrative review.

Each **ADMINISTRATOR** will:

- Support publication of the Honor Code and Pledge in the student and faculty handbooks and the Honor Policy on the school's website ,

---

<sup>15</sup> Radnor High School, Radnor, PA – Public –

[http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor\\_code\\_07aug30.pdf](http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf)

- Facilitate ongoing conversations and reflection about the Honor Policy and Honor Code,
- Supervise the administration the Honor Council and its fair and consistent consequences for offenses of the Honor Policy,
- Maintain confidential records of Honor violations,
- Report “de-identified” (confidential) violations of the Honor Policy to the Academic Integrity Committee to be used as a tool for further teaching and reflection about academic honor,
- Support the Academic Honor Committee with annual budget.

Each **PARENT/GUARDIAN** will:

- Review and understand the Honor Code and honor guidelines for individual teachers’ classes
- Communicate your support for the school’s core values and Honor Code and discuss with your student their opinion of academic integrity and its relevance to their education,
- Support the imposition of consequences if the Honor Code is violated and discuss with your student the value of maintaining academic integrity.

### Honor Code<sup>16</sup>

The purpose of this Honor Code is to communicate the meaning and importance of academic integrity to all members of the school community and to articulate and support the interest of the community in maintaining the highest standards of conduct in student learning.

[Your school name here] embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community.

The core values underlying and reflected in the Honor Code are:

- **Academic honesty** is demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately,
- **Respect** for others and the learning process to demonstrate academic honesty,
- **Trust** in others to act with academic honesty as a positive community-building force in the school,
- **Responsibility** is recognized by all to demonstrate their best effort to prepare and complete academic tasks,
- **Fairness** and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty, and
- **Integrity** of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

This Honor Code summarizes the Honor Policy, which defines the expected standards of conduct in academic affairs. The Honor Policy is published on our school website [link]. The Honor Council is the school body charged with enforcement of the Honor Code. The student body and faculty at [your school name here] will not tolerate any violation of the Honor Code.

---

<sup>16</sup> Adapted from Langley High School, McLean, VA – Public – <http://www.fcps.edu/LangleyHS/honorcode.html>

Honor Pledge<sup>17</sup>

The honor pledge will be hand written out by each student and affirmed by a dated signature of the student and a parent or guardian at the start of each school year and turned in as a first exercise to the student's English teacher.

I pledge to maintain a high level of respect and integrity as a student representing [your school name]. I understand and will uphold the Honor Code in letter and spirit to help our school advance authentic learning. I will not lie, cheat, plagiarize or be complicit with those who do. I will encourage fellow students who commit honor offenses to acknowledge such offenses to their teacher or the Honor Council. I make this pledge in the spirit of honor and trust.

Honor Council

[It is recommended that the school administration and AIC include a legal review in the design of their Honor Policies and particularly those policies relating to the Honor Council]

The Honor Council is an important collaboration between the students and adults to support the goal of academic integrity at [school name]. Service on the Honor Council requires meaningful dedication and time commitment from all members. Maintaining confidentiality of all proceedings and one's own personal record of integrity are essential requirements for participating on the Honor Council.

The Honor Council is a volunteer, extra-curricular service activity of students and adults. It is not a court of law and acts only as a communication, review, recommendation, and education service of [school name]. The [school name] administration is responsible for all final decisions as to the disposition and consequences related to violations of the school's Honor Code.

Responsibilities<sup>18 19</sup>

The Honor Council is responsible for reviewing specific cases in which the Honor Code may have been violated and making recommendations to the school administration. The Honor Council will:

1. Provide confidential reporting and hearing process for students or faculty to report suspected Honor Code violations,
2. Suspected Honor Code violations will be forwarded to an Honor Council Executive Committee to determine if reported violations requires the review of the full Honor Council,
3. The Executive Committee will inform relevant individuals of the Honor Council hearing date, time and location and require student(s) in question to confirm notification of parents/guardian,
4. During a hearing, the Honor Council will seek and review relevant information from the reporting individual(s) and from the student(s) in question of Honor Code violations,
5. The Honor Court will decide by consensus whether or not the Honor Code has been violated.
6. If the Honor Code was violated, the Honor Council will identify an appropriate consequence,
7. The Honor Council will refer facts of the case and recommendation of consequences to the school administration,
8. After learning the administration's decision, the Honor Council will inform student(s) in question and reporting individual(s) of the decision and any associated consequences.
9. The Honor Council will maintain secure and confidential records of all hearings. These records will be destroyed at the conclusion of the students' graduation year.

