

John Paul II High School



Academic Honor Code

A Handbook for
Students, Parents and
Teachers

2008-2009

Adopted by the faculty, staff and students of John
Paul II High School January 31, 2007

Revised May 23, 2008

Table of Contents

Statement of Philosophy	3
Statement of the Academic Honor Code	4
Definitions	
Cheating	4
Lying	7
Stealing	8
Copying	8
Plagiarism	9
Collaborative Learning	10
Other Forms of Dishonesty	11
Student Responsibilities	12
Faculty Responsibilities	13
Role of Faculty	13
Procedures for Suspected Violations of the Academic Honor Code	14
Procedure One	15
Procedure Two	16
Hearing Procedures	17
Level of Disciplinary Action	19
School Service Project	20
Alternative Assignment	21
Grade Rehabilitation	21
TRUTH Membership	22
Role of TRUTH	23
Length of Office	23

John Paul II High School Administration

Thomas W. Poore	President
Rich Gaffney	Assistant Principal for Administration
Steve Mininger	Assistant Principal for Educational Operations
Todd Abronowitz	Chair, TRUTH Committee
Deacon Jack Hopkins	Campus Minister

judicial.

The role of **TRUTH** will be to:

- educate students about the Academic Honor Code and Honor Council proceedings;
- assist the Academic Honor Council Committee (made up of teachers and TRUTH Students) in determining the guilt or innocence of students sent before the Academic Honor Council for violation of the Academic Honor Code;
- make presentations to the incoming freshman class at Cardinal Camp;
- provide feedback about the Honor Code;
- provide a student voice in selecting the School Service/Work Sanction for violators of the Academic Honor Code;
- develop educational materials for use by students who violated the Academic Honor Code;
- promote honor among John Paul II High School students.

Length of Office

Once elected to **TRUTH**, the students will remain a part of **TRUTH** for their entire school career, unless they choose to step down or they are found in violation of the Academic Honor Code.

If a vacancy occurs, the same procedure will be followed for elections as described above.

Statement of Philosophy

John Paul II High School is a community based on faith, honesty, integrity, mutual respect, and responsibility. John Paul II High School places great emphasis upon integrity, an essential ingredient of one's moral development, character and faith. A central tenet of Catholicism is the concept of redemption and forgiveness. The John Paul II High School Academic Honor Code allows students to learn from their mistakes and to develop guidelines for moral and ethical living.

The Academic Honor Code represents the highest standards that the John Paul II High School community strives to achieve. The principles embodied in the Academic Honor Code are:

- All students are worthy of trust.
- Being trustworthy is an essential ingredient of character.
- Personal integrity is central to one's moral development.
- Part of the mission of the school community is to foster a sense of moral responsibility in each of its students.

Toward this end, students are expected to uphold the Academic Honor Code by representing themselves truthfully, doing their own work, and claiming for themselves only that which is truly theirs. The Honor Code commits the students to maintain a quality of community life from which all mem-

bers can benefit.

The functions of the Academic Honor Code are to educate the student body on the meaning and importance of personal integrity; to maintain the highest standards that foster creative and intellectual pursuits; and to educate and sanction those students who choose not to uphold the expectations of the John Paul II school community. The **TRUTH** Committee (**T**eaching **R**esponsibility and **U**nderstanding **T**o instill **H**onor) is the school body charged with fulfilling those functions.

Statement of the Academic Honor Code

I will treat others as I would want to be treated. I will not lie, cheat, steal or tolerate those actions in others.

Intent:

Regardless of intent, the student's actions determine whether or not the student has violated the Academic Honor Code.

