

This Open Meeting of the Board of Trustees is authorized in accordance with the Texas Government Code, §§ 551.001 through 551.146. Verification of Notice of Meeting and Agenda are on file in the Office of Board Relations. Per Texas Government Code § 551.1282.

NOTICE OF REGULAR MEETING BY VIDEOCONFERENCE OR TELEPHONE CALL OF THE BOARD OF TRUSTEES FOR DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL

Tuesday, June 1, 2021 4:00 PM

Online: www.dcccd.edu/boardmeetingslive

DUE TO HEALTH AND SAFETY CONCERNS RELATED TO THE COVID-19 CORONAVIRUS, THIS MEETING WILL BE CONDUCTED BY VIDEOCONFERENCE OR TELEPHONE CALL. AT LEAST A QUORUM OF THE BOARD OF TRUSTEES WILL BE PARTICIPATING BY VIDEOCONFERENCE OR TELEPHONE CALL IN ACCORDANCE WITH THE PROVISIONS OF SECTIONS 551.125 OR 551.127 OF THE TEXAS GOVERNMENT CODE THAT HAVE NOT BEEN TEMPORARILY SUSPENDED BY ORDER OF GOVERNOR ABBOTT ON MARCH 16, 2020.

REGULAR MEETING AGENDA

1. Roll Call - Announcement of a Quorum

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- 2. Certification of Notice Posted for the Meeting
- 3. Citizens Desiring to Address the Board
- 4. Special Presentation: Pepsico Foundation Partnership

Presenters: Pyeper Wilkins, Leslie White, PepsiCo Foundation

5. Chancellor and Board Announcements

(Comments on Accomplishments; Awards Received; Appointments at the Local, State,

and National Level; Published Articles and Newspaper Reports; District/College Reports/Metrics, and Upcoming Events; Workshops, Seminars, and Conferences taking place at the District or any of its Colleges)

5.1.	Announcement	s from	the	Chance	ellor
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5.2. Announcements from the Board Chair and/or Trustees

6. Opportunity for Members of the Board and Chancellor to Declare Conflicts of Interest Specific to this Agenda

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7. Consent Agenda

7.1.	Meeting Minutes
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a. Approval of the May 4, 2021 Regular Meeting Minutes

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b. Approval of the May 14, 2021 Special Meeting Minutes

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c. Approval of the May 25, 2021 Special Meeting Minutes

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7.2. Policy Items

a. TASB Update Chapter C: Part I (non-substantive) – Local Policies CAI, CAIA, CAIC, CHE, CKF

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b. TASB Update Chapter C: Part II (substantive) – Local Policies CDE, CHF, CIA, CIB, CS

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c. Chapter C: CM (LOCAL) - Facilities Construction

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d. TASB Update: Chapter F – Local Policies FEA, FFDB, FI, FKC, FLB, FLBE

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7.3. Finance Items

	a. 2021 Schedule for Tax Rate and Budget Adoption as Determined by Texas Property Tax Code Requirements	63 - 64
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	b. Approval of Electrical Easement to ONCOR Delivery Company LLC at Brookhaven Campus	65
7.4.	Richland Collegiate High School Items	
	a. Approval of Dual Credit Courses and Innovative Courses for Richland Collegiate High School	66 - 95
	Approval of Richland Collegiate High School 2021-2022 Student Handbook	96 - 171
	c. Approval of Texas Education Agency Waivers for Richland Collegiate High School 2021-2022 Staff Development Days	172
7.5.	Audit Item	
	a. Approval of Dallas College Internal Audit Departmental Charter	173 - 179
Individual	ltem	
8.1.	Talent Items	
	a. Approval of Warrants of Appointment for Police Officers	180
Informativ	e Reports	
9.1.	Committee Reports (Committee notes are listed only after they have been reviewed and approved by the committee in question.)	
	a. March 2, 2021 Audit Committee Notes	181 - 189

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	b. May 4, 2021 Education Workforce Notes	190 - 199
9.2.	Current Funds Operating Budget Report for April 2021	200 - 202
9.3.	Monthly Award and Change Order Summary	203 - 206
9.4.	Dallas College Foundation Report (June 2021)	207
9.5.	Workforce & Advancement - Ascend Institute Report (April 2021)	208
9.6.	Dallas College Human Capital New Hire/Position Report (April 12, 2021 - May 12, 2021)	209 - 211

10. Executive Session

- 10.1. Consultation with Attorney Regarding Legal Matters or
 Pending and/or Contemplated Litigation or Settlement Offers
 Section 551.071
- 10.2. Personnel Matters Relating to Appointment, Employment, Evaluation, Assignments, Duties, Discipline, or Dismissal of Officers or Employees - Section 551.074
- 10.3. Deliberate Regarding Real Property Since Open Deliberation would have a Detrimental Effect Upon Negotiations with a Third Person Section 551.072
- 10.4. Deliberate Regarding Security Devices or Security Audits-Sections 551.076 and 551.089

11. Individual Item

11.1. Consideration, Discussion and Possible action related to

12. Adjournment

CERTIFICATION OF NOTICE POSTED FOR THE JUNE 1, 2021 REGULAR MEETING OF DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL BOARD OF TRUSTEES

I, Joe D. May, Secretary of the Board of Trustees of Dallas College, do certify that a copy of this notice was posted on the Dallas College website on the 28th day of May 2021 in accordance with those provisions of section 551.043 (a)-(b)(1) of the Texas Government Code, and those other provisions of the Texas Government Code that have not been temporarily suspended by order of Governor Abbott on March 16, 2020.

Joe D. May, Secretary

6. OPPORTUNITY FOR MEMBERS OF THE BOARD AND CHANCELLOR TO DECLARE CONFLICTS OF INTEREST SPECIFIC TO THIS AGENDA

Texas Local Government Code, Chapter 176, provides that local government officers shall file disclosure statements about potential conflict(s) of interest in certain defined circumstances. "Local government officers" are the chancellor and trustees. The penalty for violating Chapter 176 accrues to the Chancellor or Trustee, not to Dallas College.

Names of providers considered and/or recommended for awards in this agenda appear following this paragraph. If uncertain about whether a conflict of interest exists, the Chancellor or Trustee may consult with Dallas College General Counsel Robert Wendland.

ONCOR Electric Delivery Company, LLC

CONSENT AGENDA NO. 7.1.a.

Approval of the May 4, 2021 Regular Meeting Minutes

It is recommended that the Board approve the minutes of the May 4, 2021 Regular Board meeting.

A virtual Regular meeting of the Board of Trustees of Dallas College was held Tuesday, May 4, 2021, beginning at 4:34 p.m. on the Cisco Webex platform and was broadcast via the streaming link: http://www.dcccd.edu/boardmeetingslive. The meeting was convened by Chair Monica Lira Bravo.

Board Members and Officers Present

Ms. Monica Lira Bravo (Chair)

Mr. Cliff Boyd

Mr. Phil Ritter (Vice Chair)

Ms. Charletta Rogers Compton

Ms. Dorothy Zimmermann

Ms. Diana Flores

Dr. Joe May (Secretary and Chancellor)

Members Absent

Mr. JL Sonny Williams

- 1. Roll Call Announcement of a Quorum was confirmed by Perla Molina.
- 2. **Certification of Notice Posted** for the meeting confirmed by Chancellor Joe May.
- 3. Citizens Desiring to Address the Board

None.

4. Chancellor and Board Announcements

- 1. Announcements from the Chancellor
 - Chancellor May stated that as we wrap up, we have a lot of celebrations going on. We would normally have our Phi Theta Kappa (PTK) student recognitions at the board meeting. All of the chapters of Dallas College attended their international conference. This year we had over 100 Dallas College students attend and were recognized. He announced a few of the awards given to Dallas College members of PTK. He extended congratulations to all who were involved.

- Dr. May excited about the upcoming commencement and extended congratulations to the first graduating class of Dallas College for 2021.
- 2. Announcements from the Board Chair and/or Trustees
 - Chair Bravo reiterated her congrats to the 2021 Dallas College graduates on behalf of the Board.
 - Recognized Retirees including years of service:

First	Last	Years
Kathy	Cott	35
Janice	Fallin	35
Dewayne	Wright	39
Brenda	Epperson	23
Patty	Slaughter	25
Joan	Washington	22
Barbara	Murray	11
Delia	Alvarez	14
Cynthia	Rogers	27
Everett	Knott	37
Miasha	Alexander	23

- Chair Bravo was looking forward to the upcoming commencement.
- Trustee Flores announced that her Capstone Team presented their project. She had completed her Master of Science MSPL Program from University of North Texas.
- Trustee Compton asked when we could expect an update on the MVC presidential search. Dr. May stated that we've gone through some rounds and were currently meeting with a group of potential candidates. He's hoping it would be completed in June. However, he wanted to ensure we had the right candidate.

5. Opportunity for Members of the Board and Chancellor to Declare Conflicts of Interest Specific to this Agenda None.

6. Consent Agenda

Trustee Flores had a question regarding Item 6.2.c: Which department was responsible for the mobile training unit and who would be responsible for scheduling use for other campuses. Dr. May asked Dr. Joe Seabrooks, President at Cedar Valley Campus. Dr. Seabrooks responded that Dr. Tran had taken on the accountability for this. It will be housed at Cedar Valley.

Trustee Boyd moved and Vice Chair Ritter seconded the motion to approve consent agenda containing items 6.1.a through 6.2.c.

A roll call vote was taken as follows:

Chair Bravo – aye
Vice Chair Ritter – aye
Trustee Boyd – aye
Trustee Flores – aye
Trustee Compton – aye
Trustee Zimmermann – aye
Trustee Williams – not present

The motion was approved and passed by a unanimous vote of those present.

1. Minutes

a. Approval of the April 6, 2021 Regular Meeting Minutes

2. Finance Items

- a. Approval of Retail Electricity Supply Services Agreement with Gexa Energy, LP to provide Electricity Supply to Dallas College and Support Sustainability and Energy Management Goals
- b. Approval of Wastewater Easement to City of Dallas at the Richland Campus to Service the New Early College High School/Workforce Building
- c. Approval of Agreement with Rolltechs Specialty Vehicles, LLC to Purchase a Mobile Training Unit that Is Accessible to the Community

7. Policy Items -First Reading

- 1. Chapter C
 - a. TASB Update, Part I (non-substantive) Local Policies CAI, CAIA, CAIC, CHE, CKF
 - b. TASB Update, Part II (substantive) Local Policies CDE, CHF, CIA, CIB, CS
 - c. CM Local

2. Chapter F

a. TASB Update – Local Policies FEA, FFDB, FI, FKC, FLB, FLBE

Trustee Zimmermann had a question on Page 5, Policy CHF with regard to knuckles. Trustee Flores also had a question with regard to the different colored strike throughs. Trustee Zimmermann asked if the word District should be stricken at the top of every page or updated within the document. Tricia Horatio explained the color codes for the various strike throughs. She also explained that TASB was still referring to Dallas College as the District, as a matter of reference.

8. Informative Reports

There were no questions or comments from the Board.

- 1. Committee Reports
 - a. February 2, 2021 Diversity Equity & Inclusion Committee Notes
 - b. Education Workforce Committee Notes for March 2, 2021
 - c. Finance Committee Notes for March 2, 2021
- 2. 2nd Quarter Bond Program Status Report (April 2021)
- 3. Current Funds Operating Budget Report (February 2021)
- 4. Notice of Grant Awards (April 2021)
- 5. Monthly Award and Change Order Summary (February 2021)
- 6. Dallas College Foundation Report (April 2021)
- 7. Workforce & Advancement Ascend Institute Report (February 2021)
- 8. Human Resources Update

9. Executive Session

An Executive Session was held from 4:56 p.m. to 5:43 p.m.

10. **Adjournment** at 5:44 p.m.

Captioned video and transcripts for Dallas College Board Meetings are available at our website, <u>www.dccd.edu/boardmeetingslive</u>, under the Archived Videos section.

CONSENT AGENDA NO. 7.1.a.

Approval of the May 14, 2021 Special Meeting Minutes

It is recommended that the Board approve the minutes of the May 14, 2021 Special Board meeting.

A virtual Special meeting of the Board of Trustees of Dallas College was held Friday, May 14, 2021, beginning at 9:05 a.m. on the Cisco Webex platform and was broadcast via the streaming link: http://www.dcccd.edu/boardmeetingslive. The meeting was convened by Chair Monica Lira Bravo.

Board Members and Officers Present

Mr. Cliff Boyd

Ms. Monica Lira Bravo

Ms. Diana Flores (chair)

Dr. Joe May (secretary and chancellor)

Mr. Phil Ritter

Mr. JL Sonny Williams

Ms. Dorothy Zimmermann

Members Absent

Ms. Charletta Rogers Compton was present for the Executive Session portion of the meeting only.

- 1. Roll Call Announcement of a Quorum confirmed by Perla Molina.
- 2. **Certification of Notice Posted** for the meeting confirmed by Chancellor Joe May.
- 3. Citizens Desiring to Address the Board

None.

4. Executive Session

Board members went into executive session at 9:07 a.m. and returned to the regular meeting at 10:51 a.m.

5. Consent Agenda

1. Consider and take action on proposed change to current term of the Chancellor's employment contract and matters related thereto.

Vice Chair Ritter moved and Trustee Flores seconded the motion to approve consent agenda containing Item 5.1.

A roll call vote was taken as follows:

Chair Bravo – aye
Vice Chair Ritter - aye
Trustee Boyd – aye
Trustee Compton – not present
Trustee Flores – aye
Trustee Williams - aye
Trustee Zimmermann - aye

The motion was approved and passed by a unanimous vote of those present.

6. **Adjournment** was at 10:54 a.m.

Captioned video and transcripts for Dallas College Board Meetings are available at our website, <u>www.dcccd.edu/boardmeetingslive</u>, under the Archived Videos section.

CONSENT AGENDA NO. 7.1.c.

Approval of the May 25, 2021 Special Meeting Minutes

It is recommended that the Board approve the minutes of the May 25, 2021 Special Board meeting.

A virtual Special meeting of the Board of Trustees of Dallas College was held Tuesday, May 25, 2021, beginning at 9:06 a.m. on the Cisco Webex platform and was broadcast via the streaming link: http://www.dcccd.edu/boardmeetingslive. The meeting was convened by Chair Monica Lira Bravo.

Board Members and Officers Present

Mr. Cliff Boyd

Ms. Monica Lira Bravo (chair)

Ms. Diana Flores

Dr. Joe May (secretary and chancellor)

Mr. Phil Ritter (vice-chair)

Mr. JL Sonny Williams

Ms. Dorothy Zimmermann

Members Absent

Ms. Charletta Rogers Compton was present for the Executive Session portion of the meeting only.

- 1. Roll Call Announcement of a Quorum was confirmed by Perla Molina.
- 2. **Certification of Notice Posted** for the meeting by Chancellor Joe May.
- 3. Citizens Desiring to Address the Board None.

4. Executive Session

Board members went into executive session at 9:07 a.m. and returned to the regular meeting 11:25 a.m.

5. **Adjournment** was at 11:27 a.m.

Captioned video and transcripts for Dallas College Board Meetings are available at our website, www.dcccd.edu/boardmeetingslive, under the Archived Videos section.

POLICY ITEM NO. 7.2.a.

<u>TASB Update Chapter C: Part I (non-substantive) – Local Policies CAI, CAIA, CAIC, CHE, CKF</u>

The Chancellor recommends that the Board of Trustees take the following actions regarding Board Policy changes proposed in the Texas Association of School Boards' (TASB*) Updates 34-38. Part I of the TASB Cumulative Update makes non-substantive, technical and/or organizational changes to local policies in Chapter C of the College Board Policy Manual.

*TASB deletions are shown in **red** and additions are in **blue** font. Revisions by the General Counsel appear as strikethroughs in **green** font and additions are underscored in **green**. Corresponding page numbers also appear in **green** herein.

Effective Date: Upon Board Approval

LOCAL POLICY CAI –Appropriations /Ad Valorem Taxes	EXPLANATORY NOTES CAI (LOCAL), addressing Ad Valorem Taxes, is no longer an active policy code. The proposed revisions would delete the contents of CAI and relocate them to CAIA (LOCAL) as part of a policy reorganization.	PAGE 1
CAIA – Ad Valorem Taxes /Selection and Duties of Chief Tax Officials	As part of a policy reorganization, the proposed revisions would add contents of CAI (LOCAL), addressing Ad Valorem Taxes, to CAIA(LOCAL) – Exemptions and Payments, as revised.	4
NEW - CAIC	As part of a policy reorganization, the proposed revisions would add CAIC (LOCAL) to the Board policy manual and move content previously included in CAIA (LOCAL) to this new policy code, CAIC(LOCAL) – Ad Valorem Taxes / Selection and Duties of Chief Tax Officials.	7
CHE – Site Management/Mail and Delivery	1 3	
CKF – Insurance and Annuities Mgmt. /Unemployment Insurance Revisions to local policy are recommended for clarification and consistency with TASB policy style.		
Existing Policy	Deleted Policy New Policy GC Edits	

APPROPRIATIONS AND REVENUE SOURCES AD VALOREM TAXES

CAI (LOCAL)

No Discounts or Split Payments

Discount or split payment options shall not be provided for the payment of property taxes in the College District. [See CAI(LEGAL)]

Consideration of TIF College Districts

The Board shall consider Tax Increment Financing (TIF) College District proposals according to criteria in this policy to ensure all requests to participate in TIF College Districts are reviewed under the same criteria and to ensure only the most effective and appropriate TIF College Districts are selected for participation by the College District.

The Board shall consider participation in a TIF College District to encourage economic development in a specific area only if the following criteria are met. Meeting this criteria does not guarantee participation by the Board.

Criteria

Criteria are as follows:

- 1. The TIF College District will generate an increase in the College District's property tax base within three years after approval of the TIF College District project and financing plan.
- Within a reasonable time, a TIF College District will generate tax revenues (based upon present value analysis) that will at least equal the tax revenues the College District will forego by participating in the TIF.
- 3. The TIF College District or developer, or both, will enter into a formal agreement with the College District to directly and significantly benefit the educational purposes of the College District.
- 4. If a TIF College District anticipates issuing debt, the TIF College District's annual revenues will be at least 125 percent of its average annual debt service and its debt service reserve fund will at least equal its average annual debt service requirement.
- 5. A developer associated with a TIF College District may be required to execute a written agreement with participating taxing entities and provide these entities with acceptable financial security to ensure that private development is completed.
- A developer associated with the TIF College District must certify that its business is an equal opportunity employer.
- 7. Duration of the TIF College District may not exceed 15 years.

Presentation by Interested Parties

A municipality creating a TIF College District must submit a written request to the Board for participation in the TIF College District and

DATE ISSUED: 11/16/1998 LDU-46-98 CAI(LOCAL)-X 1-of-3

APPROPRIATIONS AND REVENUE SOURCES AD VALOREM TAXES

CAI (LOCAL)

agree to make a presentation to the Board. This request shall contain the relevant following information:

- An explanation of why the TIF College District is needed.
- A proposal that will directly and significantly benefit the educational purposes of the College District.
- 3. The estimated life of the TIF College District and a description of its proposed private sector development, related investment estimates, and implementation schedules.
- 4. A description of what public improvements will be funded and how these improvements will overcome the area's barriers to growth.
- A description of the participation level and duration of tax increment financing that is being requested of each taxing entity.
- A detailed description of anticipated annual TIF College District revenues, costs, increments, and debt service requirements.
- 7. An explanation of the project's financial and economic growth assumptions.
- 8. A description of the project's impact on the local economy and the College District's property tax base and, if applicable, a description of the number and types of new permanent jobs to be created and projected payroll.
- An explanation, if applicable, of how the project will revitalize economically distressed areas or provide employment for the chronically unemployed, or both.
- 10. A detailed present value analysis that depicts the year in which the projected additional tax revenue benefits to the College District will equal or exceed the incremental revenues that the College District will forego.
- 11. A detailed present value analysis of projected assessed valuation inside the TIF College District compared to the assessed valuation outside the TIF College District and corresponding tax revenue projections for the College District extending at least ten years beyond the life of the TIF College District.
- 12. A copy of a map that clearly depicts the location and boundaries of the TIF College District.

DATE ISSUED: 11/16/1998 LDU-46-98 CAI(LOCAL)-X

APPROPRIATIONS AND REVENUE SOURCES AD VALOREM TAXES

CAI (LOCAL)

- 13. The acreage and the current total assessed valuation contained inside the TIF College District.
- 14. A copy of any existing marketing or feasibility study.
- 15. A description of the developer's background, its record at undertaking similar projects, the background of its major principals, its relocation and expansion history over the past ten years, its financial condition over the past five years, and its source of financing for this project.
- 16. A copy of the proposed TIF College District agreement between the developer and the participating taxing entities.
- 17. The name, address, and telephone number of the appropriate contacts at the sponsoring municipality.
- 18. Other information as requested by the Board.

DATE ISSUED: 11/16/1998 LDU-46-98 CAI(LOCAL)-X ADOPTED:

3-of-3

AD VALOREM TAXES

EXEMPTIONS AND PAYMENTS SELECTION AND DUTIES OF CHIEF TAX OFFICIALS

CAIA (LOCAL)

No Discounts or Split Payments

<u>Discount or split payment options shall not be provided for the payment of property taxes in the College District.</u>

Consideration of TIF College Districts

The Board shall consider Tax Increment Financing (TIF) College District proposals according to criteria in this policy to ensure all requests to participate in TIF College Districts are reviewed under the same criteria and to ensure only the most effective and appropriate TIF College Districts are selected for participation by the College District.

The Board shall consider participation in a TIF College District to encourage economic development in a specific area only if the following criteria are met. Meeting these criteria does not guarantee participation by the Board.

Criteria

Criteria are as follows:

- The TIF College District will generate an increase in the College District's property tax base within three years after approval of the TIF College District project and financing plan.
- 2. Within a reasonable time, a TIF College District will generate tax revenues (based upon present value analysis) that will at least equal the tax revenues the College District will forego by participating in the TIF.
- 3. The TIF College District or developer, or both, will enter into a formal agreement with the College District to directly and significantly benefit the educational purposes of the College District.
- 4. If a TIF College District anticipates issuing debt, the TIF College District's annual revenues will be at least 125 percent of its average annual debt service, and its debt service reserve fund will at least equal its average annual debt service requirement.
- 5. A developer associated with a TIF College District may be required to execute a written agreement with participating taxing entities and provide these entities with acceptable financial security to ensure that private development is completed.
- A developer associated with the TIF College District must certify that its business is an equal opportunity employer.
- 7. Duration of the TIF College District may not exceed 15 years.

Presentation by Interested Parties

A municipality creating a TIF College District must submit a written request to the Board for participation in the TIF College District and agree to make a presentation to the Board. This request shall contain the relevant following information:

DATE ISSUED: 5/27/202021/2012

UPDATE 3827 CAIA(LOCAL)-XAJC **ADOPTED:**

AD VALOREM TAXES

EXEMPTIONS AND PAYMENTS SELECTION AND DUTIES OF CHIEF TAX OFFICIALS

CAIA (LOCAL)

- 1. An explanation of why the TIF College District is needed.
- 2. A proposal that will directly and significantly benefit the educational purposes of the College District.
- 3. The estimated life of the TIF College District and a description of its proposed private sector development, related investment estimates, and implementation schedules.
- 4. A description of what public improvements will be funded and how these improvements will overcome the area's barriers to growth.
- A description of the participation level and duration of tax increment financing that is being requested of each taxing entity.
- A detailed description of anticipated annual TIF College District revenues, costs, increments, and debt service requirements.
- 7. An explanation of the project's financial and economic growth assumptions.
- 8. A description of the project's impact on the local economy and the College District's property tax base and, if applicable, a description of the number and types of new permanent jobs to be created and projected payroll.
- An explanation, if applicable, of how the project will revitalize economically distressed areas or provide employment for the chronically unemployed, or both.
- 10. A detailed present value analysis that depicts the year in which the projected additional tax revenue benefits to the College District will equal or exceed the incremental revenues that the College District will forego.
- 11. A detailed present value analysis of projected assessed valuation inside the TIF College District compared to the assessed valuation outside the TIF College District and corresponding tax revenue projections for the College District extending at least ten years beyond the life of the TIF College District.
- 12. A copy of a map that clearly depicts the location and boundaries of the TIF College District.
- 13. The acreage and the current total assessed valuation contained inside the TIF College District.
- 14. A copy of any existing marketing or feasibility study.

DATE ISSUED: 5/27/202021/2012

UPDATE 3827 CAIA(LOCAL)-XAJC **ADOPTED:**

AD VALOREM TAXES

EXEMPTIONS AND PAYMENTS SELECTION AND DUTIES OF CHIEF TAX OFFICIALS

CAIA (LOCAL)

- 15. A description of the developer's background, its record at undertaking similar projects, the background of its major principals, its relocation and expansion history over the past ten years, its financial condition over the past five years, and its source of financing for this project.
- 16. A copy of the proposed TIF College District agreement between the developer and the participating taxing entities.
- 4.17.The name, address, and telephone number of the appropriate contacts at the sponsoring municipality.
- 2.18. Other information as requested by the Board. The College District shall have its taxes assessed by the Dallas Central Appraisal District and collected by the Dallas County Tax Assessor-Collector.

DATE ISSUED: 5/27/202021/2012 UPDATE 3827

CAIA(LOCAL)-XAJC

ADOPTED: ADOPTED:

AD VALOREM TAXES SELECTION AND DUTIES OF CHIEF TAX OFFICIALS CAIC (LOCAL)

The College District shall have its taxes assessed by the Dallas Central Appraisal District and collected by the Dallas County Tax Assessor-Collector.

DATE ISSUED: 5/27/2020 UPDATE 38 CAIC(LOCAL)-AJC ADOPTED:

SITE MANAGEMENT MAIL AND DELIVERY CHE (LOCAL)

Use of Internal Mail System

The College District mail system for delivering items between College District buildings shall not be available for use other than for official College Districtschool business. With the permission of the Chancellor Chancellor or designee, internal mailboxes at an individual campus may be used by campus employees and College Districtschool-sponsored or College Districtschool-support groups affiliated with the College District that campus. [See also GD]

DATE ISSUED: <u>12/3/2018</u>4/22/2003

UPDATE 3517 CHE(LOCAL)-AJC ADOPTED:

INSURANCE AND ANNUITIES MANAGEMENT UNEMPLOYMENT INSURANCE

CKF (LOCAL)

Letters of Reasonable Assurance The College District shall issue letters of reasonable assurance, as appropriate, to employees in positions requiring less than 12 months of service whose services are anticipated to be needed at the beginning of the following academicschool year.

DATE ISSUED: <u>12/3/2018</u>2/21/2005 UPDATE <u>35</u>19

ADOPTED:

CKF(LOCAL)-AJC

POLICY ITEM NO. 7.2.b.

<u>TASB Update Chapter C: Part II (substantive) – Local Policies CDE, CHF, CIA, CIB, CS</u>

The Chancellor recommends that the Board of Trustees take the following actions regarding Board Policy changes proposed in the Texas Association of School Boards' (TASB*) Updates 34-38. Part II of the TASB Cumulative Update makes more substantive changes to local policies in Chapter C of the College Board Policy Manual.

*TASB deletions are shown in **red** and additions are in **blue** font. Revisions by the General Counsel appear as strikethroughs in **green** font and additions are underscored in **green**. Corresponding page numbers also appear in **green** herein.

Effective Date: Upon Board Approval

LOCAL POLICY CDE – Accounting /Financial Ethics	EXPLANATORY NOTES Would revise local policy to clarify that reports of suspected impropriety may be made to a person who has authority to investigate the alleged activity, including the other individuals listed in the policy. Revisions at "Note" would be made to add clarity. The General	PAGE 1
	Counsel has made minor modifications as denoted in green.	
CHF – Site Management/ Weapons	Revisions to CHF, addressing weapons on College property, would add to local policy a prohibition on the use, possession, or display of knuckles.	5
CIA – Equipment and Supplies Management/Records Management	Would revise local policy to reflect a change in terminology addressing legal compliance of records control schedules from "declaration" to "certification."	6
CIB – Equipment and Supplies Management/Disposal of Property	Revisions to local policy, addressing the disposal of property, would clarify the methods by which the College may dispose of unnecessary College property that has value. The General Counsel has made minor modifications as denoted in green.	7
CS – Information Security	Revisions to local policy would address Administrative Code requirements regarding information security. The General Counsel has made modifications as denoted in green.	9
Existing Policy	Deleted Policy New Policy GC Edits	

CDE (LOCAL)

All Board members, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the College District's financial transactions shall act with integrity and diligence in duties involving the College District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members—BBF
 - for employees—DH
- Financial conflicts of interest:
 - for public officials—BBFA
 - for all employees—DBD
 - for vendors—CFE
- Compliance with state and federal grant and award requirements: CAA, CAAB
- Financial conflicts and gifts and gratuities regarding federal funds: CAA, CAAB
- Systems for monitoring the College District's investment program: CAK
- Budget planning and evaluation: CC
- Compliance with accounting regulations: CDC
- Criminal history record information for employees: DC
- Disciplinary action for fraud by employees: DCC and DM series

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics for Board members—BBF for employees—DH
- Financial conflicts of interest:

DATE ISSUED: 12/3/20184/28/2017 UPDATE 35LDU 2017.02

ADOPTED:

1 of 4

CDE(LOCAL)-X

CDE (LOCAL)

for public officials—BBFA for all employees—DBD for vendors—CFE

- Compliance with state and federal grant and award requirements: CAA, CAAB
- Financial conflicts and gifts and gratuities regarding federal funds: CAA, CAAB
- Systems for monitoring the College District's investment program: CAK
- Budget planning and evaluation: CC
- Compliance with accounting regulations: CDC
- Criminal history record information for employees:
 DC
- Disciplinary action for fraud by employees: DCC and DM series

Fraud and Financial Impropriety

The College District prohibits fraud and financial impropriety, as defined below, in the actions of its Board members, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the College District.

Financial Controls and Oversight

Each employee who supervises or prepares College District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

The <u>Chancellor Chancellor</u> or designee shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the College District.

Reports

Any person who suspects fraud or financial impropriety in the College District shall report the suspicions immediately to <u>a person</u> with authority to investigate them, including any supervisor, the <u>Chancellor Chancellor</u> or designee, the Board <u>President Chair</u>, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with

DATE ISSUED: 12/3/20184/28/2017 <u>UPDATE 35LDU 2</u>017.02 CDE(LOCAL)-X ADOPTED:

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law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

Protection from Retaliation

Neither the Board nor any College District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

Fraud Investigations

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the <a href="ChancellorChance

Response

If an investigation substantiates a report of fraud or financial impropriety, the <u>Chancellor Chancellor</u> or designee shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the <u>Chancellor Chancellor</u> or designee shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the College District shall take appropriate action, which may include cancellation of the College District's relationship with the contractor or vendor.

When circumstances warrant, the Board, <u>Chancellor Chancellor</u>, or designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the College District, the College District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards Disclosure

The College District shall disclose, in a timely manner in writing to the federal awarding agency or pass-through entity, all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting a federal grant award. [See CAAB]

Contemporaneous with such disclosure, the Board shall be notified in writing of any such violations.

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the <u>Chancellor Chancellor</u> or designee shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. <u>The Chancellor Chancellor Chancellor</u> or designee shall ensure that appropriate administrative procedures are developed

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and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

DATE ISSUED: <u>12/3/2018</u>4/<u>28/2017</u> <u>ADOPTED: ADOPTED: UPDATE 35LDU 2017.02</u> CDE(LOCAL)-X

SITE MANAGEMENT WEAPONS

CHF (LOCAL)

Scope

The College District is committed to protecting the health and safety of the College District community, while respecting the rights of its individual members. At all times, it is the intent of the Board to comply with the law without compromising the mission, purpose, or environment of the College District.

Other Weapons Prohibited

The College District prohibits the use, possession, or display of any location-restricted knife, club, knuckles, or prohibited weapon, as defined by law, on College District property or at a College District-sponsored or -related activity, unless written authorization is granted in advance by the Chancellor or designee.

Additionally, the following weapons are prohibited on College District property or at any College District-sponsored or -related activity:

- 1. Fireworks of any kind;
- 2. Incendiary devices;
- Instruments designed to expel a projectile with the use of pressurized air, likesuch as a BB gun;
- Razors;
- 5. Chains; or
- Martial arts throwing stars.

The possession or use of articles not generally considered to be weapons may be prohibited when the <u>ChancellorChancellor</u> or designee determines that a danger exists for any student, College District employee, or College District property by virtue of possession or use.

Violations

Individuals found to be in violation of this policy or applicable law may be subject to disciplinary action up to and including expulsion, termination of employment, severance of a business relationship, and/or criminal prosecution.

DATE ISSUED: <u>12/17/2019</u>3/8/2018 <u>UPDATE 37LDU 2018.02</u> CHF(LOCAL)-X

ADOPTED:

EQUIPMENT AND SUPPLIES MANAGEMENT RECORDS MANAGEMENT

CIA (LOCAL)

<u>The Chancellor</u> The Chancellor or designee shall oversee the performance of records management functions prescribed by state and federal law:

- Records Administrator, as prescribed by Local Government Code 176.001 and 176.007 [See BBFA and CFE]
- Officer for Public Information, as prescribed by Government Code 552.201–.205 [See GCB]
- Public Information Coordinator, as prescribed by Government Code 552.012 [See BBD]

Local Government Records Act

The Records Management Officer shall oversee the management of local government records of the College District.

"Local Government Record"

The term "local government record" shall pertain to all items identified as such by the Local Government Records Act.

Records Management Officer The Manager of Records and Retention Manager of Records and Retention shall serve as and perform the duties of the College District's records management officer, as prescribed by Local Government Code 203.023, and shall administer the College District's records management program pertaining to local government records in compliance with the Local Government Records Act.

Notification

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

Records Control Schedules The records management officer shall file with the TSLAC a written <u>certification</u> that the College District has adopted records control schedules that comply with records retention schedules issued by the TSLAC as provided by law.

DATE ISSUED: <u>12/17/2019</u>3/6/2018 <u>UPDATE 37LDU 2018.01</u> CIA(LOCAL)-X

EQUIPMENT AND SUPPLIES MANAGEMENT DISPOSAL OF PROPERTY

CIB (LOCAL)

Disposal of **Dallas** College District **Property**

The Chancellor Chancellor or designee is authorized to declare College District personal property, including materials, equipment, vehicles, and supplies, to be unnecessary.

If the and shall dispose of unnecessary property has value, the Chancellor or designee shall:

- Dispose of the unnecessary propertymaterials, equipment, and supplies for fair market value;
- Dispose of the unnecessary property through a method expressly authorized by law; or
- Recommend to the Board for approval an alternative method of disposal for less than fair market value. Before approving the disposal of the unnecessary property for less than fair market value, the Board shall determine that the conveyance is not a gift of public funds by making the following findings:
 - The predominant purpose of the alternative method of disposal is to accomplish a public purpose, not to benefit private parties;
 - The Board shall retain sufficient control over the disposed items to ensure the public purpose is accomplished and to protect the public's investment; and
 - The College District shall receive a return benefit.

.- If the unnecessary property has no value, the Chancellor Chancellor or designee may dispose of such property according to administrative discretion.

Items obtained with federal funds or as federal surplus shall be managed according to federal regulations.

Disposal of Abandoned or **Unclaimed Personal Property**

The Chief of Police, Public Safety, and Security or a designee director of campus security is authorized to dispose of a third parties' abandoned and unclaimed personal property in accordance with College District regulations. These regulations shall address, but not be limited to, the following topics:

- Notices of lost and found locations posted at appropriate places or described in College District publications and that include procedures for reclaiming lost articles and time frames for the College District to dispose of unclaimed property.
- 2. A range of options for locating owners of abandoned property that is not turned in to a lost and found location. These options may address such items as abandoned cars or other large items.

DATE ISSUED: 4/\$0/201927/2018 **UPDATE 3634** CIB(LOCAL)-AJC

ADOPTED:

EQUIPMENT AND SUPPLIES MANAGEMENT DISPOSAL OF PROPERTY

CIB (LOCAL)

3. Disposal procedures including donations to charity or student organizations, sales, and auctions.

Any monies realized from disposal of unclaimed or abandoned personal property shall be deposited in the College District's general fund.

[For the applicability of the abandoned property procedures under Property Code Chapter 76, see CD]

DATE ISSUED: 4/\(\frac{30}{2019}\)\(\frac{27}{2018}\) **UPDATE** <u>36</u> <u>34</u>

ADOPTED:

CIB(LOCAL)-AJC

INFORMATION SECURITY

CS (LOCAL)

The Chancellor is responsible for the security of the College District's information resources. The Chancellor or designee shall develop procedures for ensuring the College District's compliance with applicable law.

Information Security Officer

The Chancellor or designee shall designate an information security officer (ISO) who is authorized to administer the information security requirements under law. The Chancellor or designee must notify the Department of Information Resources (DIR) of the individual designated to serve as the ISO.

Information Security Program

The <u>Chancellor or designee</u> <u>Chancellor</u> shall <u>annually review and</u> approve an information security program designed <u>in accordance</u> <u>with law by the ISO</u> to address the security of the <u>information and</u> <u>College District's</u> information resources <u>owned</u>, <u>leased</u>, <u>or under the custodianship of the College District</u> against unauthorized or accidental modification, destruction, or disclosure. <u>The This program shall include procedures for risk assessment and for information security awareness education for employees when hired and an ongoing program for all users.</u>

The information security program must be submitted biennially for review by an individual designated by the Chancellor and who is independent of the program to determine if the program complies with the mandatory security controls defined by DIR and any controls developed by the College District in accordance with law.

Website and Mobile Application Security

The Chancellor or designee shall adopt procedures addressing the also address accessibility, privacy, and security of the College District's website and mobile applications and submit the procedures to DIR for review.

The procedures must require the developer of a website or application for the College District that processes confidential information to submit information regarding the preservation of the confidentiality of the information. The College District must subject the website or application to a vulnerability and penetration test before deployment.

Reports

The College District shall submit a biennial information security plan to DIR in accordance with law.

Information Security
Plan

The ISO shall report annually to the Chancellor on the effectiveness of the College District's information security policies, procedures, and practices in accordance with law and administrative procedures.

Effectiveness of Policies and Procedures

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INFORMATION SECURITY

CS (LOCAL)

Cyber Security
Training

The College District shall submit an annual cybersecurity training certification to DIR in accordance with the law.

Security Incidents

By the College District

Generally

Security Breach Notification The College District shall assess the significance of a security incident and report urgent incidents to DIR and law enforcement in accordance with law and, if applicable, DIR requirements.

Upon discovering or receiving notification of a breach of system security, the College District shall disclose the breach to affected persons or entities in accordance with the time frames established by law.

The College District shall give notice by using one or more of the following methods:

- 1. Written notice.
- 2. Electronic mail, if the College District has electronic mail addresses for the affected persons.
- 3. Conspicuous posting on the College District's website.
- 4. Publication through broadcast media.

Monthly Reports

The College District must provide summary reports of security incidents monthly to DIR in accordance with the deadlines, form, and manner specified by law and DIR.

By Vendors and Third Parties

The College District shall include in any vendor or third-party contract the requirement that the vendor or third party report information security incidents to the College District in accordance with law and administrative procedures.

Identity Theft Program

Since the College District provides short-term student loans, an installment tuition plan for students, and similar activities, the College District, in its capacity as a creditor, desires to protect existing consumers, reduce risk from identity fraud, and minimize potential damage from fraudulent new and existing accounts with the least possible impact on business operations by initiating and maintaining an identity theft program as required by the Fair and Accurate Credit Transactions Act of 2003 (FACTA).

Identity Theft Strategies Program activities intended to detect, prevent, and mitigate identity theft include:

1. Identifying relevant patterns, practices, and specific forms of activity that are "red flags" signaling possible identity theft and incorporating those red flags into the program;

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INFORMATION SECURITY

CS (LOCAL)

- 2. Detecting red flags that have been incorporated into the program;
- 3. Responding appropriately to any red flags that are detected to prevent and mitigate identity theft; and
- 4. Updating the program periodically to reflect changes in risks from identity theft.

Delegation of Authority

The Chancellor shall be authorized to promulgate regulations to implement this program.

DATE ISSUED: 12/17/2019 + 12/2017 ADOPTED: ADOPTED: UPDATE 3733 CS(LOCAL)-X

POLICY ITEM NO. 7.1.c.

Chapter C: CM (LOCAL) - Facilities Construction

The Chancellor recommends that board policy CM (LOCAL) be amended to clarify the delegation of authority in the construction of College facilities.

Effective Date: Upon Board Approval

LOCAL POLICY EXPLANATORY NOTES

CM – Facilities Construction Revisions to local policy would relocate the provision "Project Administration" and add language to clarify the delegation of authority in construction projects. Additional revisions at "Construction Contracts" would further clarify that construction contracts are to be approved in accordance with board policy.