---

<sup>17</sup>Adapted from Mainland Regional High School, Linwood, NJ – Public – <http://www.mainlandregional.net/school%20information/honor%20code.html>

<sup>18</sup>Adapted from Montclair Kimberly Academy, Mont Clair, NJ – Private – <http://www.montclairkimberley.org/home/about/honorcode>

<sup>19</sup>Adapted from Lexington Catholic High School, Lexington, KY – Private Religious - [http://www.lexingtoncatholic.com/honor\\_council.htm](http://www.lexingtoncatholic.com/honor_council.htm)

### Membership and Composition<sup>20 21 22 23</sup>

The Honor Council shall be formed in the spring of every year to begin its service in the fall of the next school year. Members shall serve for one year with the option of renewable terms. The committee shall consist of twelve student members (four each from sophomore, junior and senior classes), one administrator, and three classroom teachers (each teacher to be from a different academic department). One of the teachers shall be designated the faculty sponsor. Faculty and administrative appointments to the Honor Council will be designated by the Principal. There should be a minimum of seven Honor Council members present to host a hearing.

Students must complete and submit an Honor Council application which includes two faculty recommendations. Student applicants must have a record free of honor violations in the past 9 months, maintains a GPA above 2.5 and not be involved in the student council or as an officer of any other extra-curricular activity. The Honor Council faculty sponsor and administrative representative will make final selection of Honor Council members. The Executive Committee of the Student Council may make recommendations as to the selection of Honor Council members.

At the beginning of the school year, the Honor Council members will vote for one senior to be the Chairperson. The runner-up will act as Vice-chair. The Chairperson will serve as the chief administrator for all activities of the Honor Council and will preside over all meetings and hearings that come before the Council. Similarly, Council members will elect one member from the junior and sophomore class to serve on the Council's Executive Committee along with the faculty sponsor and administrator.

At the first Honor Council meeting, council members will affirm the Honor Pledge and agree to inform the Council of any personal violations of the Honor Code. If, at any time, a member of the Honor Council is found guilty of an Honor Code violation or they are suspended from school, they will be immediately dismissed from the Council. They will be replaced by a re-opening of the Honor Council application process. Honor Council members are expected to be role models, follow school rules, and uphold the principles and values of the Honor Code.

### Confidentiality<sup>24</sup>

All Honor Council members must sign a Pledge of Confidentiality at the beginning of each school year and recite the Pledge of Confidentiality at the beginning of each meeting. The members must understand and respect the need for confidentiality concerning all cases and the details surrounding these cases. Council members are not allowed to discuss cases or their deliberations or recommendations about any case with anyone beyond the realm of the Honor Council meeting.

- An Honor Council member who is determined to have discussed Council cases outside of an Honor Council meeting with anyone not on the council or specifically designated by the school Principal will be dismissed from the council,
- All records of the Honor Council are placed in a secure and confidential file maintained by the school administration until the student in violation of the Honor Code graduates
- The Pledge of Confidentiality: *I pledge to keep any names and/or case information that I obtain through Honor Council meetings in the strictest of confidence. I promise not to discuss any aspects of Honor Council cases with anyone outside the Honor Council other than those designated by the school administration.*

<sup>20</sup> Lexington Catholic High School, Lexington, KY – Private Religious – [http://www.lexingtoncatholic.com/honor\\_council.htm](http://www.lexingtoncatholic.com/honor_council.htm)

<sup>21</sup> Staples High School, Westport, CT – Public – <http://ethicsed.org/programs/integrity-works/pdf/StaplesCT.pdf>

<sup>22</sup> Gould, D. B. L. & J. J. Roberts, (2007) A handbook for developing and sustaining honor systems. Council for Spiritual and Ethical Education. Portland, OR.

