

# Bard Early College in New Orleans

## 2020-21 Student Handbook



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July 2020

Dear Bard Early College Students,

We hope that you have had a refreshing and productive summer. BECNO staff and faculty have been working hard to prepare for the upcoming year, and we cannot wait for you to illuminate classrooms (remotely and perhaps in person later on in the semester) with your bright ideas.

As we look forward to the new opportunities and exciting beginnings that come with a new year, our BECNO community remains focused on all of the qualities that has made the Bard experience sought after by students around New Orleans for over a decade: creating platforms for student voices to resonate inside the classroom and beyond, nurturing a caring and thoughtful community where everyone can be themselves, and crafting a space for relentless reading, writing and questioning.

This campus belongs to you. As Bard Early College students, you will not only have the opportunity to dig into engaging readings and interesting class discussions but will have a great foundation to lead your school and your peers into the future. We hope that your time at BECNO is one where you build lasting friendships, explore complex ideas, challenge social norms, and learn about the kind of change you want to make in the world.

Your voices matter, your thinking matters, and even your disagreements with your peers matter. Every day that you are engaging each other on tough ideas, pushing each other to think further, honing your ability to argue your viewpoint, and making sense of the viewpoints of others, the more confident we are in the future of this city, country, and world.

In this handbook you will find helpful information about our philosophy and approaches as well as a detailed description of our expectations for academics and behavior. These expectations are designed to set the bar for excellence and give you a liberal arts collegiate experience that prepares you for the future. Please take the time to review all of the materials enclosed. And please hold on to this document, as these expectations are essential every day in the Bard classroom and within the Bard community.

Again, we are so excited to have you join us this year. Please do not hesitate to contact us with any questions or thoughts you may have.

Sincerely,



Ana Maria Caldwell  
Executive Director  
Bard Early College in New Orleans



Justin Lamb  
Dean of Students  
Bard Early College in New Orleans

## ADMINISTRATION

<b>BARD EARLY COLLEGE IN NEW ORLEANS (BECNO)</b>			
<b>Address</b>	<b>Office Phone</b>	<b>Office Email</b>	<b>Website</b>
3820 St. Claude Ave. New Orleans, LA 70117	504-439-0122	neworleans@bard.edu	www.bard.edu/ecno

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A calendar for the 2020-21 school year is available at the end of this handbook.

## INSTRUCTIONAL HOURS

Traditionally, our program meets on campus during the following days and times:

### In-Person Schedule

*Degree-Granting Program:* 9:50 AM-3:05 PM, Monday through Friday

*Traditional Program:* 1:20-3:05 PM, Monday through Friday

To start the school year, BECNO will follow a Hybrid/Online Schedule. More information regarding this schedule can be found in our Covid-19 / Online & Hybrid Learning Addendum on page 29.

During online/hybrid learning, students can expect to have synchronous online programming scheduled during the following timeframes:

### Hybrid/Online Schedule

*Degree-Granting Program:* 9:30-2:00 PM, Monday through Friday

*Traditional Program:* 12:30-2:00 PM, Monday through Friday

*Exact times subject to change*

## WHERE TO DIRECT QUESTIONS

TOPIC	WHO TO ASK
Absences/Attendance/Excuse Notes	Dean of Students
Academic Probation	Dean of Students
Academic Support	Dean of Studies, Dean of Students
Academic Support Hour	Dean of Studies, Dean of Students
Alumni Contact	Student Advising Coordinator
College Financial Aid	Student Advising Coordinator
College Transfer Office Advising	Student Advising Coordinator
Enrollment Questions	Dean of Students
Extracurricular Opportunities / Student Life	Student Activities Coordinator

General Program Questions	Dean of Students, Dean of Studies, and Executive Director
Grading Concerns	Dean of Studies
Individual Student Conferences	Dean of Students
Individual Student Plans	Dean of Students, Executive Director
Internship/Employment Questions	Student Activities Coordinator
Printing Support	Office Assistant
Faculty/Course Concerns	Dean of Studies
Scheduling Questions / Concerns	Dean of Studies, Dean of Students
Technology Requests / Internet Support	Office Assistant
Transcript Requests	Student Advising Coordinator

**MISSION & PHILOSOPHY**

**Mission**

Bard Early College in New Orleans engages intellectually curious students through a tuition-free, immersive, liberal arts curriculum. By promoting authentic and supportive undergraduate opportunities, faculty and staff prepare students of all academic backgrounds for further college success.

**Core Values**

We believe everyone on campus must demonstrate the following core values to achieve our mission:

- *Excellence*  
We put our best selves forward and strive to do our best.
- *Teamwork*  
We work together to achieve our goals. We offer support to each other, accept all community members, and lead with love.
- *Growth & Vulnerability*  
We actively seek feedback and growth. We ask for support when we need it and strive towards self-improvement and open communication.

## **Diversity, Equity and Inclusion Statement**

BECNO admits students regardless of race, gender, ethnicity, sexual orientation, disability status, or other characteristics according to the nondiscrimination statements included in this handbook. We welcome learners of all backgrounds to our school, and we implement all accommodations required by 504 plans or IEPs in accordance with the law. We also support our gifted and advanced learners who have ILPs.

BECNO strives for a school community that welcomes people of all cultures, experiences, backgrounds and identities. Faculty are encouraged to ask students for their preferred name and pronouns at the beginning of the semester.

The following is an excerpt of the Bard Early College network Equity Code of Conduct:

*The practice of equity is necessary to the mission and goals of the Bard Early College (BEC) Network. Equity requires self-reflection, accountability, access to opportunities, and knowledge of power dynamics and systems of oppression that serve to marginalize.*

*The Bard Equity Code of Conduct outlines the values needed for our community to thrive together in systems of mutual respect and growth. It centers the needs of disenfranchised communities. It requires us to engage deeply and thoroughly with the personal transformation and education needed to meet differences with dignity, honor, and respect.*

As the creators of the document acknowledge, it is “a living entity that should be edited to reflect the needs of our evolving community.” For the full Equity Code of Conduct, which all BECNO community members agree to abide, please see the appendix of this handbook.

### **Areas of Focus**

In addition to core content areas, we focus on developing students’ skills in the areas of critical thinking, student voice, engaged reading, active listening, community engagement, self-care and advocacy, communication, planning, and writing.

#### *Critical Thinking, Engaged Reading, and Writing*

Writing is both a record of completed thought and an exploratory process that supports learning across disciplines. At all levels writing allows writers to discover what they want to say. Free-writing, guided response writing, and focused critical writing are central to the student experience in the Bard Early College classroom. The relationship between critical reading and critical writing is reciprocal. Students will engage with challenging texts and be expected to apply multiple reading strategies in order to hone their capacity for inquiry.



### *Student Voice, Active Listening, and Community Engagement*

Our program introduces students to the college seminar experience and facilitates participatory discussion. Students will be given ample opportunity to demonstrate active listening, to respond directly to peers, and to contribute to the synergy of the classroom. Professors will assess students based on the quality of their participation. We expect and encourage student voices to resound outside of the classroom, impacting the BECNO community, New Orleans, and beyond.

### *Communication, Planning, Self-Care and Advocacy*

BECNO staff and faculty members will work actively to nurture practical skills among students, including note taking, planning, time management, active listening, debate, communication with professors, and self-advocacy.

## **CURRICULA**

### **Programming**

Students will participate in one of two programs during the 2020-21 school year: the Degree-Granting Program or the Traditional Program.

#### *Degree-Granting Program*

Students participating in the Degree-Granting will take a full schedule of Bard courses and have the opportunity to earn up to 60 credits and an associate degree from Bard College at the end of their second year. Currently, this option is solely available to students at Frederick Douglass Senior High School. Due to scheduling constraints, certain types of courses may only be available for students in the degree-granting program.

#### *Traditional Program*

Students participating in the Traditional Program will join classmates from partner high schools around the city to take Bard Seminar and an elective course offering each semester in addition to composition workshop and college advising. They will have the opportunity to earn 14 Bard College credits each year and 28 total credits over the course of two years.

### **New Student Orientation & Matriculation**

New Student Orientation, required for all incoming students, is a week-long experience that immediately precedes the start of the fall semester. During New Student Orientation, incoming students will have the

opportunity to connect with their new community as well as learn essential information about collegiate expectations and the way our campus works. Students will also have the opportunity to participate in a Writing and Thinking seminar class each afternoon where they review one or two central texts and gain familiarity with the BECNO seminar experience. In addition, each student will have the opportunity to check in one-on-one with a BECNO staff or faculty member to share how their week is going and work through any potential logistical barriers. The week culminates with BECNO's Matriculation, a ceremony that celebrates the beginning of students' collegiate experience with Bard College. Students who miss sessions without a valid excuse, do not meet campus expectations or do not submit the New Student Orientation critical essay (due the beginning of the following week) may be asked to leave the program.

### **Returning Student Orientation**

Year Two students will participate in a condensed version of orientation at the start of each semester to receive the information that is most relevant to their experience as returning students.

### **Bard Seminar**

The Bard Seminar is a writing-intensive, multidisciplinary course that all students take while studying at BECNO. This course introduces important intellectual, cultural, and artistic ideas that serve as a basis for a liberal arts education. These ideas are presented in the context of a historic tradition and on as broad a scale as feasible within a framework that emphasizes precise, analytical thinking through class discussions and frequent writing assignments. Each semester, students explore a series of core texts that focus on a central theme.

### **First-Year Bard Community Experience**

In addition to Bard Seminar, most first-year students will take the First-Year Bard Community Experience (FYBCE) during their first semester at BECNO. This class provides a praxis-based introduction to the holistic interlocking elements of academic excellence, self-care, and community health. Like Bard Seminar, FYBCE is a three-credit dually accredited Bard College course that also appears on students' high school transcripts.