Existing Policy

Deleted Policy

New Policy

GC Edits

FACILITIES CONSTRUCTION

CM (LOCAL)

Compliance with Law

The Chancellor or designee shall establish procedures ensuring that all facilities within the College District comply with applicable laws and local building codes.

Project Administration

All construction projects shall be administered by the Chancellor or designee.

As permitted by law, the Board hereby delegates to the Chancellor or designee all actions required under Chapter 2269 of the Texas Government Code in connection with procuring construction services for constructing, altering, or repairing College District facilities. The Chancellor or designee shall utilize the method of procuring contracts for the construction of facilities that best suits the project and that provides the best value to the College District.

[See CM series]. All contracts for facility construction projects shall be approved in accordance with Board Policy (See CF).

The Chancellor or designee shall keep the Board informed concerning construction projects and, in accordance with applicable law, shall also provide information to the general public.

Construction Contracts

All contracts for facility construction projects shall be approved in accordance with Board Policy (See CF).

Generally, the Board has determined the methods that provide the best value to the College District for construction, repair, rehabilitation, or alteration of a facility are as follows:

- Competitive bidding for major projects.
- Job-order contracts for minor projects.

The Board may authorize a different method of contracting for construction services before advertising for the services if the Board determines that a method, other than those above, is a better value for the College District.

For construction contracts valued at or above \$50,000, the Chancellor shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Chancellor and consistent with law and policy. [See also CF]

Change Orders

Change orders permitted by law shall be approved by the Board or its designee prior to executing any changes in the approved plans or in the actual construction of the facility.

DATE ISSUED: 4/28/2017

LDU 2017.02 CM(LOCAL)-X

FACILITIES CONSTRUCTION

CM (LOCAL)

Project Administration

All construction projects shall be administered by the Chancellor or designee.

The Chancellor or designee shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

The College District shall not make final payments for the construction or the supervision of construction until the work has been completed and the College District has accepted the work.

DATE ISSUED: 4/28/2017 LDU 2017.02 CM(LOCAL)-X ADOPTED:

POLICY ITEM NO. 7.2.d.

TASB Update: Chapter F – Local Policies FEA, FFDB, FI, FKC, FLB, FLBE

The Chancellor recommends that the Board of Trustees take the following actions regarding Board Policy changes proposed in the Texas Association of School Boards' (TASB*) Updates 34-38.

*TASB deletions are shown in red and additions are in blue font. Revisions by the General Counsel appear as strikethroughs in green font and additions are underscored in green. Corresponding page numbers also appear in green herein.

Effective Date: Upon Board Approval

LOCAL POLICY	EXPLANATORY NOTES	PG.
FEA – Financing Education / Financial Aid and Scholarships	Revisions to provisions of FEA (LOCAL), addressing debt management and loan repayment, are recommended to conform with the 2018 edition of the Principles of Accreditation: Foundation for Quality Enhancement published by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The General Counsel has made modifications as denoted in green.	1
FFDB – Anti- Discrimination	Revisions to local policy are recommended to clarify the list of protected characteristics. The General Counsel has made modifications as denoted in green.	3
FI – Solicitations	Revisions to local policy are recommended for consistency with TASB policy style. Additional revisions would at "Permitted Solicitation" would update cross references and add to the list of authorized conduct. The General Counsel has made modifications as denoted in green.	5
FKC – Student Activities / Registered Student Organizations	Would revise local policy to address current law that prohibits denying registration of a student organization based on viewpoint. The General Counsel has made modifications as denoted in green.	8
Existing Policy	Deleted Policy New Policy GC Edits	

FLB – Student Rights and Responsibilities / Student Conduct	Revisions to FLB, addressing student conduct, would add to the list of prohibited activities the use, possession or display of knuckles. The General Counsel has made modifications as denoted in green.	11
FLBE – Student	Revisions would add to local policy prohibited behaviors regarding	21
Conduct /	Alcohol, Controlled Substances, and Paraphernalia; and add as an	
Alcohol and Drug	exception to policy the possession of certain substances. The	
Use	General Counsel has made minor modifications as denoted in green.	

FINANCING EDUCATION FINANCIAL AID AND SCHOLARSHIPS

FEA (LOCAL)

The College District shall offer a comprehensive program of financial aid to eligible College District students. Information regarding available financial aid programs, program requirements, student eligibility, application procedures, and other relevant information shall be published in the College District catalog or other College District publications as appropriate.

Debt Management and Loan Repayment

The College District shall provide information and guidance to help student borrowers understand how to manage their debt and repay their loans.

Financial Aid – Code of Conduct

The College District is committed to observing and promoting the highest ethical conduct in the performance of responsibilities and duties as they relate to all programs of financial aid. This Code of Conduct establishes a set of principles and practices that will set parameters and provide guidance for compliance with all federal and state laws and regulations governing the relationship between the College District colleges and College District personnel and lenders of public and private educational loan products. The College District shall:

- Ensure that its employees maintain the highest level of professionalism, reflecting a commitment to the mission of the College District and to compliance with the terms of participation in federal Title IV student assistance programs.
- 2. Require its employees to agree to adhere to this Code of Conduct as defined in this policy.
- Commit to providing, in accordance with federal administrative capability requirements, sufficient staff to serve students and families, and shall not enter into third-party servicer agreements with educational lenders for additional staff except in extreme, mitigating circumstances (e.g., natural disasters).
- 4. <u>Refrain Prohibit College District colleges</u> from entering into revenue-sharing agreements pertaining to student loans with any student loan provider.
- Prohibit all College District employees from accepting anything of value from any student loan provider that could give the provider any advantage in order to be placed into a preferred lender arrangement.
- Disclose to borrowers the process and criteria by which lenders are selected to participate in a preferred lender arrangement.

DATE ISSUED: <u>12/3/2018</u>4/11/2013 UPDATE 3528 ADOPTED:

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FINANCING EDUCATION FINANCIAL AID AND SCHOLARSHIPS

FEA (LOCAL)

- Disclose, if known, any lenders in preferred lender arrangements that have agreements to sell their loans to other parties.
- Promote collaboration and cooperation among College District offices and <u>campuses colleges</u> involved directly or indirectly in any aspect of student financial aid administration.
- Support the efforts of the office of financial aid to maintain exemplary standards of professional conduct and provide exemplary service to the families and students served by the colleges of the College District.

13. Require all College District employees to disclose to the College District, in such manner as the Chancellor may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid that would constitute a conflict of interest with this Code of Conduct or the ability of the College District colleges to comply with federal and state financial aid regulations.

DATE ISSUED: <u>12/3/2018</u>4/11/2013 UPDATE <u>3528</u> FEA(LOCAL)-X

ADOPTED: ADOP

FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION OTHER PROTECTED CHARACTERISTICS

FFDB (LOCAL)

Note:

This policy addresses complaints of discrimination, harassment, and retaliation based on race, color, national origin, religion, age, or disability targeting students. For legally referenced material relating to this subject matter, see FA(LEGAL). For sexual misconduct, including sex/gender-based discrimination or harassment, targeting students, see FFDA. For discrimination, harassment, and retaliation targeting employees based on race, color, national origin, religion, age, or disability, see DIAB.

Statement of Nondiscrimination

The College District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, national origin, religion, age, disability, sex, sexual orientation, gender, gender identity, gender expression, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Scope

The College District prohibits discrimination, including harassment, in all of its programs and activities, including in its dual credit, early college high school, and charter high school programs. Accordingly, this policy applies to any instance in which a student is alleged to have engaged in discrimination or harassment against any person (e.g., student, employee, or third party such as a visiting athlete or guest speaker), or believes he or she has been subjected to discrimination or harassment.

Definitions

Solely for purposes of this policy, "student" includes former students and applicants for admission to the College District.

Discrimination

For the purposes of this policy, discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, national origin, religion, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student under this policy is defined as physical, verbal, or nonverbal conduct based on a student's race, color, religion, national origin, religion, age, disability, or any other basis prohibited by law when the conduct is so severe, persistent, or pervasive that the conduct limits or denies a student's ability to participate in or benefit from the College District's educational program.

Reporting **Procedures**

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts in accordance with FLD(LOCAL).

DATE ISSUED: 4/27/201810/3/2016 UPDATE 34LDU 2016.07

ADOPTED:

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FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION OTHER PROTECTED CHARACTERISTICS

FFDB (LOCAL)

Any College District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the designated administrator and shall take any other steps as required by the Student Code of Conduct. [See FLB, FM, and FMA]

Complaints involving sexual misconduct, including sex/gender-based discrimination or harassment, shall be handled under FFDA or DIAA (LOCAL) and FFDA or DIAA (REGULATION).

Designated Administrator

"Designated administrator" or DA shall mean an administrator or the officer or officers directly responsible for student affairs in the College District.

ADA / Section 504 Coordinator Each college within the The College District designates an ADA/504 coordinator Coordinator is responsible for coordinating efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

Contact information for the ADA/504 <u>coordinator</u> Coordinator for each college can be found on the <u>College District's website</u>. College <u>District's website</u> at: https://www.dcccd.edu/SS/On-Campus/DisSvs/DisSvsOffices/Pages/default.aspx.

DATE ISSUED: 4/27/201810/3/2016 <u>UPDATE 34LDU 2016.07</u> FFDB(LOCAL)-X

ADOPTED: ADOPTED:

SOLICITATIONS

FI (LOCAL)

"Student Solicitation"

<u>"Student As used in this policy, "student solicitation"</u> shall mean the sale or offer for sale of any property or service, whether for immediate or future delivery, and the receipt of or request for any gift or contribution by a student or registered student organization.

PermittedLimitations on Solicitation

Student solicitation shall be permitted in or on premises owned or controlled by the College District only if the solicitation does not violate a sole-source vendor contract clause and the solicitation is:

- The sale or offer for sale of any newspaper, magazine, or other publication in an area designated in advance by the <u>Vice Chancellor of Student Success (VCSS) or a designee</u> <u>Vice President of Student Services and Activities (VPSSA) or designee</u> for the conduct of such activity;
- The sale or offer for sale of any <u>merchandise</u>, food, or <u>nonal-coholic beverages</u>drink item in an area designated in advance by the <u>VCSS</u> VPSSA or designee for the conduct of such activity;
- The collection of membership fees or dues by registered student organizations at <u>the organizations</u>' meetings <u>of such organizations</u>-scheduled in accordance with <u>College District policy and procedures the college's regulations</u> on use of facilities; [See <u>FLAFLAA</u>]
- 4. The collection of admission fees for the exhibition of movies, performances, or other programs that are sponsored by a student or registered student organization and are-scheduled in accordance with <u>College District policy and procedures on the use of facilities; [See FLA]college regulations; or</u>
- 5. The sale of raffle tickets by a registered student organization that can present to the VCSS VPSSA or designee written evidence from the Internal Revenue Service that the organization has been granted an exemption from taxation under 26 U.S.C. 501(c)(3); Internal Revenue Code.
- 6. The collection of donations by a registered student organization;
- 7. The sale of personal items by students; or
- 8. The sale of items by a registered student organization to its members.

Any solicitations by a registered student organization must be on behalf of or for the benefit of a registered student organization or an organization granted an exemption from taxation under 26 U.S.C. 501(c)(3).

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<u>UPDATE 38LDU 2013.07</u>

FI(LOCAL)-X

SOLICITATIONS FI (LOCAL)

Student solicitation must comply with law and College District policies and procedures. No solicitation shall be conducted on the grounds, sidewalks, or streets of any property either owned or controlled by the College District, except as approved by the VCSS VPSSA or designee.

Time Limit

No student or registered student No organization shall solicit under this policy for more than the time limit established by administrative regulations for a total of 14 days, whether continuous or intermittent, during each fiscal year.

Exception

If approved by the VCSS, solicitation intended to raise funds to respond to a declared disaster or emergency is not subject to the established time limit.

Use of College or College District Name Only authorized students or registered student organizations shall be allowed to sponsor and engage in solicitation and/or <u>fundraising</u> activities under the name of the college or College District. All such activities shall be compatible with the mission and objectives of the <u>college College District</u> and shall be approved by the <u>VCSS VPSSA</u> or designee in accordance with procedures developed for that purpose.

Conduct During Solicitation

Solicitation made pursuant to the terms of this policy must be conducted according to the following:

- The solicitation shall not <u>disrupt or</u> disturb or interfere with the regular academic or institutional programs being conducted in buildings or on property owned or controlled by the College District.
- The solicitation shall not interfere with the free or unimpeded flow of pedestrian and vehicular traffic on sidewalks and streets and at places of ingress and egress to and from buildings owned or controlled by the College District.
- 3. The solicitation shall not harass, <u>threatenembarrass</u>, or intimidate the person or persons being solicited.

Sanctions

If a student or registered student organization is alleged to have violated this policy, the student or organization shall be subject to a reasonable investigation conducted by the <u>VCSS_VPSSA</u> or designee.

If the <u>VCSS</u> VPSSA or designee determines that a solicitation is being conducted in a manner violating this policy, the <u>VCSS</u> VPSSA or designee may prohibit the offending student or registered student organization from soliciting on the campus for such period or periods of time determined to be appropriate.

DATE ISSUED: <u>5/27/2020</u>12/16/2013

<u>UPDATE 38LDU 2</mark>013.07</u> FI(LOCAL)-X

SOLICITATIONS FI (LOCAL)

A student determined to be in violation of this policy shall be subject to disciplinary measures as described in policies FM and FMA. In the case of a registered student organization, the VCSS_VPSSA or designee may revoke the registered status of the organization in accordance with local policy FKC.

DATE ISSUED: 5/27/202012/16/2013 <u>UPDATE 38LDU 2013.07</u> FI(LOCAL)-X ADOPTED:

STUDENT ACTIVITIES REGISTERED STUDENT ORGANIZATIONS

FKC (LOCAL)

An organization in which membership is limited to students, staff, and faculty may become a registered student organization by complying with the registration procedures established by the <u>Vice</u>

<u>Chancellor of Student Success (VCSS) or a designee</u>

<u>President of Student Services and Activities (VPSSA) or designee</u>.

Registered student organizations shall abide by college regulations, College District policies and procedures, rules and regulations, and as well as applicable law. Registered status shall not imply that the college or College District endorses a student organization's opinions and activities.

Registration Required

An eligible group of students shall be entitled to register as a student organization. Approval for registration of an organization on any one campus or center shall be effective College <u>District-wide</u>.

Eligibility

A group shall be eligible for registration if:

- 1. Its membership consists of five or more students.
- 2. It does not deny membership to anyone on the basis of sex, disability, age, color, race, nationality, or religion.
- 3. It has an <u>adviser</u> who is a member of the faculty or the staff.
- 4. It is not under a disciplinary penalty prohibiting registration.
- It conducts its affairs in accordance with college and College District policies, procedures, rules, and regulations; as well as with local, state, and federal laws.
- 6. Its membership is limited only to students, staff, and faculty of the College District college.

Regardless of the above criteria, the College District shall not deny an application for registration based on a political, religious, philosophical, ideological, or academic viewpoint expressed by the organization or any expressive activities of the organization.

Rejection of Application

If the <u>VCSS</u> VPSSA or designee does not approve the application for registration, the VPSSA or designee shall provide the applicant with a copy of a written statement of the reasons for refusal, and the applicant may appeal to the <u>executive vice-chancellor</u> president.

The <u>executive vice-chancellor</u> president may take one of the following actions:

1. Affirm the VCSS VPSSA or designee's decision.

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- Reverse the <u>VCSS</u> VPSSA or designee's decision.
- Appoint a committee to conduct a hearing and report its findings to the applicant and the <u>executive vice-chancellor presi-</u> dent, who shall then take final action.

The executive vice-chancellor's president's decision is final.

Rights and Duties

Each registered student organization shall adopt a written charter, constitution, or other governing document. A copy shall be filed with the <u>campus</u> college.

A registered student organization may conduct meetings, events, performances, and similar activities in accordance with College District facilities use policies and procedures. [See FLA]FLAA] The organization shall not advertise, promote, or represent that an event or activity is associated with the college or College District unless prior approval is obtained in accordance with applicable procedures. [See FK]

A registered student organization may distribute written or printed materials or other visual or auditory materials in accordance with college College District literature distribution policies and procedures. The organization may not represent that visual or auditory materials are sponsored by the college or College District unless prior approval is obtained in accordance with applicable procedures. [See FKA]

In accordance with state law, officers of a registered student organization shall attend a risk management program provided by the <u>College District college</u>.

Required Submissions

Each registered student organization shall submit the following:

- At the beginning of each semester, a complete list of officers or other representatives of the organization who are authorized to receive official notices, directives, or information from the <u>College District college</u>-on behalf of the organization. The list shall be kept current and accurate by the organization.
- At the beginning of each semester, an affidavit stating that the
 organization or group does not, and will not, accept any
 member who is not a student or a member of the faculty or
 staff of the College District.
- 3. A financial statement form supplied by the <u>campus</u> business office to be filed on the first workday of July and January.

Loss of Registration

Upon written notice, a student organization's registered status may be revoked by the VCSS VPSSA or designee if it:

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- 1. No longer meets the eligibility requirements; or
- 2. Violates college or College District policies, and procedures, rules and regulations or local, state, or federal law.

A student organization whose registered status has been revoked may appeal to the <u>executive vice-chancellor president</u>, who may take appropriate action regarding the issue. The <u>executive vice-chancellor's president's</u> decision is final.

A student organization whose registered status has been revoked shall be prohibited from reapplying for registered status for a period described in the revocation notice. The prohibition shall be for a period of not less than four months following the date of the notice and may be permanent. The revocation shall be effective College District-wide Districtwide.

Disciplinary Violations

In addition to the revocation of registered status, violations of college or College District policies, and procedures, rules and regulations or local, state, or federal law shall subject the student organization and its individual members to disciplinary action in accordance with policies FM and FMA.

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Purpose

The Dallas County Community College District exists to serve students and our community stakeholders. Students are important members of the College District environment. Each campus college of the College District supports a positive educational environment designed to encourage student completion. In order to ensure the protection of student rights and the health and safety of the College District college community, as well as to support the efficient operation of College District college programs and services, the College District has established a Student Code of Conduct. The purpose of policies about student conduct and discipline is to provide guidelines for the educational environment of the College District.

The College District views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Every student should know his or her responsibility as a member of the College District community.

Definitions

Definitions to be used in this policy, and at FM(LOCAL) and FMA(LOCAL), are as follows:

- "Designated administrator or DA" shall mean an administrator or the officer or officers directly responsible for student affairs in the College District. [See DNA]
- 2. A "student" shall mean one an individual who is currently enrolled in the College District. This includes credit, noncredit, and dual credit students, regardless of method of delivery. as well as These policies and regulations shall also apply to any prospective or former student who has been accepted for admission or readmission to any component institution while he or she is on the campus of any component institution.
- 3. A "complainant" is the person who makes the allegation or complaint.
- 4. A "respondent" is the person against whom an allegation or complaint is made.
- 5. The "Student Conduct System" includes standards of conduct established to protect the educational mission of the College District while protecting the rights and responsibilities of students. Students who are accused of violating College District standards of conduct may be referred to the "Student Conduct System" for review.

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- 6. "Campus College Title IX coordinator" shall mean the College District employee responsible for administering responsibilities related to and compliance with Title IX of the Education Amendments of 1972. Each campus college within the College District has a designated Title IX coordinator.
- 7. "College District-sponsored activity" means any activity on or off campus that is initiated, aided, authorized, or supervised by the College District.
- A "<u>campus college</u>" or "<u>institution</u>" means the <u>campuses</u> colleges of the Dallas County Community College District.
- "College District premises" means buildings or grounds owned, leased, operated, controlled, or supervised by the College District.
- "Business days" means those days the administrative offices of the College District are open for business purposes—Monday through Friday from 8:00 a.m. to 5:00 p.m., excluding weekends and holidays.
- 11. "Published College District regulation or policy" means standards of conduct or requirements located in the:
 - a. College District catalog;
 - Board policies and administrative procedures as may be set forth in the Dallas County Community College District Board Policy Manual or any amendment thereof;
 - c. Student handbook; or
 - d. Any other official publication of the College District.

As a member of the Dallas County Community College District community, a student is free to take advantage of all of the educational opportunities available and to participate in all extracurricular activities sponsored by the College District for which the student is eligible. Members of the student body enjoy the same rights and privileges guaranteed to them as citizens of the United States and as residents of the state of Texas. They enjoy the same freedoms of speech and peaceable assembly as all citizens. However, by virtue of their membership in the college community, students are under certain legal obligations in the exercise of those freedoms.

Responsibilities

Each student and student organization shall be charged with notice and knowledge of the contents and provisions of the College District's policies, procedures, and regulations concerning student

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conduct, and shall be expected to abide by those policies, procedures, and regulations. In cases of noncompliance with the Student Code of Conduct, the <u>College District college</u> may impose discipline that is consistent with the impact of the offense on the College District community. The College District reserves the right to pursue criminal and/or civil action where warranted. Unfamiliarity with these policies and procedures shall not excuse a violation of the Student Code of Conduct.

Student Code of Conduct Prohibited Behaviors All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. In addition to activities prohibited by law or by other published College District regulations and policies [see policies FLBA, et. seq.], the following types of behavior are expressly prohibited:

- 1. Failure to produce a College District-issued photo identification card when requested by a College District official. The College District shall issue each student a photo identification card at no cost to the student. Students shall visibly wear their College District-issued identification card while on College District property or at any College District-sponsored or related activity. The identification card shall be the property of the College District. Replacement identification cards shall be assessed a fee in accordance with administrative regulations.
- Intentionally causing physical harm to any person on College District property or premises or at College District-sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm.
- 3. Except as may be permitted in any published College District regulations or policies or by applicable state laws, unauthorized use, possession, or storage of any weapon, as described in CHF, on College District property or premises or at College District-sponsored activities. This includes but is not limited to firearms, tasers, stun guns, explosives, location-restricted knives, clubs, knuckles, other prohibited weapons, dangerous chemicals, or improper use of fire extinguishers on College District property or premises.
- Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency on College District property or premises or at College Districtsponsored activities.
- 5. Obstruction or disruption of teaching, lecturing, research, administration, disciplinary procedures, or other authorized activities on College District property or premises. Interference

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with the proper educational functions and the appropriate educational climate of the College District, including aiding and abetting another to breach the peace on College Districtowned or -controlled property or premises, at functions sponsored/supervised by the College District, or off-campus conduct that adversely affects the College District community and/or the pursuit of the objectives. Such activity includes, but is not limited to, behavior in the classroom or instructional program that interferes with the instructor's or presenter's ability to conduct the class or program or the ability of others to benefit from the class or program.

- Intentionally interfering with College District-sponsored activities, including but not limited to, studying, teaching, conducting research, duties of the College District administration, or fire, security, or emergency services.
- 7. Knowingly violating the terms of any disciplinary sanction imposed in accordance with College District policies, regulations, and procedures.
- 8. Intentionally or maliciously furnishing false information to the College District. Forgery, unauthorized alteration, or unauthorized use of any College District document or instrument of identification. Making, possessing, submitting, or using any falsified college document or record; or altering any college document or record, including identification cards. Attempted or actual financial aid fraud or corresponding behaviors that would allow a student to receive monetary benefit for which he or she is not eligible. Altering any College District document or record without permission is expressly prohibited, including, but not limited to, furnishing false personal or student organization registration information, withholding material information from the College District processes or procedures, or any other type of fraudulent act involving documentation provided to or for the College District.
- 9. Sexual misconduct, which includes, but is not limited to, the following offenses: gender-based or sexual discrimination or harassment, nonconsensual sexual intercourse (or attempts to commit same), nonconsensual sexual contact (or attempts to commit same), sexual exploitation, relationship violence, or other conduct that threatens the health and safety of any person on the basis of actual, expressed, or perceived gender identity. In the event of an allegation of sexual misconduct, the DA will coordinate with the <u>campus college</u> Title IX coordinator and the appropriate College District departments to apply the investigative, disciplinary, and disposition procedures

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- governing sexual misconduct as set forth in College District rules and regulations. [See DIA series and FFD series]
- Unauthorized use of computer hardware or software or violation of the College District Technology Resources policy [see CR(LOCAL)].
- 11. Scholastic dishonesty, which shall constitute a violation of these rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but is not limited to, cheating on a test or other coursework as assigned, plagiarism, and collusion.

"Cheating on a test" shall include, but is not limited to:

- All forms of academic dishonesty, including but not limited to cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.
- b. Copying from another student's test paper.
- c. Using test materials not authorized by the person administering the test.
- d. Collaborating with or seeking aid from another student, technological aid, or electronic resource during a test without permission from the test administrator.
- e. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
- f. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- g. Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- h. Bribing another person to obtain an unadministered test or information about an unadministered test.

"Plagiarism," which shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

- "Collusion," which shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
- 12. Intentionally and substantially interfering with the freedom of expression or association of others on College District property or premises or at College District-sponsored activities.

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- 13. Theft of property or of services on College District property or premises or at College District-sponsored activities or being in possession of stolen property on College District property or premises or at College District-sponsored activities. Sale, possession, or misappropriation of any property without the owner's permission is also prohibited.
- 14. Theft, sabotage, destruction, distribution, or other use of the intellectual property of the College District or third parties without permission.
- Intentionally or recklessly destroying or damaging College
 District property or premises or property of others while on
 College District premises or at College District-sponsored activities.
- 16. Failure to comply with the direction of College District employees or officials, including but not limited to, <u>College District</u> college police or campus security/safety officers, and instructors or administrators, acting in performance of their duties. Students are required to produce identification for a college official when asked.
- 17. Violation of published College District regulations or policies. Such regulations or policies include, but are not limited to, those relating to entry and use of College District facilities, use of vehicles and media equipment, campus demonstrations, misuse of identification cards, and all forms of smoking.
- 18. Use, possession, distribution, manufacture, possession for purposes of distribution, or sale of any controlled substance or illegal drug on College District property or premises or at College District-sponsored activities, or being under the influence of marijuana, heroin, or narcotics or other controlled substances or illegal drugs, or alcohol, except as expressly permitted by federal or state law or College District policy or regulations, on College District property, premises, or at College District-sponsored activities.
- 19. Use or possession of an alcoholic beverage on College District property or premises, with the exception of a specific beverage-related course within a College District-sponsored course of study; a course that requires the use of alcohol and is approved by the Texas Commission on Law Enforcement (TCOLE); or any College District-sponsored program or event when service of alcoholic beverages is permitted by College District policy or regulation.

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- 20. Nonpayment or failure to pay any debt owed to the College District with intent to defraud.
 - (Appropriate personnel at the College District location may be designated by College District officials to notify students of dishonored checks, library fines, nonpayment of loans, and similar debts. Such personnel may temporarily block admission or readmission of a student until the matter is resolved. If the matter is not settled within a reasonable time, such personnel shall refer the matter to the DA for appropriate action under this code. Such referral does not prevent or suspend proceeding with other appropriate civil or criminal remedies by College District personnel.)
- 21. Bullying, harassment, and conduct or expression (verbal or written) that threatens or endangers the health or safety of any person. Cyberbullying, which is willful harassment and/or intimidation of a person through the use of digital technologies, including but not limited to, email, blogs, texting, social websites, chat rooms, "sexting," instant messaging, recording another person without his or her consent, and transmitting images of another person without his or her consent.
- 22. Stalking another person, which, for purposes of this Code of Conduct, shall be defined as purposefully engaging in a course of conduct directed at a specific person or persons that the person engaging in such conduct knows or should know would cause a reasonable person to (a) fear for his or her safety or the safety of a third person; or (b) suffer other emotional distress. Cyberstalking, which is engaging in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of email or other digital technologies, directed at or about a specific person, causing emotional distress to that person. "Course of conduct" shall mean two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to, or about, a person, or interferes with a person's property.
- 23. Discrimination, harassment, and offense offensive conduct against any person, student, or staff member on the basis of race, creed, sex, age, marital status, religion, disability, national origin, gender identification, or sexual orientation.

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- 24. Retaliation or retaliatory harassment, which is any adverse action taken against a person because of the person's participation in a complaint or investigation of a complaint.
- 25. Engaging in hazing, which, for the purposes of this Code of Conduct shall be defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition of continued membership in a group organization and/or sport. No student or person associated with or attending Dallas County Community College District or attending a DCCCD college shall commit any act that injures, degrades, or disgraces a member of the College District community. The express or implied consent of the victim shall not be accepted as a defense for violation of this policy. Apathy or acquiescence in the presence of hazing is not a neutral act; each is a violation of the Student Code of Conduct.
- 26. Unauthorized entry in or use of <u>College District college</u> facilities and/or any <u>College District college</u> property or premises, including unauthorized possession, duplication, or use of keys to any <u>College District college</u> property. Unauthorized entry into, presence in or use of <u>College District college</u> facilities, equipment, or property that has not been reserved or accessed through appropriate college officials is prohibited.
- 27. The use of <u>College District college</u> resources to infringe upon copyright laws (print, digital, and internet). This applies to all forms of electronic media, including but not limited to, software, electronic encyclopedias, image files, video files, and sound files.
- 28. Conduct that is indecent or obscene, including:
 - a. The use of any device to capture audio, video, or digital record or photograph of any person while on College District property or premises or at College District college events where there is a reasonable expectation of privacy (i.e., restrooms, locker rooms).
 - b. The storing, sharing, and/or distributing of such unauthorized records by any means.
 - Making obscene remarks, exposing oneself in an indecent manner, urinating or defecating in public, and/or engaging in sexual activities in public places.

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- 29. Violation of federal, state, and local laws. Engaging in conduct that violates any municipal or county ordinance, federal, or state law.
- 30. Misusing, failing to comply with, disrupting, or jeopardizing Code of Conduct procedures, sanctions/interventions, or interfering with Code of Conduct proceedings. Abuse of the Student Conduct System includes, but is not limited to:
 - a. Failure to comply with an order or decision of the Student Conduct officer or hearing committee.
 - b. Falsification, distortion, or misrepresentation of information.
 - c. Disruption or interference with the orderly conduct of a hearing.
 - d. Knowingly filing a false and/or malicious complaint.
 - e. Attempting to influence or discourage an individual's participation in or use of the Student Conduct System.
 - f. Attempting to influence the impartiality of a member of the Student Conduct Committee or the DA prior to, during, and/or after a proceeding.
 - g. Any form of harassment (and/or intimidation) of a member of the Student Conduct Committee or a College District representative prior to, during, and/or after a proceeding.
 - h. Failure to comply with the sanction(s) imposed under the Student Code of Conduct.
 - i. Influencing or attempting to influence another person to violate or otherwise abuse the Student Conduct System.

Discipline

Any student violating this policy shall be subject to disciplinary sanctions including suspension, in accordance with policy. [See FM and FMA] A "violation" means an act or omission that is contrary to a published College District regulation or policy, including but not limited to, any violation of this Student Code of Conduct.

Repeated or aggravated violations of any provision of this code may also result in expulsion or suspension or in the imposition of such lesser penalties as are appropriate.

"Aggravated violation" means a violation that resulted, or could have resulted if foreseeable, in significant damage to persons or

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property or that otherwise posed a substantial threat to the stability and continuance of normal College District-sponsored activities.

The following sanctions may be imposed upon any student found to have violated the Student Code of Conduct:

- 1. Written warning A notice in writing to the student that the student is violating or has violated institutional regulations.
- 2. Probation A designated period of time that includes the probability of more severe disciplinary sanctions if the student is found to have violated any institutional regulation(s) during the probationary period.
- 3. Loss of privilege/restriction Denial of specified privilege or access for a designated period of time.
- Restitution Reimbursement for loss, damage, or injury. This
 may take the form of appropriate service and/or monetary or
 material replacement.
- Discretionary sanctions Work assignments, service to the <u>College District college</u> or community, or other related discretionary assignments. Such assignments must have the prior approval of the vice president of student services.
- Suspension Separation of the student from the <u>College</u>
 <u>District College</u> for a definite period of time after which the
 student is eligible to return. Conditions for readmission may
 be specified.
- 7. Removal from program of study The student may also be subjected to disciplinary procedures set forth by specific programs with specialized admissions requirements.
- 8. Expulsion Permanent suspension of the student from the College District college.

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STUDENT CONDUCT ALCOHOL AND DRUG USE FLBE (LOCAL)

Alcohol

A student shall be prohibited from using, possessing, controlling, manufacturing, transmitting, distributing, selling, or being under the influence of intoxicating beverages in classroom buildings, laboratories, auditoriums, library buildings, museums, faculty and administrative offices, intercollegiate and intramural athletic facilities, and all other public campus areas. With the prior consent of the Board or the Board's designee, the provisions herein may be waived with respect to any specific event that is sponsored by the College District. State law shall be strictly enforced at all times on all property controlled by the College District in regard to the possession and consumption of alcoholic beverages.

Controlled Substances

No student shall possess, use, <u>control, manufacture, transmit, distribute, sell,</u> or attempt to possess, use, <u>control, manufacture, or</u> transmit, <u>distribute, sell</u>, or be under the influence of, any of the following substances on College District premises or off premises at a <u>college or</u> College District-sponsored activity, function, or event:

- Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
- 2. Any abusable glue, aerosol paint, or any other volatile chemical substance for inhalation.
- 3. Any performance-enhancing substance, including steroids.
- 4. Any designer drug.
- 5. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

The transmittal, sale, or attempted sale of what is represented to be any of the above-listed substances shall also be prohibited under this policy.

Exceptions Exception

It shall not be considered a violation of this policy if the A student:

- Uses or possesses a controlled substance or who uses a
 drug authorized by a licensed physician through a prescription
 specifically for that student's use;
- Possesses a controlled substance or drug that a licensed physician has prescribed for the student's child or other individual for whom the student is a legal guardian;
- 3. Cultivates, possesses, transports, or sells hemp as authorized by law; or
- 4. Possesses, sells, or distributes Dextromethorphan.

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STUDENT CONDUCT ALCOHOL AND DRUG USE FLBE (LOCAL)

Paraphernalia

The use, possession, control, manufacture, transmission, distribution, or sale of paraphernalia related shall not be considered to any prohibited substance is prohibited have violated this rule.

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FINANCIAL ITEM NO. 7.3.a.

2021 Schedule for Tax Rate and Budget Adoption as Determined by Texas Property Tax Code Requirements

Tuesday, June 1	Approval of the 2021 Tax Rate Schedule and Budget Adoption by Dallas College (DC) Board.
Friday, July 23	Dallas Central Appraisal District issues Certified Estimate of Value.
Friday, July 23	Notice of Public Hearing on adoption of the budget in newspaper and website published 8 days prior to August 3rd Board meeting.
Friday, July 30	72-hour notice for August 3rd Board meeting at which the budget will be adopted. (Open Meetings Notice)
Tuesday, August 3	Regular Board meeting with agenda to include public hearing and adoption on the DC operating budget for 2021-2022.
Tuesday, August 3	Public hearing and adoption on Richland Collegiate High School (RCHS) budget for 2021-2022.
Tuesday, August 3	Regular Board meeting with agenda item to discuss the proposed tax rate. Take a record vote and schedule public hearings if the proposed tax rate will exceed the No New Revenue tax rate.
Monday, August 9	"Notice of Public Hearing" on tax increase if required (First quarter-page ad published in newspaper and website at least seven
Monday, August 16	72-hour notice for first public hearing on tax rate. (Open Meetings Notice).
Thursday, August 19	First of two public hearings on the tax rate, if required.
Friday, August 20	72-hour notice for the second of two public hearings on tax rate, if required.

Thursday, August 26 Second of two public hearings on the tax rate, if

required. Schedule and announce meeting to adopt tax

rate 3-14 days from this date.

Tuesday, August 31 "Notice of Tax Revenue Increase" if required (quarter-

page ad published in newspaper and website at least seven (7) days before meeting to adopt tax rate).

Friday, September 3 72-hour notice for September 7th Board meeting at

which the tax rate will be adopted. (Open Meetings

Notice)

Tuesday, September Regular Board meeting with agenda to include approval

of resolutions levying ad valorem and debt service tax

rates for 2021-2022.

Background

The calendar for adoption of the tax rate and budget is largely determined by requirements set forth in the Texas Property Tax Code, which was enacted in 1979. The Texas Comptroller of Public Accounts publishes a Truth-in-Taxation Manual each year that includes an up-to-date history of amendments in this code.

The Property Tax Code establishes target dates for many Truth-in-Taxation activities. Although circumstances may force appraisal districts or taxing units to alter their timetables, the target dates provide a framework for activities.

The calendar is published and approved based on current state law but is subject to change should new law go into effect by the start of the next fiscal year.

FINANCIAL ITEM NO. 7.3. b.

Approval of Electrical Easement to ONCOR Delivery Company, LLC at Brookhaven Campus

The Chancellor recommends that authorization be given to approve an agreement with ONCOR Delivery Company, LLC to grant a new electrical easement and right-of-way agreement to construct and maintain new underground duct banks to upgrade their existing electrical service on the Brookhaven Campus.

Background

This proposed easement site will initiate the approval of a new electrical easement and right-of-way agreement with ONCOR Electric Delivery Company, LLC, for Dallas College. The easement agreement will bind ONCOR Electric Delivery Company, LLC, to preserve and protect the College property upon installation of the new underground electrical service. The College will have the right to review, approve design and construction of this work.

Funding Source
Not Applicable

Reviewed By
John Robertson, Chief Financial Officer

Resource Contact
John Robertson, Chief Financial Officer

RICHLAND COLLEGIATE HIGH SCHOOL NO. 7.4.a.

Approval of Dual Credit Courses and Innovative Courses for Richland Collegiate High School

The Chancellor recommends that the Board of Trustees adopts the attached 2021-2022 Dual Credit Crosswalk and innovative course numbers for Richland Collegiate High School (RCHS).

Background

RCHS conducts curriculum reviews when the Texas Education Agency (TEA) makes changes to high school courses in order to ensure that all courses offered by RCHS meet and/or exceed the Texas Essential Knowledge and Skills (TEKS). Updates were made to the RCHS Dual Credit Crosswalk to reflect recent updates and to include additional courses offered by Dallas College.

Approval of the updated RCHS Dual Credit Crosswalk will allow RCHS students to continue to earn dual credit for courses taken at Dallas College that apply to their high school graduation plan.