<sup>23</sup> Monsignor Donovan Catholic High School, Athens, GA – Private Religious – <http://www.mdchs.org/main/>

<sup>24</sup> Monsignor Donovan Catholic High School, Athens, GA – Private Religious – <http://www.mdchs.org/main/>

### Referral<sup>25</sup>

A teacher or student can complete a confidential Honor Code referral form and turn it into the Principal's [or other designated administrator] office, if a student is suspected of violating the Honor Code. Students can make their referral anonymously or identify themselves as a witness. Teachers should inform the student in question if they are making an Honor Referral. The student in question should be instructed to avoid discussing the referral beyond informing his/her parents or seeking counsel from another school faculty member that they can choose as an advisor. Teachers are strongly encouraged to refer all suspected Honor Code violations to the Honor Council to provide a record of student violations that may occur in different grades or classes. The Principal will refer the question onto the Honor Council sponsor who will convene the Honor Council Executive Committee within two school days. The Executive Committee will complete a preliminary review to determine if the referral process should continue. The decision to follow-up on the referral must be communicated to the reporting party (teacher or student) within two school days of receipt by the Honor Council. If the Executive Committee believes there is evidence of an Honor Code violation, the student in question of the Honor Code violation will be given a copy of the referral in order to complete his/her response to the question of an Honor Code violation. The student must return a referral form with their written response to the question of an Honor Code violation and a parent signature to the Honor Council sponsor within two school days.

The student will also choose to mark one of three options on the referral form:

- Acknowledge that he/she violated the Honor Code and accept the penalty recommended by the Honor Council Executive Committee without Principal's review.
- Acknowledge that he/she violated the Honor Code and accept the penalty recommended by the Honor Council; however, the student requests the opportunity to speak to the Honor Council before a final penalty is assigned without Principal's review.
- Maintain that he/she did not violate the Honor Code and request an investigation and hearing be conducted by the Honor Council with findings and recommendation submitted to the Principal.

If requested, the Honor Council will schedule a date and time to hear the student's case, and submit its recommendations to the Principal for the final decision. The hearing cannot be scheduled without the student in question's returned referral form signed by his/her parents or guardian. Honor Council members may recuse themselves if they believe a unique relationship with a reporting party or student in question might compromise their ability to make a fair recommendation.

### Hearing Procedures<sup>26 27 28</sup>

- Honor Council Chair welcomes all participants to hearing that may include reporting individual(s) and student(s) in question and their faculty advisor(s)
- The Honor Council restates its Confidentiality Pledge and encourages all present to honor the pledge
- Executive Committee member explains the case to all present and reads all statements on referral form
- All but the Honor Council are excused from hearing room and then individually return to present additional observations and respond to questions from the Council

<sup>25</sup> Langley High School, McLean, VA – Public – <http://www.fcps.edu/LangleyHS/honorcode.html>

<sup>26</sup> Gould, D. B. L. & J. J. Roberts, (2007) A handbook for developing and sustaining honor systems. Council for Spiritual and Ethical Education. Portland, OR.

<sup>27</sup> Monsignor Donovan Catholic High School, Honor Code Handbook (2004), Athens, GA – Private Religious – [www.mdchs.org/main/](http://www.mdchs.org/main/)

<sup>28</sup> Lexington Catholic High School, Lexington, KY – Private Religious – [http://www.lexingtoncatholic.com/honor\\_council.htm](http://www.lexingtoncatholic.com/honor_council.htm)



- The student in question is invited to give his or her statement in the presence of their advisor and follow-up questions from the Honor Council are heard.
- The student in question is dismissed so that the Council can review the case. The student's advisor is invited to give a statement regarding the character of the student,
- Honor council members discuss the case and vote on three possible recommendations to be forwarded to the Principal: (1) Not Guilty and the resulting records are destroyed, (2) Negligent: there is some negligent behavior by the student in question, but not sufficient evidence of intent to violate the Honor Code or the violation is minor, the recommendation is a warning and completion of an Honor Code assignment, (3) Guilty with recommendation for consequences forwarded to the Principal
- The Honor Council should work for consensus agreement; however, a guilty, negligent, or not guilty vote can be reached if two-thirds of the Honor Council agree
- After the Council reaches its agreement, the student in question and their advisor are invited back into the hearing room to learn of the recommendation (not guilty, negligent, guilty) that will be forwarded to the Principal (the student will not be told recommended consequences until the Principal's approval).
- After the Principal's review and approval, an adult and student member of the Council meet with the student in question (and their advisor if they choose) to provide a written finding and any consequences for the case. A copy of this finding dated on the meeting date and signed by the student will be place in his/her Honor Council folder.
- All records from the hearing and follow-up meeting are securely and confidentially stored with other Honor Council files with the school administration

**Consequences**

Finding of Negligence

The Honor Council will assign a reflective activity to be completed in writing where the student will show understanding of how greater attention and adherence to the Honor Code could have avoided the negligent act.