### **Composition Workshop**

The Composition Workshop, which meets weekly, is designed to help first-year students become stronger academic writers through targeted lessons, workshops, and individual conferences. Composition lessons are tailored to meet students' needs with a particular focus on areas such as grammar and foundations, style, and research methods. Students have the opportunity to earn one Bard College credit for each semester of composition and two total credits over the course of their first year.

## **Electives**

Elective course options represent the breadth and depth of the undergraduate curriculum. Past offerings have included anthropology, sociology, gender studies, civil law, political science, creative writing, film analysis, visual arts, theater, cultural history, economics, ecology and more. Although the word “elective” is sometimes associated with extracurricular programming, we use it to convey the choice that students have to select their courses. Like Bard Seminar, elective courses are dually accredited Bard College courses that appear on students’ high school transcripts.

## **Morning Coursework (Degree-Granting Program Only)**

In addition to afternoon coursework, Degree-Granting students will also take Bard College courses in the morning. Though schedules will vary from student to student, most students can expect to take two to three courses in the morning in addition to structured support periods. Students must successfully complete math, science and world language courses to remain eligible to obtain a Bard College AA degree. These courses, which are often offered in the morning, are typically linked to high school graduation requirements as well.

## **STUDENT RESOURCES & ACTIVITIES**

### **Academic Support Hour & Tutoring**

The Academic Support Hour (ASH) is a weekly resource session designed to give students sustained one-on-one academic support after school. In ASH, BECNO staff and faculty are available to work with students independently or in small groups to study, complete short assignments, prepare presentations, or write and revise essays. Although the period is mandatory for students who have been referred by faculty and staff, all students are encouraged to participate in this valuable resource. BECNO will make ASH appointments available remotely during periods of remote and hybrid learning. Depending on the availability of students and tutors, remote sessions may become available during the school day as well.

### **College Transfer Office**

Although students will continue to work with their high school college advisors when planning around their next college experience, they also have a resource at BECNO in the College Transfer Office. Led by the Student Advising Coordinator, the College Transfer Office can support students through college advising appointments. Additionally, the Student Advising Coordinator will lead student support around students’ Bard College transcripts and transferring credits earned.

### **Writing Studio**

Bard Early College offers a Writing Studio to provide students with one-on-one support in developing a strong, effective writing practice. Staffed by a faculty director and writing fellows, the Writing Studio assists

students as they prepare for upcoming assignments. Students can bring in their writing--notes, drafts, essays, or creative writing--to our trained fellows and instructors for feedback and support in their writing process.

Writing Studio appointments may be scheduled by students or by Bard faculty and staff on behalf of students. Additionally, faculty may choose to offer incentives such as extra credit or rewrite opportunities for students who take advantage of the Writing Studio's services. BECNO will make Writing Studio appointments available remotely during periods of remote and hybrid learning.

### **Office Hours & Individual Conferences**

Faculty hold office hours to support students with their coursework. To find faculty office hours, reference their course syllabi. Students can schedule appointments with faculty when they have questions or concerns about a course or their course performance. Faculty and staff may require students to attend office hours or participate in individual conferences if concerns arise about student participation or performance. Issues discussed during appointments may include specific assignments, texts, class participation and more. More information will be provided at the start of the year regarding faculty office hour logistics during remote or hybrid learning.

### **Technology**

Students can access campus technology such as laptops, internet hotspots and calculators when available by submitting a signed Electronic Device Loan Agreement. Due to Covid-19, BECNO has temporarily suspended short-term and on-campus technology rentals. However, students may request long-term rentals of such items as laptop computers, internet hotspots and calculators. Students who may need long term technology access during periods of hybrid or remote learning should contact Ms. Steffie Hernandez (shernandez@bec.bard.edu) with technology requests.

When short-term rentals are not suspended, laptop computers are available for students to sign out and use on campus before and after class. Students who sign out laptops are responsible for ensuring their computer is never left alone in a room, refraining from eating and drinking around the laptop and refraining from downloading programs or using websites that may be harmful to the laptop. If a laptop or charger is lost, stolen or damaged due to student negligence, the student will be expected to replace it.

### **Clubs & Student Organizations**

One of the best ways for our students to enrich their collegiate time with us is to get involved with the clubs and organizations that fit their interests. BECNO encourages its students to get involved in campus life. BECNO's clubs and organizations are created, led, and maintained by our students with staff/faculty advisors as facilitation mentors. Some of the clubs we have offered in the past are Poetry Club, Cooking Club, Queens Society, the Action Committee, Latinx Club, and our Student Leadership Council. Want to start or join a club? Email Ms. Kiara Oyola, our Student Activities Coordinator, at koyola@bec.bard.edu and she'll help you get started!

## GRADES, CONFERENCES, TRANSCRIPTS & ACADEMIC EXPECTATIONS

### Grading System

As a selective program for exceptional students, BECNO holds high standards for the quality of student work. Students enrolled in BECNO are students of a prestigious private college and are expected to produce work of this quality (with the aid of the student support team when necessary).

The letter grades (and their grade point equivalents) that students can receive on their college transcript are defined as follows. (The grades A+, D+, and D– are not used at Bard.)

- A, A– (4.0, 3.7) - Excellent work
- B+, B, B– (3.3, 3.0, 2.7) - Work that is more than satisfactory
- C+, C (2.3, 2.0) - Competent work
- C-, D (1.7, 1.0) - Performance that is poor, but deserving of credit
- F - Failure to reach the standard required in the course for credit

### BECNO Grading Scale

A	94-100
A-	90-93
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	0-59

Students who receive a C (73) or above will earn Bard College credit for the course. In order for credits to transfer, most colleges require a B or above in the course.

### Add/Drop Period & Withdrawals

Students have the opportunity to request a schedule change within the first week of classes and can find the semester add/drop deadlines in their student calendar. To request a schedule change, students should contact the Dean of Studies or submit a course change request form. Upon the second week of classes, all schedules will be final barring extenuating circumstances that may cause a student to audit or withdraw from a course. Students considering requesting a withdrawal (W) or a registrar's audit (R) for one or more courses should contact the Dean of Studies for more information about their options.

## **Midterm Progress Reports**

Faculty members submit progress reports at the midpoint of each semester. The progress reports include a midterm grade as well as narrative feedback on student performance. Progress reports will include a percentage breakdown of the student grade. BECNO faculty will schedule midterm conferences with all students with a C or below who do not participate in Family-Professor Conferences.

## **Family-Professor Conferences & Outreach**

As a collegiate institution, we will approach students first with information regarding academic progress. Because we know that BECNO families are excellent advocates and resources for students, we also welcome and encourage parent and family communication. In addition to special events and BECNO happenings, families of students can also expect to hear from BECNO faculty if a student is at risk of failing a course. It is the family's responsibility to provide Bard administration with up-to-date contact information.

Additionally, BECNO hosts *Family-Professor Conferences* once a semester for parents and families to talk with their students' professors and receive updates on academic progress at the midterm point of the semester. We encourage students to join families and faculty in these discussions as they are a great way to celebrate successes, talk openly about any challenges experienced in the course and plan for a successful second-half of the semester. Parents and families with additional questions about student progress can contact our office at 504-439-0122.

## **Bard College Transcripts & Credit Transfer**

Bard College credits are widely accepted at colleges and universities across the country. However, a college always decides whether or not to accept transfer credits based on the student's work and the nature of the courses; Bard cannot guarantee on behalf of another institution that its credits will be accepted. We are confident in the viability of our courses, and we are eager to support students who face obstacles in transferring credits earned through Bard Early College. Please contact our Director of Student Advising with any questions about transcripts.

Because of federal privacy laws, Bard Early College cannot order a Bard transcript for a student. Students must order transcripts directly from the Bard College Registrar Office. Typically, students request their Bard College transcripts during the summer following their high school graduation so that all of the credits they have earned at BECNO are included. We will provide further details about the transcript request process for seniors at the end of the school year.

## **High School Transcripts**

BECNO is a dually accredited program. This means that students have the opportunity to earn high school credit in addition to Bard College credit for each of their college courses. Additionally, grades that students receive at BECNO will be recorded on their high school transcripts. BECNO sends individual progress

grades to our partner high schools on a monthly basis to keep our partner high schools up-to-date on students' academic progress.

Students may also receive grades for non-collegiate classes that they take at Bard Early College such as college advisory, first-year experience as well as drop block responsibilities including assigned internships and study periods. Such grades, which are usually based on participation and attendance, will not appear on students' Bard College transcripts but may be included on high school transcripts at the discretion of our partner high schools.

Students participating in BECNO independently of their high schools cannot earn high school credit for their BECNO courses, but they will have the opportunity to earn Bard College credit.

### **Bard College GPA & Scholarships**

Typically, when credits are transferred from one institution to another, a students' grades from the previous college do not factor into their GPA at their new college. However, students should note that Bard Early College grades may factor into students' cumulative college GPA for scholarship renewal requirements. For example, the TOPS Opportunity Award has required students to maintain a 2.5 cumulative college GPA (which includes all college courses taken, including those completed in high school) to renew their scholarship for the next academic year. To ensure you enter your next collegiate experience in good standing, it's important to maintain a GPA of at least 2.5 or higher. BECNO staff can provide students with unofficial transcripts upon request at the conclusion of each semester.

### **AA Degree Requirements (Degree-Granting Program Only)**

In addition to earning 60+ credits and passing all required coursework, students in the Degree-Granting Program must maintain a cumulative Bard College GPA of at least 2.0 to graduate with an AA degree.

### **Credit Transfer & Recovery**

Credit recovery options at BECNO are limited and can vary from year to year based on available resources. Possible credit recovery options include summer coursework, taking a similar course at another institution of higher education, and re-taking the course in a later semester or school year.

Students in the degree-granting program may transfer up to six credits taken at another college or university toward their Bard AA. Online classes may not be transferred. Bard Seminar requirements cannot be satisfied at another institution. All credit transfers must be approved by the Dean of Studies.