Definitions

Cheating: Attempting to gain an unfair advantage by using any act of deception: including, but not limited to, representing another's work as one's own, working collaboratively on an

- Each teacher will be asked to nominate students at the end of each school year.
- The list will be compiled and distributed to all faculty members. Any teacher may request a student's name be removed from the list for cause.
- After all teachers have reviewed the list of nominated students, the faculty advisor will meet with the prospective students and explain the role of the **TRUTH** Committee. Students will then have an opportunity to remove their name from the list.
- An election will be held during advisory.
- Four students will be selected from the incoming sophomore class.
- One additional student from the sophomore class will be elected to be a member their junior and senior year.
 - One additional student from the junior class will be elected to be a member their senior year..
 - Normally the required number of students in a grade classification receiving the highest vote total will be elected to the **TRUTH** Committee.
 - In cases of ties or other extenuating circumstances, the faculty advisory may select more students than the required number in a grade classification.

Role of TRUTH

The role of **TRUTH** is twofold: educational and

The alternative assignment is not punitive in nature; rather, it is used to determine the level of mastery of the curriculum material.

Grade Rehabilitation

The student will have an opportunity to “rehabilitate” the student’s grade to no more than 70%. This rehabilitated grade will be based on the alternate assignment. *Students are allowed to rehabilitate one grade during their matriculation at John Paul II High School.*

The student must complete the following:

- Attend and participate in a counseling and discussion meeting with students of the **TRUTH** committee.
- Undergo a counseling session with the campus minister.

After the student has successfully completed the above, the referring teacher will be notified of the student’s eligibility to have the grade rehabilitated.

TRUTH Membership

As a part of the Academic Honor Council at John Paul II High School, we have the student-led **TRUTH** committee -- **T**eaching **R**esponsibility and **U**nderstanding **T**o instill **H**onor. The **TRUTH** committee will normally be composed of four sophomores, five juniors and six seniors.

Selection

assignment and turning in identical (or nearly identical) assessments, or aiding another student in such practices.

Examples:

Using any item or form of assistance that is not approved by your teacher on an examination or assignment. These can include, but are not limited to:

- Using a “cheat sheet” with work/information to be used on an essay or exam.
- Passing notes during a test or assignment.
- Using gestures or signals (tapping of fingers, sign language, clicking of pens, etc.) with the intent of communicating answers.
- Writing information where it can be seen during the test or assignment.
- Leaving any notes, spirals, or related material out during a test or assignment (unless specifically allowed by the teacher).
- Programming information into a graphing calculator for use on any examination.
- Sharing of calculators during an examination.
- Passing specific information from one class to another concerning examination material (including essay prompts).

Using any electronic device to help yourself or others to gain an unfair advantage. The use of

electronic devices in a manner that is not permitted by the teacher is prohibited. These include, but are not limited to:

- Using a text message to communicate information about an exam or other assignment.
- E-mailing messages to communicate information about an exam or other assignment.
- Looking up information on the Internet or on your computer while taking an on-line test.
- Programming the answers into a calculator for your use on an exam or for you to give to another person for his or her use.
- Using computer notes or pop-ups to display information.
- Intentionally hiding websites that can give you an unfair advantage on your assignment or examination.
- Using audio and visual media devices that contain information.
- Using cameras or cell phones to take photos of the exam.
- Using sources other than what is assigned by the teacher.
- Using an English translation of a work that is to be read in its original language.
- Using a condensed version or study aid (Spark Notes, or Cliff Notes) that is not allowed by the instructor.

Lying: Making a false statement and/or avoiding acknowledging the truth

Note: Students may be placed on disciplinary probation at any time.

School Service Project

The premise of any judicial hearing is to determine the truth of what transpired. It is this premise that forms the foundation of the School Service Project. If a student is found guilty of violating the Academic Honor Code in a hearing of the Academic Honor Council, the student may be assigned a school service project to complete. The school service project can be assigned for the violation of the Academic Honor Code premise on lying. In order to be assigned a school service project, the panel must vote unanimously that the student is guilty of lying to one or more of the following people.

- The classroom teacher who first approached the student with his or her suspicion.
- The assistant principal who met with the student.
- The members of the Academic Honor Council in the hearing.