Consequences Recommended for Honor Code Violations <sup>29 30 31 32 33 34</sup>

	Minor Offense	Meaningful Offense (not pre-meditated)	Meaningful Offense (Pre-Meditated)
First	50% off assignment, offer to redo for full credit, written reflection assignment for teacher	0% on assignment, offer to redo for 50% credit, 9-month probation for Honor Council or Honor Societies, written reflection assignment for teacher	0% on assignment, 9-month probation for Honor Council or Honor Societies, written reflection assignment for teacher
Second	0% on assignment, offer to redo for 50% credit, 9-month probation for Honor Council or Honor Societies, written reflection assignment for Honor Council	0% on assignment, disqualification for Honor Council or Honor Societies, 30-day suspension from all extra-curricular activities, written reflection assignment for teacher	0% on assignment, disqualification for Honor Council or Honor Societies, 30-day suspension from all extra-curricular activities, 10 hours of community service, written reflection assignment for Honor Council
Third	0% on assignment, disqualification from Honor Council or Honor Societies, 30-day suspension of all extra-curricular activities, apology letter to instructor	0% on assignment, 45-day suspension from all extra-curricular activities, 10 hours of community service, written reflection assignment for Honor Council	0% on assignment, 45-day suspension from all extra-curricular activities, 10 hours of community service, 2-day in-house suspension, written reflection assignment for Principal and possible loss of honors or AP course participation
Fourth	0% on assignment, 45-day suspension of all extra-curricular activities, 10 hours of community service and reflection paper to Honor Council	0% on assignment, 45-day suspension from all extra-curricular activities, 10 hours of community service, 2-day in-house suspension, written reflection assignment for Principal	0% on assignment, 45-day suspension from all extra-curricular activities, 20 hours of community service, 2-day out-of-school suspension, loss of honors or AP course participation, written reflection assignment for Principal

[Other consequences noted in school policies include: detentions<sup>35</sup> and refusal to offer letters of recommendation<sup>36</sup>]

<sup>29</sup> Mainland Regional High School, Linwood, NJ – Public –

<http://www.mainlandregional.net/school%20information/honor%20code.html>

<sup>30</sup> Woodside High School, Woodside, CA – Public – <http://www.woodsideshs.org/acadintegpoli.htm>

<sup>31</sup> Lexington Catholic High, Lexington, KY – Private Religious -

[http://www.lexingtoncatholic.com/honor\\_council.htm](http://www.lexingtoncatholic.com/honor_council.htm)

<sup>32</sup> Radnor High School, Radnor, PA – Public –

[http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor\\_code\\_07aug30.pdf](http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf)

<sup>33</sup> The Montclair Kimberley Academy Honor Code Handbook (2004) , Mont Clair, NJ – Private –

<http://www.montclairkimberley.org/home/about/honorcode>

<sup>34</sup> Langley High School Honor Code, Mc Lean, VA – Public – <http://www.fcps.edu/LangleyHS/honorcode.html>

### Appeals<sup>37 38</sup>

The process of appealing the findings and consequences of an Honor Code violation is as follows:

- Student in question and/or parent or guardian will file a written statement requesting the appeal and their justification for the request within five school days of the dated finding,
- The Principal will review the appeal letter, student's Honor Council folder and meet (at their discretion) with the Executive Committee of the Honor Council,
- The Principal schedules and meets with the parents and student in question,
- Based on this meeting, the Principal affirms or alters the recommendations and consequences of the initial finding and documents the decision for the student's Honor Council folder,
- The Principal informs the Honor Council and original interested parties of the result of the appeal,
- All documents involved with an appeal will be kept with the student's original Honor Council folder,
- If the penalty is overturned by the Honor Council, all paperwork involving the supposed violation will remain in the student's guidance folder.