### **JupiterEd**

Our professors enter their grades into a database system called JupiterEd. At the beginning of the semester, we will provide you with information on how to log into your Jupiter account to view your grades and attendance. We will also send login information to families in advance of students' first monthly progress

grades of the school year. BECNO staff may use JupiterEd to communicate with students and families via email or text message. Additionally, BECNO faculty may use Jupiter Ed to email individual students or an entire class.

BECNO professors typically update grades in JupiterEd on a monthly basis. Some professors may select to leave their grades “offline.” Students who have questions about their progress in a course should communicate directly with their professors.

Please note that hybrid and online coursework will be conducted on Canvas. You can find more information on Canvas in the Covid-19 / Online & Hybrid Learning Addendum.

## **Electronic Communication Expectations**

### *Student Email Accounts*

All students will receive a Bard Early College (BEC) email address at the start of the school year and can expect BECNO staff and faculty to communicate with them via their BEC email addresses. Students may need to utilize their BEC address to access online platforms for their courses.

### *Student Email Responsibilities*

Students are responsible for actively checking their BEC email addresses at least once a day on weekdays and once per weekend. If a response is requested, a student is expected to respond within 48 hours of the request. If a student is having trouble accessing their BEC email, it is their responsibility to proactively address the issue. The best first step is to try to reset your password. Should you experience additional challenges, please contact Ms. Steffie at [shernandez@bec.bard.edu](mailto:shernandez@bec.bard.edu) for assistance.

In the event of limited Internet access, it is the student’s responsibility to develop an alternate plan of communication with BECNO staff and faculty. In the event of a temporary lack of access to email or Wi-Fi, students can call the BECNO office at 504-439-0122 and leave a message to pass along any pressing information to BECNO staff and faculty.

### *Email Communication with Faculty*

Students should be able to answer most content questions by attending faculty office hours, reading their course syllabi, or asking a fellow student. In the event that none of the described solutions address the question or if students have a note to pass along about class attendance, it is appropriate to email faculty. Faculty emails are included on their course syllabi. In email, students should address their professor formally, state their question or note clearly and include a signature line. Although professors will read all student emails, some may prefer to follow up in person rather than send a response via email. Please allot at least 48 hours to receive a response via email or in person.



## Assignment Expectations

### *Course Syllabi*

Students will receive course syllabi in each of their BECNO courses. Course syllabi are academic contracts between professors and students that outline course expectations as well as the work students will do throughout the course. It is important to keep your syllabi in a safe place and refer back to them throughout the semester.

Faculty will note specific assignment expectations, formatting, etc. on course syllabi or other documents such as prompts, but the following represent campus-wide assignment policies:

### *Typed Assignments*

Bard requires all major assignments to be typed. Please refer to your course syllabi to familiarize yourself with your professors' preferences and requirements. In most cases, courses held in person will require students to print a physical copy and hybrid / online courses will require students to submit assignments as a PDF. Students who use Google Docs to type essays should download their essays as a PDF before submitting to their instructors. For directions on how to download a Google Doc as a PDF, please click [here](#).

More information on campus printing assistance will be communicated later in the school year. Students who print assignments on campus must meet printing deadlines to ensure their assignments are printed by class time and are not marked late.

### *Extensions*

Faculty may grant extensions (up to seven days) on assignments when students make the request in advance of the assignment's due date. Extension requests made on an assignment due date or after will not be honored. Even when communicated in advance, extensions are accepted at the discretion of the faculty member. When requesting an extension, students should communicate the date that they will turn in their assignment. In the event of a personal emergency, students should reach out to faculty with an extension request as soon as possible and provide documentation when appropriate. Extension requests of longer than seven days must be approved by the Dean of Studies.

### *Late Work*

Students are expected to turn in all work on time. Though policies may vary from class to class, students should note that any assignment turned in without a faculty approved extension request is ineligible to receive full-credit and will become a zero if not turned in within a week of its due date.

We have included BECNO's Recommended Late Work Policy below to give students an opportunity to see what a professor's late work policy might look like.

There may be major assignments that faculty will not accept late due to scheduling constraints or the nature of the assignments (i.e. presentations, exams, final assignments). Faculty policies on late work acceptance for smaller assignments will vary from class to class. Please refer to your course syllabi and assignment sheets for more specific information on deadlines and late work acceptance.

#### *Recommended Campus Late Work Policy*

Faculty will deduct 5% points per day to the overall grade of any major assignment turned in late without a previously granted extension. Students may turn in major assignments (generally assignments worth 15% or more of the final grade) for partial credit up to one week after the assignment is due before it becomes a zero. For example, if a major assignment is due on Monday, a student's last opportunity to turn in the assignment for partial credit is the following Monday. Please note that a deduction occurs each day an assignment is late, not each time a class is scheduled to meet..

#### *Recommended Campus Late Work Policy Timeline*

<u>1 Day</u>	<u>2 Days</u>	<u>3 Days</u>	<u>4 Days</u>	<u>5 Days</u>	<u>6 Days</u>	<u>7 Days</u>	<u>8 Days</u>
-5%	-10%	-15%	-20%	-25%	-30%	-35%	Receives 0

#### *Rewriting Essays*

Rewriting and submitting your essays is encouraged. Please review your course syllabi to familiarize yourself with your professors' individual policies around rewriting essays and assignments. In some cases, faculty may require students to visit After School Hours or the Writing Studio in order to submit a rewritten assignment. Professors may choose not to grant rewrite opportunities to assignments turned in late.

#### **Attendance**

***The following attendance policy applies to in-person instruction. Attendance expectations for online and hybrid (online / in person) courses are outlined in the Covid-19 / Online & Hybrid Learning Addendum.***

At Bard Early College in New Orleans, attending class faithfully is a key indicator of academic success. It is the personal responsibility of students to contact the appropriate faculty or staff in the event of an absence and follow up with make-up work to faculty and excuse notes to the BECNO office upon their return.

#### *Campus-Wide Unexcused Absence Policy*

Students are allotted as many unexcused absences as the number of times a course meets in a regularly scheduled week. For example, if a course meets two times a week, students are allotted two unexcused absences in this course in a semester. Every unexcused absence after the allotted number will lead to a 3% deduction in a student's overall grade for that course. Additionally, all absences will be factored into students'

participation grades by faculty. Students will be required to attend mandatory Seat Time Recovery after school when attendance policy deductions exceed 10% for a particular course.

The following is an example of the Campus-Wide Unexcused Absence Policy applied to a student with an 80% overall grade in a particular course:

<u>1 UA in class</u>	<u>2 UA in class</u>	<u>3 UA in class</u>	<u>4 UA in class</u>	<u>5 UA in class</u>	<u>6 UA in class</u>
80%	80%	(-3%) 77%	(-6%) 74%	(-9%) 71%	(-12%) 68%

In this example, the student with an 80% before the unexcused absence policy is applied and three unexcused absences (one over the semester allotment) will receive an 77% overall grade. If this same student finishes with five unexcused absences in this course, the student will finish with a 71% because they are three absences over the allotted two unexcused absences per course.

Bard Early College will excuse absences for:

- Student Illness (BECNO will excuse up to three parent/guardian notes per semester.)
- Student legal matters
- Bereavement
- Academically necessary obligations at home institutions such as state testing (Students are expected to communicate these obligations to faculty and staff and provide documentation as necessary.)
- Educational opportunities when approved in advance by BECNO administration
- Required high school events such as games, parades, etc. communicated via email at least 24 hours in advance

Bard Early College will not excuse absences for:

- Any of the above matters without proper documentation submitted within a week.
- Required high school events such as games, marching, etc. that students do not communicate at least 24 hours in advance
- Optional high school events such as pep rallies, non-required field trips
- Practice (Students concerned about conflict with a mandatory practice should communicate proactively with their coaches and the Dean of Students.)
- Job responsibilities (Students are expected to schedule all job responsibilities outside of times that will interfere with their academic schedules.)
- Family responsibilities /illness (In the event of extenuating circumstances, students should reach out to the Dean of Students in advance to come up with a plan to meet their needs.)
- Family vacations (Please contact the Dean of Students if you are planning a family vacation during a time when your high school is out of session and Bard classes are in session.)
- Missing the school bus, missing the Bard Bus, etc.
- Transportation challenges on days that your high school is closed, but not communicated at least 24 hours in advance

Though not considered excused absences, disciplinary absences such as high school suspensions do not count as unexcused absences within the campus-wide attendance policy. However, disciplinary absences, like all absences, will be factored into students' class participation grades. In the event that a student misses class due to a disciplinary absence, it is the student's responsibility to reach out to their faculty and the Dean of Students to make plans around anticipated absences and turn in all missed work.

#### *How to Excuse an Absence*

For absences that are eligible to be excused, it is the student's responsibility to:

- A. Email the BECNO office (BECNOattendance@bec.bard.edu) and the appropriate faculty member(s) in advance of the absence.
- B. Turn in an excuse note from a doctor, school counselor or other appropriate figure upon their return.

If a student does not complete both steps within a week of their absence, the absence will not be excused. Students should not expect their high school to report an absence to the BECNO administration, even if their high school has excused the absence.

#### *Absences & Participation Grades*

In addition to the previously stated unexcused absence policy, all absences, whether excused or unexcused, will be factored into students' class participation grades, which represent a portion of overall course grades.

Students should attempt to minimize missed classes, even when an absence is technically excused, to ensure their participation grade remains strong and to stay current on coursework. Students who anticipate extended time out of class due to extenuating circumstances should schedule a conference with the Dean of Students to create a makeup plan that addresses missed class participation opportunities.