Alternative Assignment

The goal of teachers is to instruct their students and assess their level of mastery of the material in the curriculum. If a student violates the Academic Honor Code, then there has not been a valid assessment of a student's level of learning. Teachers are justified in asking for a demonstration of a student's level of mastery of work before proceeding further into the curriculum.

- Student is given an alternative assignment for no grade.
- If student is found guilty in a hearing, a school service project may be assigned.
- Saturday school is assigned.

For third offense:

- Student receives a zero on the assignment.
- Student is given an alternative assignment for no grade.
- If student is found guilty in a hearing, a school service project may be assigned.
- Out of school suspension.

For fourth offense (and any additional offense):

- Student receives a zero on the assignment.
- Student is given an alternative assignment for no grade.
- If student is found guilty in a hearing, a school service project may be assigned.
- A minimum three day suspension and additional sanctions that may result in the student's expulsion.

For each violation of the Academic Honor Code, the TRUTH Committee will notify the extracurricular clubs and organizations of which the student is a participant to see if a violation of their by-laws has occurred. It will be the responsibility of each organization to determine an appropriate action.

with the intent to deceive concerning academic performance.

Examples:

- Giving information that could alter a statement's overall validity.
- Manipulating information on academic records.
- Manipulating personal work, including altering grades or answers after submitting work (including altering answers while grading the assignment in class).
- Passing off another student's work as one's own.
- Stating half-truths to administrators or teachers.
- Falsely claiming illness or other extenuating circumstances for the purpose of gaining extended time to complete an assignment or study for examinations.
- Exceeding time limits on timed tests (whether in class or take-home tests).
- Claiming false computer problems to gain extended time on assignments.
- Exaggerating the amount of work that you have performed in a group project.
- Making up interviews and citing them.
- Falsifying laboratory data on any experiment.
- Sitting in a seat that is not assigned to you and telling a substitute teacher that it is your assigned seat.

Stealing: Taking something that is not yours.

Examples:

- Removing items from another person's bag, locker, etc. without his or her permission.
- Removing files from another person's computer.
- Taking a printed paper from a student print station that is not yours.
- Removing items from a classroom or other school room without permission.
- Taking papers or items from a desk, office, etc. without permission.

Copying: Using another person's work to complete a test, essay, laboratory investigation or assignment or to allow another student the use of your own work for that purpose.

Examples:

- Taking another student's work and using his or her work and claiming it is yours alone, including receiving or emailing a word document to another student and having that student turn it in as his/her own.
- Taking an answer key without the consent of that teacher.
- Copying another student's homework, test,

Decision:

- Student and referring teacher are excused
- Deliberation
 - 15 minutes
- Majority decision to determine if the student is guilty of violating the Academic Honor Code
- Unanimous decision to determine whether a school service project is warranted due to violation of the Academic Honor Code premise on lying.
- Complete the Honor Council Report form.
 - Return to appropriate school personnel immediately after the hearing.

Levels of Disciplinary Action

The number of the offense of the Academic Honor Code is determined by the total number of incidents during a student's matriculation at John Paul II High School.

For first offense:

- Student receives a zero on the assignment.
- Student is given an alternative assignment for no grade.
- If student is found guilty in a hearing, a school service project may be assigned.
- If student follows the rehabilitation guidelines, then his or her grade can be rehabilitated to a grade of no more than a 70.

For second offense:

- Student receives a zero on the assignment.

assessment that is not punitive in nature. Full credit earned will be earned on the alternative assessment.

Hearing Procedures

The council hearing begins promptly at the designated time.

Introduce those attending.

The following may be present at the hearing:

- Panel of five (either three **TRUTH** students and two teachers, or two **TRUTH** students and three teachers)
- Referring teacher
- Student (**must be present**)
- Parent or counselor (silent observer invited by student)
- Administrator (silent observer)

Procedure of hearing:

- Statement of the referring teacher
 - 10 minutes
(or original office referral, if teacher cannot be present)
- Statement of the student
 - 10 minutes
- Rebuttal of the referring teacher
 - 5 minutes
- Rebuttal of the student
 - 5 minutes

or any form of an assignment.