Effective Date

Upon Board Approval for the 2021-2022 School Year

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
RCHS	College	College	X	X	X	ACNT 1304	Intro Accounting II	13016700	Accounting II
RCHS	College	College	X	X	X	ACNT 1329	Payroll and Business Tax Accounting	13018000	Financial Mathematics
RCHS	College	College	X	X	X	ACNT 1331	Federal Income Tax: Individual	13016900	Statistics and Business Decision Making
RCHS	College	College	X	X	X	ACNT 2303	Intermediate Accounting I	13016800	Financial Analysis
RCHS	College	College	X	X	X	ACNT 2304	Intermediate Accounting II	13016800	Financial Analysis
RCHS	College	College	X	X	X	ACCT 2301	Accounting	13016600	Accounting I
RCHS	College	College	X	X	X	ACCT 2301	Principles of Financial Accounting	13016600	Accounting I
							Principles of Managerial		
RCHS	College	College	X	X	X	ACCT 2302	Accounting	13016700	Accounting II
RCHS	College	College	X	X	X	ACCT 2302	Principles of Managerial Accounting	13016700	Accounting II
RCHS	College	College	X	X	X	ARAB 1411	Beginning Arabic I	03110200	Languages Other Than English Level II-Arabic
RCHS	College	College	X	X	X	ARAB 1412	Beginning Arabic II	03110300	Languages Other Than English Level III –Arabic
RCHS	College	College	X	X	X	ARAB 2311	Intermediate Arabic I	03110400	Languages Other Than English Level IV –Arabic
RCHS	College	College	X	X	X	ARAB 2312	Intermediate Arabic II	03110500	Languages Other Than English Level V –Arabic
RCHS	College	College	X	X	X	ARTC 1302	Digital Imaging I	13008800	Graphic Design and Illustration I
RCHS	College	College	X	X	X	ARTC 1305	Basic Graphic Design	03580500	Digital Art and Animation
RCHS	College	College	X	X	X	ARTC 1317	Design Communication I	03580810	Web Communications
RCHS	College	College	X	X	X	ARTC 1325	Introduction to Computer Graphics	13008800	Graphic Design and Illustration I
RCHS	College	College	X	X	X	ARTC 1353	Computer Illustration	13008800	Graphic Design and Illustration I
RCHS	College	College	X	X	X	ARTC 1359	Visual Design for New Media	03580400	Digital Design and Media Production
RCHS	College	College	X	X	X	ARTC 2317	Typographic Design	13027800	Digital Media
RCHS	College	College	X	X	X	ARTC 2335	Portfolio Development for Graphic Design	13008310	Animation I/Animation I Lab
RCHS	College	College	X	X	X	ARTC 2388	Internship - Commercial and Advertising Art	13008310	Animation I/Animation I Lab

RCHS	College	College	X	X	X	ARTV 1345	3D Modeling	13008400	Animation II
RCHS	College	College	X	X	X	ARTV 2355	Character Rigging and Animation	13009970	Video Game Design
RCHS	College	College	X	X	X	ARTS 1301	Art Appreciation	03500300	Art III
RCHS	College	College	X	X	X	ARTS 1303	Art History I	03500300	Art III
RCHS	College	College	X	X	X	ARTS 1304	Art History II	03500300	Art III
RCHS	College	College	X	X	X	ARTS 1311	Design I	03501210	Art II
RCHS	College	College	X	X	X	ARTS 1312	Design II	03500500	Art II, Drawing I
RCHS	College	College	X	X	X	ARTS 1316	Life Drawing I	03501300	Art III, Drawing II
RCHS	College	College	X	X	X	ARTS 1317	Life Drawing II	03501300	Art III, Drawing II
RCHS	College	College	X	X	X	ARTS 2311	Design III	03502300	Art IV, Drawing III
RCHS	College	College	X	X	X	ARTS 2312	Design IV	03502300	Art IV, Drawing III
RCHS	College	College	X	X	X	ARTS 2316	Painting I	03501400	Art III, Painting II
RCHS	College	College	X	X	X	ARTS 2317	Painting II	03501400	Art III, Painting II
RCHS	College	College	X	X	X	ARTS 2323	Drawing III	03502300	Art IV, Drawing III
RCHS	College	College	X	X	X	ARTS 2324	Drawing IV	03502300	Art IV, Drawing III
RCHS	College	College	X	X	X	ARTS 2326	Sculpture I	03501900	Art III, Sculpture II

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
RCHS	College	College	X	X	X	ARTS 2327	Sculpture II	03501900	Art III, Sculpture II
RCHS	College	College	X	X	X	ARTS 2333	Printmaking I	03501500	Art III, Printmaking II
RCHS	College	College	X	X	X	ARTS 2334	Printmaking II	03501500	Art III, Printmaking II
RCHS	College	College	X	X	X	ARTS 2346	Ceramics I	03501800	Art III, Ceramics II
RCHS	College	College	X	X	X	ARTS 2347	Ceramics II	03501800	Art III, Ceramics II
RCHS	College	College	X	X	X	ARTS 2356	Digital Photography I	03501200	Art II, Photography I
RCHS	College	College	X	X	X	ARTS 2357	Digital Photography II	03501200	Art II, Photography I
RCHS	College	College	X	X	X	ARTS 2366	Watercolor I	03501400	Art III, Painting II
RCHS	College	College	X	X	X	ARTS 2367	Watercolor II	03501400	Art III, Painting II
RCHS	College	College	X	X	X	ARTV 1303	Basic Animation	13008300	Animation I
RCHS	College	College	X	X	X	ARTV 1341	3D Animation I	03580510	3-D Modeling and Animation
RCHS	College	College	X	X	X	ARTV 1351	Digital Video	03580700	Digital Video and Audio Design
RCHS	College	College	X	X	X	BCIS 1305	Business Computer Applications	13011400	Business Information Management I
RCHS	College	College	X	X	X	BCIS 1405	Business Computer Applications	13011400	Business Information Management I
RCHS	College	College	X	X	X	BIOL 1322	Nutrition and Diet Therapy	13024500	Lifetime Nutrition and Wellness
RCHS	College	College	X	X	X	BIOL 1406	Biology for Science Majors I	13037200	Scientific Research and Design
RCHS	College	College	X	X	X	BIOL 1406	Biology for Science Majors I	13037210	Scientific Research and Design II
RCHS	College	College	X	X	X	BIOL 1406	Biology for Science Majors I	13037220	Scientific Research and Design III
RCHS	College	College	X	X	X	BIOL 1407	Biology for Science Majors II	13037200	Scientific Research and Design
RCHS	College	College	X	X	X	BIOL 1407	Biology for Science Majors II	13037210	Scientific Research and Design II
RCHS	College	College	X	X	X	BIOL 1407	Biology for Science Majors II	13037220	Scientific Research and Design III
RCHS	College	College	X	X	X	BIOL 1408	Majors I	03010200	Biology
RCHS	College	College	X	X	X	BIOL 1409	Majors I	03010200	Biology
RCHS	College	College	X	X	X	BIOL 2401	Anatomy & Physiology I	13020600	Anatomy and Physiology
RCHS	College	College	X	X	X	BIOL 2401	Anatomy and Physiology I	13020300	Medical Terminology
RCHS	College	College	X	X	X	BIOL 2401	Anatomy and Physiology I	13020600	Anatomy and Physiology
RCHS	College	College	X	X	X	BIOL 2402	Anatomy & Physiology II	13020600	Anatomy and Physiology
RCHS	College	College	X	X	X	BIOL 2402	Anatomy and Physiology II	13020300	Medical Terminology
RCHS	College	College	X	X	X	BIOL 2402	Anatomy and Physiology II	13020600	Anatomy and Physiology
RCHS	College	College	X	X	X	BIOL 2420	Micro for Non-Science	13020700	Medical Microbiology

							Microbiology for Non-Science		
RCHS	College	College	X	X	X	BIOL 2420	Majors	13020700	Medical Microbiology
RCHS	College	College	X	X	X	BIOL 2421	Micro for Science Majors	13020700	Medical Microbiology
RCHS	College	College	X	X	X	BIOL 2421	Majors	13020700	Medical Microbiology

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
RCHS	College	College	X	X	X	BMGT 1327	Principles of Management	13012100	Business Management
RCHS	College	College	X	X	X	BMGT 1301	Supervision	13012100	Business Management
RCHS	College	College	X	X	X	BUSI 1301	Business Principles	13011200	Principles of Business, Marketing, and Finance
RCHS	College	College	X	X	X	BUSI 1307	Personal Finance	03380082	Personal Financial Literacy
RCHS	College	College	X	X	X	BUSI 1307	Personal Finance	13016200	Money Matters
RCHS	College	College	X	X	X	BUSI 1307	Personal Finance	13016300	Banking and Financial Services
RCHS	College	College	X	X	X	BUSI 1307	Personal Finance	13016400	Securities and Investments
RCHS	College	College	X	X	X	BUSI 2301	Business Law	13011700	Business Law
RCHS	College	College	X	X	X	BUSI 2305	Business Stats	13016900	Statistics and Business Decision Making
RCHS	College	College	X	X	X	BUSG 2309	Small Business Management/Entrepreneurship	13034400	Entrepreneurship
RCHS	College	College	X	X	X	CCIZ	College and Career	N1200054	Path College Career IV
RCHS	College	College	X	X	X	CCIZ	College Transitions	N1290050	College Transition
RCHS	College	College	X	X	X	CCIZ	College and Career	N1290053	Path College Career III
RCHS	College	College	X	X	X	CCIZ 3000	Critical Thinking/Reading	N1290052	Path College Career II
RCHS	College	College	X	X	X	CCIZ 3000	Research Methods	N1290052	Path College Career II
RCHS	College	College	X	X	X	CCIZ 3000	Practicum	13037400	Practicum in Science, Technology, Engineering, and Mathematics
RCHS	College	College	X	X	X	CCIZ 3000	Practicum	13037410	Practicum in Science, Technology, Engineering, and Mathematics II
RCHS	College	College	X	X	X	CCIZ 3000	Critical Thinking/Reading	N1290051	Path College Career I
RCHS	College	College	X	X	X	CCIZ 3000	Research Methods	N1290051	Path College Career I
RCHS	College	College	X	X	X	CCIZ 3000	(Capstone)	12701500	Project-Based Research
RCHS	College	College	X	X	X	CCIZ 3000	Problems and Solutions II (Capstone)	12701510	Project-Based Research II
RCHS	College	College	X	X	X	CCIZ 3000	(Capstone)	N1110030	Strategic Learning for High School Math
RCHS	College	College	X	X	X	CDEC 1303	Families, School and Community	13024900	Family and Community Services
RCHS	College	College	X	X	X	CDEC 1319	Child Guidance	13024800	Child Guidance

						CDEC 1354	Child Growth and	13024800	Child Guidance
RCHS	College	College	X	X	X		Development		
RCHS	College	College	X	X	X	CETT 1403	DC Circuits	13036800	AC/DC Electronics
RCHS	College	College	X	X	X	CETT 1405	AC Circuits	13036800	AC/DC Electronics
RCHS	College	College	X	X	X	CETT 1425	Digital Fundamental	13037600	Digital Electronics
RCHS	College	College	X	X	X	CHEM 1405	Intro to Chemistry I	03040000	Chemistry
RCHS	College	College	X	X	X	CHEM 1411	General Chemistry	03040000	Chemistry
RCHS	College	College	X	X	X	CHEM 1411	General Chemistry I	13037200	Scientific Research and Design
RCHS	College	College	X	X	X	CHEM 1411	General Chemistry I	13037210	Scientific Research and Design II
RCHS	College	College	X	X	X	CHEM 1411	General Chemistry I	13037220	Scientific Research and Design III
RCHS	College	College	X	X	X	CHEM 1412	General Chemistry	03040000	Chemistry
RCHS	College	College	X	X	X	CHEM 1412	General Chemistry II	13037200	Scientific Research and Design
RCHS	College	College	X	X	X	CHEM 1412	General Chemistry II	13037210	Scientific Research and Design II

Regular

06/01/21 Regular Meeting

Name of High School	Location Taught	Faculty	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
	(College and/or HS)	(College or HS)							
RCHS	College	College	X	X	X	CHEM 1412	General Chemistry II	13037220	Scientific Research and Design III
RCHS	College	College	X	X	X	CHIN 1411	Beginning Chinese I	03490200	Languages Other Than English Level II – Chinese
RCHS	College	College	X	X	X	CHIN 1412	Beginning Chinese II	03490300	Languages Other Than English Level III – Chinese
RCHS	College	College	X	X	X	CHIN 2311	Intermediate Chinese I	03490400	Languages Other Than English Level IV– Chinese
RCHS	College	College	X	X	X	CHIN 2312	Intermediate Chinese II	03490500	Languages Other Than English Level V– Chinese
RCHS	College	College	X	X	X	COMM 1307	Intro to Mass Communication	13008200	Principles of Arts, Audio/Video Technology, and Communications
RCHS	College	College	X	X	X	COMM 1316	News Photography I	03230800	Photojournalism
RCHS	College	College	X	X	X	COMM 1336	TV Production I	03231000	Independent Study in Journalism
RCHS	College	College	X	X	X		TV Production I	03231900	Advanced Broadcast Journalism I
RCHS	College	College	X	X	X	COMM 1337	TV Production II	03231901	Advanced Broadcast Journalism II
RCHS	College	College	X	X	X	COMM 2303	Audio Production	13008500	Audio/Video Production I
RCHS	College	College	X	X	X		Editing and Layout	03230160	Advanced Journalism: Newspaper III
RCHS	College	College	X	X	X		News Gathering & Writing I	03230100	Journalism
RCHS	College	College	X	X	X		News Gathering & Writing I	03230140	Advanced Journalism: Newspaper I
RCHS	College	College	X	X	X		News Gathering & Writing II	03230150	Advanced Journalism: Newspaper II
RCHS	College	College	X	X	X		Practicum in Electronic Media	03231000	Independent Study in Journalism
RCHS	College	College	X	X	X		Practicum in Electronic Media	03230110	Advanced Journalism: Yearbook I
RCHS	College	College		X	X		Introduction to Advertising	13034200	Advertising
RCHS	College	College	X	X	X	COMM 2330		13009900	Professional Communications
RCHS	College	College	X	X	X		Radio/TV News	03231902	Advanced Broadcast Journalism III
RCHS	College	College	X	X	X		Academic Cooperative	03231901	Independent Study in Journalism
RCHS	College	College	X	X	X		Academic Cooperative	03230120	Advanced Journalism: Yearbook II
RCHS	College	College	X	X	X	COSC 1301	Introduction to Computing	03580140	Fundamentals of Computer Science
RCHS	College	College	X	X	X	COSC 1301	Introduction to Computing	13027200	Principles of Information Technology
RCHS	College	College	X	X	X	COSC 1436	Programming Fundamentals I	03580200	Computer Science I
RCHS	College	College	X	X	X	COSC 1437	Programming Fundamentals II	03580300	Computer Science II

Name of	Location	Faculty	Fall Term	Spring	Summer	Dallas	Dallas College Course Title	ISD/Private	ISD/Private Course Title
High	Taught	lacuity		Term	Term	College	Danas conege course True	Course #	15D/111vate Course Title
School	lg			2 4 1 1 1 1		Course #		Course	
	(College	(College							
	and/or	or HS)							
	HS)								
RCHS	College	College	X	X	X	COSC 2436	Programming Fundamentals III	03580350	Computer Science III
RCHS	College	College	X	X	X	CRIJ 1310	Fundamentals of Criminal Law	13029200	Principles of Law, Public Safety, Corrections, and Security
RCHS	College	College	X	X	X	CRIJ 1301	Introduction to Criminal Justice	13029300	Law Enforcement I
RCHS	College	College	X	X	X	CRIJ 1307	Crime in America	13029300	Law Enforcement I
RCHS	College	College	X	X	X	CRIJ 2313	Community Resources in Corrections	13029400	Law Enforcement II
RCHS	College	College	X	X	X	CRIJ 2328	Police Systems and Practices	13029400	Law Enforcement II
RCHS	College	College	X	X	X	CRIJ 2314	Criminal Investigation	13029500	Forensic Science
RCHS	College	College	X	X	X	CRIJ 2323	Legal Aspects of Law Enforcement	13029500	Forensic Science
RCHS	College	College	X	X	X	CRIJ 2314	Criminal Investigation	13029550	Criminal Investigation
RCHS	College	College	X	X	X	CRIJ 2323	Legal Aspects of Law Enforcement	13029550	Criminal Investigation
RCHS	College	College	X	X	X	CRIJ 1306	Court Systems and Practices	13029600	Court Systems and Practices
									Dance II, Dance
RCHS	College	College	X	X	X	DANC 1101	Composition I	03832600	Composition/Improvisation II
RCHS	College	College	X	X	X	DANC 1110	Tap I	03831700	Dance I, Tap I
RCHS	College	College	X	X	X	DANC 1111	Tap II	03831800	Dance II, Tap II
RCHS	College	College	X	X	X	DANC 1305	World Dance	3832100	Dance I, World Dance Forms I
RCHS	College	College	X	X	X	DANC 1341	Ballet I	03830500	Dance I, Ballet I
RCHS	College	College	X	X	X	DANC 1342	Ballet II	03830600	Dance II, Ballet II
RCHS	College	College	X	X	X	DANC 1345	Modern I	03830900	Dance I, Modern Contemporary I
RCHS	College	College	X	X	X	DANC 1346	Modern II	03831000	Dance II, Modern Contemporary II
RCHS	College	College	X	X	X	DANC 1347	Jazz I	03831300	Dance I, Jazz II
RCHS	College	College	X	X	X	DANC 1247	Jazz II	3831400	Dance II, Jazz II
RCHS	College	College	X	X	X	DANC 1348	Jazz II	03831400	Dance II, Jazz II
RCHS	College	College	X	X	X		Performance I	03833300	Dance I, Performance Ensemble I
RCHS	College	College	X	X	X	DANC 1352	Performance II	03833400	Dance II, Performance Ensemble II
RCHS	College	College	X	X	X	DANC 2110	-	03831900	Dance III, Tap III
RCHS	College	College	X	X	X		Dance Appreciation	03834700	Dance III, Dance History I
RCHS	College	College	X	X	X		Ballet III	03830700	Dance III, Ballet III
RCHS	College	College	X	X	X	DANC 2342	Ballet IV	03830800	Dance IV, Ballet IV

RCHS	College	College	X	X	X	DANC 2345	Modern III	03831100	Dance III, Modern Contemporary III
RCHS	Conege	Conege	71	11	Λ	D/111C 2545	Wodelli III	03031100	Bance III, Wodern Contemporary III
RCHS	College	College	X	X	X	DANC 2346	Modern IV	03831200	Dance IV, Modern Contemporary IV
RCHS	College	College	X	X	X	DANC 2247	Jazz III	03831500	Dance III, Jazz III
RCHS	College	College	X	X	X	DANC 2348	Jazz IV	03831600	Dance IV, Jazz IV
RCHS	College	College	X	X	X	DANC 2351	Performance III	03833500	Dance III, Performance Ensemble III
RCHS	College	College	X	X	X	DANC 2352	Performance IV	03833600	Dance IV, Performance Ensemble IV
RCHS	College	College	X	X	X	DCLS 0100	Strategic Learning for High School Mathematics	N1110030	Strategic Learning for High School Math
RCHS	College	College	X	X	X	DCLS 0100	College Prep	N1290052	Path College Career II
RCHS	College	College	X	X	X	DFTG 1309	Basic Computer-Aided Drafting	13036500	Engineering Design and Presentation I

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RCHS	College	College	X	X	X	DFTG 1309	Drafting	13037000	Robotics I
RCHS	College	College	X	X	X	DFTG 1309	Drafting	13004600	Architectural Design I
RCHS	College	College	X	X	X	DFTG 1309/1409	Basic Computer-Aided Drafting	N1303769	Introduction to Computer Aided Design and Drafting
RCHS	College	College	X	X	X	DFGT 1325	Blueprint Reading and Sketching	N1303684	Blueprint Reading for Manufacturing Applications
RCHS	College	College	X	X	X	DFTG 1345	Parametric Modeling and Design	13036600	Engineering Design and Presentation II
RCHS	College	College	X	X	X	DFTG 1409	Basic Computer-Aided Drafting	13037050	Robotics II
RCHS	College	College	X	X	X	DFTG 2319	Intermediate Computer Aided Drafting	N1303770	Intermediate Computer Aided Design and Drafting
RCHS	College	College	X	X	X	DFTG 2332	Advanced Computer-Aided Drafting	13036500	Engineering Design and Presentation I
RCHS	College	College	X	X	X	DFTG 2335	Mechanical Design and Drafting	13036600	Engineering Design and Presentation II
RCHS	College	College	X	X	X	DFTG 2440	Solid Modeling/Design	13036600	Engineering Design and Presentation II
RCHS	College	College	X	X	X	DIRW 0310	Developmental Writing	03221300	Practical Writing Skills
RCHS	College	College	X	X	X	DMAT 0305	Developmental Mathematics	03100500	Algebra I
RCHS	College	College	X	X	X	DMAT 0305	Developmental Mathematics	84100090	Local Credit Mathematics
RCHS	College	College	X	X	X	DMAT 0310	Developmental Mathematics	03100600	Local Credit Mathematics
RCHS	College	College	X	X	X	DMAT 0310	Intermediate Algebra	03100600	Algebra II
RCHS	College	College	X	X	X	DRAM 1121	Demonstration Lab	03250900	Theatre III, Theatre Production III
RCHS	College	College	X	X	X	DRAM 1220	Practicum I	03250100	Theatre I, Theatre Arts I
RCHS	College	College	X	X	X	DRAM 1220	Practicum I	03250200	Theatre II, Theatre Arts II
RCHS	College	College	X	X	X	DRAM 1220	Practicum I	03250600	Technical Theatre II
RCHS	College	College	X	X	X	DRAM 1221	Practicum II	03250300	Theatre III, Theatre Arts III
RCHS	College	College	X	X	X	DRAM 1221	Practicum II	03251100	Technical Theatre III
RCHS	College	College	X	X	X		Intro to Theatre	03250100	Theatre I, Theatre Arts I
RCHS	College	College	X	X	X	DRAM 1323	Basic Theatre Practice	03250400	Theatre IV, Theatre Arts IV
RCHS	College	College	X	X	X	DRAM 1330	Stagecraft I	03250600	Technical Theatre II
RCHS	College	College	X	X	X	DRAM 1341	Makeup for Stage	03250200	Technical Theatre IV

RCHS	College	College	X	X	X	DRAM 1351	Acting I	03250200	Theatre II, Theatre Arts II
RCHS	College	College	X	X	X	DRAM 1352	Acting II	03250300	Theatre III, Theatre Arts III
RCHS	College	College	X	X	X	DRAM 2220	Practicum III	03250400	Theatre IV, Theatre Arts IV
RCHS	College	College	X	X	X	DRAM 2220	Practicum III	03250200	Technical Theatre IV
RCHS	College	College	X	X	X	DRAM 2331	Stagecraft II	03251100	Technical Theatre III
RCHS	College	College	X	X	X	DRAM 2336	Theatre	03251000	Theatre IV, Theatre Production IV
RCHS	College	College	X	X	X	DRAM 2351	Acting III	03250400	Theatre IV, Theatre Arts IV
RCHS	College	College	X	X	X	DRAM 2374	Lighting Design	013251200	Technical Theatre IV

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
							Developmental Reading, ESL		
RCHS	College	College	X	X	X	DREA 0305	Support Class	03270800	Reading II
RCHS	College	College	X	X	X	DWRI 0305	Developmental Writing	03221300	Practical Writing Skills
RCHS	College	College	X	X	X	DWRI 0310	College Prep	N1290051	Path College Career I
RCHS	College	College	X	X	X	ECON 2301	Micro Economics I	03310300	Economics with Emphasis on the Free Enterprise System and Its Benefits
RCHS	College	College	X	X	X	ECON 2302	Micro Economics II	03310301	Economics Advanced Studies
RCHS	College	College	X	X	X	EDUC 1300	Learning Framework	N1290052	Path College Career II
RCHS	College	College	X	X	X	EDUC 1301	Introduction to the Teaching Profession	13014200	Principles of Education and Training
RCHS	College	College	X	X	X	EDUC 1301	Introduction to the Teaching Profession	13014400	Instructional Practices
RCHS	College	College	X	X	X	EDUC 2301	Populations	13014400	Instructional Practices
RCHS	College	College	X	X	X	EDUC 2301	Introduction to Special Populations	13014500	Practicum in Education and Training (First Time Taken)
RCHS	College	College	X	X	X	ENGL 1301	Composition I	03220300	English III
RCHS	College	College	X	X	X	ENGL 1301	Composition I	03221800	Independent Study in English
RCHS	College	College	X	X	X	ENGL 1302	Composition II	03220300	English III
RCHS	College	College	X	X	X	ENGL 1302	Composition II	03221800	Independent Study in English
RCHS	College	College	X	X	X	ENGL 2307	Creative Writing	03221200	Creative Writing
RCHS	College	College	X	X	X	ENGL 2311	Technical & Business Writing	03221100	Research & Technical Writing
RCHS	College	College	X	X	X	ENGL 2321	British Literature	03220400	English IV
RCHS	College	College	X	X	X	ENGL 2322	British Literature I	03221500	Literary Genres
RCHS	College	College	X	X	X	ENGL 2323	British Literature II	03221500	Literary Genres
RCHS	College	College	X	X	X	ENGL 2326	American Literature	03220400	English IV
RCHS	College	College	X	X	X	ENGL 2327	American Literature I	03221500	Literary Genres
RCHS	College	College	X	X	X	ENGL 2328	American Literature II	03221500	Literary Genres
RCHS	College	College	X	X	X	ENGL 2331	World Literature	03220400	English IV
RCHS	College	College	X	X	X	ENGL 2332	World Literature	03221500	Literary Genres
RCHS	College	College	X	X	X	ENGL 2333	World Literature II	03221500	Literary Genres
RCHS	College	College	X	X	X	ENGL 2341	Forms of Literature	03221500	Literary Genres
RCHS	College	College	X	X	X	ENGL 2342	Forms of Literature I	03221500	Literary Genres

RCHS	College	College	X	X	X	ENGL 2343	Forms of Literature II	03221500	Literary Genres

Name of High	Location Taught	Faculty	Fall Term	Spring Term	Summer Term	Dallas College	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
School	(College	(College				Course #			
	and/or HS)	or HS)							
RCHS	College	College	X	X	X	ENGR 1201	Statics	13036200	Principles of Applied Engineering
RCHS	College	College	X	X	X	ENGR 2301	Engineering Mechanics I	13036700	Engineering Mathematics
RCHS	College	College	X	X	X	ENGR 2301	Statics	13036700	Engineering Mathematics
RCHS	College	College	X	X	X	ENGR 2302	Dynamics	13036700	Engineering Mathematics
RCHS	College	College	X	X	X	ENGR 2304	Programming for Engineers	13037300	Engineering Design and Problem Solving
RCHS	College	College	X	X	X	ENGR 2304	Programming for Engineers	13036500	Engineering Design and Presentation I
RCHS	College	College	X	X	X	ENGR 2306	Programming for Engineers	13037300	Engineering Design and Problem Solving
RCHS	College	College	X	X	X	ENGR 2306	Introduction to Digital Systems		Engineering Design and Presentation I
RCHS	College	College	X	X	X	ENGR 2308	Engineering Economics	13037500	Engineering Science
							Circuits I for Engineering		
RCHS	College	College	X	X	X	ENGT 1401	Technology	13036800	AC/DC Electronics
							Circuits II for Engineering		
RCHS	College	College	X	X	X	ENGT 1402	Technology	13036800	AC/DC Electronics
RCHS	College	College	X	X	X	ENGT 1407	Digital Fundamentals	13036800	AC/DC Electronics
RCHS	College	College	X	X	X	ENVR 1401	Environmental Science I	03020000	Environmental Systems
RCHS	College	College	X	X	X	FREN 1411	Beginning French	03410200	Languages Other Than English Level II – French
RCHS	College	College	X	X	X	FREN 1412	Beginning French II	03410300	Languages Other Than English Level III – French
RCHS	College	College	X	X	X	FREN 2311	Intermediate French I	03410400	Languages Other Than English Level IV – French
RCHS	College	College	X	X	X	FREN 2312	Intermediate French II	03410500	Languages Other Than English Level V – French
						GAME 1302	Interactive Storyboarding	N1300995	Advanced Video Game
RCHS	College	College	X	X	X				Programming
RCHS	College	College	X	X	X		Game and Simulation Programming	03580380	Game Programming and Design
RCHS	College	College	X	X	X	GAME 1370	1	13008400	Animation II
RCHS	College	College	X	X	X	GAME 1371	Motion Capture	3580510	3-D Modeling and Animation

RCHS	College	College	X	X	X	GAME 1372	Visual Effects for Video Games I	N1300994	Video Game Programming
RCHS	College	College	X	X	X		Internship-Animation, Interactive Technology, Video Graphics & Special Effects	13008455	Practicum in Animation/Extended Practicum in Animation (First Time Taken)
RCHS	College	College	X	X	X	GAME 2308	Portfolio for Game Development	13008455	Practicum in Animation/Extended Practicum in Animation (First Time Taken)
RCHS	College	College	X	X	X	GEOL 1401	Earth Science I	03060200	Earth and Space Science
RCHS	College	College	X	X	X	GEOL 1402	Earth Science II	03060200	Earth and Space Science
RCHS	College	College	X	X	X	GEOL 1403	Physical Geology	03060200	Earth and Space Science

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
RCHS	College	College	X	X	X	GEOL 1404	History of Geology	03060200	Earth and Space Science
	8	8					, 3,		Languages Other Than English Level
RCHS	College	College	X	X	X	GERM 1411	Beginning German I	03420200	II – German
RCHS	College	College	X	X	X	GERM 1412	Beginning German II	03420300	Languages Other Than English Level III – German
RCHS	College	College	X	X	X	GERM 2311	Intermediate German I	03420400	Languages Other Than English Level IV – German
RCHS	College	College	X	X	X		Intermediate German II	03420500	Languages Other Than English Level V – German
RCHS	College	College	X	X	X	GISC 1421	Introduction to Raster-Based Geographic Information Systems (GIS)	N1302806	Raster Based Geographic Information Systems
RCHS	College	College	X	X	X	GISC 2311	Geographic Information Systems (GIS) Applications	N1302807	Spatial Technology and Remote Sensing
RCHS	College	College	X	X	X	GOVT 2305	Federal Government	03330100	United States Government
RCHS	College	College	X	X	X	GOVT 2306	Texas Government	03380002	Special Topics in Social Studies
RCHS	College	College	X	X	X	GOVT 2306	Texas Government	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	GOVT 2306	Texas Government	03380042	Special Topics in Social Studies IV
RCHS	College	College	X	X	X	HIST 1301	History I	03340100	United States History Studies Since 1877
RCHS	College	College	X	X	X	HIST 1302	History II	03340100	United States History Studies Since 1877
RCHS	College	College	X	X	X	HIST 2321	World Civilizations	03340400	World History Studies
RCHS	College	College	X	X	X	HIST 2322	World Civilizations	03340400	World History Studies
RCHS	College	College		X	X	HIST 2381	African American History	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	HIST 2381	African American History	03380042	Special Topics in Social Studies IV
RCHS	College	College	X	X	X	HRPO 2301	Human Resource Mgmt	13011900	Human Resources Management
RCHS	College	College	X	X	X	HPRS 1202	Wellness and Health Promotion		Scientific Research and Design
RCHS	College	College	X	X	X	HPRS 1202	Wellness and Health Promotion	13020400	Health Science Theory
RCHS	College	College	X	X	X	HPRS	Introduction to Health Professions	13020200	Principles of Health Science
RCHS	College	College	X	X	X	HPRS 2201	Pathophysiology	13020800	Pathophysiology
RCHS	College	College	X	X	X	HPRS 2302	Medical Terminology	13020300	Medical Terminology

RCHS	College	College	X	X	X	HPRS 2231	General Health Professions Management	13020300	Medical Terminology
RCHS	College	College	X	X	X	HUMA 1315	Fine Arts Appreciation	03221600	Humanities
RCHS	College	College	X	X	X	HUMA 1315	Fine Arts Appreciation	03221610	Humanities (Second Time Taken)
RCHS	College	College	X	X	X	IBUS 1305	Introduction to International Business and Trade	13011800	Global Business
RCHS	College	College	X	X	X	IBUS 2339	International Banking and Trade Finance	13016300	Banking and Financial Services
RCHS	College	College	X	X	X	IMED 1301	Introduction to Digital Media	13008500	Audio/Video Production I
RCHS	College	College	X	X	X	IMED 1301	Introduction to Digital Media	13027800	Digital Media
RCHS	College	College	X	X	X	IMED 1316	Web Design I	03580820	Web Design
RCHS	College	College	X	X	X	IMED 1345	Interactive Digital Media I	03580830	Web Game Development

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
RCHS	College	College	X	X	X	INMT 1319	Manufacturing Processes	13032200	Principles of Manufacturing
RCHS	College	College	X	X	X	ITCC 1414	CCNA 1: Introduction to Networks	N1302803	Internetworking Technologies I (Cisco)
RCHS	College	College	X	X	X	ITCC 1440	CCNA 2: Routing and Switching Essentials	N1302803	Internetworking Technologies I (Cisco)
RCHS	College	College	X	X	X	ITCC 2412	CCNA 3: Scaling Networks	N1302804	Internetworking Technologies II (Cisco)
RCHS	College	College	X	X	X	ITCC 2413	CCNA 4: Connecting Networks	N1302804	Internetworking Technologies II (Cisco)
RCHS	College	College	X	X	X	ITSC 1191	Special Topics	3580900	Independent Study In Technology Applications (First Time Taken)
RCHS	College	College	X	X	X	ITSC 1405	Introduction to PC Operating Systems	13027310	Computer Maintenance/Computer Maintenance Lab
RCHS	College	College	X	X	X	ITSC 1425	Personal Computer Hardware	13027310	Computer Maintenance/Computer Maintenance Lab
RCHS	College	College	X	X	X	ITSC 1425	Personal Computer Hardware	13027300	Computer Maintenance
RCHS	College	College	X	X	X	ITSC 2439	Personal Computer Help Desk Support	13027300	Computer Maintenance
RCHS	College	College	X	X	X	ITNW 1425	Fundamentals of Networking Technologies	13027400	Networking
RCHS	College	College	X	X	X	ITNW 1458	Network+	13027400	Networking
RCHS	College	College	X	X	X	ITNW 1492	Special Topics in Computer Systems Networking and Telecommunications	13027410	Networking/Networking Lab
RCHS	College	College	X	X	X	ITSE 1301	Web Design Tools	3580820	Web Design
RCHS	College	College	X	X	X	ITSE 1430	Introduction to C# Programming	N1302812	Introduction to C# Programming Applications
RCHS	College	College	X	X	X	ITSE 2310	iOS Application Programming	03580390	Mobile Application Development
RCHS	College	College	X	X	X	ITSE 2438	C# Database Development with ADO.NET	N1302812	Introduction to C# Programming Applications
RCHS	College	College	X	X	X	ITSW-1410	Introduction to Presentation Graphics Software	3580400	Digital Design and Media Production
RCHS	College	College	X	X	X	ITSW-1410	Introduction to Presentation Graphics Software	13027800	Digital Media
RCHS	College	College	X	X	X	ITSY 1400	Fundamentals of Information Security	3581000	Independent Study In Technology Applications (Second Time Taken)
RCHS	College	College	X	X	X	ITSY 2443	Computer System Forensics	3581100	Independent Study In Technology

									Applications (Third Time Taken)
									Languages Other Than English Level
RCHS	College	College	X	X	X	JAPN 1411	Beginning Japanese I	03120200	II–Japanese
									Languages Other Than English Level
RCHS	College	College	X	X	X	JAPN 1412	Beginning Japanese II	03120300	III-Japanese
									Languages Other Than English Level
RCHS	College	College	X	X	X	JAPN 2311	Intermediate Japanese I	03120400	IV-Japanese
									Languages Other Than English Level
RCHS	College	College	X	X	X	JAPN 2312	Intermediate Japanese II	03120500	V– Japanese
RCHS	College	College	X	X	X	MATH 1314	College Algebra	03102500	Independent Study In Mathematics
RCHS	College	College	X	X	X		College Algebra	03102501	Independent Study In Mathematics II
RCHS	College	College	X	X	X	MATH 1316	Plane Trigonometry	03102500	Independent Study In Mathematics
RCHS	College	College	X	X	X	MATH 1316	Plane Trigonometry	03102501	Independent Study In Mathematics II
RCHS	College	College	X	X	X	MATH 1324	Economics	03102500	Independent Study In Mathematics
							Math for Business &		
RCHS	College	College	X	X	X	MATH 1324	Economics	03102501	Independent Study In Mathematics II
RCHS	College	College	X	X	X	MATH 1325	Applications	03102500	Independent Study In Mathematics
							Business Calculus &		
RCHS	College	College	X	X	X	MATH 1325	Applications	03102501	Independent Study In Mathematics II
RCHS	College	College	X	X	X	MATH 1332	College Mathematics I	03102500	Independent Study In Mathematics
RCHS	College	College	X	X	X	MATH 1332	College Mathematics I	03102501	Independent Study In Mathematics II
RCHS	College	College	X	X	X	MATH 1342	Introductory Statistics	03102500	Independent Study In Mathematics
RCHS	College	College	X	X	X	MATH 1342	Statistics	03102501	Independent Study In Mathematics II
RCHS	College	College	X	X	X	MATH 1342	Statistics	03102530	Statistics
RCHS	College	College	X	X	X	MATH 1350	Mathematics for Teachers I	03102400	Math Models with Applications
RCHS	College	College	X	X	X	MATH 1351	Mathematics for Teachers II	03102400	Math Models with Applications

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
									Discrete Mathematics for Computer
RCHS	College	College	X	X	X	MATH 2305	Discrete Math	03580370	Science
RCHS	College	College	X	X	X	MATH 2305	Discrete Math	03102502	Independent Study in Mathematics III
RCHS	College	College	X	X	X	MATH 2412		03102501	Independent Study In Mathematics II
RCHS	College	College	X	X	X	MATH 2412	PreCalculus	03101100	Precalculus
RCHS	College	College	X	X	X	MATH 2413	Calculus I	03102502	Independent Study In Mathematics
RCHS	College	College	X	X	X	MATH 2413	Calculus I	03102502	Independent Study in Mathematics III
RCHS	College	College	X	X	X	MATH 2414	Calculus II	03102502	Independent Study In Mathematics
RCHS	College	College	X	X	X	MATH 2420	Differential Equations	03102502	Independent Study In Mathematics
RCHS	College	College	X	X	X	MATH 2420	Differential Equations	03102502	Independent Study in Mathematics III
RCHS	College	College	X	X	X	MCHN 1326	Introduction to Computer- Aided Manufacturing (CAM)	13032600	Precision Metal Manufacturing II
RCHS	College	College	X	X	X	MCHN 1326	Introduction to Computer- Aided Manufacturing (CAM)	13032610	Precision Metal Manufacturing II/Precision Metal Manufacturing II Lab
RCHS	College	College	X	X	X	MCHN 1326	Introduction to Computer- Aided Manufacturing (CAM)	13032610	Precision Metal Manufacturing II/Precision Metal Manufacturing II Lab
RCHS	College	College	X	X	X		Basic Machine Shop I	13032500	Precision Metal Manufacturing I
RCHS	College	College	X	X	X		Intermediate Machining I	13032500	Precision Metal Manufacturing I
RCHS	College	College	X	X	X	MCHN 2331		13032600	Precision Metal Manufacturing II

Name of High School	Location Taught	Faculty	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
	(College and/or HS)	(College or HS)							
							Operation of CNC Turning		Precision Metal Manufacturing II/Precision Metal Manufacturing II
RCHS	College	College	X	X	X	MCHN 2331 MDCA 1313	Centers Medical Terminology	13032610 13020300	Lab Medical Terminology
RCHS	College	College	X	X	X				
						MRKG 1302	Principles of Retailing	N1303420	Retail Management
RCHS	College	College	X	X	X				
RCHS	College	College	X	X	X	MRGK 1311	Principles Of Marketing	13011200	Principles of Business, Marketing, and Finance
RCHS	College	College	X	X	X	MRGK 1311	Principles Of Marketing	13034700	Advanced Marketing
						MRKG 1371	Sports Marketing	N1303422	Sports and Entertainment Marketing I
RCHS	College	College	X	X	X				
RCHS	College	College	X	X	X		Principles of Selling	13034700	Advanced Marketing
RCHS	College	College	X	X	X	MRKG 2349	Advertising and Sales Promotion	13034200	Advertising
RCHS	College	College	X	X	X	MUEN 1122	Jazz Ensemble	03150300	Music III, Band III
RCHS	College	College	X	X	X	MUEN 1122	Jazz Ensemble	03150400	Music IV, Band IV
RCHS	College	College	X	X	X	MUEN 1134	Guitar Ensemble	03150300	Music III, Band III
RCHS	College	College	X	X	X		Guitar Ensemble	03150400	Music IV, Band IV
RCHS	College	College	X	X	X		String Orchestra	03150700	Music III, Orchestra III
RCHS	College	College	X	X	X		Symphonic Wind Ensemble	03150300	Music III, Band III
RCHS	College	College	X	X	X		Symphonic Wind Ensemble	03150400	Music IV, Band IV
RCHS	College	College	X	X	X		Vocal Ensemble	03151100	Music III, Choir III
RCHS	College	College	X	X	X		Vocal Ensemble	03151200	Music IV, Choir IV
RCHS	College	College	X	X	X		Madrigal Singers	03151100	Music III, Choir III
RCHS	College	College	X	X	X		Madrigal Singers	03151200	Music IV, Choir IV
RCHS	College	College	X	X	X	MUEN 2141	Chorus	03151100	Music III, Choir III

RCHS	College	College	X	X	X	MUEN 2141	Chorus	03151200	Music IV, Choir IV
RCHS	College	College	X	X	X	MUSI 1181	Piano Class I	03152500	Music I, Applied Music I
RCHS	College	College	X	X	X	MUSI 1182	Piano Class II	03152600	Music II, Applied Music II
RCHS	College	College	X	X	X	MUSI 1183	Voice Class I	03152500	Music I, Applied Music I
RCHS	College	College	X	X	X	MUSI 1303	Fundamentals of Music	03155400	Music Studies, Music Theory I
RCHS	College	College	X	X	X	MUSI 1306	Music Appreciation	03155600	Music Studies, Music Appreciation I
RCHS	College	College	X	X	X	MUSI 1311	Music Theory I	03155500	Music Studies, Music Theory II
RCHS	College	College	X	X	X	MUSI 1312	Music Theory II	03155500	Music Studies, Music Theory II
RCHS	College	College	X	X	X	PHED 1100	Beginning Lifetime Sports Activities	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1102	Beginning Soccer	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1107	Intramural Athletics	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1109	Beginning Golf	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1110	Beginning Tennis	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1116	Conditioning Exercise	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 1117	Basketball/Volleyball	PES00055	Individual or Team Sports