#### *Tardy Policy*

Students are considered tardy if they arrive to class after the scheduled start time without an excuse note or pass. All unexcused tardies will impact students' class participation grades. If a student arrives to class 20 or more minutes past a class's scheduled start time or leaves 20 or more minutes before the conclusion of class (without valid excuse), their attendance will be recorded as an unexcused absence for that class. Students should consult their course syllabi for specific repercussions of tardiness for their classes.

#### *Sign Out Policy*

Students who need to leave early must have an authorized parent/guardian sign them out in BECNO's Dean's Office (or the Frederick Douglass High School Main Office if the student is enrolled at FDHS); a written note will not be accepted for students under 18. Students should wait in class until they are called to

the office for dismissal. Students who are signed out early are required to follow up with their professors regarding the work they have missed and turn in excuse notes to the office when applicable.

### **Academic Integrity: Plagiarism and Cheating**

It is expected that all assignments be the original academic work of each student. Students may not attempt to pass off the words or ideas of others as their own in any assignment or exam. While the use of text and concepts introduced by authors, professors or fellow students is encouraged in student work, they must be included with their sources appropriately cited for the reader. Students should take great care to distinguish their own ideas and arguments from those of others; failure to do so, intentional or otherwise, will be considered plagiarism. BECNO faculty and administration will determine what is deemed plagiarism or cheating.

BECNO has three basic guidelines for academic conduct:

- Work done at BECNO or for BECNO classes will represent the original ideas of individuals who have submitted the work.
- Students will never try to pass off another person's idea as their own.
- Students will neither give nor receive aid on exams.

Exams and other assessments conducted in or out of class must reflect a student's individual work unless the assignment specifies collaboration. Giving as well as receiving unauthorized assistance is unacceptable. Both students involved in such an activity will be held accountable. Assignments that are plagiarized (paraphrasing or quoting directly from another writer's work without acknowledging the source) are recorded as a zero and a first letter documenting the plagiarism is placed in the student's file. If no further instances occur, the letter is removed upon the graduation of the student. Any second instance of plagiarism, either in the class where the first instance took place or in any other class, automatically results in a failing grade on a student's Bard College transcript for the class where the second instance occurred. *Any additional offense will result in documentation in a student's permanent record. Selective colleges frequently ask recommenders whether they have reason to doubt a student's honesty, so such an annotation can negatively affect your college applications.*

The same policy applies to cheating on an exam. The first instance of cheating results in a zero on the exam and a letter documenting the cheating in the student's file. If no further instance occurs, the letter is removed upon the graduation of the student. Any second instance of cheating, either in the class where the first instance took place or in any other class, automatically results in a failing grade on a student's Bard transcript for the class where the second instance occurred. *Any additional offense will result in documentation in a student's permanent record.* Students cannot give or receive unauthorized assistance with examinations, including take-home examinations.

Students cannot represent work completed for one course or teacher as original work for another course or teacher.

In addition, students must sufficiently document when they have utilized the ideas, data, or research of another source. This includes the correct citation of direct quotes, paraphrasing, Internet information, interviews, lectures, video and audio, tape, and film.

### **Academic Integrity Appeals**

Any student accused of academic dishonesty, cheating, plagiarism, or of writing for another's use may request a hearing before a BECNO faculty/staff committee. The student must request this hearing by contacting the Dean of Students in writing within 48 business hours of receiving written notification of the charge. The findings of this body are final.

### **Academic Support Plans & Academic Probation**

Students who do not meet the minimum requirement of a 2.0 overall GPA during a formal grading period (midterm, final) will be placed on Academic Probation. Students placed on Academic Probation will participate in an Academic Support Plan designed to help students get back on track toward a successful year. Students exit Academic Probation when they complete their Academic Support Plan and their overall GPA rises above a 2.0 at the next final grade collection point. **Students who do not complete the requirements of their Academic Support Plan and/or do not raise their GPA to a 2.0 may be asked to leave the program.** This policy is in place to ensure students are on track to meet their high school graduation requirements.

Outside of Academic Probation, students may be required to participate in an Academic Support Plan should they receive an F or cumulative GPA below 2.0 during a non-formal grading period such as a monthly progress grade. Should a student not complete the terms of their Academic Support Plan, they will be placed on Academic Probation.

### **Academic Eligibility to Return**

It is the expectation that a student who begins their Bard Early College experience as a high school junior in the fall will continue through their high school graduation. However, in some instances, students may be asked to transition back to a full-time high school schedule. In addition to a violation of Academic Probation (detailed above) or Disciplinary Probation (detailed later in this document), students may also be asked to leave at the conclusion of the year if their cumulative GPA falls below a 2.0, if they fail one or more classes, or if their Bard Early College grades may affect their ability to graduate high school on time.

## COMMUNITY STANDARDS & BEHAVIOR EXPECTATIONS

### General Student Expectations

Bard Early College in New Orleans is a place of serious intellectual engagement. Students should be prepared to engage with challenging texts that will help them develop their critical reading, writing, and analytical skills. Academic growth is not easy. Students should expect to reorganize their study and homework time in order to accommodate their additional coursework. We expect all students to approach the program with a sense of inquiry and an understanding of the rigor involved in college coursework.

BECNO students are expected to:

- Uphold the Equity Code of Conduct.
- Attend all classes as scheduled.
- Attend all required orientation sessions.
- Be familiar with and track course syllabi using a calendar.
- Read and annotate assigned texts.
- Keep a record of assignments and assessments.
- Engage actively in class discussions.
- Submit written assignments on time.
- Attend individual conferences and assigned support sessions as needed.
- Communicate actively with faculty and administration.
- Email BECNO office *and* the appropriate professor(s) about all absences.

### Communication Statement

Bard Early College is committed to helping students work through challenges that occur inside and outside of the classroom that may affect their academic performance. It is essential that students take initiative in communicating with BECNO staff and faculty when in need of support or collaborative problem solving.

### Restorative Practices

Bard Early College in New Orleans uses restorative practices out of the belief that all members of our community are inherently good and capable of resolving conflict. The International Institute for Restorative Practices defines restorative practices as a social science designed to build healthy communities, repair harm and restore relationships between people and communities.

When possible, Bard Early College in New Orleans will address harm in our community by using restorative practices. Restorative practices in response to harm may include small group conversations or circles and community conferences. The aim of a community conference is for all involved parties to come up with a set of agreements that address harm to individuals and the community and promote learning. In the event that an agreement is not reached, not met or if a restorative approach is deemed as nonviable by BECNO

administration or an involved party, Bard Early College New Orleans will follow the student conduct policy and discipline measures outlined in this handbook.

### **In-Class Behavioral Expectations**

All Bard Early College students are expected to be punctual, present, attentive and prepared. These qualities will be factored into student participation grades to help students to develop best practices for engagement in a collegiate classroom.

- **Punctual:** Students are responsible for arriving to their classes on time. In the event of any last-minute transportation issues, students are responsible for notifying the BECNO office immediately at 504-439-0122.
- **Present:** Students should remain in their classroom space (whether physical or virtual) for the duration of class, leaving only in the case of communicated emergencies.
- **Attentive:** Students must be alert and attentive during class. Students should contribute to class discussion and avoid interruptions and side conversations.
- **Prepared:** Students should arrive to class prepared with appropriate material such as assigned texts, papers, notebooks, writing utensils, syllabi, etc. Students should use their syllabi and class notes to ensure they have completed their assigned work.

### **Student Dress Code**

Bard Early College in New Orleans encourages students to dress in clothing that is appropriate for a collegiate environment whether meeting in person or in an online environment. Restrictions to student dress may be applied whenever the mode of dress in question threatens the health and safety of students or staff, impinges upon the rights of others, or causes a disruption of the learning process. Clothing or a manner of dress that may be disruptive and/or contribute to an intimidating, hostile, or offensive environment will not be permitted. In order to promote a positive, safe, non-disruptive climate for learning, proper attire must be worn at all times.

The following clothing styles are specifically prohibited:

- Attire or accessories depicting logos or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- Attire or accessories that contain overly offensive or disruptive writing or pictures likely to unduly disrupt the educational environment.



- Attire or accessories that are considered as sexually harassing or which portray any form of violence, hate speech, and/or obscenity.
- “Double meaning” emblems or logos will be evaluated for appropriateness within the school setting.

### **Noted Behaviors**

The following behaviors are recorded daily in each class by Bard faculty and are factored into students’ participation grades along with absences and tardies. In some cases, these noted behaviors may not be relevant in an online course environment. Please see our Covid-19 / Online & Hybrid Learning Addendum for more information on online engagement expectations.

- Class Interruptions (Side conversations, calling out)
- Electronics (Phones, laptops, tablets, etc. should be out of sight for the duration of the class unless otherwise instructed by faculty. Professors may choose to permit students to leave phones charging during class if they are turned off and do not become a distraction. Any plugging into chargers or checking texts/calls, etc. should take place before class time begins or during a faculty scheduled break.)
- Food (In order to keep our campus clean, food is only permitted in select rooms labeled “Food Permitted” and must be discarded in a hallway trash bin. Students are not permitted to eat during class unless due to extenuating circumstances and approved by BECNO faculty or staff. Under no circumstances should students leave their classroom to pick up food, including during scheduled class breaks.)
- Sleeping or appearing to sleep in class (If you are not getting the rest you need, please contact your professor or a member of the BECNO Students Services Team.)
- Unprepared (Materials, incomplete homework or reading)

### *BECNO Faculty/ Staff Response to Noted Behaviors*

The following steps outline BECNO staff/faculty response to the behaviors listed above as well as other behaviors that may impact BECNO’s campus or classrooms. Our responses are designed to help students recognize what is and is not acceptable conduct in a collegiate environment so that they can meet the expectations of Bard Early College and their future higher education settings. Please note that in addition to the following actions, BECNO faculty may also factor classroom conduct into class participation grades.