- Giving another student your own work and allowing him or her to copy it for their use.
- Copying another student's computer code (computer program).
- Cutting and pasting off the Internet without citing the original author of that specific piece of work or turning that work in as your own.

Plagiarism: Using someone else's ideas or expressions in your writing without acknowledging the source.

Examples:

- Having a parent or another person write an essay which you turn in as your own work.
- Purchasing from the Internet a paper that you turn in as your own work.
- Paying anybody to write or complete an assignment for you.
- Failing to cite the source of a statement used in one's own work.
- Giving a false citation for a statement used in one's own work.
- Paraphrasing a passage and representing it as one's own work.
- Failing to cite a source in your bibliography (or sources cited section).
- Copying someone's work (from a book or Internet) without citing the source.
- Using a document as one's own.

- Using opinions that are not your own.
- Conducting interviews and not citing or attributing the words to the interviewee.

Collaborative Learning

Collaborative learning can have positive educational benefits and the Academic Honor Code should not be interpreted as forbidding it. Unless collaborative consultation is prohibited by your teacher, you may work with other students on assignments (please see notes about summative assignments below). However, care should be observed when working with other students.

- If a teacher explicitly forbids such actions, then it is a violation of the Academic Honor Code to engage in such actions.
- It is a basic tenet of education that any work turned in reflects only the writer's work. Any ideas, expressions, interpretation of data, etc. that stem from a collaboration of students (if permitted by the teacher) must be acknowledged.
- Asking students (or parents) to edit or review assignments before being turned in may or may not be allowed by the teacher. It is the student's responsibility to check with the teacher before allowing others to review and edit one's work.
- If an assignment has both collaborative and individual components the students

if a violation of the Academic Honor Code has occurred.

If a hearing is requested, the hearing will be held within a reasonable length of time (usually within 48 hours). There are two possible outcomes of the hearing: not guilty (did not violate the Academic Honor Code) and guilty (a violation of the Academic Honor Code did occur).

If the decision of the hearing is guilty, then:

- Student receives a zero on the assignment.
- Teacher assigns alternative assignment.
 - Teacher and student are informed if student can have grade rehabilitated.
 - Student must complete rehabilitation process for grade to be rehabilitated (see pages 19 and 21 for further information on grade rehabilitation).
 - Student may be assigned a "School Service Project" for the penalty of lying to the teacher, the assistant principal and the Academic Honor Council. (See the Service Project Section)

If the decision of the hearing is not guilty, then:

- If the student completed the assignment, then the original grade is allowed to stand for full credit.
- If the student did not complete the assignment due to the teacher's suspicion that a violation of the Academic Honor Code occurred, the teacher will give an alternative

- Student receives a grade of zero on the assignment.
- Teacher assigns alternative assignment (for no grade).
- Teacher and student are made aware if student can have grade rehabilitated.
- Student must complete rehabilitation process for grade to be rehabilitated.
- Rehabilitated grade (based on alternative assignment) is entered in the grade book (see pages 19 and 21 for further information on grade rehabilitation).

Procedure Two: If there is no agreement between teacher and student:

Teacher fills out office referral and gives it to the appropriate assistant principal.

- Assistant principal meets with student and student is given the opportunity to:
 - Agree that a violation of the Academic Honor Code did, in fact, occur (the student is given the opportunity to recant the previous denial that no violation of the Academic Honor Code occurred).
 - If the student agrees that a violation of the Academic Honor Code occurred, follow the steps listed in *procedure one* above.
 - Request a hearing with the Academic Honor Council to determine

should ensure that no work was shared on the individual portion.

Taking credit for work performed in a group project even when the student has made little or no contribution to the work of the team is a violation of the Academic Honor Code precepts of representing oneself truthfully.