### Honor Policy Review<sup>39</sup>

This Honor Policy will be reviewed each year by the Academic Integrity Committee (AIC). Students and/or faculty can make proposed changes in writing to the AIC before May 1st. Students and faculty must be prepared to appear before the AIC to explain their proposed changes. The AIC will evaluate each proposed change and if they agree (consensus or 2/3 vote), they will forward recommendations onto the school administration for review. With approval from the administration, the AIC will publish the recommended changes to solicit student body comment. After a 30-day comment period, the AIC will accept, accept with modification, or reject the recommendations. Additions or alterations to the Honor Policy, Honor Code or Honor Pledge will be made public via multiple publication methods to include the School's Website and other appropriate information dissemination methods (school assemblies, posters, handbooks, and announcements).

---

<sup>35</sup> Montclair Kimberly Academy, Mont Clair, NJ – Private –

<http://www.montclairkimberley.org/home/about/honorcode>

<sup>36</sup> John Marshall High School, Los Angeles, CA – Public – [http://www.johnmarshallhs.org/academic\\_policies.jsp](http://www.johnmarshallhs.org/academic_policies.jsp)

<sup>37</sup> Mainland Regional High School, Linwood, NJ – Public –

<http://www.mainlandregional.net/school%20information/honor%20code.html>

<sup>38</sup> Langley High School, Mc Lean, VA – Public – <http://www.fcps.edu/LangleyHS/honorcode.html>

<sup>39</sup> Montclair Kimberly Academy, Mont Clair, NJ – Private –

<http://www.montclairkimberley.org/home/about/honorcode>

## Appendix 1

What is Plagiarism<sup>40</sup>

According to the *Merriam-Webster OnLine Dictionary*, to “plagiarize” means

- 1) to commit literary theft
- 2) to present as new and original an idea or product derived from an existing source.

“To steal or purloin and pass off as one’s own the ideas, word, artistic productions of another; to use without due credit the ideas expressions or productions of another.”<sup>41</sup>

“Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one’s own original work, or attempts thereof. Such acts include, but are not limited to, having a parent or another person write an essay (including the purchase of works on-line) or do a project which is then submitted as one’s own work; failing to use proper documentation and bibliography.”<sup>42</sup>

## Examples:

- Handing in as one’s own a previously submitted document or project.<sup>43</sup>
- Having a parent or another person write an essay or do a project which is then submitted as one’s own work<sup>43</sup>
- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgment<sup>43</sup>
- Failure to provide a bibliography<sup>44</sup>
- Internet – using information found on the internet and misrepresenting that info as ones own is considered computer fraud and is plagiarism.<sup>45</sup>
- Copying a computer file or other online info is the same as copying someone else’s work or having someone complete a paper, essay, report, or assignment for one’s own use.<sup>45</sup>

In other words, plagiarism is an act of fraud. It involves both stealing someone else’s work and lying about it afterward.

The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. All of the following are considered plagiarism:

- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

<sup>40</sup> What Is Plagiarism? – [www.plagiarism.org](http://www.plagiarism.org), used with permission – Plagiarism.org Home Page. Ed. iParadigms, LLC. 2008

<sup>41</sup> Webster’s New International Dictionary of the English Language

<sup>42</sup> Langley High School, McLean, VA – Public – <http://www.fcps.edu/LangleyHS/honorcode.html>

<sup>43</sup> Mainland Regional High School, Linwood, NJ – Public – <http://www.mainlandregional.net/>

<sup>44</sup> Maury High School, Norfolk, VA – Public – <http://ww2.nps.k12.va.us/education/school/school.php?sectionid=28>

<sup>45</sup> Monsignor Donovan Catholic High School, Athens, GA – Private Religious – <http://www.mdchs.org/main/>

Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized.

To resist plagiarism, some schools such as Langley High School employ a plagiarism detection service through [www.Turnitin.com](http://www.Turnitin.com)<sup>42</sup>

#### Examples of School Consequences:

- Schools note different levels of consequences that range from an intervention without suspension to a recommendation for expulsion<sup>42</sup>
- Teacher enforces consequences by reporting all honor code violations – three tiered consequence levels<sup>45</sup>
- Teachers will notify parents
- Teachers will submit a disciplinary referral to the appropriate administrator. The administrator will determine the appropriate disciplinary consequence based on the nature of the offense.
- 1st minor offense (i.e. copying homework) — the parent may be given the option of the student going before the Honor Council in lieu of a referral.
- Students will receive no credit for the assignment. They will not be given an opportunity for alternate assignment completion.<sup>46</sup>

#### Tiered Consequences at Langley High School, McLean, VA<sup>42</sup>

**First Offense:** The assignment receives a grade of zero. Student will be excused from any honor societies that he/she is a current member of and may be excused from class office. Student may not apply to any honor societies or run for any SGA/class office for 12 months after the first offense. The violation is kept on file by the chair of the council but is not placed in the discipline or academic record.