1. Behavior addressed by the BECNO staff/faculty in immediate proximity via group reminder of expectations, non-verbal cue, public anonymous correction, private or public verbal correction or note. When feasible, BECNO staff/faculty will attempt to address using the least invasive strategy.

2. If the behavior recurs after being addressed in class, staff/faculty member holds or schedules a private conversation with the student (after class meeting, office hours appointment, etc.) and logs the behavior in the campus behavior system (non-referral).
3. If the behavior persists after the staff/faculty conversation, a student does not attend a scheduled conversation with staff/faculty, or if the behavior presents a campus safety concern, the faculty member will submit a referral to the Dean of Students.

Possible next steps after a referral include a student conference with the BECNO administration or Student Services Team, parent/family notification, and/or a restorative conversation.

(Depending on the severity of the safety issue, BECNO administration may move directly to step four or dismissal from the program.)

4. Should an issue persist after the administrative referral response, next steps will include a modified restorative circle with parent/family involvement to develop a set of community agreements and/or Disciplinary Probation.

**BECNO Behavioral Agreements Chart**

Level	Definition	Start With
Noted	Examples include noted behaviors listed above (i.e. side conversations, extended breaks without excuse, etc.)	Step One
Moderate	Actions do not present an immediate safety concern, but do not meet the standard of respect set by the campus (i.e. class disruption, noted behavior continues after faculty/staff speaks with student)	Step Two
Severe	Actions present a safety concern for members of the BECNO community. For a list of potential unsafe behaviors, please see the Unsafe Behaviors chart in the appendix.	Step Three

## **Student Code of Conduct**

*Everyone who studies at BECNO is here by choice and, as part of that choice, must be committed to standards of behavior that emphasize caring, civility, and a respect for the personal dignity of others.*

The BECNO community is committed to freedom of thought and speech, the attainment of the highest academic and personal achievement, and ensuring that academic freedom and uncensored debate continue in an atmosphere uncorrupted by discrimination, harassment, or intimidation. We understand that in an open educational environment there can be no idea or belief that is intrinsically too abrasive, repugnant or abhorrent to hold. We also understand that openness is not a universal invitation to say anything to anyone at any time. When language or other expression is used to harm, to demean, or to incite violence, it has breached the standard of civility in communication on this campus. Speech or conduct that deliberately causes embarrassment, discomfort, or injury to other individuals or to the community, as a whole, is explicitly not allowed. There will be no tolerance for dangerous and vulgar behavior intended to injure **as defined by BECNO administration.**

Each one of us has the authority and the responsibility to create a positive environment, to interrupt dishonest or abusive behavior, and to affect change. We also have the obligation to respect the classroom environment by creating a safe environment free from disruption and impairment. People with integrity monitor themselves, acknowledge when they have breached trust with another individual or with the collective, and seek ways to mend the ruptures. When this does not happen, behavior alleged to violate the spirit and intent embodied in this general statement or found in the Student Code of Conduct will result in action as set out in the Student Code of Conduct.

## **Unsafe Behavior Responses**

Although Bard Early College in New Orleans addresses harm on a case by case basis dependent on the severity and context of an issue, the Unsafe Behavior Standard Response Chart in the appendix of this handbook offers a guide of how unsafe behaviors may be addressed if an alternative restorative response is not feasible or an agreement is not reached. BECNO administration will determine whether or not an alternative restorative response is feasible based on a number of factors, including the severity of the issue, campus safety, and the willingness of involved parties to participate in a restorative process. In some cases, students may not be permitted to return to class until a restorative circle has occurred. BECNO will attempt to schedule restorative circles as soon as possible to minimize the amount of time any community members spend outside of our community. Because BECNO students are dually enrolled in their high schools, the policies of our partner high schools as well as their networks/school districts may also impact students' eligibility and the response to unsafe behavior.

## **Disciplinary Probation**

Depending on the severity of a campus safety issue or in the event that formal agreements created in a modified restorative circle are not met, a student will be required to participate in Disciplinary Probation. Depending on the incident, a Disciplinary Probation plan may last between six months to two years. If a student does not meet the terms of their Disciplinary Probation plan, they will be asked to leave the program.

## **Violence and Safety Policy**

Any threat or act of violence towards BECNO community members or the campus may result in immediate removal from the program. BECNO may also ask a student to leave at the end of a semester or school year due to repeated recorded safety concerns.

As students enrolled in a satellite campus of Bard College, BECNO students are also expected to abide by the policies, regulations, and procedures outlined in the Bard College Student Handbook (<http://www.bard.edu/dosa/handbook/index.php?aid=1244>). Insofar as the College defines “[a]ny act or threat of physical violence” as “in direct conflict with the educational mission and goals of the College,” students who commit acts of assault, who engage in physical fights, or who otherwise perpetrate physical violence against another member of the school community will receive disciplinary action that **may include loss of eligibility for the Associate in Arts degree and/or loss of college credits earned or to be earned**. Whether or not eligibility may be restored will be determined on a case by case basis and at the discretion of school administration.

## **Disciplinary Probation & Dismissal Appeal Policy**

Students may appeal a Disciplinary Probation or Dismissal ruling by contacting the Dean of Students in writing within 48 business hours of receiving written notification of a decision. A Bard Early College staff/faculty committee will review the student appeal. The findings of this body are final.

## **Student Grievance Policy**

We are committed to maintaining a school environment characterized by open communication. Student grievances should be communicated to the Dean of Students for further investigation and follow-up. Grievances may also be reported to the Bard Early College network.

## **Firearm-Free Policy**

BECNO is a “firearm-free” zone. As such and in accordance with paragraph F (2) of Louisiana revised statutes Title 14 § 95.2, 14:95.6, BECNO prohibits the carrying of concealed weapons—including firearms held by individuals with permits—on campus. Firearms are also prohibited within 1,000 feet of the BECNO campus or bus loading and unloading zones.

## **Alcohol and Drug Policy**

BECNO does not permit or condone the possession, distribution, manufacture, or use of alcohol or controlled substances of any kind on campus. Students who fail to adhere to the standards of personal conduct relative to the alcohol and drug policy on campus will be subject to disciplinary action including but not limited to the removal from the program.

## **Non-Discrimination Policy**

Bard Early College in New Orleans (BECNO) prohibits the harassment and/or discrimination of any member of the BECNO community—including but not limited to students, parents, staff, faculty, administration, visitors, and guests. BECNO defines harassment and/or discrimination as any practice, behavior, or language that acts as aggressive pressure, cyberstalking, cyberbullying, intimidation, harm, prejudice, favoritism, or inequity on the basis of one's sex, gender, gendered identity, sexual orientation, religion, age, race, ethnicity, nationality, marital status, military status, physical ability/capabilities and/or predisposed genetic characteristics. BECNO does not tolerate intimidating, or discriminatory conduct by its students, employees, or any other member of our immediate or adjacent community. This includes, without limitation, sexual harassment, sexual assault, sexual violence, dating violence, and domestic violence.

The BECNO community invokes the following State and Federal laws as a means of protecting our students, faculty, and staff from harassing and/or discriminatory practices: Louisiana revised statutes Title 14, § 285 citing telephone communications, improper language, and harassment penalties as well as § 14.40.2 against stalking. Titles VI and VII of the Civil Rights Act of 1964, Title II section 504 of the American Rehabilitation Act, the Americans with Disability Act of 1990, the Age Discrimination in Employment Act of 1967, and the Genetic Information Non-discrimination Act (GINA) of 2008. In addition, BECNO recognizes that pursuant to Title IX of the Education and Amendments Act of 1972 20 U.S.C. §1681 et seq, no federally funded program or activity in the United States can exclude an individual from participation on the basis of his or her sex and/or gender. Further, Title IX ensures that all students, faculty, and staff have equal rights to educational programming and activities. Discrimination and harassment, as defined by IX, includes but is not limited to rape, sexual harassment, sexual violence, sexual assault, sexual battery, and/or sexual coercion.

## **APPENDIX I**

### **Covid-19 / Online & Hybrid Learning Addendum**

The following section outlines policies that are specific to online and hybrid learning at BECNO as we respond to Covid-19. Due to the potential for best safety practices to change, BECNO will communicate in-person health and safety protocol to students and families if and when we are cleared to safely return to the building. Should we return to services inside the building, all students will have the option of attending via online classes for the entirety of the fall semester, and we will provide updates regarding Spring 21 as we get closer to next semester.

#### **Safety Statement**

All community members are expected to adhere to the health and safety protocol set forth by BECNO and Bard College, including but not limited to guidelines around the usage of protective masks and PPE, room capacity, distancing and hand washing/sanitizing. All students must meet the safety requirements to remain eligible to attend BECNO in person.

#### **Key Terms**

Synchronous - Coursework that requires students to participate at a certain date/time. (Example: Mandatory live video call)

Asynchronous - Coursework that is completed by students at different times (Example: Assignment to leave comments on a class message board over the course of a week)

#### **Online/Hybrid Course Structure**

As BECNO operates an online/hybrid schedule, students can expect all three-credit courses (most coursework at BECNO) to meet synchronously once a week for 90 minutes. Additionally, each course will also have asynchronous coursework that students will be required to complete outside of these class meeting times.

#### **Online/Hybrid Attendance/Participation Expectations**

Students are expected to attend and participate in each weekly synchronous class meeting. BECNO synchronous classes will take place during the following timeframes.

Degree-Granting Program - 9:30 to 2:00 PM

Traditional Program - 12:30 - 2:00 PM

Students should treat their synchronous class times just as they would in-person classes and refrain from scheduling work, errands, etc. during these times. **Absences to synchronous classes will be factored into**

**students participation grades and excessive unexcused absences will lead to ineligibility to earn Bard College credit for the course.** Students who miss more than a cumulative 20 minutes of synchronous class time will be marked absent. Time spent out of class that does not exceed 20 minutes will factor into students participation grades.