Name of High	Location Taught	Faculty	Fall Term	Spring Term	Summer Term	Dallas College	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
School	Taugnt			1 61 111	1 CI III	Conege Course #		Course #	
	,	(College							
	and/or	or HS)							
D CITE	HS)	G 11	**	T.	77	DIVER 4440	D · · · W · I · T · ·	PEG00054	A 1: A :: :::
RCHS	College	College	X	X	X	PHED 1119	Beginning Weight Training	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 1120	Beginning Self Defense	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1121	Beginning Jogging	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 1123	Beginning Walking for Fitness	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1124	Beginning Aerobics	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 1130	Intermediate Lifetime Sports	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1131	Intermediate Soccer	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1134	Lifetime Fitness & Wellness II	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1137	Intermediate Tennis	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1141	Intermediate Weight Training	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 1142	Intermediate Self Defense	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 1145	Intermediate Aerobics	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 1147	Intermediate Volleyball	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 1148	Intermediate Baseball	PES00055	Individual or Team Sports
							Intro to Physical Fitness &		
RCHS	College	College	X	X	X	PHED 1164	Wellness	PES00054	Aerobic Activities
							Intro to Physical Fitness &		
RCHS	College	College	X	X	X	PHED 1164	Wellness	PES00052	Foundations of Personal Fitness
RCHS	College	College	X	X	X	PHED 1304	Personal/Community Health	03810100	Health Education
RCHS	College	College	X	X	X	PHED 2100	Zumba Fitness	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 2101	Beginning Yoga	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 2103	Beginning Pilates	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 2126	Intermediate Yoga	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 2128	Intermediate Pilates	PES00054	Aerobic Activities
RCHS	College	College	X	X	X	PHED 2146	Beginning Basketball	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHED 2147	Beginning Volleyball	PES00055	Individual or Team Sports
RCHS	College	College	X	X	X	PHIL 1304	Intro to World Religions	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	PHIL 1304	Intro to World Religions	03380042	Special Topics in Social Studies IV
RCHS	College	College	X	X	X	PHIL 1301	Introduction to Philosophy	03221610	Humanities
RCHS	College	College	X	X	X	PHIL 2306	Ethics	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	PHIL 2306	Ethics	03380042	Special Topics in Social Studies IV
RCHS	College	College	X	X	X	PHIL 2321	Philosophy of Religion	03380032	Special Topics in Social Studies III

RCHS	College	College	X	X	X	PHIL 2321	Philosophy of Religion	03380042	Special Topics in Social Studies IV

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
RCHS	College	College	X	X	X	PHYS 1401	College Physics I	13037200	Scientific Research and Design
RCHS	College	College	X	X	X	PHYS 1401	College Physics I	13037210	Scientific Research and Design II
RCHS	College	College	X	X	X	PHYS 1401	College Physics I	13037220	Scientific Research and Design III
RCHS	College	College	X	X	X	PHYS 1402	College Physics II	13037200	Scientific Research and Design
RCHS	College	College	X	X	X	PHYS 1402	College Physics II	13037210	Scientific Research and Design II
RCHS	College	College	X	X	X	PHYS 1402	College Physics II	13037220	Scientific Research and Design III
RCHS	College	College	X	X	X	PHYS 1403	Stars & Galaxies	03060100	Astronomy
RCHS	College	College	X	X	X	PHYS 1404	Solar System	03060100	Astronomy
RCHS	College	College	X	X	X	PHYS 1405	Conceptual Physics	03050000	Physics
RCHS	College	College	X	X	X	PHYS 1407	Conceptual Physics	03050000	Physics
RCHS	College	College	X	X	X	PHYS 2425	University Physics I	13037200	Scientific Research and Design
RCHS	College	College	X	X	X	PHYS 2425	University Physics I	13037210	Scientific Research and Design II
RCHS	College	College	X	X	X	PHYS 2425	University Physics I	13037220	Scientific Research and Design III
RCHS	College	College	X	X	X	PHYS 2425	University Physics I	N1120041	Modern Physics
RCHS	College	College	X	X	X	PHYS 2426	University Physics II	N1120041	Modern Physics
RCHS	College	College	X	X	X	PHYS 2426	University Physics II	13037200	Scientific Research and Design
RCHS	College	College	X	X	X	PHYS 2426	University Physics II	13037210	Scientific Research and Design II
RCHS	College	College	X	X	X	PHYS 2426	University Physics II	13037220	Scientific Research and Design III
RCHS	College	College	X	X	X	POFI 1104	Computer Fundamentals	13011400	Business Information Management I
RCHS	College	College	X	X	X	POFI 1104	Computer Fundamentals	13011500	Business Information Management II
RCHS	College	College	X	X	X	POFT 1127	Introduction to Keyboarding	13011300	Touch System Data Entry
RCHS	College	College	X	X	X	POFT 1321	Business Math	13018000	Financial Mathematics
RCHS	College	College	X	X	X	POFT 2312	Business Correspondence & Communication	13011600	Business English
RCHS	College	College	X	X	X	PORT 1411	Beginning Portuguese I	03470200	Languages Other Than English Level II – Portuguese
RCHS	College	College	X	X	X	PORT 1412	Beginning Portuguese II	03470300	Languages Other Than English Level III – Portuguese
RCHS	College	College	X	X	X	PORT 2311	Intermediate Portuguese I	03470400	Languages Other Than English Level IV – Portuguese

									Languages Other Than English Level
RCHS	College	College	X	X	X	PORT 2312	Intermediate Portuguese II	03470500	V – Portuguese
RCHS	College	College	X	X	X	PSYC 2301	General Psychology	03350100	Psychology
RCHS	College	College	X	X	X	PSYC 2301	General Psychology	03380021	Social Studies Advanced Studies II

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
RCHS	College	College	X	X	X	PSYC 2301	General Psychology	03380022	Special Topics in Social Studies II
RCHS	College	College	X	X	X	PSYC 2301	General Psychology	03380023	Social Studies Research Methods II
RCHS	College	College	X	X	X	PSYC 2301	General Psychology	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	PSYC 2301	General Psychology	03380042	Special Topics in Social Studies IV
RCHS	College	College	X	X	X	PSYC 2314	Development	13014300	Human Growth and Development
RCHS	College	College	X	X	X	PSYC 2316	Psychology of Personality	03380021	Social Studies Advanced Studies II
RCHS	College	College	X	X	X	PSYC 2316	Psychology of Personality	03380022	Special Topics in Social Studies II
RCHS	College	College	X	X	X	PSYC 2316	Psychology of Personality	03380023	Social Studies Research Methods II
RCHS	College	College	X	X	X	PSYC 2316	Psychology of Personality	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	PSYC 2316	Psychology of Personality	03380042	Special Topics in Social Studies IV
RCHS	College	College	X	X	X	PSYC 2319	Social Psychology	03380021	Social Studies Advanced Studies II
RCHS	College	College	X	X	X	PSYC 2319	Social Psychology	03380022	Special Topics in Social Studies II
RCHS	College	College	X	X	X	PSYC 2319	Social Psychology	03380023	Social Studies Research Methods II
RCHS	College	College	X	X	X	PSYC 2319	Social Psychology	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	PSYC 2319	Social Psychology	03380042	Special Topics in Social Studies IV
RCHS	College	College	X	X	X	RBTC 2445	Robot Application, Set-Up And Testing	13037000	Robotics I
RCHS	College	College	X	X	X	RBTC 2445	Robot Application, Set-Up And Testing	13037050	Robotics II
RCHS	College	College	X	X	X	RUSS 1411	Russian I	03450200	Languages Other Than English Level II – Russian
RCHS	College	College	X	X	X	RUSS 1412	Russian II	03450300	Languages Other Than English Level III – Russian
RCHS	College	College	X	X	X	RUSS 2311	Intermediate Russian I	03450400	Languages Other Than English Level IV – Russian
RCHS	College	College		X	X	RUSS 2312	Intermediate Russian II	03450500	Languages Other Than English Level V – Russian
RCHS	College	College	X	X	X	SOCI 1301	Intro to Sociology	03370100	Sociology
RCHS	College	College	X	X	X	SOCI 1301	Intro to Sociology	03380021	Social Studies Advanced Studies II
RCHS	College	College	X	X	X	SOCI 1301	Intro to Sociology	03380022	Special Topics in Social Studies II
RCHS	College	College	X	X	X	SOCI 1301	Intro to Sociology	03380023	Social Studies Research Methods II
RCHS	College	College	X	X	X	SOCI 1301	Intro to Sociology	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	SOCI 1301	Intro to Sociology	03380042	Special Topics in Social Studies IV

RCHS	College	College	X	X	X	SOCI 1306	Social Problems	03380021	Social Studies Advanced Studies II
RCHS	College	College	X	X	X	SOCI 1306	Social Problems	03380022	Special Topics in Social Studies II
RCHS	College	College	X	X	X	SOCI 1306	Social Problems	03380023	Social Studies Research Methods II

Name of High School	Location Taught (College and/or HS)	Faculty (College or HS)	Fall Term	Spring Term	Summer Term	Dallas College Course #	Dallas College Course Title	ISD/Private Course #	ISD/Private Course Title
RCHS	College	College	X	X	X	SOCI 1306	Social Problems	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	SOCI 1306	Social Problems	03380042	Special Topics in Social Studies IV
RCHS	College	College	X	X	X	SOCI 2319	Minority Studies	03380021	Social Studies Advanced Studies II
RCHS	College	College	X	X	X	SOCI 2319	Minority Studies	03380022	Special Topics in Social Studies II
RCHS	College	College	X	X	X	SOCI 2319	Minority Studies	03380023	Social Studies Research Methods II
RCHS	College	College	X	X	X	SOCI 2319	Minority Studies	03380032	Special Topics in Social Studies III
RCHS	College	College	X	X	X	SOCI 2319	Minority Studies	03380042	Special Topics in Social Studies IV
RCHS	College	College	X	X	X	SPAN 1411	Beginning Spanish I	03440200	Languages Other Than English Level II – Spanish
RCHS	College	College	X	X	X	SPAN 1412	Beginning Spanish II	03440300	Languages Other Than English Level III – Spanish
RCHS	College	College	X	X	X	SPAN 2311	Intermediate Spanish I	03440400	Languages Other Than English Level IV – Spanish
RCHS	College	College	X	X	X	SPAN 2312	Intermediate Spanish II	03440500	Languages Other Than English Level V – Spanish
RCHS	College	College	X	X	X	SPCH 1311	Communications	03241400	Communication Applications
RCHS	College	College	X	X	X	SPCH 1315	Public Speaking	03240900	Public Speaking I
RCHS	College	College	X	X	X	SPCH 1315	Public Speaking	03241000	Public Speaking II
RCHS	College	College	X	X	X	SPCH 1321	Business and Professional Communications	13009900	Professional Communications
RCHS	College	College	X	X	X	TECA 1311	Educating Young Children	13024700	Child Development
RCHS	College	College	X	X	X	TECA 1354	Development	13014300	Human Growth and Development
RCHS	College	College	X	X	X	TECA 1354	Development	13014400	Instructional Practices
RCHS	College	College	X	X	X	TNLZ 1000	Practicum	13012200	Practicum in Business Management
RCHS	College	College	X	X	X		Practicum	13012210	Practicum in Business Management II
RCHS	College	College	X	X	X	TRVM 1300	Tourism	13022500	Travel and Tourism Management
RCHS	College	College	X	X	X	WLDG 1425	Introduction to Oxy-Fuel Welding and Cutting	13032250	Introduction to Welding

RICHLAND COLLEGIATE HIGH SCHOOL ITEM NO. 7.4.b.

<u>Approval of Richland Collegiate High School 2021-2022 Student</u> Handbook

The Chancellor recommends that the Board of Trustees approves the 2021-2022 Richland Collegiate High School (RCHS) Handbook.

Background

Richland Collegiate High School (RCHS) updated its 2021-2022 Student Handbook to reflect changes in Texas Education Agency and RCHS guidelines and revisions listed below:

Student Handbook Section	Explanatory Notes	Page (s)
Section I. RCHS Curricular Approach	Update educational philosophy to reflect Dallas College mission.	1
Section II. Dallas College Context	Revisions to Dallas College Expectations to include the Dallas College Vision, values, and methods.	6-8
Section III. General RCHS Information	Attendance policy updates	13, 16
	Update College & University Admissions information.	24
	Revisions to Accessibility Services	41-42
	Remove from the list of Level III Offenses vapes or vape products	56
	Revisions to add the Freedom from Bullying Policy.	65-66

Note

Modifications have been made throughout the handbook to address the Dallas College name change and to update website addresses. Revisions appear as strikethroughs in green font and additions are underscored in green.

Effective Date

Upon Board Approval for the 2021-2022 School Year



Richland Collegiate High School

2021-2022 Student Handbook

Welcome!

The faculty and staff of Richland Collegiate High School (RCHS) and Dallas College welcome you and commend you for taking the initiative to get a head start on your future. Our unique academic program design provides a rich and rigorous academic experience that will serve to accelerate your educational goals and self-discovery. Through careful guidance and planning, the college and high school intend that you, as an RCHS student, will graduate, depending on your academic readiness upon initial enrollment, scheduling, and any needed summer enrollment, concurrently with a Foundation High School Program, with endorsement, performance acknowledgements, and an Associate's Degree. RCHS staff is here to support you as you set and reach your goals in a college environment. We are committed to excellence through teaching, learning, and community building. A challenging educational experience awaits you at RCHS, where dedicated faculty, innovative programs, functional campus design, and the beauty of nature combine to create an exciting learning environment.

Richland Dallas College is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools Commission on Colleges. This handbook contains regulations and procedures in existence at the time of publication. Richland Dallas College and RCHS reserve the right to make changes at any time to reflect current Board policies, administrative regulations and procedures, and applicable state and federal regulations. Educational opportunities are offered according to approved charter application.

Educational opportunities are offered by the Dallas County Community College District ("DCCCD" or "Dallas College") Dallas College without regard to race, color, age, national origin, religion, sex, disability, or sexual orientation.

It is the policy of Richland Collegiate High School not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 503 and 504 of the Rehabilitation Act of 1973, as amended. Richland Collegiate High School will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

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Section I – RCHS Curricular Approach

Educational Philosophy

The educational philosophy of Richland Collegiate High School rests upon the maxim that a successful education program addresses the whole student - a mind-body-spirit transformational approach designed to enlighten a student's mind while enriching that student's spirit through multiple learning experiences attuned to each student's skills and abilities, to best use those abilities, and to develop each student's intellectual, emotional, and social foundation. At Richland College this philosophy is summarized as "Teaching, Learning, Community Building", the mission statement appears on every entrance door on the campus to remind students, faculty, staff, and community members of the ultimate reason for the college's existence. Every member of the college and high school family is expected to exhibit all three aspects of this belief - teaching others, learning from them, and building community with classmates, co-workers, and the many local, statewide, national, and international communities within which the college functions. The mission of Dallas College is "transforming lives and communities through higher education". It is the starting point for our work together to serve our students, community, and employers, RCHS supports this mission by transforming the educational experience to increase high school and college completion and to enhance career readiness.

RCHS students join in this experience as full-time college students with complete access to the services the college offers all students. These services range from a comprehensive Learning Center offering tutoring and study skills workshops to core academic programs focused on special topics that respond to students' particular interests, such as intramural athletics, music ensembles, and an array of student clubs and activities. In addition, RCHS students are immersed in the special experience of transitioning from a more traditional high school or home school setting to a robust college environment. Extra support services designed specifically to ease this transition, and help high school students realize the greatest benefit, will envelope students, and assist in recognizing each student's individual needs while developing suitable educational plans with each student and parent.

The pedagogical foundation of RCHS is summarized by Luce and Thompson in *Do What Works* (2004) – "The way to improve the academic and economic prospects of our high school students, then, is clear: we need to make sure that each student experiences a rigorous high school curriculum." Based on findings from a study conducted for the US Department of Education, they conclude: "Students' high school course load is more determinative of whether the students will complete college with a bachelor's degree than the students' test scores, class rank, or grade point average." RCHS offers a rigorous curriculum that allows students to accumulate college credits before they have completed high school. Whether an RCHS student decides to earn a high school diploma and an Associate's Degree from Richland Dallas College simultaneously, or instead elects to finish high school before transferring to a four-year institution with two years of college credits, every RCHS student will have experienced a rigorous academic course load upon graduation.

RCHS's pedagogy reflects the purpose of the DCCCD's Dallas College core curriculum, which is predicated on the judgment that a series of intellectual competencies – reading, writing, speaking, listening, critical thinking, and computer literacy – are essential to the learning process in any discipline. Regardless of students' experiences in exercising these competencies, they need further instruction and practice to meet college standards and to succeed in both their major fields of academic study and their chosen careers. The goal of the core curriculum is to foster multiple perspectives while informing and delivering content.

RCHS students will work toward completing the DCCCD Dallas College core curriculum to earn their high school graduation credits while attaining the following perspectives: "Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world:

- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
- 2. Recognize the importance of maintaining health and wellness;
- 3. Develop a capacity to use knowledge of how technology and science affect their lives;
- 4. Develop personal values for ethical behavior;
- 5. Develop the ability to make aesthetic judgments;
- 6. Use logical reasoning in problem solving; and
- 7. Integrate knowledge and understand the interrelationships of the scholarly disciplines." (Dallas County Community College District Core Curriculum)

Nondiscrimination

No person shall, on the grounds of race, color, or national origin, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any DCCCD Dallas College program or activity. 42 U.S.C. §2000d.

Qualified disabled persons may not, on the basis of disability, be denied admission or be subjected to discrimination in admission or recruitment by the DCCCD Dallas College 34 C.F.R. §104.42(a).

Nondiscrimination in Career & Technical Education Programs

Richland Collegiate High School (RCHS) offers career and technical education programs in one or more of 16 career clusters recognized by the Office of Vocational and Adult Education and the National Association for State Directors of Career Technical Education Consortium. Admission to these programs is based on RCHS admission standards for enrollment into the RCHS program and Richland Dallas College course prerequisites apply.

It is the policy of RCHS not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of RCHS not to discriminate on the basis of race, color, national origin, sex, handicap, age, or genetic information in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended, and the Genetic Information Nondiscrimination Act of 2008 (GINA).

RCHS will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX coordinator at the appropriate campus. Please call 972-669-6400 or email the Title IX coordinator at the location using the following link: https://www.dallascollege.edu/about/legal/title-ix/pages/coordinators.aspx the college's Title IX Coordinator at and/or the Director for Disability Services at 972-238-6180, or Dallas County Community College District's Institutional Equity and Compliance Officer and Title IX Coordinator at 972-860-4036.504 Coordinator: Felicia Walker 214-890-3801 Students may also call Felicia Walker with RCHS at 214-890-9801 or email at feliciawalker@dcccd.edu

RCHS Educational Innovations

Richland Collegiate High School incorporates educational innovations that, considered as a whole, distinguish it from any other charter high school in Texas or elsewhere in the United States.

Earning Dual Credits

Each RCHS student will collaborate with an academic advisor to ensure that the selected courses are appropriate for the student's academic skill level and chosen career pathways. In determining which courses to select, the academic advisor will first review the student's academic records and college entrance assessment results. This process is critical to ensure that each RCHS student completes the necessary requirements for high school graduation while working toward an Associate Degree or transferrable college credits.

In addition to earning a high school diploma, RCHS students work to complete the DCCCD <u>Dallas College</u> core curriculum. This curriculum adheres to state requirements that every public higher education institution offer a **core curriculum** of 42 credit hours that meets the aforementioned goals. When a student successfully finishes an institution's core curriculum, that recognition is transferable to any other public Texas higher education institution. This means that a student who completes the core curriculum at <u>Richland Dallas College</u> can transfer to any other public Texas university without being required to take any of that institution's core courses.

RCHS students will enter as 11th grade students and must have successfully completed courses required for both 9th and 10th grades. In the 11th and 12th grades, RCHS students will take courses in mathematics, science, social studies, English, and foreign language to complete their high school graduation requirements. As available, these students may also take electives in engineering, visual, performance, digital arts or in courses they need to help them prepare for their career goals or to meet curriculum requirements at their anticipated transfer university.

**The DCCCD Dallas College Core Curriculum is outlined in the index.

Service Learning

In Service Learning, students learn and develop through thoughtfully organized service experiences that meet real community needs. Service Learning integrates classroom instruction with volunteer service in the community to enhance the students' learning experience. Students engage in the following activities through Service Learning:

- Learn and develop through thoughtfully organized service experiences
- Connect service experiences with knowledge gained in the classroom
- Complete service projects either individually or in small groups
- Reflect on service experiences
- Share gained knowledge with classmates and instructors
- Fulfill a minimum of 15 hours of Service Learning each semester

RCHS students are required to complete and document a minimum of 30 hours of service learning each academic year (15 hours per semester). By or before graduation, all RCHS students are expected to complete 60 or more hours of service learning. All service learning must be connected to their classroom instruction and/or their future career goal.

Capstone Exhibition

RCHS students complete a "Capstone", as part of the RCHS innovative high school program. This multi-year long project demonstrates a student's proficiency in the academic components of the RCHS education and in applying the intellectual skills necessary for success in college. The capstone is distinguished by the student's academic independence in generating a topic, related to building sustainable local and/or world community, that involves the college and RCHS community and making a public presentation that meets RCHS's standards of assessment.

The capstone must reflect one or more of these academic disciplines - English, mathematics, science, engineering, social studies, fine arts, and/or technology, and must connect with one of the Richland Core Competencies. Students will write a well-developed research paper and develop either a research action plan or an original product with a supporting paper. Each student must develop a question or hypothesis worthy of in-depth research, interpret the research to draw reasonable conclusions, and support those conclusions with varied and well-documented evidence. The research paper will manifest scholarly research and demonstrate proficiency in research writing.

Students wishing to develop an original product must demonstrate their research through an outcome such as a robotic piece of equipment, original computer software, a video documentary, or a comprehensive laboratory report of a scientific experiment. The accompanying paper should address the historical tradition of the discipline or craft demonstrated in the product and detail how that tradition influenced the student's original work. Additionally, all capstones must include a section on sustainable community and answers the question, "How will the research improve our local, national, or world community?" The capstone culminates with a public presentation open to students, faculty, and community at which the student presents findings and responds to questions.

Students should identify one or more content experts outside the high school and college to work with him/her and participate in evaluating the final product and presentation. Public Exhibitions are held during the weeks before high school graduation as the culmination of each senior's experience at Richland Collegiate High School. Senior Exhibitions satisfy all requirements of the Richland College/DCCCD Dallas College Core Curriculum capstone expectations.

Additional Learning Activities

State law requires Texas school districts and charter schools to provide at least 75,600 operational minutes, including minutes allocated for instruction, each academic year. A full semester at Richland College includes at least 75 days or 40,500 minutes (675 hours) of instruction. In all, a Collegiate High School student participates. Based on the RCHS 2021-2022 academic calendar, students will participate in approximately 141 days or 76,140 minutes (1, 269 hours) of 164 days or 88,560 minutes (1,476 hours) of college instruction. Additionally, RCHS students may be required to participate in study skills and success classes in August and January.

RCHS students who fail classes in Fall Term will be required to attend January study skills classes. RCHS students who fail classes in Spring Term will be required to attend August study skills classes. Students must also be available during August and January, two weeks prior to the beginning of the college fall term for the RCHS August Term as well as for textbook and laptop distributions.

August Term classes are required and scheduled prior to the start of the Richland Dallas College Fall Term. August Term classes allow incoming 11th grade students time to complete a full orientation to their new school. Students participate in specialized courses designed to strengthen learning and study skills, increase awareness of the collegiate world in which they will function, and prepare for the college experience and include college credit courses such as Learning Frameworks. 12th grade students also participate in August Term college credit Business Office Systems and Support courses and complete a minimum of one Microsoft certification. Returning 12th grade students who have failed a course engage in specialized courses designed to strengthen learning and study skills. These courses take place in August prior to the start of the Fall Term.

Unique Accomplishments

The educational innovations discussed above will result in a high school/collegiate experience for students not available at any other educational institution in Texas. Graduates will have earned their high school diplomas while accumulating approximately 60 or more college credits that transfer to any public university in Texas. They have myriad experiences to prepare them for ongoing academic success and satisfying careers – collaboration and teamwork, leadership, public service, research, synthesis and application of knowledge, and hard work to achieve a goal.

Section II – Richland Dallas College Context

Richland Dallas College Expectations

As simultaneous Richland Dallas College students, RCHS students are also responsible for behavior consistent with the college mission, vision, goals, values, and culture methods.

Vision Statement Vision (Strategic Priorities)

Richland College will be the best place we can be to learn, teach, and build sustainable local and world community.

- IID: Impact income disparity throughout our community.
- SSN: Streamline and support navigation to and through our College and beyond.
- <u>CCL</u>: <u>Strengthen the Career Connected Learner Network and implement the student-centric one college organization.</u>
- <u>DEI</u>: Foster an equitable, diverse, and inclusive environment for employees and students.
- PDR: Re-design professional development to create a diverse and inclusive high performing work and learning environment.
- TSC: Serve as the primary provider in the talent supply chain throughout the region.

Mission Statement Values

The mission of Richland College is teaching, learning, community building.

Richland College identifies and meets the educational needs, primarily of adults, in our principal geographic service area of northeast Dallas, Richardson, and Garland, Texas. To this end, Richland College offers courses, programs, and services to empower students to achieve their educational goals and become lifelong learners, and global citizens. We empower employees to model excellence in their service to students, colleagues, and community.

- Dedicated to student learning and success
- Committed to integrity through honesty, fairness, and transparency
- Accountable for outstanding customer service, good stewardship and sustainability
- Cultivating teamwork, mutual respect and common purpose
- Celebrating diversity, inclusivity, and community
- Practicing joy and perseverance in our daily work

Goals Statement Methods

The strategic planning priority goals of Richland College are to:

- 1. Identify and meet community educational needs
- 2. Empower all students to succeed
- 3. Empower all employees to succeed
- 4. Ensure institutional effectiveness
- Implement the one college organization
- Continue to expand and improve the Career Connected Learner Network in collaboration with partners

- <u>Design and staff student support services and processes to remove barriers and</u> increase success
- Re-design human capital policies and practices to align with the requirements of a diverse and inclusive high performing work and learning environment
- <u>Develop long term partnerships with employers to provide responsive and relevant</u> offerings and connect students with opportunities, at scale
- Ensure high quality curriculum and delivery, with excellent support for faculty
- Implement a student-centered schedule

ThunderValues

Richland College is a community of learners. The learning and work related needs and expectations of students, community and employees inspire and animate our learning and work. We strive to provide the highest quality learning and work environment. Richland College affirms these values for our learning and worktogether:

- Integrity: We speak and act truthfully, without hidden agendas. We admit our mistakes, say when we do not know, and honor our commitments. We avoid silence when it may mislead; we seek root causes and solve problems.
- Mutual Trust: We value students and employees as whole persons sharing perspectives, valuing and accommodating both differences and commonalities, assuming our motives are trustworthy.
- Wholeness: We believe whole people best learn, teach, serve, lead, and build community. Thus, our programs, services, and facilities nurture our unified mindspirit-body and the emotional and intellectual intelligence requisite for meaningful lives.
- Fairness: We treat students and employees justly and expect the same in returnapplying rules with equity, giving all the benefit of the doubt, and providing opportunities for individual success.
- Considerate, Meaningful Communications: We share information, ideas, and feelings—listening carefully, speaking forthrightly, respecting diverse views, participating productively in dialogue and conversations. We welcome paradox and ambiguity as we move toward consensus.
- Mindfulness: We respect silence, using it for reflection and deeper understandingnot immediately filling silence with words after someone has spoken. We rush not to judgment but turn to wonder what was intended or being felt. Next, for clarity, we ask honest, open questions of ourselves and others.
- Cooperation: We work with students and employees to achieve common goals—looking beyond self-interests. We offer both support and challenge, remain helpful and forgiving in difficult situations, help build consensus toward positive results, and help one another shape meaningful lives.

- Diversity: We value and encourage diversity in its many dimensions, interculturalcompetence, originality, and vision appreciating and cultivating both local and world community.
- Responsible Risk-Taking: Inspiring students and employees to innovate, while
 expecting follow through with creative ideas that work, we respond well to challenges
 considering our actions carefully. Although uncertainties remain, we move
 forward despite possible criticism.
- Joy: We value laughter, play, love, kindness, celebration, and joy in our learning and work - taking our learning and work seriously and ourselves lightly.

Thunderduck® Culture

Richland College organizational culture supports a learning environment for the development of social and intellectual competence through our mission to develop lifelong learners, community builders, and global citizens. Our unique Thunderduck® culture reflects our belief that it is the whole person who best learns, teaches, serves, and leads. Consequently, our programs and services nurture the mind-spirit-body connection and value both emotional and cognitive intelligence. Our mascot, R. Mobius Thunderduck ("Moby Duck"), originates from Richland's agrarian campus history and, like the Mobius strip for which it is named, connects its inner life of mindful reflection to its outer life of service to others.

Richland Core Competencies

Richland's Core Competencies are our areas of greatest expertise. Core Competencies are strategically important capabilities in our educational market, providing a sustainable advantage for our organization.

- Agility and innovation
- Values-inspired culture
- Highly diverse learning environment
- Student success in achievement of A, B and C course gradesengagement as measured by the CCSSE
- class retention (grades other than "W")
- Strategic performance improvement
- Seamless transitions for lifelong learning
- Development and engagement of faculty and staff
- Sustainable community building

Section III – General RCHS Information, Regulations, & Student/Parent Expectations

General School Information

Accountability

RCHS abides by and participates fully with all accountability measures and standards set forth by state (Texas Education Agency & Texas Higher Education Coordinating Board) and federal governing bodies as well as the Southern Association of Colleges and Schools.

Highly Qualified Instructional Staff

All RCHS credit courses are taught by highly qualified Richland College/ Dallas College instructors. Richland College/ Dallas College instructional staff must meet the credentialing standards established by the Southern Association of Colleges and Schools Commission on Colleges and the Texas Higher Education Coordinating Board prior to teaching courses for the college or RCHS.

Hours of Operation

The school day is 8:00 a.m. to 5:00 p.m. Depending on the students' academic scheduling needs, students may be scheduled for classes prior to the start time or may exceed the school's end time; however, advisor approval is required. Students are expected to arrive to all classes on time. Tardiness is not acceptable.

Visitors

Parents are welcome to visit RCHS; however, all visitors must first report to the school office in Crockett Hall, room C179. Visitors are required to sign the visitor's log at the front desk and provide picture identification. RCHS staff will assist visitors and ensure that all visits are consistent with college regulations designed to minimize disruption to the educational learning process.

Emergency School Closing Information

In the event of weather or other conditions that make it necessary to close the school, students and parents will be notified through announcements made on local television stations, local radio stations, and the Richland Dallas College website (www.richlandcollegedcccd.edu). RCHS adheres to DCCCD Dallas College closing decisions. If you suspect a college closing due to inclement weather, the Dallas County Community College District Dallas College (http://www.dcccd.edu/) https://www.dallascollege.edu/pages/default.aspx College (http://www.richlandcollege.edu) homepages will display a notification of any closings or delays. If there is no notice of changes or delays, then classes are in session and offices are usual. You also refer to announcements open as may on major television(http://www.wfaa.com/weather/) or radio stations in the event that the DCCCD-or Richland College Dallas College websites are is not operational.

Students may also call the college's Inclement Weather Hotline at 972-238-6196.

Admission

RCHS admits and enrolls students into grade 11 each year. This grade level is designed for students to earn sufficient high school credits to be eligible for graduation within two years. All students who successfully complete grade 11 are automatically accepted in grade 12 for the upcoming school year. Students who successfully complete the 11th grade and intend to return the next year, must indicate such intent to return, in writing, through an official Letter of Intent. The Letter of Intent must be submitted to Director of Student Services by the last day of school. Incoming students are eligible to enroll if they are completing their 10th grade year and enter RCHS as a new 11th grader (must provide an official high school transcript as documentation). RCHS expects incoming junior students to have completed all grade 9 and grade 10 courses prior to admission into grade 11 and to have earned a minimum of 12 high school credits for August enrollment and 15 credits for Spring enrollment. All incoming student transcripts shall be reviewed by RCHS advising staff to ensure that each student has enough remaining graduation credits to apply toward the two years required for the RCHS program. The grade level determination for eligibility will be made by the assigned RCHS Academic Advisor. If a parent or student wishes to appeal the grade level decision, they may request a meeting with the RCHS principal or principal designee in writing. All appeals must be provided to the principal or principal designee in writing within 10 calendar days of the grade level decision. The final grade determination shall be made by the RCHS principal or designee. Admission is open to all students living within Dallas County and its six surrounding counties and 56 school districts.

Admission occurs twice during the school year, once prior to the Fall Term and again before the Spring Term for 11th grade students only. **Students must have completed 12 high school credits to be eligible for Fall Term enrollment. Students who want to apply for enrollment for the Spring Term must have completed 15 high school credits to be eligible for enrollment into the RCHS program.** No senior students or repeating junior students will be permitted to apply for enrollment in the RCHS program. RCHS is an open-enrollment charter high school for students to complete their last two years of high school concurrent with the first two years of college.

Students who enroll in the RCHS program are expected to complete two years. Students who desire to graduate earlier than the expected two years must seek approval from the RCHS administration.

Texas Success Initiative (TSI) Assessment (TSIA) Requirements

Courses taken by RCHS students are certified Richland Dallas College courses. RCHS students are integrated into Richland Dallas College courses according to the students' academic needs and/or graduation plans. Prior to course enrollment, students must present relevant scores that indicate ability to perform college-level work in accordance with the Texas Higher Education Coordinating Board (THECB) and the Texas Success Initiative (TSI). If students do not qualify as "college-ready" based on the TSI assessment, they will be required to take developmental education courses during the summer which do not count as transferable college credit and may not count as high school credit. RCHS staff conference with prospective students and their parents to ensure college readiness expectations and issues of students, parents, and college are clarified and the best academic placement is determined. Students must present an official school transcript from prior school(s), birth certificate, social security card, and immunization records as part of the enrollment process.

RCHS excludes potential students who have a prior documented history of a criminal offense, juvenile court adjudication, or discipline problems as described under Subchapter A, Chapter 37 of the Texas Education Code.

Lottery Process

Students must apply to RCHS by the application deadline. When applications exceed RCHS enrollment numbers, a lottery is held to determine admission. RCHS maintains a waiting list for the applicants whose names are drawn after the enrollment spots are filled.

Following the lottery drawing, all selected students are notified and asked to confirm acceptance of the offer of admission by the specified cut-off date. Students who confirm their intent to attend RCHS then begin the enrollment process. After the cut-off date, the RCHS principal determines whether additional openings remain for the incoming junior class. If openings remain, RCHS staff contacts those on the waiting list to offer admission. Students have five business days to respond; a lack of immediate response will result in the student's name being removed from the wait list. This process is repeated until the incoming class has reached maximum capacity or until the designated enrollment end date.

Enrollment

Students must provide the following documentation when enrolling in the RCHS program:

- 1. Proof of residency which may include a copy of a lease agreement, current utility bill, or proof of ownership.
- 2. A copy of the student's birth certificate or another form of documentation, suitable as proof of the student's identity, as outlined in the 2019-2020 2020-2021 Texas Student Attendance Accounting handbook section 3.3.3., may also be provided. Additional documentation may be requested by RCHS as necessary.
- 3. An official transcript from the student's current school;
- 4. A copy of the current school year's End of Course exam scores; and
- 5. A copy of the student's attendance for the current school year.

Homeless Students

A student who is homeless, as defined by the McKinney-Vento Homeless Assistance Act, is entitled to enroll in any school district or open enrollment charter school in the state without regard to the student's residence. The student must be allowed to attend either the student's "school of origin" ("school that the student attended when permanently housed or the school in which the student was last") or the school serving the attendance area where the student is now located. Eligibility to enroll in any other school in any school district or open enrollment charter school is determined by local policy. A student is entitled to attend the school of origin if the student becomes homeless during a school year or between school years. Also, if the student becomes permanently housed during a school year, the student is entitled to attend the school of origin for the remainder of that school year.

You can find more information on school district responsibilities associated with homeless students on the TEA Homeless Issues FAQ page and on the Texas Homeless Education Office website at http://www.utdanacenter.org/theo/.

Contact: Lea Ann Munkres Phone: 972-761-6887

Attendance

The RCHS Attendance Office is located in El Paso Hall, room E050. The attendance phone number is (972) 761-6778. The RCHS Attendance Office is open from 7:30 AM until 5:00 PM, Monday-Friday. The RCHS Attendance Office will place signage on the Attendance Office door if the hours of operation vary from the norm.

Definitions:

Absence – Any time class instruction is missed due to the student not being physically present for instruction or failure to sign in for canceled classes.

Tardy – For official attendance accounting and Foundation School Program purposes, "tardies" do not exist.

RCHS students are expected to report to all classes on time and remain for the entire period of scheduled instruction. RCHS students are expected to follow and adhere to the attendance policies set forth by individual faculty in each course as well as the Texas Compulsory Attendance Laws.

Students are required to attend each school day, from 8:00am-5:00pm, for the entire period the program of instruction is provided. RCHS tracks and reports any violations of the attendance law to local truancy courts.

If a student is absent for any reason, the student/parent must notify the school as soon as possible at (972)761-6778.

Absences

Parent Notes:

All absences must be documented in writing by the parent or guardian on the approved RCHS absence note, which can be found on the RCHS website. All absences must be documented in writing by the parent or guardian on the approved RCHS absence note form, which can be found on the RCHS website or in the RCHS attendance office in E050. Notes must include student's name, ID number, time and date of absence. Please provide a specific reason for absences. Failure to do so may result in being marked as an unexcused absence. The following examples are **not** valid excuses and will **not** be excused: DMV appointments, family vacations, oversleeping, personal/family emergency without further explanation of the situation, or notes without detailed reasons stated, Parent notes must be turned in within three days upon the student's return to school; students are limited to 3 parent notes per semester

Approved Absences

Students who miss school due to one or more of the reasons listed below must present the RCHS Attendance Office with official documentation on letterhead from the appropriate office where the appointment occurred. Please make sure all attendance documentation includes the student name, ID#, date of absence, reason for absence, and contact information for the parent/guardian(s). Students must submit official documentation prior to the end of the semester in order to be considered as an approved absence.

- 1. Religious Holy Days
- 2. TAPS

- 3. Court appearance
- 4. Early Voting Clerk
- 5. Immigration and/or naturalization proceedings
- 6. Health-care appointment
- 7. College visit (one per semester)
- 8. Leave for active duty parent/guardian
- 9. Pursuing enlistment
- 10. Health Care Visit

Extended Absences

If a student is absent for personal illness for more than five (5) three (3) consecutive days, the student may be required to present a statement from a physician or health-care provider verifying the illness or other condition that requires the student's extended absence from school.

Late Arrival or Leaving Early_If a student arrives to school late or leaves school early, the student **must_**sign in and/or out at the Attendance Office; if a student leaves due to illness, the absence will only be excused when the student leaves through the Richland College Campus Health Center.

Submitting Documentation

Documentation may be submitted in the following ways:

- Any absence documentation may be submitted in person to the RCHS Attendance Office (E050) or via email to <u>RCHSAttendance@dcccd.edu</u>, or faxed to Attendance Office at (972) 238-6318.
- 2. <u>Original copies of RCHS</u> Absence Notes signed by parents may be faxed to the Attendance Office at (972) 238-6318 or emailed to <u>RCHSattendance@dcccd.edu</u>,
- All official documentation must have the original copies be submitted to the Attendance
 Office and for reviewed by office staff; or may be faxed directly to the RCHS Attendance
 Office from the appropriate office. All official documentation must be on official letterhead
 and will be verified.
- 4. Documentation for college visits (1 per semester) must be on letterhead from the institution and must be submitted in person to the Attendance Office.
- 5. For a religious absence, letter from the church or religious leader including the date for the holy day must be submitted; the student may also submit an RCHS holy day note if it is recognized as a holy day. The documentation must be submitted in person to the attendance office. To be considered a religious holy day, the day should be one generally recognized by the student's religious denomination as a holy day that is required to be observed by all members of that denomination. Church retreats, camps, and mission trips and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.

All documentation must be reviewed and approved by Attendance Office staff before it is accepted to excuse an absence. Verification of clearance of absences will only be done via email or by the student picking up an attendance report from the Attendance Office.

Attendance Correction Process

Students must be proactive in alerting the attendance office of possible marking errors regarding attendance. The steps listed below are to be followed if the student believes an error was made to their attendance.

- 1. Each week, students pick up an attendance report from the attendance office to examine it for possible errors.
- 2. If a possible error is found, student fills out a Request for Professor to Review Attendance form from attendance office.
- 3. Student fills out the form, signs and dates it, then turns the form in to the attendance office with any accompanying documentation supporting the student's case for a possible error.
- 4. After reviewing the Request for Professor to Review Attendance form and any accompanying documentation, attendance coordinator emails the professor requesting verification of presence/absence/excused absence in class on date in question.
- 5. Professor responds to attendance coordinator email.
- 6. If a correction is required, attendance coordinator makes correction to the official attendance record.
- 7. If the professor responds confirming the absence as unexcused and supporting documentation, if any, supports the confirmation, the absence is finalized as unexcused, and no further attendance appeals are available for the date in question.
- 8. All verified corrections will be documented and changed in the student's attendance record. The student will be notified of the correction.

Attendance finalization process (6-weeks)

- **Every six (6) weeks the attendance records will be locked with no further corrections allowed**
- Every six (6) weeks student attendance records will be locked. See chart for Fall and Spring Lock Dates.
- Students should consistently check their attendance report in order to make timely corrections when a possible mistake has been detected.
- Students may check their attendance records by obtaining an attendance report each week from the attendance office located in El Paso (Room E-050).