Summative assignments (tests, major laboratory investigations, final exams, major projects, etc.) are intended to measure a student's understanding of the material. It is assumed that students will complete these assignments on their own; hence, collaborative consultation is prohibited, unless specifically allowed by the teacher.

Other Forms of Dishonesty

Multiple submission of work:

Teachers assign work to assess student's understanding of material and to foster learning of new concepts. Students shall not submit academic work that has previously been submitted without the prior approval of the appropriate teacher for whose class the student intends to turn in the work. The teacher is justified in expecting that a learning objective will be met by the assignment; however, handing in something done previously may preclude this learning. Consequently, if a student hands in work done elsewhere without receiving

the teacher's approval, he or she will have violated the Academic Honor Code.

Assignment review:

If a student did not complete an assignment that the teacher is reviewing or re-teaching, it is the student's responsibility to notify the teacher that he or she did not complete the assignment. The teacher may ask the student to stay in the classroom to benefit from the review or may ask him or her to step out of the classroom while the review is in progress.

Student Responsibilities

In each of your classes, you must become familiar with any directions given to you by your teachers. Special care needs to be made in the following areas:

- Material that is and is not permitted for use on an examination or assignment.
- Limit of collaboration on projects and laboratory investigations.
- Attribution of sources of research (sources cited).

The overall guiding principle is:

“If your teacher does not overtly allow material to be used, assume that it is a violation of the Academic Honor Code to use that material”.

ferred to the Academic Honor Council for disciplinary action.

Procedures for Suspected Violations of the Academic Honor Code

If a teacher becomes aware (through their own observation or via the testimony of another student or faculty member) of a possible violation of the Academic Honor Code, he or she is required to meet with the student and discuss their suspicions. After the meeting with the student, the discussion must result in one of the following three outcomes:

- If it was determined to the teacher's satisfaction that the initial suspicion was unjustified, no further action needs to be taken. However, the teacher is encouraged to use the discussion as a “teachable moment” and explain why the student's action appeared suspicious.
- If the teacher and the student both agree that there was a violation of the Academic Honor Code, follow the guidelines of *procedure one* below.
- If the teacher and the student can not agree that there was a violation of the Academic Honor Code, follow the guidelines for *procedure two* below.

Procedure One: If there is agreement between the teacher and student:

- Teacher fills out office referral and turns into the appropriate school personnel.

having the opportunity to violate the Academic Honor Code. Examples are expanding the range between students while taking summative examinations, making multiple versions of exams, etc.

- You should clearly explain the conditions under which collaborative learning can take place in your classroom by offering guidelines when asking students to work in groups.
 - Teachers should separate collaborative and individual work in a manner that would prevent unintentional violations of the Academic Honor Code.
- You are required to distribute a handout to students with information on what constitutes plagiarism when you assign a writing project in your courses. One of our goals is to teach students to cite and use documents appropriately.
- Abide by the procedures of the Academic Honor Code for dealing with a violation of the Academic Honor Code.
- Use an equivalent statement to the one below on all summative assignments.
 - I have neither given nor received unauthorized help on this _____. I will not tolerate this behavior in others. I understand that if I violate the John Paul II High School Academic Honor Code I will be re-

When in doubt, ask your teacher.

Faculty Responsibilities

John Paul II High School is a community where students and faculty foster a creative exchange of knowledge and explore new concepts. The Academic Honor Code exemplifies our common commitment to instill in our students a sense of duty, honor and moral responsibility.

The purpose of the Academic Honor Code is to foster those character traits in our students that we ourselves demonstrate by our commitment to teaching at John Paul II High School. Students, faculty and staff all share in the responsibility for cultivating a positive learning environment where moral development is stressed.

Role of Faculty

As a faculty member, you are responsible for clearly articulating the principles of the Academic Honor Code and to clearly define how the Academic Honor Code applies to your course(s).

- You should strive to create a positive learning environment that encourages academic integrity by following normal classroom practices that discourage students from