Asynchronous coursework such as message board participation or weekly assignment completion may also be factored into student participation or classwork grades. Students should consult their course syllabi at the start of the semester for more information on how their courses are graded.

### **Excusing Absences in a Remote or Hybrid Setting**

BECNO will excuse absences for the same reasons it excuses in-person absences. To see a full list of what BECNO does and does not consider excused absences, please consult the attendance section of this handbook. Students are expected to communicate all planned absences in advance by emailing their professor and the BECNO office (on the same email) at [BECNOattendance@bec.bard.edu](mailto:BECNOattendance@bec.bard.edu).

Should a student need to miss class for an emergency or other unplanned reason, they should contact their professor and the BECNO office as soon as possible. During remote/hybrid programming, students are expected to email a photo or PDF of their excuse note to the Bard office within a week of their absence.

Any absences due to connectivity issues will require a parent/guardian note submitted within a week of the absence to be excused. However, students should follow up with faculty as soon as possible when they miss synchronous class time due to a disconnection or another unforeseen circumstance.

Students who wish to make a technology request such as borrowing a laptop, hotspot or calculator can do so by contacting Ms. Steffie Hernandez at [shernandez@bec.bard.edu](mailto:shernandez@bec.bard.edu).

### **Online Platforms**

Students will use two main online platforms while participating at BECNO in the fall semester, Canvas and JupiterEd. The following descriptions are provided to help students and families understand which platform is used for which purposes.

#### *Canvas*

Canvas is the platform that BECNO faculty will use to host the asynchronous components of their online/hybrid courses as well as links for synchronous meetings on Zoom. Students should check their classes on Canvas regularly to stay up-to-date on their coursework. Unless otherwise specified by the instructor, all assignments and assessments will be submitted via Canvas.

#### *JupiterEd*

BECNO faculty and staff will utilize JupiterEd to enter progress grades, take attendance, record notes on student engagement and communicate with students and families.

Because we are piloting Canvas this semester, please note that some functions of JupiterEd may shift to Canvas later in the school year. Please also note that Canvas is currently experiencing setup delays due to high demand. It is expected that BECNO classes will go live on Canvas around Labor Day. BECNO staff and faculty will be intentional about clearly communicating any changes regarding our online platform use to students and families.

### **Turning in Major Assignments**

Students should expect most major assignments to be due on the day that their synchronous class meets. For example, a student taking a seminar class that meets online on Tuesdays will likely have their essays due on Tuesday. This schedule is designed to help students balance the different work that they may have and ensure it is not all due on the same days. Students should refer to their course syllabi for specific guidelines around assignment due dates and times.

### **Synchronous Class / Video Expectations**

Students are expected to replicate an in-person classroom environment as best as they can in a synchronous remote class environment. This means wearing clothing that is school appropriate, sitting up, following along with the class, finding a quiet and stationary spot when feasible, etc.

Students should consult their course syllabi to learn specific expectations of their professors around video, chat functions and audio discussion. In most cases students will be expected to keep their video on and their audio muted unless they are speaking. Students who may need to turn their video off during a synchronous class should demonstrate participation through the class discussion or chat function, depending on the expectations of the faculty member teaching the course.

### **Extenuating Circumstances Policy**

Should a student need to miss class for an extended period of time due to extenuating circumstances, students may submit a form to the Dean of Students requesting an extended period of excused absences (including date of expected return) for approval. If a student's situation does not allow them to complete the form, a student's family or high school may submit on their behalf. Though submitting a form prior to any missed time will increase the chances of the form's approval, the office will accept forms after absences have occurred that provide an explanation for the delay.

The Dean of Students will maintain student privacy and confidentiality of their circumstances, communicating only the excused absences as well as expected date of return. Students can disclose details at their own levels of comfort or discretion with faculty, but will be expected to attend faculty office hours to create a plan to make up work upon their return.



## **Support and Resources Online**

In addition to daily coursework, BECNO will also offer a variety of synchronous programming such as extracurricular opportunities, academic supports and faculty office hours. Most extracurricular programming will take place between 2:30 and 4:30 PM. In most cases, extracurricular programming will be optional, but students may be required to attend office hours or campus supports until 4:30 PM on certain days based on academic standing.

## APPENDIX II

### Unsafe Behavior Standard Response Chart

The following chart outlines what actions BECNO may take when a more restorative response cannot be implemented. Though this chart is meant to serve as a guide, the exact response will be dictated by the severity and specifics of the situation.

Issue	First Offense	Second Offense	Third Offense	Four or More Offenses
Arson	Parent/guardian contact, authorities notified, dismissal hearing with BECNO administration, partner school			
Assault on Staff	Parent/guardian contact, authorities notified, dismissal hearing with BECNO administration/partner school			
Assault on Student	Parent/guardian contact, authorities notified, dismissal hearing with BECNO administration/partner school			
Bard Bus Misconduct (including failure to report directly to campus)	Warning or Parent/guardian contact, depending on severity of the issue	Parent/guardian contact or conference	Student required to make alternate transportation arrangements.	
Bullying	See Threatening/Harassment			
Causing False Alarm/Evacuation	Parent/guardian contact, authorities notified, dismissal hearing with partner school			
Cellphone or technological infraction	Parent/guardian contact, warning	Contract, suspension of device	Parent/guardian conference, suspension of device, possible Disciplinary Probation	Disciplinary Probation

Computer use/Internet infraction	Parent/guardian contact, temporary loss of computer privileges	Parent/guardian conference, extended loss of computer privileges	Disciplinary Probation	
Creating dangerous situation for self or others	Parent/guardian contact, authorities notified, dismissal hearing with BECNO administration, partner school			
Destruction of property: school or personal	Parent/guardian contact, restitution	Parent/guardian conference, restitution	Authorities notified	
Dress Code Violation	Parent/guardian contact, change to appropriate dress			
Failure to Report to Assigned Office Hours or Scheduled Staff/Faculty Conference	Student conference, reschedule appointment	Parent contact	Parent conference	
Fighting	Parent/guardian contact--pick up, Disciplinary Probation, dismissal hearing with BECNO administration/partner school			
Forgery: Note/Pass, False Phone Message	Parent/guardian contact, student conference	Parent/guardian conference	Disciplinary Probation	
Gambling	Parent/guardian contact, student conference	Parent/guardian conference	Disciplinary Probation	
Inappropriate Physical Contact	Parent/guardian contact, student conference, Possible Disciplinary Probation	Parent/guardian conference, Disciplinary Probation	Dismissal hearing with BECNO administration, partner school	
Instigation leading to a verbal/ physical altercation, fight, or assault	Parent/guardian contact, student conference, Possible Disciplinary Probation	Parent/guardian conference, Disciplinary Probation	Dismissal hearing with BECNO administration, partner school	
Leaving campus without permission	Parent/guardian contact, student conference	Parent/guardian conference	Disciplinary Probation	
Leaving class/exam without permission	Parent/guardian contact, student conference	Parent/guardian conference	Disciplinary Probation	

Lying to staff or building administrator	Warning or Parent/guardian contact, conference with BECNO administration, depending on the nature of the incident	Parent/guardian contact, student conference or Parent/guardian conference	Possible Disciplinary Probation	Dismissal hearing with partner high school
Off campus without permission	Warning	Parent/guardian contact, student conference	Parent/guardian conference	Disciplinary Probation
Plagiarism, Cheating, or Academic Dishonesty	See Plagiarism/Academic Dishonesty Policy			
Possession and/or use of a deadly weapon/dangerous instrument/martial arts weapon/firearm and any other items and/or circumstances	Parent/guardian contact, authorities notified, dismissal hearing with BECNO administration/partner school			
Possession of/consumption of/ under the influence of/ alcohol, contraband, drugs, or drug paraphernalia	Parent/guardian contact, authorities notified, dismissal hearing with BECNO administration/partner school			
Possession/Use of tobacco, smokeless tobacco, vaporizers or e-cigarettes	Parent/guardian contact, student conference	Parent/guardian conference	Disciplinary Probation	
Profanity/Obscene gesture	Reminder	1-on-1 conversation w/ staff	Student conference, Parent/guardian contact	Parent Conference
Profanity/Obscene gesture directed toward a staff member	Student conference, Parent/guardian contact	Parent/guardian conference	Disciplinary Probation	
Sexual Activity	Parent/guardian conference, Disciplinary Probation	Dismissal hearing with BECNO administration, partner school		
Suspicion of smoking/ use of e-cigarettes	Warning	Parent/guardian contact	Parent/guardian conference	Disciplinary Probation
Tardy to Campus Following Lunch (FD)	Warning	Temporary loss of off campus privilege	Loss of off campus privileges (extended), parent contact	

Theft of school or personal property or possession of stolen property	Parent/guardian conference, authorities notified			
Threatening/Harassing a staff member	Parent/guardian conference	Dismissal hearing with BECNO administration/partner school		
Threatening/Harassment, Bullying (Including off-campus cyber bullying)	Parent/guardian contact, student conference, possible Disciplinary Probation	Parent/guardian conference, Disciplinary Probation	Dismissal hearing with BECNO administration/partner school	
Transfer of/sale of/distribution of/alcohol and/or contraband drugs including any substance deemed to be injurious by the school nurse	Parent/guardian contact, authorities notified, dismissal hearing with BECNO administration/partner school			
Unauthorized or inappropriate use of a recording device (audio or video) on school grounds or at a school function	Parent/guardian contact/conference, confiscation of device/content, authorities notified, dismissal hearing with BECNO administration/partner school			
Unexcused absence (cut) for the day	Parent/guardian contact / See attendance policy			
Unexcused absence from a scheduled class	Parent/guardian contact / See attendance policy			
Unexcused absence from a scheduled enrichment/study block	Parent/guardian contact, student conference	Parent/guardian conference, loss of campus privileges		
Unexcused tardiness to school	See attendance policy			
Use of and/or possession of a facsimile of a weapon or possession of any other materials deemed inappropriate for school by an administrator	Parent/guardian conference, authorities notified, confiscation	Dismissal hearing with BECNO administration/partner school		

Use of and/or possession of stink bombs/smoke bombs/fireworks	Parent/guardian conference, authorities notified, confiscation, Disciplinary Probation	Dismissal hearing with BECNO administration/partner school		
Use of discriminatory language, acts or implications regarding one's gender, sexual orientation, religion, race, skin color, national origin, and/or other personally identifiable characteristics	Parent/guardian contact, student conference, Disciplinary Probation	Parent/guardian conference, possible dismissal hearing with BECNO administration/partner school	Dismissal hearing with BECNO administration/partner school	
Use of hoverboards, rollerblades, scooter, or skateboard on school grounds	Warning	Confiscation, return at day's end	Confiscation, return to Parent/guardian	
Property Damage/Vandalism	Parent/guardian contact, restitution	Parent/guardian conference, restitution	Disciplinary Probation	

\*Safety infractions or unresolved issues (i.e. restitution requirement not met) at the end of a semester or school year may result in the withholding of report cards and transcripts as well as the loss of privileges such as participation in BECNO's commencement ceremony and other end of year activities.