Fall Semester			Spring	Seme	ster			
		6 Weeks Ends	Attendance Lock				6 Weeks Ends	Attendance Lock
1 st weeks	6-	Sept 19, 2021	Sept. 16, 2021		1 st weeks	6-	Feb 17, 2022	February 24, 2022
2 nd weeks	6-	October 28, 2021	Nov 4, 2021		2 nd weeks	6-	March 31, 2022	April 7, 2022
3 rd weeks	6-	Dec 9, 2021	Dec 16, 2021		3 rd weeks	6-	May 12, 2022	May 19, 2022

Cancelled Classes

Students must report to the attendance office in El Paso E050 with a picture ID in the event of a cancelled class before the end of the scheduled class time. Students who do not report to the attendance office when their class is cancelled, and before the end of the scheduled class time, will be reported as an unexcused absence. For online courses, students must report to the RCHS attendance office through email at rchsattendance@dcccd.edu any cancelled classes or the inability to access online participation in any course.

Truancy Process

The academic success of every student at Richland Collegiate High School is important to us; daily school attendance and arrival on time are critical to this success. Excessive absences can hinder a student's progress and the High School's ability to provide for the student's educational needs. It is the responsibility of the parent/guardian to monitor his or her child's attendance and require the child to attend school and arrive on time; failure to do so may subject the parent of a truant student to prosecution

The Texas Compulsory School Attendance Law (Chapter 25 of the Texas Education Code) and RCHS Board Policy require your child's attendance. According to this law, effective September 1, 2015, RCHS:

- 1. If a student has unexcused absences on three days or parts of days within in a four-week period, RCHS must send a warning notice to a student's parent informing the parent that the student is subject to truancy prevention measures to address student conduct related to truancy in the school setting. The truancy prevention plan will be designed to address and mitigate truant conduct. The truancy prevention measures may include actions such as imposing a behavior improvement plan on the student or referring the student to counseling, mentoring, or a teen court program.
- 2. If a student fails to attend school without an excuse for 10 or more days or parts of days within a six-month period in the same academic year, RCHS must refer the student to truancy court and may file a complaint against the student's parent in a county, justice, or municipal court if RCHS provides evidences and meets the statutory requirements.

RCHS will notify parents of the potential consequences of truant behavior at the beginning of each school year, and in the event any of the above measures become necessary, the RCHS attendance office will use the contact information on file to further inform parents of the unexcused absences RCHS has on file and the actions that will be taken.

Online Learning and Attendance

In the event online learning is required to complete scheduled courses, students will be required to be virtually present through the use of Microsoft Teams or any other means as prescribed by the RCHS administration and supported by DCCCD Dallas College IT assistance. Students will "check-in" and "Check-out" through the use of Microsoft Teams and demonstrate their participation in accordance with course syllabi and RCHS attendance policies.

Biometric Attendance

In the event RCHS collects official attendance through biometric technology, the student shall be counted present by date and time. The only method allowed by the Texas Education Agency and the Student Attendance Accounting Handbook by which a student can take his or her own attendance is by using biometric technology. Examples of biometric technology include but are not limited to, fingerprint recognition, facial recognition, retina recognition, and iris recognition. All other methods by which a student takes his or her own attendance, such as sign-in sheets, are not allowed under any circumstance. Use of biometric technology does not require a waiver. The school must be able to produce printable documentation of attendance information that must provide detailed information about the date and time that the student logged in and out of the system.

Dismissal for Repeated Inappropriate Behaviors

RCHS students, when enrolling in the RCHS program, chose to attend college classes taught by college professors and attended by tuition-paying college students. As a result, mature and appropriate behaviors are expected at all times while students are on the Richland College campus Richland Campus or at school sponsored activities and events. Student misbehaviors will be addressed by the RCHS administrative staff with appropriate disciplinary consequences that support student reflection and correction.

Repeated student misbehaviors will result in the student, accompanied by his/her parents, being summoned to a disciplinary conference conducted by the RCHS Discipline Committee. The RCHS Discipline Committee will collect data and information about student performance, attendance, and misbehaviors in order to determine the student's eligibility to continue in the RCHS program. Prior to the final determination, the student will be afforded an opportunity to present his/her information at the discipline conference. **Severe student misbehaviors, as outlined in the Student Code of Conduct or removal of a student from class by a professor will may result in immediate dismissal of the student from the RCHS program. Students may also be subject to disciplinary consequences from the college for violations of the Richland Dallas College Code of Conduct.

College Grievances

Students may dispute a grade or make a college-level complaint by following Richland Dallas College procedures:

- 1. Seek a meeting with the instructor;
- 2. Inform RCHS Academic Advisor of appeal; and
- 3. Seek a conference with the Dean (only after meeting with the instructor and informing the instructor that you are going to appeal).

For additional information concerning college grievance procedures, visit the Richland Dallas College website at http://www.richlandcollege.edu/conduct/
http://www.dcccd.edu/contact/pages/complaint.aspx. Detailed information on the grievance process is outlined under the Richland Dallas College Code of Student Conduct.

Textbooks

RCHS provides required textbooks to RCHS students for approved RCHS dual credit courses during the RCHS academic school terms. Students are responsible for the textbooks and must return them at the end of each term in good condition. Lost textbooks must be replaced at student cost. Students who severely damage or lose textbooks must either replace the books or reimburse the Richland Dallas College business office for the replacement cost of the books. Students must purchase, at their own expense, textbooks for classes when taken outside of the regular school calendar or school hours such as summer and evening classes.

**Richland Dallas College "blocks" will be placed on students who do not return RCHS equipment or textbooks in good condition.

Laptops

RCHS also provides laptops to students to help facilitate future ready learning objectives, and are required for use in RCHS support courses. Use of laptops is conditional and a user agreement must be on file signed by both parent/guardian and student. Lost or stolen laptops must be replaced and students are responsible for the full replacement cost. Laptops must be returned before the end of school and before participation in graduation ceremonies.

Richland Collegiate High School will not pay for courses or textbooks in the following situations:

- 1. Repeating a course required for high school graduation, a core curriculum course, or an associate degree course that has already been successfully completed with a passing grade.
- 2. Taking courses that are beyond the requirements for high school graduation, for core curriculum completion, for an associate degree, or for an emphasis degree, including courses taken outside the required 75,600 minute school calendar and beyond the regular school day hours (evening and weekendcourses).
- 3. Repeating a course for the third time outside the required 75,600 school calendar and beyond the daily 240 minutes attendance requirement.

Messages

The school makes every effort to relay important messages from parents to students. Students cannot be called to the RCHS office for messages during the school day except in cases of family emergency. Parents may choose to use student e-mail as a form of communication.

Transportation and Vehicles

RCHS does not provide transportation. However, students are eligible for free monthly DART bus passes at www.dcccd.edu/gopass. Please contact the main RCHS office at 972-761-6888 if you need more information. You may contact DART at 214-979-1111 or www.DART.org for DART bus routes and schedule information. Student vehicles parked on Richland property are under the jurisdiction of the school. The school reserves the right to search any vehicle for reasonable cause. Students have full responsibility for their vehicles and are held responsible for any prohibited objects or substances, such as alcohol, drugs, drug paraphernalia, weapons, or weapon paraphernalia found in their car and are subject to disciplinary action, as well as referral for criminal prosecution.

Release of Students from School

For permission to leave school early, the parent must notify RCHS attendance. Students will not be released to any individuals except their parents and/or guardians. Parents or guardians may provide written authorization for an individual to provide transportation for their child; however, this document must be presented to the school in advance. Parents and guardians must present picture identification to the RCHS Attendance Office prior to the release of any RCHS student. The student must sign-out through the RCHS Attendance Office prior to leaving campus.

Change of Address Notification

When students move or relocate to a new address, the student is required to notify the school and bring proof of residency within three school days. Parents need to provide new contact information such as new phone numbers and/or email addresses to the RCHS office as changes occur. ** Utility bills or lease agreements may serve as proof of residency.

Dress and Grooming

RCHS reserves the right to prohibit any clothing or grooming style that the administration determines to be reasonably expected to pose a health or safety hazard or to cause a material and substantial disruption of, distraction from, or interference with school operations. The principal has the final decision regarding appropriateness of attire and grooming.

Clothing and Grooming Guidelines:

All RCHS students are expected to take pride in their grooming and hygiene. Student dress should exhibit self-discipline, prevent disruption, avoid safety hazards, and demonstrate self-respect. All students are expected to exemplify appropriate dress and grooming standards in a manner which conveys an appropriate image for the student and the school.

Student ID:

Students are required to visibly display their official RCHS student ID at all times while on campus. Students must present their Richland Dallas College/RCHS Student ID for all class meetings, attendance, admittance to events, and as official documentation for all material distributions such as textbooks and technology distributions. Students will be issued one free ID for the two years of enrollment. Replacement ID's are subject to the price issued by the college and students are responsible for the payment.

Field Trips

Educational field trips may occur during the school year. Cultural and educational programs appropriate to the curricula determine the purpose and choice of field trips. Information and release forms will be sent home prior to the planned trip and must be returned to the school at least one day before a scheduled trip. Students who do not return signed release forms may not participate. Students must be in compliance with the specified dress code for all field trips. The Student must notify the RCHS attendance office of all college field trips ten days in advance of the trip date. RCHS will review and approve the trip, as appropriate. If a trip is not approved, RCHS will notify the student of the decision and reason for the decision.

Student Center

El Paso Hall and other designated student areas serve as RCHS student centers and are available to all other college students, employees, and official guests as well. These areas, as well as other areas of the college, may be used by RCHS students when not in class. These areas have wireless networking for laptop computer use. It is imperative that RCHS students remain mindful of their surroundings by refraining from loud or disruptive behavior or noises. Rudeness and profanity are not acceptable. Students are to be respectful of the rights, feelings, and possessions of others including all school property and its cleanliness.

Food and Drink

Breakfast and/or lunch is available and may be purchased in the cafeteria. Vending machines for soft drinks are also available. Each student is responsible for cleaning up after themselves in order to keep the Richland campus looking beautiful. RCHS has an open-campus policy during lunch times, and Richland Dallas College and RCHS are not liable or responsible for students when they are off-campus. Students are expected to return to campus on time for their next class. It is preferred that RCHS students stay on campus during lunch and extended breaks.

Cellular Phones, Electronic Devices, & Other Technology

Students must keep cellular phones and other technology <u>turned off</u> and put away in all classrooms. Use of electronic devices is strictly prohibited during class instruction. Professors reserve the right to allow cell phone or technology use at their sole discretion. Professors may confiscate phones, laptops, and other technology during class if they deem them distracters. Confiscated electronic devices must be picked up from the RCHS office by parents/guardians; students may not pick up confiscated electronic devices. Additionally, RCHS staff may take disciplinary action towards-students who use electronic devices during instructional periods.

**The school is not responsible for lost or stolen devices. Theft or lost items should be reported to the campus police.

Computer User Responsibilities

The computer networking resources provided by Richland Dallas College and/or RCHS should be used in an effective, efficient, ethical, and legal manner. Users are expected to adhere to the following conditions:

- A. Respect the intended purpose of computing resources:
 - a. Use only for instructional, research, and administrative purposes.
 - b. Do not use accounts for any form of commercial activity.
 - c. Do not "talk" to other users on the network unless the intent is instructional (pertaining to your project) and prearranged.
 - d. Do not use the electronic communication facilities (for example pine, mail, or talk) to send fraudulent, harassing, or intimidating messages.
- B. Respect the privacy of other users:
 - a. Do not use any other person's account.
 - b. Do not intentionally seek information on, obtain copies of, or modify any files, tapes, passwords, data, or programs belonging to other users unless specifically authorized to do so.
 - c. Keep your password secret and change it regularly.

- C. Respect the system integrity and resources:
 - a. Do not develop or execute programs that could harass other users, infiltrate systems, damage or alter software components, or use any services for unauthorized purposes.
 - b. Avoid excessive use of resources, for example, computers, printers, graphic devices, networks and processor time.
 - c. Share resources in an equitable manner, and respect the people responsible for overseeing the lab and/or those responsible for administering the network.
 - d. Follow established policies and procedures.

Email:

All students must use their DCCCD Dallas College student email account as well as check their eCampus and eConnect accounts and student notices daily. Students are responsible for receiving and responding to email communications. Since students are not in the traditional high school environment, email and eCampus serve as a primary source of communication between the high school and its students. RCHS students waive their "right to privacy" on all Richland Dallas College and RCHS computers since they are school property. Students may not install any software on school computer s. All students are governed by the DCCCD Dallas College computer use policy.

Academic Advising and Guidance

Academic Advisors

RCHS advisors serve as student advocates. The Academic Advisor's primary responsibility is to provide support services directly to students by assisting all students to plan and work toward their selected graduation program, providing individual and group advising related to student's needs, and providing support to students indirectly by consulting with staff and parents. Advisors also serve as the liaison for communication between faculty members and parents. Any concerns with a course or faculty member must be reported to the appropriate RCHS Academic Advisor.

Every year, RCHS Advisors provide information to students and parents on the following topics:

- Importance of higher education.
- Information on careers.
- The advantages of completing the State Foundation high school program, or Foundation Plan with endorsements.
- Coursework designed to prepare students for higher education.
- Financial aid availability and requirements.
- Instruction on how to apply for federal financial aid.
- Information concerning the financial aid center operated by the Texas Higher Education Coordinating Board under Texas Education Code Section 61.0776.

Required Course Sequence

RCHS follows the Texas Board of Education approved graduation plans and aligns all college courses with approved high school courses. All RCHS students are required to not only meet but exceed the state recommendations for graduation. As a result, each student is expected to take math, science, social studies, and English courses each school year. All transcripted dual credit course verification requests by universities, colleges, and/or other institutions of higher education shall include all courses completed regardless of a student's graduation plan.

RCHS includes a series of required college support courses as part of its unique program design. These courses are scheduled every semester to support the RCHS personal graduation plans for each student.

RCHS students are scheduled into high school graduation required courses and electives during the regular school calendar days in which funding is generated. Therefore, all student Personal Graduation Plans outline the required courses during the following semesters: August Term, Fall

Term and Spring Term. Summer Terms are not included in the regular school calendar. If students elect to change graduation plans during the academic year, the changes will not take effect until the beginning of the following academic semester. The school shall send written notice to the student's parents regarding the change. If students fail courses during the academic year, they may recover the failed courses by selecting one of the following recovery options:

- RCHS Credit Recovery Program no cost to students or parents, a recovery program that
 is managed by the RCHS Response to Intervention Coordinator. This option provides high
 school credit recovery and the final grade is transcripted on the RCHS high school transcript.
 No college credit is awarded.
- 2. <u>TxVSN On-line High School Recovery Program</u> students/parents select the course they want to take and pay the course fee prior to enrollment. The instructor of record is the TxVSN on-line instructor. TxVSN is a virtual school program that is separate from RCHS; RCHS has no authority over the instruction or instructor, and may only serve to assist students in registration and transcription of the final grade for high school credit on the RCHS transcript (graduation required courses only). **TxVSN offers a tool to assess a student's readiness for on-line instruction due to the increased rigor of an on-line program.
- 3. Richland Dallas College Dual Credit Classes students/parents may select Summer Term courses and pay for the tuition and textbook costs for each course. Final grades for dual credit courses are transcripted on the Richland Dallas College transcript. High school credit is not awarded for summer. High school credit may only be transcripted on the RCHS high school transcript if the course was pre-approved by the student's RCHS Academic Advisor due to a failed grade and is required for high school graduation and it is necessary for the student to take the course outside of the regular RCHS academic calendar.
- 4. <u>Correspondence Courses</u> students/parents pay for textbooks and correspondence courses through Texas Tech University or The University of Texas (high school programs). Final grades are provided by the issuing institution and once received by RCHS advising staff, are posted to the RCHS high school transcript for high school only credit. Correspondence Courses must be pre-approved by the student's RCHS advisor.

Note: All non-dual credit, high school only credit recovery grades will be transcripted with a maximum grade of 70 percent.

If students feel that they are not able to successfully complete their college classes due to the rigor of the RCHS dual credit program, they must meet with an academic advisor. The Response to Intervention (RtI) team, along with the parent and student, will meet to discuss other options on an individual student need basis.

Scheduling Policies

Required Course Load

RCHS requires attendance during each term that is part of the RCHS academic calendar. In addition to August Term courses, all RCHS students are enrolled in a minimum of five core classes each Fall and Spring Term. Students failing ANY course in Fall Term will be required to attend classes designed to enhance study skills and success prior to the beginning of Spring term. Juniors are required to enroll in Pathways – College Career (PathCC) classes both Fall and Spring semesters as well as Research Methodologies for their Spring Semester. Seniors are required to enroll in College Transition classes and Senior Capstone classes both Fall and Spring semesters. Schedules are created by the RCHS advising team to meet TEA funding standards.

To remain in the RCHS program, students are required to maintain enrollment in a minimum of five core academic classes and the required RCHS high school support courses each Fall and Spring Term. Students who elect to take more than five core courses must have a signed Personal Graduation Plan (PGP) by both the student and a parent or guardian, and approved by their academic advisor.

Additionally, students who want to take more than 17 college credit hours in a Fall or Spring Term must seek approval from the Manager of RCHS Academic Advising.

Richland Dallas College Required Core Curriculum

The <u>Core Curriculum</u> is a set of courses that provides the knowledge, skills and experiences you need to succeed in college and in life. Whatever your academic or career goals, the Core Curriculum can help you to launch a successful future. Here's why:

- It builds a solid academic foundation with personal flexibility. Completing the Core ensures you build fundamental skills on a solid educational base. But it's also flexible enough that you can choose the courses that will apply to your chosen field of study while completing your Core requirements.
- ☐ You can earn an associate degree with just a few more courses. Take your block of Core courses (42 credit hours), and with just 18 additional hours, you can earn an associate degree.
- Transfer is guaranteed. It's a state law that students who complete the Core Curriculum with at least a
 - 2.0 GPA are guaranteed that their courses will transfer as a block of credit to any Texas public college or university. Individual Core courses must be accepted as well by the transfer institution.

*Get specific information on the <u>Core Curriculum</u>, read answers to <u>frequently asked questions</u> about the Core or learn about the <u>history of the Core selected by the colleges of DCCCD</u> at the following link: https://www.dallascollege.edu/cd/credit/core/pages/default.aspx.

Core By Foundational Component Areas

Important: This is the required Core Curriculum for all students attending colleges of DCCCD Dallas College. There are nine (9) Foundational Component Areas (FCA), including one Component Area Option (CAO). Each FCA has a set list of courses and maximum number of Semester Credit Hours (SCH) that must be completed to satisfy specific Core objectives.

The core of learning in college is a set of courses that will provide you with the knowledge, skills and educational experiences you need to succeed in higher education. Those courses - called the Core Curriculum - lead to an associate degree and transfer to four-year colleges and universities. Core courses are guaranteed to transfer to Texas public colleges and universities.

Core curriculum may be found at the following web address:

https://www1.dcccd.edu/catalog/GeneralInfo/CoreCurriculum/CoreByComponentAreas.cfm.
https://www1.dcccd.edu/catalog/GeneralInfo/CoreCurriculum/CoreByComponentAreas.cfm?loc=%7b#loc:code%23%7d

Dropping Courses

RCHS students are enrolled in college courses that meet the TEA required Texas Essential Knowledge and Skills for high school credit classes, thus both high school and college credits are earned for most classes. Although RCHS students are considered college students in many aspects, they are enrolled in a Texas Public Charter High School program and therefore fall under all TEA mandated policies and regulations. Some of the privileges that college students have such as dropping classes are not extended to RCHS students due to the structure of the high school program requirements. **RCHS students are not permitted to drop courses**. To remain in the RCHS program, RCHS students are required to attend classes and take a minimum of five core classes each Fall and Spring Term.

If an incoming student elects to take Summer courses in order to meet TSI requirements and then decides to drop the class or classes. he/she must repay the tuition for each dropped class.

Schedule Change Requests

Students are scheduled according to their Personal Graduation Plans each student creates with his/her Academic Advisor. Each Personal Graduation Plan (PGP) must be signed by both the student and at least one parent or guardian, and is kept in the students' academic cumulative folder. Although RCHS Advisors schedule courses each semester based on a student's filed PGP, students and/or parents may see a need to request a schedule change.

Schedule changes are granted for the following reasons: student needs to repeat a class due to failing the course, another course is required for graduation purposes, and/or there is a change in degree plan or diploma plan. The Schedule Change Request Form must be signed by a parent/guardian and returned by the announced due date or the schedule change will not be honored. Schedule change requests are reviewed by each Academic Advisor and are granted based on the merit of each request. Unanticipated schedule changes may occur prior to or during the start of each term due to the college cancelling classes, and/or the need to repeat failed classes. In such situations, RCHS Academic Advisors make the necessary schedule changes based on each student's graduation plan (Personal Graduation Plan) and shall notify the student's parent/legal guardian of such changes in writing.

College and University Admissions

For two school years following his or her graduation, a district student who graduates in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

Completes the Recommended or Distinguished Level of Achievement under the foundation HS program.or

Satisfies the ACT College Readiness Benchmarks or earns a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test and a minimum score of 530 on the mathematics test (No combined score) if the SAT was administered on or after March 5th, 2016.

In 2019, the University will automatically admit Texas students who graduate in the top six percent of their high school graduating class and who meet the above requirements. Additional applicants will be considered by the University through a holistic review process. Students and parents should contact their academic advisor for further information about automatic admissions, the application process, and deadlines. The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen.

Senate Bill 175, passed by the 81st Texas Legislature, allows The University of Texas at Austin to limit automatic admission to 75 percent (75%) of the University's enrollment capacity designated for first-time resident undergraduate students.

The University has determined that it will automatically admit all eligible summer/fall 2022 and spring 2023 freshman applicants who rank within the top six percent (6%) of their high school graduating classes, with remaining spaces to be filled through holistic review. This remains unchanged since the last school year.

Parental Involvement and Responsibilities

Due to the uniqueness of the high school setting, a strong partnership between home and school is essential to the educational success of RCHS students. Partnerships thrive on effective communication, understanding, and involvement between the school and home. RCHS parents are expected to actively support their student by creating an academic calendar and grade point sheets for each semester. Both parents and students are to meet weekly to review progress in the student's RCHS academic binder (11th grade) or Microsoft One Note (12th grade) and update the academic calendar and grade point sheets, which will serve to keep the family informed about student progress. Additionally, parents are expected to attend PGP Planning Meetings each year with their student and Academic Advisor. Working together, parents, students, and Academic Advisors create and update PGP's yearly that will guide the student towards completion of their academic goals – graduation, core completion, college/university acceptance, and/or an Associate's Degree.

Parent Involvement Policies & the RCHS Parent/Student Compact

In order to support parent partnerships with school staff, RCHS meets with parents to review, edit, and update the school's Parental Involvement Policies and Parent/Student Compact. The review is conducted at the beginning of each school year and the revised policies and compact are provided to parents via letters sent home through the students, Parent Association meetings, and the RCHS website.

Parents are encouraged to join the RCHS Parent Association which provides important parent training and information every month. Parents are welcome to attend meetings regardless of their membership status.

**The principal and high school staff serve as the communication path with Richland staff. All questions and concerns must go directly to the appropriate high school Academic Advisor.

Grading Policy

Semester Grades

Students will adhere to each instructor's grading policies (refer to each instructor's syllabus). It is important that care is also given to each faculty's attendance policy. Final grades are given at the end of each semester. Final grade reports will be mailed once all grades have been reported to the RCHS office and will be accessible online through www.econnect.dccd.edu.

RCHS abides by the Texas Education Agency policy in which credit is awarded for grades that are 70 points or higher. Any course grade below 70 will not receive credit and the course must be repeated and passed (70 or higher) if required for high school graduation. Additionally, grades that are higher than 100 points will be transcripted as 100; grades may not exceed 100 points. Award of Credit policy states students who are able to successfully complete only one semester of a two-semester course can be awarded credit proportionately for Richland Collegiate High School.

Summer Grades

RCHS transcripts grades for classes taken during the regular RCHS academic calendar that are taken during regular school hours. Classes taken during summer or evening classes will not be transcripted onto the RCHS high school transcript, except in the case of failed high school graduation courses that must be repeated outside of the regular school calendar. If a student fails a course needed for graduation, they must seek advisor approval to take the course(s) during summer terms. The advisor will notify the RCHS registrar that the grades need to be transcripted for graduation purposes.

Credit Recovery Grades

RCHS offers credit recovery for the four core subjects – mathematics, science, social studies, and English language arts. Students who wish to earn credit recovery must seek approval from their advisor in order to be scheduled into the credit recovery classes.

A numeric grade will be provided by the credit recovery teacher of record or the RCHS Response to Intervention Coordinator for each recovered course. Grades are based on assessment scores and student effort on work assigned through credit recovery courses. Recovered course grades will be added to the RCHS transcript and will be averaged with all prior course grade attempts for GPA and class rank purposes. A maximum grade of 70 will be transcripted for successful completion of recovered course work regardless of maximum score earned for credit recovery classes. Credit Recovery courses must be completed no later than the end date of the semester started in order to receive credit.

Progress Notification

Students are issued progress reports approximately every 6 weeks during the Fall and Spring semesters. The progress report process ensures that parents and students are kept abreast of current academic performance. RCHS Advisors work continuously with students and faculty to monitor academic progress throughout each semester. All communication concerning progress reporting must be directed to the Academic Advisors. Progress notices will be mailed out twice each long semester by request only. Students and Parents have access to progress grades through the Ascender Student and Parent Portals.

Grade Classification

RCHS grade classification is based on the number of state core credits a student has earned in grades 9-12. Official classification will be determined prior to the start of the August term or Spring semester if starting in January.

State Credits Earned	Grade Classification		
Minimum of 6 Credits	Sophomore 10 th Grade		
Minimum of 12 Credits	Junior 11 th Grade		
Minimum of 15 Credits	Mid-Year Junior 11 th Grade		

^{*}RCHS administrators are responsible for the classification of students.

RCHS Class Rank & GPA (high school transcript)

The class size that RCHS uses in calculating class rank will be determined each semester on the final day of the Fall and Spring terms for RCHS. Once the class size is determined for the Fall semester, it will not change until the end of the Spring semester.

Grades from the following courses regardless of when taken, shall be used in calculating the Uniform Grade-Point Average: Courses including electives in Texas Administrative Code (TAC) 74.63(b), sections (1) – (6), and sections (8) - (11); all College Board Advanced Placement (AP) and International Baccalaureate (IB) courses in all disciplines; high school career and technology courses aligned with university programs of study; and dual credit courses. No grade points shall be awarded for courses that do not result in credit awarded (any

grades below 70). Failing grades will be calculated into class rank/GPA for zero points and will be averaged with each attempt until credit is awarded for the course. Courses graded with no numeric grade will not be calculated in GPA.

Students transferring to the RCHS program with home schooled or non-accredited transfer credits may gain state credit by following district policy regarding the Awarding of Credit. Local credits from prior schools will not be transcripted onto the RCHS transcript and will not count in the high school GPA nor RCHS class rank.

High school credits earned during the junior high school years (7-8 grades) may also factor into class rank if the sending school district identifies such credits on the student's Academic Achievement Record. Only courses identified as high school credit will factor in the class rank calculation.

The RCHS class rank and GPA academic calculation is based on a four-point scale with the exception of identified courses of greatest rigor (refer to course weights below). Rank in class is computed by totaling the weighted rank points of eligible courses earned in grades 9-12 and dividing by the number of courses. Students entering RCHS with previously earned credits will be granted an official class rank at the end of the Fall semester of their junior year (after all grades have been posted and averaged). Courses taken in the summer for state credit, as well as approved correspondence courses shall count toward rank in class. However, duplicate credits will not count towards-class rank or GPA; only the original credit may be used in calculations once credit has been awarded for any given course. It is the responsibility of the student and parent to contact prior school district personnel to ensure the accuracy of the student transcript. If duplicate credit issues exist, it is the responsibility of the student and parent to resolve the issue and obtain a correct transcript. The transcript should then be submitted to the RCHS office.

A student may improve their class rank by increasing their GPA and enrolling in heavier weighted courses (refer to course weights below):

- Advanced Placement, International Baccalaureate, and Dual Credit courses shall be weighted equally with an additional weighting of **1.0** point in the calculation of the uniform GPA.
- Pre-AP, Pre-IB, and honors courses shall be weighted equally with an additional weighting of .50 if begun prior to May 1, 2013.

Course Weights

Advanced Placement/identified 3-4 hour Dual Credit/IB courses	5-point scale
Pre-AP/honors/Pre-IB	4.5-point scale
Regular/Developmental/ESL/1 or 2 hour Dual Credit	4-point scale
Special Education.	3-point scale

^{*}Most rigorous and heaviest weighted courses are based on prerequisites. Consult with an RCHS advisor for clarity.

To determine high school GPA and class rank, a student's semester grade for a state accredited course is computed based on the appropriate course weight scale. All earned points are added together then divided by the total number of courses. The students are then ranked from highest GPA points to lowest. Students who are ranked in the top 10% of their grade level will be ranked on the RCHS transcripts; students who are not in the top 10% will not have their rank entered on the RCHS transcript.

Class rank is calculated at the end of each semester. The first calculation takes place at the end of the Fall semester of the junior year. The second calculation takes place at the end of the Spring semester of the junior year. During a student's senior year, rank in class is calculated at the end of the Fall semester.

Due to graduation deadlines, final Rank in Class will be computed at the conclusion of the Spring semester - immediately following the posting of all Spring semester grades. RCHS administrators will determine an appropriate date to officially announce the school's top 10% graduates, as well as valedictorian and salutatorian recipients.

Valedictorian/Salutatorian/Top 10%

To be eligible for Valedictorian or Salutatorian status, and Top 10%, students must complete the requirements of the Foundation Plan with Endorsements. Students with the highest rank will be awarded valedictorian and salutatorian.

Richland Dallas College Grade Point Average (GPA) - Richland Dallas College Transcripts

Grade Point Average (GPA)

In preparation for college transition, all RCHS students will earn a Grade Point Average (GPA) used by Richland Dallas College and universities nationwide. This calculation is based on the number of Richland Dallas College credit hours earned per course multiplied by that course's letter grade value. The sum of these points is then divided by the number of credit hours earned. To qualify for financial aid after you graduate, you must meet all three criteria after qualifying:

(Ex.)	<u>Letter Grade Value</u>
2.0 Cumulative (overall) GPA	A = 4
Must complete 67% of all attempted	B = 3
Credit hours. Hours do not exceed	C = 2
150% hours required to complete	D = 1
Program of study	F = 0

Course Attempted	Final Grade	Points
Course Attempted	Final Grade	Points

Course 1	3 credit hours x A (4)	12
Course 2	4 credit hours x C (2)	8
Course 3	2 credit hours x A (4)	8
Course 4	3 credit hours x B (3)	9
	12 Credit Hours	37 Points

37 points divided by 12 credit hours = 3.0 GPA

All Richland Dallas College credit courses are eligible for computation in the college transcript GPA. This GPA is recalculated each semester by Richland Dallas College and can be accessed by eConnect. This GPA is not equivalent to the RCHS transcript GPA.

Transcripts

A student may obtain a transcript request form from the RCHS office. The form must be completed and include one of the following:

University/College Address or

"For pick-up" written across the address section. If student indicates "for pick- up", transcripts may be collected from the RCHS office approximately 48 hours after submitting a completed request form. Note that transcripts are not considered "official" unless mailed by RCHS staff to the receiving school or university. Transcripts are free of charge to all RCHS students and can be requested through eConnect.

Awarding Credit and Non-Accredited Schools

In accordance with *19 TAC Chapter 74, students transferring to RCHS from non-accredited public, private, parochial schools, or home study will be granted state course credit through acceptance of passing scores on one of the following assessments:

RCHS Credit by Exam (CBE) using Edgenuity software (no cost to students)

Credit by Exam (CBE) through Texas Tech University or The University of Texas high school program (student is responsible for all costs)

All students entering the RCHS from non-accredited institutions will be administered a Credit by Exam (CBE) for each core class. The student will discuss a CBE action plan with their advisor and may elect to take CBEs for core classes at RCHS during designated times. RCHS provides CBEs for the four core subjects - mathematics, science, social studies, and English language arts. The grades earned on the CBEs are transcripted on the student's RCHS transcript.

If students elect to take CBEs through Texas Tech or The University of Texas, the students and parents are responsible for ordering the appropriate CBE(s) from the institutions before the end of May. CBEs should be mailed directly to the RCHS office and must be administered by the RCHS staff before the application deadline. Study guides are available on-line; RCHS Advisors can provide information on how to order and prepare for CBEs. All costs for CBEs are the responsibility of the student and/or family. Please refer to the policies and deadlines set forth by Texas Tech and/or The University of Texas. Please plan ahead as these policies do not reflect RCHS timeliness.

A score of 70% or better on a CBE will be required to meet State Board requirements and standards for all core courses taken either through home school or through a non-accredited school program. Any student who chooses to not validate high school credit earned through an unaccredited institution shall be classified in accordance with the Richland Collegiate High School standards (see grade classification). To receive credit for End-of-Course (EOC) tested courses and meet state graduation requirements, students must take and pass the equivalent EOC test for courses in which they are enrolled.

Newly Accredited Schools

Effective as of Fall 2007, any student transferring from a recently accredited school will automatically have his/her credits awarded by RCHS. In order for a student to qualify for this approval, the sending school must become state accredited (TEA) during the student's 2-year enrollment period at RCHS. The student must also provide RCHS an updated transcript indicating all courses were passed and credited while in attendance at the previous school.

Transfer Grades (High School Grades)

All transfer and incoming RCHS students presenting transcripted letter grades from **accredited institutions** will be granted course credit and a numerical grade to determine their GPA using the following conversion scale:

*Non-accredited school and home study student grades will be determined by the score earned on each CBE. CBE scores will be used to determine GPA and class rank. College transfer grades do not follow this scale; instead, a C=70-79 and a D = 60-69.

Curriculum Modifications

College credit is not granted to students who require curriculum modifications. High school credit only is granted for classes in which curriculum modifications are required.

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters RCHS until the student withdraws or graduates. By law, both parents, whether married, separated, or divorced, and students have access to the record of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

RCHS is custodian of all records for currently enrolled students at the assigned school. RCHS is also custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The records custodian or registrar will respond to reasonable requests for explanation and interpretation of the records. Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and "school officials with legitimate educational interests" are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, trustees of RCHS or cooperatives of which RCHS is a member, or facilities with which RCHS contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are engaging in any of the following activities:

- 1. Working with the student;
- 2. Considering disciplinary or academic actions, the student's case, an Individual
- 3. Education Plan (IEP) for a student with disabilities under Individuals with Disabilities
- 4. Education Act (IDEA) or an individually designed program for a student with disabilities under IDEA or individually designed program for a student with disabilities under Section 504;
- Compiling statistical data; or
- 6. Investigating or evaluatingprograms.

A parent's or student's right of access to copies of student records does not extend to all records. Materials that are not considered educational records pertaining to former students after they are no longer students at the campus, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student. Certain officials from various governmental agencies may have limited access to the student's records. RCHS forwards appropriate records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of

records. A student over 18 years of age and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If RCHS refuses the request to amend the records, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process.

Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post- secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the school is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. The school has designated the following information as directory information: a student's name, photograph, degrees, honors and awards, received dates of attendance, grade level, participation in officially recognized activities and sports, and the weight and height of members of athletic teams.

Posting of Student Work

Central to the RCHS educational process, group or individual projects are used for student learning approaches and evaluation of learning outcomes. These projects may be displayed within the classroom or around the school. In accordance with FERPA, RCHS will not compromise the personal rights of or embarrass any student. However, you are giving RCHS permission to display your student's work when signing the receipt of this handbook, unless a written request stating your objection is submitted to the school.

Withdrawals

When it becomes necessary for a student to withdraw from school, the student should report to his/her assigned Academic Advisor and follow the school's withdrawal procedure in order to receive grades at the time of withdrawal and/or records for transfer to another school. The student and parent should see the assigned RCHS Advisor to discuss alternative programs that may be available to help meet the student's needs. Students will not be allowed to withdraw from the RCHS program until all withdrawal paperwork is complete and returned to the RCHS office. A parent or guardian must be present and sign the withdrawal paperwork for students who are not 18 years of age or older. Picture identification is required from the parent(s)/guardian(s) or student who is 18 years of age or older at the time of withdrawal from the RCHS program.

Students within the compulsory attendance age are not dropped from the rosters of RCHS except for the following reasons:

- 1. School has received documentation of student's enrollment at another school,
- 2. Committed to an institution,
- 3. Deceased,
- 4. Entered private school,
- 5. Graduated/completed GED, or
- 6. Non-Attendance.

Graduation Program

The District offers the graduation program listed in this section. All students must meet the following credit and course requirements for graduation under the programs listed including SB30 requirements for successful completion of Proper Interaction with a Peace Officer and	Foundation HSP Distinguished Level of Achievement
CPR.Discipline	
English Language Arts	Four credits: English I English II English III English III An advanced English course
Mathematics	Four credits: Algebra I Geometry An advanced math course (1) An advanced math course (2)
Science	Four credits: Biology IPC or an advanced science course An advanced science course An advanced science course An advanced science course

Social Studies	Three credits		
	U.S. History		
	U.S. Government (one-half credit)		
	Economics (one-half credit)		
	World History or World Geography		
Physical Education	One credit		
Languages Other Than English	Two credits in the same language		
	Two credits from Computer Science I, II, and III (other substitutions)		
Fine Arts	One credit		
Speech	.5 credit (Board Approved Requirement)		
Total Credits w/endorsements	26		

Endorsements	A student may earn an endorsement by successfully completing curriculum requirements for the endorsement a total of four credits inmathematics a total of four credits inscience two additional elective credits
STEM	A coherent sequence or series of courses selected from one of the following: CTE courses with a final course from the STEM career cluster Computer science Mathematics Science A combination of no more than two of the categories listed above
Business and Industry	A coherent sequence or series of courses selected from one of the following: CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook Technology applications A combination of credits from the categories listed above
Arts and Humanities	A coherent sequence or series of courses selected from one of the following: Social studies The same language in Languages Other Than English Two levels in each of two languages in Languages Other Than English American Sign Language (ASL) Courses from one or two categories (art, dance, music, and theater) in fine arts English electives that are not part of Business and Industry
Multidisciplinary Studies	A coherent sequence or series of courses selected from one of the following: Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts
Performance Acknowledgments	■For outstanding performance in a dual credit course in bilingualism and bi-literacy on an AP test or IB exam on the PSAT, the ACT-Plan, the SAT, or the ACT For earning a nationally or internationally recognized business or industry certification or license

Graduation

A student must earn at least 22 credits to complete the Foundation High School Program and 26 credits for the Foundation Plan with Endorsements. In accordance with Texas Education Agency, to be eligible to receive a high school diploma, a student must demonstrate satisfactory performance as determined by the State Board of Education (SBOE) on the assessments required for graduation as specified in the Texas Education Code (TEC), § 39.025. A student may not receive a high school diploma until the student has performed satisfactorily on the secondary exit- level assessment instruments for English language arts, mathematics, social studies, and science. Only students who are scheduled to complete all graduation requirements and have passed all portions of the End of Course Exams (EOC) may participate in the graduation ceremony. Students who completed all coursework required for graduation and passed all portions of the exit-level test shall receive a diploma. A student enrolled in college preparatory math or English courses who is able to

demonstrate college-ready performance on the TSI assessment administered at the end of those courses may be exempted from the applicable Algebra I or English I and II EOC Exams. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC). A student may not graduate under an IGC if the student did not take each required EOC assessment or a commissioner-approved substitute assessment for each course for which there is an EOC assessment. It is our hope that RCHS students will graduate from high school with an Associate's Degree; however, this may require students to take additional course work, possibly during summer sessions.

Learner Services

Student Programs and Services

The Richland College Campus Office of Student Life (OSL) staff plan and provide a variety of programs and activities for RCHS students. These programs may include extra and co-curricular activities, leadership conferences, retreats, volunteer opportunities, or other enrichment programs. RCHS students are encouraged to participate in Richland Campus College campus activities/organizations.

Please refer to the RCHS Activity Calendar for date, times, and locations. Also, the Richland College website provides a college life activity calendar at www.richlandcollege.edu.

The OSL is located in El Paso Hall, room E040. Phone: 972-238-6130

Student Organizations

Students are encouraged to organize and participate in the high school's student government. This organization is solely for RCHS students. In addition to Richland College Campus activities and/or organizations, students may initiate additional organizations by conducting the following steps:

- 1. Present a petition to the Student Life Director requesting recognition of the organization. The petition must include names of the organizing members, a copy of the by-laws that it will follow, and the purpose, goals, and activities of the organization.
- 2. The organization must have an adult sponsor who is a full time employee of Richland Dallas College. A letter of agreement to serve from the proposed sponsor must accompany the petition.
- 3. The petition must include time, location, and frequency of meeting times. All meeting times must be approved by the school and placed on the school calendar. Reports from the meetings must be submitted to the school office each semester.