**Second Offense:** The assignment receives a grade of zero. The student will be assigned community service hours. The student's guidance counselor will be notified that a second offense has occurred. Student will be excused from any honor society that he/she is a current member of and will be asked to resign any SGA/class office. Student is ineligible to apply for any honor societies or run for any student offices for the remainder of his/her high school career. The violation is kept on file by the chair of the council but is not placed in the discipline or academic record.

**Third Offense:** The assignment receives a grade of zero. The student will be assigned community service hours and a discipline referral, for Saturday School detention, will be given to the grade-level administrator. Violations become a part of the student's discipline and academic record.

**Fourth Offense:** The assignment receives a grade of zero. The student is assigned community service hours and a discipline referral, for a one-day out-of-school suspension, will be given to the grade-level administrator.

#### Quoting Material<sup>47</sup>

Taking the exact words from an original source is called quoting. If you want to borrow an idea from an author, but do not need his or her exact words, you should try paraphrasing instead of quoting.

- Quote as infrequently as possible. You never want your essay to become a series of connected quotations, because that leaves little room for your own ideas.

<sup>46</sup> Radnor High School, Radnor, PA – Public – <http://radnortsd.schoolwires.com/radnorhs/site/default.asp>

<sup>47</sup> The following material is copied with permission from Plagiarism.org

- If you think it's important to quote something, an excellent rule of thumb is that for every line you quote, you should have at least two lines analyzing it.
- Sometimes, however, you will need to modify the words or format of the quotation in order to fit in your paper. Whenever you change the original words of your source, you must indicate that you have done so.
- But be careful not to change too many words! You could accidentally change the meaning of the quotation, and falsely claim the author said something they did not.
- With quotations, you generally want to be as concise as possible. Keep only the material that is strictly relevant to your own ideas.
- When you have "embedded quotes," or quotations within quotations, you should switch from the normal quotation marks ("") to *single* quotation marks (') to show the difference.
- Double indent the quotation – that means adjusting the left and right margins so that they are about one inch smaller than the main body of your paper.

#### How do I include long quotes in my paper?

The exact formatting requirements for long quotations differ depending on the citation style. In general, however, if you are quoting more than 3 lines of material, you should do the following:

- Change the font to one noticeably smaller (in a document that is mostly 12 point font, you should use a 10 point font, for example)
- Double indent the quotation – that means adjusting the left and right margins so that they are about one inch smaller than the main body of your paper.
- If you have this option in your word-processor, "left-justify" the text. That means make it so that each line begins in the same place, creating a straight line on the left side of the quotation, while the right side is jagged.
- Do NOT use quotation marks for the entire quotation – the graphic changes you have made already (changing the font, double indenting, etc.) are enough to indicate that the material is quoted. For quotations within that quotation, use normal quotation marks, not single ones.
- You might want to skip 1.5 times the line-spacing you are using in the document before you begin the quotation and after it. This is optional and depends on the style preferred by your instructor.

#### Know how to Paraphrase

A paraphrase is a restatement in your own words of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words.

#### What is Citation?

A "citation" is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find that source again, including:

- Information about the author,
- The title of the work,
- The name and location of the company that published your copy of the source,
- The date your copy was published, and
- The page numbers of the material you are borrowing

Citations are extremely helpful to anyone who wants to find out more about your ideas and where they came from. Citing sources shows the amount of research you've done. Citing sources strengthens your

work by lending outside support to your ideas. Citing sources emphasize the originality of your own work.

The following situations almost always require citation:

- Whenever you use quotes,
- Whenever you paraphrase,
- Whenever you use an idea that someone else has already expressed,
- Whenever you make specific reference to the work of another, and
- Whenever someone else's work has been critical in developing your own ideas.