\*\*Depending on the specifics of an incident, a parent/guardian conference may be required before a student is permitted to return to campus.

## APPENDIX III

### Equity Code of Conduct Bard High School Early College/Bard Early College July 31, 2019

#### **Equity Institute Working Group:**

Ebony Williams, Co-Leader, BEC NO  
K. Yawa Agbemabiese, Co-Leader, BHSEC DC  
Maria Agapito, BHSEC Newark  
Ligaya Franklin, Bard Early Colleges  
Daniel Giraldo-Wonders, Bard College at Simon's Rock  
Eden-Renee Hayes, Bard College at Simon's Rock  
Madden Henning, BHSEC Baltimore  
Adeodat Ilboudo, BHSEC Manhattan  
Kristy McMorris, Bard College at Simon's Rock  
Shazia Muhammad, Bard Early Colleges  
Rachel Nelson, Bard Early College NO

#### **Preamble**

Schools are communities that are sustained by the synergistic efforts of all community members working toward shared goals. A code of conduct is intended to guide and affirm members of a community in addressing barriers to achieving greater equity. We aim to strengthen the relationship between BEC leadership, educators, staff, and students by creating a concrete and scaffolded system for addressing these barriers such as recruiting and retaining more diverse faculty, prioritizing the needs and initiatives of marginalized faculty throughout the network, building a community that is actively supportive and inclusive, strengthening the ability of employees to build relationships across difference to improve student outcomes, and reviewing and assessing our curriculum and pedagogy to ensure that it is reflective of our students' diverse identities and experiences and geared toward their collective success.

Given this code's focus on equity, it is important to acknowledge that bias and discrimination function as impediments to the growth and success of our schools, especially the actions and implications that we do not readily see, and maintain systems of oppression. In order to address the problems, we must first acknowledge they exist and begin to understand the scope of these challenges.

#### **Equity Statement**

The practice of equity is necessary to the mission and goals of the Bard Early College (BEC) Network. Equity requires self-reflection, accountability, access to opportunities, and knowledge of power dynamics and systems of oppression that serve to marginalize.

The Bard Equity Code of Conduct outlines the values needed for our community to thrive together in

systems of mutual respect and growth. It centers the needs of disenfranchised communities. It requires us to engage deeply and thoroughly with the personal transformation and education needed to meet differences with dignity, honor, and respect.

The Code of Conduct gives us identifiable tools to help us hold one another accountable to this work across barriers of identity and power. It asks those with more institutional authority to share their resources, space, and power.

Equity prioritizes the needs of those of marginalized experiences and/or identities and encourages everyone to reflect on how they may negatively impact others so that we can learn and grow as a community. Being equity centric also ensures that administration, faculty, staff, and students are able to operate and thrive in an environment which is supportive of and recognizes difference and how difference impacts emotional and intellectual labor, power dynamics, opportunity, and access.

Equity is dependent on the core values of respect, dignity, fairness, inclusion, and diverse representation. Equity recognizes the personal boundaries and sensitivities that each of us has as individuals, and the additional labor people of marginalized identities perform in order to provide the resources, support, and access to opportunity that is needed for all to thrive. Equity requires us to examine behavior and move from an emphasis on intention to an emphasis on impact.

The concept of equity extends beyond how we treat and interact with one another. It applies to interactions in classrooms, offices, community spaces, and even extends to events or incidents that occur beyond our campuses or the academic portion of the day, but which may impact directly on interpersonal relationships and standards.

All of the recommendations within this Equity Code of Conduct presume the inherent value of others. This document is a living entity that should be edited to reflect the needs of our evolving community.



## Equity Code of Conduct

In our commitment towards proactive inclusion, we actively strive to:

- Be aware of the discomfort that occurs in a learning environment.
- Attend to the needs and perspectives of marginalized groups in our initiatives and assignments whether they be directly or indirectly related to equity.
- Examine our own biases, recognizing that our privileges give us blind spots that we need to engage with rather than ignore or deny.
- Seek out opportunities to become more culturally fluent and support one another's growth towards this goal.
- Restore relationships when harm arises.
- Exercise cultural humility.
- Engage in proactive problem-solving when issues arise.
- Recognize that institutionalized biases have marginalized members of our communities and work to proactively correct that bias.
- Seek to remove barriers to inclusion.
- Hold ourselves accountable when confronted with how we have exhibited bias.
- Create honest and equitable community conversation between parents, students, and Bard faculty and staff about educational needs and how they could be met, and to use these conversations to adjust current Bard practices and/or develop new practices.
- Uphold the dignity of all identities in our communities through our language and behavior during the Bard school day, as well as on social media and with other students and faculty members in public outside of school.
- Promote and provide access to clear and consistent opportunities for training for all staff, faculty, and student members in our equity agreements.
- Listen to one another.
- Be sensitive to the needs of our community.

**You are going to grow. How can we support you?**

## Key Terms

**Ageism** Prejudiced thoughts and discriminatory actions based on an individual's age (University of Massachusetts).

**Ableism** Prejudiced thoughts and discriminatory actions based on an individual's physical, mental, or social ability (University of Massachusetts).

**Accountability** The quality or state of being responsible.

**Cissexism** a term describing all systems that promote transphobia and cisnormativity (the belief that that the cisgender experience is the normal and typical experience for people) as well as a term that specifically describes the marginalization of trans identities due to cultural or societal factors (University of Santa Barbara).

**Classism** Prejudiced thoughts and discriminatory actions based on an individual's class position, due to social or monetary factors (University of Massachusetts).

**Community** A unified group of people connected by interests, place, necessity, or other means (Merriam-Webster).

**Cultural Humility** The ability to maintain an interpersonal stance that is open to another person in relation to aspects of cultural identity that are most important to the person (Hook, J.N.)

**Diversity** Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist. ([https://www.uh.edu/cdi//resdiversity\\_educationources/pdf/terms.pdf](https://www.uh.edu/cdi//resdiversity_educationources/pdf/terms.pdf))

**Discrimination** The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories. In the United States] the law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business (Institute for Democratic Renewal and Project Change Anti-Racism Initiative).

**Equity** The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

([https://www.uh.edu/cdi//resdiversity\\_educationources/pdf/terms.pdf](https://www.uh.edu/cdi//resdiversity_educationources/pdf/terms.pdf))

**Hate Crime** A crime, typically one involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds.

**Homophobia** A fear or, aversion to or discrimination against homosexuality or homosexuals.

**Horizontal Oppression** (also known as lateral oppression) The result of people of target groups believing, enforcing, and acting on the agent system of discrimination. This can occur between members of the same group (e.g., a Chicano telling another Chicano to stop speaking Spanish), or between members of different target groups (e.g., Asian Americans fearing Blacks as criminals, Latinos believing stereotypes that Native Americans are alcoholics). (Caroline Kyungah Hong).

**Intersectionality** An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive.

Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life (Intergroup Resources, 2012)

**Implicit Bias** It operates in an unintentional, even unconscious manner. This type of bias does not require the perceiver to endorse it or devote attention to its expression. Instead implicit bias can be activated quickly and unknowingly by situational cues (eg, a person's skin color or accent), silently exerting its influence on perception, memory, and behavior. Because implicit bias can operate without a person's intent or awareness, controlling it is not a straightforward matter (Blair, I. et al.; 2011).

**Interpersonal Racism** Interpersonal racism occurs between individuals. Once we bring our private beliefs into our interaction with others, racism is now in the interpersonal realm. Examples: public expressions of racial prejudice, hate, bias and bigotry between individuals (Terry Keleher, 2011).

**Mentorship** The influence, guidance, or direction given by a mentor (Mirriam Webster).

**Microaggressions** Microaggressions are “brief commonplace daily verbal, behavior, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative...slights and insults to the target person or group on the basis of their membership to a marginalized group” (Sue, 2010).

**Marginalized Group** Systematic, institutionalized oppression has led to some groups being oppressed due to an aspect of their identity. Aspects of a person’s identity can include: race, gender identity, sexual orientation, socioeconomic class, (dis)ability, mental health, religion, geographical location, and language to name a few. Some may be marginalized due to an aspect of their identity, others may be further marginalized due to the intersection of multiple aspects of their identity (feministastic.com, 2016).

**Power** Ability to control, coerce or influence people based on privilege identities. Power may be positional and provide access to social, political, and economic resources.

**Power-over** Used in discriminatory and oppressive way. Having power over others and therefore domination and control over others (e.g. through coercion and violence)

**Power-with** Shared with all people in struggles for liberation and equality. Using or exercising one’s power to work with others equitably, for example, in a social movement.