The organization will lose its status if any activities are found to be in violation of the Student Code of Conduct. Students may also be removed from school for any violations.

As a public high school, RCHS will remain neutral in matters of religion. The school will protect the rights of free expression of any religious group, but may not promote the interests or teaching of any religious faith, although Richland Dallas College provides courses in comparative religions and cultures in its college curriculum. Students shall be excused from classes for the purpose of observing a religious Holy Day(s). Per Texas Law, as public school students, RCHS students have an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school.

Test Center

The assessment and testing center offers a variety of testing services to RCHS students such as:

- Academic testing (instructors' tests, make-up exams, etc.),
- TSI and placement testing,
- COMPASS testing for Bilingual English Language Learners (ELL)
- Standardized testing such as: CLEP, THEA, etc.,
- Psychometric testing (assessment of personality, vocational interests, aptitude, etc.); students must be referred by a counselor or faculty member, and
- CBE testing.

Location: Medina Hall, room M105. **Phone:** 972-238-6160

Career Services

The college provides career planning and job placement services free of charge. These services include: job search skills, establishing employment contacts, completing applications, resume and cover letter writing, and interviewing skills. Other services such as career testing and career guidance are available to assist with selecting college majors and career choices.

Location: El Paso Hall, room E090, Phone: 972-238-6921

English as a Second Language (ESL)

The ESL pull-out program at Richland Collegiate High School is an English acquisition program that serves students identified as English through English instruction in English language arts and reading, provided by an ESL teacher, certified in accordance with Texas Education Code 29.061(c).. The goal of our ESL program is to enable English learners to become competent and attain full proficiency in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods in order to participate equitably in school.

Although Richland Dallas College offers English for Speakers of Other Languages (ESOL) courses in language acquisition for Limited English Proficiency (LEP) students, all classes are offered in English except for foreign language classes. Students for whom English is not their first language should schedule a meeting with their Academic Advisor to discuss ESOL class options at Richland Dallas College. All student enrollment information will be reviewed by RCHS staff to identify students for whom English is not their first language. Appropriate language testing may be required to ensure that students are in the appropriate classes based on level of English fluency.

RCHS has a Language Proficiency Assessment Committee (LPAC) that meets throughout the year to ensure that LEP students are assessed, monitored, and making academic progress. All TEA and federal regulations for LEP students are provided by assigned RCHS staff who are trained by Region 10.

Library Services

The Richland <u>Campus library</u> maintains a substantial collection of books, journals, and electronic resources on a variety of subjects. There are also special collections available for career materials, pamphlets, newspapers, popular magazines and technical periodicals. Other resources provided include slides, tapes, compact discs, computer software, videotapes, films, digital videodisks, and links to websites, electronic books, and online databases.

Richland <u>Campus</u> librarians orient users to the information environment and introduce them to the tools needed to navigate an increasingly complex world of information resources. Through orientation and research classes, librarians provide information skills to help users achieve their academic goals.

Willful damage to library materials (or property) or actions disturbing other library users may lead to the loss of library privileges. Damage cases are referred to the appropriate authorities for further action. All books and other library materials must be returned before the end of each semester. Student transcripts will not be issued until all library records are cleared. All RCHS students have access to all DCCCD campus Dallas College libraries.

Location: Lavaca Hall.

Phone: 972-238-6082 (reference desk) and 972-238-6081 (circulation desk).

Hours of operation: M-R 8:00 am-8:00 pm, F 8:00 am-5:00 pm, Closed Saturday/Sunday.

School Supplies

All students are responsible for supplying their own classroom school supplies. Supplies include but are not limited to: pencils, pens, paper, notebooks, erasers, scantrons, highlighters, and art supplies. Students are encouraged to keep their supplies in a backpack since the Richland College Campus does not have any student lockers.

The Learning Center

The Learning Center provides individual and small group tutoring as an academic support service for students needing extra help with course work and study skills. Additionally, the Center offers many workshops in both academic areas and study skills/test preparation. It is open seven days a week and the hours of operation are listed on the website at www.richlandcollege.edu/tlc/

https://www.dallascollege.edu/resources/tutoring/pages/default.aspx

Students must provide a valid student ID card when entering The Learning Center.

Location: Medina Hall, 2nd floor, room M216 **Phone:** 972-238-6226

Hours of operation: M-R 8:00 am-8:00 pm, F 8:00 am-5:00 pm,

Saturday 11:00 am-2:00 pm, Sunday 1:30 pm-4:30 pm. Summer Hours Vary.

https://www.richlandcollege.edu/services/academic-support/tutoring/pages/default.aspx

Science Corner Tutoring

The Science Corner is located on the second floor of Sabine Hall across from Lab S261. RCHS students may get help from any science professor, called "Faculty Tutors", in the Science Corner. Look for tutoring schedules on the RCHS website under the "Current Students" tab.

Location: Sabine Hall, 2nd floor (above the bookstore) Phone: 972-238-6226

Hours of operation: M-R 8:00 am-8:00 pm, F 8:00 am-5:00 pm, Saturday 11:00 am-2:00 pm,

Sunday 1:30 pm-4:30 pm

Center for Success in Mathematics (CSM)

The CSM offers students assistance with homework, review before taking tests, going over tests, refining study skills, and referrals to other college services. It also offers face-to-face drop-in tutoring for students taking developmental math.

Location: Medina Hall, room M227 (inside The Learning Center) **Phone:** 972-238-6226 **Hours of operation:** M-R 9:00 am-8:00 pm, F 9:00 am-4:00pm, Saturday 11:00 am-2:00 pm

Writing Center

The Writing Center provides free one-on-one tutoring to students who are currently enrolled in any course at Richland Dallas College. During the Fall and Spring semesters, tutoring is available six days a week on an appointment basis. Drop-in tutoring is offered at various times throughout the week as well. Students are highly encouraged to make an appointment due to the high volume of students visiting The Writing Center. Students should bring a typed draft, assignment sheet, instructor feedback, textbook, and handouts that will assist The Writing Center staff in their efforts to support the student's writing needs.

Location: Medina Hall, room M216 (inside The Learning Center) Phone: 972-238-6226

Website and resources: https://www.richlandcollege.edu/services/academic-

support/tutoring/writing-

https://www.dallascollege.edu/resources/tutoring/pages/default.aspx

Health Services

Emergency Medical Treatment

Parents must complete an emergency care form each year that includes a place for parental consent for school officials to obtain medical treatment for the student. Other information that may be required in case of an emergency should be provided and updated by parents as necessary. In case of serious accident or serious illness of a student at school, the student's parent shall be called immediately to take charge of the student. If the parent cannot be reached, the specific instructions of the parent for taking a student to specified facilities for emergency care shall be followed unless deemed inappropriate by the ambulance attendant. In this instance, the attendant shall transport

the student to the nearest medical facility having services appropriate to the student's needs. School authorities shall not call any private physician unless the parent of the student concerned has submitted a signed form on which they have requested that a certain physician be called in an emergency in which the parents cannot be reached immediately.

FERPA & HIPAA Notice

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters RCHS, until the student withdraws or graduates. By law, both parents, whether married, separated, or divorced, and students have access to the record of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. RCHS

adheres to the federal regulations under the Health Insurance Portability and Accountability Act (HIPAA).

Immunizations

RCHS will require proof of immunizations prior to enrollment; all immunizations must be current. The immunizations required are: Tdap (diphtheria, tetanus, pertussis), polio, MMR (measles (rubeola), mumps, rubella), Hepatitis B, varicella, and Meningococcal (meningitis). The school can provide information on age appropriate doses or on an acceptable physician- validated history of illness required by the Texas Department of Health. Proof of immunization with the student's full name and date of birth must come from a licensed physician or public health clinic with a signature or rubber-stamp validation. Per Texas Education Code 38.001, if a student should not be immunized for medical reasons, the student or parent must present an affidavit or certificate signed by a U.S. licensed physician that states that, in the doctor's opinion, the immunization required would be harmful to the health and well-being of the student or any member of the student's family or household.

This certificate or affidavit must be renewed per state requirements unless the physician specifies a life - long contraindication. Except as provided by state law [38.001(c)], a student who is not fully immunized and has not begun the required immunizations may not attend school.

Illness

A student who becomes ill while in school must first check-in and be approved for release to go home by the Richland College Campus Health Center. The school will call the Parent/Guardian to discuss whether the student should be sent home. Failure to get an approved release from the Health Center prior to leaving campus will result in an unexcused absence and possible disciplinary action. No student under age 18 will be released to anyone except his/her Parent/Legal Guardian.

Parents may communicate to the RCHS attendance clerk or principal any other authorized individual(s) who may pick up a student. A picture ID will be requested by a Health Center staff before the student will be released. The Parent/Legal Guardian must give permission for an ill student to drive himself/herself home.

Medications

Parents should deliver medications directly to the Health Center located in room T110 in Thunderduck Hall. All medications must be brought to the office in the original container. All medications shall have a label including student name, drug name, directions concerning dosage and schedule of administration. No herbal or dietary supplements will be administered through the Health Center. Additionally, parents should notify the Health Center if their child has been prescribed an inhaler for asthma or an Epi -pen for severe allergy by a doctor.

The principal will designate a nurse consultant or other designee to administer medication as outlined in the prescription. A log of medication administered will be maintained by the nurse consultant or designee of all medications administered. If there are any questions about a medication, the nurse consultant or designee may call to get clarification from the student's doctor. It will be the student's responsibility to remember to go to the office for medication. Medications will not be given to students to take home. Instead, parents must pick up medications to take home. Appropriate school officials and faculty will be notified of medical requirements for each student as necessary. It will be the student's

responsibility to remember to go to the office for medication.

Hearing, Vision, and Scoliosis Screenings

RCHS will routinely screen students for hearing, vision and scoliosis as outlined by the Texas Department of Health and Human Services. We do not send out notifications prior to such screenings, as they are required by law. If you feel your child requires a screening please notify the principal in writing.

Communicable Diseases

Parents of student with a communicable or contagious disease are asked to telephone the school so that other students who have been exposed to the disease can be alerted. A student who has certain diseases is not allowed to come to school while the disease is contagious. These diseases include but are not limited to any disease causing a fever of 100.4 degrees or greater, chicken pox, Type A hepatitis, influenza, measles, mumps, pink eye, strep throat, and gastroenteritis (stomach virus). The student remains contagious when fever is elevated to

100.4 F and above. The major criterion for exclusion from attendance is the condition's probability to spread from person to person.

Diabetes

The parent of a student with diabetes who seeks care for the student's diabetes while the student is at school shall submit to the Health Center at the-Richland College Campus. Contact Caroline White at 972-238-6315 carolinewhite@dcccd.edu Health Services by phone at 972-238-6315, or by email at healthservices@dcccd.edu to submit a copy of the student's diabetes management and treatment plan upon enrollment or as soon as assistance is sought. The parent must develop in conjunction with the physician responsible for the student's diabetes treatment a diabetes management and treatment plan which:

- 1. Identifies the health care services the student may receive at school;
- 2. Evaluates the student's ability to manage and level of understanding of the student's diabetes; and
- 3. Is signed by the student's parent or guardian and the physician responsible for the student's diabetes treatment.

The school will review the plan and develop in conjunction with a school health designee and at least one of the student's teachers in cooperation with the student's parent an Individualized Health Plan that creates a coordinated plan of care designed to meet the unique health care needs of a student with diabetes in the school setting. The principal/Health Services will request a signed agreement from the parent of the student that (1) authorizes an unlicensed diabetes care assistant to assist the student; and (2) states that the parent or guardian understands that an unlicensed diabetes care assistant may not be held liable or subjected to disciplinary action for rendering such assistance, as provided by Texas Health and Safety Code 168.009. In addition, upon written agreement by a parent of a student with diabetes and as soon as practical, the principal/Health Services will designate at least three unlicensed diabetes care assistants, nonhealth care professionals, who will undergo the appropriate state training. The principal/Health Services will maintain a copy of the training records available for inspection upon request. The unlicensed diabetes care assistant shall perform the tasks necessary to assist the student with diabetes in accordance with the student's individualized health plan and in compliance with any guidelines provided during training. In accordance with the student's individualized health plan, RCHS shall permit the student to attend to the management and care of the student's diabetes,

which may include:

- Performing blood glucose level checks;
- Administering insulin through the insulin delivery system the student uses;
- Treating hypoglycemia and hyperglycemia;
- Possessing on the student's person at any time any supplies or equipment necessary to monitor and care for the student's diabetes; and
- Otherwise attending to the management and care of the student's diabetes in the classroom, in any area of the school or school grounds, or at any schoolrelated activity.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links student to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the RCHS Coordinator of Student Services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Rtl Contact: Dr. Christopher Manes Phone Number: 972-238-6140

504/Sped

Contact Person: Felicia Walker Phone Number: 214-890-3801

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Felicia Walker Phone Number: 214-890-3801

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Disability Services Accessibility Services

The DCCCD <u>Dallas College</u> and RCHS shall consider all federal laws pertaining to individuals with disabilities when assessing and advising such students. The <u>Disability Services Office</u> (DSO) Accessibility Services Office (ASO) on each DCCCD Dallas College campus identifies

and provides, on an individual basis, appropriate accommodations for assessment of students with disabilities. The DSO ASO also determines, in conjunction with campus TSIA coordinators, when a student with a learning disability has completed remediation requirements to the satisfaction of the institution and "met" TSI standards. Such determination is based on, among other factors, appropriate and sufficient documentation of a student's disability.

* Students with disabilities are required to register with the Disability Services Office Accessibility Services Office in order to make use of their services and to receive accommodations. In addition, students must inform their RCHS Academic Advisor of any disabilities so that the student, parents, and Academic Advisor may connect with the RCHS Student Support Coordinator prior to the start of classes.

Disability Services Office (DSO) Accessibility Services Office (ASO)

The DSO ASO offers a variety of support services for students with disabilities. Services are coordinated to fit the individual needs of the student. They may include sign language interpreting, computer-aided real-time translation (CART), note-taking services, tutoring referrals, use of assistive technology, loan of specialized equipment, and testing accommodations.

Special testing arrangements, and extensive information and referral services are also available.

Students requesting services are responsible for providing current educational or psychological/medical documentation from a qualified professional verifying the disability and the need for services. It must state the student's diagnosis and its impact on the student's academic performance. New students are encouraged to contact the DSO ASO at least one month prior to registration.

Students with disabilities attending the college have a right to appeal decisions concerning physical and academic accommodations by submitting a written petition to the designated Americans with Disabilities Act (ADA) Compliance Officer of the college.

Location: Thunderduck Hall. room T120 **Phone:** 972-238-6180

Website: www.richlandcollege.edu/dso

https://www.dallascollege.edu/resources/accessibility-services/pages/default.aspx

Disability Accommodation vs. Special Education Entitlement

A college's responsibilities to students with disabilities differ from a public high school's responsibilities under special education law. Students who have been served under the Individuals with Disabilities Education Act while in elementary or secondary school often have some misconceptions about a college's responsibilities to persons with disabilities and the range of services a post-secondary institution is required to provide. Although colleges do have a legal responsibility under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act (ADA) to make their programs and services accessible to persons with disabilities, the broad mandated responsibilities that elementary and secondary schools incur under the IDEA do not apply to colleges.

The IDEA is an "entitlement" law intended to guarantee persons with disabilities a free and

appropriate primary and secondary education that allows for achievement. Within this educational framework, funding is mandated to identify children with significant problems and provide them with services that will facilitate successful learning. Aggressive measures, including the substantial alteration of academic course requirements, are often used to assure the success of students in special education programs. In contrast, Section 504 and the ADA are "non-discriminatory" statutes that are based on a civil rights model. They are not entitlement laws. They do not guarantee successful learning or mandate the creation of special programs for persons with disabilities. Instead, Section 504 and the ADA guarantee that the presence of a disability cannot be used as the basis for denying an otherwise qualified student equal access to the same programs, services, and facilities available to others. Simply stated, the goal of Section 504 and the ADA is to remove barriers and to guarantee reasonable accommodations so that persons with disabilities have an opportunity to participate at the level received by the average person.

Since RCHS enrolls students in Richland Dallas College courses, RCHS must follow all DCCCD Dallas College disability service policies and students must go through the Richland College Campus DSO ASO to receive disability services in the college classes.

Dyslexia

Students enrolling at RCHS shall be assessed for dyslexia and related disorders at appropriate times (TEC

§38.003 (a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to additional reading instruction (if placed in additional reading instruction), teachers' input, and parents' input.

A student is considered to have a disability under Section 504 if the condition substantially limits the student's learning. Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

Special Education Overview

RCHS provides a Special Education program as outlined by both Federal and State law. RCHS does not discriminate based on individual disabilities. We provide services to all students regardless of specific disability who meet our admission criteria. We provide a continuum of placements based on individualized decision-making through the Admission, Review, and Dismissal (ARD) process. Upon admissions, parents and/or students are required to notify RCHS administration and/or Student Advisors in writing that they qualify for Special Education Services. The parent or student must provide the RCHS Student Support Services Coordinator with a copy of their current Full and Individual Evaluation and Individualized Education Plan. A transfer (ARD) meeting will be held to determine the appropriate interim placement and services. Within 30 days of the transfer ARD, a temporary or annual ARD will be held in compliance with federal and state guidelines. Additional ARDs may be necessary from time to time to address programming and planning for students served in Special Education. A full outline of all Policies and Procedures related to Special Education at Richland RCHS is available on the Legal Framework website and by request. RCHS maintains a staff of individuals available to assist with issues pertaining to Special Education. Parents and students who have questions related to Special Education should notify the RCHS Student Support Services Coordinator or the Director of Student Services/student advisor.

** Board policy states that College credit is not granted to students who require curriculum modifications. High school credit only is granted for classes in which curriculum modifications

are required.

Special Education Referrals/Student Support Team

A student experiencing difficulties in the general education program may be considered for eligibility for Special Education services. All such students will be referred through the school pre- referral committee, the Student Support Team. Initially, appropriate academic and/or behavior interventions will be identified and implemented. If these interventions are unsuccessful and the student is suspected of having a disability, a referral may be made for a Full and Individual Evaluation (FIE). 34 C.F.R. Part 300; 19 T.A.C. Chapter 89, (T.E.C.) Chapter 29. RCHS staff will obtain informed consent from the student's parent prior to any testing.

If a student is experiencing educational related difficulties, the parent or adult student must contact the campus administrator, the campus Student Support Coordinator, or the student's advisor in writing to express their concern. At any time, a parent or adult student is entitled to request an evaluation for special education services. The student will then be referred to the Student Support Team, the school's overall general education pre-referral committee. Additionally, if a parent refuses to consent to services, RCHS shall not provide special education or related services to the student. Parental revocation of consent for services is not retroactive, meaning it does not negate an action that occurred after the initial consent was given and before the consent was revoked.

RCHS Systems of Support

RCHS believes in developing the whole student. We also believe that all students deserve to be supported while learning. To ensure that every student has an equitable experience while at the Richland College Campus, we employ a multi-faceted system of support that focuses on attendance, behavior, academic readiness, and social/emotional learning. Incorporated into the RCHS multi-faceted systems of support is our Response to Intervention (RtI) process.

Attendance Support

Attendance is taken daily. Students not in attendance fall under the RCHS Attendance support system. Students are subject to the compulsory attendance laws of the state of Texas, but in addition to the traditional attendance reporting, RCHS employs its own supports to help correct attendance issues in the collegiate setting. We believe attendance is the first contributing factor to success in higher education; the Rtl process is intended to ensure we do everything we can to support student attendance in every class every day. Students who are reported to have three or more cumulative, unexcused absences or who are referred by a professor/staff may be subject to Attendance supports. Supports may include assignment to the Student Success Center during non-scheduled class time Monday - Friday to make up time missed in class or assigned time to the Student Success Center on Saturdays. If a student becomes eligible for attendance supports, the parent will be contacted by RCHS administration or attendance personnel. Each subsequent referral constitutes a new evaluation of current supports, their effectiveness, and new or additional supports.

Contact: Attendance Coordinator

Behavior Support

RCHS students are immersed in the special experience of transitioning from a more traditional high school setting to a robust college environment. This transition, at times, requires extra support as students learn to modify their behavior and adapt to new learning environments and new learning expectations. If RCHS students are determined to have a need for a behavior support due to notification, for example, from professors, staff, RCHS Administration, or the RLC Dallas College police department, the RCHS system of support would begin with a student conference, parent call or conference, and an intervention aimed at guiding the student toward more accepted academic behaviors conducive to a higher education learning environment. Should those supports be determined to be ineffective, RCHS administration would begin continue the process of disciplinary consequences and/or the implementation of a Behavior Intervention Plan.

Supports may include assignment to the Student Success Center during non-scheduled class time, Monday – Friday, to reflect on the behavior that was deemed unacceptable and to focus on all academic requirements such as study, note taking, and preparation for class. Students may also be assigned time to the Student Success Center on Saturdays. If a student becomes eligible for behavior supports, the parent will be contacted by RCHS administration or personnel.

Contact: Assistant Principal

Academic Support

Academic support at RCHS brings together a series of interconnected support personnel and services. The student has access to all the same college resources as any other Richland Dallas College student. In addition to these services, RCHS students have access to their Sr. Academic Advisor, RCHS student services, Response to Intervention Services, and targeted tutoring. These academic supports work in conjunction with the other systems of support and at times, work simultaneously. For example, if a student is assigned to an Attendance Support intervention in the Student Success Center, the student's Academic advisor would be made aware, as well as the RtI coordinator. Both would serve to aid the student in corrective academic supports such as time management, scheduling, and student identified targeted tutoring to encourage the student to engage in positive corrective behaviors as well as helping the student focus on positive academic supports.

Contact: Rtl Coordinator

Social, Emotional, and Mental Health Supports

RCHS understands that developing minds also need support. RCHS employs a full-time counselor and all RCHS students have access to the Richland College Campus Lakeside Resource Center for social and emotional supports. Activities are planned throughout the year for students to come together, interact with each other, and to create positive social interactions that are supportive of all students. RCHS promotes and encourages students to interact with each other and to invest themselves in on campus organizations and clubs to further their academic growth through meaningful positive relationships and interactions. Contact: RCHS Counselor

RCHS Student Code of Conduct

Student Responsibilities

The purpose of policies concerning student conduct and discipline are to provide guidelines for the educational environment of the college. RCHS shall foster a collegiate atmosphere which breeds honor, self-discipline, integrity, and regard for the rights of others. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Free inquiry and expression are essential parts of this freedom to learn, to grow, and to develop. However, this environment also demands appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students must exercise these freedoms with responsibility.

Each student is expected to respect the rights of other students and campus faculty/staff. Students must exercise their rights responsibly within the established school policies and expectations. Students who violate campus rules and policies shall be subject to disciplinary actions that may result in removal from the school.

The Code of Conduct identifies a broad range of behaviors that disrupt learning and are not acceptable at RCHS. The behaviors listed below are some of the infractions that will not be tolerated at RCHS and that are violations of the College District/RCHS Code of Conduct. For a complete list of Code of Conduct prohibited behaviors please visit: https://pol.tasb.org/Policy/Download/358?filename=FLB(LOCAL).pdf

- Intentionally causing physical harm to any person on college premises or at collegesponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm or hazing.
- 2. Use, possession, display or storage of any weapon on college premises or at college-sponsored activities in violation of law and/or College District policy or regulations.
- 3. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency on college premises or at college-sponsored activities.
- 4. Intentionally interfering with normal college or college-sponsored activities, including but not limited to, studying, teaching, research, college administration, or fire, security, or emergency services.
- 5. Knowingly violating the terms of any disciplinary sanction imposed in accordance with College District policies, regulations, and procedures.
- 6. Unauthorized distribution or possession for purposes of distribution of any controlled substance or illegal drug on college premises or at college-sponsored activities.
- 7. Intentionally or maliciously furnishing false information to the college.
- 8. Sexual Misconduct" includes sex/gender-based discrimination or harassment, sexual harassment, sexual violence, sexual exploitation, relationship violence, sex/gender-based stalking, or any conduct that threatens the health and safety of any person on the basis of actual, expressed, or perceived gender identity directed toward another student or District employee. Includes "Dating Violence," which is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship as defined by Section 71.0021, Family Code.
- 9. Bullying, harassment, conduct or expression (verbal or written) that threatens or endangers the health or safety of any person is prohibited under the RCHS/District Code of Conduct. Bullying includes "Cyberbullying." A copy of the district's bullying policy is available in the principal's office, superintendent's office, and is included at the end of this

- handbook as an appendix.
- 10. "Cyber-bullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.
- 11. Instances of Bullying or Cyber-Bullying may be reported anonymously through the college CareTeam CARE Team Referral at https://www.dallascollege.edu/resources/care-team/pages/referring-to-care-team.aspx.
- 12. Membership in or solicitation of another person to become a member of a "Public school fraternity, sorority, secret society, or gang." Public school fraternity, sorority, secret society, or gang." means an organization composed wholly or in part of students of public secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include an agency for public welfare, or other similar educational organizations sponsored by state or national education authorities.
- 13. Forgery, unauthorized alteration, or unauthorized use of any document or instrument of identification.
- 14. Unauthorized use of computer hardware or software.
- 15. Scholastic dishonestly shall constitute a violation of these rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.
- 16. "Cheating on a test" shall include:
 - a. Copying from another student's test paper.
 - b. Using test materials not authorized by the person administering the test.
 - c. Collaborating with or seeking aid from another student during a test without permission from the test administrator.
 - d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
 - e. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
 - f. Substituting for another student, or permitting another student to substitute for one's self, to take a test.
 - g. Bribing another person to obtain an unadministered test or information about an unadministered test.
- 17. "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- 18. "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
- 19. Intentionally and substantially interfering with the freedom of expression of others on college premises or at college-sponsored activities. Theft of property or of

- services on college premises or at college-sponsored activities; having possession of stolen property on college premises or at college-sponsored activities.
- 20. Intentionally destroying or damaging college property or property of others on college premises or at college-sponsored activities. Failure to comply with the direction of college officials, including campus police/security/safety officers, acting in performance of their duties.
- 21. Failure to comply with the direction of college officials, including campus police/security/safety officers, acting in performance of their duties.
- 22. Violation of published college regulations or policies. Such regulations or policies may include those relating to entry and use of college facilities, use of vehicles and media equipment, campus demonstrations, misuse of identification cards, and smoking.
- 23. Unauthorized presence on or use of college premises.
- 24. Nonpayment or failure to pay any debt owed to the college with intent to defraud.
- 25. Use possession, distribution, manufacture, possession for purposes of distribution, or sale of any controlled substance or illegal drug on District property or premises or at District-sponsored activities, or being under the influence of controlled substances or illegal drugs or alcohol, except as expressly permitted by federal or state law or District policy or regulations, on District property or premises or at District-sponsored activities.

Social, Emotional, and Mental Health Supports

RCHS understands that developing minds also need support. RCHS employs a full-time counselor and all RCHS students have access to the Richland College Campus Lakeside Resource Center for social and emotional supports. Activities are planned throughout the year for students to come together, interact with each other, and to create positive social interactions that are supportive of all students. RCHS promotes and encourages students to interact with each other and to invest themselves in on campus organizations and clubs to further their academic growth through meaningful positive relationships and interactions. Contact: RCHS Counselor The policies and administrative procedures concerning student conduct apply to actions of students during school hours, before and after school while on or within 300 feet of school property, at all school- sponsored events/activities, field trips, sporting events, assemblies, and evening school-related activities. RCHS shall respond to any complaint of sexual misconduct, including conduct alleged to have occurred during breaks, leaves of absence, or periods of dismissal whether on or off District property or premises. The disciplinary process is available as an option so long as the individual alleged to have engaged in sexual misconduct is a student or employee of the District.

When determining student disciplinary actions, the RCHS staff will consider the following:

- 1. Self-defense
- 2. Intent or lack of intent at the time of the incident
- 3. The student's disciplinary history

All students, parents and school personnel should understand that, in addition to taking disciplinary actions at the school level, administrators will report all illegal acts to the appropriate authorities.

GENERAL PRINCIPLES AND GUIDELINES

These rules of conduct and discipline are established to maintain good order and discipline in the school and to encourage responsible behavior on the part of all students. The objective of the Student Code of Conduct (the "Code of Conduct") is to change errant behavior and to help the student develop critical thinking skills and employ good decision making processes. The staff and administration of the school have the responsibility to enforce the standards and policies of this Code of Conduct. Full cooperation of the students and parents/guardians is expected. This Code of Conduct has been adopted by the Board of Directors and provides information to parents and students regarding expectations for behavior, consequences for misconduct, and procedures for administering discipline.

In accordance with state law, the Code of Conduct will be posted on the RCHS website and available for download and/or will be available for review at the Principal's office. Parents will be notified of any violation that may result in a student being suspended or expelled from RCHS. Students are expected to conduct themselves in an appropriate and respectful manner at all times. Any behavior that is detrimental to the learning environment of the student or other students and/or staff members will not be tolerated. A student whose behavior shows disrespect toward others, including interference with another's access to public education and to a safe environment, will be subject to disciplinary action.

AUTHORITY AND JURISDICTION

RCHS and Richland Dallas College have jurisdiction and disciplinary authority over a student in the following circumstances:

- 1. During the regular school day and while the student is going to and from school;
- 2. While the student is in attendance at any school-related activity, regardless of time or location;
- 3. For any school-related misconduct, regardless of time or location;
- For any Offense of Level III or IV committed while on <u>the Richland College Campus/DCCCD Dallas College</u> property or while attending a school-sponsored or school-related activity of RCHS or another school in Texas;
- For any Offense of Level III or IV committed away from the Richland College Campus/DCCCD Dallas College property or utilized facility and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment, in the reasonable discretion of RCHS;
- 6. While the student is in transit to or from school or to or from school-related activities or events;
- 7. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When criminal mischief is committed on or off the Richland College Campus/DCCCD
 Dallas College or any facility¹ and/or at a school- related event;
- 9. When the student commits any felony punishable as a Level IV expulsion Offense under the Student Code of Conduct;
- 10. Any misdemeanor or felony offense, no matter when or where said activity occurs, if

¹For the purposes hereof, a facility includes any school buildings, portable buildings, office buildings, playgrounds, athletic fields, stadiums, field houses, swimming pools, parklands, parking lots, sidewalks and all other District- owned, rented, leased or otherwise used, real property or improvements.

- RCHS administration determines that said activity occurred by a preponderance of the evidence; and
- 11. Any cyberbullying, on-line harassment, cybercrime, or computer related crime, that involves a computer or any device and/or network (in the cloud or otherwise), no matter when or where said activity occurs, including the sharing, displaying or transmitting any illegal images, words or otherwise, or that creates or is likely to create a substantial disruption to the educational environment.

<u>Note:</u> In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus may be reported to an appropriate law enforcement agency.

<u>Note:</u> Any reference to school, property or facility includes any premises where RCHS/DCCCD <u>Dallas College</u> conducts any business, whether owned, leased, rented or donated.

EXPECTED STANDARDS OF STUDENT CONDUCT

Each student is expected to behave in a responsible manner by:

- 1. Demonstrating courtesy and respect for others;
- 2. Attending all classes, regularly and on time;
- 3. Preparing for each class by taking the appropriate materials and assignments to class;
- 4. Being well-groomed and dressing appropriately as defined by the school's dress code and at principal's discretion.
- 5. Obeying all campus, classroom and extracurricular rules, as well as appropriate verbal directives given by any RCHS/Dallas College employee or any other designated person;
- 6. Respecting the rights and privileges of other students, school staff, and other adults on campus or at school-related activities on or off campus.
- 7. Respecting the property of others, including school property and facilities;
- 8. Cooperating or assisting the school staff in maintaining safety, order, and discipline;
- 9. Adhering to the Code of Conduct.

Campus, Classroom, and Assembly Rules

In addition to rules in this Code of Conduct, Campus Principals may impose additional campus rules, and teachers and extracurricular sponsors may impose and communicate such additional campus rules, classroom rules, where such rules are not inconsistent with this Code. A student's conduct in assemblies and other out-of-classroom activity must comply with rules applicable to those of the classroom.

Extracurricular Standards

Sponsors may develop and communicate written extracurricular expected standards of behavior for induction in and continued participation in that activity. Such standards may be higher than those of the Code of Conduct. These standards must be communicated to the students involved in that extracurricular activity and must be approved by the Campus Principal. Students who violate communicated extracurricular standards of behavior may be subject to disciplinary action under the Code of Conduct and, in addition, denied the opportunity to participate in extracurricular activities.

Discipline Management Techniques

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community and college environment. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline for a particular offense may bring into consideration varying techniques and responses.

The following discipline management techniques may be used—alone or in combination—for misbehavior violating the Code of Conduct or campus/classroom rules:

- A. Assignment to Student Success Center (SSC) during breaks, time not scheduled in class between the hours of 8am and 5pm, after school, and on Saturdays.
- B. Assignment of school duties, other than class tasks, such as cleaning desks and campus beautification
- C. Behavioral contracts or an expectation plan
- D. Cooling off or timeout
- E. Counseling by teachers, counselors, or administrators
- F. Restriction, either during the school day in the Administrative offices of RCHS
- G. Expulsion, as specified in the Code of Conduct
- H. Grade reductions for academic violations such as cheating, copying, allowing others to copy work, or plagiarism
- I. In-school suspension (ISS), as specified in the Code of Conduct
- J. Out of school suspension (OSS)
- K. Parent-administrator conferences
- L. Parent-teacher conferences
- M. Phone calls to parents/guardians
- N. Referral to an outside agency and/or legal authority for criminal prosecution, in addition to disciplinary measures imposed by RCHS/DCCCD Dallas College.
- O. Rewards or demerits
- P. School probation, which may include a warning letter or statement from RCHS administrators that future conduct may result in discipline in accordance with the Code of Conduct
- Q. Seating changes in the classroom
- R. Sending the student to the RCHS Administrative office or other assigned areas, or another short-term removal from the classroom
- S. Temporary confiscation of items that disrupt the educational process
- T. Verbal or oral correction
- U. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices
- V. Reflective essay using character traits
- W. Restorative Discipline
- X. Any other discipline management technique that is deemed appropriate by RCHS administration.

Role of RCHS Staff

THE ASSISTANT PRINCIPAL (AP) or designee is authorized to enforce discipline and to investigate any allegation of misconduct. The AP may question any witnesses in addition to the offending student and may ask for written statements that may include time, date, circumstances, observations, and signature.

The AP may assign all above disciplinary consequences and is authorized to supervise the SSC, cleaning desks, campus beautification efforts, or other relevant duties as assigned. Additionally, the AP may assign ISS and/or OSS for up to five (5) days. The AP will attempt to reach a parent by phone and follow-up with an email notification to the parent of ISS dates.

THE CAMPUS PRINCIPAL has the authority to implement the Code of Conduct, up to and including the suspension of a student from campus. The Campus Principal may also assign any of the disciplinary consequences described above and may recommend a student for expulsion.

CODE OF CONDUCT VIOLATIONS

Level I Offenses

The following Level I behaviors are prohibited at all school and school-related activities:

- 1. Scuffling (pushing, shoving, hitting, kicking or something akin thereto) student on student
- 2. Cheating or copying the work of another
- 3. Defacing or damaging school property, including textbooks, lockers, furniture, and other equipment, with graffiti or by other means
- 4. Disobeying conduct rules regarding school transportation or personal transportation of student drivers to and from school and/or school-related activities
- Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence
- 6. Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities, including but not limited to food fights
- 7. Engaging in threatening behavior toward another student or school employee on or off school property
- 8. Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property
- 9. False accusation of conduct that would constitute a misdemeanor or felony
- 10. Gambling
- 11. Discharging a fire extinguisher without a valid or reasonable reason
- 12. Public displays of affection (PDA) These displays could be defined as kissing, embracing, and/or other forms of physical fraternization.
- 13. Using a cellular telephone or other telecommunications device during school instructional time
- 14. Possessing mace or pepper spray
- 15. Possessing or using a laser pointer for other than an approved use
- 16. Possessing or using any articles not generally considered to be weapons, including school supplies, when the Campus Principal or designee determines that a danger exists
- 17. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Internet sites at school to encourage illegal behavior or threaten school safety
- 18. Possession of stolen property
- 19. Repeated tardiness
- 20. Repeatedly violating campus or classroom standards of behavior
- 21. Skipping/ditching/cutting a class
- 22. Possessing or using matches or a lighter
- 23. Stealing from students, staff, or the school
- 24. Using profanity
- 25. Violating computer use policies, rules, or agreements signed by the student, and/or agreements signed by the student's parent
- 26. Violating dress and grooming standards as communicated in the Student/Parent Handbook
- 27. Violating the RCHS/DCCCD Dallas College medication policy

<u>Disciplinary Consequences for Level I Offenses (not in order of progressive disciplinary measures):</u>

- Detention
- Application of one or more Discipline Management Techniques
- After School Discipline (ASD)
- Confiscation of cell phones or other electronic devices if the offense relates to the use of the cell phone or other electronic device
- Grade reductions for academic dishonesty
- In School Suspension (ISS)
- Restorative Discipline
- Removal from the classroom
- Restitution/restoration, if applicable
- School-assessed and school-administered probation
- Temporary confiscation of items that are prohibited or that disrupt the educational process
- Verbal correction
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations

Level II Offenses

The following Level II behaviors are prohibited at all school and school-related activities, and at other times and locations as described below:

- 1. Insubordination, or failing to comply with directives given by school personnel
- 2. Engaging in conduct that contains the elements of the offense of breach of computer security under Section 33.02, Penal Code, if
 - a. the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of RCHS/DCCCD Dallas College; and
 - b. the student knowingly (i) alters, damages, or deletes RCHS/DCCCD <u>Dallas</u> <u>College</u> property or information or (ii) commits a breach of any other computer, computer network, or computer system
- 3. Possessing or selling a weapons replica (look-alike weapon)
- 4. Bullying and/or cyberbullying, including intimidation by name-calling, using ethnic or racial slurs, or making derogatory statements that could disrupt the school program or incite violence
- 5. Throwing objects that can cause bodily injury or property damage
- 6. Making false accusations or hoaxes regarding school safety
- 7. Burglary of a motor vehicle
- 8. Damaging or vandalizing property owned by others
- 9. Deliberate destruction or tampering with school computer data or networks
- 10. False alarm, false statement or report
- 11. Fighting
- 12. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program or to promote/encourage illegal

behavior that could threaten school safety

- 13. Issuing a false fire alarm
- 14. Falsifying records, passes, or other school-related documents
- 15. Possessing, smoking, or using tobacco products, including E-Cigarettes or vapes or vapors
- 16. Leaving school grounds or school-sponsored events without permission
- 17. Persistent Level I offenses

<u>Disciplinary Consequences for Level II Offenses (not in order of progressive disciplinary measures):</u>

- Detention
- Application of one or more Discipline Management Techniques
- After School Discipline (ASD)
- Confiscation of cell phones or other electronic devices if the offense relates to the use of the cell phone or other electronic device
- Grade reductions for academic dishonesty
- ISS
- OSS
- Restorative Discipline
- Removal from the classroom and/or placement in another classroom
- Restitution/restoration, if applicable
- Saturday School
- School-assessed and school-administered probation
- Temporary confiscation of items that are prohibited or that disrupt the educational process
- Verbal correction
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations

Level III Offenses

- Abusing a prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or at a school-related event
- 2. Any of the following offenses, no matter when or where the offense takes place:
 - a Conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code
 - b. Engaging in conduct punishable as a felony
 - c. Engaging in conduct that contains the elements of the offense of assault under Section 22.01(a)(1), Penal Code
 - d Selling, giving, or delivering to another person or possessing or using or being under the influence of (1) marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq. or (2) a dangerous drug, as defined by Chapter 483, Health and Safety Code
 - e. Selling, giving, or delivering to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of an

- alcoholic beverage
- f Engaging in conduct that contains the elements of an offense relating to an abusable volatile chemical under Sections 485.031 through 485.034, Health and Safety Code
- g Engaging in conduct that contains the elements of the offense of public lewdness under Section 21.07, Penal Code, or indecent exposure under Section 21.08, Penal Code
- h Engaging in conduct that contains the elements of the offense of deadly conduct under Section 22.05, Penal Code
- 3. Engaging in conduct that contains the elements of an offense under Section 22.01(a)(1), Penal Code, against a public school employee or a volunteer as defined by Education Code Section 22.053, in retaliation for or as a result of the person's employment or association with a public school, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property
- 4. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public-school fraternity, sorority, or gang; or engaging in any gang activity
- 5. Hazing, meaning any intentional, knowing, or reckless act, occurring on or off RCHS/DCCCD <u>Dallas College</u> property, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. Hazing includes but is not limited to:
 - a any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
 - b. any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 - any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 - d any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, that adversely affects the mental
 - health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subdivision; and
 - e. any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code
- 6. Creation of or involvement with a hit list, meaning a list of people targeted to be harmed using a firearm; as defined by Section 46.01(3), Penal Code; a knife, as defined by Section 46.01(7), Penal Code; or any other object to be used with intent to cause bodily harm
- 7. Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person
- 8. Possessing or selling the following:
 - a. a stun gun
 - b. ammunition

- an air gun or BB gun
- d. fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device
- 9. Public lewdness
- 10. Conduct endangering the health and safety of others
- 11. Felony criminal mischief against school property, another student, or school staff
- 12. Inappropriate or indecent exposure of a student's private body parts or lewd sexual behavior
- 13. Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship
- 14. Engaging in conduct that constitutes sexual harassment, or sexual assault, whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors directed toward another student or an RCHS/DCCCD Dallas College employee
- 15. Engaging in harassment motivated by race, color, religion, national origin, disability, gender, or age and directed toward another
- 16. Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a school employee
- 17. Recording, sending or posting electronic messages, pictures or video that are obscene, sexual in nature, threatening, harassing, damaging to another's reputation, promotes violence, or illegal
- 18. Harassment threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety
- 19. Failure to register as a sex offender when legally obligated to so
- 20. Retaliation against any school employee or volunteer at any time or place
- 21. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, controlled substance, simulated controlled substance, paraphernalia, dangerous drug, inhalants, vape or vape products, or alcoholic beverage
- 22. Setting or attempting to set fire on school property (not arson)
- 23. Targeting another individual for bodily harm
- 24. Possessing pornographic material
- 25. Engaging in bullying or cyberbullying
- 26. Forgery of school documents at school or otherwise
- 27. Falsification of official documentation
- 28. Forcing an individual to act through the use of force or threat of force or committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person)
- 29. Committing or assisting in a robbery or theft even if it does not constitute a felony
- 30. Vandalism of or conduct constituting criminal mischief with respect to school facilities or property
- 31. Engaging in conduct punishable as a Level III offense when the conduct occurs off school property and not at a school-sponsored or school-related event, and the conduct creates a substantial disruption to the educational environment in the reasonable judgment of RCHS
- 32. Repeated Level I and Level II offenses
- 33. Serious academic dishonesty

<u>Disciplinary Consequences for Level III Offenses (not in order of progressive disciplinary measures):</u>

- Any applicable Level I Disciplinary Consequence
- Any applicable Level II Disciplinary Consequence
- OSS for up to five days, except that the Superintendent or the Superintendent's Designee may continue the aforementioned suspension during an expulsion process, if deemed reasonable by the Superintendent or the Superintendent's Designee
- Discretionary Expulsion

Level IV Offenses

The following Level IV behaviors are prohibited at all school and school-related activities, and at other times and locations as described below:

- 1. Conduct containing the elements of the offense of unlawfully carrying weapons under Section 46.02, Penal Code, or elements of an offense relating to prohibited weapons under Section 46.05, Penal Code
- 2. Aggravated assault under Section 22.02, Penal Code, sexual assault under Section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code
- 3. Arson under Section 28.02, Penal Code
- 4. Murder under Section 19.02, Penal Code, capital murder under Section 19.03, Penal Code, or criminal attempt, under Section 15.01, Penal Code, to commit murder or capital murder
- 5. Indecency with a child under Section 21.11, Penal Code
- 6. Aggravated kidnapping under Section 20.04, Penal Code
- 7. Aggravated robbery under Section 29.03, Penal Code
- 8. Manslaughter under Section 19.04, Penal Code
- 9. Criminally negligent homicide under Section 19.05, Penal Code
- 10. Continuous sexual abuse of young child or children under Section 21.02, Penal Code
- 11. Engaging in bullying that encourages a student to commit or attempt to commit suicide
- 12. Possession, use, transfer or exhibition of any firearm, location-restricted knife, club, or any other prohibited weapon or harmful object
- 13. Selling, giving, or delivering to another person or possessing or using or being under the influence of (1) marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq. or (2) a dangerous drug, as defined by Chapter 483, Health and Safety Code, if the conduct is punishable as a felony
- 14. Selling, giving, or delivering to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of an alcoholic beverage, if the conduct is punishable as a felony
- 15. Engaging in conduct that contains the elements of any offense described in Level IV Offenses 1, 2, 3, 4, 5, 6, 7, 8, 9, or 10, against any employee or volunteer in retaliation for or as a result of the person's employment or association with a public school, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property
- 16. Engaging in conduct that contains the elements of any offense described in Level IV Offenses 2, 4, or 7 against another RCHS student, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property

17. Engaging in conduct punishable as a Level IV expulsion Offense when the conduct occurs off school property and not at a school-sponsored or school-related event, and the conduct creates a substantial disruption to the educational environment in the reasonable judgment of RCHS.