### Citing Sources

Citation styles differ mostly in the location, order, and syntax of information about references. The number and diversity of citation styles reflect different priorities with respect to concision, readability, dates, authors, publications, and of course, style.

There are also two major divisions within most citation styles: documentary-note style and parenthetical style. Documentary-note style is the standard form of documenting sources. It involves using either footnotes or endnotes so that information about your sources is readily available to your readers but does not interfere with their reading of your work.

In the parenthetical style, sometimes called the "author-date" style or "in-text" style, references to sources are made in the body of the work itself, through parentheses. An example of this would be the following sentence, taken from page 23 of a book written by Professor Scott in 1999:

Professor Scott asserts that "environmental reform in Alaska in the 1970s accelerated rapidly as the result of pipeline expansion." (Scott 1999, 23)

This is generally considered an abbreviated form of citation, and it does not require footnotes or endnotes, although it does require the equivalent of a "Works Cited" page at the end of the paper. It is easier to write, but might interfere with how smoothly your work reads. See your instructor for information on which form, documentary-note style or parenthetical style, is appropriate for your paper.

### What are Footnotes?

Footnotes are notes placed at the bottom of a page. They cite references or comment on a designated part of the text above it. For example, say you want to add an interesting comment to a sentence you have written, but the comment is not directly related to the argument of your paragraph. In this case, you could add the symbol for a footnote. Then, at the bottom of the page you could reprint the symbol and insert your comment. Here is an example:

This is an illustration of a footnote.<sup>1</sup> The number "1" at the end of the sentence corresponds to the note below. See how it fits in the body of the text?

<sup>1</sup> At the bottom of the page you can insert your comments about the sentence preceding the footnote. This document uses footnotes to reference material.

For more information on documenting sources, see Purdue University's Online Writing Lab<sup>48</sup>  
There are many different formats for citations. It is helpful to have a printed or web based reference to learn the citation format of your school.

A great reference for citing properly is the *Writer's Handbook: MLA Style Documentation*<sup>49</sup>

For more detail on plagiarism please visit [www.plagiarism.org](http://www.plagiarism.org).

---

<sup>48</sup> <http://owl.english.purdue.edu/handouts/research/index.html>

<sup>49</sup> <http://www.wisc.edu/writing/Handbook/DocMLA.html>



### Acknowledgements

SEE would thank the following schools for publishing their honor policies on their websites to help others advance academic integrity.

- Council Rock High School, Council Rock, PA – Public – <http://www.crsd.org/5039511188345/site/default.asp>
- John Marshall High School, Los Angeles, CA – Public – [http://www.johnmarshallhs.org/academic\\_policies.jsp](http://www.johnmarshallhs.org/academic_policies.jsp)
- Langley High School, Mc Lean, VA – Public – <http://www.fcps.edu/LangleyHS/honorcode.html>
- Lexington Catholic High School, Lexington, KY – Private Religious – [http://www.lexingtoncatholic.com/honor\\_council.htm](http://www.lexingtoncatholic.com/honor_council.htm)
- Mainland Regional High School, Linwood, NJ – Public – <http://www.mainlandregional.net/school%20information/honor%20code.html>
- Maury High School, Norfolk, VA – Public – <http://ww2.nps.k12.va.us/education/school/school.php?sectionid=28>
- Monsignor Donovan Catholic High School, Athens, GA – Private Religious – <http://www.mdchs.org/main/>
- Montclair Kimberly Academy, Mont Clair, NJ – Private – <http://www.montclairkimberley.org/home/about/honorcode>
- Montgomery Blair High School, Silver Spring, MD – Public – <http://silverchips.mbhs.edu/inside.php?sid=438>
- Radnor High School, Radnor, PA – Public – [http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor\\_code\\_07aug30.pdf](http://radnortsd.schoolwires.com/60020315135951217/lib/60020315135951217/honor_code_07aug30.pdf)
- Staples High School, Westport, CT – Public – <http://ethicsed.org/programs/integrity-works/pdf/StaplesCT.pdf>
- W.T. Woodson H.S. Honor Code, Fairfax, VA – Public – <http://ethicsed.org/programs/integrity-works/pdf/WoodsonVA.pdf>
- Woodside High School, Woodside, CA – Public – <http://www.woodsidehs.org/acadintegpoli.htm>