**Privilege** A set of unearned benefits given to people who fit into a specific social group. Society grants privilege to people because of certain aspects of their identity. Aspects of a person’s identity can include: race, gender identity, sexual orientation, socioeconomic class, (dis)ability, mental health, religion, geographical location, and language to name a few. Privilege is invisible to those that have it. Everyone has privilege due to an aspect of their identity, yet some have privilege on multiple aspects of their identity (feministastic.com, 2016).

**Queerphobia** A fear or hatred of queers (<https://www.yourdictionary.com/queerphobia>, 2020)

**Transphobia** An irrational fear of, aversion to, or discrimination against transgender people. “Homophobia and transphobia are still major issues among LGBTQ youth, who are at higher risk for verbal harassment by classmates.” - Erica Lenti

**White Fragility** “White Fragility is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions

such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium “(Robin DiAngelo, 2011).

**Support**

To offer logistical, emotional, monetary, academic, etc resources in order to ensure the success of others (Dictionary.com).

## Resources:

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Blair, IV; Steiner, JF;and Havranek, EP. (2011). Unconscious (Implicit) Bias and Health Disparities: Where Do We Go from Here? *Perm J.* 15(2): 71–78.

“Cissexism: SexInfo Online.” *Cissexism | SexInfo Online*, University of California, Santa Barbara, [sexinfo.soc.ucsb.edu/article/cissexism](http://sexinfo.soc.ucsb.edu/article/cissexism).

Diversity and Social Justice Terms, from the Office of Multicultural Affairs, University of Massachusetts, [https://www.uml.edu/docs/Glossary\\_tcm18-55041.pdf](https://www.uml.edu/docs/Glossary_tcm18-55041.pdf)

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Hong, CK (2014, Dec. 16). Horizontal oppression. Retrieved from: [http://sjwiki.org/wiki/Horizontal\\_oppression](http://sjwiki.org/wiki/Horizontal_oppression)

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“Transphobia.” *The Merriam-Webster.com Dictionary*, Merriam-Webster Inc., <https://www.merriam-webster.com/dictionary/transphobia>. Accessed 21 January 2020.

Sue, DW (2010). “Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation” John Wiley & Sons. p.28-39.

Tools and Concepts for Strengthening Racial Equity, Presentation to School District U-46 Terry Keleher, Applied Research Center, 2011. URL: [http://www.racialequitytools.org/images/uploads/RET\\_Glossary913L.pdf](http://www.racialequitytools.org/images/uploads/RET_Glossary913L.pdf)

**APPENDIX IV**

**Student Handbook Verification of Understanding**

In order to verify support and understanding of this student handbook, we ask that both the student and parent/guardian sign below. By signing below, you agree that you have read this handbook and understand that you will be held to the standards and expectations contained within. All students and families are expected to submit this verification form prior to the start of classes.

**Student Verification:**

By signing below, I acknowledge that I have read and understand the BECNO Student Handbook.

**Student Name (Print):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian/Caretaker Verification:**

By signing below, I acknowledge that I have read and understand the BECNO Student Handbook and will support my student's success in this program.

**Name (Print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Academic Honesty Policy Verification of Understanding

BECNO is a school designed for students who are eager to learn and willing to apply themselves wholeheartedly to the learning process, working hard to rise to the challenges presented in all of their courses. Our students understand that true learning requires diligence and a thoughtful, patient application of effort over time. BECNO appeals to students who like to think for themselves, because independence of thought, originality, and intellectual adventurousness are valued in our courses and assignments.

BECNO also fosters the sharing of ideas and collaborative learning. Our school endeavors to help students develop processes for effective seminar discussion, small group critique, and laboratory partnerships.

Academic honesty is expected of all students at BECNO. Students must complete all assignments responsibly and honorably, and the work they submit must represent their own efforts. In situations where group work, collaboration, or sharing of ideas are encouraged, it is important that students understand exactly how the teacher expects each student's contributions to be credited and to ask questions if they are unclear about expectations. .

Plagiarism is a particular form of academic dishonesty that students need to understand. According to the Bard College Catalogue:

To plagiarize is to 'steal and pass off as one's own the ideas, words, or writings of another.' This dictionary definition is quite straightforward, but it is possible for students to plagiarize inadvertently if they do not carefully distinguish between their own ideas or paper topics and those of others.

Sometimes students have been allowed to use encyclopedias, websites, and other sources without correct attribution in previous academic settings. At BECNO students learn that all research requires documentation. They must develop new habits of writing, where they can draw on the thinking and writing of others to make their own case responsibly, giving credit for the sources of their ideas and inspiration.

**Violations of academic honesty at BECNO result in an automatic F for the assignment, require teachers to report the offense to the school administration, and are followed by parent/guardian contact. Second offenses will result in an F for the course on a student's Bard College transcript and documentation in their permanent record. Selective colleges frequently ask recommenders whether they have any reason to doubt a student's honesty, so such an annotation in a student's record can negatively affect their transfer application.** (Please see the Academic Integrity section for a full description of responsibilities and campus responses.)

Students must not ever act as if someone else's words or ideas are their own. Under no circumstances should a student turn in any assignment that does not genuinely reflect their own work and thinking. Obviously, this does not mean that a student cannot use other people's words or ideas, but students must always tell their reader when they are doing so. Documenting and understanding where your ideas originate is one of the most necessary and sophisticated habits of the scholar. A student cannot use not knowing that they are being academically dishonest as an excuse; *it is the student's responsibility to ensure that they have provided adequate credit for an idea that is not their own, and any failure to do so, intentional or otherwise, is academic dishonesty.*



Guidelines for avoiding academic dishonesty:

- Enclose other people's words in quotation marks or set them off in a block-quote and provide all the bibliographical information your reader might need to find the source.
- Give a specific, bibliographic citation each time you use an idea or a concept that you received from someone else. If you consult books or other sources in preparing a paper, include a bibliographic list of everything you used.
- Do not turn in other students' work as your own or use other students' homework, or papers in preparing your own, except where the teacher has explicitly required or approved such sharing, and do not permit others to use your work. In such cases, both students involved are guilty of academic dishonesty.
- Turn in new work for each new assignment. Assignments that seem to overlap for different courses do not mean that you can hand in the same work. You grow more intellectually with each new assignment, and you should approach each as a new challenge that builds on previous knowledge.
- Do not use unapproved aids for exams, assessments or other assignments.

Note: *Some of the language contained in this form is borrowed from the Bard Early College D.C. campus.*

**Student Verification:** By signing below, I acknowledge that I have read and understand the academic honesty policies included in the BECNO Student Handbook as well as the information included in this verification form.

**Name (Print):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian/Caretaker Verification:** By signing below, I acknowledge that I have read and understand the academic honesty policies included in the BECNO Student Handbook as well as the information included in this verification form and will support my student's success in maintaining academic integrity.

**Name (Print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# 2020-2021 Calendar



## Bard Early College New Orleans

All dates subject to change due to Covid-19 guidelines and campus safety protocol.

Jul-20							Aug-20							Holidays (No School)	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
			1	2	3	4							1	September 7th: Labor Day	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	October 9-12: Fall Break	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	November 3rd: Election Day	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	November 23-27: Thanksgiving	
26	27	28	29	30	31		23	24	25	26	27	28	29	December 21-January 1: Holiday Break	
							30	31						January 18: Dr. Martin Luther King Jr. Day	
														February 12-February 19: Mardi Gras	
														April 2-5: Spring Break	
Sep-20							Oct-20							Faculty/Staff Days (No Classes)	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
		1	2	3	4	5					1	2	3	Thursday, September 3, 2020	
6	7	8	9	10	11	12	4	5	6	7	8	9	10	Wednesday, September 16, 2020	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	Thursday, October 15, 2020	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	Thursday, November 12, 2020	
27	28	29	30				25	26	27	28	29	30	31	Thursday, December 3, 2020	
														Monday, January 4, 2021	
														Thursday, January 14, 2021	
														Thursday, February 4, 2021	
														Thursday, February 11, 2021	
														Thursday, March 11, 2021	
														May 5 - May 14, 2021	
Nov-20							Dec-20							Midterm & Final Grade Submission Dates	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
1	2	3	4	5	6	7			1	2	3	4	5	Fall Midterm: Oct. 7	
8	9	10	11	12	13	14	6	7	8	9	10	11	12	Fall Final: Dec. 23	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	Spring Midterm: March 12	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	Spring Final: May 7	
29	30						27	28	29	30	31				
Jan-21							Feb-21							Family Events & Key Dates	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
					1	2		1	2	3	4	5	6	Family Orientation: July 29	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	New Student Orientation: Aug. 3-7	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	Matriculation for New Students: Aug. 7	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	Returning Student Orientation: Aug. 10	
24	25	26	27	28	29	30	28							Start of Fall Classes: Aug. 11	
31														Fall Family-Professor Conferences: Oct. 14	
														Fall Showcase: Nov. 18 (Tentative)	
														Spring Orientation: Jan. 5	
														Spring Family-Professor Conferences: Mar. 17	
														Commencement: May 13 (Tentative)	
Mar-21							Apr-21							Key	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
	1	2	3	4	5	6					1	2	3	School Day	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	New Student Orientation	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	Returning Student Orientation	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	Admin Work Day	
28	29	30	31				25	26	27	28	29	30		Vacation	
														Tentative ACT Date	
														Faculty/Staff Days (No Classes)	
														Physical Campus Closed, Online Classes Only	
														Midterm / Final Grades Submitted	
														Add/Drop Course Deadline	
														Family Evening Event	
May-21							Jun-21								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
						1			1	2	3	4	5		
2	3	4	5	6	7	8	6	7	8	9	10	11	12		
9	10	11	12	13	14	15	13	14	15	16	17	18	19		
16	17	18	19	20	21	22	20	21	22	23	24	25	26		
23	24	25	26	27	28	29	27	28	29	30					
30	31														