<u>Disciplinary Consequences for Level IV Offenses:</u>

Mandatory Expulsion Recommendation and Hearing (unless waived by parent)

CONFERENCES, HEARINGS, AND APPEALS

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law, and by school policy.

PROCESS FOR SUSPENSIONS LASTING UP TO FIVE DAYS

In addition to the above list of Code of Conduct violations the Campus Principal has authority to suspend a student for a period of up to five school days (except that the student may be suspended for up to ten school days, with no more than five consecutive days being out of school, if student will be recommended for expulsion) for any or the following reasons:

- 1. The need to further investigate an incident orallegation;
- 2. A recommendation to expel the student; or
- 3. An emergency constituting endangerment to health or safety.

While suspended, students are not allowed to be on the Richland <u>Campus College campus</u> or any Dallas College campus, including at after school activities. The suspended days will be counted as unexcused absences. Students may receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of days the student was absent in high school only courses. Students are expected to make up all assignments missed during the suspension and the student's grade will be based on the academic performance and merit of the students work without regard to the reason of the student's absence due to suspension. College courses are not subject to the same exceptions for missing or made up work. College courses will be subject to professor discretion and college policy regarding missed classes regardless of the reason. Notwithstanding the aforementioned, the Superintendent or the Superintendent's Designee may continue the aforementioned suspension(s) during an expulsion process, if deemed reasonable by the Superintendent or the Superintendent's Designee.

Prerequisites to Suspension

Prior to suspending a student, the Campus Principal or designee must hold an informal conference with the student to:

- 1. Notify the student of the accusations against him/her;
- 2. Allow the student to relate his/her version of the incident; and
- 3. Determine whether the student's conduct warrants suspension.

Notification to Parents/Guardians

If the Campus Principal or designee determines the student's conduct warrants suspension, the Campus Principal or designee will notify the student's parents that the student has been suspended before the student is sent home. At this time, the Campus Principal or designee will

also notify the student's parents of the period of suspension, the grounds for suspension, and the time and place for a post-suspension conference with the Campus Administration.

PROCESS FOR OSS OVER FIVE DAYS AND EXPULSION

When the Campus Principal determines that a student's conduct warrants suspension for more than five days, or expulsion, the Campus Principal (or acting Principal) shall make a recommendation for disciplinary action to the Superintendent.

Prior to taking any long-term disciplinary action, the Campus Principal or designee will provide the student's parent(s) with written notice of:

- 1. The Principal's recommendation for the long-term disciplinary action,
- 2. The specific violation of the Student Code of Conduct, and
- 3. The reasons for the recommended long-term disciplinary action.

EMERGENCY PLACEMENT

If the Campus Principal reasonably believes that a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of RCHS/Richland Dallas College or a school-sponsored activity, the Campus Principal may order immediate removal of the student. The Campus Principal may impose immediate suspension if he/she reasonably believes such action is necessary to protect persons or property from imminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

LEVEL I EXPULSION HEARING

Administration shall designate a Hearing Officer to conduct a Level I Expulsion Hearing. The Hearing Officer shall provide the student's parent(s) with written notice of the Hearing, including the date (within five school days of the recommended disciplinary action), time, and location of the Hearing, and shall further state that, at the Hearing, the student:

- 1. may be present;
- 2. shall have an opportunity to present evidence;
- 3. shall be apprised and informed of the school's evidence and witnesses;
- 4. may be accompanied by his or her parent(s) or other adult, who can provide guidance to the parent or student, and who is not an employee of RCHS; and
- 5. may be represented by an attorney.

RCHS shall inform the student and the student's parent(s) of the time and place of the Hearing and shall hold the Hearing regardless of whether the student, the student's parents or another adult representing the student attends. The Hearing Officer may record the hearing using audio and/or video equipment. After the Hearing, the Hearing Officer has 48 hours to issues his/her written decision. The decision shall specify:

- 1. The length of the suspension or expulsion, if any;
- 2. When the expulsion is not permanent, the procedures for re-admittance to the school; and
- 3. The right to appeal the Hearing Officer's decision to Level II The notice shall also state that failure to request such an appeal within 7 calendar days constitutes a waiver of further rights in the matter.

Disciplinary consequences will not be deferred pending the outcome of a Level I Expulsion Hearing.

LEVEL II EXPULSION HEARING

The request to appeal the Level I decision may be provided by handwritten or typed form to the RCHS Superintendent within 10 school days of the Level 1 Expulsion Hearing to: Richland College Administration Collegiate High School (El Paso 088 Alamito Hall, A203), Attn: Donna Walker Dwight Riley—Interim Superintendent, 12800 Abrams Road, Dallas, TX 75243. Upon receipt of the request, Administration has seven days to schedule and conduct a Level II Expulsion Hearing. Administration will provide written notice of the hearing date, time and location to the student and student's parents. The Level II Expulsion hearing may be recorded using audio and/or video equipment. At the Level II Hearing the student may

- 1. may be present;
- 2. shall have an opportunity to present evidence;
- 3. shall be apprised and informed of the school's evidence and witnesses;
- 4. may be accompanied by his or her parent(s) or other adult who can provide guidance to the parent or student and who is not an employee of RCHS; and
- 5. may be represented by an attorney.

The RCHS Superintendent will hear the testimony and review the evidence to make a decision to grant or deny the appeal and will provide their decision to the student and/or guardian within 48 hours after the hearing.

Disciplinary consequences will not be deferred pending the outcome of an appeal of an expulsion to the RCHS Superintendent.

LEVEL III - BOARD OF DIRECTORS

The student or his/her parent(s) may appeal the long-term suspension or expulsion decision to the Board of Directors and the General Counsel in writing within 48 hours of notification of the decision. If such an appeal is made, a quorum of the Board will consider the appeal at a regular or specially-called meeting in closed session as allowed by the Texas Open Meetings Act. The quorum of the Board will review the record of the expulsion hearing and may also hear a statement from the student or parent (or representative) and from the school administration. The Board may listen to the recording of the expulsion hearing to or at the appeal hearing. The Board will notify the student and his or her parent (or representative) of its decision within five calendar days of the hearing. The decision of the Board is final and may not be appealed.

Disciplinary consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

READMISSION AFTER WITHDRAWAL OR EXPULSION

A student who has withdrawn pending a recommended expulsion or who has been expelled from RCHS may re-apply for admission and potentially gain re-enrollment subject to meeting each of the following criteria:

- 1. The student must have been enrolled in another public school during the term of the expulsion from RCHS
- 2. The student must re-apply for admission to RCHS and follow the same application process as all other applicants.
- 3. A vacancy must exist in the requested grade level and campus or, if the requested grade level is oversubscribed such that an admissions lottery is conducted, the student is selected for admission through the lottery process or otherwise on the waitlist.

4. The student must submit a petition for readmission to the RCHS Superintendent. This request must be in writing, and must include copies of the student's complete discipline records from the public school(s) attended during the term of the expulsion from RCHS.

During the Superintendent's consideration of the petition, the student and his or her parents may make a statement to support the request for re-admission. The student may also submit documentation consisting of recommendations from his or her current teacher(s), commentary from any counselor or school administrator with whom the student may have consulted having personal knowledge of the student and their education experience and conduct, and any other documentation pertinent to the application. The Superintendent may also consider comments from the Principal, Academic Advisor, Assistant Principal for the requested campus of enrollment, or any other Administrator.

Campus Police

When a student's actions consist of a violation of law, he or she may be issued a citation for the violation. Examples of violations include but are not limited to fighting, smoking, possession of drugs, possession of drug paraphernalia, public intoxication, etc. The school will involve law enforcement related to any issue that is deemed by administration to require their intervention and/or assistance. We will assist them as outlined by law in any and all investigations and inquires. If it is illegal outside of the school, it is illegal inside the school. Any aforementioned violations may result in removal from the school.

Student Searches

RCHS reserves the right to use drug dogs, metal detectors, and conduct searches of students at random to ensure campus safety and to maintain effectiveness of the school. Other searches may be conducted if school officials have reasonable cause. Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent.

Video Surveillance

This facility employs video surveillance equipment for security purposes. This equipment may or may not be monitored or recorded at any time.

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from sexual misconduct, including relationship/dating violence, sexual assault and sexual harassment; discrimination; harassment; and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop.

Relationship/Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

CHILD ABUSE REPORTING AND PROGRAMS

RCHS provides child abuse anti-victimization programs and cooperates with official child abuse investigators as required by law. The school also provides training to its teachers and students in preventing and addressing incidents of sexual abuse and other maltreatment of children, including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or maltreatment. Assistance, interventions and counseling options are also available.

The school's administration shall cooperate with law enforcement investigations of child abuse, including investigations by the Texas Department of Protective and Family Services. School officials may not refuse to permit an investigator to interview a student who is alleged to be a victim of abuse or neglect at school. School officials may not require the investigator to permit school personnel to be present during an interview conducted at school.

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student's parent, if necessary.

PLAN FOR ADDRESSING SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

What is Sexual Abuse of a Child?

The Texas Family Code defines "sexual abuse" as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as, in certain circumstances, failure to make a reasonable effort to prevent sexual conduct harmful to a child.

What is Other Maltreatment of a Child?

Under State law, "other maltreatment" of a child includes "abuse" or "neglect," as defined by Texas Family Code sections 261.001 and 261.401.

Reporting Obligation

Any person who has cause to believe that a child's physical or mental health or welfare has been

adversely affected by abuse or neglect by any person has a responsibility, under state law, to immediately report the suspected abuse or neglect as required by law. Reports may be made by contacting one of the following:

	Texas Abuse Hotline: 1-800-252-5400 or, in non-emergency situations only;
http	o://www.txabusehotline.org; □ Your local police department; or
	Call 911 for emergency situations.

Any professional who has cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first suspects abuse or neglect. A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state, including RCHS, and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, and juvenile detention or correctional officers.

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act). Such information may be disclosed only for purposes consistent with federal or state law or under rules adopted by an investigating agency.

RCHS has established a plan for addressing child sexual abuse and other maltreatment of children (the "Plan"). The Plan is addressed in this section of the Handbook.

Methods for Increasing Awareness Regarding Sexual Abuse or Other Maltreatment of Children

For Staff: RCHS annually trains staff in all content areas addressed in the Plan. Training is provided by campus staff, administrative staff, or outside agencies as determined by the campus administration.

For Students: School counseling staff will address issues to increase awareness regarding sexual abuse and other maltreatment of children and anti-victimization programs with age appropriate conversation and materials no less than once per school year.

For Parents: Parents must be aware of warning signs indicating that their child may have been or is being sexually abused or otherwise maltreated. A child who has experienced sexual abuse or other maltreatment should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that evidence of sexual abuse or other maltreatment may be more indirect than disclosures or signs of physical abuse. It is important to remain calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing in coming to you.

The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. Parents who permit their child to remain in a situation where he or she may be injured or abused may also be subject to prosecution for child abuse. And, if you are frightened for your own safety or that of your child, you should call 911 or 1-800-252-5400.

Also remember that parents are legally responsible for the care of their children and must provide their children with safe and adequate food, clothing, shelter, protection, medical care and supervision, or arrange for someone else to provide these things. Failure to do so may be considered neglect.

The Principal or designee will provide information regarding counseling options available in your area for you and your child if your child is a victim of sexual abuse or other maltreatment. The DFPS also provides early abuse intervention through counseling programs. Services available in your county can be accessed at the following web address:

http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County / default.asp. These websites are also helpful:

☐ Texas Education Agency – Prevention of Child Abuse Overview: http://tea.texas.gov/Texas Schools/Safe and Healthy Schools/Child Abuse Prevention/ Child Abuse Prevention Overview/ Sexual Abuse Prevention Programs: https://www.childwelfare.gov/

		Promoting Healthy Families in Your Neighborhood:
		□ https://www.childwelfare.gov/pubPDFs/packet.pdf
		Signs of Child Abuse:
		□ http://kidshealth.org/en/parents/child-abuse.html
		DFPS – Prevent Child Abuse (HelpandHope.org)
		http://helpandhope.org
		DFPS – How to Report Child Abuse or Neglect
		http://www.dfps.state.tx.us/Contact_us/report_abuse.asp
		Texas Attorney General – What Can We Do About Child Abuse?
		https://www.texasattorneygeneral.gov/cvs/what-can-we-do-about-child-abuse
		□ Texas Association for the Protection of Children
		http://www.texprotects.org/about/PCAT/
		Texas Council on Family Violence – Abuse Prevention Links
		□ http://www.tcfv.org/
	Lik	kely Warning Signs of Sexual Abuse or Other Maltreatment
	<u>Ps</u>	ychological and behavioral signs of possible sexual abuse or other
	ma	altreatment may include:
	Nic	ghtmares, sleep problems, extreme fears without an obvious explanation.
		idden or unexplained personality changes; becoming withdrawn, angry, moody, clingy, "checking
		t" or showing significant changes in eating habits.
		epression or irritability.
		older child behaving like a young child, for example, bedwetting or thumb sucking.
		eveloping fear of certain places or resisting being alone with an adult or young person for
_		known reasons.
		esistance to routine bathing, toileting, or removing clothes, even in appropriate
		uations. Play, writing, drawings, or dreams of sexual or frightening images. efusal to talk about a secret he or she has with an adult or older child.
		aving clues that seem likely to provoke a discussion about sexual
		sues. Using new or adult words for body parts.
		gaging in adult-like sexual activities with toys, objects or other children.
		eveloping special relationships with older friends that may include unexplained money, gifts, or
	pri	vileges. Intentionally harming him or herself, for example, drug/alcohol use, cutting, burring,
		nning away, and sexual promiscuity.
		inking of self or body as repulsive, dirty, or bad.
Ш		ecoming increasingly secretive about Internet or
		ephone use. <u>Physical symptoms of possible sexual</u> use or other maltreatment include:
П		omachaches or illness, often with no identifiable reason.
		fficulty in walking or sitting.
H		ained or bloody under wear. Genital or rectal pain, itching, swelling, redness, or discharge. Bruises

or other injuries in the genital or rectal area.

Unexplained soreness, pain or bruises around mouth, sexually transmitted disease, or pregnancy. Any one sign does not necessarily mean that a child has been sexually abused or maltreated, but the presence of several signs is the time you should begin asking questions and seeking help. Often signs first emerge at other times of stress, such as during a divorce, death of a family member or pet, problems at school or with friends, or other traumatic or anxiety- inducing events.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property. In addition to dating violence as described above, two other types of prohibited harassment are described below. Sexual Harassment and Gender-Based Harassment Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact. Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual. Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to RCHS administration. Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI

to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted. The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes sexual misconduct, including dating violence, sexual assault and sexual harassment; discrimination; harassment; and retaliation, will be promptly investigated. If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation. During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct. If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful. All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy.

Freedom from Bullying Policy

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- <u>Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;</u>
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

• <u>Infringes on the rights of the victim at school.</u>

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. A report may be made orally or in writing. Instances of Bullying or Cyber-Bullying may be reported anonymously through the college CARE Team Referral at https://www.dallascollege.edu/resources/care-team/pages/referring-to-care-team.aspx.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

The administration may transfer a student found to have engaged in bullying to another class at the campus.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another class.

Richland Collegiate High School's Texas Election Code Policy

The high school principal or the principal's designee shall serve as a deputy registrar for Dallas County. The high school deputy registrar will distribute registration application forms to and receive registration applications submitted to the deputy in person from students and employees of the school only. At the beginning of each fall and spring semester, the high school deputy registrar shall distribute an officially prescribed registration application form to each student who is or will be 18 years of age or older during that year, subject to rules prescribed by the secretary of state.

Each application form distributed under this section will be accompanied by a notice informing the student or employee that the application may be submitted in person or by mail to the voter registrar of the county in which the applicant resides or in person to a high school deputy registrar or volunteer deputy registrar for delivery to the voter registrar of the county in which the applicant resides. The high school will contact each student the month prior to the student's eighteenth birthday to encourage students do to complete the application. The high school deputy registrar will review each application for completeness out of the applicant's presence. A deputy may deliver a group of applications to the registrar by mail in an envelope or package, and, for the purpose of determining compliance with the delivery deadline, an application delivered by mail is considered to be delivered at the time of its receipt by the registrar.



Notice of Complaint / Formal Grievance

To file a formal complaint, please complete this form and submit it to the appropriate campus administrator within the time established in the Board approved Student/Parent Handbook. All complaints will be heard in accordance with the aforementioned policies or any exceptions outlined therein.

PLEASE INDICATE THE LEVEL OF GRIEVANCE ACCORDING TO WHERE YOU ARE IN THE PROCESS:

• Level I (Principal) • Level II (Director of Student Services) • Level III (Superintendent) • Level IV (School Board)

,	
Complainant's Name and Address:	2. Complainant's Phone Number:
3. Complainant's Email Address:	4. Complainant's Campus (if applicable):
5. If you will be represented in pursuing you organization:	r complaint, please identify that individual or
Name:	
Address:	
Telephone:	
Email:	
Describe the decision or circumstances ca factual details):	using your complaint/grievance (give specific,

8. Explain how you have been h	narmed by this decision or circu	mstance:
9. Describe any efforts you have	made to recolve your complain	informally and the
responses to your effort:	made to resolve your complain	. Informally and the
10. With whom did you commun	icate? 11. On what d	ate (s)?
12. Please describe the outcome	or remedy you seek for this co	mplaint:
13. Signature of Complainant:	14 Signature of	15 Date of Filing
13. Signature of Complainant:	14. Signature of Complainant's	15. Date of Filing
13. Signature of Complainant:		15. Date of Filing
	Complainant's	15. Date of Filing
13. Signature of Complainant: For Administrative Use Only:	Complainant's	15. Date of Filing

RICHLAND COLLEGIATE HIGH SCHOOL ITEM NO. 7.4.c.

Approval of Texas Education Agency Waivers for Richland Collegiate
High School 2021-2022 Staff Development Days

The Chancellor recommends that the Board of Trustees approves the Richland Collegiate High School (RCHS) 2021-2022 staff development days based on a majority of the members indicating approval of this request.

Background

Pursuant to Texas Education Code (TEC) Sec. 25.081 this waiver allows the College or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- Five days of student instruction for charter schools that provide 180 days of operation.

The 2021-2022 RCHS Academic Calendar includes three staff development day waivers (August 20, 2021, August 27, 2021 and March 3, 2022).

Effective Date

Upon Board Approval for the 2021-2022 School Year

AUDIT ITEM NO. 7.5.a.

Approval of Dallas College Internal Audit Departmental Charter

The Chancellor recommends that the Board approve the departmental charter for the Dallas College Internal Audit department.

Effective date

Upon Board Approval.

Background

The International Standards for the Professional Practice of Internal Auditing (Standards) require that the purpose, authority, and responsibility of the internal audit activity be formally defined in an internal audit charter.

An internal audit (department) charter is a formal document that defines the internal audit activity's purpose, authority, and responsibility. The internal audit charter establishes the internal audit activity's position within the organization, including the nature of the chief audit executive's functional reporting relationship with the board; authorizes access to records, personnel, and physical properties relevant to the performance of engagements; and defines the scope of internal audit activities.

The Standards indicate that final approval of the internal audit charter resides with the board.

Resource Contact

Lori Cox, Chief Internal Auditor



The International Standards for the Professional Practice of Internal Auditing (Standards) require that the purpose, authority and responsibility of the internal audit activity be formally defined in an internal audit charter. The internal audit charter establishes the internal audit activity's position within the organization, including the nature of the chief audit executive's functional reporting relationship with the board; authorizes access to records, personnel, and physical properties relevant to the performance of engagements; and defines the scope of internal audit activities.

CHARTER

PURPOSE AND MISSION

The Internal Audit Department (IA) is an independent, objective, assurance and consulting service designed to add value and improve the operations of Dallas College (DC). IA helps DC accomplish its objectives by bringing a systematic, disciplined approach to evaluate and help improve the effectiveness of risk management, control, and governance processes. While practicing stringent regard for safekeeping and confidentiality of information received, IA will furnish analysis, appraisal, recommendations, advice, and information concerning the activities reviewed. Internal Audit is concerned with any phase of DC activity where the department can be a service to the Audit Committee of the Board of Trustees (Audit Committee), the Chancellor, senior management, faculty, and staff.

Guided by a philosophy of adding value, the mission of the Internal Audit Department is to enhance and protect organizational value by providing high-quality, objective, risk-based assurance and consulting services, advice and insight, while embodying the commitment of improvement and betterment of the college, its students, and the community.

STANDARDS FOR THE PROFESSIONAL PRACTICE OF INTERNAL AUDITING

The IA Department will govern itself by adherence to the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework, including the Core Principles for the Professional Practice of Internal Auditing, the Code of Ethics, *the Standards*, and the Definition of Internal Auditing. The Chief Internal Auditor (the Chief Audit Executive – CAE) will report periodically to the Audit Committee, the Chancellor, and senior management regarding the IA Department's conformance to the Code of Ethics and the *Standards*.

DEFINITIONS

Assurance

An objective examination of evidence for the purpose of providing an independent assessment on governance, risk management, and control processes for the organization. Examples may include financial, performance, compliance, operational and system security engagements (audits).



Code of Ethics

The Code of Ethics of The Institute of Internal Auditors (IIA) are Principles relevant to the profession and practice of internal auditing, and Rules of Conduct that describe behavior expected of internal auditors. The Code of Ethics applies to both individuals and entities that provide internal audit services. The purpose of the Code of Ethics is to promote an ethical culture in the global profession of internal auditing.

Consulting Services

Advisory and related client service activities, the nature and scope of which are agreed with the client, are intended to add value and improve an organization's governance, risk management and control processes without the internal auditor assuming management responsibility. Examples include counsel, advice, facilitation, and training.

Control

Any action taken by management, the board, and other parties to manage risk and increase the likelihood that established objectives and goals will be achieved. Management plans, organizes, and directs the performance of sufficient actions to provide reasonable assurance that objectives and goals will be achieved.

Core Principles for the Professional Practice of Internal Auditing

The Core Principles for the Professional Practice of Internal Auditing are the foundation for the International Professional Practices Framework and support internal audit effectiveness.

Governance

The combination of processes and structures implemented by the board to inform, direct, manage and monitor the activities of the organization toward the achievement of its objectives.

Independence

The freedom from conditions that threaten the ability of the internal audit activity to carry out internal audit responsibilities in an unbiased manner.

Recommendation

Actions Internal Audit recommendations be taken to correct the audit issue. The audit recommendation is designed to help the department achieve its goals and address the issue's root cause.

Risk

The possibility of an event occurring that will have an impact on the achievement of objectives. Risk is measured in terms of impact and likelihood.

Risk Appetite

The level of risk that an organization is willing to accept.



AUTHORITY

The Chief Internal Auditor (the Chief Audit Executive – CAE) will report functionally to the Audit Committee and administratively (i.e., day-to-day operations) to General Counsel. To establish, maintain and assure that the IA Department has sufficient authority to fulfill its duties, the *Audit Committee* will:

- Approve the IA Department's Charter.
- Approve the risk-based internal audit plan.
- Approve the IA Department's budget and resource plan.
- Receive communications from the CAE on the IA Department's performance relative to its plan and other matters.
- Consider recommendations from the Chancellor, approve decisions regarding the appointment and removal of the CAE.
- Approve the compensation of the CAE.
- Make appropriate inquiries of management and the CAE to determine whether there is inappropriate scope or resource limitations.

The CAE will have unrestricted access to, and communicate and interact directly with, the Audit Committee including in private meetings, as permitted by law, without management present.

The CAE shall remain independent and objective with the ability to report directly to the Audit Committee of the Board of Trustees, any situation where the auditor perceives a conflict of interest with, or on the part of, the Chancellor's involvement with the subject of an audit. In addition, Internal Audit shall have the ability to report directly to outside legal counsel or an applicable state agency any situation where the auditor perceives a conflict of interest with, or on the part of, the Audit Committee of the Board of involvement with the subject of an audit.

The Audit Committee and Chancellor authorizes the IA Department to:

- Have full, free, and unrestricted access to all functions, records, property, and personnel
 pertinent to carrying out any engagement, subject to accountability for confidentiality and
 safeguarding of records and information.
- Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques required to accomplish audit objectives, and issue reports.
- Obtain assistance from the necessary personnel of DC, as well as other specialized services from within or outside DC, in order to complete the engagement.

INDEPENDENCE AND OBJECTIVITY

The CAE will ensure that the IA Department remains free from all conditions that threaten the ability of internal auditors to carry out their responsibilities in an unbiased manner, including matters of audit selection, scope, procedures, frequency, timing and report content. If the CAE determines that independence or objectivity may be impaired in fact or appearance, the details of impairment will be disclosed to appropriate parties.



Internal auditors will maintain an unbiased mental attitude that allows them to perform engagements objectively and in such a manner that they believe in their work product, that no quality compromises are made, and that they do not subordinate their judgment on audit matters to others. Internal auditors will have no direct operational responsibility or authority over any of the activities audited. Accordingly, internal auditors will not implement internal controls, develop procedures, install systems, prepare records, or engage in any other activity that may impair their judgment, including:

- Assessing specific operations for which they had responsibility within the previous year.
- Performing any operational duties for DC or its affiliates.
- Initiating or approving transactions external to the IA Department.
- Directing the activities of any DC employee not employed by the IA Department, except to the
 extent that such employees have been appropriately assigned to auditing teams or to otherwise
 assist internal auditors.

Where the CAE has, may, or is expected to have roles and/or responsibilities that fall outside of internal auditing, safeguards will be established to limit impairments to independence or objectivity.

Internal auditors will:

- Disclose any impairment of independence or objectivity, in fact or appearance, to appropriate parties.
- Exhibit professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined.
- Make balanced assessments of all available and relevant facts and circumstances.
- Take necessary precautions to avoid being unduly influenced by their own interests or by others in forming judgments.

The CAE will confirm to the Audit Committee, at least annually, the organizational independence of the IA Department. The CAE will disclose to the Audit Committee any interference and related implications in determining the scope of internal auditing, performing work, and/or communicating results.

SCOPE OF INTERNAL AUDIT ACTIVITIES & RESPONSIBILITIES

The scope of internal audit activities encompasses, but is not limited to, objective examinations of evidence for the purpose of providing independent assessments to the Audit Committee, Chancellor, and senior management and outside parties on the adequacy and effectiveness of governance, risk management and internal control processes and structures for DC. Internal audit assessments include evaluating:



- Risks relating to the achievement of DC's strategic objectives are appropriately identified and managed.
- The adequacy and effectiveness of the DC's internal control structure.
- The actions of DC's officers, directors, employees, and contractors are in compliance with DC's policies, procedures, and applicable laws, regulations, and governance standards.
- The results of operations or programs are consistent with established goals and objectives.
- Operations or programs are being carried out effectively and efficiently.
- Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact DC.
- Information and the means used to identify, measure, analyze, classify, and report such information are reliable and have integrity.
- Effective business processes to achieve internal control at a reasonable cost.

The CAE will report periodically to the Audit Committee, the Chancellor and senior management regarding:

- The IA Department's purpose, authority, and responsibility.
- The IA Department's plan and performance relative to its plan.
- The IA Department's conformance with The IIA's Code of Ethics and *Standards*, and action plans to address any significant conformance issues.
- Significant risk exposures and control issues, including fraud risks, governance issues, and other
 matters requiring the attention of, or requested by, the Audit Committee, Chancellor, or senior
 management.
- Results of audit engagements or other activities.
- Resource requirements.
- Any response to risk by management that may be unacceptable to DC.

The CAE also coordinates activities, where possible, and considers relying upon the work of other internal and external assurance and consulting service providers as needed. The IA Department may perform advisory and related client service activities, the nature and scope of which will be agreed with the client, provided the IA Department does not assume management responsibility. Opportunities for improving the efficiency of governance, risk management and control processes may be identified during engagements. These opportunities will be communicated to the appropriate level of management.

RESPONSIBILITY

The CAE has the responsibility to:

- Submit, at least annually, to the Audit Committee and the Chancellor a risk-based internal audit plan for review and approval.
- Communicate to the Audit Committee, the Chancellor and senior management any impact of resource limitations on the internal audit plan.
- Review and adjust the internal audit plan, as necessary, in response to changes in DC's business, risks, operations, programs, systems and controls.



- Communicate to the Audit Committee, the Chancellor and senior management any significant interim changes to the internal audit plan.
- Ensure each engagement of the internal audit plan is executed if applicable, including the establishment of objectives and scope, the assignment of appropriate and adequately supervised resources, the documentation of work programs and testing results, and the communication of engagement results with applicable conclusions and recommendations to appropriate parties.
- Follow up on engagement findings and corrective actions, and report periodically to the Audit Committee, the Chancellor and senior management (as necessary and applicable) any corrective actions not effectively implemented.
- Ensure the principles of integrity, objectivity, confidentiality, and competency are applied and upheld.
- Ensure the IA Department collectively possesses or obtains the knowledge, skills and other competencies needed to meet the requirements of the internal audit charter.
- Ensure trends and emerging issues that could impact on DC are considered and communicated to the Audit Committee, the Chancellor and senior management as appropriate.
- Ensure emerging trends and successful practices in internal auditing are considered.
- Establish and ensure adherence to policies and procedures designed to guide the IA Department.
- Ensure adherence to DC's relevant policies and procedures unless such policies and procedures conflict with the internal audit charter. Any such conflicts will be resolved or otherwise communicated to the Audit Committee, the Chancellor and senior management as applicable.
- Ensure conformance of the IA Department with the Standards, unless the IA Department is prohibited by law or regulation from conformance with certain parts of the Standards, the CAE will ensure appropriate disclosures and will ensure conformance with all other parts of the Standards.

If the *Standards* are used in conjunction with requirements issued by other authoritative bodies, the CAE will ensure that the IA Department conforms with *the Standards*, even if the IA Department also conforms with the more restrictive requirements of the other authoritative bodies.

QUALITY ASSURANCE AND IMPROVEMENT PROGRAM

The IA Department will maintain a quality assurance and improvement program that covers all aspects of the IA Department. The program will include an evaluation of the IA Department's conformance with the *Standards* and an evaluation of whether internal auditors apply The IIA's Code of Ethics. The program will also assess the efficiency and effectiveness of the IA Department and identify opportunities for improvement. The CAE will communicate to the Audit Committee, the Chancellor and senior management (as applicable) regarding the IA Department's quality assurance and improvement program, including results of internal assessments (both ongoing and periodic) and external assessments conducted at least once every five years by a qualified, independent assessor or assessment team from outside DC.

TALENT ITEM NO. 8.1.a.

Approval of Warrants of Appointments for Security Talent

The Chancellor recommends that the Board of Trustees approve the following warrants of appointment for the Police Officers listed below for the period indicated. Police Officers are hired through the Dallas College Police Department and assigned to various campuses.

George Shine District Office

Effective Date Full-time

June 1, 2021

Period of Employment

Through termination of employment with Dallas College.

Keenan Vigne District Office

Effective Date Full-time

June 1, 2021

Period of Employment

Through termination of employment with Dallas College.

Cameron King District Office

Effective Date Full-time

June 1, 2021

Period of Employment

Through termination of employment with Dallas College.

Mark Owens District Office

Effective Date Full-time

June 1, 2021

Period of Employment

Through termination of employment with Dallas College.

COMMITTEE REPORT NO. 9.1.a.

Audit Committee Notes for March 2, 2021

The Audit Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, March 2, 2021, beginning at 11:30 a.m. on the Cisco Webex platform and was broadcast via the streaming link: http://www.dcccd.edu/boardmeetingslive. This meeting was convened by Audit Committee Chair JL Sonny Williams.

Board Members and Officers Present

- Ms. Monica Lira Bravo
- * Ms. Charletta Rogers Compton
 - Ms. Diana Flores
 - Dr. Joe May (secretary and chancellor)
 - Mr. Philip J. Ritter
- * Mr. JL Sonny Williams (committee chair)
- * Ms. Dorothy Zimmermann
 - Mr. Cliff Boyd

Members absent

None.

- * Denotes a committee member
- 1. Roll Call Announcement of a Quorum confirmed by Perla Molina.
- 2. **Certification of Notice** posted for the meeting confirmed by Chancellor Joe May.
- 3. Citizens Desiring to Address the Board None.

4. Committee Presentations

A. Quarterly Audit Update - 2nd Quarter Ending February 28, 2021 Presenters: Lori Cox, Rob Wendland

Internal Audit Department (IAD) Report

IAD - Objective and Definition

Lori Cox shared with the Board her objective and goals for the IAD, which included developing a best-in-class function and a model of excellence. The IAD will achieve these goals by complying with the international standards for the practice of internal auditing and ensure that all staff establish membership with the Institute of Internal Auditors. Further, Cox stated that, as a Certified Internal Auditor (CIA), it is a requirement to follow international standards for the practice of internal audit.

Cox then discussed the definition of internal audit and emphasized the importance of adding value to the college through the operations that the IAD performs and helping the college accomplish its goals and objectives. She noted that, in her experience, the IAD works best when the it engages as a partner with the organization and leadership in a collaborative way. Cox discussed her intention to focus on risk, to manage the internal audit resources as effectively as possible and to expand the focus of IAD to include more than just compliance audits, such as controls, governance, operational and programmatic evaluations. Further, Cox noted that her key goals were to be proactive and address issues internally before there's an adverse impact externally, ensuring that the IAD was focusing on what is most important to the College, and acting as a partner, working in collaboration with leadership, management and staff.

Cox proceeded to provide plan and enhancement updates and audit plan changes.

Update Risk Assessment Processes

• Cox explained that the Risk Assessment Process was ongoing, as risk changes and operations change, particularly with the transition.

Mission & Vision

- Cox presented the mission developed by the IAD, which emphasizes adding value and enhancing and protecting organizational value through the IAD's services, including risk-based assurance, consulting, advice and insight. She noted that this included becoming more proactive and getting more involved at the beginning of endeavors, in order to offer insight and help avoid future incidents.
- Cox presented the vision developed by the IAD, which emphasized collaboration and being a strategic trusted advisor and a vital resource, while also contributing to continuous improvement in the organization.

Staff Training & Development Plans

These plans were customized for each team member and would be rolled out in phases. The IAD was currently in Phase I.

- Phase I Internal Audit Foundation
 - This phase included focusing on the internal audit profession and internal audit principles, including standards, risk, control, governance, roles and practices.
- Phase II Internal Audit Core Competencies and Attributes
 - This phase was expected to begin at the end of March and focuses on the code of ethics, communication skills (oral and written), conflict management skills, negotiation skills, organization, and principles of management, accounting, and auditing.
- Phase III Phases of an Audit
 - This phase was expected to begin in June and would provide more in-depth training on the phases of an audit, such as the opening conference, sample selection, presentation skills, and test work.

Trustee Flores shared her appreciation with Cox regarding staff training.

Audit Issues Tracking Process

- As the IAD completed an engagement (i.e., any activity), conditions were recorded and would be reviewed periodically to determine status. The status of these conditions would be reported at each audit committee meeting.
- The method to track audit issues was currently maintained in a spreadsheet. However, the IAD was working to obtain audit software that would include audit issue tracking and other audit services such as the audit plan, assignments, and reviewing work.

Audit Process Redesign

Trustee Boyd inquired of the procedure by which the audit committee and board would receive audit reports/results. Cox explained that the results would be distributed at each audit committee meeting.

Cox explained the process redesign.

- Before the engagement
 - O A risk assessment would be performed to determine which types of audits would be included in the annual audit plan. A risk assessment would also be performed at the beginning of each audit. The risk assessment would determine what the IAD would look at on a broad scale for the year and in what function.

- Trustee Flores inquired of how the IAD engages in risk assessment. Cox responded that risk assessment included a combination of things such as interviewing and surveying various leadership, management, and staff on concerns that needed to be addressed. The IAD would also look at external factors such as the higher education industry and the business industry that may impact the risks to the college.
- Trustee Flores inquired if this process could possibly include surveying or interviewing students. Cox responded that student interviews would be included in the process, as well as speaking with student organizations.
- Further, Cox noted that all information obtained in the risk assessment process would be combined in a matrix to determine high risk areas. She explained that the IAD typically focused on the highest risk. However, there may be projects that were not necessarily high-risk but were important to the College and had a different impact on risk, such as reputational risk. All items would be taken into consideration during the risk assessment process.

• During the engagement

Most engagements would be given an advance notice. There may be some unannounced items, but for the most part, the IAD would prepare an engagement letter, have an opening conference, plan the audit, complete fieldwork, and develop a draft report.

• After the Engagement

The draft report would be discussed at the closing conference. The IAD would obtain the management response or corrective action plan and schedule an executive conference, if necessary. Management responses and corrective action plans would be incorporated in the final report.

