



THE HONOR SYSTEM

at Saint Andrew's School

THE MEANING OF THE HONOR SYSTEM

“Trust” and “honor” are words that embody the moral and ethical foundation of the mission of Saint Andrew’s School. The Honor System, established in response to student suggestions in 1990, is the structure that defines and promotes these values within the School community. The System went through an extensive process of evaluation and reconstitution during the 1996-1997 school year. The centerpiece of the Honor System is the Honor Code, which states **Honor Above All**. This Honor Code has a twofold purpose. First, the Honor Code represents the highest ideals of moral development, integrity, and achievement, as well as respect for the ideas, work, and property of others. Second, the Honor Code represents the School’s commitment to fostering integrity and to teaching and promoting honor and trust within our community.

It has been said, “The Honor System belongs to the students.”

One of the reasons the school administration has been so receptive to supporting the development of the Honor System is that it is an institution that is primarily encouraged and administered by the students. It empowers the students to determine the quality of their school. The Honor System has as its goal the commitment by all members of the community to be always honest and respectful of one another’s possessions, property, and schoolwork. The Honor System has as its ideal that all students will be committed to honesty in all their academic and social endeavors.

THE HISTORY OF THE HONOR SYSTEM

Once, in its earlier years, Saint Andrew’s School attempted to institute an Honor System, but it slowly diminished in importance. In the fall of 1989, Hilary Pushkin, the Student Council President, and Peter Fechtel, the Senior Class President, proposed the reinstitution of a Saint Andrew’s School Honor System. An Honor Committee was named in January of 1990, with the charge of instituting the Saint Andrew’s School Honor System, and Evan Nadel was named the first Senior Prefect. The Honor System went through an extensive process of evaluation and reconstitution during the 1996-1997 academic year. The following year, Headmaster George Andrews selected “Honor Above All” as the school’s theme, and the school held its first Honor Pinning Ceremony. All students, faculty, and staff were pinned with an honor pin and signed the pledge. Honor remains a core value of the school.

THE HONOR CODE AND PLEDGE

The Saint Andrew’s School community commits itself to the Honor Code through an Honor Pinning and Signing Ceremony at the beginning of each school year, and the Honor Pledge is recited. The Honor Pledge states

As a member of Saint Andrew’s School, I pledge my honesty, academic integrity, sportsmanship and stewardship to the school community, and I expect others to be responsible and to do the same. Honor Above All.

This Honor Pledge affirms that students understand and have complied with the honor terms of an assignment as defined by the teacher. The pledge is not meant to imply distrust, but it is a daily reminder to students that they are members of a community committed to honor.

The Honor Code and Honor Pledge are placed in all classrooms and serve as a daily reminder of our commitment to **Honor Above All** throughout all facets of our community. Teachers also place this statement at the top of all printed major assignments. Students must write/print out the statement **Honor Above All** before turning in all major essays, papers, and major projects. This statement does not need to be on daily homework assignments.



“For the rest of your life people need to be able to trust and believe you. The Honor Code is what you and the rest of the students make of it. If you all choose to believe in it, enforce it, and use it as a guide, you will get something out of it. I challenge each one of you to learn it, practice it, and live it.”

Hilary PUSHKIN Kusel, Class of 1990

THE HONOR EDUCATION COUNCIL

The Honor Education Council consists of students and faculty who have been elected by their peers, faculty, and administrators. The primary responsibility of the Honor Education Council is to promote the value of honor through proactive educational programming. This programming takes numerous forms, and the Council is encouraged to challenge itself and the School community in thinking about and acting on honor in a variety of ways. The goal of the Council is to continually promote the community's commitment to honor as a core value. The Honor Education Council, chaired by the Senior Prefect and the Dean of Students, in conjunction with the Head of Upper School, meets once a month.



“At Saint Andrew’s I learned that the ancient Greeks discovered that living a virtuous life is both necessary and sufficient for happiness. I started out following the Honor Code out of fear and eventually accepted it as my own standard of ethics because striving to put honor above all else makes me happy.”

Morgan Bennett, Class of 2002

THE HONOR BOARD

The Honor Board consists of the juniors, seniors, and two faculty members of the Honor Education Council, along with the administrative advisors to the Honor System. The primary responsibility of the Honor Board is to decide specific cases in which honor may have been violated. The goal of the Honor Board is to:

1. Listen to each case brought before it.
2. Decide whether or not honor has been violated.
3. If honor has been violated, then recommend to the administration a penalty for the individual who violated honor.
4. Assess the educational programming in terms of the particular violation brought before the Honor Board.

The Honor Board meets regularly on a case-by-case basis.

THE FACULTY AND THE HONOR SYSTEM

Faculty members play a dual role in supporting the Honor System. Most important, faculty model honor on a daily basis both in the classroom and in their relations with students and with other faculty. Teachers also have the responsibility to discuss honor and their expectations in their classes; it is included on the syllabus students receive. At the outset of the course, possibly on the first day of classes, teachers talk about how to perform homework, labs, quizzes and tests honorably and

how to write papers honorably. However, a teacher may wait for a particular assignment before establishing guidelines for academic behavior. Nevertheless, if a student does not know or understand how honor might impact a particular assignment, it is his/her responsibility to ask the teacher. Teachers welcome such questions as a sign of the student's respect for academic integrity.

There are times when teachers encourage students to study together, to work together, and to write reports together - such an exchange is often helpful and usually encouraged. This type of help would be considered “appropriate.” Examples of “inappropriate” help are a student's copying another student's homework, using notes during a quiz or test, copying answers from another student's quiz or test, working together on an assignment without being instructed to do so, or copying information from the Internet.

PARENTS AND THE HONOR SYSTEM

Naturally, parents serve a vital role in supporting the Saint Andrew's School Honor System by educating their children about honor in the home. Honor education begins at home, and the role of Saint Andrew's School is to support and enhance the lessons that parents may have already begun. However, from a technical point of view, parents do not play a formal role in the Honor System or in the deliberations of the Honor Board. The School will, of course, make every effort to inform parents when their child might be suspected of an honor violation and will communicate to them the result of any Honor Board hearing involving their child. Parents are not permitted to participate in Honor Board procedures. The Saint Andrew's School Honor System is not meant to be a court of law, only part of the educational processes of the School.

Parents should also keep in mind the honor terms of all assignments, including homework, and should therefore be careful not to provide their child with academic help which may cross the boundaries of propriety. It is a truism in education that “students learn from their mistakes.” The learning process is most effective when students try their best, on occasion make mistakes, and learn to correct their errors.



“Saint Andrew’s is a community built on a circle of values. Without the complete circle of honesty, academic integrity, sportsmanship, and stewardship, our motto of Honor Above All would not have its ultimate meaning.”

Andrea Fischlowitz, Class of 2006