• Reporting and follow-up

 The final report would be distributed to the chancellor, management, and the board. These issues will also be tracked through the IAD's tracking mechanism and followed-up on as needed.

Trustee Zimmermann expressed concerns about the recent spending of \$1 million per month to provide support to students impacted by COVID-19 and/or the recent winter storm. Trustee Zimmermann inquired if the IAD had

looked into this spending. Cox responded that the IAD had not, but it was certainly something that the IAD could look into. Further, Cox noted that this was the type of feedback the IAD would like to evaluate risk.

Trustee Flores requested that the Chancellor remind the Board of how the million dollars were being allocated. Chancellor May discussed the purpose and the eligibility requirements for the stimulus funding received. Chancellor May shared with the Board that half of the stimulus dollars received by the Federal Government were required to be directed to students to offset their needs that may impair education, such as car repairs, rent, electricity, etc. Further, the Chancellor discussed how the eligibility requirements have changed over the funding period. some restrictions have been lifted, resulting in the College's ability to help more students in need. The Chancellor noted that the College has received approximately \$73 million thus far and expected approximately \$90 million in the next round of funding.

Chancellor May confirmed that the spending averaged out to the current \$1.1 million per month. Further, the Chancellor noted that the federal funds received were subject to the single audit act and would be reviewed by the external auditors. John Robertson also confirmed that funding was being allocated according to the rules, as defined by the Department of Education.

Trustee Boyd inquired about how the College communicated with students regarding the stimulus funding available to eligible students. The Chancellor and Dr. Pyeper Wilkins responded by noting that the College reached out to eligible students directly through emails, texts, social media, newsletters and faculty. Wilkins also noted that all students were encouraged to apply for aid, even if eligibility was in question because of the possibility that students could receive assistance from private funds.

Trustee Boyd inquired if the College imposed any additional eligibility requirements, such as number of hours a student must have, to receive the funding. Wilkins responded that the College did not set any additional parameters. Trustee Boyd and Trustee Flores discussed how this funding could be marketed/communicated to the community via media coverage and/or town halls, etc. Cox noted how this was an example of how risk could change for the College and that the IAD's involvement would include reviewing the requirements, controls in place, and if there was another area involved and develop a plan to assist based on the information reviewed.

Communications Plan

 Cox noted that a communications plan was in progress. The purpose of the plan was to provide information to all stakeholders regarding the purpose, role and scope of the IAD activities and requirements. This communications plan would include, but was not limited to: webpage, vision and mission statement, audit charter, audit information packet, audit process description, frequently asked questions and a brochure.

IAD Charter

- The International Standards for the Professional Practice of Internal Auditing (Standards) required that the purpose, authority, and responsibility of the internal audit activity be formally defined in an internal audit charter. Cox noted that this charter was different from the audit committee charter and was specifically for the department.
- Further, this charter was a requirement of the Standards due to the uniqueness of the Internal Audit Department (IAD). It served to establish internal audit's position within the organization, including the nature of the chief audit executive's functional reporting relationship with the Board; authorized access to records, personnel, and physical properties relevant to the performance of engagements; and defined the scope of internal audit activities.
- The charter outline was: purpose and mission, standards, definitions, authority, independence and objectivity, scope of IAD activities and responsibility, and quality assurance and improvement program. The quality assurance and improvement program was similar to an accreditation process and is designed to ensure that the department is complying with standards, meeting the organization's needs, and achieving its goals and metrics. This program included internal assessments and external assessments. External assessments are required by the standards. The internal audit function needs to have an independent party assess the internal audit function every five years. The external assessment report would also be distributed to the Board and audit committee.
- This charter was included in the board's packet to be reviewed and brought back at the next audit committee meeting for approval.

Trustee Flores inquired if this was the first time a charter had been provided to the Board and if this charter was mandatory. Cox noted that there had been a draft charter in previous years, but this was the first time it had been presented to the Board and audit committee for approval. Further, Cox noted that this charter was mandatory in order to meet the Standards set forth by the Institute of Internal Audit (IIA). Trustee Flores questioned if the IAD complied with Standards in previous years. Rob Wendland noted that IAD had not adhered to the IIA standards in previous years. However, Wendland noted that the charter was not a requirement

under applicable law but required in order to meet the standards of the IIA. Chancellor May added that it was similar to an accreditation process in nature to go above and beyond as a department to meet these standards and achieve excellence.

Department Restructure

- The organizational structure of the IAD was being redesigned to increase efficiency, effectiveness, communications, and growth opportunities for the staff. There were currently two vacant positions. The IAD planned to create a senior auditor position by utilizing one of the vacant audit positions, recruit to fill vacancies, and reclassify one internal audit position.
- Wendland reminded the Board that the two vacancies were included in the budget for the past two years but remained unfilled until the chief position was filled, in order to allow the chief to build out the team as that person saw fit.

Strategic Plan

- Cox stated that the strategic plan was in progress and would be provided to the audit committee and Board for review.
- The purpose of the plan was to help ensure the IAD maintained alignment with the college's objectives; make meaningful contributions to overall college governance, risk management, and internal controls; meets stakeholder expectations; and remains relevant

Trustee Flores requested that a copy of the strategic plan be shared with the Board when completed.

Draft IAD Goals and Metrics

Cox shared the following draft of goals and metrics that would be included in the strategic plan:

- Establish IAD as the collegewide resource center for risk, control and leading practice information.
- Provide college employee education and training on aspects related to governance, risk management and control.
- Implement technology to support and drive the audit process.
- 90% completion of audit plan
- Satisfaction survey results average 4.5 out of 5.
- An average of 10 business days from completion of field work to issuance of the draft report.
- Audit staff maintain audit certifications and/or achieve 40 hours of continuing professional education (CPE) each year.

Audit Plan Modifications

- Cox noted that the development of the 2020/2021 Audit Plan occurred during the consolidation of district's seven colleges into Dallas College. The ongoing organizational and structural changes necessitated the IAD to continuously reassess the risks and needs of the college and the stakeholders.
- Cox shared a modification to the plan to add a Procurement audit with a target date of the end of March 2021. This would be an operational audit to evaluate the efficiency and effectiveness of procurement policy and processes.

Engagement Status

• Cox reported that there were currently three special reviews/investigations in progress, based on management request and/or hotline reports.

Questions

Cox concluded the presentation by welcoming questions from the Board. Trustee Flores responded by sharing appreciation for the professionalism and direction Cox is leading the IAD in. Trustee Boyd responded by advising and requesting that the IAD include an audit review of ERP implementation. Trustee Boyd also expressed that it was critical to have that area reviewed and provide feedback to the Board over the next several years, during the ERP implementation process. Trustee Boyd also expressed gratitude for Lori Cox's IAD structure and professionalism.

5. Items for Review

- A. Committee Notes
 - 1) Audit Committee Notes for December 15, 2020 There were no changes necessary.
 - 2) Internal Audit Departmental Charter

6. Executive Session

There was no need for executive session.

7. Adjournment

The audit committee adjourned at 12:22 p.m.

Captioned video and transcripts for Dallas College Board Meetings are available at our website, <u>www.dcccd.edu/boardmeetingslive</u>, under the Archived Videos section.

COMMITTEE REPORT NO. 9.1.b.

Education Workforce Committee Notes for May 4, 2021

An Education Workforce virtual meeting of the Board of Trustees of Dallas College was held Tuesday, May 4, 2021, beginning at 2:45 p.m. on the Cisco Webex platform and was broadcast via the streaming link: http://www.dcccd.edu/boardmeetingslive. This meeting was convened by Committee Chair Phil Ritter.

Board Members and Officers Present

- Mr. Cliff Boyd
- * Ms. Monica Lira Bravo
 - Ms. Charletta Rogers Compton
- * Ms. Diana Flores
 - Dr. Joe May (secretary and chancellor)
- * Mr. Phil Ritter (committee chair)
 - JL Sonny Williams
 - Ms. Dorothy Zimmermann

Members Absent

None.

- * Denotes a committee member
 - 1. Roll Call Announcement of a Quorum confirmed by Perla Molina.
 - 2. **Certification of Notice Posted** for the meeting confirmed by Chancellor Joe May.
 - 3. Citizens Desiring to Address the Board None.

4. Committee Presentations

1. Transforming the Educational Experience to Increase College Completion and Career Readiness

Presenters: Shawnda Floyd, Anna Mays, Karen Stills, Gloria Smith, Greg Morris

Committee Chair Ritter thanked the presenters for spending time prior to the meeting getting him up to speed on the scope of their work and current undertakings.

Provost Shawnda Floyd introduced the presentations and gave updates regarding scope of work and celebrating the successes of Dallas College. She was joined by Anna Mays, Karen Stills, Gloria Smith and Greg Morris. Floyd introduced each presenter and described their role at Dallas College.

Mays began with a review of where we began six years ago with the expansion of our Early College High Schools (ECHS), which were only five at the time. She mentioned the realization that college was out of reach for Dallas County students when Dallas College began the partnership with Dallas ISDs to increase college completion. Mays mentioned that the completion rate for DISD students was 13 percent at six years after graduation from high school. National and state research showed that students participating in dual credit and ECHS were more likely to complete a college credential.

Mays mentioned that Dallas College and DISD began planning for 18 collegiate academies in 2016. She explained that students chose a high demand career pathway and took those courses. Dallas College doubled the number of dual credit students at that time. By 2020, Dallas College had 29,000 students in dual credit partnering with 77 high schools. Mays compared the 2009 13 percent graduation rate to the 2020 graduates (from 13 DISD high schools) with an increase in graduation rate to 72 percent. Mays shared that 35 percent of these students were not only the first to graduate from college with an associate degree, but also the first from their family to graduate from high school.

Trustee Flores mentioned that this was a phenomenal improvement in the completion rate, especially for those in poverty or low income and thanked everyone for their work and partnership.

Chancellor May mentioned this was a team effort of many.

Committee Chair Ritter asked if these numbers were just for dual credit completion or the whole school.

Mays confirmed the 72 percent was from the first cohort that started in the 8 P-TECHs in 2015 that graduated last year. It was about 629 students.

Committee Chair Ritter asked about the average penetration rate at the high schools.

Mays confirmed that one out of four students were in an ECHS or a P-TECH program and there were over 8,000 DISD students in P-TECH and ECHS programs, currently.

Chancellor May said there were 10,000 students in each class level in DISD. Chancellor May explained that Dallas College began with eight high schools, then expanded to 11 and then to 25 percent, or one in four students. He described the selection based on demographics for each school, adding that it could now be scaled to grow. He said there was an overall impact on the entire school. Chancellor May shared that Dallas ISD Superintendent Michael Hinojosa said that Dallas College had relieved some pressure through the ECHS, dual credit, P-TECH, and Dallas County Promise programs.

Mays explained that Dallas College's rapid expansion was intentional. She showed that over 2,000 credentials were awarded to low income, under-represented students, which brought unprecedented state and national attention. Mays expanded on the need to leverage this attention to increase funding based on student success points, which will impact services for students and increase student participation by 21 percent over last year.

Mays mentioned how Dallas College pathways were impacting students, families and communities, while closing the equity gap for low- income Latino and African American students. She shared slides for the first two cohorts, which included over 8,000 students enrolled from 77 high schools with 70 percent Latino and 22 percent African American, which was reflective of the diversity of the community.

Committee Chair Ritter asked if Dallas College had plotted the success and which goals would be achieved of the 60x30TX.

Mays answered that this was not yet plotted but she believed this was the most significant initiative that Dallas College had completed and this would increase impact with adults as well. She mentioned that the Gates Foundation had shared Dallas College data and processes with other school districts across the nation.

Chancellor May explained that 60x30TX population focus was 25 to 34-year-olds. He shared that, North Texas, primarily Dallas County, was the only part of the state that increased graduates over the last three years, while every other region declined. Chancellor May mentioned the new TRUE Pathway Texas Bill that Commissioner Keller and the Gates Foundation had been working on. He explained that P-TECH high schools did not count for 60x30TX and neither did apprenticeships. They were not currently tracked in Texas, but legislation was being considered due to Dallas College's results.

Mays described the network approach of collaborating with schools, community partners and industry partners. She introduced Karen Stills who was working with Dallas College to increase these partnerships. Mays said that

Dallas College currently had 84 employers who were providing internships, externships, and valuable experience to over 10,000 students, which was a benefit to our entire community.

Stills talked about the exciting and ramped up experience of Dallas College for dual credit, P-Tech, and other ISD partners responding to the needs of both students and employers. She described the overhaul of wrap around supports for all Dallas College students in a reimagined experience, which would meet the holistic needs of students, including academic needs and everyday challenges. Stills mentioned the equity of resource opportunities to tutoring, food, housing, and counseling, through a learner-care model. She informed the board that this student-centric experience would begin in eighth grade, by setting students on a pathway toward their career goals with student support and a streamlined process that would track their success through navigators and technology.

Committee Chair Ritter announced, for the record, that Chair Bravo had rejoined the meeting.

Trustee Flores verified that Dallas College was using a learner-care model, where the middle is the collegiate experience with great customer service. She wanted to know what we were doing to improve our customer service experience for our students, both on the front lines and behind the scenes. Trustee Flores referenced the "Every student, every place, every time" mindset to help students move forward in their education and not be discouraged or have a negative experience.

Stills agreed that students should get positive customer service, every time. She described how navigation uses a case model approach to help track the student success. Through a dedicated curriculum to give ongoing service, Dallas College added a director for professional development aligned with student success, which was a new position that was hired this week, to focus on the student success team.

Trustee Flores inquired if this was the process now.

Stills responded that we did have training on customer service available online and had dedicated roles to build on the training we had in place, which begins from onboarding new employees throughout their growth in their roles.

Trustee Flores understood there were a lot of moving pieces, but wanted staff trained to offer the best customer service when interacting with students.

Trustee Boyd asked the precollegiate experience referencing some programs that were very successful for social workers. He questioned how Dallas College impacted high school students prior to their Dallas College experience. He asked about grants and funds to do experimental or far-reaching things to enhance social partnerships with these ISDs and encouraged students to attend college.

Chancellor May answered that Dallas College was in a great place where people were ready to collaborate. He talked about how previously 80 percent of students were not participating in college, but there were now88 P-TECH and ECHS programs. He talked about being turned down 16 times for the offer to work with ISDs until trust was built to work together toward the same goals. This has been a monumental movement in a short period of time, he said.

Stills talked about conversations with high school partners sharing the Dallas College model and looked at wrap around structures to provide support for students in a network of care. This was not an assumption of having all the answers, but rather leveraging expertise across the community to help the community. Stills described the success primary care provider coaches with concierge support from student enrollment through graduation.

Trustee Zimmermann asked if these were pathway specialists allotted to the students in ECHS.

Stills answered the 40 success coaches would be dedicated and assigned to ECHS and P-TECH students which would help navigate the system with the wrap around services.

Trustee Zimmermann mentioned how Perla Molina helped a family that was struggling to navigate through the system and thanked her for helping this family.

Molina responded that she went straight to the team that was in place now and they immediately helped the student.

Trustee Flores asked if the success coach would navigate the bureaucracy for the student.

Stills detailed the role of the college coach in pre-collegiate, recruitment capacity through application and they were then assigned a success coach.

Stills discussed the success coach to student ratio, which is approximately 300-350 per coach. The Board asked for ratios on the precollegiate coaching ratios, which Stills would report back to the board.

Trustee Flores wanted assurance that all these coaches would have customer service training and if this model was fully staffed yet and if not, what the timeline would be. Stills assured that they would have this training. The process of being staffed for the first phase should be completed in June and ready to begin providing services.

Trustee Flores asked if pathway specialists were different staff and asked for the details, ratios, and timelines for student/staff on each of these positions.

Chancellor May explained these were areas that were currently being hired and would take some time to get fully staffed.

Stills responded that the first phase of 190 success coaches would be staffed in June, and then for the next academic year, the goal was 240 success coaches.

Committee Chair Ritter said he supported this plan and asked to see the job description for a success coach. He asked about the plan to balance the student eco system and building student accountability, as an essential element.

Stills responded that the structure being built was a safety net for those students who needed extra help. She described that some students could navigate on their own. Stills explained there were built-in touch points to track student success and team members would know, if a student needed help throughout the process, and would reach out to help. She mentioned that team members became experts in their areas. There will be a pathway specialist that could help with transfer and career opportunities, meaning success coaches would make referrals to the pathway specialist. Stills explained the process of following up to track, monitor, and nudge students to meet their goals, transforming the way we supported all students. She explained the role of the Pathway Specialists.

Dr. Greg Morris shared that concerted and deliberate efforts were being made to transform the student experience and targeted populations like P-TECH and ECHS students. He explained that the next step taken was to apply the same effort from the ECHS model and restructure the model for adult learners. Morris mentioned there were over 50,000 adult learners and they would have equivalent focus of resources for this population. He said adult learners were typically students over 25 years old and had an attainment rate of 17 percent with a success rate of 72 percent.

Trustee Flores asked about credential attainment rate and adult learner persistence.

Morris responded that adult learners are not persisting term -to-term or year-toyear and not completing at the same rates. He mentioned they were capable, but not persisting or finishing.

Trustee Flores asked for more definition of student success rate with adult learners. Morris explained that success was a grade of A, B, or C in each term and excluded grades of W, D or F.

Morris talked about the adult learner disparity and compared the same indicators for ECHS, which resulted in the True Initiative for the adult learners. He described how Dallas College was able to succeed in ECHS by focusing on urgency and strong commitment to scale quickly. Morris explained the need to address the adult learner issue immediately, not in five to six years. He mentioned the seven key indicators that made Dallas College an international leader in ECHS. Morris described how the high touch concierge services in registration matter and help students access college by addressing academic advising roadblocks and how success coaching resulted in pathways for all students. He went on to discuss the need to get adult learners back on track by utilizing embedded facilitators in the course with industry partners, apprenticeships, and co-ops. Morris mentioned that career connected learning would help adult learners make the connection into a career.

Trustee Flores asked about how student success would be evaluated throughout the course and how Dallas College would give the students good customer service.

Morris talked about utilizing national data with adult learners and tracking their success and persistence to the next term. He described how Dallas College would use the same metrics used on the dual credit side and apply it to adult learners, making sure the learner was on the right pathway and modality of learning with online courses or shortened credentials.

Committee Chair Ritter shared the impact faculty members had on his life, on the practical direction of his career, and how these success points were important to capture. He would also like to see what could be done to hold faculty accountable and offer a reward system when our faculty help students. Morris mentioned the TTE spaces and partnerships that were currently being looked at by the new Office of Experiential Learning and what type of services, coops, internships and apprenticeships could connect faculty to the broader

context of helping students gain a career through transfer or direct employment and help faculty see their role in this.

Trustee Flores asked if CETL was giving the Board input on what training faculty need and what Dallas College was doing to customize training for faculty members.

Morris responded that CETL had a deliberate focus and would do a combined approach. He talked about AQ, which is a nationally led professional development platform providing equity and engaging students in an online space. Morris mentioned that 400 faculty had been trained in this through the Faculty Fellows program, which was working on faculty pathways in an academic incubator model. It would develop customized industry credentials and industry certificates that met a specific workforce need.

Trustee Flores would like a presentation to the Board regarding faculty success and training needed for faculty to stay ahead of the curve for students.

Morris introduced Gloria Smith to talk about the state-level noted TRUE Initiative. He mentioned that in this TRUE Initiative, Dallas College would be deliberate in efforts to expand online and new academic programs that we were launching this fall.

Smith said that Dallas College was a leader in the state of Texas in how workforce training was implemented. She described how this model would upscale and rescale education to prepare students for in-demand careers that would accelerate the student transition to work and impact the Texas economy. Smith explained that there would be training pathways for students, industry buy-in, and customizable training solutions for the learner that addressed adult students impacted by the pandemic. She described how short-term training and certificates would get adult students in the career pathways needed by Texas employers. Smith mentioned there were 12 community colleges and 19 business partners represented across the state for education, economy, and workforce. She talked about how success would be measured by the number of Texans placed into jobs.

Smith talked about how the pandemic increased unemployment from 3.5% to 8.3% in Texas and how after the last great recession, a large majority of new jobs were created. She told the Board that Dallas College's model would have pathways for every student, customizing training for high school graduates, unemployed, under employed and learners seeking a career change. Smith mentioned this would be flexible with multiple entry and exit levels that have

ongoing support to ensure progress and success to connect students with a good career.

Smith talked about Phase 1, which would identify potential demand and current partners like UT Southwestern, Amazon, Dallas Regional Chamber, Pepsi and more to leverage and design certificates, programs and degrees that created maps and micro-credentials with clearly marked entry and exit points and career pathway options. She described how opportunities and new pathways for the future workforce opportunities were coming to Dallas. Four schools have created 10 micro-credentials that were in-demand, where employees would be making at least \$16 per hour. As alignment with industry partners and workforce advancement happened, there would be integration of in-demand certificates and a pipeline of work-based learning early in the student experience to increase flexibility and customized training.

Committee Chair Ritter asked if Dallas College had a sense that the employers working with P-TECHs were willing to do work with adult learners as well.

Smith responded that some employers were willing to work with adult learners, depending on the type of jobs posted. She explained that some employers were looking for advanced credentials where Dallas College has focused mostly on P-TECH. Smith said some partners were looking to upskill and rescale the veteran workforce.

Trustee Flores asked how this initiative had received attention at the state level.

Chancellor May responded that, at the beginning of the pandemic, Dallas College worked on a model that was looked at as a statewide model. At that time, unemployment was about 13.2% but rose to 19.2% for people without a high school diploma. Dr. May explained that this was a proposal to shift individuals not prepared for today's economy. This resonated with Senator Brandon Creighton, who put through the bill so that this TRUE Initiative model would be rolled out statewide. He shared that Senator Creighton has requested \$50 million and a possible addition of another \$50 million to expand the TRUE Initiative across the state. Dr. May talked about how the state would look to Dallas College to help develop curriculum to roll out things like cloud computing, UX/UI and working with Amazon to partner with other organizations and institutions to teach these courses. He mentioned there were 10 faculty trained so far and 13 more were being trained. Dr. May talked about other courses rolling out in healthcare, tele-health and how these skills would also push down to K-12 partners, as well to develop the workforce with skills employers were adopting.

Trustee Flores and Chancellor May discussed that legislation had been introduced and passed and the governor has said he would sign this bill. They talked about how Dallas College would move forward quickly with this and requested funding to expand what was happening now to upskill and reskill low wage earners and build in training and development for staff.

Trustee Flores mentioned the concierge services and asked if those would be integrated as well.

Chancellor May talked about how this would be tightly integrated with employers and incentives within the model, which would bring the employer and student together much closer.

Trustee Flores mentioned this could be a real game changer to those that needed a living wage or above. She thanked everyone for their hard work.

Committee Chair Ritter thanked Gloria Smith for the important social justice work in our community with focus on adult education and mentioned the board would support this work.

Provost Floyd thanked the board for their support and reaffirmed the vision Dr. May has set for Dallas College.

Committee Chair Ritter thanked Pyeper Wilkens for making the fundraising for this initiative possible and for extending this discussion.

5. Items for Review

- 1. Committee Notes
- a. Education Workforce Committee Notes for April 6, 2021 Notes were reviewed and no edits were made.

6. Executive Session

None.

7. **Adjournment** was at 4:23 p.m.

Captioned video and transcripts for Dallas College Board Meetings are available at our website, <u>www.dcccd.edu/boardmeetingslive</u>, under the Archived Videos section.

INFORMATIVE REPORT NO. 9.2.

Current Funds Operating Budget Report for April 2021

The Chancellor presents the report of the current funds operating budget for review for the period ending April 30, 2021.

Revenues

Taxes for Current Operations reflects a higher percentage due to more tax collections.

Transfers-In from Other Funds is higher due to \$26M Carry Forwards, \$20M Facilities Improvement Plan, \$10M ERP Implementation and \$6M other Capital Projects transfers.

Expenses

Overall, Expenses are tracking well in keeping with expenditures at this point of the fiscal year. *Purchased Services* reflects a higher percentage due to IncludED commitment with Follett Higher Education Group and consulting fees for One College.

2020-21 CURRENT FUNDS OPERATING BUDGET

REVENUES & EXPENDITURES

Year-to-Date April 30, 2021

		Approved Budget		Allocated Budget		Year-To-Date Actuals		Percent Budget
REVENUES	_							
State Appropriations	\$	89,770,455	\$	89,770,455	\$	58,643,387		65.3%
Tuition		131,645,599		131,645,599		122,541,576		93.1%
Less: Waivers & Discounts		(26,119,900)		(26,119,900)		(14,160,740)		54.2%
Less: TPEG Set Aside		(6,913,352)		(6,913,352)		(4,034,910)		58.4%
Total Net Tuition		98,612,347		98,612,347		104,345,926		105.8%
Taxes		275,912,917		275,912,917		298,856,658		108.3%
Federal Grants & Contracts (Work Study)		1,145,477		1,145,477		327,136		28.6%
Investment Income		2,000,000		2,000,000		470,636		23.5%
General Revenue		1,660,546		1,658,146		1,049,085		63.3%
Subtotal Revenue		469,101,742		469,099,342		463,692,827		98.8%
Transfers-In From Other Funds		52,667,868		65,779,990		n/a		n/a
Capital Budget Projects		52,667,868		65,779,990		n/a		n/a
TOTAL REVENUE		521,769,610		534,879,332		463,692,827		86.7%
	_	Approved		Allocated		Year-to-Date		Percent
		Budget		Budget		Actuals		Budget
EXPENSES								
Salaries & Wages	\$	301,268,876	\$	304,678,231	\$	194,080,765		63.7%
Staff Benefits		37,679,217		37,712,217		24,119,229		64.0%
Purchased Services		31,635,070		62,950,371		53,241,941		84.6%
Operating Expenses		71,154,586		56,705,316		31,858,946		56.2%
Supplies & Equipment		44,141,664		36,943,000		27,067,958		73.3%
Provisions (See Summary Below)		3,000,000		3,000,000		n/a		n/a
Subtotal Expenses Transfers to Other Funds:		488,879,413		501,989,135		330,368,839		65.8%
Institutional Matching - Contracts/Grants		3,000,000		3,000,000		1,021,384		34.0%
Auxiliary Fund		9,890,197		9,890,197		9,890,197		100.0%
Capital Budget		20,000,000		20,000,000		n/a		n/a
TOTAL EXPENSES		521,769,610		534,879,332		341,280,420		63.8%
PROVISIONS SUMMARY:		Approved		Allocated Budget		Adjustments		Current Unallocated
Diversity Training	\$	1,500,000	\$	- Duuget	\$	-	\$	1,500,000
Professional Development	*	1,500,000	*	_	~	_	+	1,500,000
TOTAL PROVISIONS		3,000,000		-		-		3,000,000
		Prior Month		Current Month		Current Month		Year-to-Date
CASH ON HAND		Balance		Net Change		Balance		Net Change
Pools & Banks	\$	236,949,319	\$	(27,731,618)	\$	209,217,702	\$	(98,357,332)
Commercial Paper	\$	59,977,041	\$	(18,991,194)		40,985,846	\$	10,700,933
Total Cash	\$	296,926,360	\$	(46,722,812)		250,203,548	\$	(87,656,399)

2019-20 CURRENT FUNDS OPERATING BUDGET

REVENUES & EXPENDITURES

Year-to-Date - 66.67% of Fiscal Year Elapsed

UNRESTRICTED FUND		April 30, 2021			April 30, 2020	
	Allocated	Year-to-Date	Percent	Approved	Year-to-Date	Percent
REVENUES	Budget	Actuals	Budget	Budget	Actuals	Budget
State Appropriations	\$ 89,770,455	\$ 58,643,387	65.3%	\$ 94,495,215	\$ 58,692,663	62.1%
Tuition	131,645,599	\$ 122,541,576	93.1%	135,475,137	117,579,803	86.8%
Less: Waivers & Discounts	(26,119,900)	\$ (14,160,740)	54.2%	(21,904,878)	(13,180,564)	60.2%
Less: TPEG Set Aside	(6,913,352)	\$ (4,034,910)	58.4%	(6,897,912)	(5,191,453)	75.3%
Total Net Tuition	98,612,347	104,345,926	105.8%	106,672,347	99,207,786	93.0%
Taxes for Current Operations	275,912,917	298,856,658	108.3%	278,882,917	278,359,039	99.8%
Work Study	1,145,477	327,136	28.6%	1,145,477	1,020,097	89.1%
Investment Income	2,000,000	470,636	23.5%	3,900,000	4,515,860	115.8%
General Revenue	1,658,146	1,049,085	63.3%	2,057,328	1,433,614	69.7%
SUBTOTAL	469,099,342	463,692,827	98.8%	487,153,284	443,229,059	91.0%
Transfers-In From Other Funds	65,779,990	n/a	n/a	50,501,817	n/a	n/a
TOTAL REVENUES	534,879,332	463,692,827	86.7%	537,655,101	443,229,059	82.4%
		April 30, 2021			April 30, 2020	
EXPENSES	Allocated Budget	Year-to-Date Actuals	Percent Budget	Approved Budget	Year-to-Date Actuals	Percent Budget
Salaries & Wages	\$304,678,231	\$ 194,080,765	63.7%	\$ 300,307,562	\$ 203,290,078	67.7%
Staff Benefits	37,712,217	24,119,229	64.0%	36,605,246	23,599,264	64.5%
Purchased Services	62,950,371	53,241,941	84.6%	47,034,249	32,665,612	69.5%
Operating Expenses	56,705,316	31,858,946	56.2%	66,583,779	38,680,043	58.1%
Supplies & Equipment	36,943,000	27,067,958	73.3%	60,964,287	34,161,845	56.0%
Provisions (See Summary Below)	3,000,000	n/a	0.0%	5,631,723	n/a	0.0%
Subtotal Expenses	501,989,135	330,368,839	65.8%	517,126,846	332,396,842	64.3%
Transfers to Other Funds:						
Institutional Matching - Contracts/Grants	3,000,000	1,021,384	n/a	877,675	1,084,883	n/a
Auxiliary Fund	9,890,197	9,890,197	100.0%	9,924,404	9,924,404	100.0%
Capital Budget	20,000,000	n/a	n/a	9,726,176	9,726,176	100.0%
TOTAL EXPENSES	534,879,332	341,280,420	63.8%	537,655,101	353,132,305	65.7%
	Approved	Year-to-Date Allocation	Balance	Approved	Year-to-Date Allocation	Balance
Provision Summary	\$ 3,000,000	-	3,000,000	\$ 50,920,405	(42,160,405)	8,760,000
•						

INFORMATIVE REPORT NO. 9.3.

Monthly Award and Change Order Summary

Listed below are the awards and change orders approved by the Chief Financial Officer in April 2021.

CHANGE ORDERS

Brown Reynolds Watford Architects,	Early College High School Building –
Inc.	MVC

Purchase Order No. B37702 Change Order No. 1

Scope

Provide architectural services for the development of the Early College High School Building at Mountain View Campus.

Change

This additional service adds platting services and escarpment study to meet the City of Dallas requirements. It also adds building relocation fees to minimize risk of development in the escarpment zone.

Original Contract Amount	\$1,384,900	
Change Order Limit/Contingency	\$0	
Prior Change Order Total Amounts	\$0	
Net Change	\$190,100	
Revised Contract Amount	\$1,575,000	

Casteel & Associates, Inc.	Tower Sign – NLC
Purchase Order No. B38558	Change Order No. 1

Scope

Update North Lake Campus tower sign on Walnut Hill Road with Dallas College logo.

Change

This additional service adds tower sign repair costs for unforeseen corrosion damage discovered when removing paint and sealant.

Original Contract Amount	\$38,088
Change Order Limit/Contingency	\$0
Prior Change Order Total Amounts	\$0
Net Change	\$25,677
Revised Contract Amount	\$63,765

Corgan Associates, Inc. Modular Buildings – RLC

Purchase Order No. B35289 Change Order No. 4

<u>Scope</u>

Provide architectural and engineering design services for modular buildings at Richland Campus.

Change

This additional service adds inspection and permitting process related costs to update the Specific Use Permit document as required by the City of Dallas.

Original Contract Amount	\$135,000
Change Order Limit/Contingency	\$0
Prior Change Order Total Amounts	\$23,000
Net Change	\$7,700
Revised Contract Amount	\$165,700

Stantec Architecture, Inc. HVAC Center of Excellence Renovation

- CVC

Purchase Order No. B35233 Change Order No. 2

Scope

Provide architectural and engineering design services to renovate the HVAC Center of Excellence at Cedar Valley Campus.

Change

This additional service adds fees for design revisions and energy code inspection at Dallas College's request. Design revisions include adding a window, light fixtures, HVAC training unit, service sink, concrete floor stain, painting, and a revised power location for trainers.

Original Contract Amount	\$217,363
Change Order Limit/Contingency	\$0
Prior Change Order Total Amounts	\$21,618
Net Change	\$17,405
Revised Contract Amount	\$256,386

Vantage Environmental Services, LP Asbestos/Environmental Testing –

Collegewide

Purchase Order No. B36995 Change Order No. 4

Scope

Provide asbestos/environmental management services.

Change

This additional service adds visual inspection, collection, and analysis of air samples for mold/fungi and asbestos in the affected areas at El Centro Campus from the flooding caused by the winter storm.

Original Contract Amount	\$86,313
Change Order Limit/Contingency	\$0
Prior Change Order Total Amounts	\$62,000
Net Change	\$14,125
Revised Contract Amount	\$162,438

The Christman Company – Early College High School Atrium –

Bid #RFCSP 2020-47 ECC

Purchase Order No. B37630 Change Order No. 3

Scope 5

Construction services for Early College High School Atrium at West Dallas Center (formerly El Centro College West Campus).

Change

This change order adds electric work to support exterior building lights,

IT/AV/security updates, and credits to remove an electrical outlet and IT/security installation scope.

1	
Original Contract Amount	\$4,356,147
Change Order Limit/Contingency	y \$653,422
Prior Change Order Total Amoun	nts \$332,774
Net Change	-\$58,803
Revised Contract Amount	\$4,630,118

Mart, Inc. – Bid #RFBC-2019-13 IT Closet Upgrades – MVC

Purchase Order No. B37261 Change Order No. 13

Scope

IT closet upgrades at Mountain View Campus.

Change

This change order includes a credit to remove the decommission of cabling scope.

Original Contract Amount	\$6,774,000
Change Order Limit/Contingency	\$1,011,600
Prior Change Order Total Amounts	\$114,391
Net Change	-\$9,781
Revised Contract Amount	\$6,878,610

SW Elevators, LLC Elevators – EFC

Purchase Order No. B37673 Change Order No. 1

Scope

Labor and materials for modernization of 12 elevators at Eastfield Campus.

Change

This change order includes unforeseen vacuum truck service to clear debris/correct shallow jack holes at 2 elevators, revised cab interiors and 15 days additional contract time.

Original Contract Amount	\$1,671,536
Change Order Limit/Contingency	\$250,730
Prior Change Order Total Amounts	\$0
Net Change	\$226,231
Revised Contract Amount	\$1,897,767

INFORMATIVE REPORT NO. 9.4.

Dallas College Foundation Report (June 2021)

The Foundation presents the monthly activity report reflecting incoming donations for scholarships, programs, and services.

Dallas College Foundation Net Assets

09/01/14 \$40,327,988 09/01/15 \$41,183,692 09/01/16 \$43,049,433 09/01/17 \$52,709,066 09/01/18 \$56,485,722 09/01/19 \$57,812,606 09/01/20 \$64,519,027

Gifts Reported in Fiscal Year 2020-2021

Month Reported	Scholarships	Programs & Services	Total
•	•		
September 2020	\$3,222	\$270,900	\$274,122
October 2020	\$5,361	\$ 57,658	\$ 63,019
November 2020	\$30,822	\$243,886	\$274,708
December 2020	\$23,434	\$698,995	\$722,429
January 2021	\$95,993	\$ 44,024	\$140,295
February 2021	\$48,008	\$105,673	\$153,681
March 2021	\$38,658	\$ 29,025	\$ 67,683
April 2021	\$38,525	\$545,655	\$584,180
Total	\$284,023	\$1,995,816	\$2,279,839



Workforce & Advancement/Ascend Institute

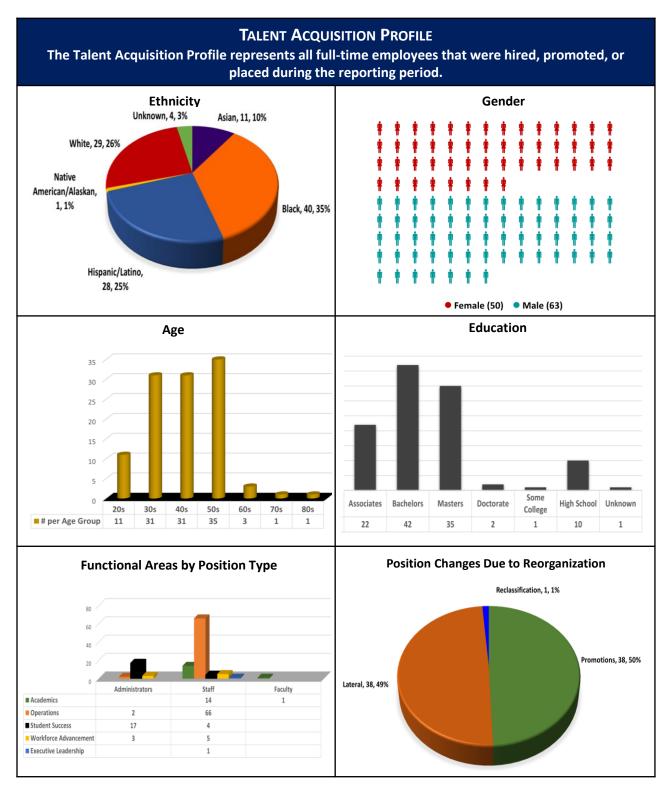
Detailed Breakdown

(*) Reporting Period: 4/1/21 to 4/30/21

Company	Type of Training	Length of Class	Participants	Revenue
City of Plano	Change Management (Grp A)	2	7	\$360.00
City of Plano	Change Management (Grp B)	2	4	\$360.00
Dallas County	11 Leadership webinars (topics vary)	2-4 hours	110	\$4,420.00
Epiroc	Forklift (Grp E)	8	8	\$1,400.00
Faith Family Academy	Workplace ESL (3 sessions)	48	26	\$4,464.00
Construction Education Foundation	Varied workforce training courses	8-60 hours	74	\$10,607.00
The Landon	Emeritus	2.5	8	\$250.00
Gulf Coast Workforce	Varied workforce training courses	63		\$11,136.00
KLLM	Co-enrollment in logistics training	32-80 hours		\$4,500.00
			Total :	\$37,497.00



Dallas College Human Capital New Hire/Position Report April 12, 2021 – May 12, 2021

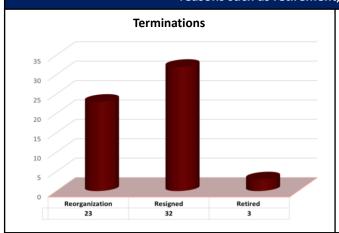


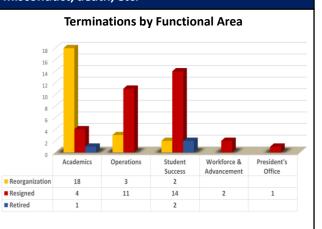


Dallas College Human Capital New Hire/Position Report April 12, 2021 – May 12, 2021

FULL-TIME TERMINATION PROFILE

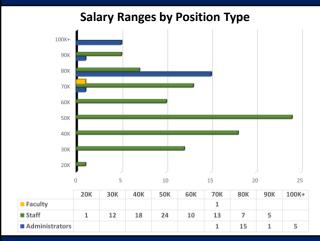
This profile represents all full-time employees impacted by the Dallas College reorganization or other reasons such as retirement, misconduct, death, etc.

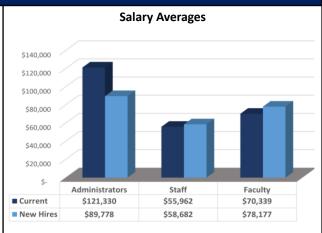




COMPENSATION PROFILE

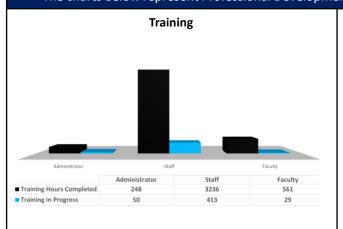
The graphics represent the salary rates of new and promoted employees as well as a comparative analysis of their salaries and the salaries of current employees.





EMPLOYEE TRAINING PROFILE

The charts below represent Professional Development training sessions tracked through Cornerstone.



Top 5 Completed Training Topics

Title	Completions	
2020 Kevin Mitnick Security Awareness		
Training	1217	
Aunt Bertha, My Community Services		
Training	147	
2020 - Title IX and Sexual Harassment		
Prevention for Employees	117	
2021 Employee Accessibility Update	106	
2020-2021 Title IX Employee Curriculum	105	

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Dallas College Human Capital Faculty Highlights Academic Year 2020-2021

